



Clarendon School with the Gateway Centre Self Review Document

Headteacher: <i>Mr John Kipps</i>	Co-Chairs of Governors: <i>Dr Jo Dixon, Kalliope Selioti</i>	Date: <i>April 2023</i>
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Date of previous inspection:	Judgement: Outstanding
Self-evaluation grading	
Overall effectiveness	Outstanding
Quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal Development	Outstanding
Leadership and management	Outstanding

Context of our school

- Clarendon is a Special Academy for 140 pupils aged 4-16 with moderate learning difficulties, many of whom have additional complex needs, including autism. Clarendon Primary Centre has 50 places and is based in Hampton. Clarendon Secondary Centre has 90 places and is co-located with two other schools (Capella House Secondary Centre and the Richmond Upon Thames School) in new purpose built accommodation in Twickenham. In total, there are nearly 900 secondary pupils, (mainstream and special school) on the secondary site.
- Clarendon Governors and the Headteacher also manage an additional 20 place off-site secondary Autism Inclusion Centre, The Gateway, co-located with Twickenham School. As an Inclusion Centre, Gateway pupils are largely educated in Twickenham School, who therefore determine the curriculum followed, with Centre staff adapting as necessary. The school therefore has a total of 160 places.
- Clarendon School, with the Gateway Centre, are part of the Auriga Academy Trust, a small specialist MAT, along with Strathmore (SLD) and Capella House (SpLCN) schools. The Trust has recently revised its Scheme of Delegation to ensure consistency and to maximise efficiencies.
- In April 2023 the total number of pupils on roll is 167.
- Staffing at the school remains relatively stable, and there have been few changes to the teaching staff team since our last Ofsted inspection in 2019. Five of our teaching staff started their careers in supporting roles in the school and subsequently completed their teacher training. We currently have 1 teacher on the Early Career Framework.
- Staff attendance was historically good - though Covid affected staff attendance in 2020/21 and 2021/22, with significant numbers of staff recovering from infection, isolating or shielding. Staff attendance in 2022/23 continues to be affected by Covid and other health related absences and has not yet returned to pre-pandemic levels.
- The school has not permanently excluded a pupil for more than 20 years. Suspensions are rare and for very short periods (For Clarendon, there were just two x 0.5 day suspensions in 2021/22, whilst the Gateway Centre had 1 x 0.5 day suspension in the same period).
- In the current academic year, 57 Clarendon pupils (39%) and 4 Gateway pupils (19%) are eligible for the Pupil Premium Grant. This is significantly higher than the average in the LA (about 15%)
- 30% of Clarendon pupils, and 14% of Gateway pupils are female.
- In September 2022, 48 Clarendon (33%) and 3 Gateway (14%) pupils have English as an additional language (EAL). This is significantly higher than the average in Richmond schools of about 24%.
- In September 2022, 56.5% of Clarendon pupils are of ethnicities other than white British. This is higher than the average in Richmond schools of 43.8%. 28.5% of Gateway pupils are of ethnicities other than White British.

- Pupil mobility is generally low. Data suggests that pupils who come to us early in their school career, or at the start of Year 7, tend to make more accelerated progress than those who join us later in their secondary schooling, (often having experienced challenges in their previous mainstream setting).
- Attainment on entry to the school is low in relation to the pupils' chronological age, and in comparison to our three most local MLD schools in neighbouring authorities. At Clarendon, the range of pupil abilities is broad, but is typically at least one key stage (and sometimes two) behind age related expectations. The majority of our Primary pupils are working on the EYFS framework. At the Gateway Centre, attainment on entry is more varied, but is typically in the lower average or average range.
- At Clarendon, 72% of Primary and 46% of Secondary pupils have a formal diagnosis of Autistic Spectrum Conditions (3 further primary pupils are on the assessment pathway for ASC). At Gateway, 100 % of pupils have an ASC diagnosis.
- At Clarendon, 4% of Primary and 22% of Secondary pupils have an additional diagnosis of Attention Deficit & Hyperactivity Disorder (ADHD). At Gateway, 30% have an additional ADHD diagnosis.
- At Clarendon, 34% of Primary and 27% of secondary pupils have significant sensory impairments, medical conditions and/or physical disabilities.
- At Clarendon, 10% of Primary and 8% of secondary pupils have epilepsy.
- A significant minority of Clarendon parents/carers also have learning difficulties, leading to increased vulnerability for some families, greater dependency on social care and support networks and physical and/or mental health issues. The school funds a full time family partnership worker to support families experiencing challenges.
- The school is popular and heavily oversubscribed. Whilst a planning restriction on the Primary Centre site limits pupil numbers to 50, the secondary centre is routinely over number (96 at present). This is exacerbated by tribunals naming additional pupils, leading to increased class sizes. To address this issue, and to respond to a broader range of learner needs, we have introduced a semi-formal curriculum route for some secondary learners this academic year.

AFI's identified at the previous inspection and progress made:

- **Life skills to be embedded in all subject areas:** Planning for all curriculum areas now clearly shows which life skills should be taught in that subject, whilst at secondary pupils also have a dedicated life skills lesson each week from 2022/23.
- **Assessment systems continue to be refined and developed to meet the changing need of the pupil cohort, national frameworks and expectations:** Since our last inspection, significant changes have been made to our assessment systems to ensure that progress can be effectively and regularly monitored for all pupils and in all subjects. In the current academic year the secondary centre are adapting our primary assessment framework for a few pupils not yet able to access the secondary assessments.

Changes since the previous inspection

Since the last inspection we have welcomed Capella House Secondary Centre, co-located with the Clarendon Secondary Centre, as part of the Trust. As of September 2021, the Richmond Upon Thames School (our co-located mainstream secondary school) is full, now in its sixth year since opening. Relationships between the leadership and staff teams of the three schools are warm and effective, with regular liaison and a collaborative approach, including informal support by each of the co-located schools for learners in the other settings, as necessary. (For example, Clarendon hosting RTS pupils on internal exclusion, use of specialist Clarendon facilities for mainstream learners with disabilities, liaison regarding catering and special events, etc)

Quality of Education

Curriculum INTENT (design, ambition, cultural capital, range)

Evaluation

- The curriculum is developed with the highest degree of ambition for all learners, (as recognised in our last Ofsted report) with the following aims in mind:
 1. To allow our learners to develop the skills that they need to function as independently as possible
 2. To provide the knowledge, skills and understanding so that they can access courses in KS4 and post 16 appropriate to their ability and ambitions for the future
 3. To provide our learners with opportunities to develop skills and behaviours for learning, including communication and interaction
 4. To produce a curriculum that can evolve and adapt to the changing needs of our students

Evidence

Records of staff training, minutes of staff meetings.

<ul style="list-style-type: none"> ▪ End points, which we believe are clear to staff, include improved life skills, social skills, increased independence for each child at the level appropriate to their needs, academic knowledge and learning skills to enable their active participation in life-long learning and, where appropriate, a range of qualifications or accredited courses. ▪ Our curriculum is sequenced to enable pupils to achieve these end points, with a clear hierarchical curriculum structure set out in the content documents that pupils can access at the appropriate level each time that a topic is revisited. ▪ The curriculum is built around our pupils who have moderate learning difficulties and additional complex needs, and is informed by the National Curriculum (NC). Our teachers ensure appropriate learning experiences for all pupils and adapt to changing cohorts every year. ▪ The structure of the curriculum is organised as follows: <ol style="list-style-type: none"> 1. Resources: modules of work (half-term length or less) 2. Focussed learning objectives and assessment tasks, matched to 10-step assessment grids (at the secondary centre) or to the primary curriculum framework (at the Primary centre) 3. Clear statement of skills developed in the module 4. Continuously evolving digital resource bank organised into subjects and modules ▪ For four classes of lower ability/more complex learners at the secondary centre, a new semi-formal curriculum has been introduced in 2022/23 to enable us to more effectively meet their needs for functional skills, independence and life skills. Built around the Equals curriculum, but adapted to produce a bespoke programme for our learners, the semi-formal curriculum leads to a range of vocational accredited courses in KS4. ▪ Our curriculum sets out the knowledge and skills that pupils will gain. There is a full set of Content Documents detailing knowledge and skills for the secondary curriculum, and these overlap content for the comprehensive primary curriculum. ▪ As an Academy, we do not follow the National Curriculum, though it does inform our own curriculum. Curriculum leaders monitor coverage of the curriculum through weekly, mid-term and yearly planning documents. ▪ Subject leaders, in collaboration with their colleagues, have identified the most useful content for our MLD pupils in a variety of ways. In some cases they have used curriculum resources for SEND pupils to develop a bespoke curriculum for our pupils, others have worked together to develop and refine the curriculum which has evolved over many years. ▪ Clarendon offers an enrichment programme as part of its broader curriculum, including: <ol style="list-style-type: none"> 1. Outdoor learning opportunities including Forest School at Primary. 2. Half termly enrichment activity afternoons for secondary pupils, in which staff offer enrichment sessions or outside agencies are invited in. 3. Student council organised fun days, which include enrichment activities 4. Educational visits, which are strongly encouraged and resources made available to staff to enhance the learning of pupils. This includes life-skills visits into the community, theatre, music, museums, wildlife, local history, religious buildings and sporting fixtures. 5. Residential School Journeys, starting with an overnight camp at the primary centre and including our performing arts week and the Year 11 Challenge Week to build confidence and encourage independence. 6. Yoga, dance, mindfulness, theatre trips, swimming, cycling/cycle maintenance, gardening and, for Primary pupils, horse-riding and an annual beach trip. <p>These enrichment activities lead to improved outcomes for pupils, including improved team-working, collaboration, engagement and well-being. Pupils reflect very positively on these additional experiences in annual review meetings and in their Record of Achievement presentations.</p> <ul style="list-style-type: none"> ▪ Our Pupil Premium Strategy supports the aims of the curriculum offer by removing barriers to full participation, for example by subsidising the cost of attending trips or visits, or provision of bespoke interventions. ▪ Our new enquiry based RE curriculum and SEND PSHCE curriculum include specific links to fundamental British Values and spiritual, moral, social and 	<p>Arbor assessment module</p> <p>Shared drives: Curriculum Arbor Assessments</p> <p>Curriculum Contents documents</p> <p>Curriculum documents, Life skills Curriculum Leader files</p> <p>Short and medium term planning</p> <p>Semi-Formal curriculum documents</p> <p>Curriculum content documents</p> <p>Subject leaders files and records</p> <p>Subject leaders files and records</p> <p>Primary timetable</p> <p>Secondary timetable, Enrichment Leaders file Records of trips and visits</p> <p>Parental and pupil feedback after school journeys Primary & Secondary timetables</p> <p>Pupil Premium Strategy</p> <p>RE & PSHCE Subject Leaders' file</p>
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<p>cultural development opportunities. "The Day " online publication, to which we subscribe, has weekly themes supporting both of these areas. These themes form the basis of our assemblies, whilst the accompanying literacy resources also support FBV and SMSC. In addition, both our Zones of Regulation and Restorative Justice approaches support both of these areas.</p> <ul style="list-style-type: none"> ▪ The school's curriculum has been reviewed and revised to ensure that our equality objectives are met, that gender, ethnicity, sexuality and disability equality awareness is effectively addressed throughout all subject areas, and that our planning and resources reflect the diversity of our society. ▪ NB: For Gateway pupils, the curriculum followed is that of Twickenham School. This is then adapted at an individual level by Gateway staff to ensure that Gateway pupils can access it appropriately. 	<p>Assembly records</p> <p>Curriculum Contents documents</p> <p>Gateway records, timetables individual programmes</p>
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IMPLEMENTATION (teaching and learning, leadership, assessment for learning, literacy, retrieval, workload)

Evaluation	Evidence
<ul style="list-style-type: none"> ▪ Our Curriculum content documents set out aims and learning objectives that build on the skills and knowledge of previous years and topics, but that necessarily overlap for pupils that need to revisit skills and concepts. At the Primary Centre, many pupils are still working at Early Years and Foundation Stage levels, and the Primary curriculum reflects the developmental stages of learning in each subject area. At the secondary centre, our progression maps are kept on Arbor, our MIS. These set out for each subject an hierarchical sequence of knowledge and skills, which is used to assess pupil progress and inform the planning of teaching and learning. ▪ Teaching staff break down learning activities for all learners, use small steps (and sometimes very small steps) in their teaching, and provide time for pupils to practise and consolidate at each stage. Strategies include shape coding, colourful semantics, social stories, now and next boards, TEACCH, talk for writing etc. Teaching assistants are encouraged to give the least support necessary first, in order to mitigate the risks of learned helplessness. ▪ A principle of the Clarendon secondary curriculum is quality over quantity. Here, the curriculum has two strands, the INCLUSIVE curriculum, which the majority of pupils access at an appropriate level, differentiated according to need, and the CONTINUOUS curriculum, focussing on specific key skills and concepts taken from the inclusive curriculum and developed further to provide the opportunity for individually identified pupils to develop those skills and concepts continuously in a variety of contexts. ▪ Teachers are currently working to understand where each lesson/series of lessons fit/s into the knowledge and skills pupils' might already have or are building towards, given significant changes to our curriculum in 2020/21. Our contents documents and subject grids map this out, and this will be further embedded in 2022/23 ▪ Pupils are progressing well through the curriculum, as demonstrated in termly assessments and annual review reporting. We will continue to monitor this carefully, especially for those pupils joining mid-phase. ▪ Learning walks and monitoring show that the quality of teachers' curriculum area knowledge in delivering the curriculum is good, though we have identified areas for a specific focus in 2022/23, including the further embedding of Communication strategies, Talk for Writing, phonics teaching and Mastering Number at Primary, and phonics teaching, progression strategies in STEM subjects, RSE and life skills at secondary. We aim to achieve further improvement through: <ol style="list-style-type: none"> 1. INSET and CPD (both in-house and externally provided) 2. Learning walks by subject leaders, reporting back to SLT and to staff meetings 3. SLT learning walks and formal observations with an identified curriculum and/or teaching & learning focus 4. Subject leaders monitoring weekly planning and scrutinising work, identifying issues swiftly and putting plans in place to tackle them 5. Development through staff meetings, and through the sharing of good practice, both internally and through our Trust. ▪ The vast majority of pupils and parents believe the pupils to be making good progress. Some pupils (and a few of their parents) struggle to come to terms 	<p>Curriculum content documents and progression maps</p> <p>Arbor Assessment module</p> <p>Short & medium term planning</p> <p>Curriculum content documents and subject Leader's files</p> <p>Curriculum contents documents</p> <p>Assessment data (JK)</p> <p>School Development Plan</p> <p>INSET and CPD records Subject Leader files Learning walk & formal observation records Subject Leader files Staff meeting records</p> <p>Annual Review documents,</p>

<p>with their learning difficulties, which can require sensitive handling by staff. A few pupils have identified that they would like to make more progress in some areas - these are prioritised for individual or small groups interventions in the appropriate subject.</p> <ul style="list-style-type: none"> ▪ Whilst progress and sequencing is clearly evident in pupil's work and what is recorded, it will not necessarily be the same for all subjects. Many of our pupils excel in practical subjects, and staff are careful to reduce any barriers to progress that might be caused by the requirement for lengthy written accounts, for example. For English and maths, Golden books are kept of half termly moderated and annotated "best work" which clearly demonstrate progress over time. ▪ Teacher assessment and annual standardised test data is carefully monitored, moderated and evaluated, and informs teachers' planning. Regular assessments do, however, show that some pupils are not always able to embed knowledge effectively - many of our pupils have specific difficulties with working memory. Teachers use assessments to begin their teaching where pupils are year on year, and to consolidate and revise previous learning. ▪ The school's assessment strategies assist teachers in producing clear next steps for pupils. At Primary, this is through the developmental curriculum map documents, and at secondary through our progression maps on Arbor, developed for each subject area. ▪ Teachers assess all pupils half termly in English and maths, and termly in other subjects. All subjects are also assessed for the child's annual review. Standardised tests in reading and spelling are completed annually for all pupils (and on entry to provide a baseline for new pupils). At the secondary centre, all pupils complete a standardised maths test (MALT) annually. ▪ Leaders understand the limitations of assessment and have worked to reduce unnecessary or unhelpful assessments. We collect and use data effectively and have developed bespoke assessment tools to support the teaching and learning of MLD pupils. ▪ Reading is given a very high priority throughout the school, and pupil progress in reading is excellent. <ol style="list-style-type: none"> 1. Pupils read to an adult every day in school individually or as part of guided reading activities 2. Reading records are kept, with comments on vocabulary and comprehension 3. "little and often" use of Nessy (phonics) and Spellzone (phonics and spelling patterns) as appropriate 4. Use of Little Wandle phonics strategy 5. Additional strategies other than phonics for those pupils with conditions that mean phonics are less effective 6. Hyperlexia is a feature of a number of our pupils (particularly those with ASC) - for these pupils teaching comprehension is a priority 7. Reading Catch-up and additional daily phonics programmes for pupils making less than expected progress 8. Use of AppWriter and Google tools to provide access for lower ability readers, to support their reading strategies and knowledge of words and sounds, and to support their writing and knowledge of language <ul style="list-style-type: none"> ● For Gateway pupils, staff liaise closely with teaching colleagues in Twickenham school to ensure that regular assessments can inform planning and allow for identification of gaps in learning or slower than expected progress, which can then be addressed by specific interventions or specialised differentiation of work within the Centre 	<p>intervention logs & records</p> <p>Golden Books</p> <p>Assessment data (JK)</p> <p>Short/medium term planning</p> <p>Primary Head of Centre assessment records, Arbor.</p> <p>Arbor assessments</p> <p>Standardised test results</p> <p>Standardised reading test results Reading records</p> <p>Timetables, short term plans Subject Leaders files</p> <p>Intervention records</p> <p>Subject Leaders files</p> <p>Gateway pupil assessments, intervention records and case studies</p>
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IMPACT (achievements, examination results, destinations)

Evaluation	Evidence
<ul style="list-style-type: none"> ▪ National comparative attainment and progress data is unavailable specifically for pupils with moderate learning difficulties. Clarendon has worked with a group of four Good and Outstanding MLD schools regionally over the last 10 years to aggregate data to provide a "flight path" of expected outcomes from given starting points. This data is reviewed and added to biennially. Clarendon targets are then set for the majority of our pupils based on upper quartile progress from this flight path data set. Our 	<p>Flight path, Governor Targets and results, Standardised test results (JK)</p>

<p>cohorts can be very varied - but since the pupils' starting points are taken into account, flight path targets are still both challenging and achievable. Pupils with a severe learning difficulty profile, or those working on the early years curriculum, have targets set from the EYFS framework across both Clarendon settings.</p> <ul style="list-style-type: none"> ▪ For standardised tests, targets are set to improve further from historical rates of progress. ▪ In 2021/22: <ol style="list-style-type: none"> 1. 87.5% of pupils achieved upper quartile progress according to maths teacher assessments (flight path target). Up from 73% in 2020/21 2. 83.3% of pupils achieved upper quartile progress according to writing teacher assessments (flight path targets). up from 73% in 2020/21 3. 95.7% of pupils made progress in reading, with an average improvement of 15.4 months in the year (standardised test results*). Up from 93.6% making an average of 10.9 months in 2020/21. 4. 95.9% of pupil made progress in spelling, with an average improvement of 9.9 months in the year (standardised test results*). Up from 88% making an average of 8.1 months progress in 2020/21. 5. 97.8% of secondary pupils made progress in maths, with an average improvement of 7.6 months in the year (standardised test results*). Up from 87.2% making an average of 7.1 months progress in 2020/21. 6. 17% of Year 11 pupils left with a reading age at or above their chronological age. and 60% left with a reading age above 10 years (and therefore able to read functionally) 7. Our 4 Year 11 Gateway pupils achieved an average point score of 282.5 (up from 222 the previous year). 8. COVID related absence had a negative impact on the progress of some pupils - particularly those absent for lengthy periods of the Spring Term 2021 and unable/unwilling to access our virtual offer. Standardised testing was readministered on their return to identify gaps, and specific interventions put in place to close these. Teacher assessments at the end of the Summer Term 2021 showed a significant narrowing of these gaps. Data in the summer of 2022 showed that these gaps had been completely closed for all but one child in both English and maths - additional interventions are being provided to ensure that these children return to their pre-pandemic trajectory. 9. Our curriculum offer is constantly reviewed to ensure that pupils are provided with appropriate challenge and, in KS4, that they have opportunities to take appropriate qualifications where possible. 10. Almost all pupils go to college post 16. Each year, one or two of our least able learners might go to a special school post 16 provision. 11. In the Parent Survey conducted in Spring 2023: <ul style="list-style-type: none"> ● 91% of parents agreed that their child was making good progress ● 91% of parents agreed that the school helps their child develop communication skills ● 94% of parents agreed that the school helps their child develop their reading skills ● 94% of parents agreed that the school helps their child develop their skills in mathematics ● 94% of parents agreed that the school helps their child develop their skills in writing 	<p>Governor Targets and Results (JK), Minutes of Pupils Attainment, Achievement & Wellbeing Committee</p> <p>Examination results</p> <p>Leavers Destination Reports Parent Survey (Spring 23)</p>
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Quality of Education – areas to further embed/develop

- Ongoing monitoring by senior leaders has identified the following areas for further development:
1. At Primary, we are working to develop further our total communication strategy, and to continue to develop Mastering Number, the Little Wandle phonics programme and new reading schemes.
 2. Also at Primary, we are working to develop and enhance our Early Years curriculum, environment, resources, planning, assessment and target setting to take account of the rapidly changing nature of our younger primary cohort, many of whom are working at birth to 3 year developmental levels.
 3. At Secondary, we are working to further develop our phonics teaching for those pupils who require it, and to introduce a new semi-formal curriculum pathway for pupils with a more complex and/or severe learning difficulties profile.

4. Across both Clarendon settings we continue to review and revise our curriculum to embed consistency and progression, and to ensure relevance.
5. At Gateway, we are continuing to develop our partnership working with Twickenham School (where the majority of teaching is provided). This includes opportunities for shared staff training and outreach by Centre staff for mainstream pupils with Autism, and regular liaison with the mainstream SENCO and senior leadership team.
6. Across all settings, we are working to ensure that good practice is effectively shared and disseminated.

Behaviour and Attitudes

High expectations, consistency, fairness

Evaluation	Evidence
<ul style="list-style-type: none"> ▪ Pupil behaviour is extremely good, and improving. Both sites have a calm, orderly atmosphere and pupils are generally polite, focussed on learning, self-regulating, self-directing and well-behaved. ▪ All classroom based staff are Team Teach trained and skilled in de-escalation strategies. ▪ Bullying behaviours are very rare and firmly and swiftly addressed, according to the school's behaviour and anti-bullying policies. ▪ Behaviour in the playgrounds, corridors and lunch-halls is good, and very closely supervised due to the large numbers of pupils with medical conditions. Some of our pupils are still developing early play and social skills - staff are available to lead play and encourage interaction where appropriate. ▪ Some pupils exhibit behaviours as a result of their condition (eg: ASC or mental health issues). We recognise that behaviour is communication and that it is not always appropriate to apply the same sanctions consistently for some behaviours or for some pupils. ▪ Clarendon has never permanently excluded any child under its current leadership (since 2006) ▪ Suspensions are rare. (See exclusion data in the context section above) ▪ Pupils who have needed any physical intervention from staff in the last 12 month period have a behaviour support plan to mitigate the risk of this being necessary again. At present 16 pupils (8 primary and 8 secondary) have BSPs. This is the lowest number since at least 2006. ▪ Pastoral support is very well developed and includes a range of interventions that can be offered, with a team of staff led by an Assistant Headteacher. ▪ The Parent Survey conducted online in Spring 2023 had 71 responses (50%) and found that: <ol style="list-style-type: none"> 1. 97% of parents agreed that their child feels safe at school 2. 93% of parents agreed that their child is happy at school 3. 91% of parents agreed that their child makes good progress 4. 96% of parents agreed that their child is well looked after at school 5. 93% of parents agreed that there is a good standard of behaviour in the school 6. 91% of parents agreed that bullying issues are dealt with effectively 7. 96% of parents agreed that they would recommend the school ▪ In Annual Reviews, parents are invited to score the school out of 10 for the quality of care and education for their child. By April 2023, the average score from parents for this academic year to date is 9.1 ▪ In their Annual Reviews, pupils are asked for their views about school, and to give school a mark out of 10. Of the 65 pupils who had annual reviews in the Autumn and spring terms of 2022/23, the average score given was 8.8, with 61% of pupils giving scores of 9 or 10, (In 2021/22, the average score was 8.3, with 54% of pupils scoring 9 or 10). ▪ In the Spring Term of 2023, 80% of parents/carers attended parent/teacher consultations (an increase from 60% on the Autumn Term). ▪ 4 of the 100 pupils with Annual Reviews to date have scored the school lower than 6 out of 10. All four are in years 10 or 11 and have significant mental health concerns, receiving support in school from mentors, counsellors or therapists. 	<p>Observations, Behaviour data from Arbor and/or SLEUTH, SIP reports, Governor visit forms Team Teach records Arbor/Sleuth data, pupil and parent satisfaction data. Policies.</p> <p>Behaviour policy.</p> <p>Exclusion & suspension data</p> <p>Exclusion & suspension data, HT reports to Governors. Arbor/Sleuth data and BSPs</p> <p>Pastoral Lead records, intervention logs.</p> <p>Parent Survey Spring 2023</p> <p>Annual Reviews, HT data collection</p> <p>Annual Reviews, HT data collection</p>

<ul style="list-style-type: none"> ▪ The latest Pupil Survey (Spring 2023) found that: <ol style="list-style-type: none"> 1. 75% of pupils agreed that behaviour was good in school (up from 62% in 2019) 2. 91% of pupils agreed that staff listened to them 3. 96% of pupils agreed that they feel safe in school (up from 76% in 2019) 	Pupils Survey Spring 2023)
Learners' attitudes	
Evaluation	Evidence
<ul style="list-style-type: none"> • Lesson observations, learning walks, parent feedback evidence that Learners attitudes to school are very good, and pupils want to attend. 	Pupil and staff surveys, Attendance data,
Attendance and Punctuality	
Evaluation	Evidence
<ul style="list-style-type: none"> ▪ Attendance is generally good, and better than National Comparative data for similar schools. At the end of the Autumn term 2022 our attendance was 90.1% (88.2% National average for special schools), with 7.5% authorised and 2.4% unauthorised absence (compared to 9% and 2.8% respectively for special schools nationally). There is no statistically significant difference in absence rates between gender, PPG pupils or phase. ▪ COVID has had a significant impact on attendance since 2020, despite the school being open to pupils throughout both lockdown periods. Challenging attendance targets have been set by Governors and are monitored by school leaders and our SIP. Half term meetings with our Education Welfare Officer focus on taking swift action to tackle non-attendance. This remains a priority on the School Development Plan in 2022/23. ▪ Where any pupil attendance has been poor, support for families has been initiated through partnership working by our Family Partnership Worker and EWO. For example, through regular monitoring and liaison with a family, a previously persistent absentee has achieved 94% attendance for two years running. ▪ Attendance of different groups as well as whole school is monitored routinely to search for any developing patterns and the impact of interventions. 	Attendance Data, Governor targets etc. FPW records of support, minutes of attendance meetings
Relationships reflect a positive and respectful culture	
Evaluation	Evidence
<ul style="list-style-type: none"> ▪ There is a positive and respectful school culture in which staff know and care about pupils. ▪ Staff explicitly teach and model social norms and courteous behaviour across the school, and demonstrate fundamental British values, including tolerance and valuing diversity. ▪ Pupils play an active role in creating the positive culture throughout the school e.g. through school council, contribution to lessons and assemblies and active participation in restorative justice ▪ All staff have high expectations of pupil behaviour, and ensure that all colleagues are treated respectfully by pupils. Where issues occur, we use Restorative Justice principles to ensure changes in behaviour. ▪ Bullying, discriminatory behaviours and peer on peer abuse is very rare. When identified, these are dealt with quickly, consistently and effectively. (See parent and pupil satisfaction survey results above). ▪ 16 incidents of racist behaviour (peer on peer name-calling) were recorded in 2021/22 at the secondary centre, and 2 at the Gateway Centre. This number has fallen year on year for the last 10 years, and down 30% on 2020/21. Each incident is recorded and dealt with by senior leaders. Of the 20 perpetrators in 2020/21, 14 did not perpetrate again in 2021/22, showing that interventions are broadly effective. ▪ There has been one incident of homophobic behaviour this academic year to date. There were 0 incidents of homophobic behaviour recorded in 2021/22, down from 7 incidents (6 perpetrators) in 2020/21. This number had fallen year on year for the last 10 years. Each incident is recorded and dealt with by senior leaders. 	Observation, parent feedback. Observation Arbor/SLEUTH data Racist Incident and other discriminatory behaviour logs (Arbor) Homophobic incident logs (Arbor)

<ul style="list-style-type: none"> 92% of pupils agreed that the school helps them to treat everyone with respect. 	Pupil Survey Spring 2023
Behaviour and Attitudes – areas to further embed/develop	
<ol style="list-style-type: none"> School Leaders are currently considering how they might more effectively measure the impact of pastoral and Mental Health initiatives and interventions (including Charge-up, Restorative Justice, Mentoring, ELSA, counselling and Art Therapy) Improvements to pupil attendance (largely as a result of the pandemic) continue to be a priority this year, and included on the school development plan. 	

Personal Development	
Beyond the academic, technical or vocational	
Evaluation	Evidence
<ul style="list-style-type: none"> At Primary, pupils in years 3-6 spend at least half a day each week at Forest School. Clarendon has its own qualified Forest School practitioner, who also leads on outdoor learning activities at the Primary Centre. Forest School has led to improved outcomes in team building and collaborative skills. At Primary, pupils have organised social time outdoors on arrival, followed by breakfast, which is provided free of charge for all. Many Primary pupils spend significant periods on dedicated school transport, and this social/active time ensures their readiness to learn after breakfast, as well as giving opportunities to develop social skills and (for some) fine motor skills around eating. A new project this academic year has initiated more structured play activities at break and lunchtime, drawing on the expertise of early years practitioners. This has led to a reduction in dysregulated behaviours and playground arguments, and a reported improvement in pupil engagement with peers and adults. At Secondary, pupils have organised social time outdoors on arrival, and the opportunity to have breakfast if wanted, provided free of charge for all. Some secondary pupils spend significant periods travelling to school (about a third on dedicated school transport, and a further third independently on public transport) and this social/active time ensures their readiness to learn from the start of tutor time at 9am. Lunchtime activities are organised by staff on both sites to encourage pupils to play together. After school clubs are offered at both Clarendon sites (though only for one block annually at the Primary site). At Secondary, there are after school clubs most days, covering a range of different activities and for all age groups. These range from cycling to lego, from animation to choir. Clubs are heavily subsidised by the school, and PPG funding is available to cover the cost for families unable to afford the reduced rate. At present, only pupils who can travel independently or be collected by parents are able to stay for after school clubs. In 2021/22, more clubs were run than ever before, and attended by more pupils, including pupils from Capella House School for the first time. Cycling is given a very high priority throughout the school, as it is seen as being key to the independence of pupils. A full time cycle tutor at Secondary provides training in cycle maintenance, road safety and biking, allowing pupils to gain accreditations and qualifications. Several past pupils have gained full time employment as cycle mechanics. The Parent Survey 2023 found that: <ol style="list-style-type: none"> 96% of parents agreed that the school arranges curriculum-related trips and visits 96% of parents agreed that the school encourages their child to be independent 94% of parents agreed that their child enjoys a range of enrichment activities at Clarendon The pupil survey 2023 found that: <ul style="list-style-type: none"> 88% of pupils agreed that the school provides a wide range of enrichment activities 	<p>Outdoor Learning Leader's notes.</p> <p>Primary timetable</p> <p>Behavioural data, Project paperwork</p> <p>Secondary timetable</p> <p>After school club schedule and registers</p> <p>Cycle Tutor records</p> <p>Parent Survey Spring 2023</p> <p>Pupil Survey Spring 2023</p>

<ul style="list-style-type: none"> ▪ After school clubs are organised and run by the school, not by third parties, ensuring consistency of expectations and a thorough understanding of individual pupil needs. This also enables us to offer the most bespoke model of after school clubs, offering a very broad range of activities that pupils want to engage in. ▪ Clarendon pupils learn most effectively from seeing, doing and experiencing - and the school actively encourages frequent trips and visits out of school. Re-engagement with our wider community post-pandemic is a priority on our School Development Plan this academic year. ▪ Clarendon values residential school journeys, and encourages every secondary pupil to participate in activity weeks, our performing arts week or in Outward Bound. At the Primary Centre, an overnight camp for our year 6 pupils is an annual fixture and is the first night away from home for many pupils. ▪ The Secondary Centre have half termly enrichment afternoons on Fridays, focussed on developing further pupils' physical, artistic or practical skills. Pupils can choose the activities they wish to complete. ▪ At the Secondary Centre, the School Council is very well established and provides opportunities for the pupil voice to be heard. The Council is attended by a Governor, and has a substantial budget each term. They are instrumental in deciding a programme for our summer fun day, and use some of their budget to fund well-being activities at least termly. ▪ Secondary pupils are invited to add their views to "The Listener", which provides direct feedback to senior leaders, and gives further ideas from pupils for improvements they would like to see. ▪ In addition to the above, pupils also have some options for the curriculum they will follow in KS4. ▪ At the Gateway Centre, there are reverse inclusion opportunities each lunchtime for some more vulnerable mainstream peers to socialise with Gateway pupils within the Centre. ▪ The Gateway runs two homework clubs after school each week to ensure that pupils are able to keep up with their mainstream peers. All pupils (100%) attend these. 	<p>After school Club schedule and registers</p> <p>Trips and visits log</p> <p>Parental feedback, School journey records.</p> <p>Enrichment Co-ordinator records</p> <p>School Council Minutes</p> <p>"The Listener"</p> <p>KS4 Options (JK)</p> <p>Head of Centre records</p> <p>Gateway timetable</p>
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Developing character, keeping healthy

Evaluation	Evidence
<ul style="list-style-type: none"> ▪ Mental Health and well-being are given a very high priority in school. Both Clarendon Centres have a dedicated Health and Well-Being lead, as well as trained ELSA support and mental health first-aiders. All Secondary pupils have a 30 minute tutor time before formal lessons begin - as well as an opportunity to read to an adult, this allows time for a "check in" with a trusted adult to discuss any issues of concern and ensure readiness for learning. ▪ 89% of pupils stated that they had an adult in school that they would feel confident and comfortable talking to about any issue (Pupil Survey 2023). ▪ The school uses Zones of Regulation widely to help pupils understand and articulate their emotions, to recognise "triggers" and to avoid them, or to develop and use strategies to regulate their emotional state. The degree of independence with which pupils can do this will depend on their emotional and developmental stages - staff are skilled in guiding pupils to use strategies as independently as possible. ▪ The Primary Centre has an Art Therapist one day each week, and runs a family therapy group for up to 6 pupils and their family members, based on the Marlborough Family Group model, in partnership with "the School and Family Works". Outcomes of the group demonstrate improvements in academic, attendance and wellbeing measures. ▪ The Secondary Centre has a counsellor one day each week, Art therapy through the Primary Mental Health initiative and two days each week of mentoring, in partnership with KICK Mentors. 	<p>Health & Wellbeing Lead records</p> <p>Pupil Survey Spring 2023</p> <p>Zones of Regulation visuals & minutes of staff meetings/ CPD records</p> <p>Primary Interventions log (AM) Family Group Outcomes documents (VB)</p> <p>Secondary Interventions log (MvM)</p>

<ul style="list-style-type: none"> Clarendon pays for one day each week of additional Educational Psychology time, which is usually focussed on pupils displaying significant changes in behaviour or with mental health concerns. 	Head of Centre's records (AM/MS)
Preparing for future success	
Evaluation	Evidence
<ul style="list-style-type: none"> Fostering individual pupil independence is central to our vision and aims. It is built into our life skills programme, and through that, into every aspect of our curriculum. Wherever possible, we aim to reduce the dependence of pupils on adult support, and this is demonstrated through our staffing model and the reduction in supporting staff as pupils progress through the school. Where possible, pupils are taught the strategies to be able to be assertive, and to be able to sort out minor disagreements with minimal adult intervention. There is a strong focus on e-safety, and the appropriate use of social media. This is regularly taught and revisited, and annual training is offered to parents/carers in this area, in recognition of the vulnerability of many of our pupils. All year 11 Clarendon pupils spend one day each week at Richmond College as part of their preparation and transition to post 16 education, alongside school staff. Pupils are prepared for the world of work through effective work related learning, and two blocks of Work Experience (a week in Year 10, and two weeks in Year 11). Employer feedback is consistently positive and pupils have been offered direct employment as a result of their placements. The semi formal curriculum, introduced in 2022/23 for four secondary classes of less able and more complex learners, provides a higher degree of focus on functional skills, life skills The Clarendon Cycle Scheme (Bespoke, BeHeard) provides practical courses in bike maintenance up to City & Guilds Level 2, and 5 ex pupils have gained paid employment at cycle repair shops, some full time. 	<p>Staffing model by Centre (JK) Life Skills Subject Leaders File</p> <p>Pastoral Lead's records</p> <p>ICT & Computing Subject Leaders File, Parent Information Evening Schedule Year 11 timetable/Link Course</p> <p>Work Experience records and Employer Feedback</p>
Preparing for life in modern Britain	
Evaluation	Evidence
<ul style="list-style-type: none"> Equality and diversity are promoted throughout the curriculum. Resources, books and displays are carefully considered to ensure positive representation. Assembly themes and "thoughts for the Week" provide opportunities for discussion/reflection in class groups and across the school and cover protected characteristics, British Values and SMSC. Visits to a variety of places of worship or cultural significance are carefully planned, and preparatory work undertaken with pupils to ensure respectful behaviour. 	<p>Curriculum content documents and Assembly themes</p> <p>Trips and Visits log, RE Subject Lead files</p>
Personal Development – areas to further embed/develop	
<p>School leaders are actively investigating changes to the school's working day to provide mandatory enrichment activities (beyond the current school day), which would enable the participation of all pupils. As pandemic measures were lifted, leaders actively encouraged more trips and visits into the local community and further afield, and this remains a priority on our school development plan in 2022/23 (Priority 5). This will include a review of our residential school journeys, and whether more can be provided. Particular consideration is being given to ensuring that enrichment activities, trips and visits promote our inclusion, equality and diversity agenda, promote fundamental British values, and are affordable and accessible to all.</p> <p>The Trust, School leaders and Governors are reviewing the diversity of the staff team to ensure that adults in school reflect our pupil cohorts adequately.</p>	

Leadership and Management	
High quality, inclusive education & training for all. Learners completing studies.	
Evaluation	Evidence
<ul style="list-style-type: none"> School leaders in all settings demonstrate high ambitions for all learners, and have very high expectations of pupil behaviour, engagement and attainment. Relationships between school leaders and other colleagues, and with pupils, are warm, respectful and professional. 	Observations, SIP report, annual staff survey.

<ul style="list-style-type: none"> Despite some recent changes to the school leadership team at the secondary centre (including the appointment of a new Head of Centre), leaders encourage a collaborative approach to school improvement and professional development, and use coaching techniques to improve practice where possible in order to empower the staff team. The staff survey (conducted Spring 2023) had 67 responses (71% of staff): <ul style="list-style-type: none"> 91% of staff agreed that Senior leaders made good decisions about how the school is run 87% of staff agreed that Senior Leaders made good provision for the professional development of staff 92% of staff agreed that there was a high standard of teaching across the school 94% of staff agreed that they understood what the school is trying to achieve School leaders provide regular reports on attendance and the number of pupils on roll - no pupil is ever removed from our roll before an alternative placement has been agreed (this is rare, and usually the result of a family moving out of the area, or a child requiring more specialist provision). 	<p>Staff survey (Spring 2023)</p> <p>HT reports to Governors Attendance data</p>
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Enhancing teaching of the curriculum and use of assessment.

Evaluation	Evidence
<ul style="list-style-type: none"> The school's CPD budget has seen a substantial increase each year. Staff have free access to online and virtual training through the National College, and regularly access off-site and virtual training through AfC. Specific relevant courses are identified for all individual staff through the appraisal and performance management programme, or can be applied for outside this process if new priorities emerge. The Trust provides membership of the Chartered College of Teaching for all teaching staff, which increases access to a wider range of CPD. The school provides significant in-house training in INSET days and staff meetings. Since 2019, these have focussed largely on revising our curriculum, and developing our teaching and learning. In 2022/23, there is a particular focus on learning at the secondary centre, with training for all staff led by the Acting Head of Centre and our EP. Both Clarendon Centres have Senior Leaders responsible for managing the Curriculum and developing Teaching and Learning. The school development plan is sharply focused on further developing our pedagogy in line with our revised curriculum. The impact of CPD on improving quality of education is actively monitored with clear expectations on teachers to use their developed knowledge in lessons. . The Trust is keen to disseminate good practice further, and is open to identifying Trust wide positions for existing staff. In 2020 a part-time Trust ASC specialist teacher was appointed from the Clarendon staff to provide outreach and support to other Trust schools and beyond. Subject budgets have remained at the same higher level in 2022/23 as they were in 2021/22, to ensure that our newly revised and developed curriculum is correctly resourced. In Clarendon's latest Ofsted inspection, Inspectors noted that "You have created a school where leaders, governors and staff have the highest ambition for all pupils. They make excellent progress in all classes and all key stages" Working collaboratively across sites remains a priority for the current academic year, to ensure continuing consistency of expectations, curriculum and provision following the enforced separation due to the pandemic. 	<p>CPD records, appraisal & performance management records</p> <p>Trust Board minutes</p> <p>INSET and staff meeting schedules and records.</p> <p>School Development Plan, Priorities 1 and 2 Trust ASC Lead records</p> <p>Current Budget, Subject Leaders files</p> <p>Ofsted Report, 2019</p> <p>School Development Plan, Priority 2</p>

Community engagement – parents, carers, employers, local services inc post school provision

Evaluation	Evidence
<ul style="list-style-type: none"> The school now conducts a formal Parent Survey twice annually. The latest was completed in Spring 2023. 	<p>Parent Survey Spring 2023</p>

<ul style="list-style-type: none"> o 89% of parents agreed that the school helps them to support their child's learning o 93% of parents agreed that the school responds well to their concerns o 92% of parents agreed that the school keeps them well-informed • Parents' evenings are held each term. Following the very successful introduction of virtual meetings during the pandemic, which saw a large increase in the number of parents and carers attending, we are offering either face to face or virtual meetings again in 2022/23. In the Spring term 2023, 80% of parents attended the parent/teacher consultations at the secondary centre. • Annual reviews are held for every child at least once each academic year. Again, virtual meetings (introduced during the pandemic) have been successful in securing the attendance of 97% all parents/carers in 2021/22, and we are offering either face to face or virtual meetings in the current academic year. • The schools' Family Partnership Worker supports families with networking, form-filling, applications, holiday provision, food bank vouchers etc. • The Executive Headteacher is now providing peer to peer support as a School Improvement Partner for another MLD school, providing useful networking opportunities for both schools and the chance to work more collaboratively with another similar school. He has also conducted a number of local authority reviews of other SEN provisions in the area. • Senior leaders take an active role in the recruitment of staff beyond the immediate school community, including to positions within the local authority/Achieving for Children, for Headteachers in other schools, for placements on initial teacher training and for the local ECS/NQT pool. This helps to ensure that SEN issues are given a high priority locally. • Clarendon has well established links with a number of local businesses who offer regular work experience placements for KS4 pupils. The school is also supported by the Richmond and Kingston Education Business Partnership (RKEBP) who assist with some more specialist/supportive work placements. • This year, the school is actively focussing on developing further links with our local communities. Both Clarendon centres had only been on their new sites for about 18 months prior to the pandemic, which had a negative impact on our community engagement. 	<p>Parent Evening schedule</p> <p>Annual review schedule and records of parental attendance</p> <p>HT report to Governors includes FSW impact</p> <p>Work Experience records and feedback</p> <p>School Development Plan, Priority 5</p>
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Staff engagement, constructive management, workload reduction, support

Evaluation	Evidence
<ul style="list-style-type: none"> • The views of staff are now actively sought in a staff survey, twice annually. The latest was conducted in the Spring term 2023. <ul style="list-style-type: none"> o 99% of staff agreed that they were proud to work for Clarendon/Gateway o 90% of staff agreed that senior leaders made good decisions about the way the school is run o 87% of staff agreed that Heads of Centres had a clear vision that empowered staff and pupils • As a result of last year's survey, the Executive Headteacher is now formally meeting fortnightly with Heads of Centre and attended a Gateway staff meeting to discuss staff-wellbeing. Staff wellbeing suggestion boxes have been placed in each staff room. Staff wellbeing champions will be identified on each site this year to ensure that school leaders are aware of issues and can identify effective solutions. • School leaders are well aware that working in our settings can be mentally and physically challenging, and that staff have worked exceptionally hard throughout the pandemic. The Headship team are actively seeking suggestions to improve staff-wellbeing and reduce any unnecessary workload. • The Trust has recently reviewed the Pay Policy, and made some provision for rewarding exceptional contributions from supporting staff. • The school has an excellent record in staff development. The last six Deputy Headteachers have all gone on the Headship. Five of our 	<p>Staff Survey 2023.</p> <p>Minutes of meetings</p> <p>Staff Wellbeing Suggestion Boxes</p> <p>School Development Plan, Priority 4d</p> <p>Whole Trust Pay Policy</p> <p>HR records</p>

<p>qualified teaching staff initially worked at the school in supporting roles (three of these achieving their QTS whilst working at the school). Lead TA's, HLTAs and Cover Supervisor roles have been introduced, providing additional career progression for teaching assistants. Staffing is relatively stable, with minimal annual staff turnover.</p> <ul style="list-style-type: none"> The Trust provides a package of staff wellbeing measures, including corporate membership of Kew Gardens for all employees, membership of an Employee Assistance Programme, Employee Cycle Scheme etc. 	HR Employee Benefits
Governance effectiveness inc holding Leaders to account	
Evaluation	Evidence
<ul style="list-style-type: none"> Trustees and Governors complete annual reviews (including reviews of the performance of the Chairs) and skills audits to ensure that they clearly understand their roles and responsibilities, and that they have the necessary range of skills and expertise to fulfil their roles effectively. This information then informs future appointments to the Boards. Since 2020, the Auriga Academy Trust has provided significantly more CEO time, and from September 2022 this is now a full time post. This has enabled the CEO to be a very visible presence in all Trust schools, and to provide additional monitoring, support and challenge to school leaders. Trust Headteachers meet fortnightly to discuss common issues, ensuring that the schools are working efficiently together. The Clarendon Local Governing Body hold an annual strategy event with school leaders, to discuss progress towards the current year's SDP and to agree priorities for the following year. New priorities will also include any identified by the CEO and the Trust as being common to all schools across the Trust, to maximise synergies between schools. The Trust has recently agreed common formats for the School's Self-Review document, School Development planning, and Headteachers Reports to ensure that Trust Headteachers can easily identify common strengths or areas for improvement The Auriga Academy Trust has made further changes to the governance model this academic year, with lead Governors nominated to meet regularly with school leaders to monitor, support and challenge on specified areas and report back to both the LGB and Trust Board. In 2021/22, the LGB Pupil Attainment, Achievement and Wellbeing Committee met regularly with school leaders to set and monitor detailed and challenging targets, and to provide appropriate challenge to school leaders regarding pupil progress, including analysis of the performance of different cohorts of pupils throughout the school. From this academic year, this role will now be taken on by the full Local Governing Body. There have been a number of new appointments to the local Governing Body in the last 12 months. Mindful of the need for succession planning, Governors have appointed a co-chair this academic year to shadow the work of the Chair. Governor visits have increased in line with our SDP priorities. Governors and Trustees hold school leaders to account and provide challenge, through visits and in meetings of the Full Governing Body and Trust Board. This is a continued focus this year, with Governors actively encouraged to ask in depth questions and to request additional evidence to justify the judgements of school leaders. 	<p>Records of Trust and LGB Reviews and Skills Audits</p> <p>CEO schedule and reports</p> <p>Minutes of the 2021 LGB Strategy Event. School Development Plan</p> <p>This document, School Development Plan</p> <p>New AAT Scheme of Delegation, LGB minutes</p> <p>Minutes of PAAW committee meetings</p> <p>Minutes of Governor meetings, Visit reports, HT reports to Governors. School Development Plan Priority 4</p>
Safeguarding	
Evaluation	Evidence
<ul style="list-style-type: none"> Clarendon's DSL has provided an annual update for all staff at the beginning of the school year, and ensures that staff have completed online training (Level 1 - all staff) or face to face level 2 and level 3 training, as appropriate to their role. The DSL has completed the school's Annual Safeguarding Audit, revised our Safeguarding policy, and works with other Trust DSLs to ensure that there is consistency across the Trust. Designated Safeguarding Governors have also attended an annual update, completed appropriate training, and meet the DSL regularly. 	<p>INSET schedule Staff training records (DSL)</p> <p>Safeguarding Audit, 2022 Minutes of meetings</p> <p>Governor Visit forms</p>

<p>From 2022, all Governors are required to have Level One safeguarding training.</p> <ul style="list-style-type: none"> • The SCR is now centralised to ensure greater consistency and accountability. Since we are co-located with two other schools, the DSLs meet termly to assure themselves that safeguarding arrangements across the site are consistently robust and compliant • The Executive Headteacher includes anonymised safeguarding data to the LGB in termly reports. • 97% of parents agreed that their child was safe at school. • 96% of parents agreed that their child was well looked after in school • 97% of pupils agreed that they felt safe at school • 100% of staff agreed that they understood their role in safeguarding children, and where to seek advice • 99% of staff agreed that children were safe at the school • At Primary, our Makaton trainer has ensured that staff are trained in safeguarding specific makaton, since many primary pupils have limited verbal communication. • We are continuing to focus on ensuring consistency of the recording of safeguarding concerns on CPOMs across sites. • The school has identified the periods immediately before and after school holidays as being peak periods for safeguarding concerns reported. As a result we ensure sufficient capacity is given to our DSL and Family Partnership Worker at these times in order to ensure issues are swiftly resolved. • All staff are clear that safeguarding is everyone's responsibility, and understand their role in keeping children safe in education. 	<p>SCR, Notes of DSL meetings</p> <p>HT report to Governors</p> <p>Parent Survey 2023</p> <p>Pupil Survey 2023 Staff Survey 2023</p> <p>CPD records (Makaton trainer)</p> <p>DSL records</p> <p>Safeguarding data over time.</p>
Leadership and Management - areas to further embed/develop	
<ul style="list-style-type: none"> • Ensuring that Governors continue to demonstrate robust yet appropriate levels of challenge to school leaders. • Ensuring that middle leaders (particularly Subject leaders) have the autonomy, confidence and ability to monitor, review and manage their areas of responsibility effectively, and to articulate clearly the intent, implementation and impact of their curriculum area. • Ensuring that School Leaders at all levels across the Trust, and across sites within the school, work collaboratively together to maximise efficiencies and consistency. 	
Overall Effectiveness	
<p>Outstanding.</p>	