



## Clarendon School with the Gateway Centre Self Review Document

<b>Headteacher:</b> <i>Mr John Kipps</i>	<b>Chair of Governors:</b> <i>Mr Primesh Kalia</i>	<b>Date:</b> <i>January 2022</i>
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Date of previous inspection:	Judgement: <b>Outstanding</b>
<b>Self-evaluation grading</b>	
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 also manages an additional 20 place off-site secondary Autism Inclusion Centre, The Gateway, co-located with Twickenham School. 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.
- At the beginning of January 2022 the total number of pupils on roll is 164.
- 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, including amongst school leaders. Five of our teaching staff started their careers in supporting roles in the school and subsequently completed their teacher training. We currently have 1 newly qualified teacher on the Early Career Framework.
- Staff attendance is good and improving - Covid affected staff attendance significantly in 2020/21, with significant numbers of staff recovering from infection, isolating or shielding.
- The school has not permanently excluded a pupil for more than 20 years. Fixed term exclusions are rare and for very short periods (For Clarendon, there has been just one 1 x 0.5 day fixed term exclusion since September 2020, whilst the Gateway Centre has had 3 exclusions totalling 4 days in the same period).
- In the current financial year, 62 Clarendon pupils (43.4%) and 5 Gateway pupils (25%) are eligible for the Pupil Premium Grant. This is significantly higher than the average in the LA (about 15%)
- 31% of Clarendon pupils, and 10% of Gateway pupils are female.
- In January 2022, 48 Clarendon (34%) and 3 Gateway (15%) pupils have English as an additional language (EAL). This is significantly higher than the average in Richmond schools of about 24%.
- In January 2022, 59.5% of Clarendon pupils and 50% of Gateway pupils are of ethnicities other than White British. This is significantly higher than the average in Richmond schools of 43.8%.
- 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 other local MLD schools. 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, 66% of Primary and 52% of Secondary pupils have a diagnosis of Autistic Spectrum Conditions. At Gateway, 100 % of pupils have an ASC diagnosis.
- At Clarendon, 8% of Primary and 22% of Secondary pupils have a diagnosis of Attention Deficit & Hyperactivity Disorder (ADHD). At Gateway, 30% have an ADHD diagnosis.
- At Clarendon, 20% of Primary and 12% of secondary pupils have significant sensory impairments, medical conditions or physical disabilities.
- At Clarendon, 8% of Primary and 10% of secondary pupils have epilepsy.
- A significant proportion 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 (99 pupils in 2020/21). This is exacerbated by tribunals naming additional pupils, leading to increased class sizes. This has led to necessary internal reorganisation for the current academic year, with our two previous smaller specialist classes (for pupils with much more complex needs) now subsumed into our other (larger) classes. The school will be closely monitoring the impact of this change on rates of pupil progress.

### 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
- **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.

### 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 now full, being in its fifth year since opening. Relationships between the leadership and staff teams of the three schools are warm and effective, and there have been no issues between the schools to date.

## Quality of Education

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

#### Evaluation

#### Evidence

<ul style="list-style-type: none"> <li>● The curriculum is developed with the following aims in mind:               <ol style="list-style-type: none"> <li>1. To allow teachers to work together on all aspects of the curriculum</li> <li>2. To focus professional discourse on teaching and learning</li> <li>3. To move from curriculum delivery to curriculum development</li> <li>4. To produce a curriculum that can evolve and adapt to the changing needs of our students</li> <li>5. To produce a curriculum clearly focussed on life skills</li> </ol> </li> <li>▪ The curriculum is developed with the following principles in mind:               <ol style="list-style-type: none"> <li>1. Evolution, not revolution; we start from where we are and roll out change as we move through our current curriculum</li> <li>2. Quality over quantity in teaching and learning; we do not need to (or aim to) cover every aspect of the NC</li> <li>3. Smarter, more efficient use of time: integrate assessment into teaching and learning, upskill in the use of technology and plan to reduce the bureaucratic workload</li> </ol> </li> <li>▪ The structure of the curriculum is organised as follows:               <ol style="list-style-type: none"> <li>1. Resources: modules of work (half-term length or less)</li> <li>2. Focussed learning objectives matched to 10-step assessment grids</li> <li>3. Assessment tasks matched to 10-step assessment grids</li> <li>4. Clear statement of skills developed in the module</li> <li>5. Continuously evolving digital resource bank organised into subjects and modules</li> </ol> </li> <li>▪ 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</li> </ul>	<p>Records of staff training, minutes of staff meetings.</p> <p>Curriculum documents, Life skills Curriculum Leader files</p> <p>Arbor assessment module</p> <p>Shared drives: Curriculum Arbor Assessments</p>
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<p>active participation in life-long learning and, where appropriate, a range of qualifications or accredited courses.</p> <ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ 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 differentiate the learning experiences provided for pupils and adapt to changing cohorts every year.</li> <li>▪ 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.</li> <li>▪ 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.</li> <li>▪ 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.</li> <li>▪ Clarendon offers an enrichment programme as part of its broader curriculum, including: <ol style="list-style-type: none"> <li>1. Outdoor learning opportunities including Forest School at Primary.</li> <li>2. Enrichment activities for KS3 on Friday afternoons where staff offer enrichment sessions or outside agencies are invited in.</li> <li>3. Student council organised fun days, which include enrichment activities</li> <li>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.</li> <li>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.</li> <li>6. Yoga, dance, mindfulness, swimming, cycling/cycle maintenance, gardening and, for Primary pupils, horse-riding.</li> </ol> </li> </ul> <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"> <li>▪ 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.</li> <li>▪ Our new enquiry based RE curriculum and SEND PSHCE curriculum include specific links to fundamental British Values and spiritual, moral, social and 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.</li> <li>▪ 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.</li> <li>▪ <b>NB: For Gateway pupils</b>, 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.</li> </ul>	<p>Curriculum Contents documents</p> <p>Short and medium term planning</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</p> <p>Records of trips and visits</p> <p>Parental and pupil feedback after school journeys</p> <p>Primary &amp; Secondary timetables</p> <p>Pupil Premium Strategy</p> <p>RE &amp; PSHCE Subject Leaders' file</p> <p>Assembly records</p> <p>Curriculum Contents documents</p> <p>Gateway records, timetables individual programmes</p>
<p><b>IMPLEMENTATION (teaching and learning, leadership, assessment for learning, literacy, retrieval, workload)</b></p>	
<p><b>Evaluation</b></p>	<p><b>Evidence</b></p>

<ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ Teaching staff differentiate learning activities, use small steps (and sometimes very small steps) in their teaching, and provide time for pupils to practice and consolidate at each stage.</li> <li>▪ 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.</li> <li>▪ 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 2021/22</li> <li>▪ 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.</li> <li>▪ 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 2021/22, including the further embedding of Communication strategies, Talk for Writing and Maths Mastery at Primary, and phonics teaching and progression strategies in STEM subjects at secondary. We aim to achieve further improvement through:       <ol style="list-style-type: none"> <li>1. INSET and CPD (both in-house and externally provided)</li> <li>2. Learning walks by subject leaders, reporting back to SLT and to staff meetings</li> <li>3. SLT learning walks and formal observations with an identified curriculum and/or teaching &amp; learning focus</li> <li>4. Subject leaders monitoring weekly planning and scrutinising work, identifying issues swiftly and putting plans in place to tackle them</li> <li>5. Development through staff meetings, and through the sharing of good practice, both internally and through our Trust.</li> </ol> </li> <li>▪ 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 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.</li> <li>▪ 97% of parents felt that their child was making good progress at Clarendon, and 100% felt that teaching was good (Parent Satisfaction Survey 2020)</li> <li>▪ 76% of pupils felt that they were well taught. 88% said teachers expected them to work hard and do their best (Pupil Satisfaction Survey 2018)</li> <li>▪ 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.</li> <li>▪ Teacher assessment and annual standardised test data is carefully monitored 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</li> </ul>	<p>Curriculum content documents and progression maps</p> <p>Arbor Assessment module</p> <p>Short &amp; 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 &amp; formal observation records Subject Leader files</p> <p>Staff meeting records</p> <p>Annual Review documents, intervention logs &amp; records Parent Satisfaction Survey 2020 Pupil Satisfaction survey 2018</p> <p>Golden Books</p> <p>Assessment data (JK)</p>
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<p>where pupils are year on year, and to consolidate and revise previous learning.</p> <ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ 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, maths and spelling are completed annually (and on entry to provide a baseline for new pupils).</li> <li>▪ 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.</li> <li>▪ Reading is given a very high priority throughout the school, and pupil progress in reading is excellent. <ol style="list-style-type: none"> <li>1. Pupils read to an adult every day in school</li> <li>2. Reading records are kept, with comments on vocabulary and comprehension</li> <li>3. "little and often" use of Nessy (phonics) and Spellzone (phonics and spelling patterns)</li> <li>4. Use of "Letters and Sounds" phonics strategy</li> <li>5. Additional strategies other than phonics for those secondary pupils with conditions that mean phonics are less effective</li> <li>6. Hyperlexia is a feature of a number of our pupils (particularly those with ASC) - for these pupils teaching comprehension is a priority</li> <li>7. Reading Catch-up programmes for pupils making less than expected progress</li> <li>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"> <li>• 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</li> </ul> </li> </ol> </li> </ul>	<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)**

<b>Evaluation</b>	<b>Evidence</b>
<ul style="list-style-type: none"> <li>▪ 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 8 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 based on upper quartile progress from this flight path data set. Our cohorts can be very varied - but since the pupils' starting points are taken into account, flight path targets are still both challenging and achievable.</li> <li>▪ For standardised tests, targets are set to improve further from historical rates of progress.</li> <li>▪ In 2020/21: <ol style="list-style-type: none"> <li>1. 73% of pupils achieved upper quartile progress according to maths teacher assessments (flight path target)</li> <li>2. 73% of pupils achieved upper quartile progress according to writing teacher assessments (flight path targets)</li> <li>3. 93.6% of pupils made progress in reading, with an average improvement of 10.9 months in the year (standardised test results*)</li> <li>4. 88% of pupil made progress in spelling, with an average improvement of 8.1 months in the year (standardised test results*)</li> <li>5. 87.2% of pupils made progress in maths, with an average improvement of 7.1 months in the year (standardised test results*)</li> <li>6. Our 18 Year 11 pupils achieved an average point score of 149.9 (up from 112.8 the previous year), and took a total of 28 GCSEs, 31 BTEC (Level 1),</li> </ol> </li> </ul>	<p>Flight path, Governor Targets and results, Standardised test results (JK)</p> <p>Governor Targets and Results (JK), Minutes of Pupils Attainment, Achievement &amp; Wellbeing Committee</p> <p>Examination results</p>

<p>9 functional skills (Level 1) and 3 functional skills (Level 2) qualifications, with a 100% pass rate. 71% of GCSEs were at grade 4 or above.</p> <p>7. 44% of Year 11 pupils left with a reading age at or above their chronological age. and 83% left with a reading age above 11 years (and therefore able to read functionally)</p> <p>8. Our 2 Year 11 Gateway pupils achieved an average point score of 222 (up from 157.9 the previous year), and took a total of 12 GCSEs, 50% at Grade 4 or above.</p> <p><b>*NB: COVID has 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. We will be continuing to identify new gaps throughout the pandemic, and to provide specific interventions to address them, carefully monitoring progress in 2021/22 to ensure that pupils return to their pre-pandemic trajectory.</b></p> <ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ The majority of pupils go to college post 16. Of the 18 year 11 pupils in 2020/21, 14 have started college courses, 3 have gone to special school sixth form provisions, and one is awaiting an appropriate college placement.</li> </ul>	<p>Leavers Destination Reports</p>
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**Quality of Education – areas to further embed/develop**

<p>Ongoing monitoring by senior leaders has identified the following areas for further development:</p> <ol style="list-style-type: none"> <li>1. At Primary, we are working to embed further our total communication strategy, and to continue to develop Maths Mastery.</li> <li>2. At Secondary, we are working to develop further our phonics teaching, and to introduce transactional elements of the SCERTs programme.</li> <li>3. Across both Clarendon settings we are working to embed consistency and progression within our newly revised curriculum</li> <li>4. At Gateway, we are continuing to develop our partnership working with Twickenham School (where the majority of teaching is provided)</li> <li>5. Across all settings, we are working to ensure that good practice is effectively shared and disseminated.</li> </ol>
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<b>Behaviour and Attitudes</b>	
<b>High expectations, consistency, fairness</b>	
<b>Evaluation</b>	<b>Evidence</b>
<ul style="list-style-type: none"> <li>▪ Pupil behaviour is extremely good, and improving. Both sites have a calm, orderly atmosphere and pupils are generally polite, focussed on learning and well-behaved.</li> <li>▪ All classroom based staff are Team Teach trained and skilled in de-escalation strategies.</li> <li>▪ Bullying behaviours are very rare and firmly and swiftly addressed, according to the school's behaviour and anti-bullying policies.</li> <li>▪ 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.</li> <li>▪ 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.</li> <li>▪ Clarendon has never permanently excluded any child under its current leadership (since 2006)</li> <li>▪ Fixed term exclusions are extremely rare. There were no fixed term exclusions at Clarendon in 2019/20, and one (1.0 day) fixed term exclusion in 2020/21.</li> <li>▪ 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</li> </ul>	<p>Observations, Behaviour data from Arbor and/or SLEUTH Team Teach records</p> <p>Arbor/Sleuth data, pupil and parent satisfaction data. Policies.</p> <p>Behaviour policy.</p> <p>Exclusion data</p> <p>Exclusion data, HT reports to Governors.</p> <p>Arbor/Sleuth data and BSPs</p>

<p>this being necessary again. At present 15 pupils (5 primary and 10 secondary) have BSPs. This is the lowest number since at least 2006.</p> <ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ The Parent Satisfaction Survey 2020 found that:             <ol style="list-style-type: none"> <li>1. 100% of parents agreed that pupils at the school behave well</li> <li>2. 100% of parents agreed that the school is a safe place</li> <li>3. 94% of parents state that bullying issues are taken seriously and dealt with effectively at Clarendon</li> <li>4. 94% of parents state their child is not bullied/harassed at school</li> </ol> </li> <li>▪ The Pupil Satisfaction Survey 2018 found that:             <ol style="list-style-type: none"> <li>1. 62% of pupils felt that pupils behaved well in school</li> <li>2. 93% of pupils felt that staff treated them with dignity &amp; respect</li> <li>3. 76% of pupils felt happy and safe in school</li> </ol> </li> </ul>	<p>Pastoral Lead records, intervention logs.</p> <p>Parent Satisfaction Survey 2020</p> <p>Pupils Satisfaction Survey 2018 (New survey due in 2022)</p>
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<b>Learners' attitudes</b>	
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Evaluation	Evidence
<ul style="list-style-type: none"> <li>• Learners attitudes to school are very good, and pupils want to attend.</li> </ul>	<p>Pupil Satisfaction Survey 2018, Attendance data,</p>

<b>Attendance and Punctuality</b>	
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Evaluation	Evidence
<ul style="list-style-type: none"> <li>▪ Attendance is generally good, and better than National Comparative data for similar schools.</li> <li>▪ 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 is a priority on the School Development Plan in 2021/22.</li> <li>▪ Where any pupil attendance has been poor, support for families has been initiated through effective partnership working by our Family Partnership Worker and EWO.</li> <li>▪ All pupils have returned to school following the pandemic. One pupil is currently seeking a change of placement due to significant mental health concerns.</li> </ul>	<p>Attendance Data, Governor targets etc.</p> <p>FPW records of support, minutes of attendance meetings</p> <p>Attendance Data</p>

<b>Relationships reflect a positive and respectful culture</b>	
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Evaluation	Evidence
<ul style="list-style-type: none"> <li>▪ There is a positive and respectful school culture in which staff know and care about pupils.</li> <li>▪ 93% of pupils stated that staff treated them with dignity and respect (Pupil Satisfaction Survey 2018)</li> <li>▪ 98% of parents stated that staff treated their child with dignity and respect (Parent Satisfaction Survey 2020)</li> <li>▪ Staff explicitly teach and model social norms and courteous behaviour across the school, and demonstrate fundamental British values, including tolerance and valuing diversity.</li> <li>▪ 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.</li> <li>▪ 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).</li> <li>▪ 3 incidents of racist behaviour (peer on peer name-calling) were recorded in 2020/21 across the school. This number has fallen year on year for the last 10 years. Each incident is recorded and dealt with by senior leaders.</li> <li>▪ 1 incident of homophobic behaviour (peer on peer name-calling) was recorded in 2020/21. This number has fallen year on year for the last 10 years. Each incident is recorded and dealt with by senior leaders.</li> </ul>	<p>Observation, parent feedback.</p> <p>Pupil Satisfaction Survey 2018</p> <p>Parent Satisfaction Survey 2020</p> <p>Observation</p> <p>Arbor/SLEUTH data</p> <p>Parent and pupil Satisfaction Survey results</p> <p>Racist Incident logs (Arbor)</p> <p>Homophobic incident logs (Arbor)</p>

<ul style="list-style-type: none"> <li>100% of parents agreed that Clarendon encourages their child to develop resilience, deal with risks appropriately and behave safely.</li> </ul>	Parent Satisfaction Survey 2020
<b>Behaviour and Attitudes – areas to further embed/develop</b>	
<ol style="list-style-type: none"> <li>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)</li> <li>Improvements to pupil attendance (largely as a result of the pandemic) are a priority this year, and included on the school development plan.</li> </ol>	

<b>Personal Development</b>	
<b>Beyond the academic, technical or vocational</b>	
<b>Evaluation</b>	<b>Evidence</b>
<ul style="list-style-type: none"> <li>At Primary, following a very successful pilot in 2017/18, 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.</li> <li>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.</li> <li>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.</li> <li>Lunchtime activities are organised by staff on both sites to encourage pupils to play together.</li> <li>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.</li> <li>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.</li> <li>The Parent Satisfaction Survey 2020 found that: <ol style="list-style-type: none"> <li>81% of parents said that there was a good range of clubs and after school activities</li> <li>94% of parents said that the school provides a good range of trips and visits to support and enrich the curriculum</li> <li>97% of parents said that the school offers a rich, varied and broad curriculum beyond the academic subjects</li> </ol> </li> <li>The Pupil Satisfaction Survey 2018 found that: <ol style="list-style-type: none"> <li>76% of pupils said that they took part in lots of clubs during and after school. Other pupils are unable to attend if dependent on dedicated school transport.</li> </ol> </li> <li>After school clubs were postponed during the pandemic in order to avoid the mixing of bubbles, but restarted in September 2021, with 5 clubs available and 39 secondary pupils attending (41%)</li> <li>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.</li> </ul>	<p>Outdoor Learning Leader's notes.</p> <p>Primary timetable</p> <p>Secondary timetable</p> <p>After school club schedule and registers</p> <p>Cycle Tutor records</p> <p>Parent Satisfaction Survey 2020</p> <p>Pupils Satisfaction Survey 2018</p> <p>After school Club schedule and registers</p> <p>Trips and visits log</p>

<ul style="list-style-type: none"> <li>Clarendon pupils learn most effectively from seeing, doing and experiencing - and the school actively encourages frequent trips and visits out of school.</li> <li>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.</li> <li>KS3 have weekly enrichment afternoons on Fridays, focussed on developing further pupils' physical, artistic or practical skills. Pupils can choose the activities they wish to complete.</li> <li>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 have 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.</li> <li>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.</li> <li>In addition to the above, pupils also have some options for the curriculum they will follow in KS4.</li> <li>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.</li> <li>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.</li> </ul>	<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**

<b>Evaluation</b>	<b>Evidence</b>
<ul style="list-style-type: none"> <li>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.</li> <li>85% of pupils stated that they had an adult in school that they would feel confident and comfortable talking to about any issue (Pupil Satisfaction Survey 2018). Work has been ongoing since to ensure that all pupils would have a trusted adult in school to talk to.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> </ul>	<p>Health &amp; Wellbeing Lead records</p> <p>Pupils Satisfaction Survey 2018</p> <p>Zones of Regulation visuals &amp; minutes of staff meetings/ CPD records</p> <p>Primary Interventions log (AM) Family Group Outcomes documents (VB)</p> <p>Secondary Interventions log (MvM)</p> <p>Head of Centre's records (AM/RC)</p>

**Preparing for future success**

<b>Evaluation</b>	<b>Evidence</b>
<ul style="list-style-type: none"> <li>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</li> </ul>	<p>Staffing model by Centre (JK)</p> <p>Life Skills Subject Leaders File</p>

<p>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.</p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> </ul>	<p>Pastoral Lead's records</p> <p>ICT &amp; Computing Subject Leaders File, Parent Information Evening Schedule Year 11 timetable</p> <p>Work Experience records and Employer Feedback</p>
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### Preparing for life in modern Britain

Evaluation	Evidence
<ul style="list-style-type: none"> <li>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.</li> <li>Visits to a variety of places of worship or cultural significance are carefully planned, and preparatory work undertaken with pupils to ensure respectful behaviour.</li> </ul>	<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 are lifted, leaders are actively encouraging more trips and visits into the local community and further afield. This will include a review of our residential school journeys, and whether more can be provided.</p> <p>Particular consideration is being given to ensuring that enrichment activities, trips and visits are promoting our inclusion, equality and diversity agenda, and promoting fundamental British values.</p> <p>School leaders and Governors are reviewing the diversity of the staff team to ensure that adults in school reflect our pupil cohorts adequately.</p>
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### Leadership and Management

#### High quality, inclusive education & training for all. Learners completing studies.

Evaluation	Evidence
<ul style="list-style-type: none"> <li>School leaders in all settings demonstrate high expectations of pupil behaviour, engagement and attainment. Relationships between school leaders and other colleagues, and with pupils, are warm, respectful and professional.</li> <li>84% of pupils stated that the school was well organised and led (pupils Satisfaction Survey 2018)</li> <li>97% of parents/carers stated that the school was well organised and led (Parent Satisfaction Survey 2020)</li> <li>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).</li> </ul>	<p>Observations, SIP report, annual staff survey.</p> <p>Pupil satisfaction survey.</p> <p>Parent satisfaction survey.</p> <p>HT reports to Governors Attendance data</p>

#### Enhancing teaching of the curriculum and use of assessment.

Evaluation	Evidence
<ul style="list-style-type: none"> <li>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</li> </ul>	<p>CPD records, appraisal &amp; performance management records</p>

<p>programme, or can be applied for outside this process if new priorities emerge.</p> <ul style="list-style-type: none"> <li>▪ The Trust is currently investigating membership of the Chartered College of Teaching for all teaching staff, which would provide more opportunities for CPD.</li> <li>▪ 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. Both Clarendon Centres have Senior Leaders responsible for managing the Curriculum and developing Teaching and Learning.</li> <li>▪ The school development plan is sharply focused on further developing our pedagogy in line with our revised curriculum.</li> <li>▪ 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.</li> <li>▪ In order to demonstrate a closer alignment between our curriculum and our budget, and to give middle leaders greater autonomy, subject leaders are being trained to be able to manage their own budgets more effectively, and to place orders themselves. There has been a significant uplift in subject budgets this year to ensure that our newly revised and developed curriculum is correctly resourced.</li> <li>▪ 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"</li> <li>▪ The pandemic reduced the opportunity for staff to work collaboratively across sites. This is a priority for the current academic year, to ensure continuing consistency of expectations, curriculum and provision.</li> </ul>	<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>
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**Community engagement – parents, carers, employers, local services inc post school provision**

<b>Evaluation</b>	<b>Evidence</b>
<ul style="list-style-type: none"> <li>▪ The school conducts a formal Parent Satisfaction Survey every three years. The latest was completed in Spring 2020.</li> <li>▪ 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 in 2021/22.</li> <li>▪ 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 almost all parents/carers, and we are offering either face to face or virtual meetings in the current academic year.</li> <li>▪ Parental Feedback was actively sought during the pandemic, regarding our blended offer. Whilst the school remained open to pupils throughout, about a third of pupils were unable to attend due to their vulnerability or that of family members. Parental feedback was extremely positive about the offer for these pupils, and the school's support to parents to enable pupils to access the help needed.</li> <li>▪ The schools' Family Partnership Worker supports families with networking, form-filling, applications, holiday provision, food bank vouchers etc. 97% of parents agreed that this role supported them to get additional help or support (Parent Satisfaction Survey 2020)</li> <li>▪ 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.</li> <li>▪ The Headship team are represented on the local SEN panel regularly.</li> <li>▪ 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.</li> </ul>	<p>Parent Satisfaction Survey</p> <p>Parent Evening schedule</p> <p>Annual review schedule and records of parental attendance</p> <p>Pandemic Parental Feedback (JK)</p> <p>HT report to Governors includes FSW impact Parent Satisfaction Survey 2020</p> <p>SEN Panel schedule</p>

<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>The Executive Headteacher has taken on the role of School Improvement Partner for a similar school in a neighbouring authority, bringing direct benefits to both school as a result of enhanced partnership working.</li> </ul>	<p>Work Experience records and feedback</p> <p>School Development Plan, Priority 5</p> <p>SIP reports, records of partnership working.</p>
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**Staff engagement, constructive management, workload reduction, support**

Evaluation	Evidence
<ul style="list-style-type: none"> <li>The views of staff are actively sought in an annual staff survey, (previously conducted and analysed by the Local Governing Body, now by the Trust) in the summer term. At the end of the Autumn term, Senior leaders respond to any required action points with a "you said, we did" document.</li> <li>As a result of this year's survey, the Executive Headteacher is now formally meeting fortnightly with Heads of Centre and will be attending a Gateway staff meeting to discuss staff-wellbeing. Staff wellbeing suggestion boxes will be placed in each staff room, and staff wellbeing champions identified on each site to ensure that school leaders are aware of issues and can identify solutions effectively.</li> <li>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. This year's School Development Plan is tightly focussed on doing the basics well and embedding current initiatives and good practice, rather than introducing major new projects.</li> <li>The Trust has recently reviewed the Pay Policy, and made some provision for rewarding exceptional contributions from supporting staff.</li> <li>The school has an excellent record in staff development. The last six Deputy Headteachers have all gone on the Headship. Five of our 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.</li> <li>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.</li> </ul>	<p>Staff Survey 2021.</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>HR Employee Benefits</p>

**Governance effectiveness inc holding Leaders to account**

Evaluation	Evidence
<ul style="list-style-type: none"> <li>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.</li> <li>Since 2020, the Auriga Academy Trust has provided significantly more CEO time. 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 issues common to the schools, ensuring that the schools are working more efficiently together.</li> <li>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.</li> </ul>	<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.</p> <p>School Development Plan</p>

<ul style="list-style-type: none"> <li>▪ The Trust has recently agreed common formats for the School's Self-Review document and for the School Development planning, to ensure that Trust Headteachers can easily identify common strengths or areas for improvement</li> <li>▪ The Auriga Academy Trust has made 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.</li> <li>▪ The LGB Pupil Attainment, Achievement and Wellbeing Committee meet 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.</li> <li>▪ Governors and Trustees hold school leaders to account and provide challenge, through visits, at committee meetings and in meetings of the Full Governing Body. This is an additional focus this year, with Governors actively encouraged to ask in depth questions and to request additional evidence to justify the judgements of school leaders.</li> </ul>	<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>
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### Safeguarding

Evaluation	Evidence
<ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ 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.</li> <li>▪ Designated Safeguarding Governors have also attended an annual update, completed appropriate training, and meet the DSL regularly.</li> <li>▪ 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</li> <li>▪ The Executive Headteacher includes anonymised safeguarding data to the LGB in termly reports.</li> <li>▪ 100% of parents stated that Clarendon was a safe place for their child to be (Parent Satisfaction Survey, 2020)</li> <li>▪ 76% of pupils stated that they felt happy and safe at school (Pupil Satisfaction Survey 2018)</li> <li>▪ At Primary, our Makaton trainer has ensured that staff are trained in safeguarding specific makaton, since many primary pupils have limited verbal communication.</li> <li>▪ This year we are focussing on ensuring consistency of the recording of safeguarding concerns on CPOMs across sites.</li> <li>▪ All staff are clear that safeguarding is everyone's responsibility, and understand their role in keeping children safe in education.</li> </ul>	<p>INSET schedule</p> <p>Staff training records (DSL)</p> <p>Safeguarding Audit, 2021</p> <p>Minutes of meetings</p> <p>Governor Visit forms</p> <p>SCR, Notes of DSL meetings</p> <p>HT report to Governors</p> <p>Parent Satisfaction Survey 2020</p> <p>Pupil Satisfaction Survey 2018</p> <p>CPD records (Makaton trainer)</p> <p>DSL records</p>

### Leadership and Management - areas to further embed/develop

<ul style="list-style-type: none"> <li>● Ensuring that Governors continue to demonstrate robust yet appropriate levels of challenge to school leaders.</li> <li>● 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.</li> <li>● Ensuring that School Leaders at all levels across the Trust, and across sites within the school, work collaboratively together to maximise efficiencies and consistency.</li> </ul>
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### Overall Effectiveness

<p>Outstanding.</p>
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