

Marshfields School

COVID-19 SCHOOL RECOVERY AND DEVELOPMENT PLAN 2020-21

CONTENTS

1. Headteacher's introduction
2. Marshfields school ethos
3. Covid-19 response
 - 3.1. Students
 - 3.2. Staff
4. Recovery and Development Planning 2020-2021
 - 4.1. Summary
 - Leadership and Management
 - Quality of Education
 - Behaviour and Attitudes
 - Personal Development
 - 4.2. Team Evaluations
 - English and Humanities
 - Maths
 - Science, Food and Computing
 - Creativity
 - Post-16
 - Primary Phase
 - 4.3. Leadership and Management
 - Judgement: Outstanding
 - CPLD
 - Evaluation of Leadership and Management 2019-20
 - Recommendations
 - Leadership and Management Planning 2020-2021
 - 4.4. Quality of Education
 - Judgement: Good
 - Intent
 - Implementation
 - Impact
 - Achievement of Disadvantaged Children
 - Impact of the PPG
 - Capacity to Improve
 - Quality of Curriculum Planning 2019-20
 - 4.5. Behaviour and Attitudes
 - Judgement: Outstanding
 - STAGES System
 - Communication
 - Evaluation of Behaviour and Attitudes 2019-20
 - Recommendations
 - Behaviour and Attitudes Planning 2020-2021
 - 4.6. Personal, Social and Health Education
 - Judgement: Good
 - Strategies
 - Life Skills
 - SMSC
 - Pastoral Support
 - Healthy Lifestyles
 - Enrichment and Celebrating Success

- Mental Health and Wellbeing
 - Sex and Relationship Education
 - Evaluation of Personal Development 2019-2020
 - Personal, Social and Health Education Recommendations and Priorities 2020-2021
- 4.7. One Year Priorities 2020-2021
- Recruitment and Retention Review 2019-2020
 - Mental Health and Wellbeing
 - Business Recovery
 - Middle Leadership
- 4.8. Three Year Priorities
- Curriculum
 - Primary Hub
 - Refurb and New Build
 - Re-designation
 - Therapeutic Behaviour
- 4.9. Governors' Action Plan 2020-2021

1. HEADTEACHER'S INTRODUCTION

We experienced a great deal of change and growth at Marshfields School in 2019-20, not least because of the sustained closure due to the Covid-19 pandemic. One aspect of our 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 our students have. Since Covid-19 we believe we have demonstrated that we can ensure this even in the most challenging of circumstances.

Prior to the closure, student council continued to go from strength-to-strength, meeting regularly to give a student perspective on school improvement. We opened to primary students with an initial intake of two pupils, in January 2020 and provided outreach across the City of Peterborough for students with Moderate Learning Difficulties. In September 2020 this had risen 12 pupils.

Marshfields also joined the Greater Peterborough Teaching Alliance, ensuring that we will continue to network and grow our CPLD and teacher training offer in the next academic year.

Staffing changes have led to curriculum review. Our student needs are becoming increasingly complex, with greater levels of health needs and lower educational starting points. Marshfields is rapidly adapting to meet the needs of Peterborough students. Rather than adapt our curriculum for these changing needs we have used the Covid-19 closure to rewrite schemes of work, closely linked to our new assessment policy, which follows the introduction of BSquared.

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.

PSHE has been further adjusted for 2020, moving from a tutorial delivery to a redesigned one period per week Preparing for Adulthood session delivered by form tutors. This will ensure that we are able to embed the new Sex and Relationships Education, which is critical to ensuring that Marshfields students are not at risk from exploitation due to their learning disabilities. The subject will link closely to Preparing for Adulthood with the aim of ensuring our students are able to live independently and access the world of work or further education when they leave us.

All students now have target grades, calculated from FFT data and CAT scores, but carefully moderated by the student's reading ages. These targets will be 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 substantial change in the use of data has led to the introduction of SIMS as a central database, which will allow staff and the senior team to monitor students' progress towards these outcomes.

A substantial internal refurbishment and capital build project began on 3 July 2020. This capital investment will lead to two brand new science rooms, new staff and student toilets and a new staff room. The capital project will mean a block of 3 multi-use classrooms will be handed over to us in April 2021. During the sustained closure a painting and decorating project led by the site team has continued to ensure that the students learn in the best possible environment. Small amounts of money saved by the sustained closure have been redeployed to ensure the best environment for students, for example by purchasing new, up-to-date canteen furniture for lunchtimes.

Inevitably, aspects of our planning for 2019-20 were not completed due to the closure. 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 2020-21 as a result of the closure.

The coming academic year promises to be busy, with students gradually returning to the school over a week-long transition period. The re-designation scheduled for Spring 2020 will take place early in the new

academic year. The primary offer is already growing rapidly and each student will receive a package of appropriate transition into the school. We also have a new middle leadership structure in place, which will ensure student outcomes move to outstanding.

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 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 2020-21 are:

- To transition staff and students back into the school after a lengthy closure.
- To be the first choice for parents and carers whose children meet our admissions guidance.
- To grow the primary phase of the school's development.
- To meet the local SEND needs by re-designating, providing support to mainstream primaries through the hub and delivering training through the hub network.
- For students to make greater progress than SEND students nationally.
- To recruit and retain the best staff, developing highly committed and skills, cohesive teams.
- To ensure our students are prepared for adulthood and able to access the world of work.
- To achieve Ofsted outstanding in key judgement categories.
- To ensure the school has a strong positive public image and is an exemplar of SEND provision.
- To offer a broad, balanced, curriculum complemented by a range of strategies to support students' SEND.
- To be a beacon of SEND education in Peterborough, through leadership and partnership.

3. COVID-19 RESPONSE

No review of 2019-20 would be complete without reference to Covid-19. The pace of change was exceptional. Of note was that on Tuesday 17 March shielding guidance included every one of our students, due to the inclusion of Learning Difficulties in the list of those who should isolate. This guidance also halved our staffing. The senior team arrived at school by 6.30am on the day the vulnerable groups guidance was issued and began contacting parents and carers to advise them not to send their students in. By Wednesday 18 March we had 40 students and 28 staff in school. These were exceptional times that will not be forgotten by those who lived through them.

We then needed to ensure we continued to deliver at least a good standard of education while managing the workload of staff during a stressful, once in a lifetime, global pandemic.

3.1 STUDENTS

Marshfields School remained open throughout the crisis, providing education to the most vulnerable and the children of key workers. Staff available for work were assigned to a rota which ensured the response was sustainable and that all employees were kept safe.

The school responded to the crisis by ensuring a wide range of provision of education and to meet need remotely.

Workpacks: students received a work-pack pitched at their level of ability for all literacy, numeracy, strategy, sport and art to allow them to continue with their learning at home. Information and guidance was issued with the individualised work packs to support parents/carers with the delivery of the learning. The learning activities were selected to avoid over-whelming students, provide appropriate cognitive challenge and to consolidate and recall what had been learnt in the previous terms this academic year. Staff working from home due to shielding complimented the work of those in school by providing these remote lessons.

Home learning: for those students with internet access at home several useful and targeted learning links were sent out, with a further set of instructions on how best to use these websites. A Marshfields TV YouTube channel was set up for students. Learning activities were teacher-led (familiar faces to students) at a pace and level that was sympathetic to their needs. Several Preparing for Adulthood-centred tasks were promoted within the content of these online tutorials such as cooking, fitness, memorising times tables and good animal care.

Safe and well checks: all students received a safe and well check phone call and email on a weekly basis. A number also received home visits on a weekly basis. Students requiring onsite provision were welcomed by invitation and special arrangement only following careful risk assessment. These students were the family members of key workers or had other sufficient reasons for needing their educational provision to be delivered on site. The one operational classroom was a socially distanced set-up with TA support and teacher-led learning activities based on a weekly theme as students were in mixed age/year group classes.

Communication and EHCPs: from May 2020 the home learning for our students became even more personalised to help increase the expectations of work completed. Parents/carers and students were contacted to arrange the level of support required. The EHCP was at the heart of the targeted strategies for support. With the governments' additional support of ICT equipment in homes, the staff facilitated tailored learning plans to utilise the technological advancement in the home for the home learning sessions. Form Ms were completed for all students by the end of the academic year.

The learning and progress of student outcomes during this time of lockdown was monitored and recorded by the form tutor, to track student development under the Four Broad Areas of Need:

- i. Cognition and Learning;
- ii. SEMH;
- iii. Communication & Interaction;
- iv. Sensory & Physical.

Modifications were made to the 'Children and Families Act 2014' due to the Coronavirus outbreak and Section 42 cites that "it is not possible for local authorities and responsible health commissioning bodies in England to fully meet their duties under section 42 of the 2014 Act in the current situation for the following reasons:

- Local Authorities have reduced staff and resources working on SEND administration since the outbreak;
- Educational institutions remain open for vulnerable students, but normal educational programme will be disrupted due to social distancing measures.
- The relocation of staff focus to the field of 'Emergency Planning' is limiting the resources available to secure provision in accordance with EHC plans.

Reviews and reporting: communication and contact with parents and carers was our priority as Annual Reviews continued to take place throughout the closure. All communications for such reasons took place via video link or a telephone conversation.

Video Link Learning: from 1 June, all students in Year 11 and Post-16 received weekly 1:1 Teams meetings with an assigned member of staff. This contact enabled some differentiation in the learning activities and delivery of the content. On-going communication between student, SENCO, parent, teacher and TA (as a

specialist in the targeted provision required based on student need) was also triangulated and reviewed to make the learning activities engaging, encouraging and challenging.

Risk Assessment: the majority of facilities can now be made available to students that are on site as Lockdown eases, but during the crisis we had a very strict Covid-19 Risk Assessment in place to limit movement and resource use within the building itself and in the outdoor areas.

All students and staff adhered to social distancing rules and followed the strictest hygiene rules with regards to hand washing and limited contact of communal surfaces and resources within these spaces. A slow easing of these measures commenced very gradually in line with updated guidance. For example, the use of communal touch screen devices was limited or eradicated, but the use of the horticultural area served as a healthy environment and activity for first break, as students enjoyed a social distancing activity of planting seeds and watering the many plants and vegetables on site.

First aid, life skills and strategies: at least one first aid trained member of staff was on site and available to students that attended the establishment for their education, during the time of reduced working. Guidance was provided for all members of staff and students on how best to adhere to newly heightened social distancing measures and hygiene rules whilst in the building and when using the restricted outside areas or community café. There were no communal or community areas in use that were open to anyone other than those that have been registered to be in school at this time.

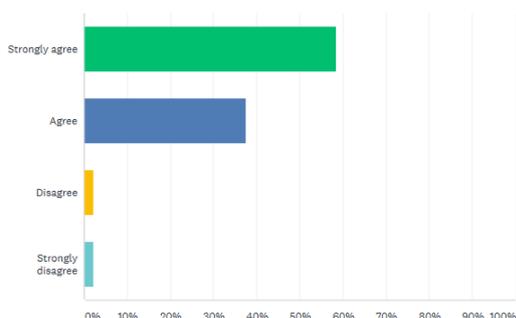
ASDAN 'Life Skills' and *Preparing for Adulthood* tasks were communicated to Post-16 students as well as other year groups as a set of tasks to complete as part of their home learning. Sensory Circuits was delivered via a set of resources, guidelines, supported by a YouTube instruction episode.

Social events: as all planned social events and 'open door' events or initiatives needed to be cancelled, we aimed to boost the number of video link communications to get students to interact with new ways of working and contributing to school life. It was important to us and to their wellbeing that students were encouraged to be very much a part of the life of the school and will always add value with such contributions as sharing work and achievements of their home learning.

Student work was celebrated on a weekly broadcast of MFS News via the Marshfields TV YouTube channel and regular newsletters were also be sent out.

We have been well supported by the school during the Covid-19 crisis.

Answered: 48 Skipped: 0



The parent/carer survey asked whether families felt they had been well supported by the school during the closure period. Almost 96% of parents and carers agreed, 58% of them strongly. The two parents/carers who disagreed had unfortunately experienced issues with Edenred which we struggled to resolve due to the system. Their frustration was understandable.

3.2 STAFF

At the height of the crisis, 32 members of staff needed to work from home. The remainder were placed on a rota to allow them to work from home for two weeks in every three.

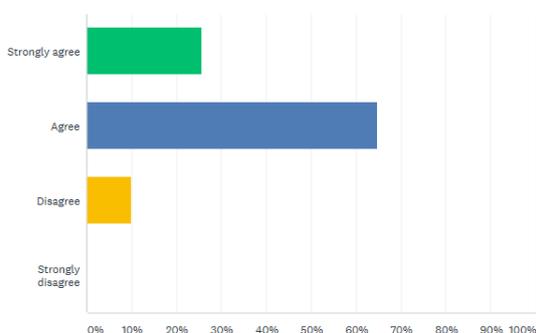
Staff continued to engage in Continual Professional Development during this time. Staff achieved qualifications in BSL, ASD, NASCO, NPQSL to name a few throughout the closure, with a further focus on reviewing and updating schemes of work in line with the new BSquared assessment tool.

The new middle leadership positions were filled following online interviews and tasks, and a period of training commenced for these staff from 1 June 2020. Middle leaders were supported to complete their development plans, conduct staff safe and well checks, quality assure schemes of work and attend training on data, difficult conversations and quality assurance.

Staff were surveyed about their wellbeing and workload during the closure. Of 60 staff, 53 responded. The survey was not anonymous to allow the senior team to respond to any concerns that were raised, and this was made clear to staff when it was issued.

I am able to manage my workload and my family's well-being

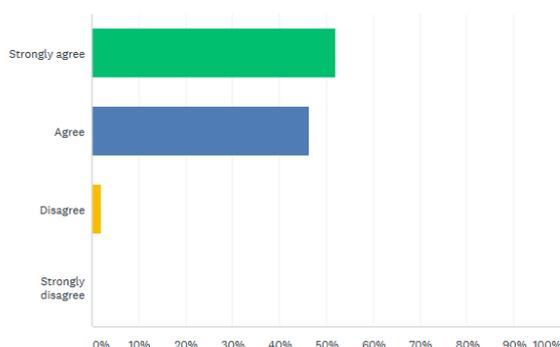
Answered: 51 Skipped: 1



90% of staff agreed that they could manage their workload alongside their family's well-being. The five staff who disagreed were contacted by their SLT link and adjustments were put in place to ease the pressure. Wider reopening of schools helped a number of colleagues with managing their workload as their children returned to school.

I know who to speak to if my workload becomes unmanageable

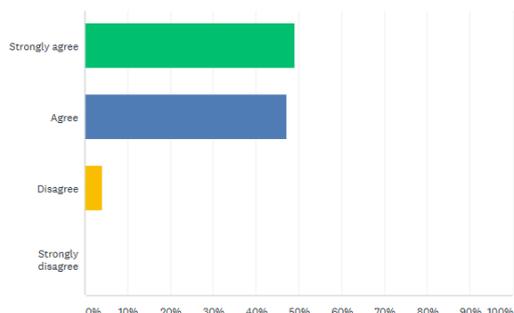
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Responses to this question indicated that the staff safe and well checks were capturing the concerns of colleagues. The one member of staff who disagreed had recently started and was contacted to explain who would conduct their safe and well check and the purpose of this weekly contact.

Teams training is helpful and the timing works with my other responsibilities

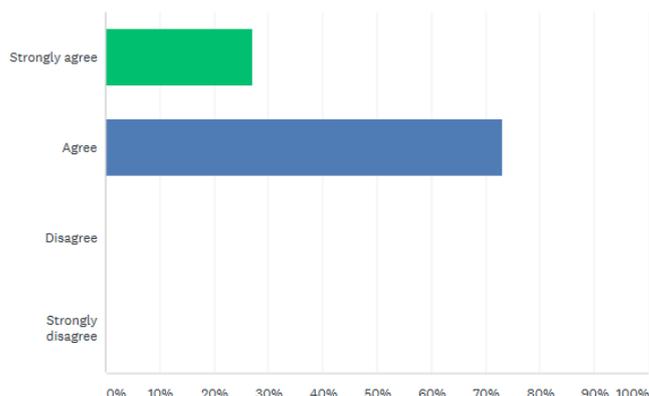
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Teams meetings took place each Monday afternoon and Thursday morning throughout the closure. Training was delivered for the first part of the session, with an SLT briefing concluding the session. These sessions allowed staff to communicate with their colleagues and remain up to date with changes in school and in the guidance. Over 96% of staff agreed these sessions were helpful and worked with their other responsibilities. One colleague did not, for reasons associated with home life, but was contacted by their safe and well link to consider whether any adjustment could be made to support.

I know what working tasks are required from me.

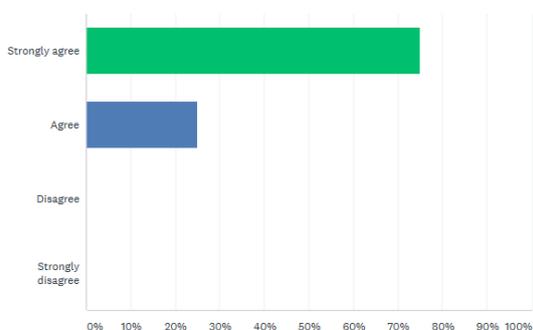
Answered: 52 Skipped: 0



Given the length of the closure we were pleased to note that all staff agreed they knew what working tasks were required of them. The usual in-house staff key tasks document remained in place throughout the closure, listing key details such as the weekly training focus, deadlines for annual reviews, etc.

Communications through briefings and emails ensure that I am well informed of how the school is responding to the Covid-19 crisis.

Answered: 52 Skipped: 0



We were also pleased to see that all staff agreed that briefings and emails ensured they were well informed about our response to the crisis. Ensuring key systems such as SIMS and MyConcern were able to be used from home led to consistency of approach between normal working and home working.

Open text responses also allowed us to further consider how we could improve staff experience during the closure. For instance, work packs for students were forwarded to staff teaching in school to use in their lessons. A briefing session explained the importance of planning your working hours at home, as it was clear some colleagues were working much longer days than during normal operations. Overall, staff worked tirelessly to continue to work their full hours in a very different way. We are proud of our response to the closure and it is testament to how the staff worked together as a team to establish a remote school within a matter of days.

4. RECOVERY AND DEVELOPMENT PLANNING 2020-21

4.1 SUMMARY

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

Leadership and Management

Leadership and management at the school is **OUTSTANDING**. 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 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 period.

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. Students at Marshfields have "spiky" learning profiles coupled with a wide variety of prior learning and school experiences. Therefore, this dialogue of professionals is integral to seeking the best outcomes for students.

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 and DT.

Year 8 and 9 students have timetabled slots of: Maths, English, Science, Food, Design Tech, Art, 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 OUTSTANDING. The school has high expectations for students' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in students' positive behaviour and conduct. Low-level disruption is not tolerated, and students' behaviour does not disrupt lessons or the day-to-day life of the school. 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 not tolerated. 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

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.

4.2 TEAM EVALUATIONS

English and Humanities

The **English** team were evaluated in the October 2019 Deep Dive as an Outstanding department in all areas (intent, implementation, impact and behaviour and attitudes). Hereafter, we have continued to carefully consider the intent of our curriculum and implement this consistently through careful planning so the impact is that our students continue to make outstanding progress.

The English team ran curriculum related trips in 2019-20. These allowed our curriculum to come to life and included our annual trip to John Clare's Cottage in Helpston. Year 11 complete a Poetry Unit in their Additional English Pathways coursework and The John Clare Trust has always accommodated our year group with a tour of Clare's cottage and tours of the village to support the successful completion of their coursework.

This year, the English team also took Year 9 to The Curve Theatre in Leicester. In order to supplement their study of Shakespeare's Romeo and Juliet, which is most effectively studied as a performance in theatre. Students attended a specially planned 2-hour workshop about Romeo and Juliet with expert practitioners. The whole year group worked collaboratively and creatively in character workshops for an entire morning followed by watching a matinee performance of West Side Story (a musical famously based on the story of Romeo and Juliet).

We have continued to ensure our curriculum is of a high quality. Last year the team carefully adjusted the Reading/Writing/Speaking/Listening Descriptors ("I can" statements) to reflect changes at KS5 and

incorporate P Levels. This year we have developed this further to incorporate the school's new assessment system, BSquared. Its 'progression steps' link closely to the 'I can' statements English were already using for assessment. Units of work have been amended to incorporate 'progression steps' from KS3 to KS4. The team have also planned to deliver their weekly/bi-weekly SPaG lessons focused around BSquared objectives and the term's 'topic' for KS3.

At the beginning of the year, we also adapted the delivery of the Year 7 curriculum. This change was made in order to support their transition to a secondary curriculum, reduce anxiety around literacy and ensure lessons were highly structured. We divided Year 7 lessons into specific core skills each week and into shorter learning episodes. Daily phonics activities were encouraged in delivery of lessons and a focus on spelling high frequency words was prioritised before moving the students onto the spelling program we use. We have found this to be hugely successful in English; Year 7 classes have shown confidence in the routine and regularity of the curriculum that is delivered. They come to the English classroom confident of what is expected of them that lesson and have embraced opportunities to engage in drama, craft and kinaesthetic activities linked to their topic work.

The ongoing adaptation of the curriculum to meet the needs of our pupils has continued to be a priority for the English team, especially during the school's closure since March 2020. We have created weekly Literacy work packs and skills sheets to support all learners. We have also contributed to the Marshfields' YouTube channel to support students working at home – some of the videos even linking specifically to the skills sheets. As well as this, we have contributed to strategies for literacy on the website, creating 3 to 4 weeks' work accompanied by short films to support the students and their parents/carers in the completion of the work set. We also continue to support parents and carers at home during this time by providing reading and phonics help sheets and suggesting free resources available to promote continued reading at home.

Following a Deep Dive into reading completed by Oliver Teasel, Federation Deputy Headteacher of the Redwood Academy Trust in Nottinghamshire, in December 2019, the English team acted on feedback to develop reading and the whole school's literacy responsibility. Following recommendations from the Deep Dive, we wanted to ensure literacy and reading workshops were offered to staff as part of the CPD programme. Therefore, phonics and dyslexia training were delivered to the whole school with planned follow up training. As well as this, staff were updated on the recommendations of the Reading Deep Dive in a training segment and were guided on the changes to Accelerated Reading (AR) time. This included allowing students to read within their Zones of Proximal Development to allow access to a range of books, giving time to explore reading and phonics activities within AR time, promotion of paired reading with Post-16 students, guidance on completing AR quizzes and training staff on using AR data to successfully support children with their reading.

Following on from this, pupils can now access AR articles (non-fiction reading) as part of our AR subscription and from September 2020 we will be launching Accelerated Reader's myOn digital library, where pupils will be able to access over 6,000 online books at home or in school. We advise all students to read at home every night to continue developing their reading skills and practice; our subscription to myOn digital library will further foster students' engagement and achievement in reading at Marshfields. Our bookbag project also continues to run successfully for targeted students and encourages paired reading with an adult at home linking to specific reading skills story books. As always, World Book Day was successfully celebrated in a week of events this year too and saw a high number of students dressing up, discussing and engaging in their favourite books and characters.

This year **Humanities** has undergone changes to its Key Stage 4 qualification offer and the project curriculum for Year 7. All other years have continued the same topics whilst embedding the new assessment framework created in summer 2019.

The current Year 11s have continued to work towards the OCR Entry Level History certificate, completing an assessment in 'Public Health'. The results were excellent and learners enjoyed learning about this interesting topic, supported with a curriculum trip to Peterborough Museum for a workshop on Victorian medicine.

The current Year 10s began a new qualification; the WJEC Entry Pathways Humanities, completed over two years of KS4 and studying units within History, Geography and RE.

In the teaching of the Year 7 curriculum students have experienced a wide range of activities including practical or creative tasks. This will continue in future planning to allow for a more engaging curriculum offer.

The Multi Faith Day was organized with the intent to visit to places of worship and activities based around the religion of focus. Planned for July, this was unable to go ahead but will be reintroduced next year. Planning for 2020/21 has also included more lessons and activities for RE to ensure the BSquared and statutory frameworks are met.

Maths

The schemes of work continue to evolve to cover a broad range of mathematical concepts taught in a variety of contexts to support understanding that relates maths learning to real life. The cyclical program each year has covered all aspects of mathematical learning to build up to the qualifications taken at Key Stages 4 and 5 as well as the ongoing need for Preparation for Adulthood once students move on from Marshfields. All years are taught the basic number work which progresses using counting apparatus to written methods of calculation for all four operations, as well as the confident use of calculators needed for the KS4 and KS5 qualifications.

As well as the broad range of learning relating to number work Key Stage 3 students also carried out project work to expand their mathematical understanding in the real world. The new Year 7 thematic approach was introduced and will be further extended next year with planning based around the use of BSquared objectives to assess their progress.

- Year 7 took a trip to the local park to look at measurement and geometry. They were able to investigate length using a variety of measuring equipment. This trip also gave an opportunity to look for and discuss the shapes that can be found in their surrounding environment.
- The Year 7 and Year 8 Spring/Summer project was the Park Project which would have included a trip to Central Park; continuing to look at measurement and shape as well as spending money in a café, symmetry, position and direction.
- Year 9 started the Bedroom Project. The completed project would have involved the students producing a model of a decorated bedroom with furniture. Learning involved many aspects of the Geometry and Shape topics as well as number work relating to money and the importance of keeping to a budget.
- Key worker students had the opportunity to complete an isolation room relating to this project during the Covid-19 provision.

During Key Stage 4 all students have completed the AQA Entry Level Maths Certificate. This certificate focuses on both number work; calculations and fractions as well as the real life maths; money, measurement, time and statistics. Some students were able to complete this in Year 10 and progress onto the Edexcel Level 1 Number & Measurement (eight passed this in January) and GCSE Foundation qualifications which would have been taken in June.

- In February the Year 10 students enjoyed an exciting visit to the Huntingdon Race Course to explore the practical applications of maths in the world of horse racing (which included weights and measures, the use of continuous data, probability and money).
- Planned trips for the Summer term were the Peterborough Maths Trail, with the idea to extend to other locations and using Ferry Meadows as an outdoor learning environment to carry out activities involving direction and bearings.
- Extra-curricular options of Maths homework and GCSE clubs were available to all students.

The KS5 student curriculum had a functional focus and relates closely to Preparation for Adulthood. The differentiated qualifications allowed students to work through Functional Entry Level 1,2 and 3, progressing to Level 1 and Level 2 Functional Skills in Mathematics. Nine Post-16+ students completed the BTEC Level

1 Money and Finance in their final year at Marshfields. This included a bank visit and visitors from the bank to support the students' understanding of living to a budget and the practicalities of using a bank account.

During the lock-down the Maths department produced differentiated work for the KS3 and KS4/5 work packs that were sent out weekly. Each week one of the Maths dept was in school as part of the key worker and vulnerable student provision to plan lessons and activities to give these students a range of learning opportunities. These teachers continued to be part of this in school provision till the end of term.

Science, Food and Computing

Science has experienced several key changes that have greatly enhanced the quality of provision. Science offer two main qualification pathways: an OCR Entry Level in Applied Science, a Level 1 BTEC in Applied Science. These courses give pupils the greatest opportunity to make progress and achieve best outcomes while supporting their individual needs.

With the changing cohorts there is ongoing development of curriculum to ensure that the intent continues to promote optimum progression for all students and that the implementation of lesson delivery is bespoke and considerate of EHCP needs. The introduction of Bookmarks that serve as a student accessible visual guide to the school's marking policy was introduced in the spring term. This is designed to serve as a dual tool as it presents students' current key targets in science and direct link to EHCP targets as well as making teacher/TA marking explicit to the students.

Year 10 enjoyed a visit from Aragon Peterborough Recycling Centre, pupils learnt about the impact of waste and the importance of recycling. Year 9 took part in "The Big Bird Watch". They enjoyed bird spotting, researching British birds and making bird feeders. Due to the Covid-19 pandemic the planned trip to Oundle school, to look at exotic species of animals, was cancelled. This meant only half of the Year 8s were able to access this experience, an opportunity that will be re-offered when it is safe to do so.

During the closure staff have delivered STEM lessons to the Key worker/vulnerable groups. Science themed videos have been created for the school's YouTube channel and pupils who have needed further support during the pandemic have had weekly online science lessons. In Term 6, the government allowed wider opening and Year 10 returners were given specific science lesson time, lessons were planned with a view to reintroduce key scientific principles and skills.

We have also had another busy and successful year in **Food**. Year 6 got a taste of what Food in Marshfields is like by producing Rainbow Fish pizzas to add to their themed work. This year a themed approach was introduced across the school's Year 7 curriculum, pupils were especially proud of their space kebabs and planet pizzas. Years 8 and 9 settled into their new groupings and have produced an array of dishes from scratch showing knowledge of farm to fork. Year 10 excelled themselves by producing extremely high standard Christmas cakes, showing a range of skills and techniques.

Food students at Marshfields also produced over 150 biscuits for Valentine's Day to go to Peterborough Soup Kitchen as they wanted the homeless to know someone was thinking about them. The Food department supported a range of students in the devolved group in order for them to access cooking in the bungalow.

Since lockdown, Food has continued cooking with key worker/vulnerable pupils where possible, following social distancing and in line with risk assessments. Eight cooking videos 'Cooking with Mrs C' have been produced for the YouTube channel.

Computing continued to offer the TLM IT User Skills at Entry Level and Level 1 with all students on track to pass. Year 10 have engaged with and progressed rapidly through the coursework assignments which will stand them in good stead upon return from the lockdown - all students study Level 1.

The Year 7 themed schemes of work have been successful and reflection upon them through the curriculum review has led to developing a new lesson format allowing students to create individual lesson journeys and also promoting their independence. This is being rolled out in Year 8 also and has proved

very successful with continuing adaptation schemes of work in line with the new BSquared assessment. Year 9 have worked exceptionally hard and the standard of their Kodu computer games has been outstanding.

The Minecraft lunchtime club continues to be a favourite amongst Marshfields students and runs throughout the week. Use of Minecraft in lessons to support and engage students within schemes of work has continued to prove popular and successful, with opportunities for more cross-curricular lessons in development.

During the covid-19 lockdown a YouTube channel has been set up as a platform to broaden the Marshfields home-schooling offer which has been successful in engaging students has been reported upon in the local papers' Facebook news pages. The school social media has been developed this year and during the lockdown has been a vital way of reaching students and parents/carers.

Creativity

Creativity continues to go from strength-to-strength. In **Art and Design** we have successfully delivered themed projects that link to key skills, artists and world cultures. Year 7 students have used a range of 2D media and developed their drawing and painting control by studying the artwork of the Australian Aboriginal Dreaming civilisation and the modern architecture of Hundertwasser. Year 8 pupils developed their colour mixing skills to create Pop Art paintings. Year 9 successfully drew one-point perspective scenes to develop into a watercolour landscape painting. Both Years 8 and 9 pupils developed their modelling skills and successfully created clay cupcake pots and monster pots, respectively.

This year we have two GCSE groups and one BTEC group. All KS4 students have experimented with a range of media and they have linked their project work to artists and world cultures. The Year 11 GCSE group completed all their projects and made a good start on their exam project. Year 11 BTEC Art & Design have made use of the painting techniques and styles of several contemporary artists before developing their own designs. Post-16 students have completed BTEC projects which include a collaged Winter landscape and a design for a 3D sculpture inspired by the Constructivists.

In **DT** Year 7 worked on projects looking at whole school themes. The Habitat project used opportunities for research, discussion, drawing and prototyping with simple hand tools and found materials. The second theme of Railway Children was also successful, looking at the differences between toys and leisure time for children in different sections of society. The rest of KS3 followed the previous schemes using metal fabrication and casting whilst designing their own response to the Balancing Toy/Moving Sculpture theme, with extended development into 3D by some. Year 9 focussed on Casting and made products suited to gifts and special times of year.

In KS4, Year 10 completed their first of two units looking at personal adornment from the ancient world. They developed their skills in 2D and 3D drawing, planning, research, metal, wood, clay, and textiles to produce a comprehensive look at the shapes and ideas presented by that brief. They will focus on the second unit in Year 11 which looks at candle holders and lighting. Year 11 also completed their BTEC units with two students working towards the GCSE with OCR.

In **Performing Arts**, students took part in a performance Ken Stimpson School's carol concert, and our own Christmas Service at St John's Church.

In KS3 **PE** the team have introduced Nurture and Nature groups. This has meant students have been more engaged and activities have been more suited to their needs. Year 7 students continue to access swimming which improves fitness while ensuring that they can independently dress.

Post-16

This last year has been successful in many ways. Firstly, all Post-16 students have stayed fit and well, staying home as directed and spending valuable time with their family, some new baking skills and a little

bit of gardening going on. Through the Extended offer and Wellbeing meetings we have been able to address any transition question or worries

In **Childcare**, the Post-16 childcare group achieved a lot from September to March, both academically and socially. All the students were hard working and dedicated to the BTEC course, each demonstrating a natural ability with babies and young children. The students were given the opportunity to have regular visits in school with babies and toddlers which they really benefited from.

We also were able to visit our local preschool giving our students the real-life experience of being able to interact with the children and staff there. Every one of our students conducted themselves in a mature and sensible way, being excellent role models to the youngsters.

In **Landbased**, Four students were entered for Entry Level 3 Award in Land based Studies in Post-16. All four students were predicted to pass this level of study. Students attitude, behaviour and commitment to the course was a credit to them. They had a full understanding of the course structure and criteria requirements. Students took responsibility for their own learning by ensuring their coursework and practical activities were completed on time as required

In **BTEC Art** and the **Art Award** qualifications, Post-16+ students completed projects which included artists' research, developing their own designs for a winter landscape in 2D using paint, collage and drawing, as well as a 3D sculpting that links to artists' designs made by the Constructivists.

In **ASDAN BSG & Employability**, students' attitude, behaviour and commitment to the course was a credit to them. Students had a full understanding of the course structure and criteria requirements. They took responsibility for their own learning by ensuring their coursework and practical activities were completed as required

All students in Post 16 have benefited from meetings with the colleges they are moving on to, with 95% having one or more transition days. Students were lucky enough to be able to take part in a careers event here at school having the opportunity to chat with people from other working environments as well as attending mock interviews.

A professional from the banking industry came in to speak to our **Money & Finance** group. **Work Experience** continued to grow and develop adding a small working group to our options alongside our larger grounds maintenance group and independent placements. Out of 33 students, 19 at the beginning of March were fully independent and two partially, which is exceptional given the challenges many of our students face as a result of their SEND.

Primary Phase

The Primary Phase welcomed its first pupils in January 2020. A bespoke primary style classroom was set up ready for their arrival that incorporates different areas and displays to support the curriculum. This includes sand and water trays, a reading corner, a sensory tent, writing and maths tables and interactive number and phonics displays.

The primary curriculum has been planned around high-quality texts. The use of packs of texts collated by Pie Corbett has provided the basis of these texts and includes high quality picture books such as Knuffle Bunny and Whatever Next as well as longer stories such as Fantastic Mr Fox and The Giraffe, the Pelly and Me. Texts covered prior to the closure were: The Rainbow Fish, Where The Wild Things Are and Rosie's Walk, with The Gruffalo and Elmer also being used in World Book Day week. Cross curricular links have been made wherever possible, with hands on investigative learning a key feature of the curriculum. Pupils have tested materials and their properties to make new scales for Rainbow Fish, built a new island for the Wild Things to live on and practiced going over, under, round, past and through things like Rosie on her walk! BSquared has been used to base line the primary pupils and to support the setting of focused 'I can...' objective statements for the schemes of work.

The primary pupils have had the opportunity to join their peers in Year 7 for some learning including swimming and PE and a visit to Duxford Museum. This has supported their induction to Marshfields and their personal and social development as well as enriching their curriculum. They have also enjoyed the opportunity to develop their social skills and make wider friendships by joining the rest of the school at break and lunchtimes.

Members of Marshfields staff have been welcomed into the primary classroom to observe the primary practice in action and to support their own professional development. CPD on meeting the needs of, and planning for, pupils working at an early primary level has been delivered by the primary lead teacher. This CPD has also been offered out to other schools in the cluster as part of our Hub support.

A second primary teacher was successfully appointed for September 2020 and the Lead teacher of primary led the setup of a more primary style of curriculum delivery for the Year 7 2020 intake.

During the school closure the primary pupils continued to be supported in their learning and development on a remote basis. Work was provided weekly following the investigative, practical and thematic approach and utilising online and video versions of books. Pupils found out more about oceans and World Ocean Day with an online version of The Rainbow Fish and investigated life cycles and mini beasts with a digital version of The Very Cautious Caterpillar. Other examples included weight and measurements to make cakes for the party in Cops and Robbers, creating their own versions of Starry Night by Van Gogh, investigating straw planes and flight and designing a new teapot for The Tiger Who Came To Tea.

4.3 LEADERSHIP AND MANAGEMENT

JUDGEMENT: Outstanding

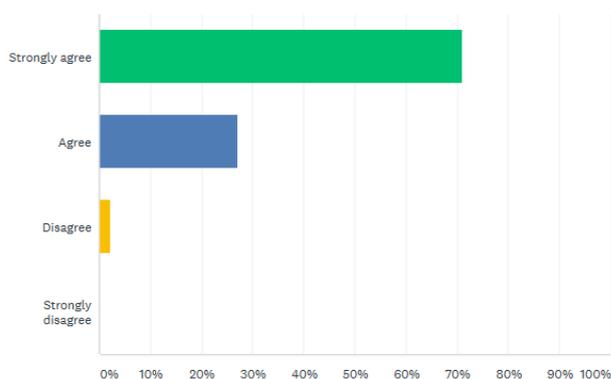
Leaders and governors focus on consistently improving outcomes and Preparing for Adulthood (PfA) at the School and they are uncompromising in their ambition. The School's actions in addressing curriculum needs mean that students are increasingly well prepared for life after Marshfields despite their 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 PP grant. Effective strategies are continued, and those which lack impact are discarded and replaced.

Governors challenge leaders to ensure that there is effective deployment of staff and resources, including the high needs funding, Year 7 top-up funding secures good educational and PfA outcomes for all students. Governors do not shy away from challenging leaders, for example around the quality of off-site provision and the reasons for offering this to our students.

I would recommend this school to a friend

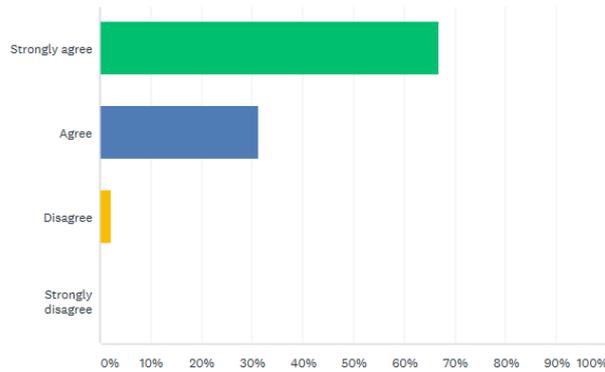
Answered: 48 Skipped: 0



In the parental survey, 97% of respondents agreed they would recommend the school to a friend, 70% strongly agreed.

My child is safe at school

Answered: 48 Skipped: 0



98% of parents agreed their child is safe in school, 70% strongly agreed. Students benefit from a culture of safeguarding. The Student Services 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.

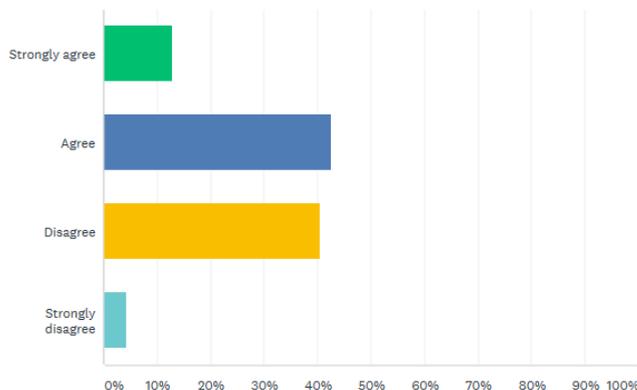
The curriculum is rapidly developing to ensure there are appropriate opportunities for students to understand the variety of risks they may be exposed to in their daily lives. Suitable themes are included in assemblies, PSHE, tutor time and drop-down days.

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.

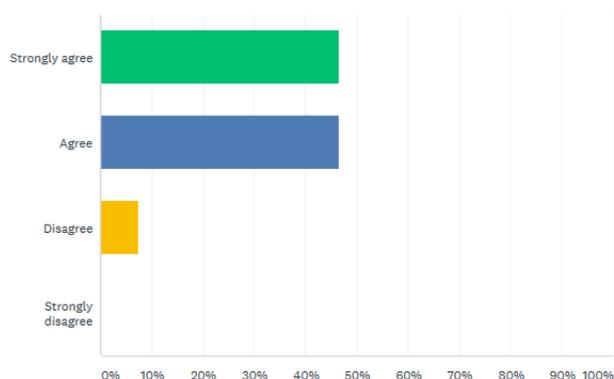
Answered: 47 Skipped: 1



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

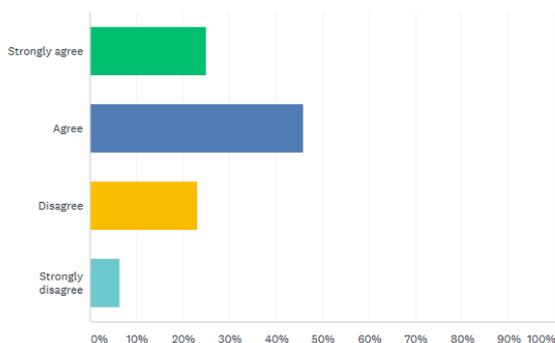


By comparison, in the 2019-20 survey this opt-in training session has rapidly improved the quality of training, with almost 93% of staff agreeing that there is sufficient opportunity to improve their work through training. This is an exceptional improvement on the figures from the previous year.

In 2018-19 we also identified from the survey that there was a variation in experience for staff, with some feeling they had a support network in school but a third of staff disagreeing.

I have a best friend at work.

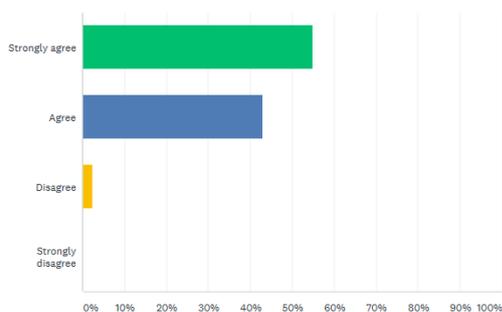
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When analysed in more detail, the figure was particularly negative in the experience of Teaching Assistants. As a result, a focus group took place where we clearly identified that TAs were supporting across too many subjects and year groups to feel a part of a cohesive team. As a result, in November TAs were asked to opt into curriculum teams. Most of their timetabled sessions are now within their teams and they are line managed by their team middle leader. This allows much more personalisation and ensures TAs can use their subject knowledge to the benefit of students.

I have someone I can talk to at work when I am worried or under pressure.

Answered: 42 Skipped: 0

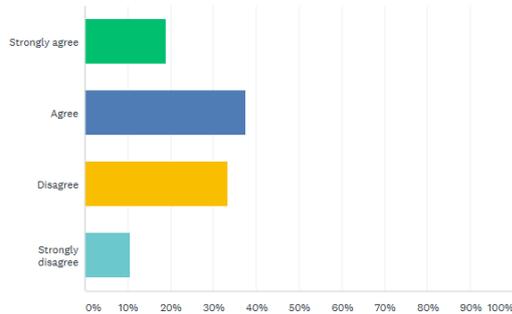


Almost 97% of staff now agree that they have someone they can talk to if they are worried or under pressure. This is an exceptional improvement in less than 12 months.

Also of concern in the staff survey 2018-19 was the responses to the question about receiving praise

I have received praise or recognition for my work in the last 2 weeks.

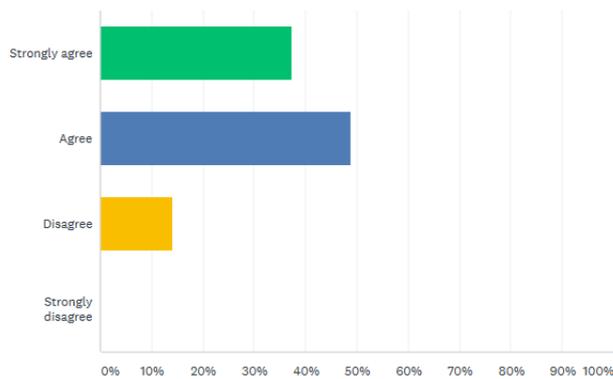
Answered: 48 Skipped: 0



43% of staff disagreed. The senior team shared this information with all staff and carefully considered how to address this through the line management system.

I receive praise or recognition for my work.

Answered: 43 Skipped: 0

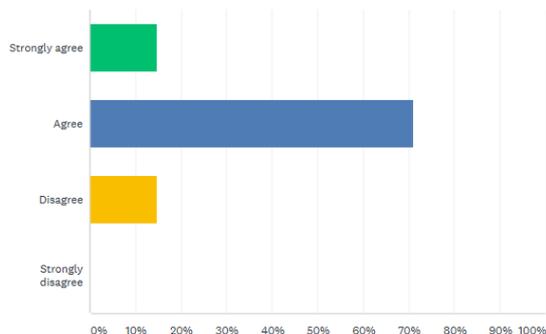


The improvement to 98% of staff agreeing that they receive praise or recognition for their work is pleasing particularly given that for that latter part of the academic year most praise and recognition has been remote.

SLT consider workload when reviewing or introducing systems and expectations we place on the staff. During the extended closure Teams meetings became a normal way of working that in some cases is likely to continue when we reopen. For example, remote annual reviews have reduced workload because they are simply more efficient online. Special headteachers' meetings have taken place weekly without the requirement for leaving the building.

My workload is generally managed well.

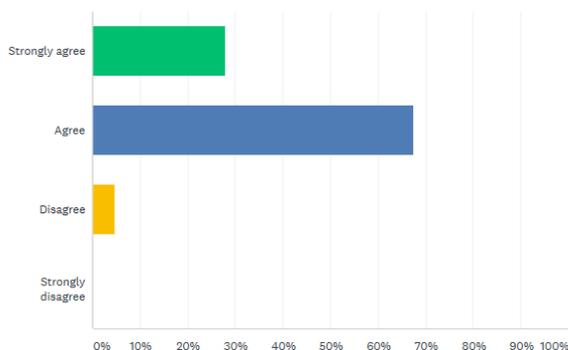
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As can be seen above, workload responses were varied in 2018-19, with 15% disagreeing that it was managed well. Staff key tasks were introduced in September 2019 to clearly outline deadlines and allow the senior team to adjust deadlines for pressure points. We also introduced SIMS as a single point of data entry, where previously multiple platforms had been in use. This has improved the overall workload picture significantly, with 95% of staff agreeing it is managed well:

My workload is generally managed well.

Answered: 43 Skipped: 0



Given the extended closure and the pace of change at Marshfields, this is an excellent improvement in the way staff perceive their workload.

The Headteacher’s performance review is carried out annually by members of the Governors and in 2020 this will be supported by 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 a year. In the last 12 months the team have worked with Governors to manage:

- The introduction of the hub;
- The new primary class;
- A new Ofsted framework;
- Changing cohorts to only those students within our admissions guidance;
- A new thematic approach for KS3 students;
- Introduction of SIMS;
- New build and refurb;
- Covid-19 business interruption;
- Curriculum and assessment review including the use of off-site provision;
- Proposed re-designation;
- Appointment of the new middle leadership structure positions.

Green: Achieved **Amber:** Partially achieved **Blue:** Did not happen because of shutdown **Red:** Not achieved

Target	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
85% of staff agree their workload is managed	Training day 1 – SIMS	Opt-in CPLD begins	Off-site spot-check 2.	Y9 options complete	Core training – TBC	Stakeholder surveys
80% of staff agree SIMS impacts for the	Training day 2: therapeutic behaviour	QA of team development plans begins	Secure safeguarding	Rewards assembly	Reading ages tests and update to target grades	Off-site spot-check 3
			Plan recruitment 2020 start	Y6 café – family		Rewards assembly

<p>better on their workload</p> <p>80% of staff agree that CPLD is high-quality and meaningful</p> <p>90% of staff pass performance review at good or better using new process</p>	<p>Teacher PR planning. Policies updated. Objective target letters issued</p> <p>Off-site QA handbook collated</p> <p>Off-site spot-check 1</p> <p>Team development plans complete</p> <p>Scrutiny of results. Review courses</p> <p>Agree lesson observation protocol and plan for the year</p> <p>Review timing of school day. Plan consult if required.</p>	<p>Core training – therapeutic behaviour</p> <p>Rewards assembly</p> <p>Publish CPLD offer</p> <p>Y9 and Y11 transition reviews include new Post-16 admissions criteria information</p> <p>Behaviour learning walk</p>	<p>Curriculum costing</p> <p>Core training – SIMs</p> <p>Y9 options planned</p> <p>Y11 mock exam results scrutiny</p> <p>Y6 students arrive</p>	<p>partnership worker introductions</p> <p>Staff restructure</p> <p>Health and safety full site audit</p> <p>Order online staff training</p> <p>Deep dive 2</p> <p>Teacher interim performance review</p> <p>Support plans in place for key staff</p> <p>Training – changing dynamics of cohorts</p>	<p>Y10 into Y11 intervention groups identified</p> <p>Behaviour learning walk</p> <p>Y6 home visits</p> <p>Stakeholder surveys</p>	<p>Y6 transition fortnight</p>
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Evaluation of Leadership and Management 2019-20

- Performance reviews were linked to Deep Dive quality assurance processes and took place for all teams by the end of Term 2;
- The transition opportunities for Year 7 students led to a greater understanding of the students prior to their starting and reduced the amount of intervention required;
- Staff CPLD was noticeably better;
- Off site provision and work experience were quality assured to ensure compliance with;

Recommendations

- Careful reopening planning for September including bespoke arrangements for more complex individuals who will require a supported return;
- Implement and embed BSquared as our main assessment tool;
- Ensure middle leaders are trained and able to manage their teams and subjects;
- Introduce additional accredited courses;
- Monitor off-site and alternative provision for quality of education;
- Improve the rigour of the performance management process to ensure all targets are high quality and add additional capacity to school leadership;
- Embed the new SRE curriculum from September 2020;
- Free text boxes on the staff survey still indicate there is on-going need to improve communication. Middle leadership training and termly full staff briefings will endeavour to address this aspect of our offer.

Leadership and Management Planning 2020-21

Target	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
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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	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.

We ensure:

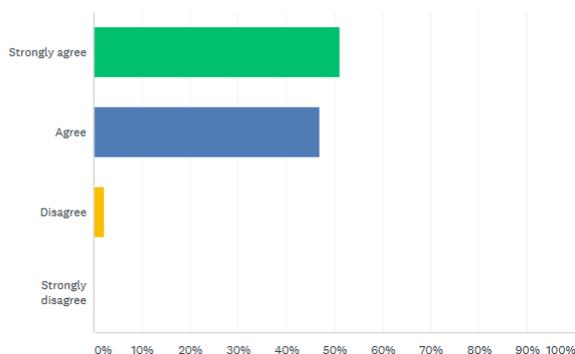
- Accurate baseline assessments are made using induction assessment through the newly introduced BSquared software;
- Close liaison with all involved professional agencies;
- Adherence to SEN procedures (see SEN policy);
- Cross-curricular development of basic literacy, numeracy and ICT skills through 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;
- Staff understand appropriate progression routes and the links between the main school and Post-16 curriculums, and this includes appropriate progression routes through from KS4 to Post-16.

Students 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.

Parents and carers increasingly recognise their children are making progress at the school. In 2020, 98% of parents and carers agreed that their child is making good progress:

My child is making good progress.

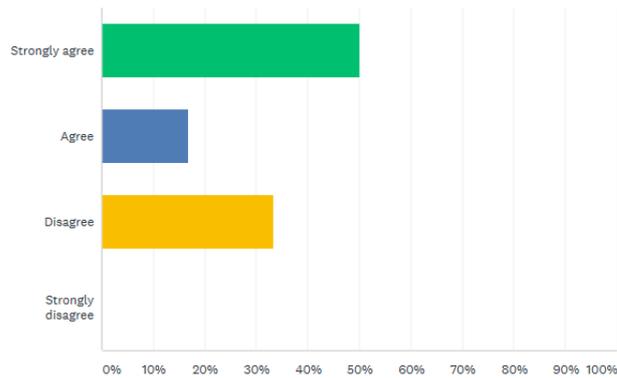
Answered: 49 Skipped: 0



This is an improvement on the 2019 survey which indicated that a third of parents and carers disagreed that their child was making good progress:

My child is making good progress.

Answered: 6 Skipped: 0



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.

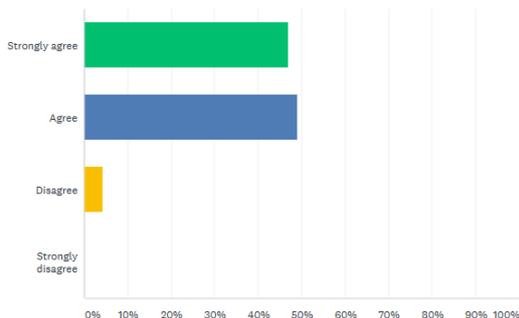
All pupils are offered a broad and balanced curriculum including English, Maths, Science, Humanities, Computing, Food, D&T, Performing Arts, Child Care and Art. Pupils receive an extensive programme of Spiritual, Moral, Social and Cultural (SMSC) learning delivered daily during their Tutor group sessions. 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) in order 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 three and two 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.

Central to our ethos as a special school is ensuring that the curriculum supports students in meeting their EHCP targets. In 2020, 96% of parents and carers agreed that the school meets their child's needs:

My child's EHCP targets are being met

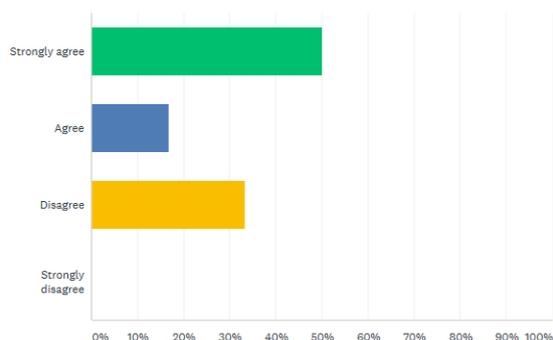
Answered: 49 Skipped: 0



This is a significant increase since 2019, when just over a third of parents disagreed with the same question:

My child's EHCP targets are being met

Answered: 6 Skipped: 0



Implementation

Our aim is to improve the quality of education to outstanding. 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 is one of the school's highest priorities; teaching is better now than it was last year. 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. Staff feedback about the quality of training is very positive. The quality of teaching from our most recent lesson observations: 26% Outstanding, 60% Good, 14% less than Good of which 3% was inadequate;
- 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. There is more good and outstanding teaching than was observed at KS4 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. Where necessary, staff have been supported through the appraisal and capability or sickness management policies to increase their skills.
- 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 will include what outstanding teaching looks like. This is being promoted through updated lesson observation forms and guidance, marking and feedback, high quality planning that supports differentiation, questioning and literacy strategies;
- Significant whole school improvements in teaching during 2019-20 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 students' opportunities to develop guided independence. 2019-20 has seen a development of our CPD programme with a focus on lesson planning and outstanding practice with staff sharing their practice through our Twilight INSET program which will continue to be developed through the academic year 2020-21;

- Assessment will become 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 will also include a newly designed tracking and data input system which instantly highlights student progress using the new BSquared software;
- 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 2020-21;
- Further development for subject improvement and data tracking at middle leadership level will be introduced in 2020-21 to strengthen middle leaders' 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 SLT 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.

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, 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.
- 2019 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 attainers were correct, there is a focus in 2020 on higher prior attainers. Greater focus on differentiation for high prior attainers is needed in the year 2020-21.
- The 2019 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 on GCSE entries and English had no entries where 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 the year 2020-21.
- 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	Yr. 11 Predicted 2020 Cohort = 26*	Yr. 10 Data Drop Tracking December 2020 Cohort = 30
% Students achieving 5 High Quality KS4 Qualifications	28%	21% 	31% 	62% 	
% Students achieving 3+ High Quality KS4 Qualifications	75%	92% 	75% 	100% 	
% Students achieving a L1 Qualification in English and Maths	0%	0% 	0% 	62% 	
% Students achieving a L1 Pass in an English qualification	0%	0% 	0% 	100% 	
% Students achieving a L1 Pass in a Maths qualification	34%	25% 	34% 	62% 	

Note: *Year 11 Predicted 2021 based on Target Levels and not assessment data;
High Quality Qualifications refer to Level 1 qualifications upwards.

Marshfields Data Analysis	Actual results				Pupil progress			
	2017	2018	2019	2020	2017	2018	2019	2020
Number of Pupils / % Matched	32	31	25		94%	94%	84%	
Attainment / Progress 8 (Overall)	0.5	0.4	0.4		0	0.1	-0.07	
Attainment / Progress 8 (English)	0	0	0		-0.43	-0.22	-0.68	
Attainment / Progress 8 (Maths)	0.5	0.5	0.4		-0.08	0.04	-0.18	
Attainment / Progress 8 (Ebacc)	0.3	0	0		-0.04	-0.17	-0.41	
Attainment / Progress 8 (Open)	1	1	1.1		0.31	0.53	0.69	
% English & Maths (Grade 4+)	0%	0%	0%		-1%	-1%	-3%	
% English & Maths (Grade 5+)	0%	0%	0%		0%	0%	-1%	
% Ebacc (Grade 4+)	0%	0%	0%		0%	0%	0%	
% Ebacc (Grade 5+)	0%	0%	0%		0%	0%	0%	
% 5+ GCSEs (Grade 7+)	0%	0%	0%		0%	0%	0%	
Average entries per pupil	2.4	2.3	2		0.7	0.8	0.9	
Average entries per pupil (GCSE only)	2.4	1.8	1.7		1	0.8	0.6	
% Pupils taking 3 single sciences	0%	0%	0%		0%	-1%	-1%	

KS3 - Overview Of 2019-20 Progress

All assessment during 2019-20 at KS3 was using individual department systems

	% students made less than 1 progress level from baseline	% of students made 1 progress level from baseline	% students made 2 or more progress levels from baseline
English: Reading	0%	0%	100%
Writing	0%	0%	100%
S&L	0%	0%	100%
Maths	23%	66%	10%

Progress compared to target levels (individual department systems)

	% students below target grade	% of students met target grade	% students exceeded target grade
English: Reading	7%	31%	62%
Writing	31%	45%	24%
S&L	17%	17%	66%
Maths	0%	23%	67%

Overview of current KS3 Progress 2020-21

At KS3 students are now assessed using the BSquared 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 BSquared.

[BSquared](#)

BSquared 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 KS3.

	Students on roll 31/05/20	Average Baseline
KS3	74	Step 1

100% of the cohort assessed across KS3 had a baseline of Step 1, indicating that they would achieve Step 3 by the end of KS3 and Step 5 by end of KS4. This is based on a school assessment that students will make two steps of progress in each subject every Key Stage on average with some making 3 steps of progress where they exhibit higher cognition levels.

[Achievement of disadvantaged students](#)

The numbers of students on roll has year on year increased since 2019 and the total percentage of disadvantaged students has increased slightly. 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.

[Impact of the PPG](#)

- Overall school attendance in 2018-19 was 93.98%. Non-PP students' attendance was 93.05% and PP students' attendance was 93.99%;

- 100% of PP students who left the school in the summer of 2019 went on to further education or employment. All remain in their new settings at the point of writing, indicating that transition was successful;
- Progress 8 for whole school 2019: -1.71. Progress 8 for PP students -1.46;
- Attainment 8 score for whole school 2019: 3.94. Attainment 8 for PP students 5.46;
- Progress 8 score for the maths element for the whole school 2019: -1.27. Progress 8 score for the Maths element for PP students -0.89;
- 68% PP of students made progress in reading as assessed by Accelerated Reader.

Target	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
90% of teaching is good or better	Rolling strategy timetable	P16 WEX	Body language:	EAL learners GCSE intervention	Preparing for WEX	D of E expeditions
50% of teaching is outstanding	Additional sport offer launched	Breakfast club overview	Focus on following instruction, 1 then 2 then 3	Support staff PR	Exam prep sessions delivered	Y11 WEX
100% of students entering training, education, employment or social care pathway	Y7 Topic curriculum launched	Baseline data/ Cats and target setting reviewed	Predicted grades Y11 and Post-16	Mock exams	Exam season starts	Performance end of year show
90% of students and parents agree they are making progress in lessons	Y7/KS3 nurture group launched	Department assessment criteria ready for review		Training day – review of curriculum		
80% of students achieve minimum target grades	Pastoral circle time	Students to take part in their own EHCP write up				
30% of students achieve aspirational target grades	Review AR provision	Bus training cycle begins				
	PHSE delivered by tutors planned.					
	Tall ships/ NCS					
	Teaching staff PR					
	Intervention sessions begin					

Capacity to Improve

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 the rigour of assessment.** Fine levels to be introduced for the school from September 2020, with defined criteria for each level. This will significantly reduce fluctuation in data, improve understanding of the need for accurate predictions from staff, better targeting of students for intervention and support, better equipped to support weaker students within each grade. Subject leaders to hold teachers to predictions via an evidence base.
- **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 Schemes of Work that link to BSquared to maximise students’ engagement and progress and improve B4L.

Evaluation of Quality of Curriculum 2019-20

Intent: Recommendations for 2020-21

- Further develop the curriculum for the Primary phase of the school linked with transition to Year 7;
- Further develop the thematic approach to SoWs in all KS3 departments for Years 6-9;
- Further develop a skills-based approach to the curriculum due to the changing nature of our cohorts;
- Focus on the changing nature of cohorts by introducing qualifications that meet the SLD nature of the students coming into the school;
- Curriculum model to cater for the high prior attainers that are on roll.

Implementation: Recommendations for 2020–21

- Ensure that no teaching is less than good and that more is consistently outstanding so that all outcomes are strong in all subjects;
- Ensure curriculum planning and assessment embedded within it, is consistently promoting good progress across the curriculum and in students’ literacy;
- Ensure marking and students’ reactions/responses to feedback is consistently promoting good progress across the curriculum;
- Ensure that progress is rapid because students have a thirst for knowledge and learning demonstrated by their responsibility for their behaviour for learning that develops strong independent learning skills;
- Further develop the Quality Assurance process within school including the Deep Dive department audit framework introduced the previous year;
- Ensure that Maths department are supported through department improvement plan to raise attainment;
- Ensure all subjects differentiate appropriately to maximise progress of high prior attainers;

Impact: Recommendations for 2020–21

- Raise the achievement of all students (from KS2) to at least expected progress in all subjects, and higher proportions exceeding expected progress in English and Maths;
- Increase the proportion of students who gain five high level qualifications based on their SEN;
- Increased accountability for student progress measures introduced through middle leadership;
- Further develop the assessment system for all;
- Include pastoral based targets alongside academic attainment as part of the assessment system.

Target	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
90% of teaching is good or better	Y7 Primary transition curriculum started	CATs data added to analysis	Middle leaders’ analysis of data	2 nd Data Capture point	Middle leaders’ analysis of data	3 rd Data capture point
50% of teaching is outstanding	New Strategy Provision launched	1 st Data capture point	meetings – intervention planning	Training day – review of curriculum	meetings – intervention planning	QA schedule point 6 completed
		Intervention planned and launched	QA schedule		QA schedule	

<p>95% of students entering training, education, employment, or social care pathway</p> <p>90% of students and parents agree they are making progress in lessons</p> <p>80% of students achieve minimum target grades</p> <p>30% of students achieve aspirational target grades</p> <p>80% parents agree that the curriculum is fit for purpose</p>	<p>PHSE delivered by tutors launched</p> <p>Teaching/Support staff PR</p> <p>Middle Leader training started</p> <p>Assessment Structure launched with staff/students</p> <p>Target levels communicated with staff/students</p> <p>QA schedule shared with staff/students</p> <p>QA schedule point 1 completed</p> <p>Middle leaders' analysis of exam data meetings – intervention planning</p>	<p>Reports updated/sent home</p> <p>Pastoral targets launched</p> <p>QA schedule point 2 completed</p> <p>P16 Parents Evening</p>	<p>point 3 completed</p> <p>Y9 Options planned</p> <p>Y11 Parents Evening</p> <p>Y9 Parents Evening</p>	<p>QA schedule point 4 completed</p> <p>Y9 Options completed</p> <p>P16 Options planned</p> <p>Reports sent home</p> <p>Y10 Parents Evening</p>	<p>point 5 completed</p> <p>P16 Options completed</p> <p>Y7 & 8 Parents Evening</p>	<p>Middle leaders' analysis of whole year data – new year intervention planning</p> <p>Reports sent home</p>
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4.5 BEHAVIOUR AND ATTITUDES

Judgement: Outstanding

Our objective is to improve the students' attitudes to learning and make behaviour and attitudes at least Good. 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 expect all students to be self-motivated, self-regulating and supportive of each other.

We are developing a school ethos based on a culture of inclusion, 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 largely established by 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.

A new behaviour for learning policy introduced in September 2019, this year which is based on a therapeutic behaviour model. This has had a notable impact on behaviour for learning across the school. Critically, the consistent application of the system is constantly reducing poor behaviour and low-level disruption in lessons.

The introduction of a broad and wide-reaching programme of new rewards for excellent progress or high-quality attitudes to learning and home-based learning, has also raised students' levels of aspiration and responsibility for their own learning and growth. 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 across the age range and various groups.

Incidences of bullying are becoming rare and are dealt with increasing effectiveness with the re-writing of the anti-bullying policy and the closer monitoring of bullying, through the bullying survey introduced September 2019. This is reflected in parent and carers satisfaction surveys. For example, 88% of Y8 and Y9 parents said that if their child had a problem with bullying that the parent would feel confident about approaching the school and 96% said their child felt safe and secure in school.

The student Behaviour and Safety Student Survey carried out in Dec 2019 showed that over 92% of students felt they were safe at school. 87% said they knew who to talk to in the event of a problem. Unfortunately, over 66% responded that there was bullying at the school. This was explored further in student focus groups which highlighted small numbers of students who were persistently bullying others. In these cases, careful monitoring, liaison with home and clear sanctions for students led to indications of positive change prior to the closure. This will need to be reviewed early in the 2020 academic year.

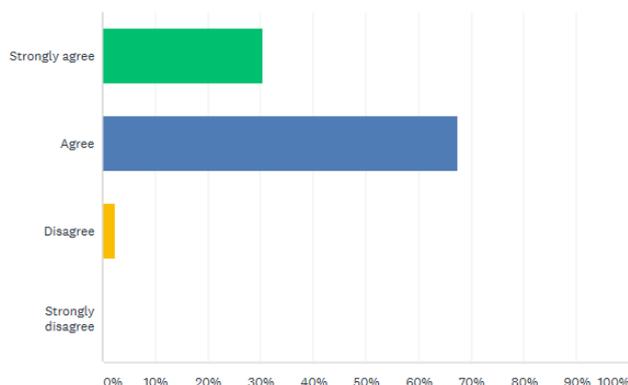
However, it is worth noting that in the same December student survey, over 82% felt that when bullying occurs the school deals with it well. 85%+ of students felt that the school takes bullying seriously. This too will be revisited in the new academic year 2020.

Most students understand why learning is important, are well equipped for school and settle quickly to tasks. These positive attitudes are evidenced by positive average grades scored by students for attitude to learning and behaviour for learning, on their three formal reports per year. Already in some places, students themselves are becoming intolerant of the disruption to learning and peer group pressure which supports adults in reducing disruption.

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.

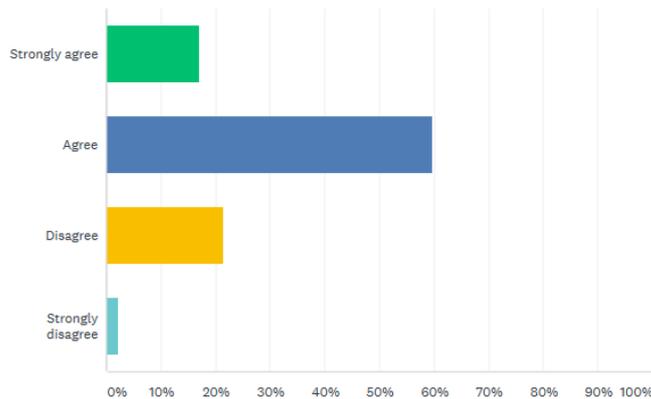
Answered: 43 Skipped: 2



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



Behaviour data shows there has been an increase in the use of all sanctions in the last year, including internal isolation, as we raise expectations and standards. The patterns of the application of the sanctions are that we have a greater number of all sanctions being applied to 2018/19 when compared to 2017/18. Of note:

- Year 10 and Year 8 receive significantly higher levels of sanctions than any other year groups.
- Sanctions for PP students is currently 549 compared to non-PP which is 2648 across all the Consequence Ladder.
- A day's inclusion involved a total of 37 incidents involving 7 students, 1855 "one off" incidents and then 10 students who were responsible for 1242 separate incidents. These individuals have been closely monitored and given additional support.

Over 65% of students from the Behaviour and Safety survey in Dec 2019 felt that their lessons were being disrupted by poor behaviour, which the senior team recognised was a cause for concern. Close monitoring of student behaviour in lessons has therefore been critical:

- 116 students have received negative behaviour reports on SIMs since September with a total of 3515 negative behaviour reports.
- 15 students were responsible for 1875 of these reports.
- 14 students have received internal exclusion for their behaviour on 18 separate occasions since September 2019.
- The 101 students responsible for the other 1640 negative behaviour reports have an average of 16 reports whereas the 15 responsible for 1875 reports have an average of 125 reports.

As a result, in January 2020 the Stages System was introduced and to date 16 students have been identified as needing differing levels of intervention to stem the number of negative reports they receive in lessons:

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 2 subjects. Stage 2 support to continue, plus key worker to be provided from the Student Services 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 Student Services through internal isolation. 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.

Communication

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.

The SEMH Student Services staff will meet with the senior team weekly to discuss the evidence, support and impact. Changes in stage will be communicated to staff via email following each meeting.

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.

The stages system continued to reduce the number of incidents from Dec 19 to Covid shutdown March 20th 2020. The academic year Sep 2019 to July 2020 a total of 4277 negative behaviour sheets were recorded with 12 students being responsible for 1916 (almost half). These students will be continued to be supported through the stages system in place. Planned STEPS therapeutic behaviour training is due to take place for all staff September 2020. With new staff receiving a full day training and those previously trained the three-hour training top up.

In term 1 and 2 there were an average of 223 negative behaviour reports per week. The stages system was introduced in January and this figure reduced to an average of 112 per week in term 3 and 68 per week in term 4 prior to the closure. This is evidence of the new behaviour policy and the stages system having a significant impact on behaviour and attitudes.

Fixed Term exclusions have increased overall and most significantly in Years 7 and 9. There was also a permanent exclusion in 2020. This increase in the use of sanctions across the school in this academic year is due to a change in culture and standards, requested and enforced by leadership and all colleagues, through the success of the new Behaviour for Learning system, as it beds in.

Since September 2019 14 individual students have received a fixed term exclusion. Of the 14 only 6 students have received more than one fixed term exclusion. The National Statistic for % of sessions missed due to Exclusion in Special School is 1.6% for 2018-19. Currently our figures stand at 0.3%.

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, Student Support team and SLT.

Some of the most troubled young people are showing signs of improvements with support from PSP, EHA, engagement with parents and mentoring. This joined up approach relentlessly demonstrates to all that behaving well in school and engaging in learning is the best way forward.

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.

There is very little graffiti, theft or other vandalism. SLT, School Business Manager and Facilities Manager have worked with students to develop better arrangements, including social areas, to help provide a better experience during break and lunch time. This has 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. For example, the number of EHAs at 18 currently open (September 2019) is high for a school of this size. In the Class of 2018 8 (13%) students had involvement from an external agency as they left, mostly as a result of referrals completed by school. Class of 2019 at 5%. Local Authority partners confirm our view that our work with hard to reach parents is a strength of the school.

The school is exploring more ways to engage with parents effectively. Strong systems, including new appointment software, are now in place to ensure high attendance at parent consultation evening.

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. The first two Parents evenings of 2019-2020 showed an average attendance of 63%, with 72% attendance at Year 7 and 54% attendance at Post 16. Year 8&9 Parents Evening in Feb 2020 had an attendance of 70%. Those who do not attend are invited in or receive phonecalls on an individual basis at another time.

On March 20th the school closed its doors to most students due to Covid-19. However weekly wellbeing visits, phone calls, emails and Zoom meetings commenced. There was 100% engagement of all parents during this time. Discussing home routines, challenges around homework tasks, contributing to Form M, discussing the risks around their child returning to school and, where necessary, contributing towards the Annual Review for their child.

The Student Support Team contact home when a student is issued with a serious "consequence", i.e. 'catch-up' and upwards, to involve parents fully and for wider student welfare issues. A one-to-one parent approach is adopted by a pastoral team that is well-resourced. Meetings between parents/carers, tutors, Student Support Team and Senior Leaders, even those that may begin from an initial point of conflict are turned into positive relationships with engagement.

Our Family Partnership Workers provide 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.

Students also volunteer in the wider community, for example the Post-16 students 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. All students confirm they know where to go to seek support and advice. Links with external agencies: ACE are strong, school nurse service, social care, and CAMHS. Our four-strong Child Protection team made 13 referrals to social care in the school year 2018-19. There has been an upward trend in the number of referrals and child in need cases in the last three years. The headteacher has been active in liaising with IAT over delays in receiving feedback. Support for safety is both universal and targeted – e.g. assembly rota, Protective Behaviours programme. Students are briefed about specific arising threats e.g. internet safety (bereavement counselling following death of a student) and extremism.

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 (1% total of all negative behaviour records).

The elimination of bullying is at the heart of PSHE, assemblies and Student Support Team initiatives. Incidences of bullying are reducing in number and are analysed by minority groups and cyber, racist and homophobic bullying are highlighted and dealt with robustly.

Attendance for the whole school during Terms 1-6 (2018-19) was 94.1%, which was the same as the national mean for similar schools with similar proportions of MLD students. Attendance at 25th June 2019 (35 weeks) has remained virtually static at 94.1%. The proportion of students in PA to 25th June 2019 is an improvement at 16%, below the 2018 figure (20%) and below the national average and further below the national mean for special schools. The current attendance for the school stands at 93.65%. This is 3.75% better than Special Schools in England & Wales 2018-19. Our current proportion of PA stands at 16.7%. This is 10% better than Special Schools in England & Wales 2018-19.

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 SLT 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 SLT members. Action is taken when a concern is raised.

EVALUATION OF BEHAVIOUR AND ATTITUDES 2019-20

Target	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
96% attendance	Half termly B4L learning walks to quality assure new model	Half termly B4L learning walks to quality assure new model	Half termly B4L learning walks to quality assure new model	Half termly B4L learning walks to quality assure new model	Half termly B4L learning walks to quality assure new model	Half termly B4L learning walks to quality assure new model
80% attendance at parents' evenings, 95% of parents	Therapeutic Behaviour Staff training	Termly Reward Assemblies	Review Student Support Team	Devolved Therapeutic inset training	Review success of Stages	Plan and deliver KS3 Presentation

<p>contacted re progress</p> <p>90% of lessons are good or better for behaviour and attitudes</p> <p>90% of staff agree they can manage the behaviour of their classes</p> <p>80% of students agree their lessons are not interrupted by low level disruption</p> <p>95% of students agree that they are safe in school.</p> <p>95% of parents agree their child is safe.</p>	<p>delivered on inset day in September</p> <p>Introduction to parents</p> <p>Introduction to students</p> <p>Run Anti-Bullying survey</p> <p>Staff training on use of SIMs behaviour manager module</p> <p>Re-design of working practices of Inclusion Team to compliment new model with short term interventions</p>	<p>covering Attendance and Behaviour</p>	<p>short term interventions</p> <p>Introduction of Stages System</p> <p>Follow-up on Student Survey findings</p>	<p>at halfway point in the academic year</p> <p>Run Anti-Bullying survey</p> <p>Termly Reward Assemblies covering Attendance and Behaviour</p>	<p>System around behaviour, engagement and outcomes.</p> <p>Follow-up on Student Survey findings</p>	<p>Evening-postponed till school return</p> <p>Termly Reward Assemblies covering Attendance and Behaviour-postponed till school return</p>
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Recommendations

- Promote an outstanding ethos and culture strategically and consistently throughout the year to create a responsible and purposeful student body with highly effective learning habits/character using a therapeutic approach;
- Consistently tackle any low-level disruption by improving the analysis of impact of low-level disruption, across different groups including PP and gender, and eliminate disruption;
- Reduce the number of days students are in Inclusion and out of school due to external exclusions;
- Develop the anti-bullying work of this year to make sure that all students feel safe and secure, able therefore to learn well, with a thirst to achieve their best;
- Improving specific groups attendance including boys, disadvantaged and reduce all absence levels more rapidly, to be significantly above national averages;
- Extend use of Restorative Justice particularly with disadvantaged students to strengthen SMSC strand within school and reduce repeat offences;
- Develop a culture of support, challenge and follow-up with any students who do not reach our highest expectations for attitudes to learning or behaviour through the introduction of a Therapeutic Behaviour Management System;
- Implement and develop further the rewards and consequences system to develop a culture of achievement and high aspiration;
- Review and implement anti-bullying policy and practice.

BEHAVIOUR AND ATTITUDES PLANNING 2020-21

Target	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
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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 KS3 Presentation Evening - postponed till school return
100% of parents contacted re progress	Updated Behaviour policy (Covid guidance) shared with staff, students, parents.	Bullying, disruption levels etc.	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/time at MFS agreed.
90% of lessons are good or better for behaviour and attitudes		Parents' evening new way of working introduced.	Parents evening new way of working		Parents' evening new way of working	
90% of staff agree they can manage the behaviour of their classes	'Transition in' focus on new way of working- students introductions week 1 of term		Attendance Focus post Covid winter.			
80% of students agree their lessons are not interrupted by low level disruption	Staff training SIMs recording					
95% of students agree that they are safe in school.	Student support allocated in bubbles, for review responding to Covid guidance/set up stages system					
95% of parents agree their child is safe.						

4.6 PERSONAL, SOCIAL AND HEALTH EDUCATION

Judgement: 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. 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. We also work hard on ensuring that students are prepared for life after Marshfields and have had 0% NEET for the last 2 years. 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 vast range of opportunities through which students experience success, develop transferable skills and learn to value skills such as teamwork, resilience, creativity and commitment. Gatsby is used effectively to plan and analyse the impact of careers education.

Strategies

A range of bespoke strategies and interventions are offered to support the needs of our students, as identified upon their Education, Health and Care Plans. Strategies are mainly small group interventions with some 1:1 sessions where appropriate. The purpose of our intervention strategies is to reduce the amount of time students are withdrawn from their normal curriculum studies; therefore, importance is placed on the clear curriculum links within each strategy. Small group sessions allow for focused planning and individual attention and support.

Strategies assist the students to develop the academic, personal and social skills necessary to participate fully in their learning across the curriculum. The use of a Strategy Passport helps the students understand how these interventions link to identified EHCP targets, giving them the opportunity to reflect on their individual progress.

Strategies run for an hour each morning. During the initial Covid reopening each student will access a mile-a-day walk, designed to address the impact on the lengthy shutdown on their physical and mental health. Students also access the Accelerated Reader programme within this slot.

To ensure that strategies continue on our return to more normal ways of working in September, this offer will be delivered remotely, supported by form tutors.

Life skills

Given all students have EHCPs, life skills are a critical part of our offer. Assemblies are delivered each Monday and will continue to run remotely in September. We also offer:

- Themed days, including anti-bullying, healthy eating;
- Travel training;
- Internet safety week;
- Targeted work experience, both supported and independent;
- Community work experience and volunteering;
- Community café on-site each Friday;
- Regular safeguarding updates;
- Independent life skills using our on-site bungalow;
- Weekly circle time within form groups;
- Visits to banks and from banking professionals (financial advice);
- Accelerated Reading book bag scheme.

SMSC

Over the academic year, opportunities to further enhance and enrich student opportunities to experience SMSC education are scheduled in. We deliver:

- Core beliefs day;
- Life and social skills through the bungalow and café offers;
- High quality English and Humanities lessons;
- A wide range of extra-curricular opportunities including The Duke of Edinburgh Award and sports clubs;
- LGBTQ training for staff;
- Rainbow Flag award;
- Artsmark;
- Inclusive curriculum planning.

Pastoral support

Central to our delivery of personal development is our Student Services Team, which comprises 6 HLTA positions with focus on the wider needs of the students at the school:

- 1 Hearing and vision impaired Specialist;
- 1.6 SEMH Specialists;
- 1.4 Family Partnership workers;
- 1 First Aid and Medical specialist;
- 1 intervention specialist.

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

- Counselling (including bereavement);
- Social skills;
- Social stories;
- Responding to racist / homophobic incidents through teaching;
- Mentoring;
- Supporting students through the stages system;
- CIN, CP and EH representation;
- Support with DLA and other benefits;
- Providing our breakfast club offer;
- Links between home and school;
- Writing and monitoring individual student risk assessments;
- Educational psychology referrals and implementation of recommendations;
- Multi-agency links;
- Devising pastoral support plans.

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 school nurse service, social care, occupational therapy, SALT and CAMHS, bereavement counselling. Swimming is part of the curriculum in Year 7, which also supports students with life skills as they learn to change themselves independently.

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

Enrichment and celebrating success

A wide range of enrichment and celebration takes place over an academic year:

- Rewards assemblies
- Themed house days

- Activity days
- 'Kids Out' programme
- Trips
- Sports events
- Tall Ships
- Sailability
- Froglife
- Inter school football challenge
- Horse riding
- NCS and Duke of Edinburgh Programmes
- Extra-curricular activities
- Prom (Year 11 and P16)
- Presentation Evening
- Easter Service
- The Cresset and other musical productions
- ACE

Mental Health and Wellbeing

The school's Mental Health Champion is working to identify the school's priorities and develop strategic approaches to addressing those needs. They will also work to develop a network and share best practice with peers from other schools and reflect on their own leadership within the frame of positive mental health for their whole school community. A Recovery Curriculum is to be delivered when students return to school. Past involvement in 'Yellow Book Project' – helping students to build confidence resilience and knowledge so that they can keep themselves healthy and understand what makes them happy. The Quiet Quad provides alternative support for selected students at break and lunchtimes. Assigned Key Workers to provide tailored support by trusted adults.

Sex & Relationship Education (mandatory from September 2020)

Relationships Education, RSE and Health Education is accessible for all students at Marshfields School. We are implementing high quality teaching that is differentiated and personalised is the starting point to ensure accessibility. We are also mindful of the Preparing for Adulthood (PfA) outcomes, as set out in the SEND Code of Practice, when teaching these subjects.

Marshfields students are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RSE are also particularly important subjects for some students; for example, those with Social, Emotional and Mental Health needs. These factors are taken into consideration when designing and teaching these subjects. Content and teaching is tailored to meet the specific needs of students at different developmental stages. Staff ensure their teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

Marshfields School endeavours to develop students' age appropriate understanding of healthy relationships through appropriate relationship and sex education; promotion of positive relationships and respect for others, promoting good mental health and well-being.

Economic Wellbeing and Careers Education – these topics are addressed in PSHE lessons, covering the personal aspects of economic wellbeing, in KS3 and KS4 students learn about managing risks and pressures related to gambling, 'money rules' or fraud. It also includes vital learning in careers education, and digital media literacy.

Evaluation of Personal Development 2019-20

Target	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
80% of PSHE lessons seen in learning	New staff induction/including tutor training for	Organise Core Beliefs Day	Organise careers	Organise college visits/taster sessions	Organise Year 6 Transition	Year 11/P16 Prom

<p>walks are deemed good or better</p> <p>90% of students and parents agree their child is well prepared for transition from Marshfields</p> <p>90% of observed assemblies are deemed good or better</p> <p>90% of students agree strategies support their individual need</p> <p>80% of students agree that lunchtime arrangements support their learning</p> <p>90% of students who start a Duke of Edinburgh award complete it successfully</p> <p>95% of students attend a trip or receive an in-school alternative experience</p>	<p>PSHE/Citizenship/Sex & Relationship Ed</p> <p>Develop extra-curricular programme</p> <p>Plan assembly programme to cover relevant topics</p> <p>Implement actions arising from PSHE audit</p> <p>Introduce new sport curriculum</p> <p>Create bank of resources staff can access</p> <p>Conduct form time learning walks to quality assure new PSHE programme</p> <p>Plan rolling strategy timetable</p> <p>Release lunchtime support and lunch club offer</p> <p>Renew links with Froglife and Sailability</p> <p>Student Voice Appoint House Captains</p> <p>Appoint Head Boy/Girl/Student Council Representatives from form groups</p> <p>Update website PSHE</p> <p>Update Local Offer</p> <p>Medical updates CLe/LMa</p>	<p>Identify staff who may train for and deliver 'Forest School' curriculum</p> <p>Source 'Forest School' curriculum</p> <p>Anti-bullying week/Marshfields Heroes (link assembly)</p> <p>Conduct form time learning walks to quality assure new PSHE programme</p> <p>Year 10/11/P16 CVs</p> <p>Year 11/P16 Action Planning with CTh – these feed into EHCP Annual Reviews</p> <p>Organise D of E & NCS</p> <p>Christmas Fayre</p> <p>Year 11/P16 College Day</p> <p>Rewards Assembly</p> <p>Introduce alternative plans for form time/Accelerated Reader/ Strategy time</p>	<p>interviews/hot seating</p> <p>Internet Safety Week (link assembly)</p> <p>Conduct form time learning walks to quality assure new PSHE programme</p> <p>Year 10/11/P16 CVs</p> <p>Diversity Assembly</p> <p>Black History Month</p> <p>International Women's Day Assembly</p> <p>Initial plans for Sex & Relationship Education (mandatory from Sept 2020)</p>	<p>Organise links with local employers/past students/success stories</p> <p>Healthy Eating Week (link Assembly)</p> <p>Choices and Curriculum Assembly</p> <p>Rewards Assembly</p> <p>Develop SOW for Sex & Relationship Education (mandatory Sept 2020)</p>	<p>Choices and Curriculum Assembly</p> <p>Post-16 Induction Evening</p>	<p>Presentation Evening Activity Days</p> <p>Sports Day</p> <p>Year 10 College Day</p> <p>Governors Open Day</p> <p>Rewards Assembly</p>
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Despite the lengthy lockdown due to Covid-19, we have continued to deliver strategies remotely. During 2019-20, the following developments took place:

- Student Voice – Student Body, Council Representatives, House Captains, rebranding of uniform, house system;
- A new PSHE lead was appointed to ensure the new statutory framework is in place from September 2020;
- New PSHE and RSE policies have been written in readiness for September;
- 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;

- Purpose built Sensory Circuits room providing instant access to students who have heightened sensory needs;
- Designated member of staff to support Emotional Health and Wellbeing for staff and students.
- Appointment of Forest School Practitioner.

Recommendations and Priorities for 2020-21

- Implement mandatory Sex and Relationship Education Curriculum, in consultation with parents through development of RSE Policy and Parent Forum. Detail on how new Policy has been produced, how and when it will be reviewed and explanation of the right to withdraw.
- Enhance delivery of suite of SEND Strategies and Interventions by increasing time on the curriculum from 30 minutes a day to 1 hour.
- Establish a stable Careers programme, addressing the needs of each student, linking curriculum learning to career development, personal guidance, experiences of the workplace and continued encounters with further education and training providers. Organise careers interviews/curriculum vitae for all Y10, 11 and Post-16 students – mock interview, hot seating (in line with Gatsby Benchmarks), to ensure students understand the world of work and have their aspirations raised. Facilitate contact with employers to encourage students to aspire, make good choices and understand what they need to do to reach and succeed in the careers they are considering.
- PSHE curriculum to address issues around British Values and Democracy, Equality of Opportunity, Diversity, mutual respect and tolerance and Financial Capability/understanding of Universal Credit and how to access.
- Provision of additional 'Drop-Down/Collapsed' days to cover specific themes/target specific year groups (Relationships (KS2/3), Health and Wellbeing (KS4), Living in the Wider World (KS5)).
- Greater emphasis on health and care – encourage access to health/annual health checks for all students. Signpost students and parents to Local Offer to ensure they are aware of the services available in their local area and how to access.
- Greater emphasis on Emotional Health and Wellbeing, for staff and students.
- An increased focus on healthy lifestyle and how this can be targeted through sport and other community programmes.
- Further support readiness for the next phase of education, training or employment; ensure students are equipped to make transition successfully
- Audit of SMSC to contribute to School Development Plan; matrix for SMSC opportunities included in SDP; short term targets to promote SMSC in work areas and teaching practice
- CPD for tutors to improve confidence to deliver PSHE, Citizenship and Sex & Relationship Education
- Themed assemblies covering the PSHE statutory themes and objectives (Respect, Resilience, Collaboration, Integrity, Aspiration, Independence, Ambition, Stress Management, Risk, Rights, Positive Mental Thinking, Crime and Punishment) – to be delivered by SLT, Middle Leaders, House Teams and year groups. Specific National/International Themes to be considered (as is appropriate for the Marshfields cohort).

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 90% of students and parents agree their child is well prepared for	New staff induction/including tutor training for PSHE/Citizenship/SRE Organise programme of Collapsed Days Launch PSHE/RSE	Audit of SMSC/short term targets to promote SMSC in work areas and teaching practice Organise Core Beliefs/Diversity Day Anti-bullying week/Marshfield	Organise careers interviews/hot seating Internet Safety Week (link assembly) Year 10/11/P16 CVs Plan assembly programme to cover relevant	Organise college visits/taster sessions Organise links with local employers/past students/success stories Plan assembly programme to cover relevant themes (as above)	Organise Year 6 Transition Plan assembly programme to cover relevant themes (as above) Choices and Curriculum Assembly Post 16 Induction Evening	Audit/evaluate effectiveness of PSHE programme Plan assembly programme to cover relevant themes (as above) Year 10/11/P16 CV's

<p>transition from Marshfields</p> <p>90% of observed assemblies are deemed good or better</p> <p>90% of students agree strategies support their individual need</p> <p>80% of students agree that lunchtime arrangements support their learning</p> <p>90% of students who start a Duke of Edinburgh award complete it successfully</p> <p>95% of students attend a trip or receive an in-school alternative experience</p>	<p>Draft extra-curricular programme 20-21</p> <p>Plan assembly programme to cover relevant themes (as above)</p> <p>Parental Engagement – RSE Policy to be discussed and agreed through Parent Forum</p> <p>Ensure Years 9 – P16 have robust PfA outcomes in EHCPs (ongoing review)</p> <p>Create bank of resources staff can access</p> <p>Finalise rolling strategy timetable</p> <p>Update Local Offer and Covid 19 Addendum</p> <p>Medical updates CLe</p>	<p>ds Heroes (link assembly)</p> <p>Plan assembly programme to cover relevant themes (as above)</p> <p>Year 10/11/P16 CVs</p> <p>Year 11/P16 Action Planning to feed into EHCP Annual Reviews</p> <p>Organise D of E & NCS</p> <p>Christmas Fayre</p> <p>Year 11/P16 College Day</p> <p>Rewards Assembly</p> <p>Implement 'Forest School' curriculum</p> <p>Student Voice</p> <p>Appoint new House Captains/</p> <p>Appoint new Head Boy/Girl/Student Council Representatives from form groups</p> <p>Re-establish Disability Forum with selected student representative</p> <p>Finalise lunchtime support and lunch club offer</p>	<p>themes (as above)</p> <p>Rainbow Flag update/training</p> <p>Disability Forum</p>	<p>Healthy Eating Week (link Assembly)</p> <p>Choices and Curriculum Assembly</p> <p>Rewards Assembly</p> <p>Renew links with Froglife and Sailability</p>	<p>Plan for Year 11/P16 Prom</p>	<p>Year 11/P16 Prom</p> <p>Presentation Evening</p> <p>Activity Days</p> <p>Sports Day</p> <p>Year 10 College Day</p> <p>Governors Open Day</p> <p>Rewards Assembly</p> <p>Disability Forum</p>
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4.7 ONE YEAR PRIORITIES

One-year priorities arise from a single point of focus for an academic year. In 2019-20 there were 2 one-year strands: Recruitment and Retention and Personal, Social, Health Education (PSHE).

RECRUITMENT AND RETENTION: REVIEW OF 2019-20

A key issue for leadership and management at Marshfields School in 2019-20 was recruitment and retention. Sickness management procedures were reviewed and as a result days lost to absence reduced prior to the closure.

Due to the changing cohorts at Marshfields, all recruitment following resignations was carefully considered. For example, one outgoing colleague was replaced with a Lead Teacher of Primary position, allowing us to accept primary aged students from January 2019.

Students in current KS3 now rarely have just one diagnosis or need, and therefore with future resignations we should review the staffing model and ensure that any new appointments are both high quality and fit for the future of the School.

In addition, support staff contracts are varied and were due for review in summer 2020. Due to Covid-19 this will need to transfer to the new academic year.

We are fully staffed for September 2020 and this strand is now complete.

2019-20	T1	T2	T3	T4	T5	T6
Fully staffed for 2020-21	Plan new staff induction	Probation pt1 / NQT assessment pt1	First draft of options informs staffing model	Probation pt2 / NQT assessment pt2	Support staff recruitment	Probation pt2 / NQT assessment pt2
Curriculum reviewed to ensure suitability for more complex cohorts	New staff induction delivered	Re-designation consultation with staff	Recruitment plan and teacher adverts			
Y9 options lead to good or better student outcomes in Y11	Launch new brand including website refresh	Review KS3 devolved group against behaviour tracker and assessment	Curriculum costing to reflect falling roll in Y7			
Support staff contracts lead to good or better outcomes for students	SLT breakdown of support staff contract needs	Launch support staff contracts and JD consultation	New support staff contract and JDs in place in time for performance review			
	EPM to support with contract changes and restructure	Support staff structure in place				

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>Establish confidential helpline support for staff wellbeing</p> <p>Nominate Governor with oversight of Mental Health and Wellbeing</p> <p>‘Start the day in the right way’</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>Introduce staff wellbeing survey to determine key issues/impact measures</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>

	theme for each week					
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BUSINESS RECOVERY

It is expected the business interruption caused by Covid-19 will extend into this academic year. We are aware that NHS Test and Trace is allowing Public Health England to carefully track the spread of the virus, which has led to at least one localised lockdown in the city of Leicester. In addition, guidance states that pods must close for 14 days when there has been contact with an infected case. We would therefore be naive to approach the new academic year with the expectation of a normal year.

We are mindful of the fact that student learning is impacted by the closure, and our detailed, personalised completion of Section M and risk assessments for all students sets out clearly the areas we need to address throughout the year.

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 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>

Staff will also be affected, as the working environment is very different. It is likely that staff who have young children will also be affected by their school closures.

We therefore have this one-year strand which is designed to minimise the impact of further closure, and support students and staff back to a full-time offer. This strand will need to be reviewed regularly throughout the year.

MIDDLE LEADERSHIP

During 2019-20 there was significant turnover of staff in the middle leadership team. While this placed pressure on the senior team, this 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 them 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 have a clear line management structure and are well supported to improve. This strand represents a 1-year induction for the team.

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 170 complex learning difficulties students at the School. Considering rapidly changing cohorts with increasing levels of SEMH needs and the plans for the hub and re-designation, curriculum is a critical area for the senior team.

Schemes of work in Y7 have been reviewed to introduce a thematic approach. Target grades have brought clarity to students and staff about realistic outcomes by the end of KS4. Strategies – the 30-min per day intervention sessions designed to cover EHCP programme requirements – are core part of our offer, as is the Accelerated Reader programme.

This 3-year improvement plan allows an appropriately staggered approach to curriculum review with a focus on improvement student outcomes and meeting EHCP statutory requirements.

2018-19	2019-20	2020-21
<p>Review quality of curriculum</p> <p>Recruitment and retention to support outcomes of curriculum review – additional science and sport positions created following resignations</p> <p>Create devolved KS3 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>Hub outreach begins</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 KS2 curriculum</p> <p>Introduce forest school and new sport curriculum</p> <p>Review success of devolved KS3 group with KPIs around behaviour, engagement and outcomes. Publish review to LA and consider offer of accepting a further cohort. Staff accordingly.</p>	<p>Accept first Y5 and 6 cohort of students</p> <p>Accept first cohort of LD students</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>

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 up. Given the staffing model at the school currently, which includes several primary trained staff, establishing a Primary Hub at Marshfields is a logical step for the school – who will therefore avoid redundancies – 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. The senior team and wider staff now understand how the first two years of the hub will develop. This is a crucial aspect of development at the school, given the funding delegated for the offer, and the local need.

In 2019-20 the primary aspect of the provision grew rapidly and we end the academic year with 9 students due to join us in Y5 and Y6 to begin in September 2020.

2018-19	2019-20	2020-21
<p>Clarify intent between Marshfields school and LA. Namely establishing the Hub's two roles:</p> <ul style="list-style-type: none"> • Centre of good practice • 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>Reflect upon our firstly placed students in the hub.</p> <p>Network with primary schools re successful transition for yr. 6 to mainstream secondary- play a part in facilitating this transition. Transition doc indicates the priority and proposed transition for MFs. Students EMG, LS due for intervention links by end of Jan 20. Yr 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 16-1-20 and Student S to begin transition every day 20-1-20 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>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> <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 KS2 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>

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 handover date for the refurb is 28 September and for the new build, 31 March 2021. This created additional pressure as we reopened the school but long-term is a wonderful step forward for the school.

We have also used the school closure period 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.

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>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 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 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>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>Refurb current hall to build capacity</p> <p>Purchase fixtures and fittings – Crowdfund opportunity for a gym equipment</p>

RE-DESIGNATION

The current designation of Marshfields Special School is 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 ECHPs as far as possible. This has 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 Y5 to Y13. This has been delayed by Covid-19 and will now take place in the early part of the 2020 academic year. We are able to gradually grow our primary offer on our current designation, and our first primary students joined in January 2020.

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>Head to attend panel to understand the local SEND needs</p> <p>Head to attend meetings to set admissions guidance for secondary and Post-16 provision</p> <p>Rebrand to allow for distinction between primary and secondary</p>	<p>T1 – 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>Staff training – primary schemes of work and resources</p> <p>Prospectus x2 – primary and secondary phase provision</p> <p>Staffing restructure to allow primary class(es) to be timetabled</p> <p>Launch new brand</p>	<p>Open to first cohort of formal primary places, join Y5 and Y6 offer</p> <p>Begin admitting more complex needs</p> <p>Introduce BSquared as central assessment tool</p> <p>Promote primary offer to ensure separate Y5 and Y6 classes in September 2021.</p>

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.

2018-19	2019-20	2020-21
<p>Introduce Therapeutic Behaviour Model to staff</p> <p>Re-write Behaviour for Learning Policy to reflect the above aims</p> <p>Overhaul Rewards and Consequences process for the whole school</p> <p>Introduce Therapeutic Behaviour Model to Governors</p>	<p>Staff training delivered on inset day in September</p> <p>Devolved inset training at halfway point in the academic year</p> <p>Introduction to parents</p> <p>Introduction to students</p> <p>Review success of devolved KS3 group with KPIs around behaviour, engagement and outcomes. Publish review to LA and consider offer of</p>	<p>Staff training delivered as refresher on inset day in September</p> <p>Student induction following closure to include tutor time and assemblies on therapeutic behaviour and stages</p> <p>1:1 training for staff who require further explanation through careful monitoring of negative SIMs records</p>

<p>Therapeutic Behaviour integral part of new SIMs system</p>	<p>accepting a further cohort. Staff accordingly.</p> <p>Staff training on use of SIMs behaviour manager module</p> <p>Re-design of working practices of Student Services Team to compliment new model with short term interventions</p> <p>Introduce Stages system and weekly SEMH meeting to intervene with students prior to escalation of behaviour</p>	<p>Papers written by members of the senior team: impact of Therapeutic Behaviour</p> <p>Impact of Student Services Team analysed, and papers written by senior team for national publication</p>
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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 Covid19, the new build and refurb, capital works and governor turnover.

GOVERNOR ACTION PLAN 2019-20		
AIM: Ensuring clarity of vision, ethos and strategic direction		
<i>Objective</i>	<i>Action</i>	<i>Success criteria</i>
<p>Ensure that the priorities in the School Improvement Plan support the vision and ethos of the school</p>	<p>Review the vision for the school and ensure that it is embed into the life of the school</p>	<p>Objectives in the improvement plan have directly furthered the educational objectives of the school</p>
<p>Ensure that governors are fully aware of the school development plan</p>	<p>Communicate with parents and the community through regular newsletters and the website</p>	<p>Activities have been carried out in accordance with policies and regulations</p>
<p>Ensure that governors focus on the strategic direction of the school</p>	<p>Carry out an annual skills audit</p> <p>Attend high quality and appropriate governor training</p>	<p>Governors have evaluated their skills and experience and acted to fill any identified gaps so that the organisation is well run and efficient</p>
<p>Ensure that the vision and ethos of the school are well communicated</p>	<p>Carry out annual self-evaluation / appraisal and set targets to improve governance</p>	<p>The quality of any professional advice sought has been good and followed accordingly</p>
<p>Ensure that governors are well trained, and their skills developed</p>	<p>Maintain membership of and have due regard to the National Governor Association Handbook and guidance</p>	<p>Governors have exercised independent judgement and remained responsible for any tasks delegated to others</p>
<p>Ensure that governors are familiar with the governor's handbook</p>	<p>Ensure that tasks, policies and procedures are carried out and approved as agreed</p>	<p>Governors have exercised reasonable care, skill and diligence and ensured that they are well-informed about the school's affairs</p>
	<p>Attend meetings regularly and read all recommended literature, minutes or other documents</p> <p>Carry out monitoring and other similar visits to the school to</p>	

	ensure statutory compliance and SIP progress	
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Governors' Action Plan 2020-21

Action	September	Moving further forward:
<p>Governors to support the school effectively</p>	<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 Covid19 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>Moving further forward:</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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