

Noadswood – Self Evaluation following the academic year 2021/22

Date: September 2021 and updated through academic year 2021/22

What do the Leadership Team believe it is like to be a student at our school? (Leaders’ thoughts, blended with conversations with Team Leaders, staff and students)
<p>For the majority of our students, it is an enjoyable, calm and enriching experience, being a student at Noadswood. The majority of our students are happy, feel safe to come to school and show their enjoyment and positivity in their manner in all they do and their engagement in all of their lessons.</p> <p>They demonstrate very strong working relationships in their lessons and are taught by committed, resilient and hard-working specialist staff in all departments.</p> <p>They are supported by a large pastoral team, and most say they have someone to go to when they need, along with specialist ELSA, counselling and social/emotional/mental health support for those who require this, as well as an online portal of support for all.</p> <p>Many students feel valued and their successes in and out of school are celebrated.</p> <p>The Head, leaders and many other colleagues are overt about ensuring students’ voices are heard and that they are cared about. They are given a breadth of curriculum and experiences, and are helped to shape their own morals and core values. They are prepared for life beyond school and leave Noadswood with an educational experience that allows, and encourages them, to choose and follow their next steps, personal to them.</p> <p>A minority of students are not feeling that connection with and enjoyment about their school experience, and they hamper their own and others’ progress in some classes with low level disruption, and for a smaller number still, there is sometimes more significant disruption outside of the classroom and in the community. They do not feel happy and settled in themselves or in school. Most of these students do reach out to a key adult, and have some areas where they succeed, but it is a bumpy experience of education for them and for some others in their classes sometimes.</p>

Distinctive Strengths at Noadswood:

Distinctive Strengths	Details	How do we know?
<p>1. A wide ranging curriculum is available to all where the vast majority of students are able to study the courses they choose, with guidance from year leaders and tutors.</p> <p>The EBACC suite of subjects is available for all.</p> <p>Outcomes are becoming steadily consistently good, with focused work in areas for improvement via curriculum conversations between lead pracs/SLT lines and team leaders, along with a rich programme of CPD for all colleagues and KS4 interventions. (This work is designed to enhance more consistent overt awareness of curriculum impact and of the power of teaching to the top and Data Driven Instruction.)</p> <p>Some curriculum areas deliver excellent outcomes.</p>	<p>In KS3 the students continue to experience a wide range of subjects and this is something we should have real pride in. Entering KS4 they are more than often likely to follow the options they've chosen, and eventual outcomes are on average good, with strengths in a wide variety of areas. They are also likely to be taught by a subject specialist.</p> <p>The HT, Trustees and Leadership Team have pursued quality colleagues relentlessly to protect this curriculum in challenging times for recruitment. The Leadership Team and Trust board have also made the decision to move to a three-year KS3 from the current model, commencing this year, having paused work to do so owing to lockdowns and the disruption already faced by students and colleagues.</p> <p>With this move will also come a renewed focus on entry into the full EBACC suite, with a particular focus on further engagement of more young people in languages as the school continues to grow Spanish alongside German and French and to deepen collaboration opportunities at KS2.</p>	<p>Curriculum sustains a rich package of foundation subjects, outside of the core and EBACC, options students take are almost always first and occasionally second choice, subject specialist staff are in place in all areas, Progress 8 was steadily climbing to in line with the national average pre-Covid with high SPi in a variety of subjects. TAGs/CAGs continued this similar, steady trend, evidencing sharper, increasingly accurate assessment across the curriculum.</p> <p>(P8 in Summer 2022 will be affected by decision to revert from all doing Triple Sciences, in the interests of success for the students, meaning that around 60 students do not have all buckets filled; this affects only Y11 Summer 2022. It does not impact on students' outcomes, only the P8 measure in Summer 2022 as well as the A8 measure owing to less options being taken)</p>

		Our focus now on 2-year KS4 will enable Year 9 options to have a curriculum that has even greater, post-Covid breadth and ambition, including increasing the participation in the EBACC suite (particularly MFL following the growing of Spanish alongside French/German since our last Ofsted Inspection) as well as a return to 4x option subjects
2. A wide range of opportunities outside of the classroom, returning strongly now, post disruption of the pandemic (including reward trips and residential).	We are established as the school in the local area with a wide range of facilities with a wide range of opportunities. Sport remains a draw for many, as it has for many years, but our wide curriculum and life outside of the classroom are also influential. We offer extensive enrichment opportunities in addition to sport (and inclusive sport), including ideas generated by students, and promote these with greater consistency all the time via social media.	Speaking to students and parents/carers, key reasons to come to Noadswood are our facilities and curriculum. Menu of opportunities available and social media good news promotes curriculum and enrichment success and excitement/engagement every week. This engagement runs across all groups within the school family, and is regularly celebrated by the HT in newsletters and in person.
3. A culture based around the individual thriving – caring, with the individual’s passions, ideas and best interests at heart, and an understanding of responding to the individual as he/she/they is/are	A whole school and community culture has been overtly striven for, in the last few years, around wellbeing and care for the individual (child and adult) as the key ingredients for success. There is an openness to students seeking help in whatever they need and to finding support and a caring shoulder in the unique way they need. Student	New parents and students’ feedback and feedback from local primary schools all notice this strongly emerging culture. Parents/Carers/Staff/Student survey March 2022 evidences high

<p>and as he/she/they want to become.</p>	<p>ideas and successes, in and out of school, are fostered and celebrated. Colleague ideas and solutions constantly woven into plans, via the staff forum, other focus groups and a genuinely open culture with the leadership team. Student leaders co-construct with us our responses to initiatives, challenges and events throughout the school calendar.</p>	<p>satisfaction with HT/Leadership and other communications and we are proud of our culture of listening to our community and acting on their requests.</p> <p>Menu of student and colleague ideas flow into the strategic development of the school as a constant.</p>
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Developing Strengths

Developing Strengths	Details	How do we know?
<p>1. Continuing Professional Development for teachers and some support staff colleagues.</p>	<p>Noadswood has organised visits from a wide range of keynote speakers and had some extremely good sessions on key components of teaching practice and curriculum implementation, in line with our strategic objectives, thanks to the vision and drive of our pedagogy and research lead who is also an AHT, current topics such as racism and discrimination , teach to the top, curriculum focus etc... These sessions have been overwhelmingly positive and allowed staff to become increasingly reflective</p>	<p>Staff have been increasingly receptive to this CPD drive led by the AHT and the lead practitioner team and the impact has been clear from learning drop ins and curriculum plans.</p> <p>The next step is to review the ongoing and sustained impact of this CPD, following our successful</p>

	<p>with a few key themes running through such as carefully graduated, restorative approaches to behaviour, Thinking Hard and Disciplinary Literacy . We have frequently led these programmes, offering them to staff from other local schools and colleges, stimulating strong discussions of best practice across the local area.</p> <p>Some departments have implemented key pledges from this CPD which continued to operate remotely during the pandemic. The AHT responsible is now leading to ensure greater consistent impact across the school.</p>	<p>Waterside CPD Day Feb 2022, after which all depts made pledges around pedagogy and curriculum impact, and to introduce DD to facilitate responsive teaching This has led to revision of T&L policy.</p> <p>We have also begun to develop a similarly bespoke menu for support staff colleagues, an objective for our work this year.</p>
<p>2. Safeguarding and Health and Safety and impact of messages / actions about this</p>	<p>Quality and robustness of safeguarding processes have been updated via the full implementation of the platform, CPOMs, since 2018, alongside a cultural shift of noting all concerns and expecting actions to be logged during the day.</p> <p>The HT and DSL commissioned an independent Safeguarding Audit from Judicium, to enhance confidence in practice here, and in line with the ATH. Staff also comment they are much more aware of key students than ever before and can empathise and plan to help far better knowing key issues.</p> <p>Extensive work carried out by the AHT with the Pastoral Team, overseen by the HT, to be fully cogniscent of the provision, curriculum and safeguarding in place for all students on externally provided AP (eg at our local Hants LA Education</p>	<p>CPOMS is actively used and every entry is actioned. DSL and HT check hourly, and the pastoral team respond to requirements to action promptly. We have a dedicated missing@ email which is monitored throughout the hour by the pastoral team.</p> <p>CPOMs actions confirm this. Safeguarding Audit with Judicium (external consultant) and recent shared audit with a local primary school (May 2022) evidenced a strong safeguarding culture (which will also be presented to other local schools).</p>

	<p>Centre, Greenwood or local colleges) and on Reduced Hours Timetables, in line with County procedures.</p> <p>Improved Health and Safety Audit scores year on year (Latest score 82% Nov 2021) evidence a far improved culture of awareness and responsiveness to this agenda across the school, and all C-19 Risk Management also conveyed a staff team mindful of risk and their responsibilities in mitigation.</p>	<p>Weekly reviewed spreadsheet ensures that review points are clearly taking place with a reduction in numbers of students on reduced hours accessing the local education centre. Placements are robust and safe; with all safeguarding documentation for any external provider receives and stored on file. External and Trustee Audit scores and minutes of committee meetings/RA staff consultation minutes.</p>
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Priorities for Improvement

Area for development	Details	How do we know?
<p>1. Consistency of culture in terms of effective, positive and restorative behaviour management</p>	<p>We pride ourselves on the culture described as a distinctive strength, but there remains unevenness in terms of implementation of our newly agreed behaviour policy and restorative processes, to which community recovery from C-19 is adding further challenge.</p> <p>Our culture of care and inclusion has recently become much more embedded through the restructure of our pastoral team, providing a dedicated Year Leader to each year group. Additionally, our trio system with a SLT member, refreshed behaviour procedures, and our daily debrief, ensures pace and consistency of follow up in line with the team handbook written by the DSL.</p> <p>There remains some inconsistency in the quality of tutors' work, which lockdown also evidenced. Colleagues are overtly aware of this and plans are in place within each House alongside the HT and Senior Leaders/ House Leaders work following a pastoral restructure from a vertical to a horizontal pastoral system to address this effectively.</p>	<p>Learning drop ins and SLT/Year Teams' follow up of classroom issues at the end of each day evidence pockets of disruption from a few key classes, and social time disruption from a key group of students, exacerbated by colleague covid related absence and temporary agency colleagues.</p> <p>Greatly increased need for mental health and wellbeing intervention for students is evidenced via our CPOMs records and the work of our Assistant Year Leader Team. We have produced a SEND/Wellbeing strategic plan with national expert Mike Armiger, opened an SEMH RP to respond better to the most significant need and added capacity to the pastoral support side of the team, alongside our experienced ELSA and counsellor.</p>

<p>2. Attendance of key students to increase in line with objectives set on their reviews.</p>	<p>Relatively high levels of student absence for a school of our prior attainment bracket and demographic, aside from the impact of C-19.</p> <p>Attendance Action Plan written and monitored carefully by the AHT (inclusion) reported on regularly to the HT and the School Improvement Committee of the Trust Board. Additionally persistent absentees and students who are more concerning with their attendance are being carefully tracked and monitored, with a clear action plan in place for each individual.</p> <p>PP Strategic Objectives also feed into this work, as does our work developing our Flexible Learning base for students vulnerable to exclusion.</p> <p>See above regarding students placed on Reduced Hours Timetables – these are all reported correctly to the LA and have an educational and wellbeing credible purpose. The team, under the leadership of the AHT and monitoring of the HT, are sharpening the review points, and the written expectations of hitting targets at those review points to up accountability and ensure drift doesn't happen.</p>	<p>Persistent absence figures steady at around the national average for many years, including against current Covid impacted figures.</p> <p>Some Reduced Hours Timetables are too lengthy – all are reported to the LA correctly, and Pastoral Team are aware of the situations, as is the Attendance Officer. Sharp view points and clearly written targets in all cases need to be in place, as inconsistency has been picked up by the AHT and the HT's checks.</p>
<p>3. Ensuring robust and accurate financial leadership and management, and good budget controls.</p>	<p>Timely Monthly Management Accounts are now in place in the Trust, and a well established routine of monitoring is in place.</p> <p>The Trust succeeded in having a very strong Audit with HWB in December 2021, following robust work by the HT (in the absence for a full year of a School</p>	<p>Management Accounts and External and Internal Audit Reports evidence progress, as does the outcome of the HT and Trust Board review of HR files.</p>

	<p>Business Manager) and the Finance Manager in all areas of compliance.</p> <p>The Trust also had a positive Financial Management and Governance Audit in Feb 2021, led by the HT.</p> <p>That said, accurate forecasting remains an area for development, as does robust analysis against Trust agreed KPIs.</p> <p>Budget controls from Team and Senior Leaders are beginning to become more secure, but this is at early stages.</p> <p>An enormous amount of work has been done by the HT and our HR Lead and the Head's PA to shore up our HR processes and practices which are now secure.</p> <p>Work has also been done between the team and our internal scrutineer to address action points on her thrice yearly visits without delay.</p>	<p>Management Accounts continue to demonstrate changes in forecasting, partly contributed to by covid staff absence, but also by the work still needed by budget holders to monitor more accurately.</p>
<p>4. Improving attendance and outcomes for disadvantaged students, to narrow gaps between their attendance/outcomes and those of all students.</p>	<p>As attendance continues to sit at around the national average, the AHT/DSL has written an Attendance Action Plan for the Trust, monitored by the HT and the School Improvement Committee of the Board.</p> <p>Additional staffing capacity has been procured using catch up premium, and bespoke CPD has been</p>	<p>Attendance without key vulnerable students who sit in several key groups is strong, evidencing that the focus needs to be on the objectives in our PP strategy, our attendance action plan, our flexible</p>

	<p>provided to the Attendance Officer to increase capacity there.</p> <p>Additional mental health and wellbeing support has been provided via our counsellor, ELSA, and new inclusion support worker, plus a colleague from the county's MHST. We have a large number of targeted interventions with external agencies.</p> <p>Flexible Learning Provision action plan includes plans for a more wrap around provision in partnership with the Handy Trust/YCP team which launched in June 2022 to impact on attendance for those at risk of exclusion who also often fall in to other key groups (PP/SEN K). We are seeing a positive impact from this strategy.</p> <p>The AHT and Pastoral Team works closely with ISS Attendance Team on ideas that flow into the Attendance Action Plan, particularly for those at home with anxiety/other longer term medical conditions.</p> <p>We are looking forward to seeing the impact of all of the above strategies on rates of student progress as they are engaging more and more with Noadswood. We have already seen an increase in attendance, engagement alongside a significant reduction in repeat suspensions for these most vulnerable students and reduction in persistent disruption in classes.</p>	<p>learning action plan and our work with those on RHTs.</p>
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<p>5. Continuing to develop our diverse, inclusive culture, co-constructed between students and colleagues.</p>	<p>Colleagues and students expressed concerns around the diversity/inclusion agenda, and to what extent the school felt confident/secure in its responses and work on this since the return from the Pandemic.</p> <p>The HT enrolled the school in the Investors in Diversity Award and the school are now working through an action plan borne out of survey responses.</p> <p>There is a staff and student team co-constructing our response and work under three headings: curriculum, language and display/environment.</p>	<p>Students and staff expressed a lack of confidence in a community wide response to this agenda, and at the same time a real desire to embrace it, as part of our culture that is all around our key values of respect and safety for all, and our strong commitment to student leadership.</p> <p>There have been key actions taken already under the three key headings and greater colleague awareness of how to manage the lived experience of those who raise concerns. This work is an ongoing priority for school student leaders and Senior Leaders, as well as many other staff.</p>
<p>6. Quality of the curriculum offered to those students on the SEND register including those in our RPs and our Flexible Learning Base, to ensure greatest impact in terms of improved engagement with their full diet and improved outcomes at KS4.</p>	<p>The HT commissioned the external consultant/challenge partner, Mike Armiger, as the school opened its second RP, for SEMH students in Sept 2021.</p> <p>This was to ensure the development of an SEND strategic plan to increase accountability for the curriculum/provision for all students with additional needs to match the passion for the ethos of inclusivity that the SLT, the SENDCO and many colleagues hold dear.</p> <p>Work to date has ensured initial whole staff CPD around teaching and de-escalation practice to support those with SEMH needs, the writing of a</p>	<p>SEND Strategic Plan that has been drafted, and shared with SIC Trustees.</p> <p>Literacy Live Action Plan written by new Literacy Lead, JEI, building on work of previous post holder, overseen by AHT and HT.</p>

robust strategic development plan for this area of school life, analysis of the lived curriculum of those with additional needs by the consultant, the SENDCO, the HT and key team leaders who reported on this to an LA project focusing on it, analysis of the curriculum experienced by students in the SEMH RP, the Flexible Learning base and student outcomes of those key groups in previous years' data.

The team has also analysed the strength or otherwise of the connection between students' ILP objectives/EHCP targets and what is happening for them across their curriculum to understand areas of strength and areas of disconnect contributing to a gap in outcomes between these students and all students.

The SENDCO is now shadowing the Leadership Team, at her request, and will be working with the DHT and the HT on curriculum pathways and interventions as a consequence of this analysis of current provision and its impact.

Finally, the whole school Literacy Action Plan has been written to address the needs of the weakest readers. The AHT overseeing the work of the Literacy Lead are ambitious for improving reading and disciplinary literacy outcomes via interventions such as tutoring (making use of School Led Tutoring funding), promises pledged by departmental literacy champions to impact with greater consistency, Drop Everything and Read in KS3 this year and across the school next. Other objectives for next year are also identified.

School Context

School Context	Details
<p>Students Any specific features of the student population on entry, particularly the range of ability, proportions with disabilities and SEN, proportion entitled to Pupil Premium. The extent of non-standard admissions.</p>	<p>A slightly above national average entry from KS2 data with Noadswood becoming known for PD, SEMH and SEN provision generally, impacting on the urgency of strong strategic leadership of the curriculum and provision for those in our RPs and all on the SEND register (see above). Generally relatively low PP in comparison to the average.</p>

<p>Staff Any specific features of the staffing of the school. For example, recruitment, turnover/stability, part-timers, non-specialists, experience, absence/extent of supply cover.</p>	<p>Turnover low with stable numbers. Part timers make up a significant proportion of the teaching staff, however we benefit from specialists right across the piece, and until lockdown, supply was minimal. Temporarily cover has been higher, but permanent replacements in line with our curriculum requirements have been recruited successfully in almost all areas now, with the exception of Computer Science.</p>
<p>Other features Any other features which affect your school but which can be considered largely outside your control.</p>	<p>Catchment area split between three secondary schools, with numbers ideal for two, leading to complicated community engagement. This is emphasised by a small but significant proportion of students who join us from out of catchment. Impact of Covid on school attendance, student learning power and regulation and supply cover costs – all being addressed!</p>

