

## Beckfoot Thornton: SEND Information Report

### Background

Beckfoot Thornton is a non-denominational, non-selective school, welcoming girls and boys from all backgrounds from the local community. We currently have 1428 students in our school with over 150 in our sixth form. We have a Resourced Provision (known in school as the DSP) for 15 students with Moderate to Severe Learning difficulties identified as their primary need on their EHC Plan.

The school joined the Beckfoot Trust in October 2016. Beckfoot Trust is a cross phase Multi Academy Trust established in 2013. The aim of Beckfoot Thornton and the Beckfoot Trust is to deliver outcomes for learners that will place the school within the top 20% of similar schools nationally for progress made.

We are all about aspiration and never accepting second best. Our ethos is centred on every student enjoying learning and expecting success. We believe that comprehensive education is unparalleled if done well. Our students therefore reflect the community they are located in. We believe that our students, regardless of starting point, can achieve amazing things. We never give up on any child.

12.2% of our students have identified Special Educational Needs and/or Disabilities (SEND), which is above the national average. 2.9% have Educational Health and Care Plans (EHCPs), which is also just above the national average.

School	Students with EHCPs %	Students identified as SEND Support %	All SEND %
Beckfoot Thornton	2.9	12.2	19.2
National average	1.7	10.8	12.3

SEND need	SEND Support (194 students)					EHCP 33 students				
	Y7	Y8	Y9	Y10	Y11	Y7	Y8	Y9	Y10	Y11
Specific Learning Difficulty	7	11	7	2	5	0	0	0	0	1
Moderate Learning Difficulty	24	18	19	11	8	1	1	1	2	1
Severe Learning Difficulty	0	0	1	0	0	3	0	1	0	0
Profound and Multiple Learning Difficulty	0	0	0	0	0	0	0	0	0	0
Social, Emotional and Mental Health	11	14	10	6	0	2	2	2	2	0
Speech, Language, Communication	6	2	2	2	2	3	1	1	0	0
Hearing Impairment	3	2	0	0	0	0	1	0	0	0
Visual Impairment	0	0	0	1	0	0	1	0	0	2
Multi-Sensory Impairment	0	0	0	0	0	0	0	0	0	0
Physical Disability	3	0	1	1	0	0	0	1	0	0
Autistic Spectrum Disorder	0	1	2	4	2	3	0	1	0	0
School Support: no specific assessment	0	0	0	0	0	0	0	0	0	0
Other difficulty	1	1	1	1	2	0	0	0	0	0
<b>Year Group totals</b>	<b>55</b>	<b>49</b>	<b>43</b>	<b>28</b>	<b>19</b>	<b>12</b>	<b>6</b>	<b>7</b>	<b>4</b>	<b>4</b>

Source: IDSR November 2019

Information that is required	Question	Our response
The kinds of SEND that are provided for	What kinds of SEND do students at Beckfoot Thornton have?	<p>Students are identified as having SEND when they have a significantly greater difficulty in learning than the majority of students the same age or have a disability which prevents or hinders them from making use of education facilities of a kind generally provided for students of the same age in schools within the area of the local authority (SEND Regulations 2015).</p> <p>Students at Beckfoot Thornton have a range of difficulties including communication and interaction; cognition and learning; social, emotional and mental health difficulties and sensory or physical difficulties.</p> <p>Our 15-place Resourced Provision, known in the school as the DSP, is for students with EHC Plans who have a professionally identified <b>primary need of Severe Learning Difficulties (SLD) or Moderate Learning Difficulties (MLD)</b>.</p> <p>Students are identified and allocated one of the 15 places in the Resourced Provision (DSP) by Bradford Local Authority SEN Team through a consultation process prior to entry.</p> <p>Our Resourced Provision (DSP) is situated on the second floor within the main school building and can accommodate <b>a maximum of 15 students</b>, across years <b>7 to 11</b>. Students accessing our Resourced Provision (DSP) are expected to attend at least <b>70% of mainstream lessons and are provided with up to 30% of their timetable withdrawal support to support their cognition and learning</b>. As it is based on the second floor of our mainstream school with no lift access our Resourced Provision (DSP) is <b>not suitable for students with mobility difficulties</b>. Students allocated to the Resourced Provision attend lessons and social times with mainstream students.</p> <p>The current make-up of our SEND population is shown on page 2 above.</p>

<p>Policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENCO</p>	<p>How do you decide that a student has an identified SEND?</p>	<p>Students moving from Year 6 to 7 are identified as having an identified SEND through close collaboration between members of our transition team and colleagues in our partner primary schools. The transition team includes our SENCO, some members of our teaching support team and our leaders of Year 7 pastoral care. This process takes place through Year 6 so that student needs have been clearly identified before a student joins Year 7. Our SENCO also attends annual reviews of students with EHC plans in Year 6. Identified students, including those joining the Resourced Provision (DSP), have additional opportunities to visit their 'new' school prior to starting in September.</p> <p>On entry to our school, all students complete a range of online reading and writing assessments. Our SENCO and Leader of Reading Development work together to conduct the assessments and make effective use of the outcomes. As a result of this initial assessment, identified students' complete additional assessments. This includes, for example, screening for Dyslexia.</p> <p>If a student joins our school into years 7 – 11 mid-term, assessment information will be taken from the previous school and a decision will be made whether further assessment is needed in order to identify a students' specific learning needs. Information is also gathered by observing a student in the classroom or other learning space and looking at the work s/he completes.</p>
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Information that is required	Question	Our response
	Who is the SENCO and what are her contact details?	<p>Similarly, all students joining our Sixth Form from other schools will complete a Dyslexia screening to identify previously unrecognised needs and support our students with developing appropriate strategies.</p> <p>We follow a graduated approach to identifying and assessing needs, using the 'Assess, Plan, Do, Review' model. The triggers for investigating a student's learning needs could be a teacher's or support colleague's concern, underpinned by evidence, about a student who, despite receiving personalised classroom provision, is not making appropriate progress.</p> <p>We have created an Additional Needs Team (ANT) where there is a have a single system for identifying and responding to student need. This includes SEND and other needs such as those relating to being New to English, literacy and where attendance is an obstacle to making progress in learning and where students will not necessarily be identified on the SEND Register.</p> <p>This integrated approach enables us to more sharply match need with provision, help students to overcome barriers they face in their learning and accelerate their progress. See Appendix 1 for further details of our Additional Needs Team.</p> <p>Our SENCO is Carole Pounder Her email address is: <a href="mailto:cap@beckfootthornton.org">cap@beckfootthornton.org</a> Her tel no is: 01274 881 082 Extension: 13112</p> <p>Our SEND administrator is Victoria Duley Her email address is: <a href="mailto:vid@beckfootthornton.org">vid@beckfootthornton.org</a> Her tel no is: 01274 881 082 Extension: 13144</p> <p>Communication relating to students in our Resourced Provision (DSP) is with Resourced Provision (DSP) Lead Laura Synclair Her email address is: <a href="mailto:lds@beckfootthornton.org">lds@beckfootthornton.org</a> Her tel no is: 01274 881 082 Extension: 13112</p>
Arrangements for consulting parents of children with SEN and	How does school involve me, as a	On moving from primary to secondary school, parents may feel the process of getting to speak to a teacher is different, but the importance of maintaining strong communication between school and home continues to be very important. Informally, a parent of a child with SEND, or a parent who has a concern about a learning

	parent <sup>1</sup> , in my child's education?	need, can contact the SENCO, Resourced Provision (DSP) Lead, or our SEND administrator, through the details provided above.
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Information that is required	Question	Our response
involving them in their child's education	How does school involve me, as a parent <sup>2</sup> , in my child's education?	<p>More formally, parent views are central during transition periods, open and consultation evenings and through the EHCP process.</p> <p>Additionally, regular drop-ins are calendared and highlighted to parents so that parents with children on the SEND Register can discuss their child's experience of school and share insights from family life with the SEND team at an appropriate time, rather than waiting for a formal consultation event.</p> <p>To ensure your child can make the most of their learning opportunities, we recognise the huge positive impact that is made by parents in:</p> <ul style="list-style-type: none"> <li>• helping your child to be organised for the school day (including bringing the right equipment and books).</li> <li>• maximising attendance and maintaining good punctuality.</li> <li>• completing homework to personal best.</li> <li>• checking and signing your child's planner each week.</li> <li>• attending parent' meetings.</li> <li>• attending any meetings specifically arranged for your child.</li> </ul>

<sup>1</sup> The term 'parent' includes any person or body with parental responsibility such as a foster parent, carer, guardian or local authority.

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<p>Arrangements for consulting young people with SEN and involving them in their education</p>	<p>How does school involve my child in discussions about their learning needs and experience of school?</p>	<p>One of our school priorities is to create confident communicators and we support our students to make their voice heard 'loud and proud' in school.</p> <p>Students have daily contact with their Tutor, who is a key part of our process of pastoral support. This provides a daily opportunity for students to ask questions, raise concerns and for the teacher to take note of a child's wellbeing, through observing their manner, general demeanour and interaction with other students.</p> <p>The Year Team is central to communication with your child and you. Your child's Year Leader is likely to be your first point of concern for queries about any aspect of their school experience.</p> <p>Students with an identified SEND are included in our Quality Assurance work where we formally ask students 'how is it going?' on a whole range of matters from checking they feel safe and happy, to their experience in specific subjects and to their views of the support they are receiving as they plan forward for life after school.</p>
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Information that is required	Question	Our response
<p>Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review</p>	<p>How does school check how my child is doing and how do I get to know about this?</p>	<p>Students regularly evaluate their work in lessons; attend review meetings; contribute to target setting and reviewing and reflect on their learning and achievements at, and prior to, review meetings, such as those related to an EHC Plan.</p> <p>Where appropriate students are assigned a mentor or key worker whom they meet regularly to review achievement and progress, to acknowledge success and address any concerns.</p> <p>Students with an identified SEND are also represented in all areas of our developing student leadership programme.</p>

		<p>Most of our assessment practice takes place on a daily basis in lessons. Teachers question students, look at their work and observe their interactions in the classroom. Teachers provide regular feedback to individual students and to groups of students and this supports students to move forward in their learning.</p> <p>Formally, we have an assessment calendar which identifies times in the year when each year group in turn is our focus. This is twice per year in years 7, 8 and 9 and 3 times a year in years 10 and 11. Teachers submit grades for achievement and for attitudes to learning. These are communicated to parents through a summary report and parents have an opportunity to formally meet with their child's subject teachers each year.</p> <p>Parents are encouraged to communicate any emerging concerns or questions with their child's Year Team. In addition to this, parents of a child with an identified SEND are encouraged to contact the SEND team through the SEND administrator.</p> <p>We also have a Quality Assurance process that assesses the effectiveness of Teaching and Learning for all students, including those with SEND. This process involves visiting lessons, looking at student work and talking to students about their work. The outcomes of these evaluations are used to create and implement development plans for all aspects of school life. There is, for example, a SEND Action Plan, which includes the SEND team's stated priorities and this is supplemented by insights gained from Quality Assurance activity.</p> <p>Additionally, we are held to account by Ofsted through inspection and parents have access to these reports. The quality of education by received by students with identified SEND is a central part of the</p>
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Information that is required	Question	Our response
		<p>inspection process. The most recent inspection report, from September 2019, is included as Appendix 2 at the end of this report.</p> <p>Finally, for students who are receiving an additional intervention, related to reading or speech and language, for example, we analyse for effectiveness of the intervention to ensure it is having the required impact. If it is not having the desired impact, we re-think and adjust.</p>



<p>Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society</p>	<p>How do you help my child to get ready for next year, the next key stage and life after school?</p>	<p>Promoting students' personal development and their readiness to be confident and capable citizens is as important to us as promoting their academic development and it is a thread that is woven through everything that we do. It is a specific responsibility of a senior leader who monitors how well we are achieving this.</p> <p>Whilst the Year 6 to 7 transition is an obvious and significant change for our students, we help all our students to be aware of the demands of the coming year, as they move from Year 7 to 8, 8 to 9 and so on. Each year group experience has some distinctive features for which we aim to fully prepare our students.</p> <p>Our students move forward to their next year group at the end of June, so they have some weeks to settle in before the end of the summer term. Students return in September having already established themselves in their new year group. Particular care, and an enhanced process of support, is provided for students where change is particularly challenging.</p> <p>Students move from Key Stage 3 to Key Stage 4 at the end of Year 9 and, during the second half of Year 9, students and parents are involved in exploring the options for Key Stage 4. School leaders provide guidance as to what we judge to be the best curriculum for each student and student and parental views are central to this.</p> <p>Similarly, we have an inclusive level 3 offer in our Sixth Form and students considering entry to our Sixth Form will have an opportunity to experience 'taster' sessions before they make their final choices.</p> <p>Both students staying at Beckfoot Thornton beyond the age of 16 and those moving to other institutions to continue their learning and/or training have a comprehensive process of Careers Education and Guidance from the early years of Key Stage 3 so they are aware of all options, both at the end of Key Stage 4 and at the end of Key Stage 5.</p> <p>Some students, including some with an identified SEND, benefit from an enhanced process of Careers Education and Guidance, in which parents are encouraged to participate.</p>
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Information that is required	Question	Our response
The approach to teaching children and young people with SEN	How do you teach students with SEND?	<p>Our teachers have high expectations of all students, including those with an identified SEND. All teachers will be told about your child's individual needs and will adapt their lessons to meet these requirements. We call this 'personalisation'. Teachers have experience and/or are trained in doing this. This training takes place regularly and sometimes takes the form of more experienced teachers working with less experienced teachers to plan forthcoming lessons and sequences of learning.</p> <p>Personalisation may involve using different teaching strategies, adapting resources and activities, and may involve consideration of where your child sits in the classroom and who is his/her learning partner for the lesson. This means your child can access the lessons fully.</p> <p>Sometimes, personalisation may involve support being provided by another adult in the class – an HLTA or TA. We have an SEND support team which includes colleagues with a range of expertise and we will look to deploy them appropriately to meet learning needs.</p> <p>Where evidence suggest it is felt it is the right thing to do a student may be offered additional help and support away from the classroom in which case you would be informed. This might be a short withdrawal to work on a particular aspect of learning or it may be a longer withdrawal covering a number of lessons to ensure your child is in a position to make strong progress alongside other students back in the classroom.</p> <p>When your child begins courses which are externally examined, if we think it is needed, we will assess and apply for exam Access Arrangements according to the Joint Council for Qualifications exam regulations. This application will usually happen in Year 10. Being granted Access Arrangements may mean your child will be given some support and/or additional time to complete examination papers. If your child's normal way of working has been to use a laptop or tablet to support recording in lessons, this may also become part of the Access Arrangement for your child.</p>
How adaptations are made to the curriculum and the learning environment of children and young people with SEN	How do you ensure my child has the most appropriate curriculum?	<p>For students moving from primary school, we use the information provided by our partner primary schools to ensure your child is provided with the most appropriate curriculum from the start of Year 7. Most of our students, including those with an identified SEND, follow the full school curriculum as published on the school website. Students in the Resource Provision (DSP) are expected to access 70% of mainstream lessons but also have withdrawal sessions built into their timetable to support their learning. A small number of learners have a more personalised curriculum to match their individual needs. This personalisation may provide, for example, more opportunities to develop reading skills or a more gradual transition from the primary to secondary school environment.</p>

		Students with EHCPs will have targets and strategies set by the SENCO, any outside professionals working with the student, support staff and subject teachers. Annual Reviews involving the student, parents, subject staff and other professionals evaluate these targets and strategies to ensure that they are relevant and appropriate.
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<b>Information that is required</b>	<b>Question</b>	<b>Our response</b>
The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured	How do you ensure SEND staff have the right skills and continue to develop those skills?	<p>these targets and strategies and assess their impact. The decision is based on evidence of need and impact.</p> <p>Pathways for GCSE are discussed with parents and our students in Year 9 and are tailored to need based on school assessment information and having discussed with you and your child, our understanding of your child's aptitudes and aspirations.</p>


		<p>We have an experienced SENCO in post. We also have a senior leader with the SENCO post-graduate qualification. Our Head of our Resource Provision (DSP) is an experienced teacher and has links with specialist agencies within the Bradford area.</p> <p>Through our Trust, SENCOs meet regularly and can share insights from their own work and keep up to date with developments in SEND nationally.</p> <p>Our SENCO leads regular meetings and training with both Higher-Level Teaching Assistants (HLTAs) and Teaching Assistants (TAs) to support their professional development. All SEN staff have appraisals with the SENCo where individual development targets are set and reviewed termly each year.</p> <p>HLTAs and TAs work alongside teachers for several training events so that their expertise is developed along with the teachers with whom they work on a daily basis.</p> <p>As noted earlier, we have an Additional Needs Team (ANT) where there is a system for identifying and responding to student need. We are using the development of this team is an opportunity to look again at the experience, specialist skills and professional interests of our SEND staff and develop teams within the SEN department to ensure the 4 areas of SEN needs are met: communication and interaction, cognition and learning, physical and sensory and SEMH. Each team will be led by experienced HLTA's and their development and impact monitored by the SENCo and senior leaders.</p>
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Information that is required	Question	Our response
Evaluating the effectiveness of the provision made for children and young people with SEN	How do you judge if your SEND provision is effective?	<p>On an educational basis, we evaluate the impact of the additional support we have provided for students with an identified SEND. This includes: the quality of personalisation which takes place in the classroom; the quality of the in-class support provided by HLTAs and TAs in collaboration with the class teacher; the quality of interventions provided to individual students and small groups, the impact of interventions in our Resourced Provision (DSP) and/or SEND teams and also the quality of intervention provided by external agencies, such as, for example, support for students with hearing impairment or speech and language sessions.</p> <p>We also invite external evaluation involving specialists from the Trust and through commissioning colleagues to undertake a review of aspects of the school's provision.</p> <p>Part of the framework of external evaluation is that provided by Ofsted through inspection, where the learning experience of students with an identified SEND is a particular focus. Beckfoot Thornton's most recent inspection report, from September 2019, is shown in Appendix 2.</p>
How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN	How do you make sure my child can join in activities?	<p>First and foremost, our lessons are inclusive. Teachers will adapt to personalise the content and expectations of the lesson so that all students can make appropriate steps forward. Sometimes, a child will be supported by the intervention of an additional adult to ensure learning can be accessed and progress is made.</p> <p>126 of our students with an identified SEND are also deemed to be disadvantaged and are supported through use of the Pupil Premium. Whilst the main use of this funding is to provide students with a high-quality learning experience, some school finance is used to enable disadvantaged students to participate in activities which would otherwise be unavailable to them.</p> <p>We are aware that for some students, school can feel to be a loud and fast-paced place and activities are provided which allow students to socialise and engage in additional activities in a quieter environment.</p>

<p>Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and</p>	<p>How do you support my child's social and emotional wellbeing and mental health?</p>	<p>The best support we provide for all our students mental health is in providing a calm, purposeful and structured learning environment. Relationships are positive and we look out for each other – this is a very evident part of our school culture. Additionally, our structure and processes are predictable, so students understand what the day will bring so they are prepared. Support staff are trained in supporting a range of SEMH difficulties both in class and through withdrawal interventions these are lead and monitored by a specialist SEMH HLTA and referrals are made in consultation with parents and the students to outside agencies when required.</p> <p>Daily contact with the Tutor and easy access to the Year Team means that our students know where they can get support quickly if needed. Our student receptionist is available throughout the day to support students with a whole range of matters from nose bleeds to feelings of anxiety.</p>
<p><b>Information that is required</b></p>	<p><b>Question</b></p>	<p><b>Our response</b></p>
<p>measures to prevent bullying</p>		<p>School has its own Wellbeing service which provides students with specialised counselling and listening therapies so that concerns can be addressed speedily.</p>
<p>How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families</p>	<p>What links do you have with external partners and agencies to support my child?</p>	<p>As a school we access a range of services including Child and Adolescent Mental Health Service (CAMHS); Social Care; School Nurse Service; Educational Psychology Services; Careers Service; Speech and Language Service as well as a range of specialist educational support services, such as the Hearing Impairment Service and the Speech and Language Team.</p> <p>These services are contacted when necessary and appropriate, according to your child's needs. If you believe your child needs support from a specialist, please contact the SENCO or discuss your concerns at the next parent evening.</p> <p>As we are aware of the heavy demand placed on many of these external services, we also provide support for students' social, emotional and mental health through our own wellbeing and counselling services.</p>

<p>Arrangements for handling complaints from parents of children with SEN about the provision made at the school</p>	<p>If I am not happy about matters relating to SEND, how can I communicate that and, ultimately, complain?</p>	<p>At every formal parental consultation event, we invite parents to complete a brief survey. This provides important feedback on how aspects of school provision, including SEND provision, are seen. Results are analysed, shared with appropriate staff and actions are taken in response. Sometimes, a sample of parents will be asked for their views relating to a specific item of practice. For example, how well do parents feel the induction process was managed, or do parents feel they are well-informed about the learning targets that have been set for their child.</p> <p>Additionally, at the time of the school's inspection, parents are formally invited by Ofsted to complete the Parent View survey, which now includes an item specifically for the parents of child with an identified SEND.</p> <p>Parents can complete the Parent View survey at any time and school checks responses on a regular basis.</p> <p>Should communication with school be found to be unsatisfactory, and a resolution hasn't been found through communication with school staff and leaders, parents can make use of the school's complaints procedure: <a href="#">Beckfoot Thornton - Trust Policies</a></p>
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## Structure of our Additional Needs Team

<b>Strategic leader: member of SLT</b>	Richard Coulson							
<b>ANT administrator</b>	Victoria Duley							
<b>Area of the ANT</b>	<b>EAL</b>	<b>Literacy</b>	<b>Head of Resource Provision (DSP)</b>	<b>SENCO</b>				
<b>Leader of the area of ANT</b>	Rachel Ashworth	Sunny Bhatti	Laura Synclair	Carole Pounder				
<b>HLTA</b>	Elzbieta (Ela) Mikolaiczuk		Nicola Corboz Hayley Horne	Amanda Murgatroyd Nicola Corboz (DSP HLTA)	Carole Pounder SENCo	Christine McDermott Hayley Horne (DSP HLTA)	Sue Copeman Laura Synclair (DSP Lead Teacher)	
				<b>Cognition and Learning</b>	<b>Sensory and Physical team</b>	<b>Communication &amp; Interaction</b>	<b>SEMH</b>	
<b>TA</b>			Chloe Metcalfe Stacey Mallinson Natasha Foster	Dawn Gransbury Rachel Lodge Jade Turner Laila Iqbal Eleanor Robinson	Jamie Miller-Hall Deborah Moralee Stacey Mallinson (DSP)	Christopher Rushton Claire Wain Fakraz Ahmed Shazia Awan Sameera Qureshi Ben Snowball	Emma Potter Adam Crossley Chloe Metcalfe (DSP) Sophia Ashraf	

### Appendix 1: Our Additional Needs Team



## Appendix 2 Report from the Beckfoot Thornton inspection, 17-18 September 2019

(Link: <https://files.api.ofsted.gov.uk/v1/file/50114241>)

### What is it like to attend this school?

Pupils enjoy coming to school. They say that they feel safe and that they learn a lot. Older pupils told us that the school has really improved in the last few years. Teaching is improving too. This is helping pupils to achieve more than they would have done in the past. The school feels calm and friendly. Pupils move around the large building sensibly. They stick to the rules and one-way system so that corridors are safe. In lessons, most pupils try their best and do what teachers ask of them. Behaviour across the school is good. Teachers say that since the new headteacher arrived, pupils' behaviour is much better. Pupils agree. They say that it is because the teachers have higher expectations of their behaviour now. Pupils told us that bullying does not happen very often. If it does, pupils say that adults in the school deal with it quickly. School leaders work hard to make sure that pupils are well cared for. Pupils can speak with counsellors or other professionals if they have a problem. If pupils need more help with their learning, staff are available to help them.

### What does the school do well and what does it need to do better?

The quality of education requires improvement. Leaders have been successful in improving pupils' behaviour and attendance. They are now starting to review the curriculum. However, leaders have only recently started to think about what pupils learn and in what order. Pupils in key stage 3 spend two years learning a curriculum.

In Year 9, they pick their GCSEs, which reduces the number of subjects they study. This means that teachers teach about a broad range of topics but they do not explore subject content in depth. This leads to gaps in pupils' understanding.

The quality of teaching, although improving, can vary. Sometimes, when teachers assess what pupils know, they do not use the results as well as they could. This is different in English. Teachers have noticed that pupils in Year 11 need help to evaluate written text. As a result, staff have redesigned subject plans in Year 7 so that pupils master this skill early on. Most teachers are now teaching pupils the subject content that matters the most, apart from religious education, which is limited. Staff are improving their own subject knowledge by sharing ideas and planning together. They also attend regular training sessions that experts lead. Pupils are beginning to show what they are capable of.

Pupils enjoy many opportunities to develop their wider skills. This complements focused activities that help to improve pupils' understanding of mental health issues and the world of work. Careers education is a strength. Nearly all pupils go on to further education, employment or training when they leave school.

Staff help pupils with special educational needs and/or disabilities (SEND) to get the support they need. This happens in the specialist resource base and in lessons. Leaders say that SEND provision is a priority for them. Recently, staff with more experience have joined the school. This

helps to identify early the learning needs of pupils with SEND. Occasionally, teachers do not use teaching assistants well enough to support pupils' development. Leaders have plans to train staff to develop their skills when they are supporting pupils with their learning.

Sixth-form provision is good. The sixth form is small, which means that students have lots of opportunities to receive help and support. This helps them to achieve well, especially in applied general courses. Teachers know their subjects. Carefully constructed subject plans ensure that students are taught well. Attendance is high and improving. Students are heavily involved in a wide range of leadership activities. For example, some students deliver whole-school assemblies or help younger pupils with their reading skills.

Leadership is strong. The headteacher, senior leaders and trustees work well together. Trustees ensure that they and other leaders know their roles and responsibilities in detail. Leaders' successful systems ensure that they meet their statutory obligations relating to safeguarding, accountability and use of resources. Staff morale is very high. Nearly all staff who responded to Ofsted's inspection questionnaire said that the school is well led and managed. They said that leaders do all they can to ensure that the school has a motivated, respected and effective staff. Trustees say that they want to create a 'remarkable' school. Initial signs are positive in this regard.

### **Safeguarding**

The arrangements for safeguarding are effective. Leaders make appropriate prerecruitment checks, making sure that staff are safe to work with pupils. Staff attend regular safeguarding training and can explain the risks pupils may face locally. Leaders ensure that pupils who attend alternative education provision are safe. Pupils know how to stay safe. They have a thorough understanding of the risks posed when using the internet. Systems are in place to check on vulnerable pupils through the pastoral system. For example, leaders would much rather provide support for pupils in school than elsewhere.

### **What does the school need to do to improve?**

(Information for the school and appropriate authority)

- Trustees and senior leaders have a sound rationale for the curriculum following extensive consultation between schools. However, school leaders know that it is very early days in relation to their new curriculum. Subject leaders have only just begun to discuss with staff what it is that they want to teach pupils and when. Conversations in this regard have been constrained to individual subject areas at this stage. Consequently, leaders must continue to generate and implement new subject plans, with clearly defined end points, so that pupils deliberately learn the most important content in a coherent order and in a way that enables them to progressively know more and remember more over time.
- Currently, some pupils in key stage 3 do not cover subject content sufficiently well to be able to draw upon their learning in the future. This is because subjects such as religious education lack prominence in the curriculum. Additionally, the time pupils spend learning

new content is limited in some subjects as teachers attempt to teach a broad and balanced curriculum that is commensurate with the national curriculum. However, time is limited, and teachers sometimes gloss over important learning points. This leads to gaps in pupils' understanding. Leaders must ensure that pupils are afforded sufficient time to learn important subject content in detail for as long as possible, including in religious education.

- Some teachers and leaders use assessment well to inform pupils of their next steps. They also use assessment effectively to alter teaching or curriculum plans so that recurring weaknesses in pupils' understanding are addressed. However, this is inconsistent within and across subjects. Leaders must ensure that the use of assessment to support pupils' learning is improved and inconsistencies in this area are reduced.
- The use of teaching assistants to support pupils with SEND varies. Leaders should ensure that teaching assistants have access to meaningful training opportunities to improve their understanding of their role and the additional learning needs of pupils with SEND.
- Pupils' behaviour and attendance have improved significantly from a low baseline. Leaders should ensure that they sustain and improve further their good work in these areas so that pupils' attendance is in line with that of other pupils nationally. Similarly, leaders should continue to improve pupils' behaviour, particularly the small minority of pupils in key stage 4 who do not behave as well as they should.