

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.

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 30 pupils travel to school with parents or carers, which is higher than other Cambs Area Special Schools.

Pupil Population

The school roll stands at **121**. This is slightly above average for a school of this type. The population is comprised of **5% pupils with PMLD, 52% SLD, 43% MLD**. Other identified additional needs are **45% ASC, 7.5% SEMH and 33% SLCN**. We have **27% female and 73% male students**. Other pupil data is:

- We have **5 LAC currently on roll**, which is **above average** for the pupil roll. We have 3 Post LAC students
- The number of pupils eligible for FSM is increasing and is currently at **33%** of our population. This is below the national average of **36% for 2017**
- 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 10.7%**

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 parents well and support them with a range of resources and strategies, including our Family Liaison worker. 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 Key Stage Leaders and these are reviewed by Key Stage 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 assure high expectations for 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 2017/2018 was 91.3% We had 2 pupils whom weren't attending school at the time. These pupils have both left roll now
- The average for all special schools Autumn 2016 and Spring 2017 was 90.3%

Student Outcomes 2017/18

Whole School 2017/18

| | EHCP outcomes | Curriculum targets |
|-----------------------------|---------------|--------------------|
| Progress Below Expectations | 6/116 | 13/116 |
| Good Progress | 98/116 | 94/116 |
| Excellent Progress | 12/116 | 9/116 |

EYFS/KS1 2017/18

| | EHCP outcomes | Curriculum targets |
|-----------------------------|---------------|--------------------|
| Progress Below Expectations | 1/22 | 4/22 |
| Good Progress | 15/22 | 16/22 |
| Excellent Progress | 6/22 | 2/22 |

KS2 2017/18

| | EHCP outcomes | Curriculum targets |
|-----------------------------|---------------|--------------------|
| Progress Below Expectations | 1/12 | 1/12 |
| Good Progress | 11/12 | 11/12 |
| Excellent Progress | 0/12 | 0/12 |

KS3 2017/18

| | EHCP outcomes | Curriculum targets |
|-----------------------------|---------------|--------------------|
| Progress Below Expectations | 2/32 | 1/32 |
| Good Progress | 30/32 | 30/32 |
| Excellent Progress | 0/32 | 1/32 |

KS4 2017/18

| | EHCP outcomes | Curriculum targets |
|-----------------------------|---------------|--------------------|
| Progress Below Expectations | 1/25 | 5/25 |
| Good Progress | 22/25 | 17/25 |
| Excellent Progress | 2/25 | 3/25 |

KS5 2017/18

| | EHCP outcomes | Curriculum targets |
|-----------------------------|---------------|--------------------|
| Progress Below Expectations | 0/5 | 1/5 |
| Good Progress | 4/5 | 4/5 |
| Excellent Progress | 1/5 | 0/5 |

Higher Needs 2017/18

| | EHCP outcomes | Curriculum targets |
|-----------------------------|---------------|--------------------|
| Progress Below Expectations | 1/20 | 1/20 |
| Good Progress | 16/20 | 16/20 |
| Excellent Progress | 3/20 | 3/20 |

Expected Leavers' Destinations 2017/18

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

Actual 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. | Website to be made compliant in terms of statutory data (PP/Yr 7 top-up/Sports Premium/KS data) | AD/SB | End summer term 2018 |
| 2. | Curriculum development - Green pathway needs formalising and organising. Yellow pathway needs more detail in each topic area (knowledge organisers/S.O.W) | AD/SB/KS Leads | Ongoing during 2017/18 and 2018/19 |
| 3. | Assessment - clarify systems for assessment in each pathway | AD/KS Leads | Jan 2019 |

Effectiveness of leadership and management

Where we aspire to be

A1. CPD is highly effective and personalised so that it meets the changing needs of pupils and staff

A2. Governors have a deep, accurate understanding of the school's effectiveness and focus on consistently improving outcomes for all pupils

A3. Leaders focus relentlessly on outcomes for pupils, driving pupil outcomes to be better than expected through highly personalised provision

A4. Parents feel fully 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 and Exec Head to review CPD budget vs needs. H of S to create CPD folder that assesses evidence of 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 | PMR paperwork to include links to school plan. Line managers to have input into PMR for their teachers (six monthly review?). Key stage leaders playing a fuller part in setting/reviewing |
| 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 good capacity to improve further and has supported the opening of Highfield Littleport very well this year | School Plans, HLA opening class structure | Review staffing structure at the end of the year. Manage growth effectively |
| 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 | PSHE plans. British Values posters in classes. Website. | |
| 8. Governors provide support and challenge to the leadership team through focused Governor visits | Governors meeting minutes/visit notes | Increase in Governor visits (especially SMSC) |
| 9. Middle and Senior Leaders monitor pupil progress so that none underachieve over time | Pupil Progress meetings minutes and paperwork | Start using new outcome trackers and reporting system |
| 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 eg. parent volunteers |

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| 11. Those eligible for Pupil Premium make similar progress to those who aren't | Progress data | Support and Challenge meetings to cover PP/LAC/Post LAC |
| 12. The progress of LAC and Post LAC in the school is largely in line with progress of the remainder of pupils | LAC Audit Sept 2016, progress data | Support and Challenge meetings to cover PP/LAC/Post LAC. Admissions data to include Post LAC query. |
| 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 (especially SMSC) |
| 13. The school demonstrates equality and respect for each pupil | School policies, Review outcomes 2016, 2017 and 2018 | |
| 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, LINC19-25. TA qualifications | |

Commentary

May 2018

- Recent CPD for TA's organised by Irena has been very successful and we expect it to benefit the school as well as the individuals involved
- New School Plan/SEF format designed to save duplication and to make a "living" document that all can access at any time
- INSET plan for the year has been drawn up (across both schools) to address sensory training and adult safeguarding
- Governing body meetings will focus more on presence in school, therefore challenging leaders more effectively
- New family liaison worker is now in post and has made contact with parents - planning FB page
- Website continues to develop - slowly but steadily
- EHCP tracker and reports have been created - more information for parents
- We have changed the timeline and processes for EHCP outcome setting to create a more efficient system. In place from September
- New school diary format being looked at for September - will provide consistency of information within Key Stages
- We won the Tag Rugby event at Castle.

June 2018

- Facebook page up and linked to website - already well used

Sept 2018

- Reviewed statements and next steps.
- 2 Governor visits planned in first half term

Nov 2018

- Governor visit last week re Careers provision
- Evidence for Learning now being rolled out with some staff by way of trial/establishment of best practise

CPD

Sept 2018 - 2 teachers will attend ALT core training programme "Leading Active Learning"

Nov 2018 - Recent CPD included literacy training (BR), SENSI training (JA and MG), Wellbeing training (IG), Management training (AD). Staff CPD library now promoted in staff rooms/briefing

Quality of teaching, learning and assessment

Where we aspire to be

A1. We aspire to have outstanding teaching

A2. The curriculum our pupils access is highly engaging, relevant and prepares them for their next steps

A3. We will have assessment systems that 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 June 2016, May 2017 and July 2018 | Continual fine-tuning to take all teaching towards an “outstanding” judgement. Largely focussed on differentiation where appropriate and curriculum content review. |
| 2. The teaching standards form the basis of performance management | Perf Man records | Format and procedure to be reviewed and in place by September 2018. PM will become a regular focus throughout the year with conversations between leaders and teachers recorded |
| 3. The SMLT have undertaken joint obs with external reviewers | Drop-in records, external reports | |
| 4. There are numerous extra-curricular opportunities that enhance the school curriculum | Website, Class Dojo | Website to be updated (this is underway and continuing) |
| 5. Senior leaders have had paired observations with the Head or Deputy, or with colleagues in other local schools | Drop-in records | |
| 6. There is not a consistent level of expertise from Subject Leaders throughout the school. English and Maths are strong but there is inconsistency elsewhere | Peer observations, subject development plans, SOW's | Review subject leader structure, processes and curriculum. Curriculum “bible” to be created by H of S and subject leaders |
| 7. There is a culture of high expectations in the school | Previous review reports, lesson observations, progress data | Regroup pupils into formal, pre-formal and semi-formal learners to improve results further |
| 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 | Develop EHCP monitoring, monitoring progress for those in KS4 and 6th Form |
| 10. Assessment systems are helpful in all areas apart from KS4 and 6th Form | Progress data | Develop assessment system for KS4/6th Form. Review moderation process internal/external |
| 11. The teaching of English and Maths and progress of pupils is strong throughout the school | Drop-in records, progress data, review outcomes | |
| 12. 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. |

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| 13. 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 | |
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| <p>Commentary May 2018</p> <ul style="list-style-type: none"> ● Drop-ins continue to provide plenty of strong evidence that overall quality of teaching is good or very good ● We believe that our new grouping method will further improve student outcomes and our ability to meet their needs ● Work is underway at a school and a Trust level to develop subject specialisms. Our curriculum is good and is taught well but the formal curriculum in particular needs organising, challenge and ongoing development to make it "outstanding" ● Our assessment systems are good but could improve in KS4 and 6th Form - this is underway, with staff recently trained on B Squared <p>Sept 2018</p> <ul style="list-style-type: none"> ● Website content is being added continually ● KS4 and 6th Form assessment review has started and will continue ● Curriculum review is underway <p>Nov 2018</p> <ul style="list-style-type: none"> ● Recent QA data shows all teaching is still "good" or better. Feedback is challenging but conversations are two-way. Teachers are used to being observed regularly and the culture around professional development is very open and positive ● Curriculum development ongoing. Green Pathway teachers recently visited local bookshop together to discuss linked/shared texts. "Learning Organisers" being developed in Yellow Pathway ● First progress meetings with new format have taken place - these show progress is largely good across the school but also flag areas for concern with a few individual students. We are acting to address these ● Horse-riding provision hoped to return after Christmas |
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| CPD |
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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, supporting highly effectively where there are individual behavioural needs

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 | Absence data | |
| 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 | |
| 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 | |
| 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 | |
| 5. There is an excellent level of team working both in school and with outside agencies | Case studies, meeting minutes | |
| 6. The positive ethos of the school is the foundation for the majority of pupils' exemplary behaviour | Challenge Partners report July 2016 and 2018, LAC Audit report Sept 2016, and ALT Review 2017 | Exec Head to investigate "Cambridgeshire Steps" to see if an improvement on 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 in January 2019 |
| 8. Safeguarding is effective | CP reports to Govs, CP file audit, DP meeting notes, two external audit reports | Embed 'My Concern' into safeguarding practice |
| 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 and 2018, and ALT Review 2017, safeguarding audits 2018 | |
| Commentary April 2018 <ul style="list-style-type: none"> Family Liaison worker started end April 2018 and is introducing herself individually to all parents/carers Cambridgeshire Steps could be an alternative to Team Teach or could work alongside it in the future School now has 6 DP's | | |

- Attendance of a small minority affects the overall attendance figure. Personalised agreements are in place for these pupils

May 2018

- YTD attendance is 92.1%. Last Year was 91%. National average for Special schools is 90%
- Exec Head meeting regularly with office staff to review attendance. Then followed up with KS Leads/families

Sept 2018

- Reviewed statements and next steps
- “My Concern” training on Sep 4th for all staff

Nov 2018

- AD attended “My Concern” sharing of best practice meeting
- 5 instances of non/minimal attendance. Some very complex cases but we are seeing improvements with some individuals. Interventions are in place. Attendance figure without these students is over 92%
- DP meeting 27.11.18 to review concerns this term
- Family liaison worker now supporting around 8 families

CPD

Sept 2018 - My Concern training

Sept 2018 - CP refresher

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 three years, and use any learning to inform school provision |
| 3. Work related learning is included in the curriculum but is not as strong as it could be | Evidence of work placements, evidence against Gatsby benchmarks, appointment of Work Experience Co-ordinator and Transitions Advisor | Bespoke WRL placements for pupils in KS4 as appropriate. Audit WRL provision 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 key stages enables an effective transition between KS3 and 4 and progress is not slowed | Baseline and progress through KS4 | |
| 6. Work moderation takes place internally and externally in EYFS and other curriculum areas | Teacher meeting minutes, subject leader file evidence | Internal and external moderation meetings to be overseen by a KS Lead |
| 7. The curriculum is broad and balanced and meets all learners needs , although it could be better for those with Semi Formal learning needs | Curriculum provision map, website | Develop the three pathway models for 'Pre, Semi and Formal' Learners |
| <p>Commentary</p> <p>April 2018</p> <ul style="list-style-type: none"> • Work Exp Coordinator role advertised • We have begun using the Compass Careers Learning tool to identify strengths and gaps in provision • We have requested leavers' data from the local authority for leavers for up to three years <p>May 2018</p> <ul style="list-style-type: none"> • Simon Adams meeting with Danny Mills and external providers to strengthen transition/careers/work exp provision • Work Exp Coord interviews are on Friday 25th May - 3 shortlisted • One student offered work post 16 from placement (see website) <p>Sept 2018</p> <ul style="list-style-type: none"> • Review of statements and next steps • Work exp co-ordinator now in place | | |

Nov 2018

- Recent “Moving On” event was very well attended by outside providers and families
- School working with our own advisor and LA transitions team to ensure provision is as good as it can be
- Transitions Advisor role working really well and improving the transitions process for families and students
- Teaching staff attending moderation/subject meetings with other Special Schools county-wide

CPD

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. Pupils overall make good progress in EY, KS1 and the start of KS2 | Development Matters progress trackers, EHCP outcomes | EYQF used as a development tool for EYFS this year |
| 2. Assessment systems identify clearly where the pupil is and what their next steps are | Obs involve whole class team, identifying next steps from B2. Regular staff reflection. | Investigate alternatives to B2 that are more flexible |
| 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 good start to their education in EY | Comprehensive baselines using PDJ and previous settings assessments, transition and home visits if appropriate | Conversation with KS Lead to better understand current procedures. H of S to investigate CPD in EYFS (meet with EYFS expert) |
| 6. Taking into account their starting points and needs, pupils demonstrate excellent behaviour and attitudes to learning | Lesson observations, photos and video, Class Dojo, Challenge Partners 2016, 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 | KS 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 June 2018 <ul style="list-style-type: none"> KS Leader/ Hof S and previous KS Lead (now a H of S) met to discuss EYQF and how we use to drive provision. This will be a focus for discussions between H of S and KS Lead going forward. Quality of teaching consistently good or better Sept 2018 <ul style="list-style-type: none"> Reviewed current statements and next steps Head of School at HLA to be involved in developing EYFS provision, giving support and advice, using EYQF as a basis Nov 2018 <ul style="list-style-type: none"> Quality of teaching and progress of students continue to be “good” or better KS Leader has begun work on EYQF. Capacity meant that liaison with YS (at HLA) has not happened yet | | |

CPD

Sept/Oct 2018 - Head of School and EY Lead to undertake training in EYQF

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. Continuing development of us as reflective practitioners. |
| 2. Students receive a curriculum that is appropriate to their needs - this is under review and being developed | Baseline information, progress through KS4, lesson observations, meeting notes | Continuing review and development |
| 3. Students are well prepared for their next steps and we invest resources into making this even better | Leavers destinations, low numbers of NEET, Employment of Transitions Advisor | Track 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 6 th 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 | Investigate more user friendly/useful/relevant assessment systems |
| 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 | Monitor how the Trans Adv role works over coming months and develop as required |
| Commentary June 2018 <ul style="list-style-type: none"> 6th Form continues to go from strength to strength. We are looking at curriculum and assessment next Transitions Adviser is already working with and helping students and families | | |

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| <ul style="list-style-type: none">• Work experience Coordinator appointed - we think a very strong appointment <p>Sept 2018</p> <ul style="list-style-type: none">• We have agreed to ask an external reviewer to assess whether the provision is “Outstanding”. <p>Nov 2018</p> <ul style="list-style-type: none">• Recent visit from VIY (DIY volunteers) to work with students on painting and decorating was very successful• KS Leader visited Burwell Print and Snakehall Farm to assess suitability of provision | | |
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| CPD |
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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 of 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

| Ofsted descriptor | 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

| Ofsted descriptor | 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 2018

- Our provision for the spiritual, moral, social and cultural development of our students is completely interwoven into our curriculum and takes many different forms to meet the varied needs of our young people.
- A class discussion on Sikhism which asks students to reflect on how Sikhs worship may have obvious spiritual and cultural aspects but our classroom expectations regarding taking turns in talking and listening to the views of others will also benefit pupils' social and moral progress.
- All school assemblies at Highfield reinforce social development as we take turns in setting out and putting away chairs and also in presenting information. The topics of our assemblies will often cover a spiritual or cultural theme, from Ramadan to St. Georges Day. Each assembly also finishes on a celebration where we recognise and reinforce the positive achievements of students from across the school. Our students appreciate that achievement comes in many different forms and that it should all be recognised, no matter how small the increments of progress.
- Highfield students enjoy many opportunities to learn outside of the classroom. These experiences range from walks to the local church café, to our annual visit to hear the Kings College Choir each Christmas to a summertime residential trip to Wales. All of these activities broaden and develop the spiritual, moral, social and cultural awareness of our students.

Nov 2018

- Christingle concert soon approaching
- Recent assembly on Armistice Day/WW1

Summative Judgements

| Area | Self evaluation grade Sept 2018 | Commentary on self evaluation grade and judgements | Current RAG rating Nov 2018 |
|--|---------------------------------|---|-----------------------------|
| <i>Effectiveness of leadership & management</i> | 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. | |
| <i>Quality of teaching, learning and assessment</i> | 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. | |
| <i>Personal development, behaviour and welfare</i> | 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. | |
| <i>Outcomes for children and learners</i> | 2 | Outcomes for most learners is good or better. To move this area to Outstanding, 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. | |
| <i>Effectiveness of the early years provision</i> | 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. | |
| <i>Effectiveness of the 16 to 19 study programmes</i> | 2 | Our small 6 th 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. | |