Highfield Ely Academy – Contextual information

Highfield Ely is an all age (2-19), area special school which is part of the Active Learning Trust. Highfield Ely works in partnership with Highfield Littleport – also an area special school which opened in Sept 2017. All pupils at Highfield Ely have an Education, Health and Care Plan. Many pupils have additional medical, behavioural, sensory, communication and/or physical disabilities. Highfield Ely Academy incorporates LINC - a provision for young adults from 19-25. This is based at Highfield Littleport until September 2020 whilst building work takes place.

Many pupils and their families are supported by social services, usually from the Disabled Children's Team. For the most part this support is in the form of provision of regular respite care. Many pupils and their families have multi-agency involvement because of the complexity of their identified needs.

Most pupils are entitled to transport with some pupils travelling long distances to attend. Around 35 pupils travel to school with parents or carers, which is higher than other Cambs Area Special Schools.

Pupil Population (as at Oct 2019)
The school roll stands at **127**. This is slightly above average for a school of this type. The population is comprised of **11.8% pupils with PMLD, 48% SLD, 43% MLD**. Other identified additional needs are **48% ASC, 5.5% SEMH and 31.4% SLCN**. We have **22% female and 78% male students**. Other pupil data is:

- We have **8 CiC currently on roll**, which is **above average** for the pupil roll. We have **5 FCiC** students
- The number of pupils eligible for FSM is increasing and is currently at **34.1%** of our population**.** This is below the national average of **37.6% for 2019**
- The **school deprivation indicator is 0.13** which is **below the national average of 0.21**
- Pupils from **ethnic minorities are below the national average at 3%**

The overall strengths of the school are:

Behaviour, Safety and Safeguarding
Personal development and attitudes to learning
The broad range of curriculum options for all pupils
Pastoral support for families and students
Development of and opportunities for our staff
Capacity for further development

What makes Highfield Ely special?

The behaviour and attitudes to learning of pupils throughout the school are excellent and they are supported by staff consistently well. They are confident, independent and self-assured learners. There is a positive, pupil focused ethos with a curriculum that meets each learner's individual needs. We work with, and support parents well through open communication, sharing progress information for their child freely and where there are support needs through Family Liaison Worker support. We prepare learners for their next steps, be this within Highfield or a carefully planned transition to a future placement.

What do we define as 'Good' Progress?

We expect that all of our pupils make at least good progress over time. Good progress at Highfield is defined as:

"progress that meets our challenging expectations in subject areas and within their Outcomes in Education, Health and Care Plans (EHC Plans)"

Progress judgements are arrived at through professional conversations between teachers and Department Leaders and these are reviewed by Department Leaders with the Head of School. We do not use CASPA or compare progress of learners with that of other learners. We know our students as individuals and assess them as such. We apply high expectations to all pupils, whatever their need, through regular progress meetings between teachers and our leadership team.

Use of Teaching Assistants

Highfield has a significant resource in its Teaching Assistants and recognises that their impact on pupil progress is substantial. Teaching Assistants are line managed by class teachers, and are directed to work in ways that meet the individual needs of each pupil in teaching groups. Sometimes this means sitting alongside a pupil/s, directing their attention, at other times they may lead small groups or work with individuals on their learning objectives. Within our High Needs classes there is close to 1-1 staffing level due to the pupil's Profound and Multiple Learning Needs, personal care support, physio, and so on.

Summary Data

Attendance

- Target for attendance this year is 92%
- Attendance overall in the academic year 2018/2019 was 91.1% We had 3 pupils whom weren't attending school at the time.
- The average attendance for all special schools Autumn 2017 and Spring 2018 was 89.7% (source DfE website)

Student Outcomes 2018/19

Whole School

	EHCP outcomes	Curriculum targets
Below Expected Progress	5/125	7/95
Progress as Expected	97/125	84/95
Above Expected Progress	23/125	4/95

EYFS/KS1

	EHCP outcomes	Curriculum targets
Below Expected Progress	2/19	4/19
Progress as Expected	13/19	14/19
Above Expected Progress	4/19	1/19

KS2

	EHCP outcomes	Curriculum targets
Below Expected Progress	0/8	1/8
Progress as Expected	5/8	5/8
Above Expected Progress	3/8	2/8

KS3

	EHCP outcomes	Curriculum targets
Below Expected Progress	1/33	1/33
Progress as Expected	30/33	32/33
Above Expected Progress	2/33	0/33

KS4

	EHCP outcomes	Curriculum targets
Below Expected Progress	1/27	0/27
Progress as Expected	20/27	27/27
Above Expected Progress	6/27	0/27

KS5

	EHCP outcomes	Curriculum targets
Below Expected Progress	1/8	1/8
Progress as Expected	2/8	6/8
Above Expected Progress	5/8	1/8

Higher Needs

	EHCP outcomes
Below Expected Progress	0/24
Progress as Expected	21/24
Above Expected Progress	3/24

LINC

	EHCP outcomes
Below Expected Progress	0/6
Progress as Expected	6/6
Above Expected Progress	0/6

Students in receipt of Pupil Premium

	EHCP outcomes	Curriculum targets
Below Expected Progress	1/38	1/33
Progress as Expected	30/38	30/33
Above Expected Progress	7/38	2/33

Children in Care or CFiC

	EHCP outcomes	Curriculum targets
Below Expected Progress	0/13	0/9
Progress as Expected	11/13	9/9
Above Expected Progress	2/13	0/9

Students in receipt of FSM/Ever 6

	EHCP outcomes	Curriculum targets
Below Expected Progress	1/43	1/38
Progress as Expected	33/43	35/38
Above Expected Progress	9/43	2/38

Students with EAL

	EHCP outcomes	Curriculum targets
Below Expected Progress	0/8	1/5
Progress as Expected	5/8	4/5
Above Expected Progress	3/8	0/5

Blue Pathway

	EHCP outcomes
Below Expected Progress	0/14
Progress as Expected	12/14
Above Expected Progress	2/14

Green Pathway

	EHCP outcomes	Curriculum targets
Below Expected Progress	3/59	5/40
Progress as Expected	44/59	31/40
Above Expected Progress	12/59	4/40

Yellow Pathway

	EHCP outcomes	Curriculum targets
Below Expected Progress	1/52	0/52
Progress as Expected	44/52	52/52
Above Expected Progress	6/52	0/52

2018/19 Leavers' Destinations

FE College	16/17
Employment	0/17
Social Care Provision	0/17
Training	0/17
NEET	1/17

2017/18 Leavers' Destinations

FE College	10/10
Employment	0/10
Social Care Provision	0/10
Training	0/10
NEET	0/10

2016/17 Leavers' Destinations

FE College	7/10
Employment	0/10
Social Care Provision	3/10
Training	0/10
NEET	0/10

Priorities

	Priority	Responsible	By When
1.	Make sure that funding from LA meets provision being delivered in-school to ensure long term sustainability and to meet the needs of all young people	AD/SB	Ongoing during 2019 and 2020
2.	Curriculum development - Green and Yellow pathways need more detail in each topic area (Learning organisers/S.O.W)	Leadership Team	Ongoing during 2019 and 2020
3.	Further embed Evidence for Learning, including Parent Share aspect and in ensuring consistency in application of assessment	AD/Dept Leads	Review July 2020
4.	Establish and embed rigorous internal and external moderation system	AD/SB/Dept Leads	Jan 2020

Effectiveness of leadership and management

Where we aspire to be

A1. CPD continues to be effective and personalised so that it meets the changing needs of pupils and staff over time
A2. Governors have a sound understanding of the school's effectiveness and hold leaders to account
A3. Leaders focus relentlessly on outcomes for pupils, driving pupil outcomes to be better than expected through highly personalised provision
A4. Most parents feel involved in many aspects of school life
A5. Staff at all levels have a clear understanding of the school's vision and their role within it

Where we are currently	Evidence	Next steps
1. **CPD is effective in raising standards,** though there needs to be clear evidence of impact	Case studies, PMR's, quality of teaching, outcomes	H of S to continue to collate evidence in CPD folder that assesses impact
2. **Perf Man is effective in rewarding those who are performing well, and addressing staff performance issues,** though could be more of an 'ongoing conversation' between teachers and their line managers	Perf Man records, recommendations to LGB on performance related pay resulting	Dept leads to discuss Perf Mgt targets with Teachers on a termly basis
3. **The leadership team set a very clear improvement agenda** and lead by example. **Leaders are ambitious in what they want to develop** for our pupils and the school community	Support meeting notes, briefing minutes, delegated responsibilities in the staffing structure	
4. **The school has a very good capacity for further improvement** working in partnership with Highfield Littleport	School Plans, HLA School Plan	Review staffing structure, roles and responsibilities as the school and it's work within the Trust develops
5. There is a **culture of high expectations** in the school	External reports, lesson observations, progress data, progress against pupil outcomes, challenge and support meetings	
6. **PE & Sport Premium is used effectively,** pupils enjoy a range of sports including Rebound and Dance	PE & Sport Premium website statements	
7. **Life in modern Britain, or British Values** is taught effectively through PSHE and in other formats	PSHE plans. Assembly plans. Website. Staff modelling behaviour	
8. **Governors provide support and challenge to the leadership team** through some focused Governor visits	Governors meeting minutes/visit notes	Increase in Governor visits/recruit Governors
9. **Middle and Senior Leaders monitor pupil progress so that none underachieve over time**	Pupil Progress meetings minutes and paperwork	Further develop use of Evidence for Learning
10. **Parents have many different ways in which to engage** with, and be supported by, the school	Annual reviews, Class Dojo, parents evenings, progress information home, coffee mornings	Review and develop opportunities for parental involvement, e.g. parental training, parent view on E4L

11. **Those eligible for Pupil Premium make similar progress to those who aren't - this is tracked in Progress meetings**	Progress data	
12. **The progress of CiC and CFiC in the school** is largely in line with progress of the remainder of pupils - this is tracked in Progress meetings	Progress data, LAC Governor visit and report	
12. **Governors know the school reasonably well, and exercise their statutory duties efficiently. We are working towards improving Governor's knowledge of the school during 2018/19**	Governors meeting minutes. New Governors	Increase in Governor visits
13. **The school demonstrates equality and respect for each pupil**	School policies, Review outcomes 2016 to 19	
14. **The staffing structure reflects a very good level of devolved leadership**	Staffing structure, Teacher meetings, Support and Challenge meeting records	Shaping shared leadership and curriculum of HEA/HLA
15. **Staff at all levels have had many opportunities to develop their practice and gain new roles**	Staffing structure, Graduate Teacher programme, new specialist roles, joint training with other schools, HLA, LINC 19-25. TA qualifications	
Commentary **September 2019** •		

CPD
Sept 2019 - Head of School studying for NPQH this year, Exec Head NPQEL

Quality of teaching, learning and assessment

Where we aspire to be

A1. We aspire to have consistently outstanding teaching
A2. The curriculum our pupils access is highly engaging, relevant and prepares them for their next steps
A3. Assessment systems provide clarity in measuring progress for all learners, that helps teachers, learners and parents in understanding and planning for their next steps

Statement	Evidence	Next steps
1. **Teaching standards** continue to be Good or better overall	Drop-in records, Review Outcomes 2016 - 19	Continual fine-tuning to take all teaching towards "outstanding". Largely focussed on differentiation where appropriate and curriculum content review. Culture is moving towards one where staff invite observations as a collaborative opportunity to improve
2. The **teaching standards form the basis of performance management** with individualised targets added for each staff member	Perf Man records	Dept leads to have more conversations on PM with teachers in their Depts through the year
3. HoS and Exec Head **have undertaken joint obs with external reviewers, validating judgements**	Drop-in records, external reports	Joint obs between leaders at HLA and HEA
4. There are **numerous extra-curricular opportunities that enhance the school curriculum**	Website, Class Dojo	
5. **Learners access a broad and stimulating curriculum that meets their individual learning needs**	Pathway curriculum plans, curriculum policy, interventions accessible	
7. There is a **culture of high expectations** in the school	Previous review reports, lesson observations, progress data	Further develop Pathways curriculum
8. There is **strength of provision in High Needs and in working with pupils with challenging behaviour**	Drop-in records, Department plans, case studies	
9. **Accurate assessment is used in deciding the 'next steps' for each pupil.** Parents are involved in this conversation	Drop in records, EHCP folders, Annual review paperwork	
10. The **teaching of English and Maths and progress of pupils is strong throughout the school**	Drop-in records, progress data, review outcomes	
11. There are clear **handover structures between classes and future placements so progress is not slowed**	Meetings schedule, annual reviews, leavers' tracking information	New "moving up" day - review success. New tracking system of former students for 3 years post HEA.
12. Systems for pupils to join Highfield are very effective in making sure **pupils have the best possible start**	Pre-admission meetings, new parent meetings, 'moving up' day	

Commentary

Sep 2019

- We have grouped teachers into Pathway groups to overcome the issue of a lack of subject specialists. Teachers now work far more collaboratively and the curriculum has benefitted from this

CPD

VI training Sep 30th

Personal development, behaviour and welfare

Where we aspire to be

A1. The personal development of every learner will continue to be outstanding
A2. Teachers continue to have high expectations of pupils' behaviour and attitudes to learning, supporting each learners' individual needs very effectively
A3. Attendance continues to be over the national average for Special schools

Statement	Evidence	Next Steps
1. **Absence rates over time compare well to national averages because pupils are motivated to attend school**	Absence data	AD Follow up 2 students not attending
2. **Where attendance is not as good as it could be, action is taken** to improve this	Contact with parents, regular meetings between Attendance Lead and Head of School	see above
3. Case studies and other progress information outline clearly that **this area of school provision continues to be outstanding**	Case studies and other progress information	AD Gather more recent case studies
4. The school has a **proven track record in making successful placements for students that have broken down elsewhere** including other special schools and mainstream environments	Case studies and other progress information	Continue productive discussion with the LA on options for MLD students with SEMH
5. There is an **excellent level of team working to support pupils' individual welfare and behaviour needs in school** involving outside agencies where necessary	Case studies, meeting minutes	
6. The **supportive ethos of the school** is the foundation for the majority of pupils' exemplary behaviour	Challenge Partners reports 2016 - 19, LAC Audit report Sept 2016, and ALT Review 2017	Roll out STEPS at HEA to the staff team to provide alternative ideas running alongside Team Teach
7. **Parents/carers continue to have confidence in the care that the school provides**	Parental surveys, annual reviews, diary entries, Dojo messages	Family Liaison worker to review procedures to gain parental feedback. Resend parental survey next year. Parent Inset offer drawn up and on website
8. **Safeguarding is effective**	CP reports to Govs, CP file audit, DP meeting notes, two external audit reports	
9. **Students attitudes to learning are excellent**	Drop-ins, Challenge Partners report July 2016 and 2018, LAC Audit report Sept 2016, and ALT Review 2017	
10. **Students have a voice in how the school develops**	Pupil voice surveys, School Council minutes, teacher interviews process notes, Challenge Partners report July 2016 - 2019, safeguarding audits 2018	
Commentary		

Sep 2019

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CPD

Sept 2019 - CP refresher
Oct 2019 - STEPS Tutor training

Outcomes for pupils

Where we aspire to be

A1. Every learner will be very well prepared for their next steps, whatever they may be
A2. Every learner will have vastly improved long term opportunities as a result of attending HEA

Statement	Evidence	Next Steps
1. The **very large majority of pupils make expected or above progress from starting points**	Progress from starting points, EHCP Outcomes, EYFS progress, progress meeting notes	
2. The **vast majority leave Highfield to access further study at college or within Individual Curriculum Solutions packages**	Leavers' destinations	Track leavers for at least three years, and use any learning to inform school provision Leavers to run an Assembly on transition to FE
3. **Work related learning** is developing into a very strong part of Highfield provision	Evidence of work placements, evidence against Gatsby benchmarks, appointment of Work Experience Co-ordinator and Transitions Advisor	Audit WRL provision and placements and adapt as necessary
4. The **progress of each learner is reviewed regularly** by the class teacher, middle and senior leaders	Impact for pupils shown through pupil progress meeting notes	
5. **Teaching across departments enables an effective transition between KS3 and 4** and progress is not slowed	Baseline and progress through KS4	
6. **Consistency and depth of moderation** needs to develop		Head of School to embed system with Leadership team
7. The Pathways **curriculum is broad and balanced and meets all learners needs**	Curriculum provision map, website	Continue to develop the Pathways model
8. **Learners with with PMLD** have another good quality option for post 19 now that LINC 19 - 25 is open	Parental comments, progress towards EHCP Outcomes	Embed Life Challenges curriculum, grow roll
9. A very flexible and broad provision is in place, reflecting the changing needs of learners for example the Nurture provision	Nurture provision and excellent progress by learners in this group	
Commentary **Sep 2019** ● 5 students completed Functional Skills at EL3 and L1 - best ever results ● Progress for the vast majority of learners is good or better ● Progress, shown through Boxhall Profile, of learners in the Nurture Group is excellent		

Effectiveness of the early years provision

Where we aspire to be

A1. Learners in EYFS will make an exceptionally good start to their schooling
A2. We will feel confident that we can self evaluate our EYFS department as “Outstanding” again

Statement	Evidence	Next Steps
1. **The small number of pupils overall make strong progress** in EY	Development Matters progress trackers, EHCP outcomes	EYQF continues to be used as a development tool for EYFS this year. Develop EYFS rationale in light of Pathways curriculum and pupil groupings
2. **Assessment systems** identify clearly where the pupil is and what their next steps are	Obs involve whole class team, identifying next steps. Regular staff reflection.	
3. **The curriculum is flexible** and based on students’ individual needs	Curriculum map (My skills etc), individualised planning, TEACCH, Outdoor Learning	Continuing development of curriculum
4. **Quality of teaching in EY is Good or better**	Lesson observations, external reviews, Peer Observations	
5. **Pupils make a strong start to their education in EY**	Comprehensive baselines using PDJ and previous settings assessments, transition and home visits if appropriate	Dept Lead to draw up rationale to clarify processes etc.
6. Taking into account their additional needs, **pupils demonstrate excellent behaviour and attitudes to learning**	Lesson observations, photos and video, Class Dojo, Evidence for Learning, Challenge Partners and external reviews 2016 - 2019, progress against EHCP Outcomes	
7. Most **staff in the EY department have received training** related to their roles in supporting pupils to achieve their potential	Observation and assessment for whole school, individual department updates termly, identification of training	Dept Lead to arrange observation training for any staff who have not received it
8. **Parents are given many opportunities to be involved in their child’s education**	EY curriculum information session, parents evenings, WOW contribution slips, Class Dojo comments, Annual Reviews	Review opportunities, re-introduction of open afternoons
Commentary **Sep 2019** ● School involved in pilot of Reception Baseline Assessment		

CPD

Effectiveness of the 16 to 19 study programmes

Where we aspire to be

A1. All students will make excellent progress and be well prepared for whatever their next stage is
A2. Transition from Highfield will be well planned, relevant, involve all stakeholders and will prepare the student for a successful next step
A3. We will know the journeys of our former students well into their next steps and beyond

Statement	Evidence	Next Steps
1. The quality of teaching is Good or better	Drop-in evidence	QTS for Level 4's over time
2. Students receive an appropriate life skills based curriculum	Baseline information, progress through KS4, lesson observations, meeting notes	
3. Students are well prepared for their next steps and we invest resources into making this even better	Leavers destinations, extremely low numbers of NEET, Employment of Transitions Advisor	Continue tracking leavers longer term and use learnings from this in developing provision
4. Highfield has a strong and long-standing track record of making a success of placements that have broken down elsewhere, including 6th Form	Case studies, progress meetings notes	
5. Assessment identifies clearly the next steps in their learning students need to take	Annotated students work, progress meetings	
6. The personal development, behaviour and welfare of learners is excellent	Lesson observations, case studies, annual reviews	
7. Leadership of 16-19 provision is strong	Support meeting notes, observation	Continue to develop leadership skills - CPD opportunities to be explored for next year
8. Careful transition planning means students move onto College courses often sooner than the end of Year 14. This is so that they have a sufficient level of challenge which perhaps cannot be met at Highfield Ely	Annual reviews, Leavers destinations	
9. The curriculum includes many opportunities to learn about the workplace	Curriculum outline, lesson observations, appointment of work experience coordinator and transitions adviser	Continue to develop work related learning placements and curriculum content
10. The next steps for learners post school are planned very carefully and with the student and their parents	Annual reviews/appointment of Transitions Adviser/ Lack of NEET	
Commentary **Sep 2019**		

• **Investigate developing our options for 6th formers due to changes within the local provision (CVC 6th changes)**		

CPD

Evidence for Spiritual, Moral, Social and Cultural development

Where we aspire to be

A1. All Highfield students will experience a curriculum that is rich in spiritual, moral, social and cultural content, developing their understanding in these areas and making them well-rounded, happy citizens.

Spiritual development

Statement	Evidence
Most students are able to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values	General observations around school, conversations with students, lesson observations
Pupils show a sense of enjoyment and fascination in learning about themselves, others and the world around them	Lesson observations, annual review paperwork
Students use imagination and creativity in their learning	Lesson observations, student work
Most students are willing to reflect on their experiences	Lesson observations, conversations with students

Moral development

Statement	Evidence
Most learners are able to recognise the difference between right and wrong and respect the law	Lesson observations, conversations, incident forms
Most students understand the consequences of their behaviour and actions	Lesson observations, conversations, incident forms
Most pupils can offer views about moral and ethical issues and have the ability to understand and appreciate the viewpoints of others on these issues	Lesson observations, general observations of interactions

Social development

Statement	Evidence
Most pupils can use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds	Comments from visitors
Most students demonstrate a willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively	Strong emphasis on learning in the community
Most students show acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate	KS3 and 4 curriculum includes opportunities to learn about voting

skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.	

Cultural development

Statement	Evidence
Most pupils show an understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others	Assemblies on a range of multi-cultural and faith themes
Most students show an understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain	Curriculum from KS2 shows a broad range of content from different cultures
Most pupils have good knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain	KS3 and 4 curriculum includes opportunities to learn about voting/parliament, lesson obs
Students show a willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities	Numerous cross-school events/Christingle/Assemblies/concerts/plays
Most students show an interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities	
Commentary **Sept 2019**	

Summative Judgements

Area	Self evaluation grade Sept 2018	Commentary on self evaluation grade and judgements	Current RAG rating May 2019
Effectiveness of leadership & management	**2**	Leaders at all levels know the school well. The school has a clear vision for development that is well understood by all. To move to Outstanding evidence over time needs to be collated that demonstrates strong, consistent practice throughout the school. The Local Governing Body needs to be more involved in school life again.	
Quality of teaching, learning and assessment	**2**	Quality of teaching remains Good. Monitoring evidence found the very large majority of teaching to be Good or Outstanding. To move to Outstanding there needs to be a further curriculum development and in some teaching differentiation being applied more effectively. Teaching Assistants are used consistently and effectively in assessing pupil progress.	
Personal development, behaviour and welfare	**1**	Pupils continue to demonstrate excellent attitudes to learning. They are highly motivated to achieve well, care for each other and feel safe and supported at school. The school continues to have a strong track record of making successful placements for those who have come from placements that have broken down elsewhere. Safeguarding is effective and challenging behaviour worked with very effectively.	
Outcomes for children and learners	**2**	Outcomes for learners overall is good or better. To move this area to Outstanding, more evidence needs to be gathered of the positive outcomes pupils experience. Where progress for learners is good making it even better, and where progress for learners is not as good as it could be quickly removing any barriers. Opportunities for work related learning in KS4 could be better.	
Effectiveness of the early years provision	**2**	Early Years Provision is Good. Pupils have a positive beginning to their educational journey whatever their individual starting points. Pupils make strong progress through Early Years, shown through Learning Journeys, progress towards EHCP Outcomes, parental feedback and monitoring of teaching. In the coming year we will be considering whether EYFS can be considered Outstanding.	
Effectiveness of the 16 to 19 study programmes	**2**	Our small 6th Form continues to be Good. Teaching is strong and improving over time, with individual students making good progress. Students' individual needs are well met and they receive an appropriate level of challenge in their curriculum. In the coming year we will be considering whether 16-19 can be considered Outstanding.	