



# HEAD TEACHER'S REPORT JULY 2018

Nigel Pressnell

THE ARNEWOOD SCHOOL LOCAL GOVERNING BODY



# Head Teacher's Report July 2018

On the advice of Mr Rob Briscoe, DfE Advisor, and in consultation with governors, I shall endeavour to keep the headteacher's report more succinct in future.

## School Roll

We currently have 985 children registered with us. This figure is typically lower at this time of year as we remove Year 11 and 13 students after their exams. The indicative school roll is currently 1046. Details of the school roll are contained in the appendix to this report.

See – SIMS School Report 2<sup>nd</sup> July 2018 (Pupil Numbers)

## Attendance

Mrs Kim Watson is working with Heads of Year to ensure that: -

- students whose attendance is at or below 90% have up-to-date intervention strategy
- all attendance marks are up-to-date on SIMS so accurate attendance certificates for each year group can be produced
- an attendance action plan for 2018/19 is produced for each year group using the data from this year to identify priority students
- attendance features in each year group's contribution to the school improvement plan.

See – SIMS School Report 2<sup>nd</sup> July 2018 (Session Attendance Summary)

## Academic Outcomes

Year 11 students have approached their GCSE exams in a positive way, and certainly in comparison to 2017, demonstrated far greater resilience. Outcomes in 2018 are frankly difficult to anticipate. While mock results, as reported previously, show encouraging trends, we have had significant long-term supply in science, as well as the long-term absence of our SENDCO and Head of Year 9. New examination grades (9-1) are introduced in many subjects this year and lack of exemplar resources from exam boards have made standardisation challenging. Finally, this is the first year that schools have been able to apply to remove students from the performance tables. The impact of this on P8/A8 measures is yet to be demonstrated.

## **Teaching and Learning**

### **Gifted and Talented**

Sir Desmond Swaine MP kindly visited the school on 8<sup>th</sup> June 2018 to witness work undertaken by the school's scholars' programme under the auspices of The Brilliant Club. This is currently led by Mrs Fiona Nation. Students gave presentations on their individual studies which are facilitated by a doctoral student. Grades are awarded with "degree" classifications at an awards ceremony in the Autumn Term. As governors are aware, 50% of the cohort are selected on the basis of their being eligible for pupil premium funding.

I intend to allocate funding for The Brilliant Club in 2018/19.

See – The Brilliant Club – Information for Schools

### **Students in Alternative Provision**

Mr Mike Gough's report on The Orchard is contained in the appendix to this report. While this intervention strategy has been very successful in meeting the behavioural needs of students, for example, significantly improving attendance and reducing exclusions, I have some concern about around the academic tracking of students and their progress. This group are predominantly pupil premium children and many have special educational needs. The challenge going forward is to ensure the level of academic intervention is as strong as the pastoral elements. In order to address this, it is important we boost the teaching capacity within The Orchard in 2018/19. This will include Mr Gough and Mrs Jo Powell having whole days dedicated to teaching classes alongside Mrs Julie Sargent, Learning Support Assistant.

See – The Orchard Report July 2018

Hampshire County Council have advised they will be withdrawing funding for students travelling to Hampshire PRUs unless there is a statutory requirement, for example for permanently excluded children. This will have considerable impact on schools including The Arnewood School. It may also have a positive consequence for our partner school Eaglewood Academy.

See - Local Authority Transport to Education Centres - Letter from Brian Pope – 25<sup>th</sup> June 2018

## **Sixth Form**

Following written applications and group interviews, the following sixth form students have been awarded positions of leadership responsibility: -

Head Boy – Thomas Hopkins

Head Girl – Olivia Hilton-Foster

Deputy Head Boy – Jonathon Snelgrove

Deputy Head Girl – Lauren Ankers

Senior Prefects – Anya Renouf, Isabella Sque, Evie Kite, Abbey Kilbey, Frances Whitworth, Victoria Primmer and Libby Jenner.

## **Staffing**

Resignations have been received for the following colleagues: -

Miss Annie Humphrey – LSA	Personal Fitness Trainer
Miss Gemma Kenrick – English	Shaftsbury School
Mr Nick Cooke – English	UAE
Mr Huw Roberts – Maths	Retirement
Mr David Cornford – D&T	Retirement (Ill Health)
Mrs Helen Sallows - Geography	Maritime Agency
Miss Katrina Coak – History	Ringwood School
Mr Paul Freeman – D&T	Coxlease School
Mrs Fiona Nation – Psychology	Twynham School

We welcome the following staff who have been appointed and who will be joining us in 2018: -

Mr Peter Grant – Head of Science

Mrs Charlotte Penrose – D & T

Mrs Jo Ballantine – Head of PE (Commencing October 2018)

Mrs Kate Conti – Geography

Mrs Zoe Beer – English

Miss Rebecca Stephenson – Maths

Mrs Lisa Guy - Learning Support (Commenced June 2018)

Mr Guy Beddows – Learning Support

Mr Leo Lewis – Learning Support

I wish to report on a confidential staffing matter which may come to the attention of the general public in September.

### **Training**

The school's training programme for 2018 is contained in the appendix to this report. As can be seen, the programme has been designed to address many of the areas identified in the school's targets for 2018/19.

See – INSET Programme 2018/19

In light of concerns about outcomes and teaching in Music at GCSE and A Level, I have commissioned external support for Mr Richard Elkington and Mr Mike Byles from The Hampshire Music Service which is affiliated to Hampshire Inspection and Advisory Service (HIAS). An initial meeting was held on 1<sup>st</sup> July with Mr Kevin Rogers, County Music Inspector, and his successor from September, Mr Shaun Riches. A programme of three days support is planned for 2018/19. Colleagues in music are pleased to be receiving external guidance on: -

1. Coursework – scheduling and preparation
2. Moderation – particularly of composition (free composition vs. techniques)
3. Teaching and learning – demonstrating progress and use of homework
4. Marking and assessment.

## **Other Outcomes**

### **Visits and Events**

This has been a busy term with many public examinations. We have participated in a wide variety of sporting and cultural engagements. As well as making preparations for our new Year 7 intake through transition evenings and days, we have provided work experience for all Year 10 children.

A number of our Digital Leaders predominantly in Year 7 and Year 8 have been involved in the New Milton Minecraft project that has been initiated by the Hampshire Cultural Trust. Miss Sarah Milligan, IT Services Manager, has been leading the group whose activities were reported in The New Milton Advertiser and Times last week following their visit to the Microsoft campus in Reading recently. A presentation of their work is being given at New Forest Arts on Saturday 14<sup>th</sup> July 2018 in the afternoon. The students will be receiving a surprise visit from Mumbo Jumbo, the renowned YouTube presenter and Minecraft commentator.

The Year 11 Prom at Elmers Court Hotel was well attended and students enjoyed the venue and excellent weather. I am grateful to Mr Mike Byles, Head of Year 11 and Mrs Debbie Knott, Assistant to Head of Year 11. The Sixth Form Prom was held at The Queen's Hotel in Bournemouth and was a lovely evening at which students and staff socialised and recognised significant milestones in the journey of Year 13 and Year 14 through The Arnewood School.

Nearly 100 students in Year 7 visited the Purbeck coastline to support their studies in Geography. The visit was led by Miss Alice Gardiner with assistance from Mrs Helen Sallows. A post 16 fieldtrip was conducted the following week.

Our sixth form students have all had an opportunity to experience a mock interview. I am grateful to Mr Mark Colman, Assistant Headteacher, for arranging this extensive activity with the sixth form team and local business partners.

Mr Mike Gough hosted an excellent return visit for students from Moscow as part of our Russia Exchange. Students and their partners spent time in school, visited Winchester and Stonehenge. This exchange has occurred over many years.

We are hosting a visit from 35 students from The High School Affiliated to Beijing Institute of Technology between 11<sup>th</sup> and 13<sup>th</sup> July 2018. The aim of the visit from our perspective is to "reward"

Year 7 for their excellent conduct this year and provide them with an opportunity to host visitors from a very different background to their own.

### **Behaviour and Safety**

Behaviour in school is generally very good indeed. For example, touring the school with parents during the day, or watching children at sports day, one observes good interaction between peers, cooperation and considerate conduct. Nevertheless, I remain concerned at the higher level of exclusions in 2017-2018. I wish to reassure governors that exclusions are seen as a final measure. Analysis of this year's figures show that as of 2<sup>nd</sup> July 2018 there have been 165 exclusions totalling 419.5 days. The largest proportion of exclusions is in Year 9. Exclusions are reserved for the most serious behaviours. Although fortunately rare, in 2017-18 these have included physical assault (fighting), an instance of homophobic bullying of staff, two instances of sexual harassment of staff, and matters relating to drug misuse. In my view, we also have too many exclusions for persistent refusal staff instructions. I have noticed a growing trend of parents refusing to engage with the school where their child is excluded, for example, failing to respond to phone calls, correspondence and invitations to attend reintegration meetings. It is over simplistic in my view to accredit this trend to inappropriate provision in school. We are increasingly spending education budget to underpin services historically provided by Children's Social Services, CAMHS, and to a certain extent police. I have made two permanent exclusions in 2017-18 for an aggressive assault on a teacher and for drug misuse.

See – SIMS School Report (Exclusions)



The school has been central in the development of the Hampshire Safe anti-drug initiative to raise awareness of substance misuse in The New Forest. Together with 12 other school, colleges and PRUs we have led a campaign through social media, press coverage, assemblies and education programmes to ensure students and parents understand the dangers of drugs and the impact of criminal activity including County Lines. Central to the success of Hampshire Safe is the collaborative nature of the strategy. This has led to a economy in the production of resources, employment of a media company, and production of an educational video. The schools and colleges will be deploying drug detection dogs in school, a number before the summer vacation.

## Governance

Details for recent pay awards for support staff have been announced. Following local government agreement of a two-year national pay award for 2018 and 2019 for local council employees, including those in maintained schools, Hampshire County Council staff can expect an increase in their June pay, including pay backdated to 1 April 2018. Support grades A, B and C basic pay will increase by fixed amounts resulting in rises of between 4.7% and 9.2% Grades D and above a 2% increase to basic pay. Trust pay should mirror this agreement although the backdating element will not apply given our contractual agreement.

In January 2018 we received an inspection visit from Mrs Sarah Kiel, HIAS SEND Advisor. Her comprehensive report took some time to arrive in school and highlighted particular shortcomings in the effectiveness of leadership and management in SEND, the quality of teaching and learning for SEND pupils, and outcomes for SEND children. As a result Mr Paul Barrett, Assistant Headteacher, assisted the school's SENDCO with the preparation of an action plan. A number of immediate actions have been taken. Mrs Alison Zebedee is currently on amended hours owing to on-going illness. The leadership of learning support has been bolstered by the appointment of Mrs Lisa Guy as Learning Support Manager. The report previously circulated to staffing and curriculum committee members is contained in the report appendix.

See – HIAS School Improvement Report – Sarah Kiel General Inspector / Advisor (SEN)

I request governor's approval of the following school improvement targets for 2018/19.

### Leadership and Management

**1.0 -- Prioritise activities that have the greatest impact on improving progress for all and that narrow the attainment gap for boys and disadvantaged children.**

1.1 -- Improve structures of smart accountability so that teams are aware of their part in improving outcomes for individual students and groups.

### Teaching, Learning & Assessment

**2.0 -- Ensure The Arnewood School lesson model is delivered with consistency across all areas with particular reference to teaching lessons that are well differentiated and have challenging objectives.**



2.1 -- Improve classroom SEND provision and outcomes for SEND children.

2.2 -- Ensure student progress is accurately tracked and that planning and moderation meetings are used well to benchmark standards.

2.3 – Teachers ensure students have ample opportunity to improve and make rapid progress in-year.

**3.0 -- Encourage a passion learning and an appreciation of its value.**

3.1 -- Students demonstrate *scholarly learning* including: -

- deeper questioning
- engagement and resilience
- creative endeavour

**Personal Development, Behaviour & Wellbeing**

**4.0 -- Ensure children are best able to make good decisions in relation to evaluating personal risk and life-long welfare.**

4.1 – Keep children safe by extending programmes that raise awareness of: -

- substance misuse
- e-Safety including screen addiction
- healthy eating - mental health issues relating to body image and childhood obesity
- responsible social media use
- the impact of physical violence / knife crime.

**Learner Outcomes - Academic**

**5.0 -- Continue to improve P8 outcomes for all students, particularly boys and disadvantaged students.**

5.1 -- Continue to improve academic outcomes for all Post-16 courses.

5.2 -- Review and improve the effectiveness of the KS3 curriculum and its suitability in particular to meet the needs of children on transition from KS2.

## **Governing Body**

### **6.0 -- Deliver whole school improvement within a MAT framework and ensure compliance with emerging legislation and central policy.**

6.1 -- Continue to develop trust wide structures that create economy of scale and meet the needs of the local community.

6.2 -- Ensure compliance with GDPR.

6.3 -- Ensure staff and community governance adds adequate value to school leadership.

Governors need to be aware that In order to address concerns over the school's budget deficit, teacher contact time has been increased and teaching time in Year 13 reduced in order to accommodate reductions in teaching.

As part of the data-checking exercise ahead of the publication of next year's performance tables Mr Craig Price and Mrs Debbie Knott have produced a series of case studies making the case for approximately 10 students to be removed from the 2018 data set. These are children who have been away from school for extended periods either in alternate provision, or home education. Others have significant medical concerns including mental health issues or pregnancy.

## **Educational Headlines and Forthcoming Developments**

I draw governors' attention to the DfE document "Creating Opportunity for All - Our vision for alternative provision (March 2018)" which can be viewed at

<https://www.gov.uk/government/publications/creating-opportunity-for-all-our-vision-for-alternative-provision>

Rt. Hon. Damian Hinds MP, Secretary of State for Education, sets out the governments objectives for alternate provision on pages 12-13 of the publication.

Key DfE guidance has also been published recently on safeguarding children. Governors should be familiar with the document and responsibility placed on them and education providers.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/722305/Working\\_Together\\_to\\_Safeguard\\_Children\\_-\\_Guide.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/722305/Working_Together_to_Safeguard_Children_-_Guide.pdf)

In collaboration with other New Forest school head teachers, I shall be working with others on a series of school peer-to-peer reviews in 2018-2019. This is in order to provide a quality assurance framework given that historic structures provided by the local authority, and more recently the school commissioner's office are reduced.

For discussion – contained in the appendix to this document are the written report of the visit by Mr Robert Briscoe, DfE Advisor in March 2018. I also attach the Raising School Achievement Plan which was last reviewed ahead of his visit.

See -- DfE Monitoring Visit - Rob Briscoe - March 2018

See -- Raising School Achievement Action 2017-2018 v3

#### **Attached Documentation**

SIMS School Report 2<sup>nd</sup> July 2018

The Orchard Report July 2018

Local Authority Transport to Education Centres - Letter from Brian Pope – 25<sup>th</sup> June 2018

The Brilliant Club – Information for Schools

INSET Programme 2018/19

HIAS School Improvement Report – Sarah Kiel General Inspector / Advisor (SEN)

DfE Monitoring Visit - Rob Briscoe - March 2018

Raising School Achievement Action 2017-2018 v3

# The SIMS School Report

## The Arnewood School, 02 Jul 2018

### School Details

Head Teacher	Mr Nigel Pressnell	Governance	Academies	School Years	Year 7 to Year 14
School Phase	Secondary	Local Authority	Hampshire	Pupils of this school	985

### Pupil Numbers

	Year 7		Year 8		Year 9		Year 10		Year 11		Year 12		Year 13		Year 14		All Years	
Pupils of this school	177		183		169		178		143		71		51		13		985	
Male	47.75%	85	50.27%	92	51.48%	87	53.04%	96	53.15%	76	33.80%	24	41.18%	21	69.23%	9	49.54%	490
Female	51.69%	92	49.73%	91	48.52%	82	45.30%	82	46.85%	67	66.20%	47	58.82%	30	30.77%	4	50.05%	495
Single Reg	177		181		163		170		134		71		51		13		960	
Male	85		91		85		92		70		24		21		9		477	
Female	92		90		78		78		64		47		30		4		483	
Dual Main			2		6		8		9								25	
Male			1		2		4		6								13	
Female			1		4		4		3								12	
Guests	1						3										4	
Male	1						3										4	
Total Pupil Numbers	178		183		169		181		143		71		51		13		989	
Male	86		92		87		99		76		24		21		9		494	
Female	92		91		82		82		67		47		30		4		495	

## Key Pastoral Factors

	Year 7		Year 8		Year 9		Year 10		Year 11		Year 12		Year 13		Year 14		All Years	
Free School Meals	14.69%	26	9.84%	18	14.20%	24	8.99%	16	11.89%	17	11.27%	8	1.96%	1	7.69%	1	11.27%	111
English as Add'l Language	4.52%	8	7.10%	13	5.33%	9	7.87%	14	7.69%	11	7.04%	5	5.88%	3	23.08%	3	6.70%	66
Pupil Premium	32.77%	58	31.69%	58	31.36%	53	24.72%	44	30.77%	44	16.90%	12	3.92%	2	23.08%	3	27.82%	274
Medical Condition	50.28%	89	45.90%	84	52.66%	89	39.89%	71	57.34%	82	33.80%	24	25.49%	13	23.08%	3	46.19%	455
Service Children					0.59%	1			1.40%	2							0.30%	3
In Care			1.64%	3	2.37%	4	2.25%	4	0.70%	1							1.22%	12
Young Carer					0.59%	1											0.10%	1
Gifted and Talented	6.21%	11	4.37%	8	5.33%	9	8.43%	15	9.09%	13	7.04%	5	17.65%	9			7.11%	70
SEN Needs	19.21%	34	22.40%	41	20.12%	34	13.48%	24	21.68%	31	22.54%	16	19.61%	10			19.29%	190
SEN Status	18.08%	32	18.03%	33	5.33%	9	6.74%	12	5.59%	8	2.82%	2	1.96%	1			9.85%	97

## Session Attendance Summary (04 Sep 2017 - 29 Jun 2018)

	Year 7		Year 8		Year 9		Year 10		Year 11		Year 12		Year 13		Year 14		All Years	
Attendance	96.25%		93.21%		90.63%		90.71%		84.76%		46.52%		43.15%		36.68%		84.75%	
Authorised	3.56%		6.06%		7.26%		6.60%		12.81%		3.35%		2.37%		3.94%		6.44%	
Unauthorised	0.19%		0.72%		2.11%		1.87%		2.44%		4.25%		4.44%		5.30%		1.84%	
Persistent Absence >=10%	13		32		39		39		93		17		10		5		248	
AEA	1.00%		1.67%		1.87%		1.06%		1.38%		1.77%		1.38%		1.97%		1.43%	
Present	95.25%		91.54%		88.75%		89.65%		83.38%		44.75%		41.77%		34.72%		83.32%	
Lates	0.40%		0.61%		0.69%		0.88%		0.95%		0.46%		0.81%		0.76%		0.68%	

Exclusions (04 Sep 2017 - 02 Jul 2018)

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	All Years
Number of Exclusions	5	34	68	39	19	0	0	0	165
Total Days	11	78.5	177.5	96.5	56	0	0	0	419.5
Maximum Duration	5	8	10	5	10	0	0	0	10
Number of Permanent Exclusions	0	1	0	1	0	0	0	0	2

## Appendix

### School Report Run-time settings

Reference Date: Only students on roll at the Reference Date are considered.

Start Date: This is used as the start date for collecting Attendance, Exclusions, Conduct, Achievement and Behaviour incidents

Report Term: Student grades in the chosen term are considered, or if not present, the system searches for a grade as far back as the previous Summer term.

Show Expanded version: The Attendance and Assessment sections of the report will be analysed in to significant sub-groups such as PPA and non-PPA.

Year: National Curriculum Year.

### School Details

Pupil Numbers: The number of pupils with Single or Dual Main registration types at the report Reference Date.

### Pupil Numbers

On Roll: The number of pupils with Single or Dual Main registration types at the report Reference Date.

### Key Pastoral Factors

The following categories are reported: Free School Meals (FSM), English as an Additional Language (EAL), Pupil Premium Allowance (PPM), Those having a recorded Medical Condition, Service Families, In Care, Young Carers, Travellers. Empty categories in the section are always hidden.

### Session Attendance Summary

Attendance marks are collected from the Start Date to the Reference Date. Attendance marks for the current (system) date are not included.

AEA: Approved Educational Activity.

Present: Includes Lates.

Attendance: Present or AEA.

### Exclusions

The number of pupils recorded with exclusions between the Start Date and the Reference Date.

SIMS allows Part Time Exclusions to be recorded without specifying their duration. Such 'zero length' exclusions are included as Exclusions in the report, contributing to the number of exclusions but not to the Total days or Maximum duration.

## The Orchard

Report date: July 3<sup>rd</sup> 2018

### **Overview: What is the Orchard**

The Orchard is not the same as other alternative educational options it has a different role. The Orchard provides a valuable 'half way house' in their transition back into mainstream education.

The first aim of The Orchard was to lower the number of on-calls and exclusions for a number of specific students within The Arnewood School who were continually subject to one or both. A secondary aim was raising the level of attendance of some other specific students/school refusers. Overall The Orchard has been a success with the students who are part of it getting it right more times than not. This is reflected in the reduction of on-calls and exclusions for these students along with the improved attendance of a number of students, (see table below).

### **Progress**

Over the time that The Orchard has been running, since February 2018, we have had 16 students on roll.

We currently have 12 students on our register, some of whom are gradually being moved back into mainstream education. In addition, we have some students linked to The Orchard who have spent a limited time with us because, either, they have moved onto or are returning from alternative educational provision. We also have one student who, whilst attached to The Orchard, is yet to enter education due to medical reasons.

Name	Attendance prior to The Orchard	Attendance whilst part of The Orchard	On-calls prior to The Orchard	On-Calls whilst part of The Orchard	Exclusions prior to The Orchard	Exclusions whilst part of The Orchard
<b>YEAR 7</b>						
P Solway	0%	83%	0	0	0	0
<b>YEAR 8</b>						
C Smith	41.1%	52%	27	0	5.5	0
S Davis	35.3%	44%	37	0	8	0
C Hunt	84.4%	94%	42	6	8.5	0
S Collins	Medical					
D King	Greenwood					
<b>YEAR 9</b>						
B Light	66.2%	100%	14	0	14	0
A Pointon	20%	27%	1	0	0	0
T Solway	0%	97%	0	0	0	0
H Belton	42%	68%	43	0	21	0
J Gigg	15%	25%	11	0	14	0
E Fitzpatrick	Greenwood					
<b>YEAR 10</b>						
K Voller	53.8%	54%	14	0	1	0
S Lee Lightley	42%	85%	24	0	19	0
J Wright	15%	26%	0	0	0	0

As with any educational provision of this nature the mix of students is ever changing. We are currently looking at working with a number of other students including the likes of Jessie Crehan and Evie Cutte.

As already stated, The Orchard has fulfilled its aims, this is not to say it is the finished product, but it has been successful and I believe it will continue to meet and enhance the needs of the students.

### **Staffing:**

The Orchard is currently staffed full time by two members of staff, AHY/JST, and is supported by MGH, although MGH does have a number of other responsibilities, including teaching. AHY is leaving The Arnewood School at the end of this academic year and will need replacing. From when the students arrive to



when they leave at 2.30pm, the two staff are solely responsible for the students, these does not allow the two members of staff any form of break. Therefore staffing needs to be put in place that allows the current staff the have non-contact time. This is currently being looked at. Also under consideration is a properly timetabled role for specialist subject teachers. This would allow a greater subject knowledge to come into The Orchard. HOWEVER, if this were the case it would need to be consistence, as The Orchard Student do not deal with change, the teacher would also have to have the skill bank to deal with the type of student who is in The Orchard

The staff make daily notes on the progress of the students within The Orchard and endeavour to have very regular contact with parents/carers where possible, if/when; the parent/carer is willing to engage.

**Resources:**

The Orchard staff have resources from key departments within Arnewood, and other resources have been purchased, along with a large number of resources have been created by AHY/JST. This allows for resources to be available which meet the direct needs of the individual students, some of whom only have very low level skills in English and Maths and struggle with basics such as reading, spelling, addition and multiplication.

**Parental contact:**

The Orchard has set up a way of contacting parents and for parents to contact The Orchard. This is through a direct contact mobile phone number, which allows The Orchard to phone, or text parents and likewise for them to contact The Orchard. This has resulted in parents and staff communicating often on a daily basis, which allows everyone to have a greater understanding of the students on a day-by-day basis.



Secondary Headteachers &  
Education Centre Headteachers

*Children's Services Department  
Elizabeth II Court North,  
Winchester  
Hampshire SO23 8UG*

Telephone 0300 555 1384  
Fax 01962 842355  
Textphone 0845 603 5625

<i>Enquiries to</i>	Brian Pope	<i>My reference</i>	HF 16809280
<i>Direct Line</i>	02392 441471	<i>Your reference</i>	
<i>Date</i>	25 June 2018	<i>E-mail</i>	Brian.pope@hants.gov.uk

Dear Colleague

### **Local Authority Transport to Education Centres**

The Local Authority has a statutory duty to educate students that have been permanently excluded and those that are too medically unwell or too emotionally vulnerable to attend mainstream schools. We discharge this duty by commissioning places at the seven Education Centres we have across Hampshire. Providing transport to these students is statutory and we will continue to offer that service in line with current practice.

We also commission places for schools to place students that are at risk of exclusion on a dual rolled basis. These places should be a time-limited intervention to try and ensure students get back on track and return to mainstream education or other suitable long term provision. These places are not statutory and therefore we will need to remove the discretionary transport we have been providing to date in order to reduce expenditure.

To ensure schools and education centres have time to adjust to this new system we will phase in the implementation. The Local Authority will therefore not contribute transport costs to any new students that schools place in an education centre on a dual rolled basis after the autumn half term. This means that education centres will need to agree with parents and the home school how pupils will be transported to the centre.

For those students that are currently dual rolled we will stop paying for transport arrangements at the end of the current financial year. We would expect most of those students to have been returned to mainstream education or other suitable long term provision by that date as interventions should be time limited as education centres shouldn't be a long term destination. From the 1 April 2019, the new arrangements will therefore be effective for all dual rolled students.

*Director of Children's Services*  
**Steve Crocker**

We appreciate that there will be challenges that we will collectively need to work through given the financial pressures affecting all parties and we therefore work closely with headteachers to progress the new arrangements.

Yours sincerely

A handwritten signature in black ink, appearing to read 'B-Pope', with a stylized, cursive flourish extending to the right.

**Brian Pope**  
**Assistant Director, Education and Inclusion**



# The Scholars Programme 2018-19



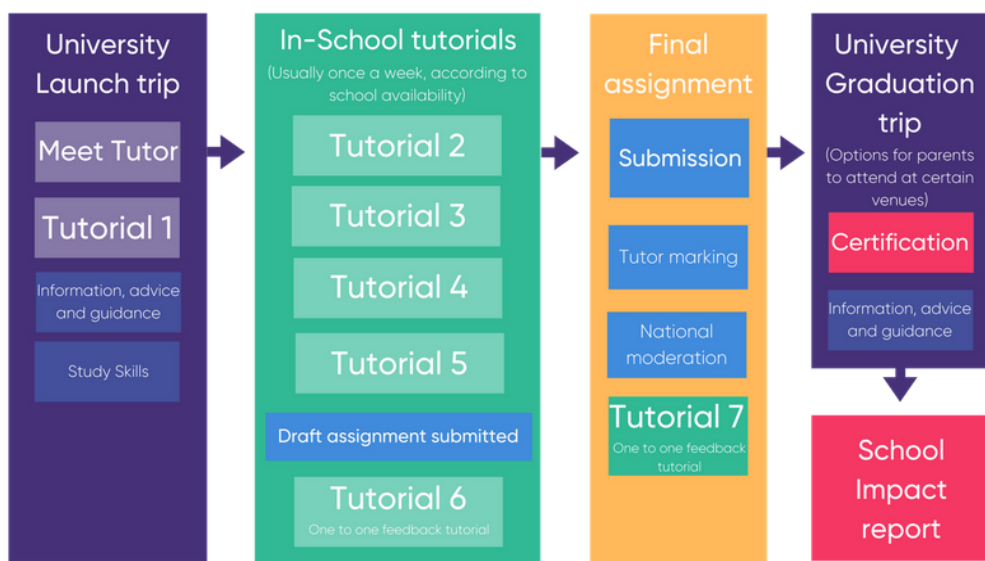
**The Brilliant Club**

## Mission

The Brilliant Club is an award-winning charity that exists to increase the number of pupils from under-represented backgrounds progressing to highly-selective universities. We do this by mobilising the PhD community to share its academic expertise with state schools.

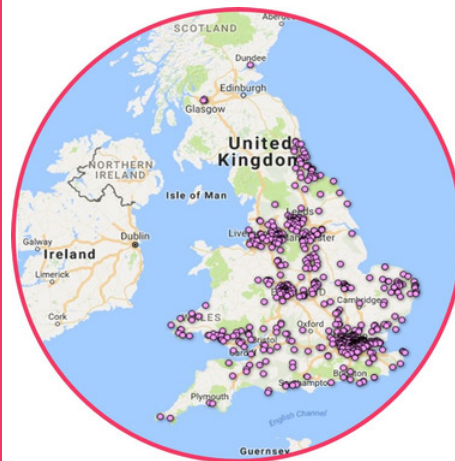
## The Scholars Programme

Through The Scholars Programme we provide pupils with the intellectual and physical experience of University life. Pupils take part in a University-style module, run by a researcher, focusing on their area of expertise. In school tutorials are supported by two trips to our highly-selective university partner institutions. They then complete a challenging final assignment as a culmination of their work on the programme, pitched a key stage above their current level.



## Our reach

The Brilliant Club works in partnership with non-selective state schools, across England, Scotland and Wales. In 2017-18 we worked with over 12,000 pupils in over 600 schools nationwide.



## Impact and Reporting

Written and verbal communication	Motivation and self-efficacy
Subject Knowledge	Meta-cognition
University Knowledge	Critical thinking



At the end of each programme, we provide a bespoke Impact Report to each school monitoring and evaluating our six key competencies. Research suggested these six competencies will be effective in supporting pupils to progress to highly selective universities. The report also provides an overview of pupil attainment on the programme.

## Exit Outcomes

**UCAS**

A recent, independent analysis by UCAS found that pupils who completed the programme were significantly more likely to progress to a highly-selective university. This was compared to over 500 like for like control groups.



For more information about our impact and reporting please go to our website or contact a member of the team.

## Pupil selection

The programme is aimed at high-potential pupils and we ask teachers to select those who will benefit most from the programme. As a minimum we require that 55% of pupils on the programme meet one of three measures:

- Eligible for pupil premium
- No parental history of Higher education
- Lowest two quintiles of the IDACI (pupil postcode data)

55%

## Information, advice and guidance

Pupils receive information, advice and guidance about university throughout the programme. We work with our university partners to provide tours and information sessions at the two trips. Pupils can also engage in modules through 'Bright Knowledge' on the Virtual Learning environment.

## Academic courses

Pupils engage in a university-style course with an allocated Tutor. The courses are pitched a key stage above where pupils are currently working. All the topics are 'supra-curricular' and are designed to engage pupils in current research in depth. The Final Assignments have ambitious word counts, with pupils in KS2 completing essays of 1000 words, to 2,500 words in Year 12. They are marked in a university style (1st, 2:1, 2:2).

## The Scholar

Each term we publish the best pupil Assignments from across the country. All editions are available to read on our website. In this edition, pupils explored topics ranging from climate change to restorative justice.



## School contribution and terms

The Scholars Programme has been identified as an effective use of targeting pupil premium funding in an OFSTED report, 'The Most Able Students: An Update on Progress since 2013'. We have frozen the school contribution at £160 per pupil since 2011, subsidising through contributions from our university partners and external grants and donations. This covers all aspects of the programme, other than travel to university trips.

Autumn	Spring	Summer
October - February Planning begins July 2018	January - May Planning begins November 2018	March - July Planning begins January 2019
KS5 8 Pupils (£1,280) per placement	KS5 8 Pupils (£1,280) per placement	KS2 12 Pupils (£1,920) per placement
KS4 12 Pupils (£1,920) per placement	KS4 12 Pupils (£1,920) per placement	KS3 12 Pupils (£1,920) per placement

The scale of school provision is designed to be flexible to meet schools strategic priorities, which can be discussed with a member of our team.

## Sign up for 2018-19 placements

Sign up for 2018-19 across England, Wales and Scotland is now open. To sign up please get in touch with a regional contact below. We recommend getting in touch before the dates below for each term to secure your places for your pupils. Following these dates we cannot guarantee capacity but encourage you to get in touch.



Autumn term

End of  
June  
2018

Spring term

Start of  
October  
2018

Summer term

End of  
December  
2018

If you have any questions or would like to discuss the options for your school please email your regional contact who will arrange a time for a call or a visit.



South of England: [steph.hamilton@thebrilliantclub.org](mailto:steph.hamilton@thebrilliantclub.org)  
 East of England: [lucy.preston@thebrilliantclub.org](mailto:lucy.preston@thebrilliantclub.org)  
 West of England: [joe.loudon@thebrilliantclub.org](mailto:joe.loudon@thebrilliantclub.org)  
 Wales: [greg.scannell@thebrilliantclub.org](mailto:greg.scannell@thebrilliantclub.org)  
 North of England: [natalie.day@thebrilliantclub.org](mailto:natalie.day@thebrilliantclub.org)  
 Scotland: [leanne@thebrilliantclub.org](mailto:leanne@thebrilliantclub.org)

Head Office: 02079391946

We support the tutors to design courses around their own research (KS4 and KS5) and deliver pre-designed courses for KS2 and KS3.

The Scholars Programme

**The War on Cancer – Keep Calm and Carry On!**  
Key Stage 4 Programme

Pupil Name:

Handbook Designed by:

The Scholars Programme

**Stone Tools and Human Hands**  
Key Stage 4 Programme

Pupil Name:

Handbook Designed by:

The Scholars Programme

**Is there an external world?**  
Key Stage 3 Programme

Pupil Name:

PSD tutor:

THE COURTAULDS Gallery

**The Art of the Story**  
An Introduction to Visual Narratives in Art  
Key Stage 2 Programme

Pupil Name:

Tutor Name:

The Scholars Programme

**Atomistic Simulation: Modelling the Way Atoms Move**  
Key Stage 5 Programme

Pupil Name:

Handbook Designed by:

Course Examples

## Inset 4 7<sup>th</sup> January 2019

### 8.45 – 9.05 (Hall)

- Developing Creativity (TBA)

### 9.10 – 10.00 Workshops

- Differentiation (PBT)
- Attachment (HIAS/RRE)
- Monitoring Student Progress (JHN)
- The Arnewood Lesson, focus on Scholarly Learning (SSD)
- 6<sup>th</sup> Form Independent Learning (MCN)
- Raising Boys' Achievement (JKN)
- Supporting Students with SEND (AZE)
- Developing Creativity (KWO)
- IT Updates and Support (SMN)

### 10.00 – 10.30 Coffee

### 10.30 – 12.00 Centres of Learning

- 30 min discussion of morning's presentations
- Data analysis and interventions Years 10 and 11

### 12.00-13.00 Lunch (Canteen)

### 13.00 – 15.00 Centres of Learning/Subject Teams

- Continue data analysis and interventions for Years 10 and 11
- Mid term and long term planning

### Performance Management Targets For Teaching Staff 2018/19

1. Student Progress
2. The Arnewood Lesson
3. Personal Development Target

## Twilight 1 31<sup>st</sup> October 7<sup>th</sup> 2018

### 15.15 – 15.30 Hall

- 4Matrix / tools and strategies for analyses (JHN)
- KS5 data monitoring and analysis (MCN)

### 15.30 – 17.15

- Departments – data analysis and interventions Years 7, 8 and 9; data monitoring/intervention for KS5 groups

## Twilight 2 24<sup>th</sup> April 2019

### 15.15 – 17.15 Centres of Learning/Subject Teams

- Data analysis and interventions for Years 9 and 10, and summary for Year 11; data monitoring/intervention for KS5
- Sharing examples of good practice
- Evaluation of assessments and forward planning

## Twilight 3 16<sup>th</sup> July 2019

### 15.15 – 17.15 Centres of Learning/Subject Teams

- Data analysis for Years 7, 8, 9 and 10
- Data monitoring/intervention for KS5
- Evaluation of assessments and forward planning
- Book and work scrutiny



# The Arnewood School



## INSET PROGRAMME 2018/2019



## Inset 1 3<sup>rd</sup> September 2018

### 8.45 – 10.30 (Hall)

- Welcome back – priorities 2018/19 (NPL)
- Safeguarding/KCSiE/LAC (RRE/KWN/SMN)
- Assessment 2018/19 (JHN)
- The Arnewood Lesson/Performance Management/CPD/Lesson Obs (SSD)

### 10.30 – 10.45 Coffee

### 10.45 – 11.00 Anaphylaxis Training (Hall SCI)

### 11.00 – 12.00

- Heads of Centre Meeting (NPL)
- HOY and PSHOY Meeting (KWO L61)
- New Staff Meeting (PBT H7)

### 12.00 – 13.00

- Year Meetings

### 13.00 – 13.45 Lunch (Canteen)

### 13.45 – 15.00 Centres of Learning / Subject Teams

- Departmental Meetings  
Analysis of Year 11 results summer 2018

### 15.15 – 17.00

- SLT Meeting



## Inset 2 4<sup>th</sup> September 2018

### 8.45 – 9.30 (Hall)

- Attachment – Michelle Cain, HIAS

### 9.35 – 10.30 Workshops

- Differentiation (PBT)
- Attachment (HIAS)
- Monitoring Student Progress (JHN)
- The Arnewood Lesson, focus on Scholarly Learning (SSD)
- 6th Form Independent Learning (MCN)
- Raising Boys' Achievement (JKN)
- Supporting Students with SEND (AZE)
- Developing Creativity (KWO)
- IT Updates and Support (SMN)

### 10.30 – 11.00 Coffee

### 11.00 – 12.00 Centres of Learning / Subjects

- Data analysis and intervention Year 10 and 11 from previous summer (Y9/10) and forward planning

### 12.00 – 13.00 Lunch (Canteen)

### 13.00 – 15.00

- Year 13/14 enrolment – Hall, then with tutors
- Subject teams continue analyses and forward planning, incl. seating plans

## Inset 3 7<sup>th</sup> December 2018

Theme: Progress at Key Stage 3

In discussion with Head of Centre/Performance Manager, please decide on an appropriate activity which is in line with the school's objectives and / or your personal performance objectives.

Professional training could take the form of:

- in house activities
- visits to other schools

Please ensure you provide your Head of Centre with a brief outline of your planned activity and prepare a summary of the outcomes for your self-evaluation folder on Blue Sky.

Start: 8.45

Lunch: 12.30 – 13.30 (Canteen)

HoLC please advise numbers

Finish: 15.00

### Key School Teaching and Learning Objectives 2018/19

1. Implementation of all elements of **The Arnewood Lesson**
2. Improve **differentiated teaching** for all abilities, especially disadvantaged students, so they Achieve better outcomes.
3. **Accurate assessment of student progress** and application of appropriate and effective intervention strategies.

## School Improvement (SI) Visit Report

### Visit Information

<b>School Name:</b> The Arnewood School	
<b>Focus:</b> Report of Visit	
<b>Adviser:</b> Sarah Kiel	
<b>Local Authority:</b> Hampshire	
<b>Visit Reference:</b> Inspection and Advice	<b>Date of Visit:</b> 26.01.2018

### Report recipient

Nigel Pressnell – Headteacher  
Paul Barrett – Assistant Headteacher  
Sarah Kiel – General Inspector/Adviser (SEN)

## ACTIVITIES

An inspector spent the equivalent of one day:

- Reviewing relevant policies and other documentation published on the schools website (prior to the visit).
- Reviewing the range of documentation relating to pupils with Special Educational Needs and Disabilities (SEND) made available on the day of the visit.
- Interviewing the Special Educational Needs and Disabilities Coordinator (SENDCO); Assistant Headteacher (with line management responsibility for the SENDCO); a head of year, and two established members of the support staff team.
- Sampling the culture, ethos and provision within the school through additional activity including a 'learning walk' alongside the SENDCO.
- Providing brief feedback of initial findings/headlines (subject to change) to Headteacher, Assistant Headteacher (AHT) and SENDCO at the close of the day.

## CONTEXT

The Headteacher commissioned the visit in order to identify key recommendations for SEND and the priorities for improvement and action in the short term.

An outline brief and suggested programme for the day was agreed with the Headteacher and sent in advance of the visit. (see attached) This was shared by him with the SENDCO one week prior to the visit.

Activities were identified in order to enable the inspector to test out and review the school in relation to:



- SEND culture;
- compliance;
- systems;
- policies;
- processes;
- records,
- and the impact of these on outcomes.

and create a summary report to include judgements relating to:

- the effectiveness of leadership and management of SEND
- the quality of teaching and learning for pupils with SEND
- outcomes for pupils with SEND.

The school was last inspected by Ofsted in January 2013 which was the first inspection of the school since its conversion to an academy. At that time the school was judged as *outstanding* overall. The inspection areas of *achievement of pupils*; *quality of teaching*, and *leadership and management* were judged to be *outstanding* and the *behaviour and safety* of pupils was judged as *good*.

While outcomes and progress for all pupils including many of those with SEND were considered to be *outstanding* in 2013, the current outcome and progress data is of significant concern and the school is subject to DfE scrutiny. (It should be noted that the A level outcomes of students in the schools sixth form in 2017 were the best to date.)

The full-time SENDCO has been in post for two years having come to the school initially as a volunteer. She has worked as a SENDCO in another school, has previous senior management experience as an AHT and has completed the National Award for SENCOs. The SENDCO has no teaching commitments other than two groups of numeracy support, and there is dedicated administrative support for the Learning Support (LS) department and SENDCO. While the SENDCO was absent from the school last academic year due to an extended period of illness, an experienced LSA/HLTA carried out aspects of the role in her absence.

There has been a recent change of line management for the SENDCO from one AHT to another and a re-organisation of pastoral teams across the school. The colleague providing LS administrative support is currently absent from school.

## COMMENTARY

### Summary

On the basis of the evidence available on the day of the visit there are some shortcomings in:

- The effectiveness of leadership and management of SEND.
- The quality of teaching and learning for pupils with SEND.

- Outcomes for pupils with SEND.

### **The effectiveness of leadership and management of SEND**

School leaders, the SENDCO and others show determination and commitment to meet the diverse needs of their community of pupils but acknowledge that outcomes for disadvantaged pupils, including those with SEND, have dipped and urgent action is needed to improve provision and practice.

The SENCO has a great deal of paperwork and information relating to pupils with SEND and the range of provision but at this time is not well-prepared to be able to present robust evidence of her strategic oversight, the action taken to drive improvement and the analysis of impact to external scrutiny. Unresolved, these issues have the potential to place the school in a vulnerable position with regards to Ofsted inspection and parental challenge for example.

The documentation relating to SEND on the schools website is comprehensive and generally reflects expectations with regards to SEND information. There are some references elsewhere on the site to *'ability'* and *'setting to meet needs'* for example which do not reflect current thinking and research evidence but it is for the school to determine its own models of operation and presentation to parents and carers.

Some aspects such as the schools explanation of special arrangements for examinations including the use of external reports, and the schools complaints process are helpful, robust and very clear. While on-line SEND documentation reflects the main foci of the SEND Code of Practice 2014, both the SEND policy and the SEND information report would benefit from a check to review and adjust as necessary aspects such as the references to 'QFT' (now referred to as High Quality Teaching in the Code) and to ensure accessibility for all parents and carers.

The presentation of SEND documentation for the visit is chaotic and ill-prepared and does not present a convincing, coherent and accurate account to external scrutiny.

Despite prior notice, what should have been a relatively straightforward collation task appears to have been very challenging for the SENDCO and the department. It is understood that the department's administrative assistant is absent but the files shared show haphazard organisation un-related to administrative support.

Key documents such as the SEND register are not well-organised and it is unclear as to which version is current or accurate. Numbers vary even within the same year group due to whether the version of the list records 'Alert' as well as 'SEND'. Records relating to interventions are confused and no analysis or evaluation is presented alongside these. Scrutiny of such records raises some specific questions about the accurate identification of special educational needs and whether the school is clear on the differential between what is a special educational need and a pupil making less than expected progress. For example, records show a Year 7 pupil

with a reading age of 11.1 was put on a reading programme and in fact lost attainment from first assessment to last over a 10 month period.

Although individual learning plans are prepared for pupils and shared with staff the suggested strategies are often very similar for pupils with significantly different degrees of learning difficulty. The school collects data on aspects such as individual pupil attendance and through the use of the 'DOTS' system but there is no evidence from the documentation provided how or whether this feedback is used to inform SEND support and intervention.

There is evidence that, although a schedule of annual review dates is reported to be in place, annual reviews do not always take place when they should. For example, the gap between annual reviews for one pupil was October 2016 – January 2018. Given he is currently in Year 11 this is a concern. A looked after child (LAC) has not had an annual review since 2016. It is also unclear as to whether her Personal Education Plan (PEP) is in place and used to inform and support provision as it was not provided alongside her EHCP and the link between PEP targets and the LLP cannot be demonstrated.

It is reported from more than one source that there is a lack of 'joining up' between the SEND and pastoral teams. It would appear the Heads of Year are responsible for pupils' Behaviour Improvement Plans (BIPs) and the SENDCO is involved in amending the timetables of identified pupils and providing some emotional support with the LS base which is also seen as a 'refuge' for some. Although a sample of BIPs or similar were requested as part of the range of documentation, none were found amongst the paperwork provided. This may be because they are not held or considered by the LS department as part of the 'picture' and records of a pupil or/and there is no expectation of this. Based on the available evidence there needs to be clarity around the responsibility and expectation to collaborate with regards to those pupils identified with SEN relating to their social, emotional and mental health (SEMH), and those who may have SEMH associated with their other SEND in order to make informed and consistent provision for these pupils.

The school has plans underway to create an 'inclusion unit' for a small number of pupils who are challenging to peers, teachers and other staff and/or who find it difficult to engage in lessons. This is at a relatively early stage of development and it is acknowledged that aspects such as referral routes; exit criteria for individuals; accountability; operational principles; lines of reporting; leadership oversight, and the knowledge, skills and understanding of key staff to respond effectively to pupils and support them to develop self regulation and better engagement with school have yet to be established. It is likely that while some referrals will relate to pupils whose behaviour and refusals to engage are considered aggressive, other referrals may relate to pupils who are more passive and emotionally vulnerable. All behaviour is communication and the theoretical underpinnings for the operation of the 'unit' need to be suitably evidence based, properly understood and enacted by staff. Any

interface with the SENDCO or LS department has not yet been specified. An expectation to collaborate is advised as above.

Line management arrangements for the SENDCO have changed relatively recently. The SENDCO reports that she does not have a job description and the responsibilities listed in the schools SEND policy on-line could be described as predominantly managerial in nature. However, having completed the National Award the SENDCO will know that the expectations of the modern role require her to provide SEND leadership and strategic direction as well carrying out the day to day management and operational aspects.

Raising the confidence and capacity of all teaching assistants and teachers and specifically to *'work with teachers and particularly LSAs to assist with differentiation for SEN students ensuring access to the curriculum'* and *'to monitor the progress of all SEN boys to ensure they are on target and meeting expectations'* are identified within the SEND section of the schools current improvement/development plan.

However, although the SENDCO describes carrying out lesson observations with a focus on support staff, no distinct SEND improvement/development/action plan was made available during the visit. It is not clear whether there is a plan, or an expectation of the SENDCO, to map out the critical path of action needed to achieve the schools SEND objectives in a strategic way.

### **The quality of teaching and learning for pupils with SEND**

The inspector and the SENDCO sampled a small number of lessons and groups across the school. This was an opportunity to see whether advice and guidance provided by the SENDCO through routes such as pupils' ILPs was being acted upon and to check on the impact and deployment of support staff in lessons.

The SENDCO reports that historically scaffolding by adult support has been predominant in many lessons. There has been a focus on shifting teacher mind set and encouraging them to engage with all pupils, including those with EHCPs who may be more usually supported by an additional adult.

The quality of teaching and learning for pupils with SEND is variable in the lessons sampled with evidence of inconsistent application or consideration of advice. While the great majority of teachers have excellent subject knowledge and are expected and well qualified to teach A level students, this does not always prepare them to plan for and teach lower attaining pupils who have significant gaps in their knowledge, skills and understanding of key concepts such as one to one correspondence, subject specific 'big ideas' and reading, or who struggle with self-regulation and appropriate 'learning behaviour'.

In a mathematics lesson a LAC with an EHCP is wholly supported by an additional adult. The pupil has significant gaps in her mathematical understanding and her

attainment is significantly below that of her peers. The teacher has planned an alternative 'lesson' and activities for the pupil matched to her developmental level and the LSA sits alongside the pupil supporting her to complete this while the teacher teaches the rest of the class. The worksheets the pupil is using show teddy bears and dolls which are not age appropriate, the money resources provided are plastic not real and there is no expectation that the teacher will teach the pupil during the lesson.

The challenge to the teacher in relation to this pupil is not insignificant. However, it is hard to see how the provision made in this lesson will facilitate key expectations within the EHCP including:

- Become an independent learner.
- Encourage peer to peer support and communication.

The current arrangements do not provide equality of opportunity to qualified teacher time.

In a science lesson a Year 11 pupil with cerebral palsy and age appropriate attainment participates alongside his peers with no additional adult support. The teacher has suitable expectations of him to answer direct questions, offer appropriate comments and tackle learning challenges including homework for example. Unfortunately the teacher has not noticed that, as a left hander, he is sitting alongside a right handed peer which makes writing even more awkward for him.

In a lower 'set' English lesson individual pupils with a range of SEND are enthusiastic and engage well with a film clip of 'The Others used to exemplify aspects of anticipation and suspense in a story. Many pupils, including one particularly challenging pupil, make positive and relevant contributions to the discussion and question and answer session which follows. The relationships between pupils and between pupils and adults are good. The LSA is alert to other pupils in the room, knows what works and does not work with regards to the

challenging pupil and is not 'static', preferring to move amongst pupils. The teacher and LSA are working well as a team to support and extend pupils' understanding and participation.

In the Learning Support department a HLTA leads an 'intervention' session for a group of 13 pupils with the support of two other adults. The focus of this lesson for year 7 pupils is to *'reinforce the spellings of plural nouns'*. This session is weak. All pupils are completing the same work sheet and, as adults over scaffold and support pupils to complete the task, there is no assessment evidence of which pupils do not understand from which to plan the next session. Evidence from pupils' files indicates that the 'intervention' consists of the completion of work sheets and it is difficult to identify a 'learning journey', accurate assessment, next steps teaching or how the

intervention supports improved outcomes from this evidence. The SENCO reports that this is a long established model of intervention which is difficult to shift.

The SENDCO reports that there is a commitment to supporting all teachers to have the confidence and capacity to meet pupils learning needs as described in the SEND Code of Practice. There is more to do if the school is to hold teachers to account for the progress and attainment of all pupils, including those with SEND. The need to align the improvement agendas and use the SENDCO in ways which will add value to teaching and learning are recognised by the leadership of the school.

### **Outcomes for pupils with SEND**

The schools own analysis of outcomes for pupils, including those with SEND, has identified that these are not as good as they should be when compared to similar schools both locally and nationally. (see Progress 8 and Attainment 8 data for example). No evidence of the SENDCO's analysis so far of the progress of boys with SEND was seen in the documentation provided.

Progress data relating to SEND interventions made available for the visit shows an inconsistent picture and some evidence that the intervals between assess, plan, do and review are too long with review and adjustment of provision sometimes infrequent or not timely enough. The validity of some interventions is questionable.

The timing of annual reviews of pupils' EHCPs is currently not in line with expectations and teachers' comments for the annual review sometimes reflect their lack of understanding of the impact of the pupils' SEND on learning. For example, comments about a pupil with cerebral palsy focus on organisation rather than the impact of CP on learning. This means that opportunities to adjust teaching may be missed or put in place too late and thereby affect progress and outcomes.

Some concerns were raised about the attendance rates of pupils with SEND and this is worthy of further investigation and analysis in order to target support and action for better attendance.

There is a query as to whether there may be over identification of SEND, a consequential 'depressing' of expectations of pupils labelled SEND and a subsequent negative impact on pupil outcomes. While some pupils have been identified as having SEND at primary school and parents/carers may have particular views about their child, some pupils may just be 'not on track' and the schools SEND 'thresholds' following the process of CATs and other assessment measures used to build pupil assessment profiles would bear further investigation.

Evidence from the lessons sampled indicates that while teachers are working hard to understand, include and accommodate pupils with SEND in meaningful ways there is more to do to accelerate pupils' progress in learning and diminish the difference

between them and their peers. This is linked in part to the role of the SENDCO (and others) in building the capacity and confidence of teachers to meet pupils' SEND.

## Actions

In order to fulfil the leadership role of SENDCO, demonstrate the impact of her leadership actions on teaching and outcomes for pupils with SEND, and prepare effectively for external scrutiny the SENDCO, alongside other leaders where appropriate is advised to:

Create an action plan to address the SEND priorities and link this to the school improvement plan and priorities.

- The SENDCO is advised to take a half-termly approach to action planning to ensure **rapid** improvement against identified priorities and ensure actions, monitoring, evaluation and reporting are:
  - tightly focused,
  - targeted on relevant priorities, and
  - meet agreed timescales.

All action and preparation should be grounded in the need to present a coherent, well-organised, accurate and robust evidence base to external scrutiny.

From now until the end of this academic year the SENDCO should use the action planning approach to drive strategic action to:

- Work with all staff, including the pastoral team and Heads of Year, to ensure that the identification of pupils with SEND is accurate, properly reflects the expectations of the SEND Code of Practice and differentiates effectively between those pupils currently not on track and those with SEND.
- Ensure teachers' planning and the provision made in the classroom emphasises and demonstrates their commitment to taking responsibility for pupils' progress and attainment, and the use of high quality inclusive teaching strategies (HQIT) alongside appropriate specialised and targeted strategies/adult support.
- Review the impact of interventions from the start of the academic year to date to include sampling the quality and consistency of delivery and take action to adjust provision accordingly at regular intervals from now until the end of the academic year.
- Implement the use of agreed SEND enquiry questions into all monitoring and evaluation activities across the school's improvement activities to supplement those which will be carried out by the SENDCO. Examples might include, *'what is the impact of the TA in this lesson on pupils' learning and progress?'* and *'how does the teacher demonstrate their responsibility for pupils' learning and progress in this lesson?'*
- Make an informed and effective contribution to the schools development of an 'inclusion unit' and work in collaboration with the Heads of Year to ensure that

there is no 'disconnect' between the SEND and pastoral teams actions and agendas.

- Work with all staff and in partnership with the pastoral team on establishing a shared understanding of the role, expectations and deployment of all support staff (including ELSAs and others with pastoral roles). This will include setting the expectation that all those providing any intervention and support for pupils with SEND will be required to provide the **evidence of impact** on outcomes for those pupils, including their attainment, at determined intervals.
- Devise a monitoring and evaluation schedule for the year linked to the school (and SEND) improvement priorities and key events such as data drops, annual reviews and progress review meetings.
- Prepare a position statement which provides an accurate analysis of the provision and outcomes for pupils with SEND now, and describes subsequent priorities, intervention/action and impact in relation to this.
- Maintain and update the position statement over time.

In addition, the SENCO is advised to map out an action plan for the next academic year and continue to break this down into highly focused half-termly action plans to keep improvement on track. She will need to:

- Work with the headteacher and other leaders to identify the useful links with the school improvement plan and other action plans and where success criteria might be shared.
- Identify key opportunities in the school year to drive the SEND improvement agenda and meet with teachers and other staff.
- Put in place:
  - robust and accurate identification of need, in partnership with the pastoral team where appropriate;
  - effective intervention and provision to address individual needs, including the provision to meet needs as described within pupils' EHCPs;
  - a monitoring and reporting schedule to triangulate evidence relating to interventions, classroom practice and pupils' progress and attainment
- Identify and organise the means to demonstrate clearly to external scrutiny the **impact** of action and provision on pupils' **attainment and progress** throughout
- Ensure an emphasis on equipping all teachers and leaders to deliver on their shared responsibilities to the SEND improvement agenda is a component part of the schools CPD schedule.
- Regularly report to the headteacher and Governing Board on the impact of the SEND action plan and be prepared to present accurate information and analysis with confidence and authority to internal and external scrutiny.
- Begin to collate and organise the **key** evidence to demonstrate the impact of her leadership actions on outcomes for pupils with SEND including case studies and the **triangulation** of evidence from her lesson observations, book scrutiny and analysis of pupil attainment and progress.



**Funding:**

- **Management Partnership**

Follow-up Visit Education Adviser Template– ARDG Note of Visit (NoV) Template

This Note of Visit (NoV) is the department’s confidential information and is being shared on the explicit understanding that it may not be released publicly or any of its contents quoted or paraphrased in any external communications made by the school/ trust. It is only to be used by the school’s/ trust’s senior leaders and board of governors to inform improvement strategies.

Reminder: Visits should be a ‘climate check’ to get ‘beyond the data’ and understand the issues and challenges the school faces as well as the capacity of the school and Trust to bring about improvement. Please ensure that findings are shared with the school during the visit and that a well-considered summary from the visit is recorded below.

Please note: NoV may be shared with other EAs for training and quality assurance purposes.

Academy /school name	The Arnewood School Academy		
Academy/ school type	Academy - converter mainstream		
URN	136652		
Trust Name	The Gryphon Trust		
Open date	1 April 2011		
Date of previous visit(s)	17 November 2017		
Date of this visit	20 March 2018	Visit 2 of 2	
Education Advisor	Rob Briscoe		
DfE Official ( <i>if applicable</i> )	Vita Shapland-Howes		
Chair of Governors (& email)	Elizabeth Cook		
Principal (& email)	Nigel Pressnell <a href="mailto:nmp@arnewood.hants.sch.uk">nmp@arnewood.hants.sch.uk</a>		
CEO of MAT (& email)	Alan Sullivan <a href="mailto:ceo@thegryphontrust.sch.uk">ceo@thegryphontrust.sch.uk</a>		

**PROGRESS ON ACTIONS SINCE LAST VISIT**

Required Actions (copy from previous NoV)	Progress on actions to date
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Follow-up Visit Education Adviser Template– ARDG Note of Visit (NoV) Template

<p>1. Improve consistency of leadership of learning, quality first teaching and daily classroom delivery to:</p> <ul style="list-style-type: none"><li>• raise the expectations of teaching staff of what students have already learned and can achieve</li><li>• focus on engaging students through independent and collaborative student-led learning</li><li>• improve the relevance of the curriculum</li><li>• ensure examination courses are being well taught at KS4</li></ul>	<p>Since the first EA visit in November 2017 some progress has been made in this area. More rigorous procedures are in place to monitor and evaluate the quality of teaching, which includes increased number of SLT ‘drop-ins’ to departmental meetings; SLT are involved in interventions to accelerate pupil progress and interventions more precise because of the better use of improved data. However, the learning walk identified that there is still too much variance across and within subjects in terms of the quality of teaching and learning. The headteacher acknowledges this and recognises that a more robust leadership of teaching and learning is required to ensure consistency of practice across the school at pace. There are examples of effective practice, specifically in the English department, where work recently developed has resulted in a structured approach to how more vulnerable groups of students are taught, with greater clarity and expectation about how this manifests itself in consistent practice across the department. More could be made of sharing this good practice across the school.</p> <p>The school has in place a range of provision to ensure better outcomes at the end of KS4. The headteacher acknowledges that greater emphasis should now be placed on provision in KS3 and recognises that more should be done to enable the ensured pace of progress and attainment in this KS.</p> <p>The school has commissioned a range of support, including for English and mathematics, from the Hampshire Inspection and Advisory Service (HIAS). The school has received regular visits from HIAS members and useful summary reports are provided for the school with suggestions to improve identified areas for improvement.</p>
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Follow-up Visit Education Adviser Template– ARDG Note of Visit (NoV) Template

<p>2. Ensure student progress data is clear, accessible and accurate and is triangulated with other indicators.</p> <ul style="list-style-type: none"> <li>• Use a matrix approach to identify students for accountability meetings, to inform SSE and planning, to enable governors to monitor progress and hold leaders to account.</li> <li>• Inform and educate parents about their child’s progress and learning opportunities to change parents and students’ mind-set and improve attendance and learning behaviours.</li> </ul>	<p>Since the EA visit in November 2017, much work has been done to improve the accuracy and use of data. The senior leader, with responsibility for data, has been successful in making assessment procedures, including the collection of data, more rigorous. However, on the basis that there is still variability in the quality of teaching and learning, the impact of the use of this data is not yet assured across the school. The school acknowledges this and recognises that more needs to be done to ensure that the data is used to drive improvement and the pace of learning in lessons. Although school documentation would suggest innovation is in place to address this issue for example ‘the Arnewood lesson’ the learning walk identified that this is not yet in place across and within subjects, even though the school identifies it as a non-negotiable.</p> <p>Further work is necessary to improve attendance, which according to the headteacher’s latest report to governors (March 2018) has been especially low since January. The headteacher notes that attendance remains a concern for vulnerable groups including pupil premium and SEND pupils.</p>
<p>3. Complete a governance and MAT review to:</p> <ul style="list-style-type: none"> <li>• consider the levels of accountability and Ofsted readiness and;</li> <li>• explore available MAT options and opportunities.</li> </ul>	<p>A recommendation from the previous EA visit was the strengthening and clarification of governance, especially in clarifying lines of accountability. A DfE EA with expertise in governance spent time with the board to identify specific areas to develop. The CEO of the trust and the chair of governors report that this was helpful and they feel that improvements are being made in terms of accountability including the use of more reliable data. However, the CEO recognises that more needs to be done in this area. A further recommendation was to explore other MAT options. The school and trust have initiated links with other trusts to inform how their work can become more effective.</p>

**WHERE IS THE SCHOOL RIGHT NOW**

Phase of development (Stabilise, Repair, Improve, Sustain)

Stabilise                       Repair                       Improve                       Sustain

Evidence/Comments:

*What evidence have you used to make this assessment?*

- Information was gleaned from a range of documentation including:
  - the revised school improvement plan;
  - SEF and data
  - discussions with the headteacher and a range of senior leadership team members
  - the trust’s CEO and the chair of governors
  - a learning walk.

*What do academy leaders think – do they agree with your view?*

The headteacher recognises that whilst improvements have been made, further work is required to increase the pace and consistency of this progress.

*Are there some areas in school that differ significantly from others?*

No, only those identified above.

Please provide a summary statement of your observations

Follow-up Visit Education Adviser Template– ARDG Note of Visit (NoV) Template

The school has responded to recommendations outlined in the November 2017 EA visit. The analysis of data is much stronger and there is evidence to show that in some parts of the school it is being used effectively. However, inconsistency remains both within and across subjects. The use of data to inform better quality provision in KS4 should now be applied to KS3. In this phase, variability in the quality of teaching is more marked. The headteacher acknowledges that KS3 requires a greater focus, especially in terms of meeting the needs of more vulnerable groups of pupils when they enter the school. Evidence from this visit would suggest the school and trust have still some way to go to address all of the areas identified in the previous EA visit. It is imperative that the trust board holds senior leaders to account more rigorously to ensure the pace and effectiveness of improvements occurs.

Please indicate your level of confidence in the ability of the school/trust to deliver the required improvements at pace (check as appropriate)

School	<input type="checkbox"/> High	<input checked="" type="checkbox"/> Medium	<input type="checkbox"/> Low	<input type="checkbox"/> None
Trust	<input type="checkbox"/> High	<input checked="" type="checkbox"/> Medium	<input type="checkbox"/> Low	<input type="checkbox"/> None

**NEXT STEPS**

**WHAT WE WILL EXPECT TO SEE IN 12 MONTHS TIME**  
(if effective action is taken)

*Only complete this section if recommendations have changed since previous visit*

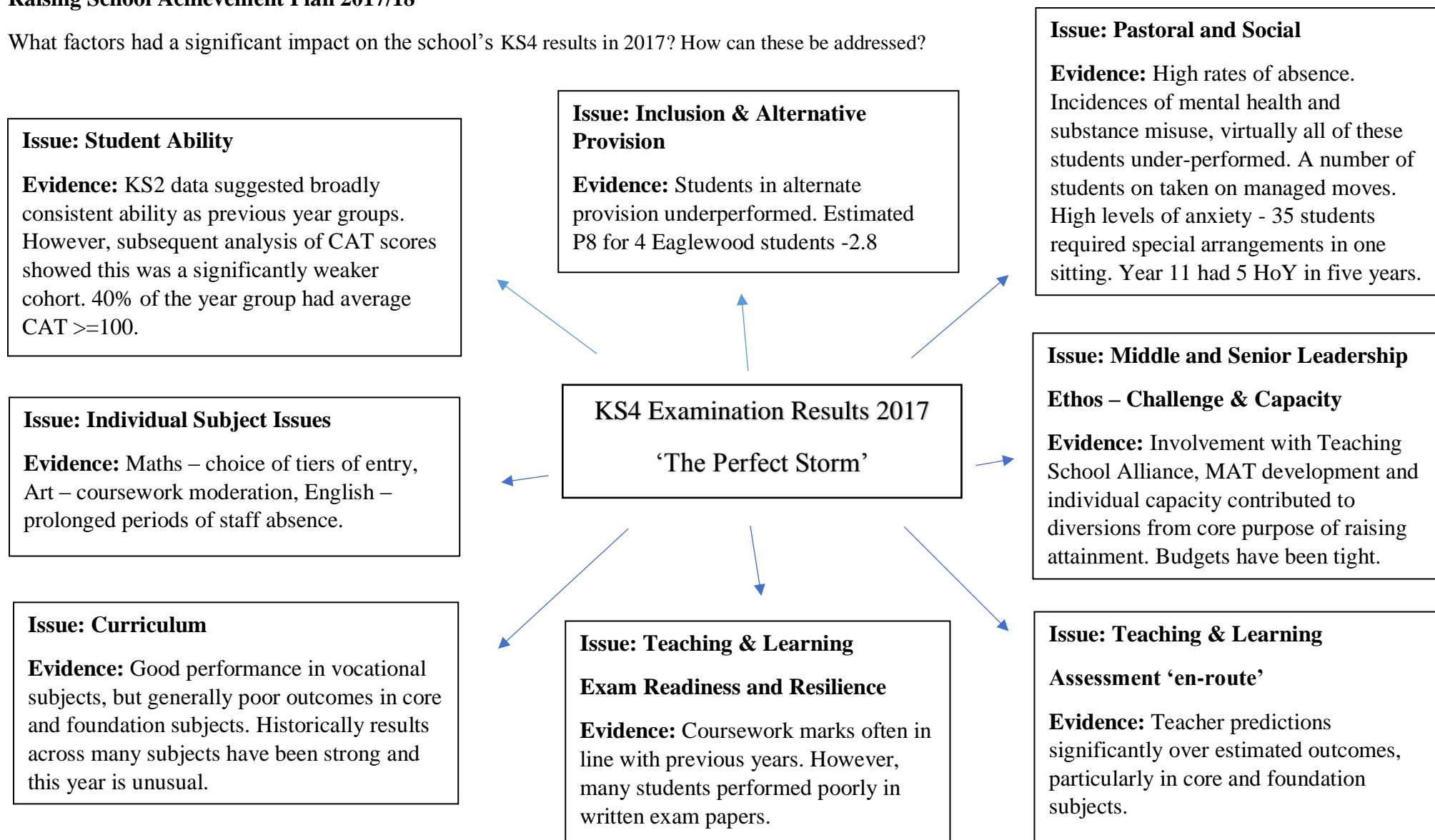
1. No change	
2.	
3.	

**RECOMMENDED FOLLOW UP** (check as appropriate)

- Follow-up visit is strongly recommended;
- Follow-up visit may be useful to review progress made;
- Significant improvements noted; no follow-up visit recommended.

## Raising School Achievement Plan 2017/18

What factors had a significant impact on the school's KS4 results in 2017? How can these be addressed?



## Raising School Achievement Action Plan 2017/18

Issue	Actions	Success Indicators	February Benchmark	Lead
<b>Leadership and Management – Improving Challenge &amp; High Standards</b>				
<p>Significantly improve outcomes for boys and disadvantaged learners.</p> <p>(DfE Advisor says middle ability students – November 2017)</p>	<ul style="list-style-type: none"> <li>Leadership focus on high expectations and teaching and learning permeate school.</li> <li>Developing a scholarly attitude to learning (collaborative and student led).</li> <li>Maximising time and energy on a core business approach – teaching and learning.</li> <li>SLT mentoring of target students in order to raise their aspiration, engage parents and improve progress.</li> <li>A relentless focus on raising the achievement of boys and disadvantaged learners.</li> </ul>	<ul style="list-style-type: none"> <li>Greater accountability for teachers and middle leaders resulting in improved outcomes.</li> <li>Improved student aspiration. An ethos of taking pride in work and wanting to do well.</li> <li>CEO to build the multi-academy trust so school leaders can concentrate on standards.</li> <li>Key target group students receive regular mentoring that leads to improved outcomes.</li> <li>Outcomes for boys and disadvantaged children match national rates of progress.</li> </ul>	<ul style="list-style-type: none"> <li>Tighter line management - effective monitoring, evaluation and raised expectations of teaching staff. ✨</li> <li>Lesson observations and work scrutiny demonstrates improved pride &amp; student determination. ✨</li> <li>Clear structures of accountability established with better delineation of responsibilities between trust and school. ✓</li> <li>Students being mentored show improvements in their attendance and achievement. ✗</li> <li>Outcomes for boys and disadvantaged students demonstrates a narrowing of the gap in their achievement. ✨</li> </ul>	<p>SLT / Heads of Centre</p>

Leadership Accountability and Development				
<p>Raise accountability across all levels of leadership within the school.</p>	<ul style="list-style-type: none"> <li>• <b>Monitoring of progress by governors and developing smart accountability.</b></li> <li>• Commission HIAS support – English (curriculum and boys’ progress), maths (leadership and teaching &amp; learning), and benchmarking / self-evaluation.</li> <li>• <b>Sharpened and triangulated self-evaluation.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Increased SLT drop-ins/observations with immediate focus Year 10 and 11.</li> <li>• HIAS support has tangible impact in improving student achievement in English and maths.</li> <li>• Teaching groups in English and maths allocated % progress targets. <b>Making use of reliable data including to hold leaders to account.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Heads of maths and English meet governors to account for performance in 2017. ✓</li> <li>• Clear programme of support maintained with governor kept fully apprised of outcomes of visits. ✓</li> <li>• SLT review departmental SEF half-termly with a particular focus T&amp;L, KS4 progress and sub-group progress. ✨</li> </ul>	<p>SLT / Heads of Centre</p>



Accuracy of Assessment				
<p>Weaker Year 11 outcomes, than in previous years, were inaccurately predicted owing to poor assessment en-route.</p> <p>A contributory factor is poor standardisation by middle leaders in a number of core and foundation subjects.</p>	<ul style="list-style-type: none"> <li>• Ensure rapid development of an adequate assessment system to facilitate more accurate tracking and intervention.</li> <li>• SLT to ensure Heads of Centre are using standardisation and moderation meetings to provide robust and accurate assessment.</li> <li>• Sub-group feedback to SLT (PP, G&amp;T, SEND) regarding student progress in Year 10 &amp; Year 11.</li> <li>• Prior data and benchmarking is obtained for in-year admissions.</li> </ul>	<ul style="list-style-type: none"> <li>• Middle and senior leaders have access to reliable data and so are able to identify areas of underachievement and hence employ appropriate intervention.</li> <li>• Use of FFT 20 and 4Matrix to measure the progress of individual students.</li> <li>• Predictions accurately reflect national performance as standard distributions.</li> <li>• Data sets are complete.</li> </ul>	<ul style="list-style-type: none"> <li>• Prompt shift to numerical tracking e.g. ALPS connect, and/or 4Matrix. ✓</li> <li>• HoC to ensure regular testing especially at KS4 (past papers/questions) to inform <u>accurate</u> in-year assessment. ✓</li> <li>• Add a further numerical data drops in KS4 to reduce ambiguity. ✨</li> </ul> <p>FFT and CAT scores captured for new students so data is accurate. ✨</p>	<p>SLT / Heads of Centre</p>

Leadership of Teaching and Learning				
<p>Senior and middle leaders need to act swiftly to address underperformance of boys and disadvantaged children in English, maths and other subjects, including those in the Open P8/A8 basket.</p> <p>Ensure students' exam entry is better suited to their ability and that they have adequately covered the curriculum.</p> <p>Improve the quality of teaching and learning within subject teams.</p> <p>Meeting changes in curriculum (including primary) and specifications.</p> <p>Remove variance in the quality of teaching and learning across subject teams.</p>	<ul style="list-style-type: none"> <li>• SLT to spend more time acting as coaches to middle leaders and classroom teachers.</li> <li>• Develop robust links with other schools to identify and share good practice, for example, Ringwood School as critical friend.</li> <li>• Additional guidance gathered from examination boards.</li> <li>• Ensure differentiation is led by accurate AfL and intervention based on accurate tracking en-route.</li> <li>• Maths and English to share experience of moving to GCSE number grades.</li> <li>• Establish an effective Raising Boys' Progress working party to improve their outcomes.</li> <li>• Ensure curriculum design is 'smart' enough to meet the ability and nature of cohort.</li> </ul>	<ul style="list-style-type: none"> <li>• Clear coaching model established and priority given to improving classroom practice.</li> <li>• Colleagues from other schools provide guidance and external evaluation including across phase. This should be subject focussed where possible.</li> <li>• Identified teachers to attend examiner feedback meetings.</li> <li>• Differentiated learning explicitly clear from schemes of work and lesson observations.</li> <li>• Students are prepared for the correct tier of entry in all subjects.</li> <li>• Working party informs and supports teachers' practice.</li> <li>• Students are correctly allocated to the best curriculum pathway to allow them success including successful vocational options.</li> </ul>	<ul style="list-style-type: none"> <li>• 40 observations with feedback completed by senior and middle leaders. ✘</li> <li>• Primary liaison visits completed in English and maths. Leadership support established including for disadvantaged groups such as LAC. ✔</li> <li>• Examiner guidance obtained for key subjects inc. MFL and art. ✔</li> <li>• CPD provided for all teaching staff on differentiation. Lesson observations show effective AfL and differentiation. ✨</li> <li>• Tiers of entry are proportionate to similar schools and reflect students' targets and assessment. ✔</li> <li>• Working party has met ½ termly and has tangible impact on practice. ✨</li> <li>• Consultation under way to determine the impact of the three-year KS4 on outcomes. ✨</li> </ul>	<p>SLT/ Heads of Centre/ Teachers</p>

Teaching and Learning				
<p>Boys and disadvantaged children need to make greater progress in core and foundation subjects.</p> <p>Place greater emphasis on key stage 3 to improve progress and attainment in lower school.</p>	<ul style="list-style-type: none"> <li>Clearly established, school wide routines, are embedded and understood by all teachers including Arnewood Lesson.</li> <li>CPD programme to focus on boys' learning, differentiation and rapidly improving disadvantaged pupils' progress.</li> <li>Greater focus on exam preparation – full mocks, walk through mocks, and focused revision sessions timetabled so students do not pick themselves.</li> <li>Subject planning and moderation meetings focus on improving teaching and learning, such as what strategies/lessons are working well.</li> <li>Specialist intervention is established for students identified as making weak progress in English and maths.</li> <li>SEND provision supports learning effectively in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers are able to employ a wide range of teaching and learning strategies to engage students and raise achievement.</li> <li>Teachers are highly focused on the school priorities of raising progress of boys and disadvantaged students.</li> <li>Teachers predict outcome accurately and use assessment en-route to personalise learning to individual children, especially boys and disadvantaged children.</li> <li>Effective internal moderation and sharing of good practice is evident.</li> <li>Identified students are given additional tuition in English and maths during PE/ PHSE.</li> <li>SEND children make rapid progress and the gap is narrowed on their performance.</li> </ul>	<ul style="list-style-type: none"> <li>All teaching staff adhere to standards set in the Arnewood Lesson model. ❌</li> <li>Three CPD sessions attended by all staff as part of an organised programme to address priorities. ✅</li> <li>Robust mocks completed in Year 10 and 11 with emphasis on past papers, internal standardisation with students able to access a coherent revision timetable. ✅</li> <li>Evidence from minutes and SLT participation indicates an effective approach to planning and moderation. ✨</li> <li>Upwards of 40 students receive intervention lessons in English and maths with a focus on boys and disadvantaged learners. ✅</li> <li>External SEND audit commissioned and action plan produced. ✅</li> </ul>	<p>SLT/ Heads of Centre/ Teachers</p>

Pastoral Leadership				
<p>Instability in pastoral leadership.</p> <p>Low aspiration of <u>some</u> children and their family.</p>	<ul style="list-style-type: none"> <li>• Students experience a stable and consistent pastoral system across five years.</li> <li>• Students have clear targets and aspirations, which have been shared with parents.</li> <li>• Tutors mentor students in meeting their aspirations/careers</li> <li>• Tutors to actively make careers appointments for children.</li> </ul>	<ul style="list-style-type: none"> <li>• Reduced turbulence in staffing maintains consistency in Heads of Year and tutors.</li> <li>• Tutors mentor students' dots/data drops more effectively.</li> <li>• Clear structures for mentoring students are embedded.</li> <li>• Students have raised aspiration through greater discussion about their careers and aspirations.</li> </ul>	<ul style="list-style-type: none"> <li>• No changes to Year Heads, Assistant Year Heads and tutors. ☒</li> <li>• Observations indicate mentoring as an established component of pastoral provision. ☒</li> <li>• Mentoring logs are shared and signed by parents. ☒</li> <li>• 20% improvement in attendance at Parent Tutor Evenings in 2017/2018. ✨</li> </ul>	<p>Head of Year / Pastoral Teams</p>
Improving Attendance				
<p>Low rates of attendance, particularly of disadvantaged children, inhibits learning.</p> <p>Further work is necessary to improve attendance...</p>	<ul style="list-style-type: none"> <li>• Heads of Year/AHT monitoring of attendance with rigorous follow up of absence and challenge to parents who appear to be condoning absence.</li> <li>• HoY 10 and 11 to feedback to SLT half-termly regarding student progress and attendance.</li> <li>• HoY more effectively identify barriers to progress and with SLT support design appropriate interventions to improve attendance.</li> </ul>	<ul style="list-style-type: none"> <li>• Engagement (including with parents) for vulnerable learners is improve and has a positive impact on attendance and achievement.</li> <li>• Head of Year routinely provide attendance summaries to demonstrate attendance.</li> <li>• Behaviour Improvement Plans are used more effectively by HoY to manage challenging behaviour in a strategic manner with frequent review.</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance &gt;95%. Persistent absence &lt;10%. PSHoY spending 20% of time improving attendance. Fines are used alongside rewards. ☒</li> <li>• Head of Year 10 and Year 11 have attended SLT meetings to brief on strategies at least twice. ☑</li> <li>• Behaviour Improvement Plans are routinely discussed with the Pastoral AHT. ☒</li> </ul>	<p>Head of Year / Pastoral Teams</p>

Inclusion, Alternative Provision and Inter-Agency Work				
Higher rates of emotional vulnerability and more children in alternative provision or receiving counselling / YOT / CAHMS support.	<ul style="list-style-type: none"> <li>Eaglewood School to provide accurate information on children's attendance and progress.</li> <li>Ensuring adequate provision is available for vulnerable children while minimising impact on the child's learning.</li> <li>Influence curriculum in alternate provision so it contributes to students improved life chances.</li> </ul>	<ul style="list-style-type: none"> <li>Tracking of children in alternate provision is provided accurately and on a frequent basis.</li> <li>The most vulnerable children receive effective support that most appropriately meets their needs with a view to reintegrating them to mainstream education as quickly as possible.</li> <li>Outcomes in alternate provision improve because students follow a curriculum that meets their needs and contributes to P8/A8.</li> </ul>	<ul style="list-style-type: none"> <li>Half-termly scheduled meetings with alternative provision providers demonstrate students' attendance and progress. ✨</li> <li>Improved specialist provision is secured either on site or through partnership working. Rates of exclusion and On Call show a 50% decline. ✓</li> <li>Active discussion completed with alternate providers through, for example, New Forest Headteachers' Group. ✓</li> </ul>	Inclusion Coordinator

Key

DfE Visits

Carolyn Unstead – November 2017

Robert Briscoe – March 2018