



NOADSWOOD SEF and SIP Areas of Focus 2025/6

Area	Current Strengths:	Areas of focus:
Safeguarding	In our self-evaluation of safeguarding we evaluate whether our statutory duties are met. We consider our safeguarding practice and culture over time. We also consider the views of staff, students and parents. As a result, safeguarding is deemed 'met' and we are proud of a transparent, open and energetic commitment to safeguarding across the school and at all levels of leadership. Our annual externally commissioned audit always commends the school's commitment to statutory duties, to our open culture and to student voice, evidenced in the reports. Our DSL and the HT/Deputy DSL ensure all daily entries on CPOMs are scrutinised and actioned swiftly and proportionately by the team. The teams' safeguarding work is likewise monitored daily by the DSL and the HT, and LA, LADO, MASH processes are followed and monitored weekly. We are open to challenge and reflective, running case reviews in conjunction with students and parents/carers when required. Students' voices are heard, regular, visits are made to those who are not on the school site fulltime for whatever reason and adults accept challenge and concern raised by young people without defensiveness or fear in their and the whole school family's interests. The school has a large Pastoral and Therapy Team, in addition to tutors, teachers and leaders; students know who they can go to as needed and the school tracks annually who students' trusted adults are. The RPE and Citizenship curriculum includes coverage of how students can live healthy lives and stay safe, and is reviewed by middle and senior leaders regularly.	- Trustees to follow up on staff comments around some of those with protected characteristics, namely girls and pupils with SEND to understand the impact of support given to these cohorts. - Continue to work to support younger students in the corridors during busy periods to support their safety and confidence and convey progress via student voice meetings. - Track the reading and knowledge from the half termly Safeguarding Spotlight via the use of a form and quiz with each. - Leaders to consider impact of attitudes around misogyny and equally the positive promotion of the contribution and efforts of our boys, via the curriculum and via student voice, reporting back to student and staff voice. - Pastoral and senior leaders to track the impact of interventions with EBSA students and students on RHPs in a timely way per school processes, reporting back regularly to Trustees and SLT.



NOADSWOOD SEF and SIP Areas of Focus 2025/6

	Colleague training via Safeguarding spotlights is regular throughout the year with responses tracked, including attendance as key to safeguarding. Annual training and agenda item on every meeting agenda.	
Achievement	Many Noadswood students achieve well and have over time, including some from key groups. Leaders, teachers and LSAs are taking appropriate action to improve achievement of disadvantaged/SEN students/those known to social care, however the achievement gap is still wide, especially in terms of those who are SENK and disadvantaged. On the whole, students are ready for their next steps of education, employment or training, shown in their outcomes, the work they produce and our next steps data that we track, and the strong quality of relationships across cohorts means that the school continues to support next steps for students who are EBSA or who absent themselves from a couple of their exams. Leaders and some team leaders use assessment well to check understanding and make changes to their teaching strategies as a consequence. Year 11 Class of 2025 sustained Noadswood's record of steadily improving outcomes, strong in relation to the local landscape, since the return to formal assessment after the disrupted years of the pandemic. 48% of pupils gained strong passes in both English and Maths, while 69% of pupils gained standard passes in both of those key subjects. 76% of Students secured the standard pass in English (9-4)	Through the work of the Progress Leadership group and the adaptation of the MIS to record data effectively, clarifying what data is collected and how, bring assessment across the school to the quality of the best departments via collaborative refinement particularly of summative assessment. To work with key departments where the quality of instruction, adaptive teaching and relationships are strong yet outcomes remain weaker on using assessment at an earlier point and more consistently to ensure greater accountability from more students. Those students not achieving expected standards to receive stronger KS2/3 intervention and earlier turnaround via further development of the Noadswood Centres in the newly approved Inclusion Base, working on literacy, numeracy, secondary preparedness and mental determination of early identified students. Programmes to balance nurture with academic expectations and clear reintegration pathways.



NOADSWOOD SEF and SIP Areas of Focus 2025/6

Curriculum and Teaching	78% of students secured the standard pass in Mathematics (9-4) 81% of students secured the standard pass in at least 2 Science qualifications (9-4) Triple Science: - o Biology 100% of students gained the strong pass (9-5) - o Chemistry 96% of students gained the strong pass (9-5) - o Physics 100% of students gained the strong pass (9-5) Students scored more than 40 grade 9s (4.2% of outcomes) in GCSE courses and 13 Level 2 Distinctions in BTEC qualifications (16.3% of BTEC outcomes). 10.2% of the class of 2025 gained above a grade 7 in both English and Mathematics. EBACC subjects: Standard Pass (9-4) History – 66%, Geography- 63%, German – 86%, Spanish – 100%, Computer Science – 71% Leaders have an accurate and informed understanding of the quality of the curriculum and teaching across the school. Academic and enrichment curriculum reputation of Noadswood strong in the community, and we remain fully staffed with specialist teachers across our school. Leaders and many staff are clear about the importance of high quality adaptive teaching and targeted support, and many adjustments and adaptations to the curriculum/teaching methods are in evidence including in relation to students' ILPs. QAs carried out by all team leaders and SLT continue to show that agreed WalkThrus strategies, real time assessment and literacy strategies are embedding, particularly in larger departments, and these are improving oracy standards and	QA to continue to evidence conscious use of adaptive, responsive teaching and our school and dept WalkThrus to challenge all learners to make accountable progress in lessons. Middle leaders now to deploy their QA report findings to coach and support one another to make the agreed improvements, making use of the identified cross dept and cross school themes evidenced on our new use of StepLab, supported by senior leaders. Review the tutor time reading programme, by analysing this year's reading data compared to last, then by making necessary changes to the planning of House time to ensure the reading goals are achieved, alongside other delivery priorities in this time.
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NOADSWOOD SEF and SIP Areas of Focus 2025/6

extended writing especially in core and EBACC curriculum areas. QAs and behaviour data analysis continue to evidence strong classroom climate in most areas, with outliers to this working with line managers and pastoral teams to address issues in line with school processes. Some weaknesses or inconsistencies impact on students, in elements of the KS4 open bucket curriculum in particular, and in the ongoing engagement of all KS4 learners with the entirety of their programme. Leaders make increasingly astute decisions as to how our curriculum needs to evolve and adapt to suit the needs of our learners, including those struggling to attend and engage. Curriculum for students following Noadswood's AP programmes and for SEND students has improved to include functional skills and AQA certificated courses, and via the department created curricula rolled out in each of the school Centres to address the progress gap between those following these programmes and other students. Experienced Team Leaders in almost all subject areas, and new Team Leaders supported and empowered by Middle Leader coaching programme led by members of the Progress Leadership Team. Baseline AI policy created, establishing a foundation for safe and responsible use. Staff insight and ambition collected through a school wide AI questionnaire, leading to the	Embed the new line management trio of Music and Drama via a coaching triad with the HT that focuses on and intervenes into KS3/4 learning problems identified by subject leaders to affect steadier classroom climate in KS3 and consistent improved outcomes in KS4. Continue to increase the take-up at KS4 of MFL, by regular reviews of progress and engagement of students in Y8 and 9, and a concerted parental engagement plan, particularly in French and German. Sustain coaching for the Music and Computer Sci leads and the new Business St teacher to strengthen subject knowledge, leadership vision and strategy and student confidence in these areas. Embed and monitor the impact of the AP curriculum on student outcomes in Flexible Learning, Integrated Curriculum, Study Skills and Redwood SEMH RP. Review the school home learning policy to ensure clarity of purpose and assessment use to be made across the curriculum. Review the cross-school differentiation strategies, following recent QA findings, led by the SENDCO and other leaders, ensuring trackable, consistent application of differentiation strategies across the school, especially in KS3. AI working group to create and implement the Noadswood approach to staff, curriculum and student use of AI, using colleague survey insights and the CPD from Mr P and from Applemore College.
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NOADSWOOD SEF and SIP Areas of Focus 2025/6

	forming of an AI working group, launching in the summer term with strong staff interest.	
Personal Development	A coherent and often exciting programme of personal development extends across our school in our taught and enrichment curricula, making a positive difference to students' experience and spiritual, moral, social and cultural development. There are extensive opportunities for formal leadership and for individuals across the school to share their worries, ideas and thoughts about their provision and futures. The Personal Development curriculum is led by experienced staff and includes suitable RHE/RSHE elements; there is scope for the quality of teaching across a wide team of staff to be improved by targeting areas of delivery at those with the skill/confidence to better engage students. QA shows good, consistency of delivery by experts, and all teachers following Walkthru expectations. In preparing for the implementation of the new guidance from September 2026, opportunity opens up to strengthen delivery overseen by the leads, and the AAHT. Highly experienced SENDCO and strong SEMH RP and PD RP LSAs provide excellent commitment to the development of all students with EHCPs. Many participate and benefit from a rich programme of bespoke personal development across the Noadswood Centres and mainstream provision. Many students convey confidence, resilience and independence, living out strong, collective, British values, showing co-operation and often respect for each other and protected characteristics.	To empower all staff through coaching and monitoring of their commitment to responding to student survey concerns re corridors, toilets, 'low level comments' in lessons that impact on people's school experience, culminating in lower level of concerns in next survey. Consult parents, carers and students regarding the PSHE curriculum, revitalising strong engagement across the school in the programme and Noadswood's signing up to the Hampshire PSHE Pledges/preparedness for the new guidance from Sept 2026. To compile a digest of all our Noadswood family 'pull factors' to offer to every child whose attendance is a concern, and to consistently track/review each child's engagement with what is offered in a timebound way. To deepen the timely use made of Year Leaders' tracking and review of students who are PA, SA or have been on RHTs for any period to impact on their attendance, bespoke curriculum offer and engagement with enrichment activities via clear, accountable targets against an enticing offer. Monitor staff 'calling out' of language unaligned with Noadswood family expectations and values more consistently, tracked on CPOMs and by student survey data. To increase and improve encounters with employers and work experience opportunities via the Trustee/staff working group and the emerging connections with local employer, Exxon in Fawley.



NOADSWOOD SEF and SIP Areas of Focus 2025/6

	Many benefit from a wide range of exciting experiences that develop/showcase their emerging talents in the arts, music, sport, outdoor ed, games, baking, online interests, literary pursuits and even disco table tennis! The Careers Lead/AAHT/HT/Info and Advice provider have undertaken the recent Internal Leadership Review, working with the Vice Chair of Trustees and other board members to improve identified areas, whilst evidencing good, steady progress towards the Gatsby benchmarks. Strong Student Voice opportunities and programme, including Tutor Reps, Junior Prefects, Prefects, Senior Prefects and Head Students who work monthly with the Headteacher on their agendas for change/new ideas and areas of concern they wish to raise. .	
Behaviour and Attendance	Leaders/staff work tirelessly to harness and demonstrate a shared understanding of matters related to behaviour and attitudes, embedding a school-owned policy predicated on the Empowerment Approach by Kit Messenger. Strategies are regularly the subject of CPD and responsive review to tackle concerns, spikes in particular issues and colleague voice. Leaders strive for high expectations without fear for students' behaviour, positive, resolutely inclusive relationships, and routines that everyone generally understands, act on and hold one another account to.	Embed the 'coaching model' in our Restorative Practice, ensuring Team Leaders support their colleagues when their coaching conversations have not produced sustainable resolutions to disruption/engagement. Embed the use of the Noadswood Pathways document to ensure support in the current and newly approved Noadswood Centres and accountability are more robustly tracked and progressed at all levels of the organisation, to reduce disengagement from the proportion of students—around 2%—who continue to cycle through the behaviour system and exceed our current alternative provision capacity. Use of tracking data to inform the entry and exit criteria and the curriculum for our newly approved Noadswood Pathways base, and our other established Noadswood Centres, to improve school attendance of



NOADSWOOD SEF and SIP Areas of Focus 2025/6

Many of our students show self-discipline, good self-regulation, levels of respect for selves and others, needing few reinforcements from the behaviour policy. Likewise most staff apply routines, systems and accountability in alignment with agreed approaches. Suspension data over time is improvement, as use of the empowerment approach and the impact of our in school Flexible Learning/Therapy Team interventions likewise improve. They are used appropriately, and within a context of no PEX in the last three years and just two in the last ten years. Overall attendance has improved slightly each of the last two years and during this academic year, taking us to 90.3% in March 2026. The school tracks and intervenes with all students who are not in school/struggling to attend school increasingly relentlessly, with strong recordkeeping on CPOMs. Support and intervention for some students who have SEND/other barriers to their education is not yet improving their attendance. Care is always shown, and partnership sustained, but actions to challenge parents/carers and tackle the barriers to learning are inconsistently robust/timebound. Some year teams and tutor teams address proactively with students as absence gets close to PA, is PA or SA, whilst in other year teams, this is less robust and consistent. The school communicates with families about attendance via the weekly and half termly newsletters, with scope to hit the	identified students and the current 50% success rate of reintegration into the mainstream of those on our programmes. Pastoral and senior leaders to track the impact of interventions with EBSA students and students on RHPs in a timely way per school processes, reporting back regularly to Trustees and SLT. Consistent and swifter use of the attendance tracking spreadsheet, triggering interventions, referrals and reviews across the school to be monitored by the AHT and reported on to Trustees. Onboarding of the soon to be appointed Attendance Assistant and regular reminders through Line Management chains to impact on incomplete and inaccurately completed registers. New Attendance Assistant and the HT PA overseeing PR to promote attendance in all and new school comms, in response to student voice about how they engage and would respond to info.
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NOADSWOOD SEF and SIP Areas of Focus 2025/6

	comms in ways that more young people and younger parents access. Expectations for accurate registers and missing students are clear, well-known and never is a missing child left undiscovered, but there remains inconsistency re accurate register keeping and issues with respect to interventions when they are	
Inclusion	SLT and pastoral team are relentless in the inclusion of all students and in partnership with all families. It is an expectation that leaders will do their all for any family feeling unhappy with the school, or who feel partnership or provision has broken down. Leaders believe there is ‘always a way through a challenge for the child’. Leaders and pastoral, therapy team and all Noadswood Centre colleagues identify student needs responsively including all those with barriers to education and learning, across our school, our two RPs, and those struggling to come in. They analyse well now academic, personal progress, attendance/behaviour data to inform support and interventions across our centres and mainstream offer, and external AP when needed. Trustees engage with commitment and energy about leaders’ vision for inclusion and interventions/support for all those with barriers to learning, analysing plans to improve engagement and attendance. They manage the Trust’s finances with successful inclusion at the centre of decisions and as a key indicator of a thriving school.	• Continue working toward full curriculum coverage in all the inclusion Centres. • Redwood SEMH RP – strengthen sharing of good practice and follow up on HIAS and QA outcomes, and explore additional final qualifications beyond GCSE. • Significant minority of outliers within our in-school Centres—further development needed, including all staff adopting new curriculum expectations. - Make use of the curriculum in our Centres to re-engage EBSA students and those on temporary RH Programmes. - Increase the pace of monitoring and implementation of appropriately challenging objectives for all those on Reduced Hours Provision and on attendance action plans, also making swifter referrals for external support and intervention right across the school. - Routine monthly tracking of the impact of PP spend will allow a nimbler deployment of it in response to student needs.



NOADSWOOD SEF and SIP Areas of Focus 2025/6

	Three centre curriculums (LR, FL and Redwood SEMH Resource Provision) are progressing well; strengths in English, Science, Humanities and Life Skills. Work underway for remaining areas to be online by 2027 at the latest. Redwood line management: significant progress in data, tracking, reporting, QA systems. HIAS feedback very positive. Strong evidence of varied opportunities; recording systems now more robust. More certification opportunities alongside GCSE. Additional Curriculum for those who need it: Y9 – extra Science, Maths, English and GCSE preparation. Y10 – AQA UAS, Functional Skills English and Maths. Leaders and SENDCO make a positive difference for many students across the Centres and our RPs, and in our mainstream LS Dept, M17, along with the pastoral and Therapy Team colleagues evidenced in student voice and the attendance of students with significant mental health concerns and additional needs. Those on Reduced Hours Provision and who are EBSA are regularly monitored and good, bothered partnerships are sustained, but there is insufficient challenge at pace right across the school to affect significant change in a significant number of cases. Those for whom our pathways have not yet resulted in consistent attendance continue to underachieve, though the curriculum serves them better with Functional Skills and AQA Certificated courses; more robust tracking and intervention	- Plan and implement a new inclusion base from Sept 2026, at the heart of our Noadswood Centres map, with scope for five pathways of entry/exit back into the mainstream curriculum. - Implement bespoke minibuss transport for home visits, off-site provision. - Implement a Y5 and 6 transition plan for those students with barriers to their learning and attendance, across the Waterside cluster, enabling students to access the provision they need in one of our Centres as needed in conjunction with their Mainstream provision in Y7.
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NOADSWOOD SEF and SIP Areas of Focus 2025/6

	pre and during Y7 will impact in these respects far earlier and more effectively from September 2026. Children and YP known to Social Care and LAC are well-looked after, referred for support/intervention and PEPS/outcomes over time show they do well with their provision and can take the steps they need to post-16. The HT and key leaders are at the heart of local and regional partnerships and are committed/conversant with the local area partnerships strategy to improve experience and outcomes for vulnerable learners.	
Leadership and Governance	Strong, aligned Senior Leadership Team of HT, DHT, two part time AHTs, and two AAHTs also subject leaders, that has responded to recent change management steadily, with resilience and increasing collective, strategic drive. Leaders provide consistent, open and transparent, trusting opportunities for colleagues and trustees to share views, insights and suggestions and to be part of truly collaborative teams across the school. Leaders and staff understand the school's context, our ongoing strengths, successes and areas for improvement. They are proud of Noadswood values and strengths. Many leaders and colleagues commit to taking the right actions to make improvements across key areas of the school's work. There is openness of discussion about areas of the school's provision not at the expected standard and a will to improve. There is scope for this will to transform in	TL Meetings, LM Meetings and Minutes to demonstrate that Team Leaders are driving the key tenets of whole school and dept CPD within their areas, using the Monthly LM Spotlight document as triggers. Instructional coaching triads to be introduced, building on the school QA evidence and 'learning problems' identified by all departments and/or their WalkThrus. Colleague and student surveys to evidence refinements made to the behaviour system are now implemented across the school, and well-received and understood by all colleagues. 'Smaller' departments and departments with KS4 outcomes of concern to demonstrate, through line management and QA, implementation of key tenets of agreed CPD and tracking and monitoring of impact with disadvantaged/SEND students.



NOADSWOOD SEF and SIP Areas of Focus 2025/6

	some areas into tangible, accountable actions and approaches. The dept QA evidence needs to transform into areas agreed on for urgent attention with collective accountability in place everywhere. Leaders and Trustees develop good and resilient partnerships with parents and carers they can lean into and welcome challenge without fear or defensiveness. These relationships and the learning from them enhance school culture and parents/students concerns as individuals matter. Successful onboarding and development of new staff from ECTs to middle leaders and senior leaders, evidenced by staff voice and their impact. CPD immerses staff in ‘the best that has been thought and said’ from educational thinkers and trainers, and the Leadership Team have proactively sought opportunities for staff to be immersed in their subject communities and to take a research informed approach. We have a good staff CPD library and create time both for staff to engage in CPD and to contextualise this within their teams. We revisit key tenets of school CPD priorities, and deepen engagement, implementation and review of impact, such that the CPD is increasingly well-matched by practice (WalkThrus, the Empowerment Approach in particular). Deeply embedded collaborative approach to CPD and strategic objectives from across the Waterside and wider areas of Hampshire.	SLT to ensure high support, high accountability balance is in place with lower performing departments and with the minority of colleagues who do not adhere to key school policies and CPD agreed approaches.
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NOADSWOOD SEF and SIP Areas of Focus 2025/6

	The implementation of this and progress reviews are embedded in some areas, especially bigger teams and with our ECTs. Trustees support and challenge leaders effectively, are increasingly at the heart of the school's work, and triangulate evidence. They are highly valued by leaders. They are aware and involved in colleagues' and leaders' wellbeing and workload, and monitor the implementation and impact of our HR policies closely.	
Strategic Finance	Trust continues to have sufficient reserves for 2025/6, 2026/7 and 2027/8 owing to successful marketing and strong reputation leading to increased numbers in Y7/8/9 and forecast Y7. Highly experienced CFOO and Finance Manager in strong partnership with HT and SLT, leading to strong budget monitoring, forecasting, SEND and LAC income monitoring. Monthly Management accounts now produced in a timely manner and regularly monitored by a Trustee with the CFOO, HT, FM Strong workflows established in finance, HR, staff attendance. Support strong in the wider community through lettings and extracurricular activities, and strong reputational partnership with LA and local council.	To continue to strive to bring the budget in at no lower than the planned small in-year deficit through strong monitoring and efficiency measures, and transparent reporting to the HT and the Trustees. To ensure robust monitoring of SEND income and of SEND/LAC/PP expenditure is sustained, both in terms of impact for student attendance and outcomes and in terms of strategically planned use of funds. To ensure strong, sound financial planning is in place for the finances for the new inclusion base, in terms of staffing and provision working in collaboration with LA and local school partners. To ensure timely production of costed provision maps for programmes for young people requiring additional spend, and to keep robust evidence trails of income commitments from County SEND. To continue to review the Capital Spend Plan to ensure key safeguarding and student satisfaction priorities are addressed over the life of a 5 year plan, harnessing both ring fenced money, revenue and grants (canteen,



NOADSWOOD SEF and SIP Areas of Focus 2025/6

		covered eating space, moving of the medical room, one set of unisex toilets).
Health and Safety/Risk Management	Strong and embedded Health and Safety culture, evidenced in 88% in 2024 summer external audit. Strong HSE report on asbestos management across the site – Apr 25 Trustee/HT/ DHT walkabouts and monitoring systems now robust, as is SLT attendance at H and S Committee, ensuring all actions are cascaded appropriately. Consistent practice re site team checks in place. H and S training regime well-monitored and reviewed by Prem Manager, CFOO and HT. Risk management a standing item on all Trustee Committee and Full Board Agendas. New Risk Register in place, following Trustee/CFOO/HT risk appetite and SWOT analysis, regularly reviewed by the HT and CFOO, and key risk mitigations are analysed every Trust Board meeting.	Keep live the H&S Policy and Lone Working Policies to more accurately reflect duties, roles and responsibilities, along with actual practices and requirements. Embed the SLT monitoring of health and safety management, ensuring actions are fed back to Trustees. Review the escalation of identified operational difficulties to ensure they are addressed at the earliest opportunity. Continue with the current review of risk/working at height/ Moving and Handling assessments to improve quality and site-specific details Ensure Cybersecurity and lockdown processes continue to comply with legislative and school requirements and to improve in terms of staff confidence and adherence. Embed use of the data around Medical Room visits to inform support and challenge of students where needed. Deploy capital and revenue funding to address the compelling need for refurbished school toilets, the move of the school medical room over the next two years.