

Special School Standards Visit to support planning for improvement



Name of School: Glyne Gap

Name of Adviser: Sylvia Lamb

Date of Visit: 9th October 2017

The headteacher should send the latest version of the summary of self-evaluation and the current school improvement plan to the external adviser once the date for the meeting has been arranged.

The form should be completed by the adviser and sent to the school in advance of the visit. Information in italics provides guidance on what should be included in each section.

The school's key priorities for improvement

The following key priorities are taken from the school's overview school development plan for 2017 to 2020.

- Every pupil being as successful and happy in life as they can be as they develop skills to enhance independence, autonomy wellbeing and friendship
- Creating a climate & capacity at home and at school that supports learning and achievement
- Building staff capacity and extending opportunities to all through sustained and systematic professional development
- Extending learning in the community

Evaluation of the accuracy of the school's summary of self-evaluation

- The school's summary of self-evaluation is comprehensive and accurate. It is the outcome of robust discussion and analysis by the senior leadership team. The analysis was initially discussed and written with very clear reference to the Ofsted framework. It includes the main reasons for judgements as well as the main evidence and the next steps for improvement. The self-evaluation also contains an additional section on school-to-school support – an area which the school feels it has a moral responsibility to address further. Relevant sections of the self-evaluation have been taken to Governor sub-committee meetings for discussion and challenge and the overall document will be approved and ratified by the Governing Body at their meeting in November.

Evaluation of the quality of the school development plan

- The school development plan is excellent. The alphanumeric referencing system used in the three year overview development plan is followed through in the school development plan for 2017/8. Actions in the current year's plan are clearly set out and not only include staff who are responsible, resources, review dates and monitoring processes but also a clear context for each strand of development and the

desired impact. In this way, the rationale and required outcome are understandable and accessible for all staff and governors. Also, the next steps for improvement that are stated in the school's self-evaluation appear as actions in the school development plan. Additionally, governors hold an Academy Trust strategic development plan.

Agreed SLES category:

1

If category 3 or 4, what are the priorities for the adviser's work?

Further external support required:

- Governors have requested support from adviser for Headteacher Performance Management (PM)
- In addition, Governors may request support for Governance audit (from adviser – not Governor Services)

School's judgment for overall effectiveness in relation to current Ofsted framework:

Outstanding

Effectiveness of leadership and management (including governance)

What is the school's view of leadership and management at all levels and what evidence is being used to make this judgment? What is the school's view of the effectiveness of its governance?

The main reasons for an outstanding judgement are;-

- Outcomes for ALL pupils- including their personal development- are outstanding
- School culture is relentless in its drive to improve the learning of its pupils. It does this by a consistent focus on teaching. Teaching overall is outstanding
- The curriculum is a national exemplar. It promotes superb learning to focus on communication and personal development Its focus on communication and personal development prepares extremely well for their next stage of phase of life.
- Relationships at *all* levels are underpinned by respect, trust and humility and have an exceptional impact on school culture. Leadership at all levels shows clear vision, high aspiration, a shared sense of purpose and a determination to monitor and evaluate itself.
- Safeguarding is effective and processes work proactively to enhance pupil and staff care.

The main evidence the school has, includes;-

- Analysis of pupil outcomes
- Records of lesson monitoring by senior staff
- External auditors
- Professional Advisor to the Governing Body report
- Reports by Local Authority (LA) advisors and governor commissioned independent advisors
- Governors meeting minutes, monitoring and evaluation and development plans
- Parent and other surveys
- School policies including Teaching and Learning (T&L) policy
- Continuing Professional Development (CPD) and Performance Management (PM) records
- Safeguarding records

Safeguarding

What is the school's view of the effectiveness of its safeguarding arrangements? Has a recent safeguarding audit taken place? Was the section 175 audit returned to SLES? If there has been a safeguarding review have the recommendations been addressed?

- The school's view is that safeguarding arrangements in the school are effective. Governors acknowledge safeguarding as a critical element of leadership and management and support themselves and school leaders by employing an associate governor who has one responsibility: ensuring and challenging safeguarding practice across the school. She works closely with the Designated Safeguarding Lead (DSL) and reports to Governors three times a year on safeguarding. She states that 'she has no concerns re safeguarding procedures in school and that they are very robust' (Full Governors' meeting June 2017).
- A safeguarding audit was completed and submitted to the Local Authority in December 2015, with all but one item rated with a green rating. One amber rating was given, with the action being completed and signed off by Governors in May 2016. In addition, there were some other enhancements identified (although the items were rated green) which have all been completed.
- The DSL and associate governor are currently working together to carry out the new section 175 audit which is due to be completed by January 2018.

School's overall judgment for the effectiveness of leadership and management (including governance): Outstanding

Quality of teaching, learning and assessment

What is the school's view and what evidence is being used to make this judgment? Please include the percentage of teaching judged as good or better and any validation of these judgments.

The school judges the quality of teaching, learning and assessment to be outstanding. The main reasons for that judgement are:-

- 57% of pupils are making outstanding progress and 43% of pupils are making good progress.
- Teaching over time is excellent.
- The teaching in observed lessons, both by senior staff and external governor commissioned inspectors, is excellent. Of the 35 formally observed lessons that were undertaken in the 16/17 year, 74% were judged outstanding in terms of learning and teaching. The remaining 23% were judged to be good. The judgements are moderated in school by the SLT and the Professional Adviser to the Governing Body. The School Development Plan addresses an aspiration to moderate and development lesson observation further with special school colleagues.
- Pupils' behaviour for learning within observed lessons is excellent and they take pride in their achievements.
- Teachers have very high expectations. Their deep knowledge of pupils' needs and how to progress them is outstanding. Their planning, assessment for learning, their general teaching strategies and support for vulnerable individuals is exceptional.
- Pupils' learning across the whole curriculum is very good and, in the essential areas of communication and PSHE, it is outstanding.
- Partnership working with parents to identify and support pupils' priority learning

through “supergoals” and termly goals is well established.

The main evidence the school has, includes;-

- The school’s record of monitored lessons
- The school Pupil Outcomes Data (7 key indicators from 3 sources-school generated, CASPA, parents)
- Governors commissioned external reports
- The Local Authority’s standards monitoring reports.
- Pupil outcomes identified in the class based pupil progress indicators and the school’s instruments of tracking pupil progress.
- Pupil Progress and Liaison meeting minutes
- The additional support provided to vulnerable groups of pupils (as seen in enhanced opportunities records).
- Parents questionnaires, surveys, review minutes-judgements on progress, negotiated supergoals, termly goals

School’s overall judgment for the quality of teaching, learning and assessment:

Outstanding

Personal development, behaviour and welfare

What is the school’s view and what evidence is being used to make this judgment?

The school judges Personal Development, Behaviour and Welfare to be outstanding

The main reasons for that judgement are:-

- All pupils are making at least good progress with over half making outstanding progress.
- Behaviour for Learning is outstanding. Pupils show great attitudes to their learning and are proud of their achievements, which are celebrated both at a class level and a whole school level.
- Pupils’ gains in their personal development, particularly around independence, mean that they are well prepared for the next stage of their lives. Where appropriate, pupils make informed choices about their future placement on leaving college.
- School staff have a shared understanding of the importance of positive behaviour for learning. This culture, based on respect, permeates through the school and is reinforced through extended whole school training with assigned reflection time.
- Pupils for whom behaviour presents a barrier to learning are identified quickly and supported through consistent, individualised approaches to manage their behaviour appropriately and make gains in their learning.
- Pupils feel very safe in school and develop strong relationships with staff. The specially designed curriculum enables pupils to learn how to keep themselves safe in different contexts, including online.
- The school provides wide-ranging strategies to develop pupils spiritual, moral, social and cultural (SMSC) development (e.g. through community-based learning, School Council, opportunities to support younger pupils, through making a contribution to others) and judges each pupil’s progress in SMSC annually.
- The school provides an exceptional range of enhanced opportunities to support both learning and wellbeing for all pupils. The school runs a communication team to support learning across the school. The school directly commissions rehabilitation engineers to address pupils’ postural management and mobility needs. It staffs and facilitates a termly nutrition clinic and co-ordinates termly forums between therapists and teachers to address pupils’ specific and complex needs. Specialist teaching

assistants support home learning and learning through cookery. The school runs its own holiday and after school clubs. Advocates represent particular groups of pupils (e.g. pupils with medical needs/those with behaviour that challenges) to ensure their progress is monitored and provision ensured.

The main evidence the school has includes:-

- Analysis of pupil outcomes
- The school's record of monitored lessons
- Governor commissioned external reports
- Evidence gained from monitoring of class files
- Annual Review reports
- Assessment files
- Records of multi-disciplinary progress and liaison meetings
- Records of behaviour monitoring (A and B list) and behaviour incident recording
- Enhanced opportunities meeting minutes
- Staff behaviour questionnaire and notes from training twilights
- Record of leavers' destinations
- Curriculum documents.

Attendance

Please record the overall level of attendance for 2016-17 and include the level of attendance for disadvantaged pupils and the proportion of pupils that are persistently absent (more than 10% of sessions)

Overall attendance is 89% (this figure excludes the 5 pupils with the lowest attendance due to significant medical absences, 2 of whom have not attended at all in the last year). Pupils' attendance is impacted upon by their health and a considerable number of medical appointments - both as a result of their complex needs. The school works to mitigate against school time lost to appointments by running a paediatric clinic and nutrition clinic at the school. There are a minimal number of unauthorised absences (all for 1 pupil – currently moving to another school) and all of these are followed up. Class teams keep in contact with pupils who are not attending school whilst they await operations and work is set if relevant. Class teachers have liaised with the relevant hospital school for pupils.

Attendance is monitored in a number of ways: annually through Annual Reviews and discussions in Term 5&6 liaison meetings. In addition, attendance is monitored termly by the DSL who looks at anyone whose attendance is lower than 85%, she considers reasons behind these absences and interventions that may need to take place to improve attendance where there are concerns. An example intervention saw the after-school clubs team taking a pupil with poor attendance home regularly (most pupils use Local Authority transport). By seeing school staff on a weekly basis, his mother felt able to share the challenges of improving her son's attendance which could then be addressed. The school continue to transport a pupil to and from school as his behaviour means he cannot get to school any other way. There is evidence in the school's self-evaluation and development plans that the school is committed to continuing to seek individualised approaches to improving attendance.

There was a permanent exclusion for one key stage 5 pupil in October '16. This is the first for 10 years. This pupil was on the School's 'A list' (pupils with behaviour that challenges and has permanence) and his school career from the age of 3 had been closely monitored by School, family and (in later years) CAMHS. He moved to the 16+ Faculty at Bexhill

College in September and, as such, risk factors related to his behaviour increased. The school found that it could no longer keep the pupil, other pupils (including those of Bexhill College) and staff safe. Governors and ESBAS agreed the headteacher's decision and the pupil is now attending a specialist residential college. School staff were involved in his transition process.

The school very rarely uses fixed-term exclusions and never as a sanction for pupils. In the last school year, the school used a fixed-term exclusion on 3 occasions for the same pupil as a mechanism by which to keep her and others safe. The fixed-term exclusions – always agreed by carers and her social worker – were only used to provide a short period of time in which to amend provision so that she could return to school as quickly as possible.

School's overall judgment for personal development, behaviour and welfare:

Outstanding

Outcomes for pupils

All pupils are making at least good progress. The majority (57%) of pupils are making outstanding progress

At Glyne Gap School we use 7 key indicators from 3 sources to determine individual and collective pupil progress. These are:



How compelling each indicator is depends on the rigour and validity of its evidence. Progress is a summative view based on this composite evidence and the reliability of the judgement depends on the strength of the whole, not any single source.

Source 1. Glyne Gap expanded P level assessment data analysed through CASPA – (up to 102 pupils included in data)

Glyne Gap Essential Subjects – PSHE and English (including Communication, Language and Literacy) (figures in brackets are 15/16 data)

- 85% (97%) of pupils made expected or above expected progress in PSHE
- 94% (98 %) of pupils made expected or above expected progress in English
- Progress over last 3 years

- 72% (81%) of pupils made expected or above expected progress in PSHE
- 70% (80%) of pupils made expected or above expected progress in English

Glyne Gap Core Subjects – Maths

Progress last year

- 98% (97%) of pupils made expected or above expected progress in Maths

Progress over last 3 years

- 73% (67%) of pupils made expected or above expected progress in Maths

Source 2. School Generated Outcome Data - (up to)120 pupils included in data

- 66% (66%) of 1552 termly goals set were fully achieved
- 77% (74%) of 35 monitored lessons scored outstanding for achievement and progress
- 60% (70%) of 314 overall termly progress judgements made by multidisciplinary team graded outstanding
- 75% (70%) of 79 progress in communication judgements made by multidisciplinary communication team graded as outstanding
- 71% (NDA) of 93 judgements on Communication graded outstanding (29% good)
- 45% (NDA) of 78 judgements in English (including Functional Literacy at Post 16) graded outstanding (54% good)
- 38% (NDA) of 80 judgements in Maths (including Functional Numeracy at Post 16) graded outstanding (61% good)
- 55% (83%) of 95 judgments on PSHE graded as outstanding (42% good)
- 56% (75%) of 96 judgements on Personal Development, Behaviour and Welfare graded as outstanding (36% good)

Source 3. Parent Generated Data

- 84% (78%) of judgements made by parents on pupil progress graded outstanding
- 100% (99%) of parents judged their child liked school
- Attendance rate is 89% (88%)

Headteacher's comments on in-school data

The Senior Leadership Team (SLT) have met to analyse all aspects of the pupil outcome data and minutes of this meeting were provided as part of the pupil outcome data pack available to the adviser. In addition, these notes *and* all sources of pupil outcomes have been analysed and challenged by the Professional Advisor to the Governing Body and Chair of Governors at Governors Teaching and Learning committee.

This set of data has the highest levels of robustness. Not only does each indicator for individual pupil progress have its own moderation and challenge process, but the overall judgement for each pupil was this year subject to a pupil progress indicators moderation and challenge meeting. At this meeting each class teacher presented her pupils and her judgement on their overall progress as informed by the individual indicators and her professional knowledge. I chaired each of these minuted meetings (also attended by Heads of School) and was able to provide moderation across the school, challenge and developmental discussion. Progress judgements for 5 pupils were altered as an outcome of this meeting. It would be my intention that this meeting is enhanced next year through the attendance of either the Professional Advisor to the Governing Body or other external verifier.

Significant outcomes from data analysis include:

- Key stage analysis suggests that older pupils at (particularly) key stage 4 do not make the same amounts of outstanding progress as pupils from other key stages. Current data is correct for these pupils. The school has already begun to address this through implementing a 'Supergoal' initiative to ensure that curriculum is incisive and relevant for all pupils. In addition, the school's current employability pathway will ensure that pupils are challenged further and working towards their capacity. The school is also amending its literacy and numeracy assessment tools for older pupils as the current tool (based on the previous statutory National Curriculum and not always in pupils' best interests) does not measure the progress that these pupils *do* make within *functional* literacy and numeracy.
- Key stage analysis also shows exceptional outcomes for EYFS. Governors are aware that these validated outcomes are the impact of our 3 EYFS stage practitioners – 2 of whom are Master Practitioners (see later EYFS section).
- Analysis of data for groups suggests that pupils (looked after) do not make the same amounts of outstanding progress as those who are not looked after. Further analysis has been made of this data. The majority of our pupils (looked after) are looked after because they have *the* most complex medical needs and it is *this* defining factor (rather than their looked after status) which impacts on their rate of progress. They are a group of pupils who regularly experience ill health, a range of medical appointments and hospitalisation. Full participation outcomes for these pupils – which could be impacted upon by both their complex needs and looked after status – are positive.
- There is a 10% reduction from last year in the overall termly outstanding judgements made by the multidisciplinary team. This is due to an increase in the robustness of the judgement, caused by the introduction of a liaison proforma clearly showing what evidence teachers need to bring to back up their evidence. Senior staff have been able to moderate and challenge judgements that are on a good/outstanding boundary.
- There is an apparent reduction from last year to this year in the percentage of judgements graded as outstanding in PSHE. This judgement is partly informed by progress through the Glyne Gap PSHE assessment tool which was refined in 15/16 school year. This tool contains 3 strands of PSHE development for all pupils. An amended assessment tool for personal autonomy was introduced in September '16 which has the highest levels of challenge and reflects priority learning for pupils. Pupils have had a lower base line and gaps have been identified due to new tool – hence the reduction in outstanding judgements (pupils' progress through the assessment tool does not validate an outstanding judgement). Heads of School will be monitoring planning and assessment for assessed PSHE through class file monitoring throughout 17/18.
- There is also a reduction in the percentage of outstanding judgements in Personal Development, Behaviour and Welfare. This is an impact of the whole school behaviour twilights run by SLT and attended by all staff in the Autumn term of 16/17. Staff have an acute understanding of the impact of behaviour on both a child's learning and their long-term happiness and success. Therefore, staff have THE highest expectations of pupil behaviour (a 'limiting judgement' in terms of an overall

Personal Development, Behaviour and Welfare judgement) and will only give an outstanding judgement where a pupil's behaviour for learning is exceptional across contexts and settings. Judgements made by SLT on pupil behaviour as seen in lesson observations and Professional Advisor's report to Governors (behaviour focus) in Spring Term 16/17 do not support a view that there is a deterioration in behaviour for learning.

- 'My observations, discussions and scrutiny of data on positive outcomes for pupils would support the **judgement that behaviour for learning is outstanding across the whole school**. The senior team have ensured that all staff understand the link between positive behaviour and effective communication and the schools excellent practice in providing a total communicative environment, that gives all pupils a means to communicate, has a major impact on behaviour. This was supported by my observations and learning walks. Staff and governors have clearly worked extremely hard to develop a shared mind-set around positive behaviour and this was evident in my observations of the excellent behaviour of all pupils including those pupils who have been identified as having 'A list' or 'B list' behaviour and also the positive role models set by staff.' Extract from Professional Advisor to the Governing Body report to Governors June 2017.

Adviser's analysis and evaluation of outcomes for pupils

Please provide commentary on the following areas, this information should come from the school's self-evaluation form:

Please provide commentary on the following areas if these are relevant to the school's age range, this information should come from the school's self-evaluation form and be based upon outcomes for pupils 2016.

Progress across the Foundation Stage from pupils' starting points.

Progress across Key Stage 1.

Progress across Key Stage 2

Progress across Key Stage 3.

Progress across Key Stage 4.

Progress post 16

Progress of vulnerable groups.

Attainment of pupils in each year group.

Attainment at the end of the Foundation Stage, phonics attainment, Key Stage 1 attainment, Key Stage 2 attainment, Key Stage 3 attainment, Key Stage 4 attainment.

Attainment in grammar, punctuation and spelling.

Attainment of vulnerable groups e.g PP, EAL, school's own groups

- All pupils make at least good progress and the majority make outstanding progress.
- All pupils, including those in the EYFS and those in sixth form provision, are making substantial and sustained progress from their different starting points. (57% outstanding, 43% good)
- Pupils have excellent attitudes to and behaviour for learning.
- Pupils for whom the school receive Pupil Premium - Free School Meals (FSM) make the same amounts of progress as other pupils.

- Pupils for whom the school receives Pupil Premium - Looked After Children (LAC) make at least good progress (see note under headteacher comments)
- The learning of pupils and groups of pupils is excellent. Interventions have been put into place or are planned to further enhance learning. These interventions are linked to self-evaluation and the school development plan. For example, outcomes in key stages 3 and 4 are high and yet the school is using a “Supergoal” initiative and has a planned employability pathway within the school development plan to create an incisive direction of travel for these pupils.
- Pupils’ learning across the whole curriculum is very good and in the essential areas of communication and PSHE it is outstanding.
- Pupils identified as demonstrating behaviour that challenges make at least good progress, with the majority making outstanding progress.
- The school identifies a further possible disadvantaged group and has put in interventions to scaffold the home-school partnership. All of these pupils are making at least good progress.
- All pupils develop meaningful skills and because of this are exceptionally well-prepared for their lives. Individual learning direction (Supergoals) is identified and reviewed in partnership with parents, and pupils where relevant. Functional literacy and numeracy are a core part of the curriculum across the school with the understanding that the essential skill of communication is a precursor to all learning. In 2016 71 % of students made outstanding progress in communication.
- All school leavers move on to further education, supported living or social care opportunities that promote independence and autonomy However the school has listened to ex-pupils who say that as they leave school they want to get a job. To realise this aspiration the school has a well thought out strategy to enable pupils to develop purposeful employability skills throughout key stages 4 and 5. The school also feels that it has a moral responsibility to work with others to create an employability pathway for these pupils both whilst they are at Glyne Gap and 19+ and has a strategy to do so.

School’s overall judgment for pupil outcomes: Outstanding

Effectiveness of the early years provision: quality and standards:

What is the school’s view and what evidence is being used to make this judgment?

The school judges the effectiveness of the provision in the early years to be outstanding. Overall progress by pupils as rated by 8 pupil progress indicators was 87% outstanding and 13% good. This is even higher than progress in the rest of the school. All 6 lessons observed by head or external inspectors (1 lesson) were graded as outstanding 2 of the 3 Early Years practitioners are Master Practitioners (the School’s own designation established after the Advanced Skills Teacher designation ceased). Their expertise is evident in pupil outcomes.

The main evidence the school has, includes;-

- Analysis of pupil outcomes

- Records of lesson monitoring by senior staff
- Professional Advisor to the Governing Body report
- Reports by LA advisors and governor commissioned independent advisors
- Governors meeting minutes, monitoring and evaluation and development plans
- Safeguarding records

School's overall judgment for the effectiveness of early years provision: Outstanding

Effectiveness of the post 16 (key stage 5) provision: quality and standards:

What is the school's view and what evidence is being used to make this judgment?

The school judges effectiveness of the post 16 provision to be outstanding. Overall progress by pupils as rated by 8 pupil progress indicators shows that 73% of pupils are making outstanding progress with the remaining 27% making good progress. All 9 lessons observed by head, SLT or external inspectors (2 lessons) were graded as outstanding

The curriculum at post 16 is innovative and highly personalised. The extensive curriculum development around students with the most profound and complex level of need is setting them up for a radically different next step as they move on from school at 19.

'The Special Access curriculum project is an exciting initiative that explores how the skills learnt in lessons impact on meaningful, purposeful and fulfilling lives as adults. The staff gave some really inspirational examples of how such complex students could really make positive contributions to family life.' Professional Advisor to the Governing Body report 30th January 2016.

The main evidence the school has, includes;-

- Analysis of pupil outcomes
- Records of lesson monitoring by senior staff
- Professional Advisor to the Governing Body report
- Reports by LA advisors and governor commissioned independent advisors
- Governors meeting minutes, monitoring and evaluation and development plans
- Curriculum documentation
- Safeguarding records

School's overall judgment for the effectiveness of early years provision:

Outstanding

Follow up on previously agreed actions

Action	Who	By When	Success Criteria Status/met?	Progress shared with adviser
Leaders within the school understand and carry out their leadership responsibilities as	Headteacher	End of term 2	The headteacher and chair of governors are satisfied that leaders are using the new reporting formats and the new agendas to	Agendas and reporting formats shared with adviser. Qualitative

set out in headteacher's plan.			provide strategic leadership within their areas of responsibility.	evidence suggests these are supporting accountability and professional development.
Development needs within the senior leadership team are clearly identified, communicated to the staff concerned and addressed.	Headteacher	End of academic year 2017/18	All members of the leadership team are performing well as leaders	Discussion had with adviser on current steps taken including re-organisation of responsibility, enhancing accountability and through Performance Management.
An academy trust group is functioning as outlined in the governance document.	Headteacher	Easter 2018	The academy trust group is set up and has clearly delineated and separate duties from that of the governing body. Its purpose is understood by all governors and senior staff. It provides support for the headteacher to consider strategic developments that are available to the school due to its academy status.	Discussion has been had and action created at Full Governors meeting (September '17). Governors understand rationale. Governors have requested input from Browne Jacobsen.
Develop an employability pathway for identified, more able pupils to include systematic and extended workplaces for	Headteacher	01/01/2018	Provision map and assessment criteria are in place for Year 12 pupils. There is also a written and agreed plan showing how the provision will be developed for Years 13 and 14. The	Met. Plan is in place and detailed as element Ai) of the School Development Plan. Lead teacher has been identified

Year 12 and 13 and supported internships for Year 14.			plan will include the provision of supported internships for Year 14 pupils.	and actions are systematically planned for the next 2 years.
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Agreed actions

Action	Who	By When	Success Criteria
Leaders within the school understand and carry out their leadership responsibilities as set out in headteacher's plan.	Headteacher	End of term 2	The headteacher and chair of governors are satisfied that leaders are using the new reporting formats and the new agendas to provide strategic leadership within their areas of responsibility.
Development needs within the senior leadership team are clearly identified, communicated to the staff concerned and addressed.	Headteacher	End of academic year 2017/18	All members of the leadership team are performing well as leaders
An academy trust group is functioning as outlined in the governance document.	Headteacher	Easter 2018	The academy trust group is set up and has clearly delineated and separate duties from that of the governing body. Its purpose is understood by all governors and senior staff. It provides support for the headteacher to consider strategic developments that are available to the school due to its academy status.
Use and as	Head teacher	Progress is	Plan is followed and

<p>appropriate further develop the employability pathway so that identified, more able pupils in Year 12 and 13 take part in systematic and extended workplaces and Year 14 pupils undertake supported internships.</p>		<p>checked against the plan at the end of each term for next two academic years (until July 2019)</p>	<p>updated as appropriate. By the end of July 2019 some more able pupils in Year 12 and 13 have taken part in systematic and extended workplaces and some Year 14 pupils have undertaken supported internships.</p>
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Adviser sign-off
Sylvia Lamb 16th October 2017