



Elemore Hall School

Self-Evaluation And School Improvement Overview 2023-24

Index

Self Evaluation

Context of the school and Explanation of the Self Evaluation Document

Staffing structure

Overall Effectiveness Overview

Quality of Education Overview

Behaviour and Attitudes Overview

Personal Development Overview

Leadership and Management Overview

Residence and the National Minimum Standards

Strands

Quality of Education

Teaching and Learning

Classroom Curriculum

Baseline Assessment

Interventions

Pupil Progress

Behaviour & Attitudes

Behaviour

Attendance

Personal Development

Spiritual, Moral, Social and Cultural

British Values

24 Hour Curriculum

Learning Outside the Classroom

Evening Activities

Residence

Personal Development

Transition

Careers

Leadership & Management

Leadership & Management

Safeguarding

School Improvement

Staff Development

Welfare

Outcomes

Enrichment

Pupil and Parent Views

Governance

School Improvement Plan

CONTEXT OF THE SCHOOL

Elemore Hall is a Durham County Council Special School for secondary aged pupils who have Social, Emotional and Mental Health Difficulties that have prevented them from enjoying success and making expected progress in mainstream education.

The school has existed on the Elemore Hall site since 1959. In September 2021 we more than doubled in size when we took over Windlestone School and PACC to become a 200 place school for KS3&4. The school is split over three sites. There are two 90 place school sites sixteen miles apart, each of these is split into eleven classgroups, two for each year plus a mixed aged class of pupils who have additional cognitive or social needs. Our third site is for KS4 only and provides for pupils whose needs are such that cannot be best met in a school environment. Every pupil has an EHCP.

In addition to the normal classroom day, the school offers an 'extended day' provision to all pupils and flexible 4 night boarding for up to 45 residents. The extended day provision allows pupils to stay after school to either 5.00pm or 8.00pm to take part in organised evening activities.

All of the pupils at Elemore Hall have had a difficulty in their past educational placements due to their Social, Emotional and Mental Health needs. We see our role as supporting pupils with their whole development – academic, social, emotional and independence – in order to prepare them for life post16.

Most pupils who attend the school live within County Durham although we may occasionally admit pupils from neighbouring authorities. The primary catchment area of the school covers all of County Durham with the Elemore site mainly taking pupils from the North and East of the county, whilst the Windlestone site typically takes pupils from the South and West. Pupils attend the PACC site from all across the county.

Typically around 65% of the school population qualify for pupil premium.

There is gender imbalance with the majority of pupils being male.

EXPLANATION OF THE SELF EVALUATION DOCUMENT

Welcome to our self-evaluation document. We have divided this document up based upon the four Ofsted areas and the National Minimum Standards for Residential Special Schools plus an overview of our current School Improvement Plan objectives.

In trying to evaluate our provision and practice we have considered the grade descriptors in the Ofsted Handbook. At the start of each section we have included a copy of the grade descriptors for Outstanding and Good, we have highlighted statements that we think we achieve either in Green for confident/secure or Yellow for developing. We have, for some statements, considered the context of our school population and judged ourselves accordingly.

ELEMORE HALL SCHOOL LEADERSHIP and STAFFING STRUCTURE

Core Leadership Team

HEADTEACHER Richard Royle	Strategic Direction, Line Management of Leadership Team, Liaison with LA and Governors, Safeguarding DDSL, SLEUTH, SIP
SENIOR DEPUTY HEAD Michael Hunter	Cross Site Operational Lead. School Lead for Behaviour and Attitudes. SENCO oversight, Classroom Curriculum, Safeguarding DDSL, CLA, Staff Development,
DEPUTY HEAD Dave Lord	School Lead for Personal (and Social) Development, Enrichment and Culture Programme, Oversight of PSS Profile files and PAMs, SLEUTH (PSSA), Safeguarding DDSL, Site Lead for Elemore Hall Site
DEPUTY HEAD Andrea Davies	School Lead for Quality of Education, Flight Paths/FFT, Baselining, Monitoring of T&L, Safeguarding DDSL, ECTs, Site Lead for Windlestone and PACC Sites
ASSISTANT HEAD Kate Johnston	Day to Day Organisation of School Day (Elemore Hall Site), Safeguarding DDSL, SENDCO, Transitions and Reviews, CLA/PEPS
ASSISTANT HEAD Phill Brette	Day to Day Organisation of School Day (Windlestone Site), Safeguarding DDSL, SENDCO, Transitions and Reviews, CLA/PEPS
HEAD OF SUPPORT SERVICES Hillary Johnson-Browne	Safeguarding DSL, Child Protection coordinator, Financial Management, Management of Buildings and Premises, Health and Safety

Extended Senior Leadership Team

HEAD OF CARE Tracey Cashmore	Evening Activities, Residence, Extended Day on the Windlestone Site
HEAD OF CARE Stephen King	Evening Activities, Residence, Extended Day on the Elemore Hall Site
LEAD PRACTITIONER Nicola Tietz	III documents, curriculum monitoring,
BURSAR Alison Hayton-Fleming	Line Management of Site, Admin, Domestic and Kitchen Staff,

See next page for whole staff list and structure

SCHOOL LEADERSHIP TEAM

CORE LEADERSHIP

MIDDLE LEADERS

HEADTEACHER

Richard Royle

SENIOR DEPUTY HEADTEACHER

Michael Hunter

DEPUTY HEADTEACHER

Dave Lord

ASSISTANT HEAD (Elemore)

Kate Johnston

LEAD PRACTITIONER

Nicola Tietz

HEAD OF SUPPORT SERVICES

Hilary Johnson-Browne

DEPUTY HEADTEACHER

Andrea Davies

ASSISTANT HEAD (Windlestone)

Phill Brette

HEAD OF CARE

Steve King

BURSAR

Alison Hayton-Fleming

HEAD OF CARE

Tracey Cashmore

TLR (LoTc)

Steve Richardson

CASEWORK
MANAGER

Nichola Brown

UNIT LEADER

Joanne Robinson

UNIT LEADERS

Anne Clark
Maggie Temple

P&SS Coordinator

Mark Jackson

CASEWORK
MANAGER

Jill Jameson

PACC MANAGER

Dale Coxon

TEACHERS

Barry Nicholson
Paul Daly
Darren Reid
Andrew Bosanko
Michael Raine
Noreen Wilkinson
Alex Peat
Ashley Dixon
Ian Clifton
Gemma Baxter
Rianne Bowden
Mark Harrison
Ashley Taylor
Emily Wrightson

LSAs

Fiona King
Jemma High
Kathryn Dixon
Karen Cossins
Sean Nicholson
Mark Hindhaugh
Daniel Graham
Richard Varle
Sana Mirza
Lori Hetherington
Ruth Perriss
Analese Griffiths
Chloe Fairhurst
Nicola Jones
Tracey Neill
Jonathan Harker
Zainab Mizyidawi
Amy Thompson
Lily Wayman
Anne Marie Gray

RCCOs

Stewart Forster
Joanne Arckless
Melissa Stamp
Transition coordinator
& Transport manager
Michael Forster

ADMIN. OFFICERS

Lauren Smith
Sam Bilton

RECEPTIONIST

Lindsey Hall
Kelvin Haswell

HANDYPERSON

Gary Wood

GROUNDSPERSON

Ian McCallum

DOMESTICS

Sheila Wilkinson
Stevee Jones
Karen Dunning
Karen BradleyKITCHEN
MANAGERLee Viney
COOK

William Dobson

KITCHEN ASSTs

Glynis Liddle
Julia WoodsADMIN.
OFFICERSMarie Dowson
Louise Rhodes
RECEPTIONIST
Katie Smith
FACILITIES

FACILITIES

HANDYPERSON

HANDYPERSON

DOMESTICS

Andrew
Summerson
Joy Ravenshear
Paula Williams
Ann Sawson
Jill Keenan

COOK

COOK

Lisa Newton
Tony McKeith

RCCOs

Peter Machan
Julie Eyre
Michelle Kane

LSAs

Terry Hallas
Sara Summerson
Liana Cumming
Paul Hutchinson
Lauren Jaques
Hollie Mason
Helen Middlemas
Ellie Jenkins
Simon Thornton
Elizabeth Aitken
Rebecca
Coatsworth
Theresa Simpson
Ellie-Louise
Bonser
Dylan Spiers
Jake Walker
Hayleigh BuckReview
Coordinator
Alan Temple

TEACHERS

Chris Bowman
Rachel Brown
Gillian Rowntree
Alan Joyce
Alison Graham
Richard Jameson
Lee Atkinson
Paul Large
Lauren Staley
Natasha Pybus
Ian Hird
Darren Roche
Kyle Morris
Emily Wrightson

PACC TEACHERs

Clare Reynolds
Hannah Eager
Sheridan Lambton

PACC MENTORS

Megan McCue
Dave Phillips
Mick Watson
Bethany Frisken
Antony Patterson
Caitlin Lee-Francis

COOK

Natalie Mortemore

Elemore Hall Site

Windlestone Site

PACC Site

OVERALL EFFECTIVENESS

Grade descriptors for Overall Effectiveness

Outstanding (1)

- The quality of education is outstanding.
- All other key judgements are likely to be outstanding. In exceptional circumstances, one of the key judgements may be good, as long as there is convincing evidence that the school is improving this area sustainably and securely towards outstanding. Typically this will mean meeting each and every one of the good criteria but falling short on the outstanding for that key judgement.
- **Safeguarding is effective.**

Good (2)

- The quality of education is at least good.
- All other key judgements are likely to be good or outstanding. In exceptional circumstances, one of the key judgement areas may require improvement, as long as there is convincing evidence that the school is improving this area sustainably and securely towards good.
- **Safeguarding is effective.**

QUALITY OF EDUCATION

Grade descriptors for the quality of education

Outstanding (1)

- The school meets all the criteria for a good quality of education securely and consistently.
- The quality of education provided is exceptional.

In addition, the following apply.

- The school's curriculum intent and implementation are embedded securely and consistently across the school. It is evident from what teachers do that they have a firm and common understanding of the school's curriculum intent and what it means for their practice. Across all parts of the school, series of lessons contribute well to delivering the curriculum intent.
- The work given enables pupils, over time and across the school, to consistently achieve the aims of the curriculum, which is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- Pupils' work across the curriculum is consistently of a high quality.
- Pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND achieve exceptionally well.

Good (2)

- Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition.
- The curriculum may undergo necessary changes (for example, following a review by senior leaders or to take account of COVID-19) and certain aspects may be more developed than others. Where this is the case, these changes do not prevent all pupils having access to an appropriately broad and ambitious curriculum. Where adaptations to curriculum breadth are made for particular pupils, there is a clear rationale for why this is in those pupils' interests, and, where appropriate, there is a clear plan for returning all pupils to studying the full curriculum.
- The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- Pupils study the full curriculum; it is not narrowed: in secondary schools, the school teaches a broad range of subjects (exemplified by the national curriculum) throughout Years 7 to 9. The school's aim is to have the EBacc at the heart of its curriculum, in line with the DfE's ambition where this applies, and good progress has been made towards this ambition.
- The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence.
- The work given enables pupils to achieve the aims and ambition of the curriculum, which is coherently planned and sequenced towards cumulatively sufficient knowledge.
- Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support, including for those teaching outside their main areas of expertise.

- Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.
- Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.
- Any remote education is well integrated within course(s) of study, and is well designed to support the wider implementation of the school's curriculum.
- Teachers and leaders use assessment well. For example, they use it to help pupils embed and use knowledge fluently, or to check understanding and inform teaching, or to understand different starting points and gaps as a result of the COVID-19 pandemic. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.
- Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school's ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- Reading is prioritised to allow pupils to access the full curriculum offer.
- A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge that pupils are taught when they are learning to read.
- The sharp focus on ensuring that younger children and those at the early stages of reading gain the phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning.
- Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.
- Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in the work that pupils produce.
- Where available, impact is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained. Teacher assessed grades from 2020 and 2021 will not be used to assess impact.
- Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Pupils with SEND achieve the best possible outcomes.
- Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age.

BEHAVIOUR and ATTITUDES

Grade descriptors for Behaviour and Attitudes

Outstanding (1)

- The school meets all the criteria for good in behaviour and attitudes securely and consistently.
- Behaviour and attitudes are exceptional.

In addition, the following apply:

- Pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated.
- Pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties. Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. Pupils actively support the well-being of other pupils.
- Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. If pupils struggle with this, the school takes intelligent, fair and highly effective action to support them to succeed in their education.

Good (2)

- The school has high expectations for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in pupils' positive behaviour and conduct. Low-level disruption is not tolerated and pupils' behaviour does not disrupt lessons or the day-to-day life of the school. Leaders support all staff well in managing pupils' behaviour. Staff make sure that pupils follow appropriate routines.
- Leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread.
- There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs.
- Pupils' attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements (Those who attend).
- Pupils have high attendance, within the context of the pandemic. They come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action.
- Suspensions are used appropriately. The school reintegrates suspended pupils on their return and manages their behaviour effectively. Permanent exclusions are used appropriately as a last resort (see [statutory guidance on school exclusion](#)).
- Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe.

PERSONAL DEVELOPMENT

Grade descriptors for personal development

Outstanding (1)

- The school meets all the criteria for good in personal development securely and consistently.
- Personal development is exceptional.

In addition, the following apply:

- The school consistently promotes the extensive personal development of pupils. The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences. Opportunities for pupils to develop their talents and interests are of exceptional quality.
- There is strong take-up by pupils of the opportunities provided by the school. The most disadvantaged pupils consistently benefit from this excellent work.
- The school provides these rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities, and they considerably strengthen the school's offer.
- The way the school goes about developing pupils' character is exemplary and is worthy of being shared with others.

Good (2)

- The curriculum extends beyond the academic, vocational or technical and provides for pupils' broader development. The school's work to enhance pupils' spiritual, moral, social and cultural development is of a high quality.
- The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character.
- The school provides high-quality pastoral support. Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships and of the protected characteristics.
- The school provides a wide range of opportunities to nurture, develop and stretch pupils' talents and interests. Pupils appreciate these and make good use of them.
- The school prepares pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- The school promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities.
- Pupils engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated.
- The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Pupils know how to discuss and debate issues and ideas in a considered way.
- Secondary schools prepare pupils for future success in education, employment or training. They use the [Gatsby Benchmarks](#), a framework that defines the best careers provision in schools and colleges, to develop and improve their careers provision and

enable a range of education and training providers to speak to pupils in Years 8 to 13. All pupils receive unbiased information about potential next steps and high-quality careers guidance; the school meets the requirements of section 42B of the Education Act 1997. The school provides good quality, meaningful opportunities for pupils to encounter the world of work.

LEADERSHIP and MANAGEMENT

Grade descriptors for Leadership and Management

Outstanding (1)

- The school meets all the criteria for good in leadership and management securely and consistently.
- Leadership and management are exceptional.

In addition, the following apply:

- Leaders ensure that teachers receive focused and highly effective professional development. Teachers' subject, pedagogical and pedagogical content knowledge consistently build and develop over time. This consistently translates into improvements in the teaching of the curriculum.
- Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified. When issues are identified, in particular about workload, they are consistently dealt with appropriately and quickly.
- Staff consistently report high levels of support for well-being issues.

Good (2)

- Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice.
- Leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff, including ECTs, build and improve over time. This includes building teachers' expertise in remote education.
- Leaders aim to ensure that all pupils successfully complete their programmes of study. They provide the support for staff to make this possible. They create an inclusive culture and do not allow gaming or off-rolling.
- Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services. Engagement opportunities are focused and have purpose.
- Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload.
- Leaders protect staff from bullying and harassment.
- Those responsible for governance understand their role and carry this out effectively. Governors/trustees ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education.
- Those with responsibility for governance ensure that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' duty and safeguarding.
- The school has a culture of safeguarding that supports effective arrangements to: identify pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation; help pupils reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help; and manage safe recruitment and allegations about adults who may be a risk to pupils.

NATIONAL MINIMUM STANDARDS

Overall experiences and progress of children

Outstanding

The experiences and progress of children are likely to be judged outstanding if, in addition to meeting the requirements of a good judgement, there is evidence of the following:

- Professional practice consistently exceeds the standard of good and results in sustained improvement to the lives of children. Professional practice responds positively to children's complex and changing needs. There are examples of excellent practice that are worthy of wider dissemination.
- There is significant evidence of change and improvement for children because of the actions of the staff working at the school. The progress of children is exceptional, taking into account their starting points.
- The experience of staying at the school enhances children's life opportunities. For children with the most complex needs, staff are able to evidence the sustained benefit they have had in making a difference to the lives of children in their care.
- Research-informed practice, some of which may be innovative, continues to develop from a strong and confident base, making an exceptional difference to children's experiences and progress.
- There are no breaches of the NMS.

Good

The experiences and progress of children are likely to be judged good if there is evidence of the following:

- Children are enabled to build trusted and secure relationships with the adults who are looking after them. Staff know the children well, listen to them, spend time with them, protect them and promote their welfare. Children are able to develop an appropriate sense of belonging. They make progress and have a range of positive experiences.
- Staff understand children's preferred methods of communication, and consistently support and promote these methods so that children can participate fully in their daily lives.
- Children, including those who communicate non-verbally, are supported to actively participate in day-to-day and more complex decisions about their lives, as appropriate. They are sensitively helped to understand where it may not be possible to act on their wishes and why other action is taken that is in their best interests. Children have access to, and are actively encouraged to involve, a suitably skilled and experienced independent advocate and, where appropriate, an independent visitor.
- Children know how to complain. The school's complaints policy is easy to understand, accessible, including for children who use alternative communication systems, and child-focused. Children understand what has happened as result of their complaint. Their complaints are treated seriously and responded to clearly. Urgent action is taken, and practice and services improve accordingly.
- Children attend school or other educational provision. They are learning and making good progress, taking account of their starting points. Staff are ambitious for children and support them to attend and do well in their education. There is effective liaison between the boarding provision, teaching staff and headteacher.
- Children enjoy access to a range of social, educational and recreational opportunities, including activities in the local community, as appropriate, irrespective of any disability they may have. They are able to participate in after-school activities, community-based activities and school trips and holidays. They are supported to engage in faith-based activities if they wish.
- Children are supported to develop their independence according to their individual needs, while protecting themselves from being in unsafe situations or with unsafe people. They are being prepared for adulthood and have opportunities to develop daily living skills.

- Children are in good health or are being helped to improve their health or to manage lifelong conditions. Their health needs, including their mental and sexual health needs, are identified and addressed. They have access to local health services when they need them. Arrangements for managing medication, children's complex health needs and carrying out health procedures are safe and effective and promote independence wherever possible. Staff develop effective relationships with health professionals to promote good health and ensure children's healthcare plans are fully implemented.
- Specialist help and equipment is made available according to the individual needs of children, including those who live away from their 'home' authority. The help is available as soon as it is needed, at the intensity required and for as long as it is required. If services are not available, or children are waiting for a long time for help or equipment, the school is proactive in challenging and escalating concerns with the placing authority, health authority or parents.
- Any specific type or model of care delivered or commissioned by the school is provided by staff who are suitably trained, experienced, qualified and supervised. The benefits of this to children are clearly evident. The care is reviewed regularly.
- Children who are new to the boarding provision are welcomed sensitively and with careful and considered planning. When children leave the school, staff promote positive endings. When endings are unplanned, the welfare and well-being of children remain paramount, and staff act at all times with this in mind.
- Children develop skills and strategies to manage their own conflicts and difficult feelings through developing positive relationships with staff. There are clear, consistent and appropriate boundaries for children.
- Children are treated with dignity and respect. They experience care and help that are sensitive and responsive to their identity and family history including age, disability, faith or belief, sex, gender identity, language, race and sexual orientation. The care and help assist them to develop a positive self-view and to increase their ability to form and sustain positive relationships and build emotional resilience and a sense of their own identity. They also help them to overcome any previous experiences of neglect and trauma.
- Staff always place the well-being of individual children at the centre of their practice. Children's achievements are celebrated and appropriately rewarded. Their day-to-day needs are met, such as routine, privacy, personal space, nutritious meals and enjoyable mealtimes.
- Children have appropriate contact with their family, friends and other people who are important to them. There are no unnecessary restrictions in place. Staff work proactively and positively with parents and former carers to promote contact and continuity of care where appropriate.
- If there are any breaches of the national minimum standards (NMS), these do not directly impact on the safety or welfare of children.

How well children are helped and protected

Outstanding

The help and protection offered to children are likely to be judged outstanding if, in addition to meeting the requirements of a good judgement, there is evidence of the following:

- Professional practice results in sustained improvement to the lives of children. Highly effective planning manages and minimises risks inside and outside of the school. Where children are new to the school, any risks are well understood and are being significantly reduced.
- Proactive and creative safeguarding practice means that all children, including the most vulnerable, have a strong sense of safety and well-being and they are unlikely to be missing from the school on a regular basis. Children are involved in creating ways to de-escalate situations and finding creative alternative strategies that are effective.
- There are no breaches of the NMS.

Good

The help and protection offered to children are likely to be judged good if there is evidence of the following:

- Children feel protected and are protected from harm, including from neglect, abuse, sexual exploitation, criminal exploitation, accidents, bullying and radicalisation. There is a strong and proactive response from all those working with children that reduces actual harm or the risk of harm to them, including self-harm. That response includes regular and effective contact and planning with the child's allocated social worker (if appointed), health professionals and their family.
- Children can identify a trusted adult they can talk to about any concerns. They report that adults listen to them, take their concerns seriously and respond appropriately. Children who communicate non-verbally have trusted adults who have the skills to communicate with them and represent their concerns for them.
- Any risks associated with children offending, misusing drugs or alcohol, self-harming, going missing or being affiliated with gangs, or being sexually or criminally exploited, are known and understood by the adults who look after them. There are plans and help in place to reduce harm or the risk of harm and there is evidence that these risks are reducing or managed well, based on children's individual circumstances.
- Children who go missing experience well-coordinated responses that reduce harm or risk of harm to them. Risks are well understood and minimised. There is a clear plan of urgent action in place to protect them and reduce harm or the risk of harm.
- The school is aware of, and implements in full, the requirements of the statutory guidance for children who are missing. It challenges the local authority if an independent return home interview is not offered or arranged by that local authority. It takes appropriate steps to escalate concerns. Parents are made aware of incidents where the child has been or is missing. Staff look for children when they are missing.
- Plans and risk assessments are timely and address effectively any known vulnerabilities each child may have. Risk assessments are known to the staff team and regularly reviewed and updated. Children are supported to take appropriate risks according to their developmental age and understanding as part of their development of independent living skills.
- Children are protected, and helped to keep themselves safe from bullying, homophobic behaviour, racism, sexism, radicalisation and other forms of discrimination. Any discriminatory behaviours are challenged and help and support are given to children about how to treat others with respect.
- Children receive help and support to manage their behaviour and feelings safely. Staff understand children's experiences, respond with appropriate boundaries about what is safe and acceptable for each child and seek to understand the triggers for behaviour.
- Positive behaviour is promoted consistently. Staff use effective de-escalation techniques and creative alternative strategies that are specific to the needs of each child and designed in consultation with them where possible.
- Any use of restraint or restrictive practice is only when necessary to protect the child and/or those around them and must be proportionate. All incidents are recorded, reviewed and monitored by staff. The views of the child, dependent on their age and understanding, are sought and understood.
- Conflict management is effective and includes the appropriate use of restorative practices that improve relationships, increase children's sense of personal responsibility and reduce the need for formal police intervention.
- Proactive and effective working relationships with the police help to support and protect children. Staff work with the police to protect the children living in the school from any unnecessary involvement in the criminal justice system.
- Staff understand the risks that using the internet may pose for children, such as bullying, grooming, sexual and criminal exploitation, abuse or radicalisation. They have well-developed strategies in place to keep children safe and support them in learning how to keep themselves safe. They support families and carers to understand how to improve children's safety outside of school.

- Careful recruitment and regular monitoring of staff, agency staff and volunteers prevent unsuitable people from being recruited and having the opportunity to harm children or to place them at risk. The relevant authorities are informed of any concerns about inappropriate adults.
- Staff, including the designated lead for safeguarding, know and follow procedures for responding to concerns about the safety of a child. Any child protection concerns are immediately shared with the placing and/or host local authority as required and a record of that referral is retained.
- There is evidence that the designated lead for child protection follows up the outcome of the referral quickly and that appropriate action has been taken to protect the child from further harm. If the school is not satisfied with the response from either its own local authority or the placing authority, it escalates concerns appropriately, including (where relevant) by writing to the director of children's services (DCS) in the local authority placing the child.
- Investigations into allegations or suspicion of harm are shared with the appropriate agencies and are handled fairly, quickly and in accordance with statutory guidance. Children are supported and protected. Support is given both to the person making the allegation and the person who is the subject of the allegation.
- The school has effective links with local authorities, designated officers and other important safeguarding agencies. There is good communication about safeguarding issues, such as any injuries sustained during restraints or allegations against staff. The school has good relationships with relevant local voluntary sector organisations that may be able to offer specialist support to children in keeping themselves safe.
- The physical environment for children is safe and secure and protects them from harm or the risk of harm. Risk assessments for the physical environment are regularly reviewed and updated and comply with statutory requirements.
- If there are any breaches of the NMS, these do not directly impact on the safety or welfare of children.

The effectiveness of leaders and managers

Outstanding

The effectiveness of leaders and managers is likely to be judged outstanding if, in addition to meeting the requirements of a good judgement, there is evidence of the following:

- Leaders and managers are inspirational, confident and ambitious for children and influential in changing the lives of those in their care.
- Leaders and managers create a culture of aspiration and positivity. They have high expectations of their staff to change and improve the lives of the children they are responsible for.
- Leaders and managers lead by example, innovate and generate creative ideas to sustain the highest quality care for children.
- Leaders and managers know their strengths and weaknesses well and can provide evidence of improvement over a sustained period.
- Leaders and managers develop and maintain professional relationships between the school and partner agencies that ensure the best possible care, experiences and futures for children.
- There are no breaches of the NMS.

Good

The effectiveness of leaders and managers is likely to be judged good if there is evidence of the following:

- The provision is led effectively and efficiently by suitably trained and experienced leaders and managers. Urgent action is taken to address any vacancy of the head of boarding (or equivalent).
- The provision is properly staffed and resourced. Staff, including agency staff, are suitably vetted, qualified and able to deliver high-quality services to children. Arrangements for recruitment and appraisals are robust.

- Leaders and managers actively and regularly monitor the quality of care provided. They use learning from practice and feedback to improve the experiences and care of children. They learn from complaints, staff feedback, successes and breakdowns, and any serious events. They identify strengths and areas for improvement and implement development plans that continually improve the experiences and care of children.
- Action is taken to address all issues of concern, including concerns or complaints from children, parents and other professionals. Proper investigations are carried out. Placing and host authorities are engaged as necessary. Effective action has been taken to address all recommendations and areas to improve from previous inspections.
- Leaders and managers ensure that plans for individual children comprehensively address their needs. Leaders and staff work proactively with other agencies and professionals.
- Leaders and managers seek to build effective relationships with parents, with social workers from placing authorities, and with their own local authority to secure positive outcomes for children. The nature and extent of the relationships will vary depending on the legal status of the children, the future plans for the children and the relationships they have with their parents, including the contact arrangements that are in place.
- Leaders and staff work proactively with the local community including neighbours, faith groups, leisure organisations and local businesses to support children to use the facilities and to develop a sense of belonging, security and purpose.
- If children are not settling in, leaders and managers take steps to ensure that the plan is reviewed with the placing authority and/or parents, as appropriate, to consider the best steps to take next. They challenge effectively and take action when they are concerned that placing authorities are not making decisions that are in children's best interests, when the statutory requirements for looked-after children are not met or when they cannot keep children safe.
- Leaders and managers understand any plans for the children and drive the achievement of important milestones, goals and permanence for their futures. Leaders and managers monitor the progress that individual children make and can demonstrate the positive impact that living at the school has had on individual children's progress and life chances.
- Managers and staff receive regular and effective supervision focused on children's experiences, needs, plans and feedback. Supervision is recorded effectively.
- Staff and leaders receive effective support and challenge, including through team and management meetings, to ensure that their professional development results in the right environment for good practice to thrive. The emotional impact of the work on staff is recognised and managed well by leaders and managers.
- Training, development and induction activities are effective. They are focused on ensuring that leaders, managers, staff and volunteers can meet the specific needs of children and are up to date with professional, legal and practice developments in their specialist area, and the policies and legal obligations of the school. Activities are evaluated to ensure that they lead to effective practice.
- Residential and education staff support each other and work collaboratively to provide consistency and stability. There are clear responsibilities and accountabilities and staff have a sense of shared ownership about its practice. Staff report that they are well led and managed and there is other evidence to support this.
- Leaders and managers make child-centred decisions about children coming to stay at the school and ensure that staff have the skills to meet their needs as known at the time of admission. They prioritise the safety and stability of the group environment and take account of the likely impact of new children joining the school.
- The statement of principles and practice is kept under review and clearly sets out the ethos and objectives of the school.
- The head of school ensures that the physical environment is maintained to a high standard, is comfortable and meets the needs of the children. Any damage or wear and tear is quickly and regularly repaired.
- The school is financially viable and can provide high-quality, stable care for children.

- Volunteers, gap-year students or other adults who work with children at the school are trained, supervised and supported to carry out their roles appropriately and to provide a high-quality service that enhances the experiences of children.
- The ethos and objectives of the school are characterised by high expectations and aspirations for all children. This is demonstrated in practice. Staff have confidence in managers when reporting and addressing safeguarding matters.
- Leaders and managers regularly review and act on any known risks to children, taking advice and guidance from local partners and agencies.
- There are effective relationships with parents or carers so that they feel confident leaving their child at the school and they understand what the service can offer. Parents feel involved in the running of the school and are able to raise concerns and complaints. Staff are accessible and keep parents informed about their child's stay at the school.
- Governors and/or those with responsibility for the school are effective. They have skills and knowledge appropriate to their role, and actively promote the safeguarding and welfare of children. They provide robust scrutiny of boarding arrangements and regularly review and monitor the school's policies, practice and records, including those that address safeguarding.
- If there are any breaches of the NMS, these do not directly impact on the safety or welfare of children.



Elemore Hall School

Area Overview

Teaching and Learning

Intent

Our intention is to provide a high quality teaching and learning environment that engages learners in their education and provides them with a range of experiences and opportunities that will enable academic and personal development leading to accreditation and successful post16 transition.

Implementation

- Mainstream style curriculum with specialist rooms and subject teachers – pupils move between teaching areas
- Teacher and Learning Support Assistant in most classrooms
- Additional support for literacy and numeracy through 1:1 withdrawal
- After school 'homework' clubs and complimentary activities support the curriculum
- Pupils supported to study for additional GCSEs not offered if this is considered appropriate (eg. An academically able pupil who has committed to studying for GCSE History in his free time)
- Teachers follow set systems for T&L as laid out in the Teaching and Learning Policy
- Teachers to understand, be familiar with and apply relevant evidence and research based strategies and pedagogy
- Open door policy in classrooms with regular visits from a range of staff
- Weekly Teacher/LSA meetings
- A planned calendar of subject focus weeks provides teachers with feedback from senior leaders and an evidence-base for subject development. Focus weeks include observations, work scrutiny and a review of implementation against the subject III statement.
- Monthly work scrutiny
- Use of our own design STEPs system to create baselines and identify progress
- Range of recognised accreditation – GCSE, BTec & RockSchool – on offer

Impact

- In the best lessons, teaching is very effective engaging pupils well in learning over time. Pupil behaviour and attitude is usually good or better.
- Teaching is improving across the school due to expectations of consistency, following of T & L policy, improved scrutiny.
- Teachers have a better understanding of what pupils can achieve in different subject areas through more accurate baseline assessments in all subjects
- Pupils leave Elemore with a range of qualifications that enables them to go on to post16 provision of their choice
- Pupils understand what they are learning and why. They see a point in education.

- All subject areas have a subject development plan and are encouraged to review the impact of the curriculum, accreditation on offer and outcomes, feedback from internal and external quality assurance and identify and lead improvement.

Evidence

- Lesson observations, work scrutiny, discussions with staff and pupils, staff meetings
- Pupils questionnaire responses from PAMs
- Qualifications achieved
- Teachers records

Self evaluation

- Teaching of English is of a consistently high standard. Planning, marking, assessment and recording in English is exemplary. Pupils are making progress in a subject that many of them struggle with. Targeted 1:1 intervention is used to support individual pupils to develop their general literacy skills or to fill in gaps in their learning in order to make greater progress.
- Mathematics is an area that is currently developing in school. Maths was part of a pilot for subject improvement planning and this has led to the introduction of White Rose Maths to support improvements in the curriculum. Recruitment of two new maths specialists will also support the implementation of the new curriculum.
- Science on the Elemore site is strong and well-developed. Work is being done to bring the science curriculum in-line in KS3 and improve outcomes on the Windlestone site.
- Food Technology is a very strong subject area across sites.
- The implementation of a suite of BTEC L1 Introductory qualifications has allowed pupils on all sites to access the same accreditation, adapted where necessary due to the facilities and resources on site e.g. Land-Based Studies with a site focus on agricultural units, estates management and horticulture for each site. Pupils also work towards this accreditation in Sport and Performing Arts. Core units, focusing on wider study and work skills and career development are taught as part of the Culture Programme.
- Teachers use the school's STEPs system to track and monitor progress. The STEPs system originated as a Durham Education funded project amongst the special schools to develop a system for use beyond levels that would cover both P levels and NC levels. Subject teachers review and update the STEPS in their subject area to reflect changes in the curriculum and key knowledge pupils should acquire.
- The number and spread of qualifications that pupils are achieving is good however the grades need to be higher. Aspirations amongst staff for pupils are high but pupils themselves often lack aspirational drive, resilience and self-belief from within themselves or from home.
- The school has a current focus on developing a shared language around how pupils learn and how teaching supports this, as well as encouraging and supporting teachers to apply educational research and promote evidence-based approaches to pedagogy. A Lead Practitioner has been appointed to provide support for teachers to develop their practice.

Suggested areas for inclusion in future School Improvement Plan

- To support the development of Mathematics and Science
- To develop a more joined-up cross curricular approach across the school, developing the ideas from the BTec Introductory Programme
- To improve examination grades
- To raise the aspiration of pupils and their parents/carers



Elemore Hall School

Area Overview

Classroom Curriculum

Intent

- To provide broad balanced curriculum to all pupils
- To ensure that pupils of all abilities can access the curriculum at an appropriate level
- To provide appropriate, meaningful, accredited courses where possible
- To construct the curriculum from core subjects plus subjects that we consider to be interesting and worthwhile in preparing pupils for post16

Implementation

- The school has subject specialist teachers and classrooms
- The subjects taught have been carefully chosen to provide pupils with opportunities for achieving accreditation that will allow them access to a wide range of post16 courses. The subjects offered are reviewed annually.
- The timetable follows a 'mainstream' type model, whereby pupils move from classroom to classroom with each lesson change
- Teachers regularly investigate the different accreditation available and the most appropriate is chosen and delivered to the pupils.
- For some subjects the accreditation course (usually GCSE) will start during Year 9. This will depend on the subject, the teacher and the pupil group.
- Each curriculum area has an overview of what is to be taught through Y7-11 and a statement of intent, implementation and impact that is reviewed regularly by teachers. Leaders monitor how closely intent and implementation plans match what is being delivered in classroom
- In each curriculum area, the course (skill/knowledge/understanding – content) is broken down into Elemore STEPs, these are used by teachers to show progress and to identify gaps in learning

Impact

- Pupils will leave Elemore with a range of qualifications enabling access to a variety of post16 education, employment or training opportunities.
- Pupils have a knowledge and understanding base in at least nine curriculum subjects making them more knowledgeable citizens.
- Pupils have access to academic and vocational and practical learning
- Pupils are able to make choices about post16 destinations
- Pupils have experienced the same expectations as their mainstream counterparts and have reached a position where they can successfully reengage in more mainstream opportunities.
- Pupils develop confidence, interest and hopefully enjoyment over time.

Evidence

- Timetables
- Individual subject overviews detailing course content and accreditation followed
- Accreditation results
- Positive comments on Sleuth
- School Website
- Pupil and Parent termly questionnaires

Self evaluation

The curriculum is broad and balanced and offers a variety of academic and practical subjects. It allows for progression towards a balanced and relevant array of end of KS4 accreditation. At Elemore Hall we do not offer subject options – all pupils study the same range of subjects that we have chosen carefully to provide a curriculum that we think is interesting, diverse and appropriate to prepare our pupils for post16 opportunities.

Accreditation is now broadly in line across sites (with the exception of Science), ensuring pupils have access to the same curriculum offer. The programme of BTEC Introductory courses is now embedded across sites, with plans to further develop the links between subject areas e.g. performing arts to incorporate music and drama and have links to school performances and the wider curriculum.

Teachers are beginning to make cross-curricular links between topics and subject areas and engage in collaborative planning.

The Culture programme has been reviewed and developed, and also includes links to accreditation.

Suggested areas for inclusion in future School Improvement Plan

- Developing at least an entry level qualification in History in KS3.
- Strengthening links between Science across sites and bringing accreditation into line.
- Further develop cross-curricular links and joint planning between subject areas.
- Overview of the course requirements and content for pupils and their parents/carers.



Elemore Hall School

Area Overview

Baseline Assessment

Intent

As a school, experience has taught us that most of the pupils who transfer from primary have had an education that concentrated on Mathematics and English and where other subjects were rarely and inconsistently taught. Pupils transferring from secondary schools have usually had some exposure to a range of subjects but their experiences of school have often been restricted and the focus returns to Maths and English. In the case of many pupils joining Elemore, there have been huge gaps in education due to poor attendance, exclusions, being taught outside the 'normal' classroom and difficult behaviour whilst in the mainstream classroom. As a result of these the information that accompanies any referral to the school is usually scant and unhelpful; at best there will be a KS2 SAT result but this is frequently not the case.

In order to provide the best match in terms of level of work and expectations, it is essential to understand what a pupil knows and what they can do. It is sometimes also helpful to have a basic understanding of what a pupil's potential may be. A carefully obtained baseline should help to establish a flightpath for expected progress over time and will give a starting point against which progress can be measured.

Implementation

Every area that conducts a baseline assessment will do it slightly differently depending upon the information that they need.

Classroom curriculum

At the simplest level, pupils arriving at the start of Y7 should have a SAT result in English and Maths and along with that there should be some analysis of what they can and cannot do. This information can be used to form a rudimentary, temporary baseline for these pupils.

In other subjects (and in E & M where there is no SATs data or where the information appears unreliable) teachers will establish a baseline by analysing how well a pupil performs on the initial projects studied by way of summative assessment. The results will be plotted against statements on our own STEPs system to identify what STEP a pupil is considered to be at. From this a projection of expected progress over time will be identified.

STEPS is our own system to identify how pupils can progress through the different subjects. The system was initially invented for the English curriculum (in conjunction with other Durham Special Schools), we then used the STEPs framework to create an overview for all subjects.

STEPS runs from P levels right through to STEP 9. Within each STEP pupils can be judged to be Emerging, Developing or Secure. Every subject has its own criteria for judging whether a pupil has mastered a STEP at each level. Because of the complexity of the subjects, English and Science have versions of the STEPs system adapted to meet their needs.

Personal & Social Skills

Every pupil has a Personal and Social Skills profile – this is based on a pupil's level of independence against 75 skills. On arrival at the school all pupils are automatically put at the lowest level of independence with an indication that they will need a high level of support. After a few months through Personal Tutorials, where a discussion can be held regarding the pupil's engagement in lessons and the wider school, involvement in activities and other facets of school life, a more accurate baseline can be established.

Literacy/Numeracy

All pupils have annual (at least) literacy and numeracy tests to give information such as spelling, reading, comprehension and numeracy age/centile.

Flightpaths

The projection from our baseline to the expected achievement by the end of Key Stage 4 gives a 'flight path'. Our experience tells us that pupils do not progress at an even rate over time, rather they tend to progress more slowly initially before gradually speeding up in Key Stage 4 – this produces a concave flight path rather than a straight line.

Impact

Having an accurate baseline enables staff to set work at an appropriate level and then for progress to be identified over time.

As every school is using their own system for tracking and assessment, conducting baseline assessments at Elemore enables us to place pupils onto our STEPs system.

Teachers can use the published literacy and numeracy information for each pupil to help plan lessons as it identifies relative strengths and weaknesses .

Evidence

Baseline assessment results for every subject

Results for Literacy and numeracy

Individual subject Target and Overview sheets show statistics for all pupils in the subject area

Self evaluation

The STEPs system is a relatively recent introduction across the curriculum and there have been necessary tweaks and changes to make it fit for purpose. In some subjects teachers did try to do baseline assessments in the first few lessons that they had a pupil however this proved inaccurate often due to lack of prior learning in the subject. Self assessments are now more robust and teachers report that they are more confident in matching pupil capability against the STEPs.

The Personal and Social Skills Profile is an excellent document for demonstrating progress in these through clear record keeping and criteria matching. Having all areas of school contributing to the overall progress and communicating this through regular tutorials and termly meetings between key staff, the pupil and their parents/carers is a strength of the school

Suggested areas for inclusion in future School Improvement Plan

To strengthen the baseline assessment process for each subject so that it is clear and formalised.

To create a modified baseline assessment that would work better with pupils who join the school having transferred from mainstream secondary where a range of subjects might have been studied.



Elemore Hall School

Area Overview

Interventions

Intent

We believe that transferring to Elemore can be the intervention that some pupils need to enable them to successfully engage more appropriately in their education. For other pupils we recognise that interventions of different types may be required at different times to support the pupil in their personal, social and academic development. Wherever possible our intention is to identify the need and provide appropriate intervention to meet the need.

Implementation

- Some interventions are easy to identify and are put in place as a matter of course, for example Y7 Catch up for Literacy and Numeracy based on baseline assessments
- The Elemore and Windlestone sites both have LSAs with responsibility for Literacy or Numeracy withdrawal
- Some pupils have 1:1 intervention sessions with the Educational Psychologist, school nurse, anti-bullying worker – these might be one-offs or a series of sessions depending on need
- All pupils have 1:1 sessions with their personal tutor
- Pupils might be seen in school by outside professionals such as social workers, youth offending, family workers and different therapists. The school provides a safe location away from the family home and in some cases the chance of a successful meeting is improved.
- Anti-bullying worker in school to work with pupils to reduce bullying and increase resilience and peer support systems
- Smoking Cessation Programme
- Culture Programme including RSHE

Impact

- Literacy and Numeracy interventions improve confidence and pupil skills, knowledge and understanding. We know from testing that pupil scores in literacy and numeracy improve, however it is their willingness to use the skills outside of the withdrawal sessions that enable pupils to make progress in a range of subjects.
- Interventions in encouraging and supporting improved attendance have yielded good results
- Interventions regarding behaviour have had positive responses in a number of cases
- Pupils make good use of 1:1 sessions with visiting professionals
- 1:1 sessions with Personal Tutorials improves understanding between staff and pupil
- School offering the opportunity for outside professionals to meet a pupil in school is often beneficial in a number of ways including – the pupil sees the worker, no time is missed from school, school can maintain good professional links
- Anti-bullying work has led to the creation of peer mentors

Evidence

- Increased scores in literacy and/or numeracy assessments
- Increased confidence in writing in a range of subjects (more writing evident)
- Reduced number of incidents for specific pupils for specific aspects (number of MIRs has reduced)
- Peer mentors set up

Self evaluation

- Staff are skilled at intervention at different levels
- Skilled staff using low key intervention and de-escalation has reduced the number of major incidents
- Literacy and numeracy withdrawal are both popular and effective. Pupils build confidence at the same time as developing skills, knowledge and understanding.
- The school is skilled at managing intervention from outside professionals
- The use of bought in additional sessions such as the Educational Psychologist and Anti-Bullying worker have increased our offer to pupils – we know that sometimes pupils will talk to ‘independent’ professionals when they won’t speak to school staff
- Smoking cessation sessions offer pupils non-judgemental support to overcome smoking addiction
- School Nurses have helped pupils to understand healthy relationships

Suggested areas for inclusion in future School Improvement Plan

- Ensure that recording of interventions and the impact/outcome is always done



Elemore Hall School

Area Overview

Pupil Progress

Intent

For pupils who join Elemore Hall to make progress in all areas of their education – academic, personal, social and physical, and for pupils to be able to recognise and understand the progress that they have made.

Implementation

- The school offers a comprehensive classroom curriculum
- The school offers an interesting and varied after school activity programme
- There are mechanisms in place in every subject area for assessing, recording and measuring progress over time – these use our own STEPs system
- There is a commonality in the language being used for progression through the STEPs system in the different subject areas
- There is a comprehensive Personal and Social Skills Profile for every pupil that they work through with their Personal Tutor – this is used to record progress towards independence in a range of personal and social skill areas.
- Pupils are made aware of the progress that they are making through marking and assessment including both written and verbal feedback
- Personal and Social Skill progress is discussed in termly meetings between Teacher Tutor, Personal Tutor, Pupil and their Parents/Carers
- Individual academic progress is reported on Termly in a written report
- Progress on EHCP objectives and a discussion about future needs is discussed at the Annual Review

Impact

- Records show where progress is being made. Gaps in learning are identifiable.
- Pupils have an understanding of how the STEPs system works and how they are expected to make progress over time, this has been helped by using common language and effective display.
- Pupils understand how the Personal and Social Skill Profiles work and now have a clear focus on Personal and Social Skill development that previously lacked clarity
- Staff are able to demonstrate how the 24 hour curriculum, residence and activities (in addition to the classroom curriculum) make a significant contribution to the development of Personal and Social Skills and activities are planned and designed to take this further

Evidence

- Teacher records of pupil progress over time
- Pupil reports
- Personal and Social Skill Profile files

- Termly Pupil and Parent questionnaire responses where there is a positive acknowledgement that progress is being made and that staff expect pupils to make progress
- Pupils who were (or still are) shy, anxious and lacking in self-confidence have engaged in school events such as performances and plays
- STEPs system documentation

Self evaluation

- The school has a good system for recording progress in Personal and Social Skills. All areas of school contribute towards this and the Personal Tutor uses the profile to guide tutorial meetings.
- The STEPs system was largely created in-house based upon a system that originated amongst a few of the Durham Special Schools in English. This is established in all subjects and reviewed regularly to reflect the knowledge pupils should be gaining and the intent of the curriculum.
- Records show that all pupils (who attend) are making progress across the subject range and also in Personal and Social Skills. In the academic curriculum staff record progress in each subject using the STEPs system; this identifies that, as pupils move through the terms and years, they are making progress through the Emerging, Developing and Secure stages of each STEP and through the different STEP levels (at different rates due to skills, ability and application). In Personal and Social Skills the system in place clearly identifies that pupils are making progress on their journey towards independence in the different skills listed. There is evidence to demonstrate progress and achievement in all areas.
- Pupils achieve a wide range of accreditation at the end of KS4 and progress to a number of post16 courses at colleges and training providers.
- Although we acknowledge many of our pupils face additional barriers to learning, pupils are given ambitious targets based on FFT data, KS2 data and baseline assessment.

Suggested areas for inclusion in future School Improvement Plan

- Checks on target setting and progress-over-time gradients once more data is available for curriculum subjects,
- Develop and improve the use of data to inform curriculum planning, short-term target setting and monitoring.
- Identification of those making the least progress in Personal and Social Skills and additional input being directed towards them to enable them to have the opportunity for catch-up where possible.



Area Overview

Behaviour

Intent

The intention of the school is to support, guide and encourage pupils to adopt learning, conduct and interpersonal behaviours that will enable them to positively engage with the world around them and achieve success in their endeavours.

Implementation

- The school works closely with pupils and parents/carers. Sleuth to be used to ensure that information sharing is effective
- Lessons have a set format that supports the development of positive learning behaviours. Extended day programmes tailored to need, structured activities, whole school challenge days/ sports days with an emphasis on teambuilding, support and resilience
- Structures are in place for positively rewarding and recognising positive behaviours in a range of school situations. These include positive comments written on Sleuth, Merits, Attendance rewards, Lesson Stars, House Points & ability to buy gifts, use of the Basements/pool room, access to additional reward activities, recognition in morning meeting or school meeting – from September 2023.
- The Personal and Social Skill development profile enables the pupil and staff to identify progress towards independence in several behavioural areas
- Staff respond consistently whilst maintaining individuality
- All Staff support each other
- Negative behaviours are recorded rigorously, the negative records are analysed to identify trends and patterns in individuals, groups, times, places, subjects, etc
- Pupils who are struggling with a particular area of conduct behaviour may have a Personal Intervention Plan constructed to identify the problem and the agreed way forward
- PAMs targets can be set to work on a specific area
- Bullying is proactively challenged through the school. An Anti-Bullying specialist worker is contracted to work in the school part-time and to work with groups and individuals to establish strategies for working with bullies and support frameworks (on one site at present but will work on all sites in the future)
- The school has an annual 'Marra Week'; this is our take on Anti-Bullying week where we promote friendship and good deeds.
- A range of sanctions are in place to use in cases of unacceptable behaviour
- The school follows the processes and procedures outlined in the Positive Management of Behaviour Policy
- All staff are trained in Team Teach. This approach stresses the importance of effective intervention, de-escalation, follow-up and repair
- Pupils who have identified aspects of personal and social behaviour that they want to improve, can be supported in doing so through the Personal Tutor system and termly Progress and Achievement Meetings, this will be recorded in PSS files

- There are opportunities to enable pupils to develop their confidence such as performing, representing the school, being a member of JLT – other PSS are listed in the recording system
- Several pupils have received training to become Peer Mentors. They regularly participate in restorative & conflict resolution sessions.
- Opportunities for pupils to comment through confidential 'comments box'. Revisit in Sept.
- Several pupils have had successful 'fresh starts' on different sites

Impact

- Systems in place have seen a reduction in Major Incidents over the past three years. There has also been a reduction in the number of fixed term exclusions.
- Internal exclusions and short detentions have had success in providing an environment where staff can work with the pupil to reinforce expectations and build positive relationships. In most cases, pupils make progress in all aspects of their behaviour over time
- Ideally, all pupils develop the skills and ability to be able to transfer to mainstream providers post16
- Generally, behaviour improves as pupils move through the school (learning, conduct and interpersonal behaviours do not necessarily develop at the same rate)
- There has been an improvement in the behaviour that is expected at different ages resulting in more appropriate attitude towards achieving accreditation in Y11.
- Pupils who 'behave' the best in different aspects of school receive rewards – this includes a big trip for the top house point scorers, theatre/cinema trips for positive behaviour points, access to the basements, merits, tuck shop
- Positive recognition of pupils doing the right thing through the system of 'Catch them being good' has been successful and pupils enjoy the recognition

Evidence

- Personal and Social Skills Profiles show developments in behaviour over time
- Sleuth records
- Engagement in Mock and real GCSE examinations
- Fewer negative incidents for pupils in Y11 compared with KS3 pupils
- House point records
- Summary write ups of anti-bullying sessions & JLT meeting minutes
- Blog posts
- Reader of the week
- Contribution to/recognition in morning meeting or school meeting from September
- Fresh starts have resulted in pupils engaging and experiencing a positive experience on an alternative site.

Self evaluation

- Behaviour is well managed. Behaviour on the Elemore site was well managed Prior to the expansion in September 2021. Pupil behaviour on the Windlestone site was challenging due to poor leadership and systems being in place for several years prior to September 2021. New systems and expectations were introduced to the Windlestone

site, these have resulted in an improvement in behaviour, however there is still some residual negativity and inappropriateness.

- Staff are aspirational for pupils and work hard to provide experiences and opportunities that allow pupils to develop
- The school is aspirational in that there is an expectation that all pupils will successfully move on to an appropriate post16 provider or work
- The school is aspirational in that it provides a range of meaningful qualification with the expectation that pupils will study for them and be successful
- Although there are systems in place and an expectation that behaviour will improve over a pupil's time with us, this progress is sometimes slow due to the fact that all pupils are referred to the school because of their past behavioural difficulty

Suggested areas for inclusion in future School Improvement Plan

- Better use of the Sleuth system to analyse where positive and negative behaviours are being recorded and whether there are any changes that need to be made to operating systems as a result
- For staff assessments of behaviour to be moderated to ensure better consistency across the staff team
- To use the Personal and Social Skills Profile better in Personal Tutorials to direct improvements more effectively
- Ensure that all staff are aware of the support, challenge, sanctions and consequences that are being implemented with pupils across the school and the rationale behind some decision making
- More overt regular celebration of positive behaviours and effort
- Ensure that the approach of 'Catch them being good' is used by all staff
- Ensure that all staff are using Sleuth to record positives and that they are also reading and acting upon positive reports
- Evolving role for JLT to consult and inform on whole school matters.
- Increasing opportunities for whole school events/ challenges/ competitions.
- Greater opportunity to share and celebrate success and positives through whole school & key stage assemblies.



Elemore Hall School

Area Overview

Attendance

Intent

Most pupils who transfer to Elemore will have had attendance issues in the past for a number of reasons including truancy, school moves, alternative provision, exclusion and as a result of their SEN. Our intention at Elemore is to engage pupils in their education and in meeting the expectations that society has in relation to attendance so that they have an improved chance of being successful at school and securing an appropriate post16 destination.

Implementation

We provide:-

- Small school with small groups,
- High staff-pupil ratio,
- Individual support where required,
- A balance between academic and practical subjects,
- A range of rewards to encourage and recognise good attendance,
- A Personal Tutor system providing a regular contact between school and home – part of this contact is to encourage good attendance,

Absence process:-

- All parents/carers are made aware of requirements to inform school should their child be absent for any reason,
- On the first day of absence, (if the school has not been notified of the reason by parent/carer) a Teachers2Parents text message will be sent to the parent/carer asking them to contact school with a reason,
- Subsequent unexplained or unauthorised absences are passed onto the school's Casework Manager who will make contact with the family by phone to discuss the absence or if that is unsuccessful they will make a home visit, these conversations will stress the importance of regular and sustained good attendance and the potential consequences of not fulfilling this requirement,
- The school will rigorously pursue further absence and will follow up with actions including Attendance Planning Meetings, Formal Warnings, Fines and potentially court appearances to try and improve attendance.

Improving attendance:-

For a number of different reasons some students do struggle with maintaining acceptable attendance. Where the reason for non-attendance is choice and the pupil is essentially a truant, then the school will follow the formal consequences route. Some pupils however do have legitimate reasons for their poor attendance such as medical conditions, anxiety, being out of routine due to being out of education for a time. For these pupils the school will offer support to get back to full time attendance, this might include:-

- Part-time attendance for a time, leading to
- Phased increase in time at school,
- Teaching outside the normal class group structure,
- Supported social times,

- Tutorial meetings with Personal Tutor
- Multi-agency involvement
- Whole class discussions to ensure that all pupils are aware of their current attendance, areas for progress/improvement and highlighting barriers to attending
- More regular contact with home,
- Modified start and end points to the day,
- Separate taxi arrangements

The Casework/Attendance Manager has met with all pupil groups to discuss the importance of attendance and the potential outcomes of poor attendance for the pupil and their parents.

Impact

- Some pupils who have had highly disrupted education before Elemore are settled with excellent attendance,
- From investigating different cases we know that some pupils whose attendance was historically very low have improved attendance at Elemore, whilst the attendance may still be below the expectation, it is significantly higher than previous,
- Some families are ambivalent towards their child's education and despite warnings, fines and court appearances, their child continues to have extremely low attendance,
- Part-time attendance works successfully if applied over a limited time with a clear rational and expectation,
- The Casework Manager is active in following up poor attendance and there have been a number of warnings and meetings. Some of these have resulted in improved attendance,
- Some pupils are motivated by the rewards for attendance.

Evidence

The Casework Manager maintains a comprehensive record of every pupil's attendance and what action has been taken if attendance is unsatisfactory.

Pupils have their own Personal and Social Skills Profiles that have a section on attendance which is recorded according to how independent/appropriate they are in this area.

Case Studies

Self evaluation

July 2023

Taking all of the pupils into consideration the current attendance figure is below what we would usually expect. We know that this has been negatively impacted by covid and increased anxiety/resistance to formal schooling.

On the Windlestone site, 6 pupils are persistent non-attenders with almost 0% attendance & another 5 with under 10%. Action on these pupils has included formal warnings, formal interviews, fines and court appearances but none of the actions taken have resulted in improved attendance. These pupils account for approximately % of our overall absence/attendance.

School continues to work closely with the Educational Welfare Officer.

Several CLA pupils continue to refuse to engage despite considerable efforts from the school. This is impacting attendance on several sites.

We have had considerable success in improving the attendance of several pupils whose attendance remains below expectation but is considerably better than previously.

Many parents do not see attendance as important and are happy to allow their child to miss some school for a range of reasons, eg, new Xbox game, birthday, holiday, appointments, not got up on time.

School continues to promote good attendance through letters to parents, regular contact with the Personal Tutor, follow up from the casework manager and by rigorously following the consequences route.

External exclusions have been reduced partly because of the impact that this has on a pupil's attendance whilst not necessarily leading to an improvement in behaviour. In fact we know that sometimes pupils find it difficult to return to school following an exclusion making their attendance worse.

Some pupils are motivated to attend by the rewards system on offer.

Attendance has dropped since Covid through a mixture of anxiety, disengagement from school and other services, higher sickness absence, etc.

Suggested areas for inclusion in future School Improvement Plan

To continue to promote good attendance with all pupils. Including rewards, review of related progression in personal tutorials & communication with carers through regular contact.

To look at the reward systems that the school has in place to see if they are fit for purpose and to consider alternatives – in conjunction with the JLT.

To look at how we might celebrate good attendance such as reward

How can we evidence that pupils enjoy attending Elemore?

To continue to press the LA to take action in a more timely manner.

To consider other potential educational options for poor/non-attenders.

Continue to construct comprehensive case studies of persistent non-attenders to highlight school interventions.



Area Overview

Spiritual, Moral, Social & Cultural

Intent

Our intention is that all pupils who attend Elemore Hall should be supported and encouraged to develop into responsible young people who are knowledgeable about the spiritual, moral, social and cultural world around them.

Implementation

- Formally the school's Culture programme explores Spiritual, Moral Social and Cultural development of pupils through a carefully constructed curriculum
- Through Humanities lessons pupils are encouraged to think about episodes in History and the moral dilemmas presented
- Pupils have the opportunity to explore beliefs, experience and faiths, feelings and values.
- School events, Assemblies and School Meetings all provide opportunity to promote SMSC
- Pupils are encouraged to enjoy learning about themselves, others and the surrounding world.
- Rewards systems
- Opportunities for expression – Art, Music, Sport, Drama, Concerts
- Appreciation of the world around them
- School Vision, Values and Goals
- Visitors in to school and visits out to enhance pupils SMSC experiences – for example visits to places of worship, talks about the Holocaust from Jewish Groups visiting the school, One Punch, Prison Me No Way, Anti-Bullying
- Charity events
- Reading time – some pupils choose to read information in the news (or other publications) that develops their SMSC knowledge and understanding

Impact

- Pupils are given the opportunity to explore and appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in cultural opportunities; understand, accept, respect and celebrate diversity. This gives them more confidence and helps them understand their role as citizens of the world.
- Pupils develop a good understanding of the world around them and demonstrate increasing tolerance and acceptance of others

Evidence

- Stand alone Humanities lessons leading from a pupils (relevant and topical) question or something in the news

- Tutor group assemblies
- Culture programme
- Record of visits out/visitors in as part of Culture and wider school programmes

Self evaluation

- The school is strong in promoting SMSC. It is at the heart of what we do.

Suggested areas for inclusion in future School Improvement Plan

- Investigate Schools for Parliament



Elemore Hall School

Area Overview

British Values

Intent

In line with DfE expectations, at Elemore we intend to promote British values to ensure young people leave the school prepared for life in modern Britain.

In doing this we will “actively promote’ the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.”

Implementation

- The school practices and promotes active democracy through the election and practice of the Junior Leadership Team – this gives pupils the opportunity to understand campaigning, elections and representation
- The school Vision, Values and Goals support our intentions in the area of British Values and in what we think is important in preparing our pupils for life as responsible adults in modern Britain – these are implicit and explicit in what we do throughout the school, staff act as role models
- School events, Assemblies and School Meetings all provide opportunity to promote different aspects of Britishness especially the ideas of respect for and tolerance of others
- Formal lessons and events through the Culture programme that support the development of SMSC
- Formal lessons and events through the Humanities programme that support the development of SMSC
- Charity events

Impact

- Pupils gain a wider understanding of the diversity and differences in belief systems that exist in Britain.
- Pupils understand that ‘difference’ is important, tolerated and celebrated
- Pupils begin to develop more informed views and feel more confident about discussing new cultures and develop a positive curiosity about the world around them
- Pupils feel comfortable about being themselves

Evidence

- Stand alone Humanities lessons leading from a pupils (relevant and topical) question or something in the news
- School Values

- Sports Days and Challenge Days where all members of the school community are supported and encouraged to participate by the whole school community
- End of term musical and drama performances where those on stage are supported by those off stage
- Culture Programme
- JLT

Self evaluation

- We are constantly developing our approach to engaging pupils into discussion about what it means to be British and multicultural Britain today. We aim to keep looking at exciting and interesting ways to develop the culture programme and are very much committed to keep developing how we imbed British values into the culture programme but also across the curriculum as a whole.
- We think that the school holds strongly to British Values, but the link between these values and Britishness is not always clear.
- We think that the Elmore Hall Values match British Values well
- We celebrate the diversity of our school community by including everyone
- We look to support others as a key part of what we do – staff support each other, pupils support each other, staff support pupils and visa versa, the whole community looks to support those less fortunate outside our community through charity events

Suggested areas for inclusion in future School Improvement Plan

- Being able to plan and timetable relevant events for the next academic year that celebrate British values and will work on a practical level. There needs to be more research and early planning to continue to improve on these whole – school events.
- To make the links between what we do and 'British Values' more explicit



Elemore Hall School

Area Overview

24 hour curriculum

Intent

Elemore Hall exists to support pupils with their Social, Emotional and Mental Health needs not just for their academic education. To this end the 24 hour curriculum is an essential tool to provide the holistic approach that the school offers. The 24 hour curriculum covers everything we do as a school and is embedded in the school's vision, values and goals. It seeks to provide some of the social skills, knowledge and understanding that are useful in life but that our pupils may not have been exposed to.

Implementation

- The 24 hour curriculum starts when school opens on a Monday morning and ends when the school closes on a Friday afternoon.
- Implicit reference and regard paid to the school's vision, values and goals.
- Consistent staff team. All members of staff visible to pupils, all interact with pupils.
- Evening activities, extended day and residential provision available for all pupils.
- Overlap of teachers & LSAs into evenings and residential staff working during the day
- Personal Tutor system and Casework Manager to provide support
- Personal and Social Skills Profiles to identify areas for development and recognise where progress has been made
- Enrichment activities and opportunities
- Systems such as morning meet and greet, breaktimes and lunchtimes, mealtimes
- Lunch club for those reluctant to eat in public and more vulnerable pupils
- Break and lunchtime activities for all pupils (eg. Art, Music, Sport, ICT)
- Breakfast available to all pupils arriving at the school in the morning
- Indoor activity areas for pupils to use
- Junior Leadership Team for those who want to be involved more
- Peer mentors trained to support vulnerable pupils and those needing support.

Impact

Many pupils engage in the wider school and benefit from the 24hour curriculum. We find that even pupils who are reluctant to engage with school ordinarily may sit with a member of staff for lunch or take part in an after school activity. With some pupils, getting enveloped by the 24 hour curriculum is the key to engaging them in the classroom environment.

There is an excellent take up of all of the formal things that the school offers as part of the 24 hour curriculum (see individual areas for details). The lunch club enables pupils to develop their skills and confidence in eating with other people before braving the school dining room. Pupils compete to be their class representative on the JLT.

It has given pupils the opportunity to experience activities and events that they might otherwise never experience such as attending a professional Football Match and an overnight trip.

Breakfast is popular and ensures that pupils start the day positively

Activities at break and lunchtimes are popular as is the social area (accessed as a reward)

Evidence

- Personal and Social Skills Profiles
- Evening Activity involvement
- Extended day and Residency involvement
- Enrichment activity participation lists
- JLT election results and meeting minutes
- Engagement in assemblies, concerts, representing the school
- Pupil feedback at PAMs meetings
- Activities beyond the school week
- Blog postings on the website

Self evaluation

The 24 hour curriculum is rich and diverse.

Planned staff involvement through timetabling allows staff to be in the right place but it is their interaction with the pupils that makes the difference.

Staff maintaining the same standards and expectations regardless of situation supports behaviour and discipline.

Pupils recognise the impact of the 24 hour curriculum in their Personal and Social Skills Profiles, during tutorials and in PAMs and other meetings

Suggested areas for inclusion in future School Improvement Plan

To engage even more pupils in the organised extra-curricular activities

Investigate opportunities for residential activities in the UK and abroad



Area Overview

Learning Outside the Classroom

Intent

The intention is that pupils will develop an understanding that learning opportunities are lifelong and everywhere and that learning is not restricted to a formal curriculum in a classroom. LOtC will support the classroom curriculum. LOtC will support pupils Personal and Social education and development.

Implementation

- Every subject incorporates elements of LOtC in it's curriculum. This can be as simple as a short within lesson visit into the school grounds to take photographs or a longer visit away from school.
- Pupils are encouraged to understand that learning is everywhere and to make links between classroom learning and the real world.
- Evening activities contribute to pupils experiences of Learning Outside the Classroom
- All pupils have the opportunity to complete the Duke of Edinburgh's Award
- Every pupil will get the opportunity to take part in Forest Schools/Bushcraft
- Rural Science/Horticulture/Land Based Studies is part of the curriculum for every pupil
- Pupils will have the opportunity to take part in Outdoor Pursuits

Impact

- Pupils enjoy a wide range of experiences that support their subject learning and their wider education including elements of SMSC

Evidence

- Enrichment list
- Pupil Personal and Social Skill Profile documents
- Display
- Subject records
- Evening Activity lists
- Website blog reports

Self evaluation

- The school provides a wide variety and high number of LOtC experiences for pupils.
- Evening activities are varied and offer pupils good opportunities for their personal and social development and to learn new skills and information (depending on the activity)
- All pupils have access to the opportunities

- LOtC links with curriculum subjects are high quality and relevant, examples include theatre trips to support the GCSE English curriculum, visits to garden centres to support Horticulture and to the Life Science Centre to support Science and Technology.
- There have been a number of visits to places of work connected to the Environmental Science/Horticulture course including Farms and Garden Nurseries

Suggested areas for inclusion in future School Improvement Plan

- To ensure that there is a photographic and written record of every off-site visit, this should form a blog post for the website wherever possible
- To further develop the school grounds to increase opportunities for on-site LOtC
- For three staff to complete their Forest School training
- To promote DofE and ensure staff involvement and contributions are such that it functions well for all pupils who want to do it



Elemore Hall School

Area Overview

Evening Activities

Intent

To provide a range of high quality evening activities that all pupils are encouraged to participate in to help them develop their personal and social skills.

Implementation

- Teachers, LSAs and Care staff are all timetabled to work after school to provide activities
- Activities are publicised in advance and staff 'recruit' pupils to join their activity
- Activities are well planned and their links to the Personal and Social Skills Profile document are identified
- Activities run 4.00-5.00pm and 6.00-8.00pm – pupils can choose to do one or both. Normally any pupil staying at school until 8.00pm or overnight will do the later activity, although in appropriate cases Y11 pupils may be permitted to spend time alone working/revising
- Activities between 4.00pm and 5.00pm are usually linked to classroom subjects – eg. English, Maths, Science (pupils can then go home if not resident or staying for the later activities)
- Activities between 6.00 and 8.00pm are usually wider in variety but might still include some that support classroom subjects
- Staff generally plan and organise activities but pupils are encouraged to think of ideas for things they would like to do.
- Some activities are planned with the intention of them being followed up independently by pupils in the future, for example taking pupils to army cadets.

Impact

- Pupils enjoy the evening activities
- Pupils personal and social development is supported by participation in activities, this is recorded
- Pupils are able to take part in supported 'homework' sessions and able to practice activities that they have studied in the classroom
- Pupils develop the skills to be able to undertake some activities in their home communities without support from school
- Preparation for the future post16 – independence, life and social skills
- Involvement in evening activities has a positive impact on attendance – engagement in social activities has proved to be a good way in getting reluctant pupils interested in school
- Good opportunity for staff to build positive relationships with pupils
- Links with weekend or holiday activities – such as visits to football matches or fishing (with the Masonic Charity)

- Allows pupils to experience situations they might not be able to through their home situations such as - calm relaxing atmosphere, predictable meals, dinner at a dining table with an adult and peers with appropriate conversation, safe, encouraging and supportive

Evidence

- Activity lists
- Pupil and Parent PAMs responses
- Personal and Social Skills Profile documents
- Website blogs
- Positive Sleuth entries for evening activities
- Positive comments in Social Care Ofsted report.
- Display
- Pupils achieving accreditation or recognition through evening activities such as climbing or skiing

Self evaluation

- Evening activities are a strength of the school.
- We know that some pupils thrive on their engagement in evening activities and it is this that motivates them to attend school.
- For many of our pupils, personal and social development must take place to enable them to feel comfortable and/or confident enough to engage in the classroom curriculum successfully – evening activities support this by introducing the pupils to staff they will see in lessons but in a less formal atmosphere. This allows positive working relationships to be developed that can then be transferred to the classroom.
- Activities are successful in their own right by introducing pupils to a range of experiences that they probably would not have if they attended a mainstream school.
- The Personal and Social Skills profile documents are in the early stages of being used but early indications are that there is good evidence to show how pupils are making progress in these areas through evening activities

Suggested areas for inclusion in future School Improvement Plan

- Better forward planning to enable more targeted recruitment of pupils
- Ensuring that all evening activities are tied into the Personal and Social Skills Profiles



Elemore Hall School

Area Overview

Residence

Intent

The purpose of residence is to provide up to 45 pupils with additional opportunities for their personal, social and independence development.

Implementation

- The Elemore Hall and Windlestone sites both have some residential provision. On each site there are two 'Living Unit's', allowing for 25 and 20 pupils respectively to stay overnight on the school site during the week. Each living unit has a number of bedrooms, showers and toilets, kitchen, lounge and staff rooms.
- Resident pupils are allocated a bedroom on one of the living units, this is usually decided after staff and pupil have had a time to get to know each other so that a best match can be achieved.
- Residence is open four nights per week (Monday-Thursday). Pupils can stay any combination of nights, this can change throughout a pupil's time at the school.
- The school employs two Heads of Care (one on each site) and Residential Child Care Officers who work with pupils on the living units and also spend some time in school during the day to get to know all pupils in the school.
- All Learning Support Assistants and some teachers work one evening per week in the residential part of school.
- The school ensures that it follows the requirements of the National Minimum Standards for Residential Special Schools and is inspected annually by Ofsted
- Pupils are supported to develop personal and social independence skills including cooking simple food, laundering their own clothes and personal hygiene.
- Progress in independence is recorded in individual pupil's Personal and Social Skills Profile

Impact

- Pupils enjoy residence and develop their personal and social skills as a result of their experience
- Whilst there are links between the school day and residence, staff ensure that residence is homelike in that the school day does not impact on the evening and pupils are given an opportunity to off-load and put any difficulties during the day behind them.
- Pupil attendance for residents is usually better than for non-residents
- Pupils who are resident are usually well prepared for the classroom day
- Being a resident can support a pupil in maintaining their place at the school through increased loyalty to the school and appreciation of what is offered
- Residency can provide pupils with a safe, supportive environment that in turn supports the pupil in being able to access their education during the school day and through homework
- Pupils develop lifeskills through experiences that will be useful in adulthood

- Pupils gradually reduce their resident nights in school as they move from Y7 – Y11
- Pupils see residence as a place of safety and security

Evidence

- Personal and Social Skills Profile documents show progress over time
- Residence is popular with the targeted group of pupils and their parents/carers
- Y11 pupils chose to increase residential nights towards the end of their time in school to support their attendance at GCSE examinations.
- Ofsted reports (March 2022, December 2022 and May 2023).

Self evaluation

- Residency is a strong feature of the school
- Ofsted National Minimum Standard Inspections have repeatedly commented positively on the care that pupils get and the benefit that they derive from residency (as reported to the inspectors by the pupils and their parents)
- Residency is not an alternative to care but we know that some families have benefitted from their child staying at school for nights during the week and likewise some pupils have benefitted from being away from their families. This has relived tension in the family home and in turn made school more successful.
- Pupils enjoy being resident and identify themselves strongly with one of the living units.

Suggested areas for inclusion in future School Improvement Plan

- Specific life skill development such as decorating, sewing, ironing, changing light bulbs and fuses, looking after a doll
- Care staff to spend time in classrooms with their personal tutees



Elemore Hall School

Area Overview

Personal Development

Intent

For all pupils to develop personal and social skills and for them to leave the school with greater self-esteem, confidence, social and independence skills that will prepare them for adult life and the world of work.

Implementation

- Every pupil will have an individual folder that outlines the personal and social skills that the school considers to be important for pupils to develop whilst in school. This follows them throughout their time at school.
- Staff will identify how their subject, activity, enrichment or other intervention will contribute to the personal and social development of pupils. All pupils are offered a wide range of activities and opportunities to help further their personal & social development.
- When appropriate staff will record progress made on the different personal and social skills in the pupil's individual folder
- Personal Tutors will use the Personal and Social Skills Profile folder to discuss targets and progress with individual pupils in Personal Tutorials
- Pupils will develop a good understanding of their profile file and have 'ownership'.
- Personal and Social Skills will be recorded on Sleuth and, when interrogated, this will show progress over time in the different skills on the road to a pupil becoming independent.
- Personal and Social development will be the key focus of termly PAMs meetings. This presents an opportunity where pupils, parents/carers, personal & teacher tutors can review progression and set new targets.

Impact

- Pupils will be able to see evidence-based improvements in their personal and social skills and be able to identify how they can further develop.
- Pupils are motivated to see how they can make improvements over time.
- The Sleuth system gives a numerical score for improvement, this provides something clear for pupils, staff and parents to see.
- It has given a concrete value to the range of social activities that the school provides. Whilst staff have always known how important the social side of the 24 hour curriculum is, this system provides evidence.

Evidence

- Every pupil has a Personal and Social Skills Profile file
- Activity planning sheets identify the personal and social skills areas that they are contributing to.

- Termly scores from the classroom subjects indicate personal and social skills developed through lessons.
- Documentation from Progress and Achievement Meetings record discussion between pupils, parents/carers and staff
- Personal Tutorial records
- Enrichment spreadsheet
- Sleuth positive comments
- Record of activities attended including out of school provisions such as Youth Club and Cadets

Self evaluation

This is a strong area in school. The system used with Sleuth ensures that there is a solid, evidence base to the school's assessments of personal and social skills for all pupils and that through this we can measure progress over time and identify areas for development.

Suggested areas for inclusion in future School Improvement Plan

To ensure that all new activities are contributing.

To ensure that all personal tutorials are of equally high quality and frequency.

To develop moderation skills amongst the staff team to ensure that pupil progress is being measured and assessed accurately and consistently.

To investigate the possibility of off-site residential experiences

Increase contributions from all staff to the Personal and Social Skills Profiles

Ensure that schemes of work from the classroom day indicate how the subject will contribute to a pupil's Personal and Social Skill development



Elemore Hall School

Area Overview

Transition

Intent

To ensure that transition into the school for new pupils is a positive experience

To ensure that pupils are adequately prepared to move on to a suitable and well considered destination on leaving Elemore Hall.

Implementation

- On receiving a consultation, the Assistant Headteacher on the appropriate site will arrange for the pupil and their parent/carer to visit the school (if there is a space available).
- During the visit the pupil and their parents/carers will have a good opportunity to find out about all aspects of the school. Visits invariably visit all teaching and social areas and the prospective pupil and their family are encouraged to find out as much about the school as possible. It is also a good opportunity for us to find out more about the pupil and their family.
- We appreciate that for many pupils visiting Elemore, their experience of education may be negative and there may be a degree of reluctance about engaging positively with the process. Our approach is low key, offering encouragement but also reminding the pupil and their parent/carer that ultimately they need to be happy with the placement before anything is confirmed.
- Sometimes potential pupils and/or their parents/carers will make a number of visits before a decision is made, usually though a decision is made on the first visit and usually that decision is that they are happy with Elemore being the designated school.
- The school, if we have space, has less of a say in whether we will accept a pupil on to roll or not. On rare occasions, when a pupil has made it through the initial referral stage and been invited for a visit, we realise that Elemore may not be the best school to meet the presenting needs. In these cases we will contact the LA and explain our reasons for suggesting that an alternative be found. More commonly we will offer a place to the pupil.
- Once both sides have accepted then forms will be completed that will allow the pupil to start the school and be able to take part in everything immediately. Forms include a Photograph Agreement, a Privacy Statement, an EV4 (to give permission for visits away from school), medical and emergency contact forms.
- If a pupil is referred mid-term we will try to admit at the soonest possible opportunity.
- If a pupil is referred to start at the beginning of Y7 we usually invite them in for a number of familiarisation days and evenings in the summer term of Y6, that way they get to know key staff and pupils so that transition in the September will be smoother.
- Staff are able to read through referral notes, EHCP, etc, however we often find it best for staff to have essential information, but to have as few pre-conceptions about a pupil as possible, this allows the pupil to leave all of their past negative experiences behind and to genuinely have a 'Fresh Start'.

- On arrival in the school the pupil will be allocated a Personal Tutor who will meet with them and over the first few days/week will go through an induction booklet to support the pupil in learning about the school and our systems. The Personal Tutor will also contact the parents/carers to introduce themselves as the key point of contact in the school and to arrange a suitable time for regular contact.
- Pupils are prepared for leaving school at 16 in several ways. Annual review meetings consider post 16 as part of the discussion, careers is embedded within the curriculum, pupils have personal tutorials where post 16 destinations can be discussed, there will be visits to careers fairs and colleges, Durham Works are involved with pupils to consider best destinations, school will support applications to post16 courses. Where possible/appropriate school staff will accompany pupils on visits to colleges, etc.
- We also prepare pupils for transition post16 by giving them a range of experiences whilst at school to prepare them for adult life.

Impact

- Pupils feel more comfortable moving into the school. They have a basic understanding of layout, timetables, subjects, expectations and will have met some pupils and staff before starting to allow transition to be smoother.
- There will be few issues with new pupils joining the school.
- Home-School relationships will be good and positive.
- New pupils quickly learn the systems and ways of working at Elemore
- Contact with parents/carers is established quickly
- Pupils are aware that they will move on from Elemore at the end of Y11
- Pupils are involved in shaping their own future through their contributions to meetings and through careful, individualised consultation, most pupils are able to identify a suitable destination to aim for.
- Most pupils do transfer to education, employment or training post16

Evidence

- Few incidents related to transition into the school
- Year 11s successfully move on to appropriate, planned destinations post16.
- Parents report that home school communication is good (PAMs meetings)
- Pupil satisfaction with their school placement (as recorded on pupil questionnaires)
- Parent satisfaction with the school placement (as recorded on parent questionnaires)

Self evaluation

- We believe that our transition process is strong.
- In the time frames allowed, referrals are supported to visit, have an input in the final decision and are brought into the school quickly.
- Existing pupils are generally welcoming to new pupils
- Staff work hard to develop positive relationships with parents/carers
- Staff across the school work hard to establish good relationships with pupils

- Suitable destinations are identified for Y11 pupils to move to and our record of getting pupils started on appropriate courses is excellent.
- The level of ex-pupils dropping out from post16 courses is relatively high. Unfortunately we are not automatically informed if there are problems and often things have deteriorated past the point of return before we are made aware. We know that the drop out is due to a number of factors but often these are combined – there isn't the level of support for parents/carers that they had at Elemore, pupils are not supported to the same extent, the college/training/employment placement often requires too high a level of independence, providers are less tolerant that the school was

Suggested areas for inclusion in future School Improvement Plan

- Transition post16 is effective but could be improved. More work on potential destinations, better promotion of different options, more work done with local colleges to prepare for our pupils transferring.
- Establish better links with local colleges throughout the year.
- To investigate how we can offer informal support for ex pupils through Y12 & 13.
- To introduce leavers surveys
- To invite representatives from colleges, etc, into school for a visit
- To invite officers of the LA into school for a visit so that they know more about the school which in turn might lead to more accurate referrals being made.
- To build in to the calendar an evening meeting in the late summer term for parents/carers and Y6 pupils who are due to transfer to Elemore in September
- To build in to the calendar an evening meeting in the summer term for parents/carers and Y7, 8, 9 & 10 pupils to tell them about what is coming up in the following school year – including curriculum subject content, any accreditation, any visits, concerts, events, review meetings, PAMs, etc, so that everyone is aware of all school events in advance.
- To build in to the calendar an evening meeting in the spring term for parents/carers and Y11 to discuss the requirements of the final few months and destinations.



Elemore Hall School

Area Overview

Careers

Intent

To assist students making informed choices about their future. To provide a smooth, informed and comprehensive personalised transition into either employment, alternative training providers or further education provision for all students from Elemore Hall. The process is designed to reduce the stress and anxiety of moving on as much as practicably possible and prepare students for the next step on their journey.

Implementation

- The Review Coordinator attends all annual reviews for all students from Y7 to Y11. This provides a cumulative approach to monitoring achievements and progress and highlights areas for development academically and socially building a holistic picture of the student.
- Various generic careers education components are integrated into the Friday Culture programme delivered by teaching and support staff
- All year 10s and 11s attend a Regional Careers event at the Metro Arena in September each year to explore options and develop contacts with employers and education/training providers. They will also have the opportunity to discuss careers and employment opportunities with others
- Department of Work and Pensions Job Centre Plus adviser delivers a full range of information/skills sessions to all groups from year 8. This includes general exploration of choices, skills and motivations
- Employment trends and regional/national data information is shared with the students to help inform them of the opportunities available now and in the future
- Assistance with CV development is given
- Mock interviews sessions are arranged
- All students in year 11 have access to an independent Careers Advisor. This is provided by Durham County Councils Improvement and Progression Team.
- Consultation with key staff highlights any issues, flags up any concerns and whether any student requires extra support from Durham Works referral if we feel that the student isn't ready to engage in a specific post 16 provision.
- The key staff assist individual students with exploring options, looking at Further Education and Alternative provider websites and completing application forms.
- Individual visits are arranged with the student/provider on a general visit and to meet with ALS support, with or without parents/carers depending upon the students preferences
- Students are supported at their interviews by a key member of staff if the student request this (nearly all do)
- Students and their parents/carers are strongly encouraged to avail themselves of the Independent Careers Advice offered by ALL of the local colleges in their area, all of which are required to offer impartial advice whether or not the student attends any of their courses.

- Open events are organised regularly by ALL colleges usually after school and these are signposted to students/parents and carers directing them to individual providers information and websites.
- Once the student has completed an application process and had an interview the induction process is clearly explained to both student and parent/ carers and the provider then maintains contact with both parties. The Transition Co-ordinator monitors this to make sure no issues arise
- All parties are provided with a start date and transport arrangements to the provider are explained
- Additional visits are offered and arranged if these would be helpful
- Transfer of any relevant documentation to the provider is completed
- Key staff monitor the student(s) induction progress with various staff and the student(s)
- Support is offered to students, parents/carers if any issues arise

Impact

- Students make more informed choices about their future
- Students tend to focus more on the core subjects to secure better outcomes
- Students understand the options available to them
- Students are confident and less anxious about their new placement
- Students anxiety is reduced as much as practicably possible
- Parents/carers anxiety is reduced
- Students, Parents/carers feel well informed and supported by the school
- Students Parents/Carers understand what their new placement will be like
- They are familiar with the placement provider
- They are familiar with the physical buildings and the surrounding environment
- Students are familiar with the expectations of their new placement
- Students recognise familiar faces on the staff teams
- Students/Parents and Carers know who to go to for support/advice
- Students understand the role of Additional Learning Support
- Students integrate more quickly with their group/placement
- Placement providers have a better understanding of our students needs

Evidence

- Students secure a placement for the September after they leave school
- Students are engaged with Durham Works Service if no placement is secured or a placement has broken down to re-engage the student with a Further Education provider or Alternative placement
- There is a reduction in NEETS over time
- Students/Parents/Carers request additional support and advice once they have left Elemore Hall
- Past students return to school to inform us how well they are doing and attend Christmas/Summer concerts

- Some students have returned to engage in work placements or assistance with applications for further study

Self evaluation

We work hard as a school to make the process of moving on from school as positive and as supportive as we can.

The school is regularly praised by feeder colleges and alternative placements with regard to the level of personalised contact and information sharing.

The parents/carers and students appreciate the level of support they receive at school. They often request help and support even when they have left Elemore Hall. Students and parents have requested and been given support to re-engage services when issues have arisen.

The Transition Co-ordinator has strong relationships with FE colleges and other alternative post 16 provision, attending schools liaison panel and additional learning support meetings to further develop co-operation and understanding of our students needs and develop/improve the process

The Transition Co-ordinator regularly reviews the effectiveness of the process to see if any changes can be made.

Suggested areas for inclusion in future School Improvement Plan

- To meet all the Gatsby Benchmarks by end of 2024
- Develop STEM subject links with employers /employment sectors
- Develop a year 11 parents evening to highlight the need for their support and answer any questions/concerns they have
- Maintain and expand connections with ALS teams and School Liaison Teams at various colleges/alternative providers
- Contribute to developing/improving induction processes and support services of providers through regular contact and attending ALS meetings / School Liaison meetings



Elemore Hall School

Area Overview

Leadership & Management

Intent

The intention is for the school to be well led and managed at every level. Leadership and management can be divided into three parts – the Governing Body, School Staff and the Junior Leadership Team. The governing body oversee strategic elements and are ultimately responsible for the operation of the school. The staff team is responsible, via the Headteacher, for the day to day operation of the school and the implementation of the strategic direction agreed by the governors. The Junior Leadership Team represents the pupil group and is able to make or contribute to decisions on many topics.

The intention is that the governors will have a confident, well informed overview of the school and will be able to make evidence based decisions, that leadership and management within the staff team will be effective and that the pupil group will play an active part in some of the decision making that affects them.

Implementation

- There is a full governing body of skilled and interested people who meet regularly and make effective and appropriate decisions for the strategic and operational benefit of the school and who offer appropriate challenge
- The two committees of the governing body (Finance, Personnel & School Environment and Curriculum, Standards & ECM) meet termly and are knowledgeable in their areas
- There is a clear staffing structure and all staff know who their line manager is
- Members of staff throughout the school have responsibility for leadership in different whole school areas – some big, some small. Eg, Safeguarding, DofE, Attendance, Transition. This leadership does not equate to seniority
- All staff are expected to be leaders of something – eg. Subject leaders, personal tutors, activities
- Junior Leadership Team members will be elected by their peers through secret ballot every year.

Impact

Having a split site school has created challenges and opportunities to develop the Core Leadership Team of the school.

After a period of uncertainty and falling numbers, the school now has a committed Governing body who have been able to form meaningful committees, this has supported the Headteacher and the school

Carefully considered internal changes have created a situation where a clear line management structure is in place. This ensures that all members of staff have a line manager and has also led to the distribution of key leadership tasks. This has aided the running of the school by ensuring that information is held by a wider group of people rather than a select few.

Distributing the responsibility for whole school leadership of different areas has helped to spread the load whilst motivating staff through them being involved leading an area. This has made the school more resilient as tasks are spread out rather than being done by the same small group

By giving responsibility to all staff for specific areas, the pressure on seniors is reduced and all feel included. It also leads to a more efficient service.

The JLT meets regularly and has impact in events such as interviews for new staff and promoting whole school initiatives such as Marra Week and charity events.

Evidence

Minutes from Governors meetings and committee meetings now evidence the level of involvement and challenge.

Staffing structure diagram

Personal tutor and activity lists show where staff have a leadership responsibility

JLT minutes

Self evaluation

Leadership and Management in the school is strong and effective.

There is a clear line management structure for all staff.

Leadership is distributed and devolved, staff in all areas of school have a leadership or management responsibility for specific aspects of our work.

There is a Junior Leadership Team comprising of an elected pupil body who contribute to decision making within the school.

The Governing body is now at a strength where it can be more effective. There are two main committees overseeing 'Finance, Personnel & School Environment' and 'Curriculum Standards & ECM', both are led by experienced chairs and have a strength of purpose. They now feed in well to the main governing body meetings.

Suggested areas for inclusion in future School Improvement Plan

Further establish the governing body including training, especially for new governors.

Development of cross-site leadership roles.

Ensure that all 'leaders' are receiving effective supervision for their leadership responsibility not just their ordinary role.

JLT responsibilities becoming more defined through ongoing meetings.



Elemore Hall School

Area Overview

Safeguarding

Intent

Our intention is for safeguarding to be robust and for pupils to feel happy, safe and cared for.

Implementation

- All staff have regular safeguarding training. This consists of general safeguarding procedures plus any issues or 'new' concerns as they arise. Training is delivered in house by DSL staff or by officers from the LA.
- The school buys into an online safeguarding training package so that key staff can be kept up to date, this package includes an audit to ensure that the school is covering all aspects of safeguarding.
- Key Staff and Governors have completed Safer Recruitment training.
- The school has a safeguarding lead (Head of Support services) but also has seven additional members of staff who have undertaken DSL training and are Deputy DSLs (these include the Headteacher and Deputy & Assistant Heads). Other staff have also completed DSL training.
- Every pupil has a Personal Tutor and Teacher Tutor who they can go to if they have a problem, although the school model is that pupils are encouraged to go to whoever they feel comfortable with if they want to talk to someone.
- The school employs a specialist Anti-Bullying worker to support pupils in improving their behaviour if they are a bully and in resilience if they have been a victim of bullying. Bullying is not tolerated in school.
- The Culture Programme aims to build resilience
- The school tries to develop good relationships with parents/carers. A pupil's Personal Tutor will try to contact their parent/carer weekly if possible. We believe that this regular contact supports safeguarding.
- The school has a Casework/Attendance Managers who monitor the attendance of all pupils and who follow up on absences to ensure that pupils are safe. These members of staff also attends some of the multi-agency meetings (such as TAFs) for pupils at the school
- We prefer face-to-face information passing, but to ensure that urgent information or concerns are passed along if key staff cannot be immediately located, the school has the Sleuth system – this automatically informs DSLs if there is a concern logged by a member of staff and provides part of the 'paper trail'
- Staff are using the Sleuth system to keep up to date with positive and negative incidents and also other information regarding pupils – particularly ones they are teacher or personal tutor to
- The school maintains an up-to-date Single Central Record that can be accessed on all three sites.
- There is a member of the Governing body with a special interest in Safeguarding

- An overview of safeguarding issues is presented to the Curriculum, Standards and ECM Committee of the Governing Body each term.
- All staff complete periodic enhanced DBS checks. All volunteers at the school, including Governors, are required to have an enhanced DBS check if they are to be left alone with pupils. All contractors visiting the school must have a DBS check, if this is not available then they must work either under the supervision of a member of school staff or when there are no children in the school.
- All visitors are expected to enter the school through reception and sign in using the visitor entry system.
- The school is visited regularly and unannounced by an independent visitor who scrutinises the school, including safeguarding matters, in order to write reports in line with the requirements of the National Minimum Standards

Impact

- Pupils are kept safe and concerns are responded to rapidly by experienced staff.
- Having a good knowledge of children and their families helps the school to identify concerns and also assists in us working effectively with other agencies.
- Pupils talk to staff!!
- Staff are good at picking up signs that a pupil might have an issue
- Staff know what to do if a pupil raises a concern (either if the pupil discloses something or staff spot something)

Evidence

- Staff training records
- Records of meetings attended
- Anti-bullying feedback
- LA monitoring reports
- Governors Minutes
- TAF, CinN, Attendance, CP referrals and meeting records
- Sleuth records

Self evaluation

- Safeguarding is robust and effective. Training is frequent and ensures that any arising issues of concern are addressed in a timely manner.

Suggested areas for inclusion in future School Improvement Plan

- To ensure that the online training is used effectively
- To ensure that all Governors receive initial induction training in safeguarding matters and that they are regularly kept up to date with developments in safeguarding and child protection



Area Overview

School Improvement

Intent

At Elemore Hall we believe that continual improvement of what we do will ensure that we provide the best possible experience for all who are connected with the school.

Our intention is not to look for change for change sake, but to identify ways that we can make our practice more effective and the outcomes for all better.

Implementation

- Areas for development are identified by pupils, staff, parents/carers, governors, local authority officers and others
- Ideas are usually discussed – the level of discussion will depend upon the idea – a decision is then made about action to be taken.
- Strategic or significant changes to operational processes would usually be discussed by Core Leaders and then discussed with Governors for consideration for inclusion in the School Improvement Plan (SIP). Such developments often involve time and money and as such need to be considered carefully and in the context of the whole school and other planned developments.
- The School Improvement Plan covers the whole school and items usually have timeframes of up to two years. The SIP is agreed by Governors and monitored through termly governors meetings.
- The SIP is published on the school website and internally in school
- Smaller changes to operational practice or developments in specific subject areas are usually agreed by Core Leaders in consultation with staff.
- Ideas from pupils are listened to – these can come either via the Junior Leadership Team or directly from pupils. In residence they may arise during unit meetings.

Impact

We know that the school responds well to change and improvement. Over recent years we have made a number of strategic and operational changes that have required the involvement of all members of the school community – the most significant of these being the takeover of Windlestone School and PACC by Elemore Hall.

Changes made have led to improvements in all areas of school. These changes ensure that the school remains a positive, productive and successful environment for stakeholders.

The school has responded to pupil ideas for school improvement on all sites, this has the result of pupils feeling that their opinions and ideas matter.

Evidence

- Current SIP with monitoring
- Evidence of change – eg. Development of Windlestone site, curriculum development,
- JLT minutes
- Area development plans

Self evaluation

- The school is good at identifying areas for improvement and thinking of creative strategies to achieve the best results, and we are effective at implementing improvements and change
- The takeover of Windlestone school and PACC in September 2021 was a huge challenge as Windlestone was graded as Inadequate. The introduction of systems from Elemore and a determination to drive progress has led to rapid improvements on the Windlestone site at the same time as assimilating and improving the curriculum over all three sites.
- Due to the way the school has identified areas for improvement and embraced change in the past, it has the history to be confident in considering potential future changes and improvements.

Suggested areas for inclusion in future School Improvement Plan

- To ensure that the SIP is rigorously reviewed by staff and governors
- To identify robust and meaningful objectives for future development
- To introduce formal development plans for specific areas of school



Area Overview

Staff Development

Intent

To provide the best service for our pupils, to ensure that our systems and procedures work smoothly and to maintain and develop individual and group staff skills, effective, timely and meaningful staff development is essential. As a school, we intend to ensure that staff development is of a high quality and enables staff to perform their role to the highest standards.

Implementation

- Annual (or more frequent when required) training on different aspects of our work for all staff including Team Teach, Safeguarding (usually led by key staff in school but can involve visiting professional)
- Irregular training for all on topics such as Trauma, ASD, Communication, Anti-Bullying, Smoking Cessation, provided by an external expert
- One off training in a specific skill area (often leading to a qualification) such as Forest School leader when appropriate
- Teacher attendance at LA organised subject specific network meetings
- Visits into school from Local Authority Advisory Teachers for specific reasons
- Annual training from the examination boards for staff delivering GCSEs and BTecs
- In-house training on aspects such as our assessment and recording systems – STEPs and SLEUTH
- Staff training on specific activities such as Duke of Edinburgh Award
- First Aid training when appropriate
- MIDAS - Minibus and Car Driver training & assessment
- Induction training for all staff on joining the school
- On-line training
- Other training as appropriate
- NVQ3 training and assessment for Care Staff when appropriate (requirement of job)
- Opportunities for staff to follow other qualification routes as arranged individually – eg, SENCo, Level 4 qualifications in Leadership
- Opportunities for SCITT where appropriate
- Re-familiarising for staff who have been absent for a prolonged period
- The school has a web-based Staff Performance Management tool (BlueSky) where staff can self evaluate against professional standards, where staff supervision and performance management can be recorded and where all training is logged

Impact

- Staff are appropriately trained in order to perform their roles

- Staff responsible for specific areas have training in order to develop appropriate skills and knowledge
- Staff understand school systems and can therefore use them effectively
- Opportunities to follow training/development programmes through personal choice – such as Forest Schools – improves motivation of staff
- Opportunities to follow training/development programmes – such as Forest Schools – increases the opportunities that we can offer to pupils
- Staff can see what their performance is like against set standards (in the case of some roles this is against nationally agreed standards). Staff can identify where they need to improve.
- School has retained two high quality LSAs who have trained to be teachers through SCITT

Evidence

- Training registers held on BlueSky and elsewhere
- Certificates held in staff files
- Notes, handouts, etc, from inset, development days, courses, etc.
- BlueSky (Online Performance Management tool)

Self evaluation

As a school we try to provide staff with both the training and development that they need to do their job effectively and opportunities for further personal, professional development.

Staff from all areas of the school receive inset. All staff receive Safeguarding and Child Protection training at least annually. Staff working directly with pupils all receive Team Teach training each year from in-house instructors, who in turn receive regular refresher training.

Specific staff are supported in following training that supports their role, for example teachers attending network or GCSE moderation meetings.

A lot of staff development over the past two years has been focussed on the introduction and development of new systems within school to develop the teaching and learning offer and to improve the recording systems that we use.

Staff are generally positive about new development opportunities or things that they see as worthwhile, they are less enthusiastic about refresher training.

BlueSky has helped to focus staff on strengths and weaknesses in their practice and areas for improvement. It also helps senior staff to evaluate training and have an effective overview of performance management and supervision of staff.

Suggested areas for inclusion in future School Improvement Plan

- Investigate how more staff can have access to individual development opportunities from external providers
- Link individual staff training and development more closely with School Improvement Plan.



Elemore Hall School

Area Overview

Welfare

Intent

It is our intention that all members of the school community feel safe and secure and that their care and welfare is of paramount concern to all.

Implementation

- All members of staff have regular safeguarding training on existing and emerging themes
- All members of staff have regular fire training
- Key members of staff have first aid training so that there are always first aid trained members of staff in school and attached to activities that carry a higher potential risk of accidental injury (eg, outdoor pursuits, Bushcraft/Forest Schools, PE)
- The school has a safeguarding lead (Head of Support Services) plus seven additional DSLs (including the Headteacher and Deputies) who share the responsibility. Other members of staff have also completed DSL training.
- Every Pupil has a Personal Tutor who liaises with home and is the key member of staff for the pupil
- Pupils have regular Personal Tutorial meetings but can speak to their personal tutor at any time about any concerns they might have
- Pupils can go to any member of staff for help or support
- School staff attend all possible meetings for a pupil outside school such as ICPC, ongoing CPC, TAFs, CinN,
- School staff follow up on absent pupils to check their reason for absence and their welfare
- The school provides support for pupils who have medical or other needs including Smoking cessation, SRE, 1:1 time with the Educational Psychologist, time with the school nurse
- The school employs a part time anti-bullying worker to work with individuals and groups in the school to reduce bullying and the impact of bullying
- The school provides a number of 'safe' locations where pupils can go at breaks and lunchtimes to relax and socialise
- All pupils have the opportunity to take part in after school/evening activities and residence is available for up to 45 pupils
- All pupils have the opportunity and are encouraged to participate in musical and/or drama performances and to represent the school in sporting events
- A pupil elected Junior Leadership Team meets regularly to discuss matters that are important to pupils
- The Sleuth system is used to record any contact with or about a pupil giving the school a strong information base

- Visits from different agencies to promote a healthy approach to criminality, drugs, violence, etc
- Promotion of key themes including aspects of social, emotional and mental health in culture and other times
- Support for all staff through the internal line management/supervision system and through various external support agencies including a counselling service that the school buys in to.

Impact

- Pupils generally feel safe and comfortable in school
- Bullying exists but pupils know what to do and are aware that action is taken
- Pupil welfare is promoted in meetings
- The JLT works well, it gives pupils a voice and a sense of responsibility
- Pupils know where to go at break times and lunch times to keep safe
- Pupils are interested in their own health and wellbeing
- The personal tutor system works well and bridges the gap between school and home
- Culture Programme addresses current issues and social issues
- Residence and extended day promotes pupil welfare and supports both pupils and their families
- Restorative approach builds relationships between pupils and staff
- Staff welfare is supported

Evidence

- Reports back from the Social Care Ofsted inspection, LA monitoring, the Anti Bullying worker and others reflect that pupils generally feel looked after and safe
- JLT minutes
- The Art and Music Rooms, Sports Hall, Pool Room and Basements are well used at break and lunchtimes
- Pupil engagement with the anti-bullying worker has been excellent with both individuals and the Bullying Intervention Group being fully involved
- Many pupils take part in the end of term concerts and plays, particularly at Christmas – this includes pupils who lacked confidence to perform in the past. Pupils who were not confident to go on stage contributed with backstage roles
- Records of personal tutorials for each pupil
- Records from PAMs
- Records from TAFs, CPC, etc
- Pupil engagement with initiatives such as smoking cessation, anti-bullying group, lifestyle choices group – lists of those involved
- Successful themes for the week and class assemblies – records kept
- Culture Programme records
- Information on Sleuth
- Wellbeing Award

Self evaluation

The school is strong on this area. Pupil and staff welfare is at the heart of what the school does and we do it well.

Suggested areas for inclusion in future School Improvement Plan

Improve internal communication further

To make further use of the Personal and Social Skills Profiles to target pupil development

Further increase pupil participation in performances to raise self-esteem/confidence

Further improve and develop the use of Sleuth

To promote staff and pupil welfare and support available



Elemore Hall School

Area Overview

Outcomes

Intent

Our intention for outcomes at Elemore Hall is enshrined in our vision and our overriding aim for pupils.

“Our vision for Elemore Hall is to create a happy, positive, successful and worthwhile place to be for all members of the school community”

With the vision, the school also has a list of Goals that we seek to achieve

Our aim is to enable Y11 leavers to successfully reintegrate into mainstream education, training or employment.

Implementation

- Pupils follow a relevant & purposeful mainstream style curriculum leading to opportunities to achieve GCSE or equivalent accreditation in a range of subjects.
- Pupils are supported in overcoming past difficulties in education.
- Pupils are encouraged to participate in a wide variety of extra-curricular activities and enrichment opportunities to broaden their experience of life.
- Pupils are encouraged to participate in extended evenings and residence where they can further develop their social, emotional, independence and inter-personal skills in a safe and supportive environment.
- Pupils work closely with key staff to plan post16 destinations
- Personal Tutors and other staff maintain regular contact with parents/carers to encourage consistency at both home and school
- Every pupil will have a tutorial with their Personal Tutor at least once per half term
- Meetings are held between Pupil, Parent/carer and school at least termly to look at progress with a focus on personal and social skills
- Academic reports are written three times a year detailing progress made.
- Annual reviews of EHCP's
- Ambition and aspiration among the staff team

Impact

- Pupils generally feel supported in their education
- Pupils have identified post16 destinations
- Pupils leave with a range of qualifications
- Year 11 leavers remain positive about the school
- Former pupils visit the school for ongoing support & advice
- Former pupils visit school as part of culture programme to feedback on their life experiences since leaving; Further ed, Higher ed, university, the work place.

Evidence

- Termly pupil and parent questionnaires have a high percentage of positive responses
- Most Y11 leavers transfer to an education, employment or training provider – NEETS are generally low

Self evaluation

Staff at the school work very hard to try to give every pupil the best possible opportunities for success.

It is an indication of how much the school meant to many of the leavers that they regularly come back at Christmas for the meal and afternoon concert.

We know that some of the pupils who made it successfully to the end of Y11 only did so because of the amount of effort and support that the school put in and that our interventions made a significant difference.

We think that it was a good outcome for pupils to have achieved so well in their accreditation and also for them to have identified and moved on to appropriate post16 provision.

We know that, in addition to pupils, some of our parents become dependent on the school to support them with a range of issues. Once their child has left Elemore, there is no-one to take over that supportive role and we are concerned that difficulties occur in Y13 that we do not know about and no-one is there to help with. This can lead pupils to fail or drop out of their chosen course.

Suggested areas for inclusion in future School Improvement Plan

- Exit interviews for Y11 pupils to find out about their experience of school
- Better preparation for parents/carers so that they know what the KS4 curriculum entails
- Better preparation for Parents/carers so that they have a better understanding of transition and destinations and what to do if there are problems in Y13
- Development of PAMs meetings days in KS4 to offer advice and guidance regarding exams and post16 destinations



Elemore Hall School

Area Overview

Enrichment

Intent

We believe that a pupil's time at school should be more than just a classroom curriculum. At Elemore Hall we intend to provide a range of opportunities and experiences to enrich a pupil's skills, knowledge and understanding of the world around them and to boost feelings of enjoyment, confidence and positivity.

Implementation

- All pupils are encouraged to take part in activities beyond the classroom day
- All pupils have the opportunity to represent the school in a sporting fixture
- All pupils have the opportunity to perform in drama and musical events
- The school has an annual Sports Day that ALL members of the school community take part in (Staff and Pupil). Friendly competition between House groups
- Forest Schools and Bushcraft sessions are available for all pupils
- Teachers and LSAs organise a wide range of visits out of school to support the curriculum
- Visitors are brought into the school to work with the pupils as part of the Culture programme
- Pupils can be members of the Junior Leadership Team – this promotes democracy, representation, consultation and cooperation
- Pupils can take part in the Duke of Edinburgh Award and the activities associated with it
- The school organises Charity events throughout the year – pupils benefit by thinking of others but are also proud of their efforts to raise money and contribute
- Staff organise trips to the theatre, football matches, and other events that pupils can take part in
- No charge will be made for any curriculum based activities. Those activities that are by choice may have a small charge or may be 'paid for' through the school's rewards system so that no pupil need feel unable to participate due to financial reasons
- Guitar lessons from a peripatetic teacher
- Anti-bullying worker, development of Peer Mentors

Impact

- Pupils are able to take part in a range of activities and events that they might otherwise be unaware of
- Pupils knowledge of the wider world is improved
- Pupils feel pride at representing the school or performing
- Engagement in social time activities and enrichment events helps to motivate pupils during the classroom day

- Pupils personal, social and independence skills improve through involvement in the enrichment activities.

Evidence

- Enrichment spreadsheet
- Website blog
- Pupil Personal & Social Skills Profiles
- Toilet Twinning and other charity certificates
- Photographic/Video evidence
- Culture portfolio of evidence

Self evaluation

We believe that the school provides a very strong programme of enrichment opportunities for all pupils.

We believe that the systems that are in place offer equality of opportunity to all.

Most pupils enjoy the enrichment experiences that they have through the school.

Suggested areas for inclusion in future School Improvement Plan

A better spreadsheet overview system that will easily enable a list of enrichment opportunities participated in to be generated for each pupil individually.

To engage an even higher number of pupils in the different opportunities on offer beyond the school day (such as attending a show) or that require a longer commitment (such as rehearsals for a musical or theatrical performance)

To explore what additional provision can be made for any pupil who demonstrates that they may be gifted, talented or more able in any area



Elemore Hall School

Area Overview

Pupil & Parent Views

Intent

To collect pupil and parent/carers views to inform the school about their feelings regarding different aspects of the school and to help shape future improvements and developments.

To build positive relationships with parents/carers and pupils and to demonstrate to them that their views are important.

Implementation

- At termly Progress and Achievement Meetings (PAMs) pupils and parents/carers will be asked to complete questionnaires.
- Questionnaire responses will be collated to give school leadership an indication of pupil and parent/carers feelings towards different aspects of school and to identify any termly changes.
- Responses shared with Governors and may lead to creation of school improvement objectives
- Pupils will elect representatives from each classgroup to be members of the Junior Leadership Team (JLT). The JLT will meet regularly to discuss pertinent topics.
- JLT involved in staff interviews, new initiatives
- Personal Tutors will, where possible, speak to parents/carers on a weekly basis to report on the week that the pupil has had and to develop a positive relationship that will hopefully support the pupil
- Parents can contact the school by phone to speak with the personal tutor (or other appropriate members of staff), they can email the school through the website and have regular opportunities for meetings in school with different staff.

Impact

- School will have an indication of how pupils and parents/carers feel about different aspects of school
- School can respond to questionnaire responses to try to improve areas that score poorly
- Positive questionnaire responses give an indication that, in the opinion of pupils and/or parents/carers, the school is working well in some areas
- If changes are made or ideas implemented based upon pupil comments through JLT then they will see that this is a worthwhile system for them and they will feel more positive about it and use it more.
- School has positive relationships with most parents/carers through the personal tutor system. This supports the pupil and also the parent/carers
- The positive relationship that the school builds with parents/carers is helpful when the school needs to discuss negative issues

Evidence

- Collated responses from pupil and parent/carers questionnaires from termly PAMs. These are produced as graphs where results can be easily interpreted and compared.
- JLT minutes
- School Improvement Plan
- Parent/Carer contact with school is recorded on Sleuth

Self evaluation

- The school has been conducting termly Pupil and Parent/Carer questionnaires since 2005 – a hard copy of the response graphs from all of these are kept in a file – the results are usually positive but we do consider them every term and present them to governors for their views.
- The JLT has been functioning for a number of years. The group has met irregularly but recent developments have given the group a stronger focus and remit.
- Competition to represent their class group on the JLT is strong and elections are serious affairs. Such is the commitment from pupils that some pupils who were not elected to the JLT still join it occasionally for specific events.

Suggested areas for inclusion in future School Improvement Plan

- To review the questions that we currently ask to ensure that they are still fit for purpose.
- To consider how the collated results from the questionnaires can be shared.
- To explore how the school can try to increase parental support for pupils, particularly in KS4 in understanding the requirements for GCSE and other accreditation



Elemore Hall School

Area Overview

Governance

Intent

For the school to have a high quality, full, active, supportive Governing Body

Implementation

- Secure effective members for the governing body reflecting a range of skills, knowledge and experiences
- Meet regularly both as a full governing body and as committees
- For special interest governors to meet with key staff regularly

Impact

- Governing Body is well informed and effective in supporting the school

Evidence

- Meeting minutes
- Governors performance with visitors, eg. Inspectors
- Staff comments

Self evaluation

The core of the governing body is strong and knowledgeable.

The governing body has several vacancies at present.

Recruiting a parent governor is very difficult

Suggested areas for inclusion in future School Improvement Plan

- Recruit more governors including parent governors

School Improvement Plan 2023-24

The priorities identified for inclusion in the School Improvement Plan for 2023-2024 have been informed by a number of sources including themes identified by school and the national agenda. Some objectives are continued from the 2022-3 SIP.

This improvement plan is for the whole school comprising of the Elemore and Windlestone school sites and PACC.

The objectives described below are not exhaustive but represent what the school sees as being the priorities at the time of the construction of this SIP. The priorities have been arranged under the headings that are included in the September 2022 Section 5 Framework plus headings for Residence and Resources/Buildings/Finance.

Progress will be reported to governors meetings, the intention being that Special Interest Governors and/or Key Staff will feedback on their area of interest or responsibility. The Headteacher's Report to Governors will also report on progress made.

The SIP will be reviewed and updated annually in the summer term. The full plan is available to all staff and governors. A summary of the objectives will be published on the school website.

The SIP has a number of overarching principles:-

- As a school we are committed to continual improvement of our offer to all stakeholders
- We aim to be an Outstanding school in all areas of our practice
- Changes, developments and improvements must be sustainable and make a positive difference to our provision
- Responsibility for leading different elements of the SIP will be distributed to staff therefore building leadership capacity
- The school's Vision, Values and Goals remain central to our ethos and practice

Intent	Implementation	Impact/Outcomes	Key staff	Special interest Governor	Key dates	Resources
What do we want to achieve?	What are we planning to do?	What difference have we seen?	Who is responsible?	Who is the Special Interest Governor?		What resources do we need to achieve it?

Good Progress Made / Achieved

Some progress made / still work to do

No real progress made / Unsuccessful so far / Abandoned

KEY AREA:- QUALITY OF EDUCATION						
Intent	Implementation	Impact/Outcomes	Key staff	Special interest Governor	Key dates	Resources
1. To further develop Reading across the school building on progress made in 2022-3	<ul style="list-style-type: none"> • Ongoing Inset for all staff – individual and team • Identification and roll-out of a suitable phonics package • Re-vamp of literacy withdrawal on the two school sites • Development of resources 	<ul style="list-style-type: none"> • Staff feel better skilled to support reading in all areas of school • Greater focus on reading and the development of reading within every subject • Pupils are encouraged and supported to develop their reading skills leading to better readers who can achieve improved access to the curriculum & opportunities on offer • Pupils feel more confident in their reading 	NT Eng. Teachers + withdrawal staff	AD		Training provider Reading resources – phonics and books Time
2. For there to be a greater consistency and improvements in the planning, organisation, delivery and assessment of the academic curriculum across the sites	<ul style="list-style-type: none"> • Regular subject meetings • Introduce Subject/Area development plans across all sites • Subject Specific CPD • Teachers to understand, be familiar with and apply relevant evidence and research based strategies and pedagogy where appropriate • Shared planning with agreed outcomes • Cross site visits • Re-launch/development of whole-school marking policy 	<ul style="list-style-type: none"> • High quality curriculum • Commonality across sites • Staff development • Improved outcomes for pupils 	AD All staff			
3. To ensure that the Intent, Implementation and Impact documents for each subject are complete and reflect practice	<ul style="list-style-type: none"> • Review of Ill statements to include research and pedagogy development. • Whole school focus on impact. Research stage - evidence gathering on impact 	<ul style="list-style-type: none"> • Every subject will have a clear document that is followed by the staff teaching the subject • Staff will feel more confident 	AD NT			

	<ul style="list-style-type: none"> • Qualitative data - pupil voice, case studies • Quantitative data - outcomes in summer 23 analysis, Post-16 transition data • Investigate further evidence and carry out analysis - examine current measures of progress and validity of data. • Embed pupil voice on impact into JLT 	<ul style="list-style-type: none"> • Improvements in accreditation results, pupil engagement & enjoyment 				
4. For there to be a greater consistency in the planning, organisation and delivery of the social curriculum across the sites	<ul style="list-style-type: none"> • Joint Residential and Activity planning to ensure similar provision • Balance in Culture programme • Cross site LSA/RCCO meetings • Annual timetable of events • Publicised evening activity programme 	<ul style="list-style-type: none"> • Commonality between two main sites (and PACC where appropriate) • Positive exchange of ideas between staff • More collaborative and engaged staff team • Pupils have a well planned and delivered social development curriculum with their progress evidence in the PSS files. 	DL SK/TC			
5. For there to be high quality and effective monitoring of teaching and learning	<ul style="list-style-type: none"> • Subject focus weeks to be trialled with Art, Photography and ICT • Further roll out to Land-Based Studies, Rural Science and RM • PE, Music • Produce a calendar for subject focus weeks across academic year 23-24 and share with staff. • Feedback to inform and provide evidence to support subject development plans, SEF and where applicable Performance management targets. • Lesson observations (can be tied to Performance management or viewed as a separate subject development activity) • Programme of work scrutiny, learning walks and lesson visits 	<ul style="list-style-type: none"> • Staff feel that what they do is valued • Consistency across sites will improve • Provision for pupils will improve as subjects are monitored more closely 	AD/NT			

KEY AREA:- BEHAVIOUR AND ATTITUDES						
Intent	Implementation	Impact/Outcomes	Key staff	Special interest Governor	Key dates	Resources
1. For pupils to have a better understanding of the house point system and the benefits to them	<ul style="list-style-type: none"> • For staff and pupils to have a good understanding of how house points are awarded • To publicise rewards available widely so that pupils understand • To ensure that staff are recording positives accurately to generate house points • For staff to reference house points when speaking with pupils particularly in personal tutorials. 	<ul style="list-style-type: none"> • Pupils will achieve more house points • House points can be used as a motivator because pupils understand them • Staff are au fait with the system and award points accurately, thereby strengthening the value, they also talk about house points with pupils 	MH All staff			
2. For pupils to have high levels of attendance	<ul style="list-style-type: none"> • Letters and phone calls home to promote attendance • System of rewards and motivators for good attendance • Casework Managers to chase up unsatisfactory or concerning attendance • Willingness to take action including prosecution for poor attendance. 	<ul style="list-style-type: none"> • Pupils will be more successful due to improved attendance • There will be less disturbance caused by erratic attendance and the resulting pupil disaffection • Parents will be more aware of the consequences of attendance – both positive and negative 	MH Casework managers Personal tutors			

KEY AREA:- PERSONAL DEVELOPMENT						
Intent	Implementation	Impact/Outcomes	Key staff	Special interest governor	Key dates	Resources
1. For all pupils, on all sites, to have a detailed record of Personal and Social Skills development	<ul style="list-style-type: none"> • Endure that all pupils on the school sites have a personal tutor who is responsible for their PSS file • To introduce PSS files at PACC • To explain the recording process to all staff and remind them to make entries as appropriate 	<ul style="list-style-type: none"> • All pupils will be able to see the progress that they are making over time in personal and social skills • There will be robust evidence of activities undertaken to prove progress made • All staff will be active in adding evidence to the files and know what their lessons or activities can contribute 	DL Casework and PSS managers Personal Tutors All staff			
2. For the activity tracker to be extended across all sites to ensure that the experiences of all pupils are recorded	<ul style="list-style-type: none"> • The current format used on the Elemore site will be reviewed and then extended across sites with all staff made aware of how it should be used to record pupil experiences. • Staff use the tracker to record experiences • Personal Tutors refer to the tracker when reviewing what activities their tutees have engaged in over the academic year 	<ul style="list-style-type: none"> • Effective recording of all enrichment activities • Evidence that can be shown to stakeholders • Information that can be used to guide conversations during personal tutorials to better inform staff and pupils and to assist with setting areas for pupil development 	DL			
3. For all pupils on all sites to have a comprehensive and meaningful careers guidance education	<ul style="list-style-type: none"> • To build careers education into the Culture programme so that pupils revisit the subject throughout their time in the school. • To develop improved links with post16 providers, Durham Works and other employers, training providers and agencies • To keep a record of careers related learning and experiences for individual pupils 	<ul style="list-style-type: none"> • Pupils will feel confident about choices post16 • Pupils will be prepared for leaving school and for the next stage in education, employment or training • Pupils move on successfully 	DL			

KEY AREA:- LEADERSHIP AND MANAGEMENT						
Intent	Implementation	Impact/Outcome	Key staff	Special interest governor	Key dates	Resources
1. For the Governing Body to have full membership and be active in the school	<ul style="list-style-type: none"> • Identify vacancies • Recruit governors via Inspiring Governance and other avenues • Encourage attendance at meetings and participation in committees • 	<ul style="list-style-type: none"> • The school will have a full and active governing body 	RR			
2. For the school website to be accurate and up-to-date and include all required information	<ul style="list-style-type: none"> • Check website requirements • Website working group set up – distribute responsibilities • Timetable for putting information on website with key staff 	<ul style="list-style-type: none"> • Website is up-to-date and is an excellent tool for showcasing the school to the wider world and providing useful information to stakeholders and others 	RR, IC,			
3. For the school to review it's social media presence	<ul style="list-style-type: none"> • Review the current Twitter account and accessibility • Establish a system for posting information regularly from all three sites. • System should post to social media (such as Twitter) and then to school website to provide a newsfeed 	<ul style="list-style-type: none"> • The school will have a good, effective social media presence and a strong and informative news stream on the website 	DL			
4. For the school to publish an external calendar for parents, etc, and an internal calendar for staff information so that all stakeholders have a good knowledge of key dates throughout the school year.	<ul style="list-style-type: none"> • Establish strategies for producing meaningful calendars and what it should include • Consult with staff and other stakeholders to see what medium they would prefer the calendar to be in 	<ul style="list-style-type: none"> • Publish, distribute and update calendar when appropriate 	DL			

KEY AREA:- RESIDENCY AND EXTENDED IF NOT COVERED ABOVE						
Intent	Implementation	Impact/outcome	Key staff	Special interest governor	Key dates	Resources
1. For the bedrooms on the Elemore site to be refurbished	<ul style="list-style-type: none"> • Identify what needs to be refurbished • Source a suitable supplier • Order and install at an appropriate time 	<ul style="list-style-type: none"> • Pupils will feel more comfortable and valued 	SK, AHF			
2. To ensure that the Independent Visitor visits regularly and reports are sent to governors	<ul style="list-style-type: none"> • Provide the Independent Visitor with NMS, SCCIF and report template. • Discuss requirements for visits. • Engage with Independent Visitor on visits to provide information required. • Ensure that reports go to governors and that recommendations are considered. 	<ul style="list-style-type: none"> • Practice is scrutinised by an external visitor who will provide independent reports to inform governors. The reports might suggest improvements that the school can consider. • The views of someone external to the school will help the school to consider things from a different perspective. 	TC, SK			

KEY AREA:- RESOURCES, BUILDINGS AND FINANCE						
Intent	Implementation	Impact/outcome	Key staff	Special interest governor	Key dates	Resources
1. To construct a climbing structure and swings on the Elemore site (identical to the one installed at Windlestone)	<ul style="list-style-type: none"> Identify a suitable area on the Elemore site Order structure and agree installation date. 	<ul style="list-style-type: none"> Pupils on the Elemore site will have a structure to play on and there will be equality between the main sites. Pupils will be engaged in imaginative and physical play either individually or in groups making good use of break times 	RR			
2. To ensure that the LA completes it's promise to affect repairs to the Windlestone building including Heating, Windows, Leaks and Acoustics	<ul style="list-style-type: none"> RR and GH to maintain a list of outstanding work to be done on Heating, Windows, Leaky roof, gutters, etc. Regular liaison with county council over progress being made Cooperation with any contractor coming onto site to ensure work is completed effectively Monitoring of progress 	<ul style="list-style-type: none"> The school environment on the Windlestone site will be safer and more comfortable Energy usage will reduce Maintenance in the future should be easier 	RR			
3. For the wi-fi coverage on the Elemore and PACC sites to be effective throughout the buildings	<ul style="list-style-type: none"> Elemore to have additional antenna placed around building and existing antenna changed to horizontal fixing where possible For PACC to have a suitable switch and controller installed that will allow four new wi-fi antenna to work within the building 	<ul style="list-style-type: none"> All tree sites will have high quality, reliable wi-fi signal allowing better access for staff and pupils throughout the buildings. 	RR			