

Marshfields School

SCHOOL EVALUATION DOCUMENT OF 2020-21

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1. HEADTEACHER'S INTRODUCTION

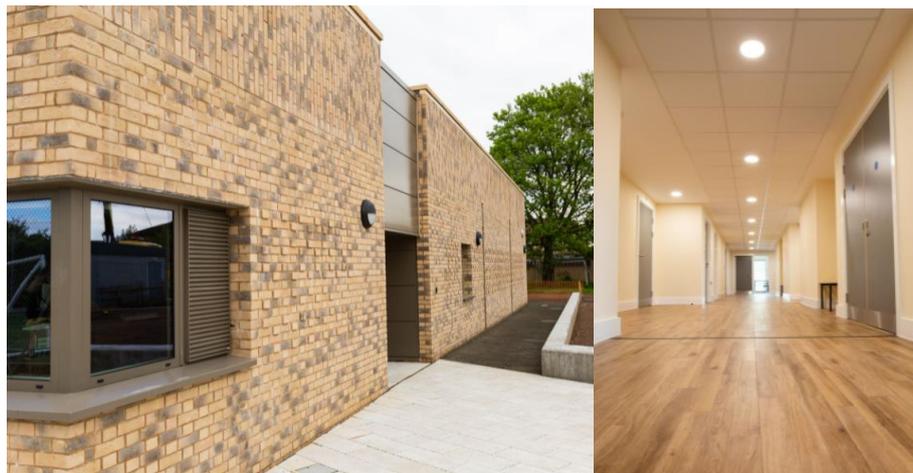
Marshfields School experienced a great deal of change and growth in 2020-21, not least because of the on-going adaptations required due to the Covid-19 pandemic. However, one aspect of the school's work has remained constant – that the students remain at the heart of everything we do. All who work at Marshfields stand by the belief that every lesson, activity, strategy and visit should be exceptional and meet the range of complex needs of our students. Since Covid-19 we believe we have demonstrated that we can ensure this even in the most challenging of circumstances.

The school reopened gradually from 3 September, with all students returning within 5 working days. The school began by welcoming the new primary and Year 7 students who had received little face-to-face induction. We then welcomed Post-16 students, followed by Years 11,10,9 and 8. All students began the new academic year with a tour of the building, which meant that tutors could explain the Covid-19 risk assessment requirements in detail.

This was made more interesting by the fact that the refurbishment, planned to start in July 2020, did not begin until September 2020. This means the school reopened without the science classrooms, corridor and with only a handful of toilets.

This substantial internal refurbishment and capital build project led to two brand new science rooms, new staff and student toilets and a new staff room which opened in November 2020.

In addition, a capital project saw a block of 3 multi-use classrooms built and handed over to us in May 2021. This new building is designed to run as one regular classroom, a Performing Arts space and a Sports Studio.



Sprung flooring is designed to ensure that students with sensory processing needs can safely access the curriculum offer. Partition walls mean that the space can be used in a wide variety of ways.

The Covid-19 interruption was managed admirably by staff and students. Staff understood the pod model, its importance and rapidly adapted to teaching all over the school.

The school formally redesignated from 11-19 Moderate Learning Difficulties to 9-19 Learning Difficulties in February 2021. The new primary class has gone from strength-to-strength, initially funded for 6 students, there were 11 on roll by February 2021. This class, known as Silver Birch, is now a key part of our offer and in 2021-22 we will seek further redesignation to extend the primary to Year 3 and above.

In February 2021, at the height of the Covid-19 crisis, the senior team became aware that a survey on leadership management style had been conducted incorporating NEU, UNISON and NASUWT. The questions were divisive, and it was clear from the outset that responses may be personal and could lack proactive suggestions for improvement. This was indeed the case, but we were ably supported by the Local Authority and Chair of Governors in responding. Larry Bartell, the school's Improvement Partner, provided exceptional support to Senior Leaders in managing the pressure of the union action.

A full support staff restructure was launched in March 2021. Governors asked the Headteacher to reduce the number of Teaching Assistants on the staff to free up funding to increase the number of teachers. This decision led to several redundancies which were all managed through voluntary arrangements. As a result, all year groups will now have 3 forms of entry, reducing class sizes from 12-15 to 8-10. This will make a significant impact on the quality of teaching and learning at the school as staff are better able to plan for the range of needs in their classes.

As a result of the union survey and restructure the staff survey was not conducted in July 2021 in line with our other annual stakeholder surveys. The survey will be issued in early November 2021 with a focus on new staff induction and early impact of the new staffing structure.

Our work on therapeutic behaviour also continued, with data collated on SIMS to allow us to measure the impact of our work. Provision has continued to adapt to develop student engagement, for example through the use of local college courses, Alternative Curriculum Education (ACE) and the introduction of new courses such as Small Animal Care and Land Based. However, as the needs of students have increased, and with the new primary intake, we are seeing far higher SEND behaviours within the classroom. Staff are adapting and are committed to ensuring that they learn how to manage these needs.

The school is fully compliant with the new PSHE framework including sex and relationships education. Initially this led to a number of historic safeguarding disclosures, a clear demonstration that the changes are to the benefit of students. The subject links closely to Preparing for Adulthood, ensuring our students are at reduced risk of exploitation due to their learning difficulties, and ensuring students are able to live independently and access the world of work or further education when they leave us. This is evidenced by the number of students who leave Marshfields and successfully access mainstream college courses.

All students now have target grades, calculated from FFT data and CAT scores, but carefully moderated by the student's reading ages. These targets are routinely shared with staff, parents / carers and students to ensure that they know what they are capable of and to allow them to consider Post-16 providers that are appropriate for their abilities. This change also led to the introduction of SISRA to track trends in student progress and begin more strategic deployment of intervention. This also led to a change in the staffing structure, where two SEN teachers are in post from September 2021 to greater intervene with students.

Inevitably, some aspects of our planning for 2020-21 were not completed due to the on-going Covid-19 measures required to ensure the safety of all stakeholders. Throughout this document, evaluations will use the usual RAG system to demonstrate completion, and blue will be used to identified development points that will need to roll forward into 2021-22.

The coming academic year promises to be busy, with ten new members of teaching staff, a revised planning document and further redesignation and exploring of academisation. We have also launched a

Personal Development Recovery Plan, which will focus on each curriculum team offering a themed week to include alternative curriculum experiences.

Everything we do at the school is aimed at ensuring our students are strong characters with the self-belief and resilience to thrive despite their SEND. We will continue to work tirelessly on ensuring the best for them.

2. MARSHFIELDS SCHOOL ETHOS

The school exists to ensure that SEND students in the City of Peterborough have their needs met and are successful members of society when they leave. We will ensure that they become independent and resilient, and able to speak for themselves where they require support to live.

We will do this by:

- Encouraging respect and tolerance for all members of the school community, with staff leading by example;
- Setting high expectations for student outcomes and preparing for adulthood;
- Ensuring students have access to a wide range of activities that address their additional needs and give them the opportunity to be independent despite those needs.

Our key school objectives for 2021-22 are:

1. Students have the skills and knowledge they need to progress in their EHCP and curriculum targets;
2. Close gaps between groups;
3. Teachers and teaching assistants use outstanding planning and learning activities in their everyday practice;
4. Extend the curriculum beyond the academic.

3. REVIEW OF 2020-21

3.1 SUMMARY

The school continues to offer a good education to our students.

Leadership and Management

Leadership and management at the school is GOOD. Leaders have a clear vision for the school and ensure that the offer for students is inclusive and high quality. Leaders have identified a robust staff training programme that develops the quality of teaching and learning. Rather than off-roll or exclude, the school has a range of curriculum offers to ensure that students can succeed despite their SEND.

Leaders work with stakeholders to improve practice, support staff workload and protect staff from bullying and harassment. Governors understand their role and are increasingly able to carry it out effectively. They are not afraid of making difficult decisions if they are in the best interests of the students.

The school fulfils its statutory duties and has a culture of safeguarding that ensures students at risk are identified, risk of harm is reduced, and outside agencies are used effectively. Safer recruitment and allegations are dealt with effectively, including during the closure periods.

Quality of Education

Quality of Education at the school is GOOD. Leaders and Teaching staff have an aspirational view on every student's experience whilst at school. All students have an EHCP and therefore 'lesson design' is crucial to meeting their needs. A core focus is to enable students by promoting reading throughout all lessons with dedicated reading slots available at tutor time in addition to access to reading in timetabled lessons.

The leadership structure allows for subject teachers to work with department leads to carefully disassemble the 'intent' of their curriculum area, reflect upon outcomes for students and evaluate the 'impact'. This area of reflection is becoming more refined as better use of student data is now in place for all core subjects.

Under the new Ofsted guidance, the school has seen a greater emphasis on the implementation of learning. Department Leads are given greater guidance and flexibility to bring about lessons that are stimulating, free from disruption and promote the best learning. Quality assurance processes and teacher planning files are increasingly well established.

Students in Year 5 to Year 7 are taught mostly by their form tutor in a primary model, accessing a number of specialist subjects during the week, including Forest School, Art and Computing.

Year 8 and 9 students have timetabled slots of: Maths, English, Science, Food, Design Tech, PE, PHSE, Performing Arts, Humanities and Art. They also have dedicated time for taking part on a rotation of strategies and reading slots.

Key stage 4 students access English, Maths, Science and a range of options subjects.

Post-16 students who decide to remain at Marshfields have a focus on core subjects, Maths and English, but with a greater focus upon independence. Those students who stay in Post-16 are those that need additional time to develop those skills for successfully accessing college courses, with our most able Year 11 students moving directly onto college. Vocational options and work experience feature highly on students' timetables with opportunities far and wide. Greater flexibility is apparent in Post-16 as each student prepares for their next steps.

Behaviour and Attitudes

Behaviour and Attitudes at the school are GOOD. The school has high expectations for students' behaviour and conduct. These expectations are generally understood and applied consistently and fairly. This is reflected in students' positive behaviour and conduct. Where low-level disruption is identified, leaders ensure staff are supported to increased levels of engagement through excellent teaching. Leaders support all staff well in managing student behaviour.

Staff make sure that students follow appropriate routines. Leaders, staff and students create a positive environment in which bullying is unusual and the response to it robust. The Stages system carefully tracks behaviours and intervenes pro-actively as they arise. If bullying, aggression, discrimination or derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread.

Relationships among students and staff reflect a positive and respectful culture; students are safe, and they feel safe.

Personal Development

Personal Development is GOOD. Marshfields School provides a varied curriculum which ensures that all students are prepared for adulthood; equipped with the skills, attitudes, knowledge and resilience that they will need for their future development. All students are encouraged to achieve their full potential within a positive, supportive and caring environment. The School's aim is that our students develop a lifelong understanding of how to keep themselves healthy and safe, and to appreciate the benefits of an active lifestyle.

Learning beyond the classroom is encouraged and monitored and this is achieved through a wide range of trips, visits, workshops and other enrichment activities. The school also places great value on providing a wide range of opportunities through which students experience success, develop transferable skills and learn to value skills such as teamwork, resilience, creativity, commitment and resilience. Gatsby is used effectively to plan and analyse the impact of careers education.

3.2 TEAM EVALUATIONS

English and Humanities

Promoting a love of broad and rich reading has continued to be a priority for the English and Humanities team and has been a core success this year. Our subscription to MyOn reading allowed pupils to access reading online during lockdown and was vital in supporting remote learning and continuing to promote reading at home. Georgia Ferro also delivered a morning Literacy Strategy in Term 1 via Teams to all of Key Stage 4 and Key Stage 5.

As well as literacy games and activities, pupils engaged in reading extracts of core Young Adult texts and participated in speaking and listening around the themes and comprehension of the text. Through this approach we were able to instill a love of broad and rich reading and expose students to texts they may not have had a chance to access within their reading ages. For example, as part of Black History Month, pupils read extracts of *The Hate U Give* in Literacy Strategy guided by their form tutors. This Young Adult fiction was inspired by the Black Lives Matter movement and through its study of key extracts tutor groups were able to explore themes of injustice, community, race and crucially, current affairs. We saw a hugely increased engagement in talk about stories and seeking more fiction to read - pupils even started suggesting their favourite texts to become part of strategy and for their peers to study and enjoy.

Finally, World Book Day is always an important date in the English calendar and celebrated successfully. We ran events remotely this year during online learning, but we cannot wait to bring back the buzz around reading with our World Book Week alongside our newly refurbished Learning Resource Centre.

Life Sciences

The Science, Computing and Food departments expanded to become Life Sciences gaining new subjects and new staff into the department. This gave further opportunity for personal development of all staff, learning from each other and creating greater collaborative working.

Staff have continued with their creative approach to ensuring the students were getting the most from their lessons in the pod classrooms. Computing Unplugged, schemes of work written to educate about e safety and support literacy presented exciting alternative approaches to teaching a technology-based subject with limited technology available. In science, the 'mobile lab' meant that the practical sessions could be risk assessed for classrooms and taken to the students' pod rooms. Food lessons became blended with forest school for many of our Key Stage 3 pupils, taking a life skills approach and learning in an outdoor environment.

The restructure is enabling the department to plan for smaller groups, there has been a substantial drive to standardise across the department and a bank of proformas created, reducing teacher workload, and ensuring the department has in place the foundation to build on the progress made this year.

Creativity

During the Spring term of 2021, the Creativity Team successfully adapted to enable pupils to access creative subjects and physical fitness at home using Zoom. Art and DT devised suitable creative activities involving low-economic resources that pupils could independently complete at home. Several Yr7 parents were particularly complimentary of our efforts and dedication to teach our Creative curriculum to a high level. Meanwhile the PE teachers devised PowerPoints outlining physical fitness activities which the teacher demonstrated on Zoom before pupils completed tasks independently.

On their return, the Creativity Team adapted to the challenge of teaching in pod rooms. We adapted our projects to minimize the disruption: Art and DT persevered to complete practical activities such as painting, clay and building 3-D models using a range of media in Pod rooms. The PE department successfully adapted their curriculum for physical activities that complied with Covid-19 rules by assigning equipment to each year group pod. Key Stage 3 and Key Stage 4 pupils were encouraged to take on leadership roles by supporting staff to organise, set-up and assist with the packing away of their equipment.

Once students had returned to school during the Spring term of 2021, our team identified interventions that needed to be put in place to ensure all our Key Stage 4 and 5 students completed their coursework for their qualification courses, even with some pupils still learning remotely. On request of the Pearson's Edexcel exam board, the Art teachers managed to edit and photograph all of the coursework requested in one day ready for our administrator to upload onto their website. Art reinstated their P16 Art lunchtime club.

During the Summer term, the new members of staff who are joining the team in September spent time with our Team enabling them to plan effectively for the new academic year. Our current staff were able to support the new teachers in the rewriting of SoWs and organise work space for our return to teaching in Specialist rooms. PE teachers have devised a new curriculum that focusses on developing pupils' gross motor skills also benefitting from the use of the room in the newly built Keller block.

Sixth Form

The Sixth Form offer was adapted successfully in response to the COVID-19 restrictions. Our offer continued without interruption during closures using Zoom and as a result, all students leaving us gained their target grade or above.

In addition:

- 100% of students gained ASDAN Bronze / Silver / Gold.
- Early Transition to College – 3 students were identified within T1 that we were not the correct setting for them. In consultation with students / parents and colleges students made early applications, attended taster and transition sessions resulting in them joining the college of their choice T2.
- Work Experience was adapted for all P16 students (group placements only) resulting in there being very little disruption. All students have had the opportunity to attend work experience one day per week in a group setting using Burghley House / Olive Branch and our own school site. T5 and 6 20% of students had the opportunity to undertake an independent placement one day per week.
- Application / Interviews / meetings - Students leaving Marshfields and moving onto the local colleges – choices and applications all completed in T1. COVID-19 restrictions resulted in interviews for respective courses and needs assessments mostly taking place via TEAMS / ZOOM in Terms 3 and 4. Parents' information evening for the colleges also took place through ZOOM in T4.
- Transition sessions - T5 group transition visits to Peterborough College and City College Peterborough took place followed by subject-based transition visits in T6. Stamford College transition visits scheduled to take place during the summer break.
- To overcome the restrictions to our regular independence / bus training we ensured students would be able to familiarise themselves with the routes between school and the two local colleges.

Primary Phase

The Key Stage 2 classroom was relocated to provide an outside area that is accessible throughout the day. The provision in the outside area was enhanced with the addition of raised planters to enable pupils to grow, look after and observe plants, a mud kitchen for messy play and exploration, a water wall to investigate water movement, floating and sinking and a sandpit to support creative and construction skills.

Creative learning, that involved the application of skills, enhanced the curriculum. This included making puppets and scenery to act out stories, building and testing rockets, building a 'boat' to join characters on their adventures and creating art from natural resources found in the environment. Visitors to the school supported the pupils' learning and skills development: these included Jo Jingles to develop music skills, soft play to support gross motor and social skills and The Fire service and Paramedics to support PSHE.

Pupils learnt about how they can positively impact on their community by sorting and selecting toys and games no longer needed to donate to the hospital children's department.

4.3 LEADERSHIP AND MANAGEMENT

JUDGEMENT: Good

Leaders and governors focus on improving outcomes and Preparing for Adulthood (PfA) at the school and they use careful analysis of data and trends to identify areas to improve. Leaders have worked hard to move the quality of education to Good, and this means that students are increasingly well prepared for life after Marshfields despite their SEND.

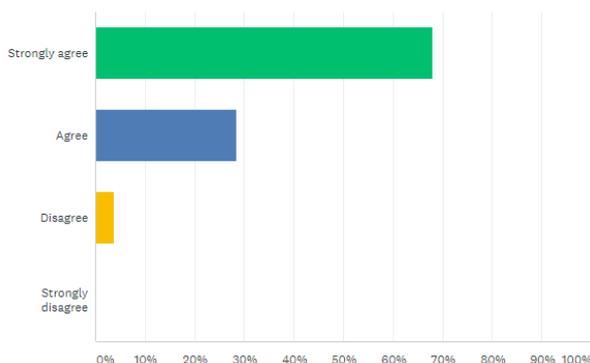
The Pupil Premium review, which is conducted annually and reported to Governors, is an opportunity for Senior Leaders to review the impact of the PPM grant. Effective strategies are continued, and those which lack impact are discarded and replaced.

Governors increasingly support leaders to ensure that there is effective deployment of staff and resources, including the high needs funding.

Parents and carers continue to support the school and recognise the value of its work:

I would recommend this school to a friend

Answered: 81 Skipped: 0

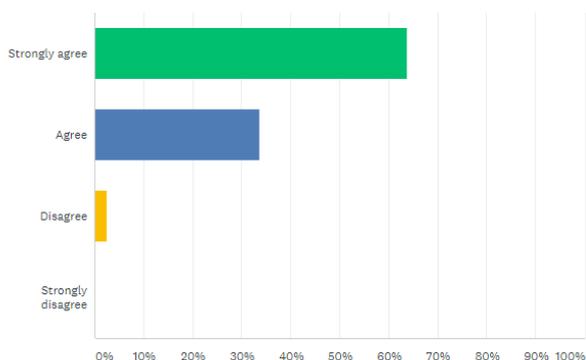


ANSWER CHOICES	RESPONSES	
Strongly agree	67.90%	55
Agree	28.40%	23
Disagree	3.70%	3
Strongly disagree	0.00%	0
TOTAL		81

In the parental survey, over 96% of respondents agreed they would recommend the school to a friend, Almost 88% strongly agreed.

My child is safe at school

Answered: 80 Skipped: 1

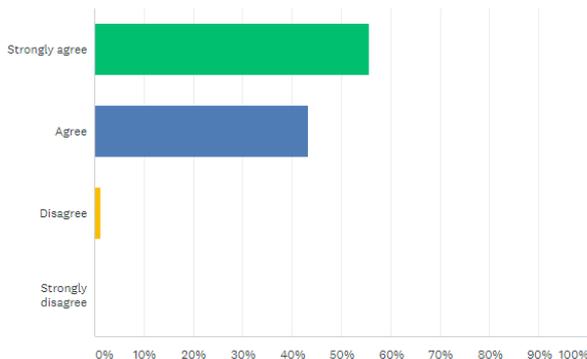


ANSWER CHOICES	RESPONSES	
Strongly agree	63.75%	51
Agree	33.75%	27
Disagree	2.50%	2
Strongly disagree	0.00%	0
TOTAL		80

97.5% of parents agreed their child is safe in school, almost 68% strongly agreed. Students benefit from a culture of safeguarding. The Safeguarding Team is extremely effective in supporting our most vulnerable students whilst all staff contribute to the identification of welfare concerns. Early help is offered to vulnerable students through clear communication with parents, carers and external expertise when required.

The school is led and managed well

Answered: 81 Skipped: 0



ANSWER CHOICES	RESPONSES
Strongly agree	55.56% 45
Agree	43.21% 35
Disagree	1.23% 1
Strongly disagree	0.00% 0
TOTAL	81

Over 98% of respondents agreed that the school is led and managed well.

The curriculum is rapidly developing to ensure there are appropriate opportunities for students to understand the variety of risks they may be exposed to in their daily lives. Suitable themes are included in assemblies, PSHE, tutor time and drop-down days, with a recovery curriculum planned for Personal Development in 2021-22.

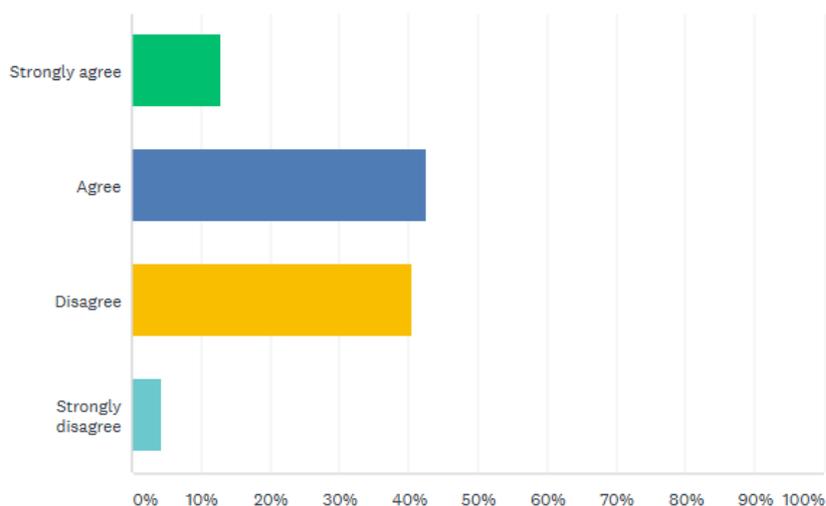
Leaders ensure that students complete their programmes of study through tracking and intervention, and as a result, student outcomes are rising steadily.

CPLD

In 2018-19, staff feedback on the quality of training required improvement:

There are sufficient opportunities for me to improve my work through training.

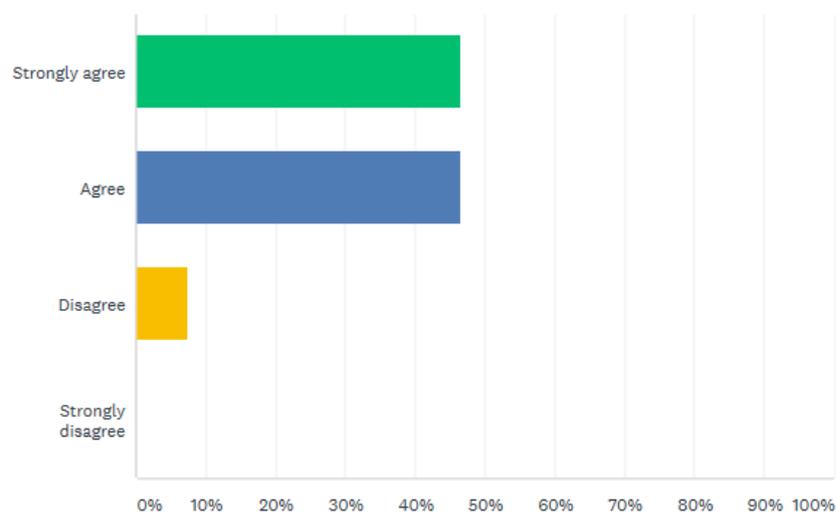
Answered: 47 Skipped: 1



45% of staff agreed that the training allowed them to improve their work further. As a result, an opt-in training programme was implemented, allowing staff to choose the training that was most relevant to them. A wide range was offered, utilising UPS holders and staff with specialist qualifications to deliver training designed for those who chose the course. During the closure, training planned for Terms 3 to 6 went ahead on Teams.

There are sufficient opportunities for me to improve my work through training.

Answered: 41 Skipped: 1



In the 2019-20 staff survey, a rapid improvement in the quality of training was noted, with almost 93% of staff agreeing that there is sufficient opportunity to improve their work through training. This was an exceptional improvement on the figures from the previous year.

Training in 2020-21 took place through a combination of online National College training, and a greater increase in the number and strategic focus of department meetings. These meetings allowed the new Middle Leadership team to embed the new assessment tools, standardise student outcomes, contribute to the team development plan and develop pedagogy.

Now the new structure is embedded and lesson visits and quality assurance have evidenced the need to embed aspects of the quality of education, twilight sessions for 2021-22 are already scheduled and the topics planned.

Wider Leadership

The Headteacher's performance review is carried out annually by members of the Governors with support from an external advisor. At the heart of this review is evidence from the development plan. Key performance targets are set around the quality of education, behaviour and attitudes, personal development and leadership and management. This performance review informs the reviews of the senior team, heads of department and all school staff.

The senior team are now well established, having been working together for over two years, including throughout the pandemic. In the last 12 months the team have worked with Governors to manage:

- The re-designation of the school to Learning Difficulties, Y5 – Y14;
- A full support staff restructure to reduce the size of teaching groups, allow for greater individual approaches and high-quality teaching;
- Recruited 10 new teaching staff;
- The embedding of the hub, offering support and outreach across the City;
- The growth of primary classes. In 2020-21 the school was funded for six students and now has 11 on roll;
- Changing cohorts to admit only those students within our admissions guidance;
- The introduction of BSquared to track progress and SISRA to analyse student outcomes;
- Management of a significant refurbishment and brand-new studio block;
- Covid-19 on-going business interruption;
- Launch of Scorecards to ensure stakeholders are kept informed of key areas of strength and development;
- Embedding the new Middle Leadership structure positions;
- Managing a joint union survey of staff members who were asked several leading questions about the management style of the leadership team;
- Managed the on-going Covid-19 pandemic;
- Reviewed all policies and job descriptions;
- Introduced robust quality assurance processes including performance reviews.

The senior team are supported by the Local Authority assigned School Improvement Partner (SIP). Throughout three visits in 2020-21, and on numerous remote sessions, Larry has provided critical friendship that has supported the team and proved invaluable to the school's development. Reports are provided to Governors following his attendance at school.

Recommendations

- Review and re-launch the role of link Governors.
- Embed the use of Scorecards to inform stakeholders of areas of strength and development.
- Ensure close focus on PPM students.
- Relaunch the CPLD programme to support new staff and ensure an on-going and relentless focus on excellent teaching and learning through staff induction and twilights.
- Conduct a staff survey in early November 2021 to ensure the views of new starters are included in the planning for the remainder of the year.

Leadership and Management Review 2020-21

Target	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
90% of staff agree their workload is managed	Training day 1 – therapeutic behaviour	Opt-in CPLD published	Off-site spot-check 2. Secure safeguarding	Y9 options complete	Reading ages tests and update to target grades	Stakeholder surveys
90% of staff agree that CPLD is high-quality and meaningful	Training day 2: safeguarding and PSHE	QA of team development plans begin	Plan recruitment 2020 start	Rewards assembly	Y10 into Y11 intervention groups identified	Off-site spot-check 3
90% of staff pass performance review at good or better using new process	Phased reopening for students	Rewards assembly	Curriculum costing	Y6 café – family partnership worker introductions (moved online)	Behaviour learning walk	Rewards assembly
95% of deep dives are overall good or better	Teacher PR planning. Policies updated.	All PR complete	Y9 / P16 options planned	Staff restructure	Y6 home visits	Y6 transition fortnight
90% of stakeholders agree transition back following Covid-19 was at least good	Off-site QA handbook collated	Y9 and Y11 transition reviews include new Post-16 admissions criteria information	Y11 mock exam results scrutiny	Health and safety review	Stakeholder surveys	
	Off-site spot-check 1	Team building form tutor trips	Third primary teacher in post	Deep dive 2		
	Team development plans complete			Interim performance review		
	Scrutiny of results. Review courses			Support plans in place for key staff		
	Agree deep dive protocol and plan for the year					
	New staff induction					

4.4 QUALITY OF EDUCATION

Judgement - Good

Intent

At Marshfields School we aim to prepare our young people for the opportunities, responsibilities, and experiences of adult life through spiritual, moral, cultural, emotional, academic, and physical development. We believe that learning is an enjoyable, lifelong process and we will inspire, challenge, and support our pupils by recognising individual needs and talents. By providing a broad and balanced range of learning experiences we will encourage all pupils to achieve their potential and exceed their expectations.

Intent – Strengths

The curriculum at Marshfields currently helps students to:

- Develop literacy, numeracy, ICT, and oratory skills, through a highly effective Strategies curriculum delivered every morning;

- Develop self-confidence and raise self-esteem through the ability to take chances, make mistakes and learn from them in a safe and secure environment;
- Develop emotional literacy and social skills through a robust PSHE curriculum and SMSC in lessons;
- Develop cooperative skills and a mutual respect for the needs and rights of others through a variety of pedagogical approaches in lessons;
- Promote self-discipline, intellectual challenge, high expectations and independent enquiry;
- Acquire the knowledge and skills relevant to adult life and employment through real world examples and contexts in all lessons through the thematic approach;
- Accurate baseline assessments are made using induction assessment through the newly introduced B-Squared software;
- Liaise with all involved professional agencies;
- Adhere to SEN procedures (see SEN policy);
- Ensure cross-curricular development of basic literacy, numeracy and ICT skills through a highly effective Strategies curriculum delivered every morning and new system of lesson starters focussing on key EHCP outcomes identified across the entire student cohort;
- Ensure staff understand appropriate progression routes and the links between the main school and Post-16 curriculums, and this includes appropriate progression routes through from Key Stage 4 to Post-16

Pupils attending Marshfields are offered a curriculum of GCSE, Entry Level and BTEC subjects, additional qualifications, and College placements. This curriculum has been carefully designed to prepare the young people well for their chosen Post-16 pathway, and to give them the best chance of success in their working life.

Marshfields staff are committed to improving the life chances of young people through engaging them in learning that will enable them to achieve and excel.

All pupils are offered a broad and balanced curriculum including English, Maths, Science, Humanities, Computing, Food, D and T, Performing Arts, Child Care and Art. Pupils receive an extensive programme of Spiritual, Moral, Social and Cultural (SMSC) learning delivered daily during their Tutor group sessions. A PSHE programme in line with the British Values agenda underpins the whole curriculum.

A strong emphasis is placed on English (Literacy) and Maths (Numeracy) to raise literacy and numeracy skills, as many of our pupils are low prior attainers in these areas and as such have significant outcomes devoted to them on their individual EHCP's. However, we understand that English and Maths lessons are a common area of difficulty and issue for our students when they were at mainstream school therefore whilst students receive 3 and 2 lessons respectively of English and Maths a week, they also receive literacy and numeracy throughout our curriculum and the Strategies curriculum. This is coupled with extra 1:1 and intervention sessions for students who need extra support in their literacy and / or numeracy. This lessens the risk of refusal to engage with the timetable whilst still ensuring students follow a broad and balanced curriculum that meets their specific needs.

Implementation

Our aim is for the quality of education in the school to be good or better. We have high expectations of all students, particularly in the development of essential skills and their capacity to learn independently and respond positively to feedback.

Implementation – Strengths

Improving the quality of education has been and remains the school's highest priority; teaching is improving rapidly. Lesson observation judgements have been validated by a programme of paired observations through a Deep Dive-style programme of quality assurance.

The quality of education is evaluated through a wide range of evidence (assessment; work scrutiny; classroom practice; student voice) and each teacher's capability assessed against the individual teacher standards. In 2019-20 this information has been used to target CPD to individual needs with even greater

precision. The quality of teaching from our most recent lesson observations: 76% Good, 24% less than Good.

Most of the teaching is Good. As a result, students' progress is improving across all year groups and across the curriculum, demonstrated through on-going assessment and work produced. However, outcomes at Key Stage 3 do not yet fully reflect the recent improvements in the quality of classroom teaching, which is why there is not a higher incidence of outstanding practice. The outcomes at Key Stage 4 also do not reflect this as can be seen by the attainment at Key Stage 4 August 2020. There is better and outstanding teaching that was observed at Key Stage 4 last academic year.

Very few lessons are less than good and effective action has been taken where RI or inadequate teaching has been found; there has been robust follow-up support, monitoring and re-observation. If issues have still prevailed, then a more intensive Quality of Teaching Support Plan has been put in place to secure sustained improvement. Three colleagues were placed on Quality of Teaching Support Plans.

Lesson observations, and wider quality assurance, has demonstrated that everyday good quality teaching for all students is now consistently being secured because teaching staff are now able to adapt lesson tasks to meet their needs and use of clear tracking of progress and identification of students in teacher planning.

Lesson observation and learning walks indicate that strengths of teaching include:

- Questioning;
- Student Engagement;
- Kinaesthetic Learning;
- Thematic approach.

Our CPD programme in 2020-21 included what outstanding teaching looks like. This was promoted through updated lesson observation forms and guidance, marking and feedback, and high quality planning that supports differentiation, questioning and literacy strategies.

Significant whole school improvements in teaching during 2020-21 included a focus on the importance of learning outcome (I can) led lessons, the provision of high-quality feedback leading to improvements in students' choice in learning; allowing student's opportunities to develop guided independence.

Assessment was a major focus for 2020–21 to ensure it becomes both regular and reliable at all key stages. The use of SIMs software is now embedded and used to monitor progress and inform / evaluate interventions with clear implementation in individual lesson planning. This also included a newly designed tracking and data input system which instantly highlights student progress using the new B-Squared software, using SISRA.

The Assessment Framework will begin to drive improvement in marking and feedback to inform the next steps for learning for all students. This will continue to be developed in 2021-22.

Further development for subject improvement and data tracking at Middle Leadership level will be introduced in 2021-22 to strengthen Middle Leader's self-evaluation of their areas.

The number of students questioned during learning walks and in lesson observations confirms that they are beginning to become clear about their learning journeys and new targets will be introduced with a robust system that ensures all students know how to achieve them

Management systems for monitoring teaching practice are thorough at senior level and consistency at Middle Leadership level has improved with impact where teaching was weak. All staff have 1:1 performance review at least twice per year to evaluate success and arrange further training or support. In addition to this, staff are provided with lots of informal opportunities to receive additional support and coaching on their performance. Further appraisal training and capability processes have been used effectively to improve the quality of teaching whenever needed. Areas for development identified through work scrutiny or learning walks are fed back to Senior Leadership Team which details which teachers need

closer monitoring or bespoke training and support and enables leaders to subsequently check that the remedy has been effective

Impact

Our aim is to constantly improve the standards for student attainment and progress for all students, so that all students learn well and make excellent progress. We want disadvantaged students to achieve at least as well as other students. We expect all students to be exceptionally well prepared for the next stage in their education to maintain our 100% EET.

Impact – Strengths

In this academic year progress across year groups in a range of subjects is improving. There is also good evidence in students' work that indicates many are achieving well over time, but this is not yet consistent enough in all areas and for all groups of students to be securely good, although it is clearly heading in that direction.

Parent Survey conducted in the Summer Term of 2021 showed that 97%+ (2% rise) of parents feel their child is happy at school; 98%+ feel their child has settled well in school (0.5% rise); 93%+ feel their child is making good progress (4.5% drop); 96%+ feel that school is preparing their child well for the future (1% rise).

The overall performance for the school was indicating a steady fall in outcomes over the last three years as cohorts have changed. Data shows that Progress 8 dropped from 0.5 in 2017 to 0.4 in 2019 and Attainment 8 dropped from 0.00 in 2017 to -0.07 in 2019. However, as a result of new courses and tracking, the school is now in recovery and Attainment 8 will be approximately 2.3 (1.67) for current Yr11.

2021 and prior data indicated attainment for the more able students was not in line with that of the lower prior attainers. Low prior attainers had a better Progress 8 score than high prior attainers suggesting that whilst pathways for low prior were correct, they were not for high prior, or the implementation of the curriculum was incorrect for this group.

Greater focus on differentiation for high prior attainers is needed in the year 2021-22. The 2020 exam results for Year 11 indicate the proportions of pupils making expected progress in English and in Mathematics were lower in English than in Maths with more students, regardless of starting point, achieving higher in Maths than in English.

This data is based upon GCSE entries and English had no entries whereas Maths did enter some students. Maths GCSE scores were lower than the GCSE scores for other subjects in the school with a negative residual overall (the only subject to post this). Greater focus and a department improvement plan will be needed for the Maths department in 2021-22.

The tables below show the progress for the whole school over the last three years including the projected forecast based on target grades for the current Year 11 2020-21.

Where the quality of teaching is regularly good, with strong routines and high levels of challenge for all learners, students acquire knowledge and develop understanding quickly and securely.

Literacy and reading are a whole school priority. Students still need to improve their reading levels and read widely and often. Literacy across all subjects will remain a focus.

Whole School Measure	Actual Results August 2018 Cohort = 32	Actual Results August 2019 Cohort = 24	Actual Results August 2020 Cohort = 32*	Actual Results August 2021 Cohort = 30**
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% Students achieving 5 Key Stage 4 Qualifications	28%	 21%	 31%	 83%
% Students achieving 3+ Key Stage 4 Qualifications	75%	 92%	 75%	 100%
% Students achieving a L1 Qualification in English and Maths	0%	 0%	 0%	 13%
% Students achieving a L1 Pass in an English qualification	0%	 0%	 0%	 27%
% Students achieving a L1 Pass in a Maths qualification	34%	 25%	 34%	 27%

Marshfields Data Analysis	Actual results				Pupil progress			2020 (no CVA)
	2017	2018	2019	2020	2017	2018	2019	
Number of Pupils / % Matched	32	31	25	24	94%	94%	84%	
Attainment / Progress 8 (Overall)	0.5	0.4	0.4	0.4	0	0.1	0.07	
Attainment / Progress 8 (English)	0	0	0	0	-0.43	-0.22	-0.68	
Attainment / Progress 8 (Maths)	0.5	0.5	0.4	0.7	-0.08	-0.04	-0.18	
Attainment / Progress 8 (Ebacc)	0.3	0	0	0	-0.04	-0.17	-0.41	
Attainment / Progress 8 (Open)	1	1	1.1	0.9	0.31	0.53	0.69	
% English and Maths (Grade 4+)	0%	0%	0%	0%	-1%	-1%	-3%	
% English & Maths (Grade 5+)	0%	0%	0%	0%	0%	0%	-1%	
% Ebacc (Grade 4+)	0%	0%	0%	0%	0%	0%	0%	
% Ebacc (Grade 5+)	0%	0%	0%	0%	0%	0%	0%	
% 5+ GCSEs (Grade 7+)	0%	0%	0%	0%	0%	0%	0%	
Average entries per pupil	2.4	2.3	2	2	0.7	0.8	0.9	
Average entries per pupil (GCSE only)	2.4	1.8	1.7	2	1	0.8	0.6	
% Pupils taking 3 single sciences	0%	0%	0%	0%	0%	-1%	-1%	

Attainment and progress for Key Stage 3

Overview of Key Stage 3 Progress 2020-21

At Key Stage 3 students are now assessed using the B-Squared Progression Steps model system. Each level is broken down into sub-levels, good progress would equate to a level a year, over a term one sub-level of progress would be deemed as good progress. This is categorised as 33% in B-Squared. Below are tables that show the data from the final data capture point in June 2021:

Progress compared to target levels (B-Squared)

	% Students below target grade	% Of students met target grade	% Students exceeded target grade
English: Reading	21	25	54
Writing	17	33	50
S&L	21	46	33
Maths	50	33	17

Subject Progress:

Year 9:

Name	Autumn % Below	Spring % Below	Summer % Below	Autumn % On	Spring % On	Summer % On	Autumn %Above	Spring % Above	Summer % Above
Art	13	17	8	58	33	46	29	50	44
Computing	4	4	8	42	38	46	54	58	44
Design Technology	21	21	38	29	33	4	50	46	58
English Reading	0	4	21	42	58	25	58	38	54
English S&L	13	21	21	42	58	46	46	21	33
English Writing	4	17	17	29	42	33	67	42	50
Food	4	8	4	25	33	38	71	58	58
Humanities	0	0	8	13	17	4	87	83	88
Maths	29	42	50	63	33	33	8	25	17
PE	13	33	0	71	54	100	16	13	0
Performing Arts	29	0	0	71	0	0	0	0	0
PSHE	17	0	0	54	0	0	29	100	100
Science	38	29	8	54	54	50	8	17	42

Overview of current Key Stage 4 Progress 2020-21

Subject Progress:

Year 10:

Name	Autumn % Below	Spring % Below	Summer % Below	Autumn % On	Spring % On	Summer % On	Autumn % Above	Spring % Above	Summer % Above
GCSE Art (31)	100	19	42	0	71	58	0	10	0
GCSE Food (8)	0	88	0	100	12	100	0	0	0
GCSE Maths (11)	100	64	64	0	36	36	0	0	0
GCSE Design Technology (5)	100	0	20	0	100	80	0	0	0
KS4 BTEC Sport (9)	100	100	33	0	0	66	0	0	0
KS4 Cafe (7)	100	100	100	0	0	0	0	0	0
KS4 Computing (10)	100	10	0	0	10	0	0	80	100
KS4 English FS (13)	8	92	92	92	8	8	0	0	0
KS4 English Pathways (18)	17	50	17	83	50	56	0	0	27
KS4 Humanities (7)	100	0	0	0	0	100	0	100	0
KS4 Maths (20)	50	50	50	50	50	50	0	0	0
KS4 Mechanics (8)	0	0	0	25	25	100	75	75	0
KS4 Science 1 (31)	100	19	13	0	39	45	0	42	42
KS4 Small Animal Care (8)	100	13	13	0	87	0	0	0	87

Quality Assurance Summary Summer 2021

33 members of staff who have a teaching responsibility were checked using the new Quality Assurance program this year during the Summer Term. The findings for the 10 areas used are in the table below:

<u>Area</u>	<u>% Outstanding</u>	<u>% Good</u>	<u>% Less than Good</u>
Learning Walk Judgement	0	76	24
Lesson Observation	0	76	24
Evidence of Assessment	0	76	24
Regular high-quality marking	0	76	24
Progress over time evidenced through books	0	76	24
Student Voice (marking, discussion)	0	76	24
Evidence of learning and progress within the lesson	0	76	24
Targets / Current / Improvement	0	71	29
Planning	0	76	24
Behaviour	0	80	20

Following the QA cycle four members of staff who teach lessons either qualified, non-qualified or HLTA level were identified as needing support due to concerns around some or all the areas listed above. Of the four, all were qualified teachers. All will be re-assessed in September 2021, and if concerns still exist, they will be placed on support plans at this stage.

The main areas of concern for all staff are the new assessment system and marking policy which some staff are still taking time to get used to along with communicating target levels to students for students to take ownership of their own learning. This will be addressed as part of the staff training program in due course. Consistency in evidencing Progress over Time is a clear area for development.

B-Squared

B-Squared Progression Steps was introduced during the 2019-20 academic year and now forms part of the induction process for all new students attending the school as well as the whole assessment system at Key Stage 3 and for Year 10 from September 2021.

Achievement of disadvantaged students

The numbers of students on roll have year on year increased since 2019 and the total percentage of disadvantaged students has increased slightly. A downward trend of students making better progress in English is evident comparing current 2019-20 data with figures from the previous three years. The progress of all students, including disadvantaged students against that of all students nationally and against other SEN Schools remains a major focus for action in the plans for Pupil Premium, English, and Maths.

Number of pupils and pupil premium grant (PPG) received 2020/21	
Total number of pupils on roll	175

Total number of pupils eligible for PPG	95 (54% of cohort) (National = 20.8%)
Amount of PPG received per pupil	£955
Total amount of PPG to be received	£90,725

According to the Education and Skills Funding Agency the PPG can be spent in the following ways:

- For the purposes of the school, that is for the educational benefit of pupils registered at that school. For the benefit of pupils registered at other maintained schools or academies.
- On community facilities; for example, services whose provision furthers any charitable purpose for the benefit of pupils at the school or their families, or people who live or work in the locality in which the school is situated.

The grant does not have to be completely spent by schools in the financial year, some, or all of it may be carried forward to future financial years. It is also important to note that this funding is not ring-fenced and is not for individual children.

School objectives in spending PPG:

Raising Attainment and achievement of students to at least expected progress through:

- Provision to raise literacy / numeracy levels;
- Providing social and emotional support / interventions to improve attendance and behaviour;
- Enhanced / improved cultural capital – trips, activities, extra curriculum activities and support with uniform, materials etc;
- Personalised learning, e.g. use of external providers and IAG and CPD for staff to improve teaching and learning.

What areas do we need to improve?	Attainment of PPM students at Key Stage 3 and Key Stage 4 Improved English and Maths outcomes at Key Stage 4
What <i>specific</i> impact do we intend these actions to have on standards, provision, attitudes, behaviour, efficiency, other?	Enhance staff awareness of and accountability for PPM outcomes; Improve provision for PPM in lessons and tracking of performance; Improve student outcomes ; Increase Parental engagement in supporting learning; Increase student engagement in extra-curricular.

What we are doing well (from internal PPM Review):

- The profile of PPM has been raised this year due to the member of Senior Leadership Team having responsibility for it – this is evident from lesson observations where specific strategies have been seen to promote PPM progress using lesson planning and triangles of inclusion. Work in progress.
- The information that has been produced for PPM is very detailed with clear breakdowns of the position of the school – this has provided Governors, Senior and Middle Leaders with clear breakdowns of PPM performance to inform department and whole school planning.
- The school and staff understand that the key to PPM is high quality teaching - this is evident from lesson observations where specific strategies have been seen to promote PPM progress using lesson planning and triangles of inclusion. Work in progress.

- Staff are beginning to become aware of who the PPM students are and have strategies in place for them in lessons – this is evident from quality assurance of teaching files where detailed seating plans and triangles of inclusion plus class support plans clearly identify PPM students and strategies to support them alongside current progress data. Work in progress.

Impact of the PPG

- Overall school attendance in 2020-21 was 92.10%. Non-PP students' attendance was 93.38% and PP students' attendance was 91.17%.
- 100% of PP students who left the school in the summer of 2021 went on to further education or employment. All remain in their new settings at the point of writing, indicating that transition was successful.
- Numbers of FTE for PP students reduced in 2020/21 from 2019/20.

Measure	Pupil Premium	Non-Pupil Premium
5 x Level 1 Qualifications	23%	24%
5 x Level 1 Qualifications inc. Eng. & Maths	15%	12%
5 x Qualifications	92%	76%
3 x Qualifications	100%	100%

Pupil Premium Action Plan:

What are our key actions to effect improvement?	Who is responsible for making sure this happens?	What resources will we need? Source of resources?	When will this action be completed?	How will we know this action has had the intended impact?	What is the status of the action?
Review the role of STA / TA staff	IG / SENCo	Time	January 2022	All STA / TA interventions are targeted at PPM students to achieve maximum impact. All teaching staff are fully aware of the role of STA / TA	
All staff clearly identify support strategies for PPM students	IG	Triangles of Inclusion Seating Plans Admin time Time	September / October 2021	Observations and Work scrutinies show use of strategies in teacher planning and lessons	

Awareness and Accountability:

What are our key actions to effect improvement?	Who is responsible for making sure this happens?	What resources will we need?	When will this action be completed?	How will we know this action has had	What is the status of the action?

		Source of resources?		the intended impact?	
Ensure transparency of use of pupil premium funding in relation to its impact on student achievement	IG	Time	As above	Details on website; Report to SLT and governors; Information shared with PPM students, staff, and parents	

Teaching and Learning:

What are our key actions to effect improvement?	Who is responsible for making sure this happens?	What resources will we need? Source of resources?	When will this action be completed?	How will we know this action has had the intended impact?	What is the status of the action?
Access to in-class differentiation is established, and now good practice needs to be shared – including Triangles of Inclusion	IG	Planning Time	October 2021	'What works well' and Triangles of Inclusion for PPM etc. in lessons is established	
Group's academic progress tracked discretely at year group and whole-school level three times a year (once a term)	IG	Data administrator time / SIMs	July 2021	Interventions planned because of tracking by SLs and SLT; Book looks include group as focus; Parents to attend all reviews; SL meetings once a term to track progress of PPM students	
Provision map further developed and used effectively to monitor the quality, impact, and value for money of funding for provision and intervention	IG / DDr	Time	On-going but at end of academic year August 2022	End of year results and progress made to narrow the gap; All funding spent	
Develop robust Literacy	IG / DDr / ASy	Phonics training for English	January 2022	Improvement in targeted	

Intervention Strategy to boost levels across the school – PPM Students to read in lessons		teachers and HLTA		students' reading ages	
Additional intervention in Y11 to support Ma and Eng.	IG / SL's	Planning time	October 2021	Improvement in Maths and English outcomes – not all students who attend are PPM	

Recommendations

Raising the achievement of all students and all groups has been achieved through the improvements we have made in the systems and understanding of establishing secure data, how it is analysed and how this informs teaching and other interventions. This has and will continue to be achieved by:

- **Improving Progress over Time.** Improve staff understanding of progress over time and how to evidence it. Use of good practice to exemplify for staff who are struggling with the concept.
- **Improved analysis of data at Middle Leader level.** DHT to meet with subject leaders following assessment points. Simple pro-forma created which allows subject leaders to agree priority students in all subjects, and then facilitate discussions with teachers regarding weaknesses of those students and planning to address this. Common language achieved of “priority students” which has focussed planning and intervention at subject level.
- **Improved outcomes for disadvantaged students.** Enhance staff awareness of and accountability for PP outcomes. Increasing reading levels through the introduction of an improved reading package to support learning across the curriculum and improve provision in lessons. Develop tracking of performance for PP.
- **Further development of thematic approach.** Further improvements of SoW that link to B-Squared to maximise students' engagement and progress and improve B4L.

4.5 BEHAVIOUR AND ATTITUDES

Judgement: Good

Our objective is to ensure the students' attitudes to learning, behaviour and attitudes is good or better. Our aim is that all students thrive and develop independence in learning in a fully inclusive, secure and welcoming environment. We seek to embed this ethos in all areas of school life. We also strive to ensure all students become self-motivated, self-regulating and supportive of each other.

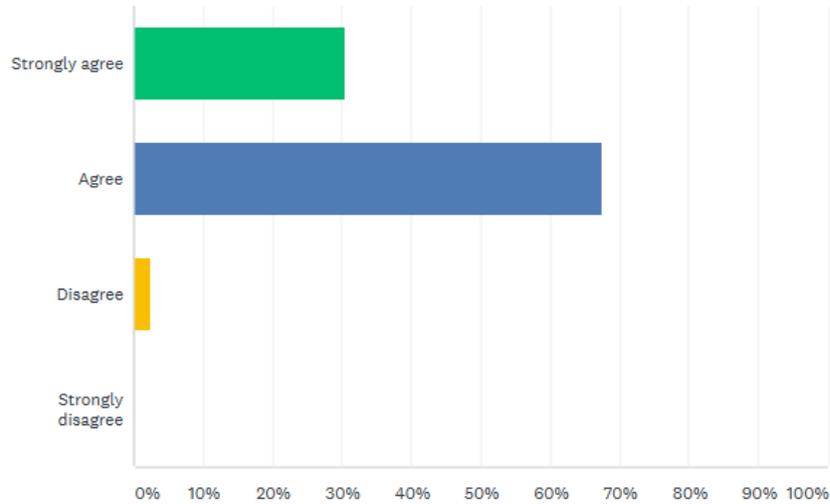
We are developing a school ethos based on a culture of inclusion and therapeutic behaviour, where students take responsibility for their own learning and success. These values are underlined in assemblies and all stakeholder communications to share and strengthen the highest expectations.

Strong routines have been established by many teachers so that more students are immediately prepared for learning, focused on tasks in lessons, following policy and engaged during the challenges provided in lessons. One Page Profiles were updated for all students in the summer of 2021. These documents give the key EHCP needs of the student along with a number of 'dos and don'ts' which give staff advice on how to manage the student to achieve their best.

We have continued to develop the therapeutic model, which continues to have a notable impact on student behaviour across the school. In the 2020 staff survey, 97% of staff agreed that they were able to manage the behaviour of their classes.

I am able to manage the behaviour of my classes.

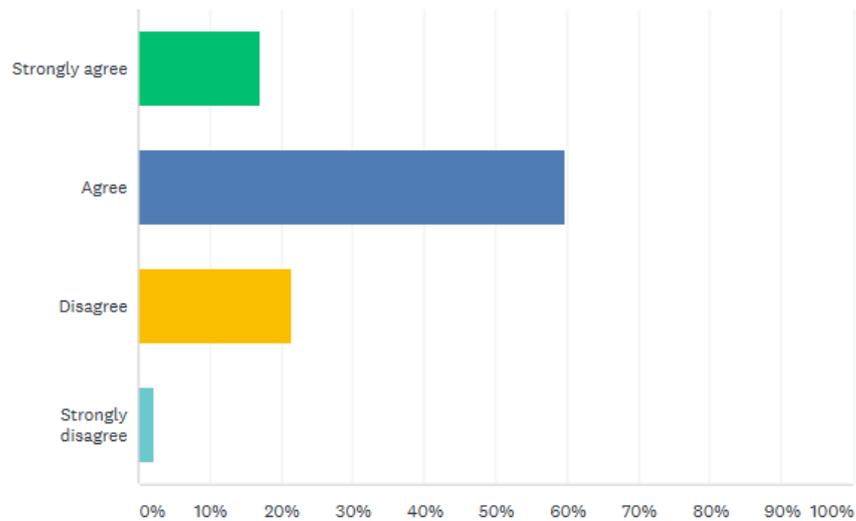
Answered: 43 Skipped: 2



This is a stark increase on the previous year, where the same question led to only 76% of staff agreeing they could manage their classes:

I am able to manage the behaviour of my classes.

Answered: 47 Skipped: 1

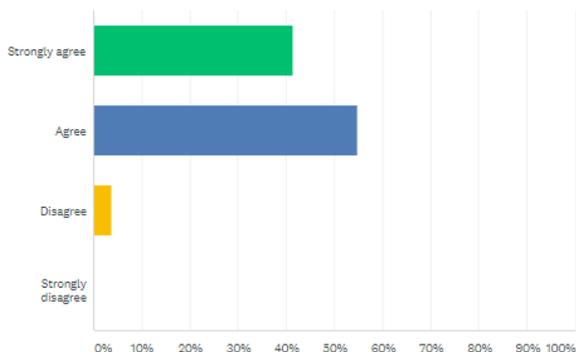


The school now has a calm and purposeful atmosphere where nearly all students are focussed, want to achieve, and are developing the routines and habits that will make this a reality over time.

Current achievement data, student reports and feedback from observations; visitor comments all indicate that behaviour across the school is Good. Students are usually well behaved, positive about Marshfields School this year, and mix well with each other. Students are overwhelmingly proud to be at Marshfields, as evidenced in the survey:

I am proud to be a student at Marshfields School

Answered: 135 Skipped: 0

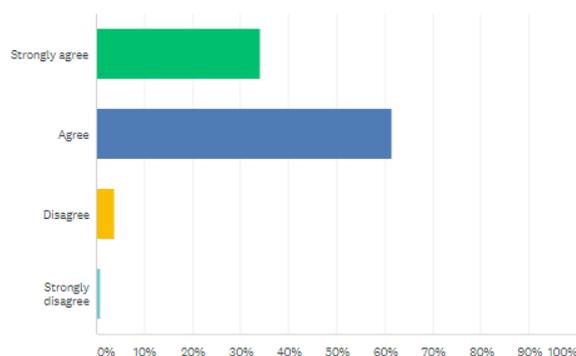


ANSWER CHOICES	RESPONSES	
Strongly agree	41.48%	56
Agree	54.81%	74
Disagree	3.70%	5
Strongly disagree	0.00%	0
TOTAL		135

The student survey also investigates the extent to which students feel safe in school. The survey is not anonymised to ensure that appropriate follow-up can be put in place where concerns are raised:

I usually feel safe at school.

Answered: 135 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	34.07%	46
Agree	61.48%	83
Disagree	3.70%	5
Strongly disagree	0.74%	1
TOTAL		135

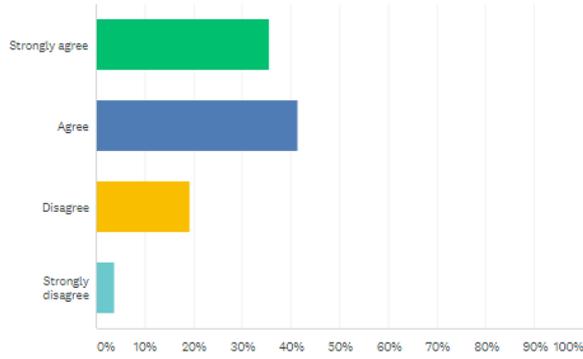
The 6 students who disagreed met with a Senior Leader to discuss their concerns. These tended to relate to one-off issues that had caused them distress. These students will receive a further conversation early in 2021 to ensure that the new academic year feels safe to them.

The student survey indicates that bullying remains at a stubborn 60% of students agreeing that it takes place at the school. However, 80% of students also agree that when bullying takes place it is managed well. A focus group has already taken place with the 20% of students who did not agree, with all bar two students in Year 9 or Year 10. Again, both years will be affected by the restructure, and the majority of students had witnessed bullying rather than experienced it. Urgent issues were addressed through the stages system but this work must continue into 2021-22, with a focus on considering how to communicate to the witnesses of bullying that the matter has been dealt with.

Behaviour data shows that too many students do not feel low-level disruption is dealt with appropriately:

If there is poor behaviour in my lessons the teacher deals with it well

Answered: 135 Skipped: 0



ANSWER CHOICES	RESPONSES
Strongly agree	35.56% 48
Agree	41.48% 56
Disagree	19.26% 26
Strongly disagree	3.70% 5
TOTAL	135

Once sorted by year group it is reassuring to note that the year groups who raise concerns will be in smaller groups as a result of the restructure from September 2021:

ANSWER CHOICES	RESPONSES
Year 5 or 6	Responses 0.00% 0
Year 7	Responses 9.68% 3
Year 8	Responses 16.13% 5
Year 9	Responses 22.58% 7
Year 10	Responses 38.71% 12
Year 11	Responses 9.68% 3
Post-16	Responses 3.23% 1

With new teaching staff joining the school it is also essential that the expectations around teach first strategies are embedded to ensure high levels of engagement in lessons. The behaviour tracking work will be completed by the Headteacher to ensure that links to QofE are explicit in supporting staff and students.

Trends in behaviours are monitored through the scorecards. In 2020-21, the following positive behaviour points were awarded:

	Positive SIMS					
	T1	T2	T3	T4	T5	T6
SB	37	76	61	47	83	24
Y7	1197	661	306	481	1076	737
Y8	646	442	121	139	463	258
Y9	852	486	123	142	579	288
Y10	839	575	224	267	550	218
Y11	1263	769	238	350	608	30
P16	424	332	23	171	69	9

Significant peaks and troughs in this data were in part related to the Covid-19 closure in Term 3, but the overall data led to the senior team advertising a Reward System honorarium to the teaching staff. This one-off task was to design, share and implement a system of pro-social behaviours that staff should record on SIMs. This is a natural progression towards being fully therapeutic and will be launched in September 2022.

Negative behaviour was recorded as follows:

	Negative SIMS					
	T1	T2	T3	T4	T5	T6
SB	27	75	16	25	69	32
Y7	44	74	7	26	75	86
Y8	54	56	11	39	98	85
Y9	18	117	3	21	130	102
Y10	46	63	16	103	179	108
Y11	37	78	5	33	63	3
P16	2	5	0	0	2	0

It is reassuring that in every year and every term, positives far outweigh the negative records. Over 50% of students did not receive a negative record at all during the academic year. The Stages System is key to our response where there are on-going concerns about student engagement.

Stages System

At Marshfields we recognise that our students have complex SEND. However, we also believe that all students have the right to a high quality of education where disruption of lessons is kept to a minimum. The stages system has been designed to ensure that stakeholders know how students are supported to improve their behaviours, leading to improved teaching and learning across the school. At all stages the student's EHCP, reasonable adjustments, our therapeutic behaviour model, the Teacher Standards and common sense will be at the heart of the support.

Stage	Identification, support
1	Most students will be on stage 1. This is where SIMS data analysis demonstrates that learning behaviours are good other than occasional one-off incidents which can be dealt with by the class teacher or TA.
2	SIMS analysis indicates that there is on-going low-level disruption in one or two subject areas or within form times. The department lead and / or tutor will quality assure the work in place to ensure it meets the student's SEN and place the student on a departmental report and ensure follow-up is restorative. The department lead and teacher will re-read the student's EHCP. If successful, the student will return to Stage 1.
3	SIMS analysis indicates that Stage 2 was unsuccessful despite enhanced support within a subject area, or there is evidence of disruption across more than two subjects. Stage 2 support to continue, plus key worker to be provided from the STA team. Appropriate 1:1 strategy to be identified and delivered by the key worker over an agreed period. Impact to be measured through SIMS analysis. There is likely to be some time away from lessons accessing support and carrying out appropriate restoration from the STA team education and action. Their curriculum may be adjusted. Report for all subjects completed for key worker daily and filed. If successful, the student will return to stage 1 or 2 following further analysis of SIMS.
4	SIMS analysis indicates that low- to medium-level disruption is happening across the student's subjects despite enhanced support through Stages 2 and 3. There will usually have been an exclusion as a result. At this stage the student will be assigned a key worker from the senior team. The student will be on report and their curriculum is likely to be modified to ensure that SEND targets continue to be met. If successful, the student will return to Stage 3.
5	Fixed-term exclusion due to continual evidence from SIMS that behaviours are impacting on the teaching and learning across the school. Meeting with the headteacher, student, key

	worker and families on return. Further review of EHCP. Senior team key worker to remain in place.
6	SIMS analysis and careful consideration of all paperwork indicates that there is little to no progress. Permanent exclusion.
7	Permanent exclusion panel with the Governing Body.

Parents and carers will receive written communication each time there is a transfer between stages, and appropriate evidence will be provided. They should also receive direct communication from staff where issues are identified, which must be recorded on the SIMS communication log.

Where situations have occurred and there is no evidence that reasonable adjustments have been made, or where EHCP targets have not been considered, the responsibility will lie with the class teacher to provide these prior to other actions being taken.

Fixed Term Exclusions

Fixed Term exclusions are a clear area of development for 2021-22. In 2020-21 exclusions particularly affected Pupil Premium students and was another reason for the staff restructure. The scorecard report to Governors gives the overall figures:

Exclusions (days)						
	T1	T2	T3	T4	T5	T6
School	10	15	1.5	1	17	6
Exclusions (days) Vulnerable Groups						
PP	10	15	1.5	1	2	2
NPP	0	0	0	0	1	4
EAL	0	0	0	0	0	2
LAC	0	0	0	1	0	2
Exclusions (days) Year Groups						
SB	1	0	0	0	2	2
Y7	2	0	0	0	0	0
Y8	3	2	0	0	4	2
Y9	0	0	1.5	0	1	0
Y10	1	3	0	0	0	2
Y11	3	10	0	1	10	0
P16	0	0	0	0	0	0

Strategies that are currently used to improve behaviour across the school and reduce the level of re-offending among a small group of students include: behaviour wall in the staff room; Inclusion Team tracking of behaviour through weekly reports; behaviour surgeries for individual students; parental meetings; use of Alternative Provision for specific students; support programmes put into place for individual students; reports used by tutors, support staff and Senior Leadership Team.

All fixed term exclusions in 2020-21 related to the safety of staff and students.

Attendance

A first day of absence expectation of a phone call from home is followed up promptly by a 'truancy call.' The electronic registration system in every lesson combined with a 'missing student' email alert when truancy is suspected help to ensure students are always accounted for.

The scorecard for 2020-21 indicates that there has been a slight drop in attendance, particularly affecting pupil premium students:

Attendance %						
	T1	T2	T3	T4	T5	T6
School	92	92.7	92.6	93.7	92.6	89.7
PP	90.8	90.6	90.8	92.1	91.35	91.66
NPP	94.6	94.9	98.1	93.7	93.81	87.76

The Term 6 figures are partially affected by the decision to allow our Year 11 students to opt to leave slightly early as all work was completed and ready for TAGs. A small number of families remained nervous about the pandemic due to CEV members of their households, and much intervention was required to manage this.

These figures also represent bespoke transition arrangements that can be offered to students. For example, in September 2020 a number of our new starters had been out of education for a number of years. A phased introduction to a 30-hour offer was essential in ensuring a successful transition.

There is constant drive to improve attendance and reduce PA. These include readdressing the way the school works with our Attendance Officer (AO); AO interviews with key specific students and parents; Inclusion Team contacting parents through a variety of media - letters, phone calls and meetings; weekly update for Senior Leadership Team and tutors of lates, students in, or at risk, of dropping into PA and attendance; use of FPN warning letters and FPN.

Attendance of students on alternative provision is carefully monitored with regular meetings between SENCo, Locality and Senior Leadership Team members. Action is taken when a concern is raised.

Other Behaviour Indicators.

There is very little graffiti, theft or other vandalism. Senior Leadership Team, the School Business Manager and a number of other staff have worked with students to develop better arrangements, including social areas, to help provide a better experience during break and lunch time. This also included the introduction of two lunch sittings and lunchtime clubs to promote positive engagement in unstructured time.

Student behaviour in the community especially on the journey between home and school is actively challenged in liaison with neighbours and reports from the public. The school works hard to engage parents and access extra support via the Local Authority.

The school is exploring more ways to engage with parents and carers effectively. Strong systems, including new SIMs communication software and continuing with a remote progress evening offer are designed to ensure that parents and carers are well placed to support their child.

Parents are encouraged to contact the school whenever they feel the need to and not to wait for consultation or information events, so we can address matters as early as possible. All students have an annual review which allows careful planning for adulthood and careers.

Our Family Partnership Worker provides an essential third-party support, especially in some guidance situations where parents and carers want completely independent advice or access to wider services. As well as this they can run and offer excellent parent training programmes and other young people's advice workshops.

The school supports students from disadvantaged backgrounds to take part in extra-curricular opportunities and trips to avoid finance being an obstacle to involvement. In 2020-21 all students had access to at least one off-site visit or opportunity.

Students also continued to volunteer in the wider community, for example through Grounds Maintenance at Burghley House.

Safety and mutual support are very strong. E-safety, sexting, child sexual exploitation and other personal safety themes are well covered within PSHE and assemblies. Our four-strong Child Protection team made 6 referrals to social care in 2020-21. MyConcern is used to record all safeguarding matters, and the following scorecard information gives insight into the numbers of reported concerns:

	MC					
	T1	T2	T3	T4	T5	T6
SB	15	15	1	6	5	8
KS3	66	94	23	21	45	28
KS4	87	129	30	61	81	41
KS5	21	20	5	6	6	4

It is clear from this data that concerns regarding welfare of children has particularly impacted Key Stage 4 students. In response, PSHE sessions were adapted to support their mental health and well-being, mentoring and risk assessments were used and a number of referrals to CAMH were made successfully.

Risk assessments are carried out by staff, as a matter of course in connection with curricular activities, educational visits and for alternative provision packages including targeted work experience. This is part of our protective ethos and we have very few incidents of accidents on these opportunities.

BEHAVIOUR AND ATTITUDES EVALUATION 2020-21

Target	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
93% attendance	Half termly B4L learning walks to quality assure transition in.	Half termly B4L learning walks to quality assure therapeutic behaviour	Half termly B4L learning walks to quality assure therapeutic behaviour	Half termly B4L learning walks to quality assure therapeutic behaviour	Half termly B4L learning walks to quality assure therapeutic behaviour	Half termly B4L learning walks to quality assure therapeutic behaviour
80% attendance at parents' evenings,	Therapeutic Behaviour Staff training delivered on inset day in September Existing staff x 3 hrs / New staff x 1 day.	Deep dives to begin - early support for identified staff re managing behaviours in the classroom therapeutically. Student survey.	Review Student Support Team short term interventions	Parents' evening new way of working	Review success of Stages System around behaviour, engagement and outcomes.	Plan and deliver Key Stage 3 Presentation Evening - postponed till school return
100% of parents contacted re progress	Updated Behaviour policy (Covid-19 guidance) shared with staff, students, parents.	Parents' evening new way of working introduced.	Follow-up on Student Survey findings	Deep dives continue support for identified staff re managing behaviours in the classroom therapeutically	Follow-up on Student Survey findings	Transition in' students - communication with new parents / primary schools agreed.
90% of lessons are good or better for behaviour and attitudes			Review Stages System			
90% of staff agree they can manage the behaviour of their classes			Parents evening new way of working		Parents' evening new way of working	
80% of students agree their lessons are not interrupted by low level disruption	'Transition in' focus on new way of working- students introductions week 1 of term		Attendance Focus post Covid-19 winter.			
95% of students agree that they are safe in school.	Staff training SIMs recording Student support allocated in					

95% of parents agree their child is safe.	bubbles, for review responding to Covid-19 guidance / set up stages system					
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RECOMMENDATIONS

- Recover the small fall in attendance figures.
- Close gaps in key behaviour and attitudes headline figures.
- Reduce the number of incidences of low-level disruption and bullying by establishing the new staffing structure and focussing on the delivery of excellent lessons.
- Reduce the number of FTE by embedding therapeutic behaviour through the new staffing model.
- Embed the use of scorecards to ensure Governors can hold the leadership team to account.
- Research and design a new pastoral system. Write job descriptions and appoint two pastoral leads to future-proof the school's leadership structure.

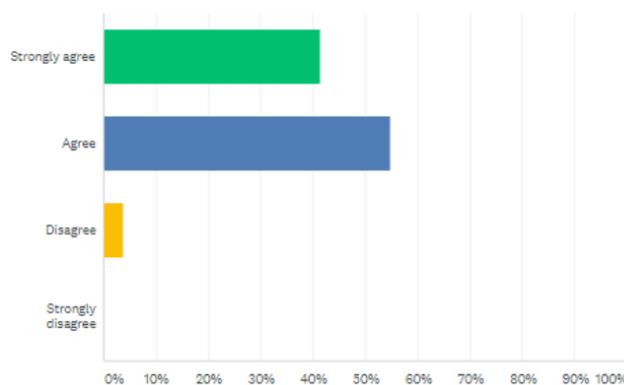
4.6 PERSONAL DEVELOPMENT

Judgement: Good

While there is no question that the pandemic has impacted on the Personal Development offer at Marshfields, all stakeholders have worked tirelessly to ensure that this aspect of the school's offer remains as varied as possible. Throughout 2020-21 there has been a relentless focus on the new PSHE and SRE frameworks, and the importance of all students' mental health has been recognised in the school's offer.

I am proud to be a student at Marshfields School

Answered: 135 Skipped: 0

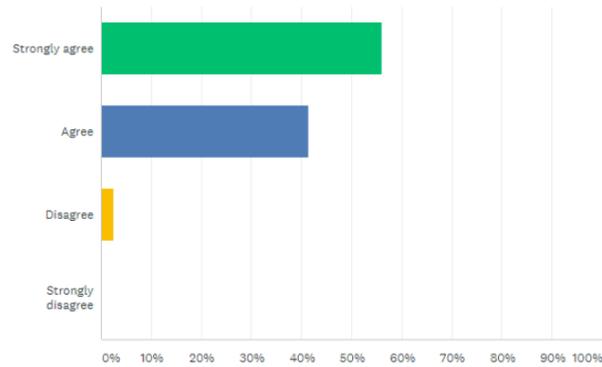


ANSWER CHOICES	RESPONSES
Strongly agree	41.48% 66
Agree	54.81% 74
Disagree	3.70% 5
Strongly disagree	0.00% 0

Over 96% of students are proud to attend Marshfields School. Around 10% of students transition to Marshfields following a gap in educational provision. Attendance is high, and students are pleased to be here.

My child is happy at Marshfields School

Answered: 82 Skipped: 0



ANSWER CHOICES	RESPONSES
Strongly agree	56.10% 46
Agree	41.46% 34
Disagree	2.44% 2
Strongly disagree	0.00% 0
TOTAL	82

Over 97% of parents and carers agreed their child is happy at Marshfields, which is testament to how hard staff have worked to enrich the offer within the confines of the pandemic.

Strategies

Traditionally offered for 30 minutes daily, strategies represent a wide range of short-term interventions that are needed to meet students' EHCP needs. To ensure the pod model, strategies in Term 1 and Term 2 took place on Teams, with younger years receiving Literacy and older years Numeracy training. Students and staff adapted well to this.

As the year continued, tutors led the strategy sessions, focussing on mental health and well-being, team building and functional literacy and numeracy sessions. Behaviour records at this stage of the working day show high levels of student engagement because the work is relevant to them. Students with a degree of medical / physiotherapy / occupational therapy needs continued to receive tailored interventions during this time.

Social, moral, spiritual, cultural education

Students are provided with opportunities to enhance and enrich their Spiritual, Moral, Social and Cultural identities, taking into account the variety of levels and needs through inclusive curriculum planning, and highly differentiated resources, which include:

- Whole School Assemblies and School Values, covering a variety of topics, including Safeguarding and E-Safety, Human Rights and Holocaust Memorial, Faith and World Religions, Remembrance, RSE, LGBTQ+ and British Values;
- Supporting arrangements for those observing Ramadan, including quiet space for prayer and reflection;
- An effective, inclusive and needs-led RSE programme, offered as an intrinsic part of existing PSHE Curriculum;
- Mile-a-Day walks completed daily in Form Time to promote healthy lifestyle and positive mental health and wellbeing;
- Outdoor Learning and Involvement in, and promotion of, Student Council (see 'Curriculum Beyond the Classroom', below).

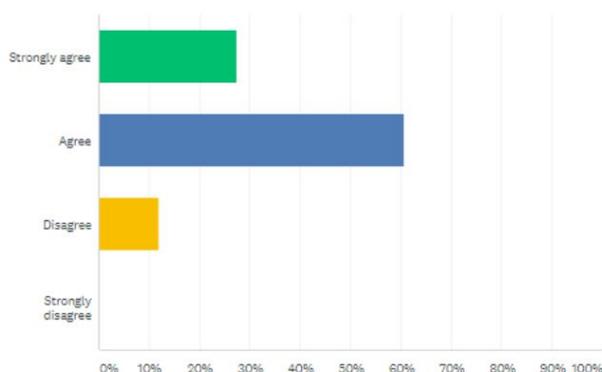
Resilience and Independence

Staff continue to have high expectations for students to reach their goals, whatever they may be, and they are given appropriate challenge to enable their individual abilities, whilst meeting their individual complex needs. The teaching of resilience and personal autonomy is achieved through:

- A Primary Hub promoting the use of practical-based curriculum supported by multi-sensory and kinaesthetic teaching and learning to address individual need;
- New Y7 students provided with a thematic curriculum model to suit their needs and support their transition in (including lessons with 'real-life' Preparing for Adulthood contexts);
- A broad and balanced Post-16 curriculum that prepares students for adulthood by addressing functional English and Maths skills, Personal, Social and Employability skills, group and / or individual Work Experience placements, independent travel training and enrichment opportunities;
- Affording the students an opportunity to develop the skills they need to live and work independently;
- Alternative Curriculum Education provided for those students most in need, which includes access to relevant outside agency providers (ACE, New Ark Farm, individual part time college placements, modified timetable to include 1:1 pastoral support and interventions);
- Bespoke Year 11 and Post-16 Preparing for Adulthood activities and experiences (and particularly those at the end of the summer term), including a full programme of Work Experience at a variety of locations, CV building / Careers Education, life skills, college taster sessions and enrichment opportunities

My views are listened to

Answered: 135 Skipped: 0



ANSWER CHOICES	RESPONSES
Strongly agree	27.41% 37
Agree	60.74% 82
Disagree	11.85% 16
Strongly disagree	0% 0
TOTAL	135

The impact of student council and other methods of student voice will be reviewed and relaunched in 2021-22 to address the 12% of students who do not agree their views are listened to.

Curriculum Beyond the Classroom

Students are given ample opportunities to enhance their learning outside of the classroom by providing authentic, hands-on experiences which take their learning into the outside world and community. These encourage them to develop the skills of critical thinking, problem solving and decision making. Classroom learning prepares them for these experiences, but outdoor learning allows them to practice, demonstrate and consolidate these skills. Sessions on offer currently include:

- Forest School experience in Year 7 which helps the children develop socially, emotionally, spiritually, physically and intellectually, whilst building self-belief, resilience, independence and a love for the natural world;

- A full programme of lunchtime enrichment activities for the students to choose from, including social skills groups where they can practice turn taking and social interaction, Sensory Circuits, physical exercise and sporting opportunities, Samba and drumming, Maths and Reading clubs, Minecraft (where older students are encouraged to mentor the younger students), crafts and mindfulness, Horrible Histories and Horticulture;
- Nene Outdoor Activities at Ferry Meadows Country Park, where students enjoyed a variety of outdoor activities, including sports, archery, catapults and problem solving;
- One-to-one and small group intervention for literacy and numeracy to help students overcome barriers to their learning, including phonics sessions, Book Bag project, My Maths and MyOn platforms which make interventions easily accessible at home;
- Student Council, a peer-elected group which provides students with a means to express their views and choices in school affairs and activities, to experience leadership skills (both now and preparing them for adulthood) and encourage community relations;
- Spending increased amounts of time with their Form Tutors is vital for the pastoral care of students and critical for the efficient running of the school. Adjustments have therefore been made to arrival and dismissal of students at the start and end of each day. Students arrive and are welcomed by Senior Leadership Team and support staff in Form Groups on the playground. They are supported to enter the school in a calm and orderly fashion which prepares them to have a positive and purposeful attitude to their learning. Adjustments to the running of Dismissal at the end of the school day, saw students dismissed from the playground in the early part of the school year and latterly returning to their form groups to discuss and reflect on their day, and to be dismissed in an orderly fashion via TEAMS.

Preparing for Adulthood

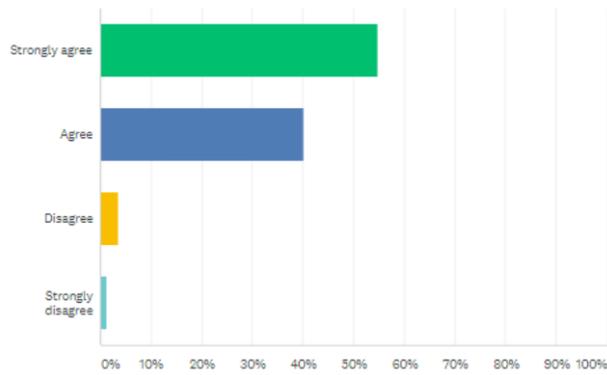
Robust transition planning is critical for our students to ensure they move smoothly from childhood to adulthood, are supported to have realistic aspirations and to make appropriate choices for their future. The role of the Head of Post-16 is crucial in meeting with students individually in the Autumn term to help them formulate an Action Plan, which prepares the students for their all-important transition review in Year 11. Transition visits and taster sessions, either in small groups or 1:1, are also organised throughout Year 11 and Post-16 to ensure students can make a more informed choice about their future.

Students in Years 9 and 10 have also had opportunity this year to visit the local colleges for group taster sessions. From Year 9 onwards, whilst reviewing and updating each individual Education, Health and Care Plan, focused attention has been given to ensuring that all students have rigorous Preparing for Adulthood targets to work towards. Students have also gained further education experience by attending off-site education at the local college as part of their Marshfields Post-16 curriculum.

This year, despite the challenges of the pandemic, 100% of our students are placed in either employment, education or training as part of their transition pathway.

Marshfields School is preparing my child for their future

Answered: 82 Skipped: 0



ANSWER CHOICES	RESPONSES
Strongly agree	54.88% 45
Agree	40.24% 33
Disagree	3.66% 3
Strongly disagree	1.22% 1
TOTAL	82

It is clear that the majority of parents feel that their child is being well prepared for life after Marshfields, and encouraging comments have been received by parents who have expressed how grateful they are for the positive support and experience their children receive during their time with us. Staff liaise directly with parents and, as and when the need arises, with parents who feel they need further support to prepare them for future life experiences.

Transition

It is vital that students receive an individual and tailored transition when beginning their Marshfields journey. To achieve this, bespoke transition opportunities are offered, including staff attending Year 5 / 6 Transition Reviews with feeder schools, visits to school, either in person or via remote sessions, social stories and visual timetables to prepare for a positive transition, personalised learning opportunities (including providing activities for students to complete during their summer holiday) and teacher One Page Profiles, to help students identify key members of staff. A phased intake in Years 5 / 6 affords the students a bespoke experience, enabling them to get to know their teachers and peers and to support them to settle well.

In-year transitions to Marshfields are managed on a person-centred basis, by close liaison with the feeder school, discussing the individual needs of the child, preparing bespoke part time timetables, gradually building to full time attendance as the child settles into the new environment.

There is a need to work closely with parents at all stages of the transition process to ensure that parents feel supported to make an informed choice for their child. Visits to school have been welcomed so that prospective parents can see first-hand what the school has to offer their child, and to help support a smooth transition process.

Annual Reviews

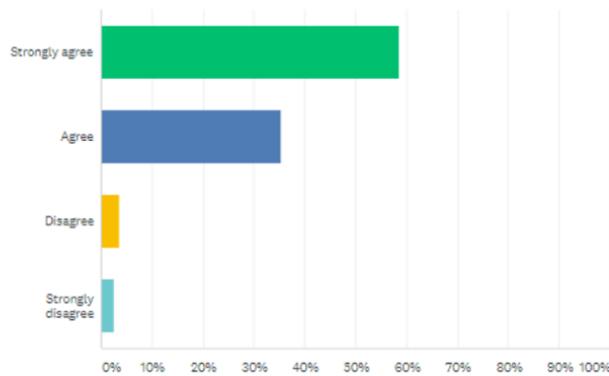
This year we have developed an even stronger team of trained staff who are actively involved in the Annual Review process, which facilitated, on average, ten Annual Reviews taking place each week, and the full cohort of student reviews largely being completed by the end of the Spring term. This team of staff were also pivotal in the accurate completion of Section Ms, which reported on how the EHCP outcomes were met during the Covid-19 Pandemic. These were again updated during the partial closure in January–March, where students were either attending school as usual (due to being children of frontline staff or those who were most vulnerable) or accessing our programme of remote learning on a daily basis.

During the Year 9 Annual Transition Review, and every review thereafter, it is now part of the statutory process to ensure that there is a focus on PFA outcomes for all students. Planning is centred around the

students' aspirations and abilities, what they want to be able to do when they leave Post-16 education or training, and the support they need to achieve their ambitions. Each student now has a minimum of three PfA outcomes written into their EHC Plan.

My child's annual review was well organised and helpful

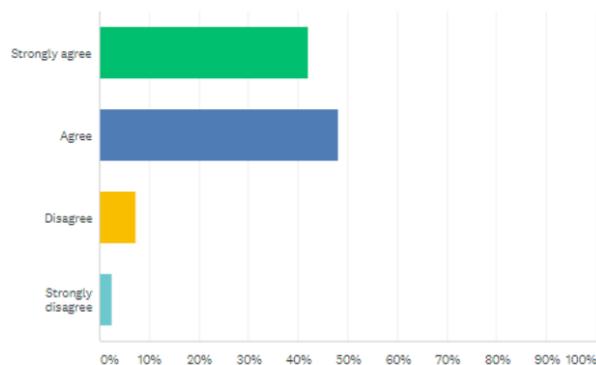
Answered: 82 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	58.54%	48
Agree	35.37%	29
Disagree	3.66%	3
Strongly disagree	2.44%	2
TOTAL		82

My child's EHCP targets are being met

Answered: 81 Skipped: 1



ANSWER CHOICES	RESPONSES	
Strongly agree	41.98%	34
Agree	48.15%	39
Disagree	7.41%	6
Strongly disagree	2.47%	2
TOTAL		81

Following each review meeting, parents were encouraged to share their views about how well supported they felt during the Annual Review process. Parents are also encouraged to share suggestions for improvement to this process, and these are then actioned to ensure that parents and students feel valued and that their views and wishes are responded to in a timely manner. For the small percentage of parents that feel their child's targets are no longer relevant or robust enough, or if they are not making the progress they feel possible, staff arrange further meetings to discuss and agree where adjustments need to be made.

Pastoral support and Intent of new structure

Central to our delivery of Personal Development is our support staff team. A full support staff restructure has taken place to reduce the size of teaching groups, allowing for greater individual approaches and high-

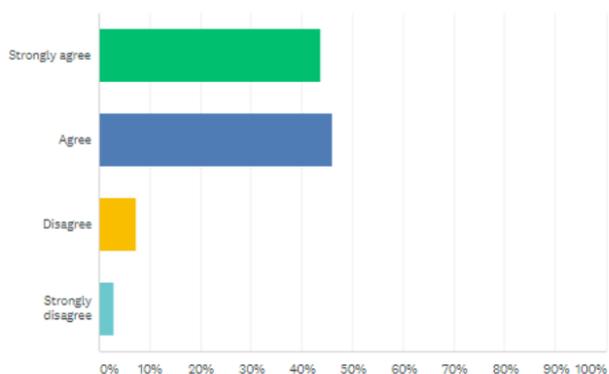
quality teaching. The team now consists of 8 Senior Teaching Assistants, 6 Teaching Assistants, a Family Partnership Worker and a Cover Supervisor.

These staff will continue to be responsible for ensuring that our curriculum delivery is complemented by a range of additional support and interventions including:

- Speech and Language support.
- Medical and Physiotherapy support.
- Literacy and Numeracy.
- Counselling (including bereavement).
- Social skills.
- Social stories.
- Responding to racist / homophobic incidents through education and restorative justice.
- Mentoring.
- Supporting students through the stages system.
- CIN, CP and EH representation.
- Support with accessing DLA and other benefits.
- Links between home and school through a full time Family Partnership Worker.
- Writing and monitoring individual student risk assessments.
- Educational Psychology referrals and implementation of recommendations.
- Multi-agency links.
- Devising pastoral support plans.
- Learning Resource Centre.
- A range of therapeutic interventions, including Emotional Literacy, creative arts therapy, talking therapies, mindfulness, yoga and meditation, drama and music therapy.

If I have a problem at school I know who to speak to.

Answered: 135 Skipped: 0

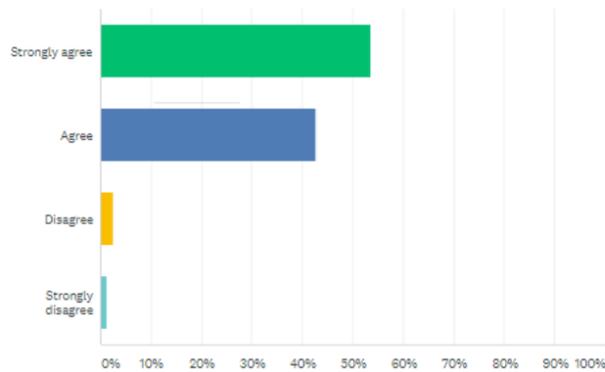


ANSWER CHOICES	RESPONSES
Strongly agree	43.70% 59
Agree	45.93% 62
Disagree	7.41% 10
Strongly disagree	2.98% 4
TOTAL	135

The change in the structure will be used to address the fact that just over 10% of students do not know who to speak to if they have a problem. Lines of communication will be shared with students throughout the Term 1 assembly plan 2021-22.

My child knows who to speak to if they are worried

Answered: 82 Skipped: 0



ANSWER CHOICES	RESPONSES
Strongly agree	53.66% 44
Agree	42.68% 35
Disagree	2.44% 2
Strongly disagree	1.22% 1
TOTAL	82

Parents and carers express greater confidence in this area of the school's work.

Healthy lifestyles

In this aspect of our offer we ensure that we develop students' understanding of how to maintain physical health, eat well and maintain a healthy and active lifestyle (also covered in Food Technology and PE). There are strong links with the school nurse service, social care, occupational therapy, SALT and CAMHS and bereavement counselling. Swimming is part of the curriculum in Years 5 and 6, which also supports students with life skills as they learn to change themselves independently. The introduction of a healthy morning snack for younger students has been implemented to help them to understand the importance of a healthy diet and addressed their need to eat during the long secondary school day.

For named students there is daily access to physiotherapy. We also deliver bespoke programmes in the school's Bungalow for healthy lifestyles, personal care studies and improving life skills.

Mental Health and Wellbeing

There is a strong link between Mental Health and Safeguarding and this is a key part of *Keeping Children Safe in Education* guidance, (KCSiE, Sept 2020 and 2021 update). Mental Health is at the heart of school improvement and a resilient environment should be created where students feel empowered to grow academically and personally. The guidance states '*it is key that staff are aware of how traumatic adverse childhood experiences can impact mental health*' and the need for '*Governing Bodies and proprietors to have clear systems and processes in place for identifying mental health problems and escalating referrals*'. It is vital that all who work with children are aware of this guidance, to be able to recognise their responsibilities in relation to protecting children's mental and physical health, identifying key individuals in school, and raising the profile of the importance of mental health support in schools.

With all this in mind, there has, therefore, been a focused intent to establish and promote a whole school approach to positive mental health and wellbeing for every member of staff and student body. We pursued this aim using universal / whole school and specialised / targeted approaches aimed at vulnerable students. Progress, to date, detailed below:

- Positive Mental Health and Wellbeing Policy – which includes warning signs, procedures and managing referrals, confidentiality, support for students, parents and staff, in school and local avenues of support and a 'resilience framework';
- A review and update of Safeguarding Procedures with Mental Health in mind;

- Mental Health and Wellbeing training for existing and new staff, including National College training sessions promoting Mental Health Awareness;
- Poster and Branding – identified team of Mental Health First Aiders / training completed;
- Positive Wellbeing webpage created, including links for staff and parents, providing information on where to go to find support – this was crucial during lockdown and was praised by many;
- Completion of the 'Emotional Healthy School checklist' which helped us to formulate an Action Plan;
- Bi-weekly wellbeing support surgeries via TEAMS;
- Confidential helpline established for staff wellbeing;
- Nominated Governor assigned with oversight for Mental Health;
- Mile-a-Day Walks to encourage students to 'Start the Day in the Right Way';
- Addressing any Mental Health issues arising from staff PR;
- Staff Wellbeing Survey;
- Risk Assessments / Support Plans for students with existing Mental Health conditions e.g. Self-Harm;
- Positive Mental Health / Wellbeing student notice board established;
- Staff notice board – resources gathered ready for the when new Staff Room could be utilised;
- Positive Mental Health training for parents and schools in the local community, provided through the Marshfields Hub, with over 150 individuals accessing the training remotely.

During 2020-21 the following developments took place:

- New statutory framework, PSHE and RSE policies were rolled out in September 2020;
- Lunchtime arrangements – two tier lunch sittings and a suite of lunchtime clubs to promote positive engagement and help students to continue to develop both academic and social skills during extra-curricular activities;
- Designated member of staff to support Emotional Health and Wellbeing for staff and students;
- Appointment of Forest School Practitioner;
- Delivery of NCS Programme;
- PASS Evaluation Survey to gain insight into attitudes that could hinder student progress and identify barriers to learning. Informs on issues around confidence, resilience, motivation, concentration, disaffection and alienation.

Target	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
80% of PSHE lessons seen in learning walks are deemed good or better	New staff induction / including tutor training for PSHE / Citizenship / SRE	Anti-bullying week / Marshfields Heroes (link assembly)	Organise careers interviews / hot seating	Organise college visits / taster sessions	Organise Year 6 Transition	Audit / evaluate effectiveness of PSHE programme
90% of students and parents agree their child is well prepared for transition from Marshfields	Launch PSHE / RSE	Year 10 / 11 / P16 CVs	Internet Safety Week (link assembly)	Choices and Curriculum Assembly	Plan assembly programme to cover relevant themes (as above)	Year 10 / 11 / P16 CV's
90% of observed assemblies are deemed good or better	Plan assembly programme to cover relevant themes (as above)	Year 11 / P16 Action Planning to feed into EHCP Annual Reviews	Year 10 / 11 / P16 CVs		Choices and Curriculum Assembly	Year 10 College Day
90% of students agree strategies support their individual need	Parental Engagement –RSE Policy to be discussed and agreed through Parent Forum	Organise D of E & NCS	Plan assembly programme to cover relevant themes (as above)		Post-16 Induction Evening	Disability Forum
80% of students agree that lunchtime arrangements support their learning		Year 11 / P16 College Day	Disability Forum			
90% of students who start a Duke of Edinburgh award complete it successfully	Ensure Years 9 – P16 have robust PfA outcomes in EHCPs (ongoing review)	Implement 'Forest School' curriculum				
95% of students attend a trip or receive an in-school alternative experience	Create bank of resources staff can access	Re-establish Disability Forum with selected student representative				
	Finalise rolling strategy timetable	Finalise lunchtime support and lunch club offer				

Recommendations and Priorities for 2021-22

- Recovery Curriculum planned for Personal Development 2021-22;
- Designated 1-year Senior Leadership Team project to recover PD;
- Strengthen and develop Strategies programme by adding therapeutic, attachment aware and trauma informed Intervention Strategies to further enhance current model;
- Whole school Emotion Coaching training to complement existing Therapeutic Behaviour Model;
- Introduction of LUCID EXACT Software to expediate testing for Exam Access Arrangements;
- Further development of curriculum planning linked to B-Squared to maximise student engagement and progress and improve Behaviour for Learning;
- Revamp SMSC Curriculum Map – identify priorities, actions and success criteria.

4.7 ONE YEAR PRIORITIES

One-year priorities arise from a single point of focus for an academic year. In 2020-21 there were 3 one-year strands: Mental Health and Wellbeing, Middle Leadership and School Recovery.

MENTAL HEALTH AND WELLBEING

Marshfields School aims to promote positive mental health for every member of our staff and student body. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches aimed at vulnerable students.

The biggest asset our school has is its staff; the biggest asset they have is their health and wellbeing. We intended to outline the ways in which we can work together to make sure our school is a safe, caring and happy place to work, which, if we get it right, can help to enhance individual wellbeing, through personal fulfilment and professional identity. This in turn will benefit our students and our community.

In addition to promoting positive mental health, we aim to recognise and respond to mental ill health. In an average classroom, three children will be suffering from a diagnosable mental health issue. By developing and implementing practical, relevant and effective mental health policies and procedures we can promote a safe and stable environment for students affected both directly and indirectly by mental ill health.

This strand represents a 1-year plan to establish a Whole School Approach to support positive mental health and wellbeing for staff and students.

2020-21	T1	T2	T3	T4	T5	T6
<p>90% of staff agree that their mental health and wellbeing is well supported at work</p> <p>90% of staff agree communication is a strength</p> <p>90% of staff agree they understand the ethos of the school in terms of supporting positive mental health and wellbeing for all, and feel they are playing an active role in this</p> <p>90% of students agree their mental health and wellbeing is supported in school</p>	<p>Mental Health Policy – agreed by SLT and ratified by Governors</p> <p>Review / update safeguarding procedures with MH & Wellbeing in mind</p> <p>MH & Wellbeing training</p> <p>Create poster detailing wellbeing staff with a name e.g. 'You are on my mind'</p> <p>Create MH & Wellbeing page on website – including links for support</p> <p>Complete 'Emotionally Healthy School' Checklist – plan for any actions arising</p> <p>Bi-weekly Wellbeing Support Surgeries start</p>	<p>Support staff PR complete / Staff probation point 1</p> <p>Review any Wellbeing / Mental Health issues from the above</p> <p>Review results of Staff Wellbeing Survey – build actions into plan</p> <p>Mental Health training for Middle Leaders</p> <p>Staff Mental Health agenda item at Governor meetings</p> <p>Identify students with existing diagnosis for Individual Mental Health Care Plans</p> <p>Identify team of staff – 'Mental Health Champions' – organise training</p> <p>Organise Mental Health Advocates (students)</p>	<p>Further improve induction for new staff to include MH and Wellbeing</p> <p>Improve access to professional supervision for staff managing child protection</p> <p>Organise MH & Wellbeing Week (Wellness Week) activities (PSHE curriculum)</p> <p>Establish Wellbeing Notice Board / Information Point in new Staff Room.</p> <p>Ongoing staff training as per staff audit (PSHE / Wellbeing)</p>	<p>Interim teacher review complete</p> <p>Review any Wellbeing / Mental Health issues from the above</p>	<p>Deep dive 2: development point specific</p> <p>Interim support staff review complete</p> <p>Review any Wellbeing / Mental Health issues from the above</p>	<p>Staff probation point 3</p> <p>Review any Wellbeing / Mental Health issues from the above</p> <p>Update Development Plan strand</p>

MIDDLE LEADERSHIP

During 2019-20 there was significant turnover of staff in the Middle Leadership team. While this placed pressure on the senior team initially it allowed us to work with governors to establish a new Middle Leadership structure. New and vacant positions were advertised and filled during Covid-19 and once appointed the new team took up position on 1 June 2020. This allowed new incumbents to prepare for the new academic year by reviewing the development plan, supporting with QA and accessing training.

Establishing this new team of Middle Leaders is a critical consideration for 2020-21. These leaders are critical in sharing the vision for the school with staff in teams. They are essential to ensuring that all staff are supported on a day-to-day basis and this system is now exceptionally well established.

2020-21	T1	T2	T3	T4	T5	T6
<p>90% of staff agree that they are well supported in transition back to work</p> <p>90% of staff agree communication is a strength</p> <p>90% of staff agree that the school has used new ways of working to support their workload and well-being</p> <p>90% of parents agree their child was supported back to school</p> <p>80% of students agree that they were supported in their return to full time learning</p>	<p>Phased reopening over first week back</p> <p>Return induction for staff and students</p> <p>Introduce pod model of students remaining in one classroom</p> <p>Staff training days to include risk assessment and individual meetings for at risk groups</p> <p>Staff remote learning planning group established</p> <p>Explore remote progress evenings</p>	<p>Launch SIMs communication package</p> <p>First data point analysed and SoWs updated to recognise the impact of the sustained closure</p> <p>Issue bespoke letters of thanks to staff for role during Covid-19 response</p> <p>2020 leavers event (explore remote options)</p> <p>End of term event</p> <p>Review pod model</p>	<p>Exam support for Y11 students – mock to ensure evidence available in case of teacher judgement</p> <p>Review mock data and support students with any relevant curriculum change</p> <p>Review risk assessments and pod model</p>	<p>Ferry Meadows team building activities</p>	<p>Themed weeks x2</p>	<p>Staff summer social event</p>

Through a programme of coaching and training, Middle Leaders can now:

- Manage teams of staff
- Use SISRA to monitor student progress and intervene where needed
- Conduct lesson visits
- QA books and other evidence
- Conduct performance reviews

2020-21	T1	T2	T3	T4	T5	T6
90% of staff agree that they are well supported at work	Bi-weekly training / meetings start	Support staff PR complete	Data point 3 analysis	Staff probation point 2	Deep dive 2: development point specific	Staff probation point 3
90% of staff agree communication is a strength	QA folders shared and established	Deep dive 1: team specific	Joint learning walk with SLT	Interim teacher review complete	Interim support staff review complete	Data point 6 analysis
95% of staff pass performance reviews at good or better	Development plan complete	Staff probation point 1	Student intervention begins	Data point 4 analysis	Data point 5 analysis	Team development plan evaluations
90% of teaching is good or better	Teacher performance reviews	Data point 2 analysis	Review courses for 2021-22		TT - groupings	Meeting with SLT to sign-off development plan 2020-21
90% of staff agree they understand the ethos of the school	Exam analysis complete	Joint lesson observation with SLT				TT – TAs added
	UPS roles assigned	Supported book scrutiny with SLT				
	Data point 1 analysis					
	Deep dive training					

4.8 THREE YEAR PRIORITIES

Three-year priorities were considered strategically in 2018-19 and are reviewed annually over a lengthier period.

CURRICULUM

Our key aim is to offer a broad and balanced curriculum which is supported by a wide and varied range of additional opportunities, all carefully planned to meet the needs of the complex learning difficulties students at the School. Considering rapidly changing cohorts with increasing levels of SEMH needs, primary and on-going re-designation, curriculum is a critical area for the senior team.

Schemes of work in Year 7 have been reviewed to introduce a thematic approach. Target grades have brought clarity to students and staff about realistic outcomes by the end of Key Stage 4. Strategies – the 30-min per day intervention sessions designed to cover EHCP programme requirements – are a core part of our offer.

This 3-year improvement plan allows an appropriately staggered approach to curriculum review with a focus on improvement of student outcomes and meeting EHCP statutory requirement. As this focussed strand is now complete, further work on the curriculum will be carried out under the Quality of Education planning document.

2018-19	2019-20	2020-21
Review quality of curriculum	Hub outreach begins	Accept first Y5 and 6 cohort of students
Recruitment and retention to support outcomes of		Accept first cohort of LD students

<p>curriculum review – additional science and sport positions created following resignations</p> <p>Create devolved Key Stage 3 group of students at risk of PEX or CMN</p> <p>Set target grades. Review line management system to ensure these are realistic and achievable</p> <p>Review Y10 options to provide an extra subject</p> <p>PSHE audit</p> <p>Work with Local Authority to understand how falling roll will be addressed</p> <p>Secure hub status, funding and staff accordingly</p> <p>Source an MIS system that will significantly reduce staff workload across the School</p>	<p>Thematic approach to Y7 delivery reviewed at end T3 and T5, 6 SOW reviewed accordingly</p> <p>Review AR engagement. Love of Reading sessions introduced</p> <p>PD removed from curriculum, full PSHE audit conducted, new SOW for x2 20 min weekly sessions delivered by tutors in place</p> <p>Careers interviews for all Y10, 11 and Post-16 students</p> <p>Review off-site and alternative provision</p> <p>Intervention sessions in place for Y11 GCSE qualifications</p> <p>Assessment processes reviewed with introduction of SIMs</p> <p>Plan Key Stage 2 curriculum</p> <p>Introduce forest school and new sport curriculum</p> <p>Review success of devolved Key Stage 3 group with KPIs around behaviour, engagement and outcomes. Publish review to LA and consider offer of accepting a further cohort. Staff accordingly.</p>	<p>Review / enhance K2 curriculum</p> <p>Assessment System embedded across the school to show progress over time</p> <p>New Quality Assurance system in place to ensure accountability</p> <p>Data Analysis practice fully embedded to drive intervention schedule</p> <p>Clear process to identify students who require intervention early in place</p> <p>New PSHE curriculum introduced with timetabled lesson under the new Middle Leader</p> <p>Introduce forest school and new sport curriculum</p> <p>New Vocational Qualifications introduced to replace outgoing BTEC suite</p>
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PRIMARY HUB

In early 2019, following discussion with the LA regarding the sustainability of Marshfields given the falling roll, the lack of primary provision for students with MLD in Peterborough was identified. This is an area that Marshfields previously offered, taking students from Y5 upwards. Given the staffing model at the school then included several primary trained staff, establishing a Primary Hub at Marshfields was a logical step for the school and for the authority who have a clear gap in need.

2018-19 therefore included discussions and planning with a consultant about the type of hub provision we will offer. In 2019 we opened to our first primary students through hub placements. In September 2020, a primary class joined our formal offer and we continued to offer a wide range of SEND training and advice across the city.

2018-19	2019-20	2020-21
<p>Clarify intent between Marshfields school and LA.</p> <p>Namely establishing the Hub's two roles:</p> <ul style="list-style-type: none"> Centre of good practice 	<p>Reflect upon our firstly placed students in the hub.</p> <p>Network with primary schools re successful transition for Year 6 to mainstream secondary - play a part in facilitating this transition. Transition doc indicates the priority and proposed</p>	<p>Have a structured diary of training offers- invite to all Peterborough Schools.</p> <p>Work with established Hubs- especially where overlap of services is beneficial.</p>

<ul style="list-style-type: none"> • Offer inclusive educational provision for EHCP students <p>Make explicit to Marshfields staff their role as a member of the Hub school.</p> <p>Establish resources Audit CPD needs / provide training</p>	<p>transition for MFs. Students EMG, LS due for intervention links by end of Jan 20. Year 10 student identified via LA-JW</p> <p>Offer training / guidance to individual / groups of staff in mainstream. Student KC is being supported weekly sessions in his primary from 3-12-19 (ASy)</p> <p>The LA have directed two students to the hub Jan 2020 start. Student K in full time as of 16 January 2020 and Student S to begin transition every day 20 January 2020</p> <p>Promote inclusion for all EHCP students / those presenting with Moderate SEN behaviours. Think about 'dialogue' support', physical resources, staffing, involving parent / carers.</p> <p>Gain feedback and reflect on our Hub practice. Make informed changes to better meet needs of young people in our care.</p>	<p>A rolling programme established (as local need dictates) to best serve the moderate learners in the city. Providing a bespoke plan to support identified students in Key Stage 2 in their primary setting and establishing the transition required for each child to ensure their needs are both understood and planned to be met once moving.</p> <p>Establish an ethos of teacher empowerment and student reassurance.</p> <p>Gain feedback and reflect on our Hub practice. Make informed changes to better meet needs of young people in our care.</p>
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REFURB AND NEW BUILD

In 2013 the School was informed of a capital build programme that would increase capacity for high needs places across the City of Peterborough. Initially awarded £3.5million, after careful consultation a plan for a new sports hall and additional classrooms plus a significant refurb was planned by an architect commissioned by the LA. This budget has decreased, however, on 3 July 2020 the refurb began and the new build broke ground in early August.

The refurbished block was handed over in November 2020, and the new build was complete in May 2021. This initial 3-year strand is, therefore, complete, and further refurbishment and capital projects planning will transfer to the School Central Services Planning Document which will be launched in line with the new financial year.

We have also used the increase in site staff to paint and decorate around the school site. An electronic gate has been fitted to the staff carpark and the hall fire door has been widened to allow wheelchair users to leave this area safely. The polytunnel has been repaired and new carpets have been fitted throughout all corridors and many classroom spaces. Finally, we have increased our sensory offer to two rooms, allowing different layouts and resources for primary and secondary age students.

2018-19	2019-20	2020-2021
<p>Meet with build team to prioritise objectives considering reduced budget</p> <p>Increase budget allocation to capital to ensure refurb can be carried out from central budget</p> <p>Alter lunchtime arrangements to prepare for impact of the build on the site</p>	<p>New build breaks ground. Press release opportunity with new uniform</p> <p>Staff carpark moved. Site risk assessments and safeguarding procedures reviewed, and action taken to address any areas of concern</p>	<p>New build opening event – secure VIP</p> <p>Review growth of primary to allocate the new rooms appropriately</p> <p>Introduce indoor sport in lunchtime activities and secure a wet-play indoor sports programme</p>

<p>Update staff and students regularly to manage well-being and concern about change</p> <p>Support with consultation process and planning applications for adjusted build</p> <p>SBM to identify H&S grants which could be used to address on-going problematic areas such as staff toilets</p> <p>Address safeguarding risk of unknown visitors accessing site through the playground. Move reception to Room 4 and create access-controlled holding area for visitors</p> <p>Move staff room to allow for a sensory room, meeting the needs of several students and impacting on behaviour across the school as key students have access to a place where they can learn to regulate</p>	<p>New room number structure across school in readiness</p> <p>Create 3-year school refurb plan for all areas not covered by the budget</p> <p>Build refurb into life skills offer to students, volunteering for DofE and work experience opportunities</p> <p>Any budget underspend allocated to new fixtures, fittings and IT</p>	<p>Refurb current hall to build capacity</p>
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RE-DESIGNATION

The previous designation of Marshfields Special School was Moderate Learning Difficulties for students aged 10-19 years of age. The Local Authority has a robust inclusion agenda which means that local mainstream secondary schools are expected to meet the needs of students with EHCPs as far as possible. This impacted on the roll at Marshfields, which had previously shown a steady decline in numbers. However, because the more able of the traditional Marshfields intake are now educated in mainstream, those students who are admitted to us are significantly more complex than in previous years.

There is also a shortage of high needs school places across the city. Therefore, in discussion with the LA early in January 2019, the need to re-designate was discussed. In February 2020 we were due to begin a consultation to change our designation to Learning Difficulties for students from Year 5 to Year 13. This was delayed until February 2021, but this 3-year strand is now complete. We will now consult on re-designating to Year 3 in readiness for September 2022.

2018-19	2019-20	2020-21
<p>Meet LA re falling roll</p> <p>Explore range of possible designations for special schools</p> <p>Staff skills audit for greater complexity and primary offer</p> <p>Initial consultation with staff and governors</p>	<p>Term 1 – plan consultation process with LA consultant</p> <p>February – begin full consultation: local area special schools, parents, students, staff, LA</p> <p>April – close consultation. Publish outcome</p>	<p>Open to first cohort of formal primary places, join Year 5 and Year 6 offer</p> <p>Begin admitting more complex needs</p> <p>Introduce BSquared as central assessment tool</p>

Head to attend panel to understand the local SEND needs	Staff training – primary schemes of work and resources	Promote primary offer to ensure separate Year 5 and Year 6 classes in September 2021.
Head to attend meetings to set admissions guidance for secondary and Post-16 provision	Prospectus x2 – primary and secondary phase provision	
Rebrand to allow for distinction between primary and secondary	Staffing restructure to allow primary class(es) to be timetabled	
	Launch new brand	

Therapeutic Behaviour

For a student to be successful in any school or organisation it is vital that their behaviour conforms to the expectations of that organisation. However, we also want all our students to be good citizens within society. It is this philosophy that lies at the heart of Marshfields' behaviour management.

If we are to achieve the above aims, we believe that everyone in our community must be encouraged to work together positively to achieve them. We are committed to developing a positive climate which places learning as the number one priority and realises that we need to teach good behaviour. We believe that a strong ethos of achievement and good behaviour comes from us all working together within a clear framework.

Therapeutic behaviour will be affected by the staff restructure outlined in the introduction to this document and will, therefore, remain an on-going imperative for all members of the school community.

2018-19	2019-20	2020-21
Introduce Therapeutic Behaviour Model to staff	Staff training delivered on inset day in September	Staff training delivered as refresher on inset day in September
Re-write Behaviour for Learning Policy to reflect the above aims	Devolved inset training at halfway point in the academic year	Student induction following closure to include tutor time and assemblies on therapeutic behaviour and stages
Overhaul Rewards and Consequences process for the whole school	Introduction to parents	1:1 training for staff who require further explanation through careful monitoring of negative SIMs records
Introduce Therapeutic Behaviour Model to Governors	Introduction to students	Impact of Student Services Team analysed, and papers written by senior team for national publication
Therapeutic Behaviour integral part of new SIMs system	Review success of devolved Key Stage 3 group with KPIs around behaviour, engagement and outcomes. Publish review to LA and consider offer of accepting a further cohort. Staff accordingly.	
	Staff training on use of SIMs behaviour manager module	
	Re-design of working practices of Student Services Team to compliment new model with short term interventions	
	Introduce Stages system and weekly SEMH meeting to intervene with students prior to escalation of behaviour	

4.9 GOVERNORS' ACTION PLAN

Review of 2019-20

This academic year was critical in terms of governance. Strategic decision making was required throughout the year, not least due to Covid-19, the new build and refurb, capital works, the union survey and staff restructure. Due to governor turnover and the removal of Covid-19 restrictions, 2021-22 will see increasing the strategic work of Governors as a key strand in Leadership and Management.

Review of Governors' Action Plan 2020-21

Action	September	Moving further forward:
Governors to support the school effectively	<p>Governors will agree a 'Governor plan' and the structure of working to be able to focus upon the new priorities, reviewing what was in the SDP, what was not able to be achieved because of Covid-19 and what is now the Recovery and SDP going forward.</p> <p>To hold a review of Governors and their roles and responsibilities, recruiting where necessary according to the needs identified through the Skills Audit</p> <p>To develop a strategic Governance Work Planner which can be reviewed and updated as time moves forward.</p> <p>Governors will support and challenge leaders, to share their views and to know that the leaders are making appropriate decisions for the school to:</p> <ul style="list-style-type: none"> • ensure the health and safety of pupils and staff as they return to school • support and review pupils' starting points, knowing how they will plan the catch up required • develop and monitor the curriculum for its effectiveness <p>Governors will closely monitor the start of the new build to ensure the school can work efficiently and safely whilst building is in progress</p>	<p>Governors will follow the Governor Work Planner as it develops through the year in getting both the school and governors 'OfSTED ready'</p> <p>Governors will follow the Governor Work Planner as it develops through the year to monitor the Intent, Implementation and Impact of the curriculum.</p> <p>Governors will challenge Middle Leaders on their readiness for OfSTED by holding practice 'Deep Dive' interviews</p> <p>Governors will review the one-year priorities from 2019/20 and assess the impact / success of them</p> <p>Governors will review the one-year priorities for 2020/21 and monitor the impact of them throughout the year</p> <p>Governors will review the 3-year priorities (as set in 2018) and assess the impact of them as they reach the end of the 3-year term</p> <p>Governors will begin to discuss and set new 3-year priorities</p> <p>Governors will evaluate their own effectiveness through self-evaluation and how this informs future planning</p> <p>Governors will closely monitor the progress of the new build to ensure the school can work efficiently and safely whilst building is in progress</p> <p>Governors will be mindful of the re-designation of the school and any additional responsibilities this may bring.</p>

		<p>Governors will monitor the development of the Hub and how its work is affecting the school</p> <p>Governors will monitor the new Forest School initiative and what impact this is having on the pupils' behaviour and attitude to learning</p>
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