

Lakeside SEF November 2019

Lakeside School Vision: 'Personal, Social and Academic Achievement for All'

Headteacher: Mr G. Evans (since 2001). SLT structure: HT/DHT/Senior Manager (Pastoral)/AHT – all permanent.

Chair of Governing Body: Di Chamberlain. Vice Chair: TBC. Address: Winchester Road, Chandlers Ford, Hants, SO53 2DN.

Location: 7 miles North of Southampton adjacent to a secondary mainstream – Thornden School. Telephone: 02380 266633 E-mail: D.blower@lakeside.hants.sch.uk (Business Manager).

DfE No. 850/7014. APN: 92 (since Sept'17). No Pupils on Roll: (13.09.18): 87. Age and School Type: 11-16 Boys Community HCC maintained Special School. Weekly residential for up to 23 pupils.

'Catchment' Area: North South and West of Chandlers Ford and generally within Hampshire. Currently 50%+ FSM. Generally 'white' British ethnicity. Class sizes: 7-8 per class with tutor/teacher and usually one LSA. One ASD class for 3-4 pupils. Successful recruitment and induction of permanent DHT from January 2019 and two AHTs from September 2019.

Lakeside School Context

Lakeside is a part residential Hampshire County Council maintained community special school for boys with statements of special need primarily for Social, Mental, Emotional and Health (SMEH) Needs (formerly BESD). There are three other smaller (one HCC maintained and 2 academy) SMEH secondary and two primary SMEH schools in the county.

With an agreed place number of 92, Lakeside School is the largest maintained (or non-maintained) SMEH school in Hampshire and one of the largest in the country.

Typically around 50% of pupils on entry were either operating below National curriculum (previously ~NC Level 3) in the core subjects or have no meaningful historical data attached to their school records. Baseline testing in the core and foundation subjects combined with diagnostic testing and CAT testing at entry is more accurately assessing the academic start point and projected profile for each student on arrival. A number of pupils have been persistent non-school attenders in the 12 months before starting at Lakeside School. A proportion of pupils are placed at Lakeside due to exclusions from mainstream schools and Education Centres.

We have seen quite a dramatic increase from 42% up to 62%+ FSM in the last 5-6 years. A fair degree of benefit dependency, adult unemployment and significantly low levels of adult literacy and numeracy exist. Low inter-generational aspiration is further compounded by higher than average levels of crime and family dysfunction. Common features of SMEH pupil ECHPs of SEN include low self-esteem (100%), low self-worth, poor peer relationships, poor literacy skills, emotional extremes of withdrawal or hyperactivity and an increasing number of autistic diagnoses, traits and tendencies. Through high quality and occasionally hard fought inter personal relationships between all staff and pupils, with a clearly delineated, well structured, pupil individualised, focused and balanced teaching day, Lakeside School in its totality continues to effectively ameliorate many of these negative influences which impact on our pupil population with unrivalled outcomes.

Major Recent Achievements:

2013/2014: Whole School Ofsted Inspection Outstanding in all areas. Annual Residential Ofsted Outstanding.

2015: Annual Residential Ofsted Outstanding in all categories;, ASD Horizons class set up, pupil published poetry, new school gymnasium built, work with a local artist on glass making project, pupil written and published books, pupil published poetry, we hosted a successful mainstream teacher INSET day on Behaviour, Diana Anti-bullying Award, very successful outcomes of our Outreach work with local schools, historical first pupil achieved 5+A+-C (including Eng/Math), excellent pupil outcomes and destinations.

2015/2016: Excellent pupil outcomes and destinations, Diana anti-bullying Award, new Horizons ASD class base/independent living unit, refurbished school library, successful Outreach provider to mainstream, special schools, Education Centres and IOW. **Annual Residential Ofsted Inspection Outstanding in all areas.** ASD friendly planting/signage in place.

2016/2017: Annual Residential Ofsted Outstanding overall, pupil published short stories, highly successful residential trips to the Brecon Beacons and Brean Sands, refurbished boys toilets (school council decision), pleasing exam results (100% 1+ GCSE and 1 pupil achieved 5+A*-C equiv.), Princess Diana Award; We hosted a highly engaging and successful mainstream INSET conference day on challenging behaviour; 100% HCC Safeguarding Audit completed; successful application to 20/20 Horizons for a weekly 'artist in residence'. Successful Year 6 Outreach class outcomes including SATs management/support/entries.

2017/2018: Whole School Ofsted Inspection Outstanding in all areas. 2017/18 Annual Residential Ofsted Outstanding in all areas.

Published pupil poetry anthologies. Encouraging GCSE outcomes in new style rigorous examinations.

2018/19 Annual Residential Ofsted Inspection - Outstanding in all areas with article in/on the Southampton Echo publicising this 7th in a row as an Ofsted record!

Overall Effectiveness Grade 1 (July 19)

2018/19 Ofsted Descriptors:

Outstanding (1)

- The quality of teaching, learning and assessment is outstanding.
- All other key judgements are likely to be outstanding. In exceptional circumstances one of the key judgements may be good, as long as there is convincing evidence that the school is improving this area rapidly and securely towards outstanding.
- The school's thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development and their physical well-being enables pupils to thrive.
- Safeguarding is effective.

Good (2)

- The quality of teaching, learning and assessment is at least good.
- All other key judgements are likely to be good or outstanding. In exceptional circumstances, one of the key judgement areas may require improvement, as long as there is convincing evidence that the school is improving it rapidly and securely towards good.
- Deliberate and effective action is taken to promote pupils' spiritual, moral, social and cultural development and their physical well-being.
- Safeguarding is effective.

OFSTED Overall Effectiveness Grade 1 – Nov 17 – Outstanding.

SIP Evaluation notes 2018/19

2019/20 Areas for Development For new SIP action plan with reference to new (Sept19) Ofsted schedule.

- Pupils benefit from teaching that is consistently GOOD and often better.
- Pupils with previously poor outcomes and educational experiences are suitably challenged and supported holistically through highly effective and differentiated teaching programmes with SMSC and pupil well-being at the heart of the school.
- This promotes healthy attitudes to learning and ensures that pupil outcomes, both social and academic, are maximised.
- Pupils are fully prepared for the next stage in education.
- Excellent Outreach (sharing Lakeside expertise on challenging behaviour) support for behaviour management/teaching and learning pedagogy in several other Hampshire and IOW schools.
- Safeguarding is at the core of our work and very effective.
- PREVENT and British Values are fully embraced.

- Evidence: School and residential Ofsted inspection reports, *LLP report, SLT lesson observations, peer lesson observation, work sampling, teacher marking dialogues, pupil/parent questionnaire findings, assessment tracking, exam results largely matching predicted grades, exam board coursework moderator reports, literacy and numeracy enhancement, OT and SALT interventions, ASD 1:1 support eg. yoga therapy.*
- Evidence: *Exam output, college placements, work experience, EET outcomes for Leavers and follow up.*
- Evidence: *Direct impact on pupil behaviour and learning In all supported schools, staff INSET and school behaviour management policy/procedures.*
- Evidence: *2016, 2017 and 2018 HCC Safeguarding Audits (100% compliant). DSL and deputy DSL training complete, embedded and refreshed.. CP update training for staff re: KCSIE September 2016 Part I embedded and issued to all staff and governors with regular checks. 2016/17/18 H&S Audit (100% compliant) All staff/govs KCSIE Sept'19 roll out.*
- Evidence: *Annual PREVENT e learning for all staff fully knowledgeable on signs and procedures, PSHCE, Tutor periods, current events, assemblies.*

- **Revisit VISION/Mission Statement**
- **Curriculum development and curricular statements**
- **Further develop outstanding teaching.**
- Further embed developmental marking with pupil involvement and learning dialogues.
- Continue to raise educational outcomes for vulnerable groups (CLA+ASD+boarders).
- Maximise literacy/numeracy development and progress of all pupils including boarders.
- **Further develop and embed learning/literacy skills to better accommodate new style GCSEs**
- Further develop individualised learning intervention support programmes for pupils.
- **Update PREVENT information for pupils, staff and parents/carers.**
- **Continued promotion – British/historical Values.**
- Continued safe use of the internet for all.
- Anti-bullying fully promoted and embedded.
- **Improved therapy interventions –deliver CPD training around OT and SALT therapies and strategies. Further enhance the training of key staff to support mental health and attachment issues.**
- **Embed September 2018 KCSIE (part1) training for all staff and governors.**
- **Continue to improve attendance levels on all fronts.**
- **Fully promote staff and pupil well-being.**

Effectiveness of Leadership and Management – 2018/19 Ofsted criteria

Outstanding (1)

- Leaders and governors have created a culture that enables pupils and staff to excel. They are committed unwaveringly to setting high expectations for the conduct of pupils and staff. Relationships between staff and pupils are exemplary.
- Leaders and governors focus on consistently improving outcomes for all pupils, but especially for disadvantaged pupils. They are uncompromising in their ambition.
- The school's actions have secured substantial improvement in progress for disadvantaged pupils. Progress is rising across the curriculum, including in English and mathematics.
- Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including the pupil premium, the primary PE and sport premium and SEN funding, secures excellent outcomes for pupils. Governors do not shy away from challenging leaders about variations in outcomes for pupil groups, especially between disadvantaged and other pupils.
- Leaders and governors have a deep, accurate understanding of the school's effectiveness informed by the views of pupils, parents and staff. They use this to keep the school improving by focusing on the impact of their actions in key areas.
- Leaders and governors use incisive performance management that leads to professional development that encourages, challenges and supports teachers' improvement. Teaching is highly effective across the school.
- Staff reflect on and debate the way they teach. They feel deeply involved in their own professional development. Leaders have created a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their pupils.
- The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning.
- Pupils' spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are at the heart of the school's work.
- Leaders promote equality of opportunity and diversity exceptionally well, for pupils and staff, so that the ethos and culture of the whole school prevents any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour.
- Safeguarding is effective. Leaders and managers have created a culture of vigilance where pupils' welfare is actively promoted. Pupils are listened to and feel safe. Staff are trained to identify when a pupil may be at risk of neglect, abuse or exploitation and they report their concerns. Leaders and staff work effectively with external partners to support pupils who are at risk or who are the subject of a multi-agency plan.
- Leaders' work to protect pupils from radicalisation and extremism is exemplary. Leaders respond swiftly where pupils are vulnerable to these issues. High quality training develops staff's vigilance, confidence and competency to challenge pupils' views and encourage debate.

Good (2)

- Leaders set high expectations of pupils and staff. They lead by example to create a culture of respect and tolerance. The positive relationships between leaders, staff and pupils support progress of all pupils.
- Leaders and governors are ambitious for all pupils and promote improvement effectively. The school's actions secure improvement in disadvantaged pupils' progress, which is rising, including in English/mathematics.
- Leaders and governors have an accurate and comprehensive understanding of the quality of education at the school. This helps them plan, monitor and refine actions to improve all key aspects of the school's work.
- Leaders and governors use performance management effectively to improve teaching. They use accurate monitoring to identify and spread good practice across the school.
- Teachers value the continuing professional development provided. It is having a positive impact on teaching and pupils' learning. Teaching is consistently strong across the school, if not, it is improving rapidly.
- Governors hold senior leaders stringently to account for all aspects of the school's performance, including pupil premium, the primary PE and sport premium and SEN funding, ensuring that the skilful deployment of staff and resources delivers good or improving outcomes for pupils.
- The broad and balanced curriculum provides a wide range of opportunities for pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning. This supports pupils' good progress. The curriculum also contributes well to pupils' behaviour and welfare, including their physical, mental and personal well-being, safety and spiritual, moral, social and cultural development.
- Leaders consistently promote fundamental British values and pupils' spiritual, moral, social and cultural development.
- Leaders promote equality of opp+diversity, resulting in a positive school culture. Staff and pupils work together to prevent any form of direct/indirect discriminatory behaviour. Prejudiced behaviour is not tolerated.
- Safeguarding is effective. Leaders and staff take appropriate action to identify pupils who may be at risk of neglect, abuse or sexual exploitation, reporting concerns and supporting the needs of those pupils.
- Leaders protect pupils from radicalisation and extremism. Staff are trained and are increasingly vigilant, confident and competent to encourage open discussion with pupils.

Effectiveness of Leadership and Management Grade 1 July 2019

Ofsted L&M - GRADE 1 Nov 17

- The School consistently strives for excellence in all that it does in order to improve further on previous Outstanding Ofsted judgements in all categories.
- Every member of staff drives and encourages the learning culture.
- Every pupil is at the heart of all planning.
- Good/Outstanding teaching, high expectations and aspirations are rigorously supported and monitored securing the highest standards for all members of the school community.
- Lakeside identified disadvantaged groups (CLA and ASD) are continually being targeted and progress evidenced from relatively low social/educational start points.
- With currently 81% pupils on FSM, pupil premium is focused on pupil support throughout the school and clearly evidenced in pupil outcomes.
- Lakeside is an engaged and inclusive community with a clearly established set of principles with SMSC and the education of fundamental British Values at the heart of all that is done.
- Excellent Leadership of Outreach support for our community of Hampshire schools, HCC SEN pupils completely out of education and for harder to motivate Lakeside pupils ('Inreach').
- Effective induction for new staff/teachers by line/senior managers.
- CPD opportunities maximised for all staff.

- *Evidence: Ofsted school and residential reports Outstanding in all areas in 2013/2014/2015/2016/2017/2018/2019, LLP report, daily briefing and de-briefing staff meetings to include all levels of school improvement, pupil learning styles and progress, exam results, coursework moderation, exam inspector report, current affairs, etc.*

SIP EVALUATIONS 2018/19

*****GCSE output and Best 8 comparative figures evidence that LS is in first place compared to similar schools – all confirmed by Ofsted – check for 2018/19**

1.1 - OUTSTANDING RESIDENTIAL Ofsted inspection report.

DHT recruited successfully.

One teacher completing NPQSL successfully, one teacher embarking on NPQML Feb19, one UQT completing qualification route to QTS, + one UQT embarking on qualification = both with Thornden/Winchester Uni/Toby Sim.

April 2019: Temporary/Acting Head of Care enrolled on NVQ Level 5 Diploma.

Teaching evaluation led by DHT Jan/Feb 2019.

Progress Tracker being updated in light of new Ofsted Schedule/Handbook for Sept 2019.

May 19:

HT and DHT have attended Ofsted based training sessions during February/March 19 highlighting the planned revised schedule.

Teachers/LSAs have 'brainstormed' the current curriculum (May'19) with SWOT analysis and action points for further investigation.

SLT/MLT have further discussed with a view to timetabling a revised model for September.

July 19

Timetable being completed by DHT. DHT attends H&P consortium meetings. DHT has undertaken update DSL training. SLT proposal in consideration. TLR3 projects to be considered – possibly for Jan-Dec. PM final interim reviews being completed. IPP reviews complete.

1.2 - May 19:

Y11 college interviews supported and completed, placements agreed and on track.

Y9 careers fair day successful late April 19.

Y8s receiving general careers/college advice.

DHT attending 14-16 careers review within consortium schools – May'19

July19:

HT PM target focus. Presentation to GB 15 July19. All Y11 pupils set up for Y12 engagement.

Work experience placements for Y10 being processed/completed.

2019/20 Areas for Development

- **Maintain and enhance senior leadership capacity, skills and sustainability.**
- **Scrutinise and review curriculum and publicise/dissipate at all levels.**
- **Further develop middle leadership development.**
- **Embed September 2019 KCSIE part 1 training for all staff and governors.**
- **Improved therapy interventions –deliver CPD training around OT and SALT therapies and strategies. Further enhance the training of key staff to support mental health/attachment.**
- **Full enhancement of staff well-being policy/strategies/evaluation and support.**
- Continue to develop mastery of skills principles.
- **Develop and embed learning/literacy skills to better accommodate new style GCSEs**
- Continue monitoring and development of teaching to that of the best practitioners in the school in line with new Ofsted schedule/handbook.
- Continue to enrich, broaden and challenge the lives of some of the most disadvantaged pupils in Hampshire to maximise outcomes at all levels.
- Further promote British Values at all levels of operation.
- Maximise OUTREACH impact on learning.
- Continued detailed Review of Pupil Premium and resulting strategy for future work.
- **2019 LLP Report Recommendations:**

1.3 - Toynbee, Noadswood, Henry Beaufort, Westgate and two primary schools buying in to Outreach packages. Y11 girl supported onto full time BCOT course March 2019.
 IOW funding two days per week Outreach for VM. One harder to reach Y9 IOW pupil out of school for many months visiting LS March 19 for further assessment.

1.4 - May'19:
 IOW Y9 pupil now experiencing educational engagement including military academy one day per week (Gosport). Second IOW pupil now being supported similarly.
 Two more secondary school HTs keen to engage with Outreach support.

July19:
 Calmore Junior school involvement. Crestwood engaging with Outreach. Winton full time support for Y7 pupil. Y6 Outreach class successful all round – swimming lessons in Shirley (3 non-swimmers) going well.

1.4 - May19
 Open letter to parents/carers before Parent's evening 8th July 6pm-8pm.

July19
 New intake parents being informed and encouraged.

Personal Development, Behaviour And Welfare - 2018/19 Ofsted Criteria

Outstanding (1)

- Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress, proud of their achievements and school.
- Pupils discuss and debate issues in a considered way, showing respect for others' ideas and points of view.
- In secondary schools, high quality, impartial careers guidance helps pupils to make informed choices about which courses suit their academic needs and aspirations. They are prepared for the next stage of their education, employment, self-employment or training.
- Pupils understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for their adult life.
- Pupils value their education and rarely miss a day at school. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is rising quickly towards the national average.
- Pupils' impeccable conduct reflects the school's effective strategies to promote high standards of behaviour. Pupils are self-disciplined. Incidences of low-level disruption are extremely rare.
- For individuals or groups with particular needs, there is sustained improvement in pupils' behaviour. Where standards of behaviour were already excellent, they have been maintained.
- Pupils work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying.
- Staff and pupils deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language.
- The school's open culture actively promotes all aspects of pupils' welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have.
- Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation.
- Pupils have an excellent understanding of how to stay safe online and of the dangers of inappropriate use of mobile technology and social networking sites.

- Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society.

Good (2)

- Pupils are confident and self-assured. They take pride in their work, their school and their appearance.
- Pupils' attitudes to all aspects of their learning are consistently positive. These positive attitudes have a good impact on the progress they make.
- In secondary schools, pupils use impartial careers guidance to make choices about the next stage of their education, employment, self-employment or training.
- Pupils are punctual and prepared for lessons. They bring the right equipment and are ready to learn.
- Pupils value their education. Few are absent or persistently absent. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is showing marked and sustained improvement.
- Pupils conduct themselves well throughout the day, including at lunchtimes. Pupils show respect for others' ideas and views.
- The school is an orderly environment. Pupils respond quickly to instructions and requests from staff, allowing lessons to flow smoothly and without interruption. Low-level disruption is rare.
- Pupils' good conduct reflects the school's efforts to promote high standards. There are marked improvements in behaviour for individuals or groups with particular behavioural needs.
- Parents, staff and pupils have no well-founded concerns about personal development, behaviour and welfare.
- Teachers and other adults are quick to tackle the rare use of derogatory or aggressive language and always challenge stereotyping.
- Teachers and other adults promote clear messages about the impact of bullying and prejudiced behaviour on pupils' well-being. Pupils work well with the school to tackle and prevent the rare occurrences of bullying.
- The school's open culture promotes all aspects of pupils' welfare. Pupils are safe and feel safe. They have opportunities to learn how to keep themselves safe. They enjoy learning about how to stay healthy and about emotional and mental health, safe and positive relationships and how to prevent misuse of technology.
- Pupils' spiritual, moral, social and cultural development ensures that they are prepared to be reflective about and responsible for their actions as good citizens.

July 19: Personal Development, Behaviour And Welfare

Grade 1 November 2017 Ofsted

- Lakeside has a strong anti-bullying ethos which is communicated in all staff interactions, anti-bullying week, poster competitions, wrist bands, assemblies, Diana Award and direct SSW involvement.
- Zero permanent exclusions for about 14 years, the rate of fixed term exclusions is decreasing compared to previous years.
- The LS Outreach programme continues to evidence a marked reduction in exclusions in partner mainstream secondary schools, special and ECs.
- Further develop individualised Outreach and

2018/2019 SIP Evaluation

May 19:

2.1 - OUTSTANDING RESIDENTIAL Ofsted inspection report highlighting focus on and the reduction of bullying. Anti-bullying groups being re-established. New Student SW coordinating the project.

July 19:

School DIVERSITY WEEK – very successful with a range of helpful activities organised.

2.2 - OUTSTANDING RESIDENTIAL Ofsted inspection report highlighting low incidence of HFS. Attendance improvements published to GB.

May'19

Termly attendance reports.

July19:

TeamTeach instructors have attended refresher training. Exclusion rate reduced Summer term and noticeably less than Summer term 2018.

Sept 2018: OT and SALT INSET staff training session sharing detailed individual strategies for HORIZONS pupils.

March 2019: SALT LEGO therapy training session.

March 2019: 'Widening pupil experiences' Author workshop for higher ability Y7 pupils.

SIP 2.3-2.7: 2.4: Structured activities offered break times for HORIZONS pupils. Time further structured for socialising time with age related peers on an individual basis.

2019/20 Areas for Development

- Further develop outstanding teaching.
- Continue to raise aspirations and outcomes for vulnerable groups (CLA+ASD).
- Maximise literacy and numeracy development of all pupils.
- Continue to focus on improved attendance and reduce the persistent absentee rate.
- Maximise attendance communication and follow up.
- To continue to reduce fixed term

'Inreach' programmes for harder to engage LS pupils.

- SSW managed 'Live Learning' re-engagement in pupil learning (for persistent non-attenders) focusing on increased confidence, self-esteem and academic/exam output.

2.5: Discussion and refinement of CLA targets in preparation for PEP meetings Spring 2019.
OUTSTANDING RESIDENTIAL Ofsted inspection report – bathrooms still being considered/costed.

July19:

SALT and OT INSET staff training sessions well received and good impact.

exclusions.

- To reduce the need for 'Holds for Safety'
- To continue to help reduce exclusions in partner secondary schools.
- Further LL enhancements with SSW.

Quality of Teaching, Learning and Assessment - Ofsted Criteria

Outstanding (1)

- Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected.
- Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage pupils' behaviour highly effectively with clear rules that are consistently enforced.
- Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up.
- Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.
- Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.
- Teachers set challenging homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils very well for work.
- Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress. For younger children in particular, phonics teaching is highly effective in enabling them to tackle unfamiliar words.
- Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning.
- Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities.
- Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve.
- Parents are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support.

- Teachers are quick to challenge stereotypes and the use of derogatory language in lessons and around the school. Resources and teaching strategies reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience.

Good (2)

- Teachers use effective planning to help pupils learn well. Time in lessons is used productively. Pupils focus well on their learning because teachers reinforce expectations for conduct and set clear tasks that challenge pupils.
- In lessons, teachers develop, consolidate and deepen pupils' knowledge, understanding and skills. They give sufficient time for pupils to review what they are learning and to develop further. Teachers identify and support effectively those pupils who start to fall behind and intervene quickly to help them to improve their learning.
- Teachers use their secure subject knowledge to plan learning that sustains pupils' interest and challenges their thinking. They use questioning skilfully to probe pupils' responses and they reshape tasks and explanations so that pupils better understand new concepts. Teachers tackle misconceptions and build on pupils' strengths.
- Teachers give pupils feedback in line with the school's assessment policy. Pupils use this feedback well and they know what they need to do to improve.
- Teachers set homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning and prepares pupils well for work to come.
- Teachers develop pupils' reading, writing and communication, and where appropriate mathematics, well across the curriculum. For younger children in particular, the teaching of phonics is effective in enabling them to tackle unfamiliar words.
- Teachers expect and encourage all pupils to work with positive attitudes so that they can apply themselves and make strong progress.
- Pupils develop the capacity to learn from mistakes and they become keen learners who want to find out more. Most are willing to find out new information to develop, consolidate and deepen their knowledge, understanding and skills, both in lessons and in extra-curricular activities.
- Most pupils commit to improving their work. They are given time to apply their knowledge and understanding in new ways that stretches their thinking in a wide range of subjects, and to practise key skills.
- The school gives parents accurate information about how well their child is progressing, how well their child is doing in relation to the standards expected, and what their child needs to do to improve.
- Teachers challenge stereotypes and the use of derogatory language in lessons and around the school. Teachers promote equality of opportunity and diversity in teaching and learning.

October 2018: Quality of Teaching, Learning and Assessment Grade 1 November Ofsted.

- Teachers plan for well-structured lessons which facilitate challenge at all levels and adapt tasks to match pupils' needs.
- Teaching over time, in both key stages, across very nearly all subjects and all pupil groups is consistently at least GOOD.
- There is a positive climate for learning with teachers

2018/2019 SIP Evaluation

*****GCSE output and Best 8 comparative figures evidence that LS is in first place compared to similar schools – all confirmed by Ofsted – check for 2018/19**

Evaluation 3.1-3.3

All new pupil contact staff in receipt of Literacy induction training/pupil support strategies. Full evaluation of quality of teaching confirms strong GOOD with Outstanding in areas. Lesson planning focus for teacher CPD twilight sessions.

May19:

One UQT completing QTS route with Thornden/Winchester Uni – due for completion June 19.
One UQT embarking on QTS qualification route to QTS – started May19.
Current marking and assessment policy being revised and updated to reflect changing assessment landscape.

July19:

One UQT awaiting final assessment of teacher standards qualifications route to QTS. Assessment

2019/20 Areas for Development SIP action planning in bold.

- Further develop outstanding teaching.**
- Scrutinise and review curriculum and publicise/dissipate at all levels.**
- Further enhance interactional developmental marking with pupil involvement and understanding of progress being made through learning dialogues.**
- Update whole school marking policy in line with latest requirements/developments.
- Continue to raise educational outcomes for vulnerable groups (CLA+ASD).

using a wide range of active learning approaches to ensure pupils are interested, engaged and supported in their learning.

- Teachers assess pupils' learning and outcomes regularly to ensure they know how much progress has been made and what they need to do to improve.
- Teachers plan around pupil interests to maximise engagement and make every aspect of learning relevant.
- strategies.

policy reviewed for GB verification.

PM/IPP target setting and evidence fully evaluated by GB in March 2019.

- **Maximise literacy development of all pupils, improve reading and evidence quality writing.**
- Broaden teachers' literacy response beyond spelling, underlining and key word use with in-house training coaching sessions for teachers and LSAs.
- Further develop individualised learning intervention programmes for struggling pupils.
- Further develop learning networks through the home school interface.

Grade descriptors for outcomes for pupils

Outstanding (1)

- Throughout each year group and across the curriculum, including in English and mathematics, current pupils make substantial and sustained progress, developing excellent knowledge, understanding and skills, considering their different starting points.
- The progress across the curriculum of disadvantaged pupils and pupils who have special educational needs and/or disabilities currently on roll matches or is improving towards that of other pupils with the same starting points.
- Pupils are typically able to articulate their knowledge and understanding clearly in an age-appropriate way. They can hold thoughtful conversations about them with each other and adults.
- Pupils read widely and often across subjects to a high standard, with fluency and comprehension appropriate to their age. Pupils in Year 1 achieve highly in the national phonics check.
- For pupils generally, and specifically for disadvantaged pupils and pupils who have special educational needs and/or disabilities, progress is above average across nearly all subject areas.
- From different starting points, the progress in English and in mathematics is high compared with national figures. The progress of disadvantaged pupils from different starting points matches or is improving towards that of other pupils nationally.
- The attainment of almost all groups of pupils is broadly in line with national averages, if below these, it is improving rapidly.
- Pupils are exceptionally well prepared for the next stage of their education, training or employment and have attained relevant qualifications. Compared with the national average

for all pupils, higher proportions of pupils and of disadvantaged pupils, progress on to a range of higher and further education establishments, apprenticeships, employment or training. These destinations strongly support their career plans.

Good (2)

- Across almost all year groups and in a wide range of subjects, including in English and mathematics, current pupils make consistently strong progress, developing secure knowledge, understanding and skills, considering their different starting points.
- In a wide range of subjects, the progress of disadvantaged pupils and pupils who have special educational needs and/or disabilities currently on roll is close to or is improving towards that of other pupils with the same starting points.
- Pupils read widely and often, with fluency and comprehension appropriate to their age. A very large majority of pupils in Year 1 achieve the expected standard in the national phonics check.
- Pupils' progress is above average or improving across most subject areas. Progress of disadvantaged pupils and pupils who have special educational needs and/or disabilities is above average or improving across most subject areas.
- From different starting points, progress in English and in mathematics is close to or above national figures. The progress from different starting points of the very large majority of disadvantaged pupils is similar to or improving in relation to other pupils nationally.
- Where attainment overall is low, it shows consistent improvement.
- Pupils are well prepared for the next stage of their education, training or employment and have attained relevant qualifications. The proportion of pupils progressing to higher and further education establishments, apprenticeships, employment or training is close to or above average. These pupils do so at a level suitable to meet appropriate career plans.

Outcomes for all Pupils Grade 1 Ofsted Nov 2017

- Pupils make excellent progress from relative low start points related to previous educational failures, low expectations and poor behavioural dynamics.
- Pupils make substantial and sustained progress in English and mathematics and continually receive core literacy and numeracy input. GCSE outcomes max.
- Careers advice/work experience/ advancement to EET is evidenced to a high degree.

2018/2019 SIP Evaluation

SIP 4.4:

Sept 18: Whole staff training in sensory integration and how it affects our pupils.

Dec 2018: All new Y7 and other new pupils completed CAT tests.

Oct 2018: All Y11 pupils have Access Arrangements reviewed and formalised.

March 2019: Peer reading scheme being launched.

Y11 interventions/support strategies – teacher discussions.

May19:

Evaluation of the published PP statement with allocated governor completed April19.

July19:

HCC LA CLA monitoring visit and report.

*****GCSE output and Best 8 comparative figures evidence that LS is in first place compared to similar schools – all confirmed by Ofsted – check for 2018/19**

2019/20 Areas for Development SIP action planning in bold.

- Further develop outstanding teaching.
- **Scrutinise and review curriculum and publicise/dissipate at all levels.**
- Further develop developmental marking with pupil involvement.
- Continue to raise educational outcomes for vulnerable groups (CLA+ASD).
- Maximise literacy development of all pupils.
- Further develop individualised learning intervention support programmes for struggling pupils.

