



Highfield SEF July 2020

Summary Key Judgements

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Leadership and Management	Good
Quality of Education	Good
Personal Development	Good
Behaviour and Welfare	Outstanding
P16 Provision	Good

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Whole School Key Priorities (as outlined by Ofsted May 2018):

Improve the quality of leadership and management further by:

- Continuing to develop the curriculum to take greater account of the changing needs of pupils.
- Ensuring that assessment arrangements to check on pupil's progress are amended in the light of the curriculum changes.

Improve the quality of teaching, learning and assessment further by:

- Continuing to develop staff skills to identify consistently when pupils are ready to move on, amending activities so that pupils consolidate their skills and stretch their thinking.

Leadership and management : Good

- › Leaders are able to clearly articulate the new school vision and what this looks like in practice (**ref appendix 1 – curriculum powerpoint**)
- › Leadership & Management, teaching, Learning & Assessment, Personal Development, Behaviour & Welfare, Outcomes and post 16 Provision are good.
- › Leaders have a clear vision of where the new curriculum and outcomes for pupils needs to head and are reviewing the curriculum to provide the best opportunities to maximize outcomes. They are proactive in managing curriculum and assessment arrangements.
- › Leaders and governors are ambitious for pupils to achieve their full potential and to become active citizens
- › Leaders are realistic in where the school is at and what they need to do to move the school forward.
- › SLT have and are able to communicate a clarity of purpose.
- › Pupils demonstrate consistently improving outcomes against their EHCP targets.
- › The curriculum is much improved since 2017 and currently evolving and being further developed by SLT and middle leaders. September 2020 will see the introduction of the six strands across three pathways.
- › Best practice is developed throughout the school, with the school rigorously undertaking key stage observations and improvement activities to ensure that pupils and staff reach their potential and have high expectations.
- › Pupils are well equipped for their next stage of education and for life outside school. Achievement in the areas of communication, self-advocacy, and independence, development of physical skills, behavior and taking part in social situations are very high.
- › The school's moral and social development is cohesive and allows children to thrive.
- › Good practice within the school enables pupils to achieve good levels of English and maths over time from their personal starting points.
- › Pupils thrive in a supportive, highly cohesive learning community with physical well-being and the development of healthy lifestyles being a key driver for the school.
- › Leaders have been responsive and proactive to the COVID pandemic ensuring pupil and staff well-being and supporting the most vulnerable families.
- › Leaders have worked well with outside agencies to support pupils and families
- › Leaders have reviewed Whole School Assessment and Reporting and will be introducing the use of evidence for learning in September
- › Leaders have reviewed the learning pathways for pupils by adding greater Teaching & Learning personalisation to the Highfield offer.
- › Leaders have reviewed the curriculum, incorporating all current provision, link to assessment and reflect its bespoke nature based upon pupil need.
- › Governance is strong and has a wide range of skill.

Evidence

SIP consultation, lesson observations, book and IEP scrutiny, parent questionnaire, e mail feedback from outside agencies.

Leadership and management : Good

Why are we not judging this area as outstanding or what could be better?

- › Ensure good or better teaching across all Key stages in every class
- › Embed the use of Total Communication approach.
- › CPD on the development of staff skills in the new six strands .
- › Embed the teaching of Online Safety, Relationship and Sex Education, bullying, prejudice and keeping safe from abuse.
- › The school spiritual and cultural development needs to be cohesive and allow students to thrive.
- › Develop greater parental involvement and engagement for example through PTA.
- › Increase revenue through bid writing and establish 'Friends of Highfields' to support improving provision and outcomes for students.

Current key priorities 2020/2021

- › Development of middle leaders in charge of strands and curriculum groups
- › Continue to develop teaching expertise of all teachers with a particular emphasis on ensuring teaching is consistently good or better in all key stages and all subjects.
- › Curriculum – the Six strands of the curriculum to be embedded and evidenced through collaborative planning teams
- › Curriculum – ensure lessons and planning provide lots of 'real life' experiences outside the classroom, including trips to provide stimulus for activities.
- › Focus upon developing staff skills to deliver quality first teaching by ensuring all pupils' needs are considered. This to be evidenced through the new medium term planning format (**ref appendix 2 , medium term plan template.**)
- › Embed and extend the use of Total Communication approaches/Communication throughout school (**ref appendix 3 – communication passport**).
- › Establish use of evidence for learning as a tool to evidence and assess pupil progress
- › Further CPD for staff to write effective and smart IEPs and this can be tracked and evidenced throughout planning to inform personalised plans for students.
- › Develop staff understanding of all SEND pupils and how to remove barriers to learning (e.g. executive functioning, communication needs, reading for meaning) Specific SEND strategies)
- › Develop strand committees with governors.

Quality of education :Good

Judgments over time:

2016 - 2017	2017/2018	2018/2019	2019/2020
RI	Good	Good	Good

Quality of education :Good

- IEP monitoring shows that both pupils in receipt of the pupil premium and those not in receipt of the premium make good progress. There are no significant differences in performance between the two groups.
- Pupil progress is measured through small step IEP targets set from their EHCP outcomes. There is a marked improvement in pupils achieving their IEP small step targets from November to March 2020 (**ref appendix 4 and 4a IEP monitoring and analysis**) **Please note, the most recent moderation from spring term demonstrates significant improvement since the Autumn term. However the target set of all pupils achieving 75% or better had not been met, this is indicative of staff needing further CPD to write smarter targets and not an indication of RI performance. This good can be evidenced in lesson observations and work scrutinies.**
- Assessment of progress is multi-faceted and can be tracked through progress in interventions, Behaviour plans, speech and language, preparation for adulthood trackers,
- Pupils access a wide range of subjects across pathways and have targets set which are personalised
- Currently whole school progress for pupils on the formal pathway is b squared and those on the semi-formal curriculum is MAPPs, there needs to be a shift in focus and measure student success against the EHCPs outcomes through the pupil IEPs.
- Pupils are keen and eager to learn and are confident to attempt all tasks. They fully engage in learning and many pupils demonstrate independent learning skills. They are enthusiastic learners with excellent attitudes.
- Time is well used in most lessons varying according to the needs and abilities of the pupils. There is a varied approach to the structure of lessons.
- Pupils acquire knowledge, develop understanding and learn and practice skills exceptionally well. Pupils relate well to both their peers and adults. They demonstrate high levels of engagement.
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- Pupils acquire knowledge, develop understanding and learn and practice skills exceptionally well. Pupils relate well to both their peers and adults. They demonstrate high levels of engagement.
- Observations show a good coverage of subjects and where practice is at its best task being well matched to abilities and needs.
- The introduction of the semi-formal curriculum and option blocks in KS4 for those students following the semi-formal pathway has seen teaching, curriculum and provision offer more closely aligned to pupils needs.
- Golden thread folders have been developed and capture nonlinear progress of students.
- In English in KS4 the consistent delivery of lessons across the key stage when delivered by the English lead. Students engaged with practical activities in order to embed knowledge through kinesthetic approaches. Students clearly enjoy the activities. Clear differentiation is evident in students work as well as within lessons.

Quality of education :Good

- › Many lessons observed show good differentiation for pupils and a range of resources being used to engage pupils in their learning, including a good use of visuals as well as real-life objects.
- › The lessons delivered by the specialist teachers to pupils have had a positive impact on the quality of provision and increased pupils' engagement in lessons.
- › The standard of teaching within parts of the semi-formal was also seen to be of a very high standard which reflected what has been observed in previous external reviews.
- › The introduction of the semi-formal curriculum and option blocks in KS4 for those students following the semi-formal pathway has seen teaching, curriculum and provision offer more closely aligned to pupils needs from Sept 2018 and is well established

Evidence

School tracking sheets, , IEPs, ILPs, Achievement Certificates, Golden thread files, accreditation, lesson observations, school self-review document, pupil progress meetings, Ofsted May 2018, pupil voice, student council.

Why are we not judging this area as outstanding or what could be better?

- › We are not yet in a position to measure accurately progress towards summer iep.s. These will be reviewed and assessed by the end of September 2020. Staff will also liaise with parents regarding progress against their outcomes and will set new targets where appropriate for the autumn term 2020.
- › Planning does not evidence pupils specific SEN needs

current key priorities 2020/2021

- › For students to develop detailed knowledge and skills that they can transfer, as well as embed across the curriculum and as a result achieve well.
- › New MTP to begin in Sept 2020 which record pupils specific SEN needs and how to meet them to ensure pupil progress is maximized.
- › The teaching of reading ensures learning is sequential and develops learners' fluency, comprehension, confidence and enjoyment in reading.
- › The teaching of reading provides students with skills needed in their everyday life and is personalised to them.
- › A focus on the delivery of maths across Key stages, in particular delivery outside the classroom when teaching money skills so students are given the opportunities to use, apply and generalize key knowledge.
- › Progress towards EHCP outcomes, communication journey progress, progress that is important for individual pupils.
- › Comparison of progress with a variety of settings e.g. other SEN schools.
- › Ensure Assessment For Learning Cycle is fully established in all classes and establish more rigorous 'Workbook' practice.
- › Ensure there is stretch and challenge across the key stages.

Quality of education :Good

- › Embed and extend the use of Total Communication approaches and develop communication passports for all students.

Behaviour and attitudes : outstanding

- › Pupils are keen and eager to learn and are confident to attempt all tasks. They fully engage in learning and many pupils demonstrate independent learning skills. They are enthusiastic learners with excellent attitudes.
- › Time is well used in most lessons varying according to the needs and abilities of the pupils. There is a varied approach to the structure of lessons.
- › Pupils acquire knowledge, develop understanding and learn and practice skills exceptionally well. Pupils relate well to both their peers and adults. They demonstrate high levels of engagement.
- › Observations show a good coverage of subjects and where practice is at its best task being well matched to abilities and needs.
- › The introduction of the semi-formal curriculum and option blocks in KS4 for those students following the semi-formal pathway has seen teaching, curriculum and provision offer more closely aligned to pupils needs.
- › Pupils can reflect on their Behaviour and have opportunity to know what to do next time.
- › Golden thread folders have been developed and capture nonlinear progress of students.
- › In English in KS4 the consistent delivery of lessons across the key stage when delivered by the English lead. Students engaged with practical activities in order to embed knowledge through kinesthetic approaches. Students clearly enjoy the activities. Clear differentiation is evident in students work as well as within lessons.
- › Many lessons observed show good differentiation for pupils and a range of resources being used to engage pupils in their learning, including a good use of visuals as well as real-life objects.
- › The lessons delivered by the specialist teachers to pupils have had a positive impact on the quality of provision and increased pupils' engagement in lessons.
- › The standard of teaching within parts of the semi-formal was also seen to be of a very high standard which reflected what has been observed in previous external reviews.

Evidence

School tracking sheets, Outcomes section of SDP, IEPs, ILPs, Achievement Certificates, monitoring and assessment files, accreditation lesson observations, school self-review document, pupil progress meetings, Ofsted May 2018.

Why are we not judging this area as outstanding or what could be better?

- › Embed our six strand curriculum offer from Sept 2020 focusing on intent, implementation and impact.
- › Pupil assessments to be fully evidenced across all strands

Behaviour and attitudes : outstanding

- › Continue to develop with many examples of inspirational teaching.
- › Pupils are keen and eager to learn and are confident to attempt all tasks. They fully engage in learning and many pupils demonstrate independent learning skills. They are enthusiastic learners with excellent attitudes.
- › Challenge and expectations are suitable, high and achievable where teaching is good or better. Expectations throughout the school are differentiated for each pupil that enables them to acquire skills that are challenging for them.
- › Time is well used with the pace of delivery in lessons varying according to the needs and abilities of the pupils. There is a varied approach to the structure of lessons.
- › Pupils acquire knowledge, develop understanding and learn and practice skills exceptionally well. Pupils relate well to both their peers and adults. They demonstrate high levels of engagement.
- › Learning that takes place in the specialist lessons away from their class teachers who have ownership of the IEP documents. These are also not clearly linked within the planning.

Current key priorities 2019/2020

- › Begin use of Behaviour watch, to be used initially by the HUT team with a view to be rolled out for use by all staff by Sept 2021. This will enable us to monitor and evaluate patterns and progress of behaviour.
- › Whole school progress is to be measured against EHCP outcomes through small step IEP targets, this will be evident through planning and easily tracked through the pupils' evidence base, book scrutiny, and golden thread scrutiny and progress meetings with teachers. Planning will take into consideration IEP targets and this will be easy to triangulate.
- › Where teaching has been observed as RI in two or more lessons observations AHTs for the key stage to develop a coaching plan with those teachers to support an improvement in their practice and agree and identify any areas which could be supported with CPD.
- › Ensure Assessment for Learning Cycle is fully established in all classes
- › Continuing to develop the teaching expertise of all teachers with a particular emphasis on moving teachers from 'good' to 'outstanding'.
- › Embed the use of communication passports
- › Focus upon developing staff skills in the area of Maths teaching.
- › Provide CPD opportunities to enable TAs to deliver teaching input more effectively, particularly core subjects and developing independence.
- › KS4 curriculum needs to be relevant to both meet the needs of students but also develop their ability to formulate their goals and understanding of independence.

Personal development : Outstanding

- › Pupils' behavior throughout the school is exemplary. Students are often considerate of one another's needs.

Personal development : Outstanding

- › Students apply themselves to their learning enthusiastically and are keen to do well and engage well in lessons.
- › Pupils love coming to school, they are enthusiastic and positive about the school.
- › When asked by visitors and staff students report they feel valued and listened to.
- › The students respond well to the school's personal development, grow in self-awareness through the PSHE curriculum and Hut intervention team,
- › Students express their feelings and wishes.
- › Students know that bullying is wrong and if it does occur are confident it will be dealt with swiftly and appropriately by the adults.
- › Students respond well to PSHE delivered through STRIDE and find it a good way to learn about relationships.
- › Adults work well with parents and the team of PSAs
- › The Hut register monitors reasons for students who are struggling to self-regulate along with planned interventions and supports students in managing their own behaviors'.
- › Safeguarding pyramid is established and effective across the key stages
- › During the COVID leaders and staff have gone above and beyond to support students' welfare who are most vulnerable. This has included the delivery of 84 food hampers. This is set to continue over the summer holidays.

Evidence

SIP consultation, lesson observations, visitors observations, book and IEP scrutiny, reviews, subcommittee meetings, parent questionnaire, Ofsted may 2018.

Why are we not judging this area as outstanding or what could be better?

- › Extend the use of Total Communication approach to support dysregulated students and ensure communication passports are embedded across school.
- › Embed the teaching of Online Safety, Relationship and Sex Education, bullying, prejudice and keeping safe from abuse.
- › The school spiritual and cultural development needs to be cohesive and allow students to thrive.
- › Develop greater parental involvement and engagement in supporting positive behaviour strategies.
- › Develop RE drop down days to support knowledge of religions and cultures.

Current key priorities 2019/2020

- › Develop daily breakfast club in class to support pupils' communication and personal development skills.
- › Embed the teaching of Online Safety, Relationship and Sex Education, bullying, prejudice and keeping safe from abuse.
- › The school spiritual and cultural development needs to be cohesive and allow students to thrive.

Personal development : Outstanding

- › Develop greater parental involvement and engagement for example through PTA.
- › Develop RE drop down days to support knowledge of religions and cultures.
- › Develop support for pupils mental well-being following COVID and lock down.

Post 16 : Good

- › Leadership & Management, teaching, Learning & Assessment, Personal Development, Behaviour & Welfare, Outcomes and post 16 Provision are good.
- › Pupils demonstrate consistently improving outcomes.
- › Pupils thrive in a supportive, highly cohesive learning community with physical well-being and the development of healthy lifestyles being a key driver for the school.
- › CERTA modules are delivered to a Good level.
- › Students on the pre-internship are able to peer support, with the adult facilitating learning.
- › Work experience: organisations used are meaningful, students work with support from mentors on site.
- › Project Search interns were focused and on task with classroom learning. Rotations are to bring out the work skills for the YP to enable them to secure meaningful employment
- › Students have a well-established and growing enterprise scheme providing students with lots of opportunities for work experience.

Evidence

lesson observations, book and IEP scrutiny, parent questionnaire.

Why are we not judging this area as good or what could be better?

- › Not all teaching is consistently good.
- › Accurate starting points from those transitioning from year 11 are not always effectively used which results in wasted teaching time.
- › The KS5 offer needs to be thoroughly reviewed in light of the changing cohorts of student profiles coming through.
- › The current pre-internship program has limitations and does not reach students who are capable of employment in other industries and roles.

Current key priorities 2019/2020

- › Curriculum – to be skills based but also to build upon knowledge already gained and achieved and provide opportunities for students to apply and generalize skills and use knowledge, offering opportunities to transfer skills.
- › Focus upon developing staff skills to deliver quality first teaching by ensuring all pupils' needs are taken into account.
- › Extend the use of the specialist teachers to support and enhance specific areas of the curriculum e.g. enrichment opportunities
- › Greater account needs to be made of pupils' attainment when they enter Post16.
- › Embed curriculum offer in light of the changes made for provision for Sep 2020
- › Work experience/placement: Further development of a more secure and meaningful work experience program to be developed, looking further afield with local companies. This is to include developing a much wider portfolio of work placements.

Post 16 : Good

- › Greater opportunities to be introduced for the Semi-formal and the work/life skills cohorts.
- › The Semi-formal curriculum needs to have closer links to preparation for adulthood.
- › Further develop the profile of GTF, linking all aspects of the curriculum.
- › Develop use of careers advice and job coaches.
- › Develop close working relationships with college to ensure successful transition for pupils seeking to access education beyond year 14.