Harrow School Self Evaluation Framework

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<tr>
<th>School Name</th>
<th>Shaftesbury High School</th>
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<td>Date last updated</td>
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Section 1 - School context  
Section 2 - Effectiveness of leadership and management  
Section 3 – Personal development, behaviour and safety  
Section 4 - Quality of teaching, learning and development  
Section 5 - Outcomes for pupils and learning  
Section 6 - Summary of SMSC  
Section 7 - Overall Effectiveness
Section 1 - School Context

1. Vision, aims and aspirations of the school

We aim to maximise opportunities for all our students, both in their school lives and beyond, by:

- developing measurable progression paths that dovetail the academic and the pastoral;
- working closely with parent-carers and external agencies to facilitate successful student transitions;
- being a multi-faith and multi-cultural community - surveys show a consistent growth in the school’s wellbeing.

We are continuously expanding our provision and specialist knowledge, to meet pupil needs and address local shortfalls.

- 2009 curriculum review - to plan for introduction of Y7 groups, following the LA closure of Middle Schools.
- 2011 Introduction of PALS - Personalised Additional Learning Support, offering a range of 1:1 programmes.
- 2012 off-site provision extended with Kids Can Achieve, Whitmore High School and Cedars Youth Centre.
- 2013 and 2015 curriculum reviews - to add vertical learning strands and prepare for life after levels.
- 2015 new build for 6th form and ASD students - allowing for a potential 20% rise in the school population.

The school population has increased by 50% since 2009, due to new Y7, referrals from mainstream and an increasingly popular 6th form. Despite these challenges, Shaftesbury continues to be rated as ‘outstanding’ in all areas (Ofsted 2008, 2010, 2016).

2. Demographic profile of the school

Our students have increasingly complex needs. For assessment purposes, we focus on their primary and secondary needs – ASC, MLD, SEMH. The mix is constantly evolving. Since 2010, ASC students are up 11%, MLD down 10%, SEMH down 1%.

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<th>October 2010</th>
<th>October 2013</th>
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<td>ASC</td>
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<td>MLD</td>
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<td>SEMH</td>
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<tr>
<td>Total on roll</td>
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Socio-economic context

Shaftesbury is located between former council housing, a row of shops, a light industrial area, a garden centre and farmland. Older students can buy lunch off-site, with home consent. The local supermarket and swimming pool are part of our curriculum. We collaborate with schools and colleges both for integration and transition, and share a canteen with St.Theresa’s primary.

3. School context (based on July 2016 census and projected data for September 2016)

We have 164 students on roll. 67.5% are male, 32.5% female. 44% are predominantly Asian, 32% are white, 24% Black. 60% of students are on school transport, 49% have English as an Additional Language, 27.5% are on Free School Meals.

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<thead>
<tr>
<th>On roll</th>
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<th>BME (Black Minority Ethnic)</th>
<th>EAL (English as Additional Language)</th>
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Year group profiles

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The student gender balance is almost identical to last year. Girls are in the minority across the school. Their highest ratio is in post 16, and their lowest is in Y11. FSM is highest in Y11, BME in Y7 and EAL in Y10. Attendance is up 7% since 2013/14.

4. Distinctive features

The school has a tutor base for each group, specialist rooms for subject teaching, separate provision for the 6th form and additional space for ASC. Individual student support is provided by PALS team, Care team, Pastoral Forum and therapists. Off-site opportunities include Cedars Youth Centre, Harrow College, Hatch End pool, mainstream integration, Skills Centre.

Shaftesbury is a National Support School, and part of two Teaching School Alliances. It has run a Professional Development Centre since 2000, now offering City and Guilds courses and ELKLAN, and ITT support through UEL and University of Herts. It has had specialist status for BESD practice since 2007, and IIP status since 2001 (gaining Gold level in January 2014).
5. Staff and staffing profile including leadership structure
The school has an SLT of four – the head teacher, two deputies and an assistant head. This core group meets each week, and there are timetabled opportunities for them to be joined by the wider management team – who include teacher i/c care, key stage co-ordinators, family liaison and HLTA. Roles were reviewed in May 2016, to reflect the growing scope of the school.

Staff attend a daily briefing before school: three as a whole staff, one in their key stage and one supporting tutor groups. They have weekly after-school meetings, with slots for pastoral, departmental, CPD. Pastoral Forum and PALS also meet weekly.

All staff are attached to a tutor group, and all groups have at least one TA. Further staff roles include:
- The CALM team, who are trained in de-escalation and provide a rapid response service
- The Care team, who are trained in lifting and handling and provide additional first aid
- Duty Leaders, who oversee staff duties at start and end of school, break and lunchtimes
- Mentors, who offer induction and ongoing support for new colleagues
- Performance Managers, who facilitate the school’s appraisal cycle

Additional posts were introduced in 2014 to support after school clubs, attendance, care, outreach and travel training.

6. Structural changes and deployment of resources
Our school community continues to grow, with potential capacity for 200 students since September 2015. This has required an increase in staffing, funding and facilities, on and off-site. All continue to be carefully monitored at a time of financial constraint.

7. School leadership role in school-to-school support
Shaftesbury has been a National Support School since 2012, and provides a wide and deep range of support
- The Head teacher is a National Leader in Education, and part of the SEN steering group for the NAHT
- Both deputies are part of the ‘life after levels’ steering group with University of Northampton and SEN partner schools
- The Assistant Head leads Schools Direct placements as part of the PGCE programme with UEL and UGH. Student nurses, volunteers and visitors are supported through their placements at Shaftesbury.
- The care co-ordinator chairs the LA safeguarding board, and provides CALM and safeguarding CPD cross-borough

Staff benchmark across three boroughs and five key stages, and collaborate with African and EU Comenius partners.

8. Key priorities
The school has a very effective self-evaluation process. Its development plan is continuously reviewed by SLT, discussed with governors, and re-drafted with staff and our student council. We believe that improvement comes through inclusion, and that our priorities should anticipate change wherever possible. Our current plan priorities are based on four key areas, as follows:

**Outcomes for pupils and learners**
- Create and implement action plans for marking and personalised learning
- Review 11-16 curriculum pedagogies
- Extend staff and student opportunities within the 16-25 curriculum
- Develop the moderation of assessment, marking and moderation itself

**Personal development, behaviour and safety**
- All relevant staff to be trained in CALM, ELKLAN, lifting and handling, first aid and safeguarding
- Clarify the roles of the Care team, Therapy team, PALS team and Therapy support
- Develop the school’s relationship with CAHMS, with pastoral input and school clinics
- Ensure all staff are aware of the opportunities available to them

**Quality of teaching, learning and development**
- Create a marking and moderation system that supports the pupils’ understanding of success and next steps
- Develop more cross-curricular themes, termly and half-termly, following a KS3 review
- Extend opportunities to share outstanding practice across the school
- Engage pupils in personalised learning within the classroom

**Leadership and management**
- Develop communication packages for medical, safeguarding, attendance and profiles
- Review the use of ICT, including hardware and software used by pupils, staff and admin
- Further discuss, develop and agree on the role of subject co-ordinators and form tutors
- Review the school’s role in training, with an action plan for governors
- Develop links with Kingsley and Woodland schools, and consider the option of moving towards a federation
- Implementation an on-going evaluated, need specific and whole school CPD programme

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**Section 2 - Effectiveness of leadership and management**

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<th>Overall judgement</th>
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<tbody>
<tr>
<td>‘Leaders make sure that pupils achieve all that they are capable of, both academically and in terms of personal development.’</td>
<td>(Ofsted 2016). We offer a safe, nurturing environment, and strive to support the whole school community through</td>
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<tr>
<td><strong>•</strong> Encouraging student voice – with group assemblies, student council, surveys, target reviews and annual reviews. The whole school contributed to our new code of conduct. Further opportunities are evolving through our web-site.</td>
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<tr>
<td><strong>•</strong> Boosting enrichment. Students regularly visit arts providers, businesses, forums, local libraries, museums and shops. Links with Jack Petchy, Mencap, Sainsburys and Santander help to fund refurbishments and activities across school.</td>
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### Section 3 – Personal development, behaviour and safety

**Overall judgement**

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*All safeguarding arrangements are fit for purpose. Records are detailed and of high quality* (Ofsted 2016)

Everyone at Shaftesbury is encouraged to reflect on their choices, and to learn how these link to behaviour and safety. All staff are committed to the welfare and education of their students. All pupils are capable of thoughtful behaviour.

- There is a clear whole school code of conduct, regularly discussed with students. They helped to redraft it, 6.15
- Our student survey – conducted twice a year – consistently records that over 90% of pupils feel safe
- Our parent survey – conducted annually – consistently records that over 80% feel bullying is dealt with effectively
- Our staff wellbeing survey – also conducted annually – consistently records positivity across all staff levels

The school has developed an empowering and proactive ‘flat management’ structure. Leadership is distributed among staff who have clearly defined areas of responsibility. They undertake a range of monitoring activities which ensure that pupils, parent-carers, staff and governors are supported to make the most of opportunities. Recent examples include:

- NQTH training for both deputy heads
- Hosting a taught MA for 10 staff
- Mainstream day secondment for the PE co-ordinator
- Accreditation through the Institute of Education for doctorates and middle managers

The literacy and numeracy co-ordinators meet regularly with each other, and with their deputies, teams and whole staff. Agenda items include accreditation, budgeting, CPD, good practice, homework, moderation, reforms and resources. The co-ordinators also support whole staff meetings and workshops, to help the curriculum remain cohesive and creative. They facilitate initiatives like Film Week and Money Month, and are supported by the data team and partner group forums.

As the school expands, so does the role of its middle managers. Many co-ordinate subject areas, monitor budgets and maintain portfolios. They also oversee accreditation and homework within their area, and may offer whole school events. The Art exhibition, MFL day, PE Panathlon and Performing Arts production are all recognised as Shaftesbury strengths. Middle managers have regular developmental opportunities, such as Duty Leader or travelling with the Comenius project.

Performance Management allows for a genuine dialogue between senior staff and colleagues. It ensures that every member of staff has a clear personal development plan, with negotiated SMART targets that will allow them to grow both professionally and personally. Observations, reviews and payment implications are handled very supportively.

This is one reason why the quality of teaching remains outstanding. Its monitoring and evaluation ensure that everyone has regular feedback. The staff develop high level skills in supporting emotional and behavioural needs and identifying issues. Well established systems are regularly reviewed, to ensure a calm and purposeful learning environment.

The care and safeguarding of pupils has also been judged as outstanding. The pastoral team continue to build and share strategies across the school and the wider community, through CALM training, CAHMS, YOT, EP and ESW liaison and regular case conferences. The Head teacher and teacher i/c care are both on the LA’s safeguarding board.

The curriculum is not just creative, it is collaborative and inclusive, proactively funded and continuously reviewed. We aim to meet all our students’ needs, pastoral, academic and societal, so that everyone can contribute successfully to life in Modern Britain. No area of the curriculum is disapplied, but we still strive to go beyond our statutory requirements.

Every learning opportunity is designed to widen the students’ horizons, to build on their core skills and cultural integration. For example, our assessment system is fully student-centred. It has been used by Ofsted in their training, and brings together subject areas, topic strands, SMSC and extra curricular opportunities. It enables everyone to recognise every step the student takes, to inform future learning and support. It also enables the recognition of diverse and complex pupil achievement, and links progression paths to ‘I can’ statements. Teaching and learning inform each other throughout.

The school governors are equally well informed. They represent a diverse and democratic range of groups and interests, and Ofsted have noted their strong blend of support, initiative and sharp interrogation on more than one occasion. They are in no way a rubber stamp. A January 2013 review of school plans was directly triggered by the governors in response to new national reform plans. They continue to regularly review their work, paying close attention to local and national reforms. Fundraising and the overview of pupil premium have become particular strengths. Staff, parent-carers, businesses and charities are well-represented on the group, and have regular briefings. Students also give input.

Shaftesbury has devised a sophisticated programme to record, monitor, evaluate and share the progress of its community. Staff, students, parent-carers, governors and school partners are all cohesively supported, consulted and empowered. Their aspirations are shared and made sustainable by a dynamic, dedicated, enabling leader and a very supportive team.
The staff model ways to be safe by using CALM strategies. They pre-empt wherever possible, and have radio access to a fully qualified team for further support. Incidents are recorded and analysed to help resolve individual and group issues. Follow-up procedures include debriefs, contact with home, sanctions, counselling and referrals for PALS and respite.

Radios are also used to access the care team, ICT support and the site manager, with a separate channel for each.

Every student knows that there are safe spaces at Shaftesbury, and that there is always someone who they can talk to: form tutors, TAs, learning mentors, therapists and Family Liaison ensure joined-up support, reinforced by the Pastoral Forum. The PALS team support ‘meet and greet’ and ‘end and send.’ Agendas are collaborative, minutes are published.

E-safety is addressed in assemblies, special weeks and cross-curricular ICT. Teacher i/c care has helped to develop a web-site for the L.A. Safety is further supported with risk assessments: these apply to all off-site activities. Every student has a safety rating. This may vary depending on activity and location, but still has a direct bearing on the support provided. Recent whole staff INSET days have focussed on CALM, safeguarding, the Prevent programme and epilepsy.

Well-being is promoted throughout the school. There are specific programmes for e-safety, road safety, healthy life styles and sexual health. AQA units are dovetailed with ELC, D of E and ASDAN to reinforce programmes and reduce paperwork. Provision is enhanced through long-term links with agencies such as The Firs, HAD, Happy Days, MENCAP and Rotary. Projects with CAHMS, Mencap and Harrow psychiatrists are developing, alongside ADHD clinics and a carers programme

Transition programmes are in place for every tutor group, not just for end of key stage, and take place throughout the year. The school has recently been recognised for its work with new students as part of the Connecting Classrooms initiative.

We want every student to have a successful journey through school, from their first visit to their final day and far beyond. We plan and collaborate with all our feeder schools and 16-25 partners, including work providers. Information, advice and guidance are shared through reviews, parent-carer evenings, family forums and online. Destinations are fully monitored.

We also monitor student attendance rigorously as a school, mindful of the safeguarding implications. Calls are made daily. Letters are sent as needed: the first is an enquiry and offer of support, the second more formal in tone. Both seek constructive dialogue. We also encourage parent-carer attendance. Family groups have significantly boosted punctuality. There is a supportive flow of information between borough transport, school, college and home; and support for phased transfers and long-term medical conditions wherever practical. Families are consistently invited to share their home culture.

Section 4 - Quality of teaching, learning and development

Overall judgement

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‘The curriculum is broad and balanced, and meets the pupils’ needs extremely well…Talent is nurtured, there is a strong team ethic and staff morale is high’ (Ofsted 2016)

At Shaftesbury we teach as a team, and move forward as a community. Outcomes for ‘all/some/few’ link to student targets. All rooms have a personal workstation, I.T. space, class contract and curriculum map poster. The growing ASC population is supported by visual timetables, and regular staff use of ‘first, next, last’ across KS3/4 as well as ‘plan, do, review’ in KS5.

Learning walks are built into the day, and not just for SLT. We aim for collective vigilance and proactive communication. Pupils are encouraged to share their views through plenaries, surveys, target reviews, annual reviews and student council. In each case, feedback is overwhelmingly positive and supportive. The more we share, the more we move forward together. Links with parent-carers are built on dialogue through the school diary, email, phone, meetings, surveys and forums. As the dialogue develops, so does trust: issues are shared and resolved, with more home-school consistency. Open evenings help us all to ‘show and tell’, and to access organizations that can provide support beyond the school day and plan for the future.

Observation is 3 times a year:
- the SLT and SIP observe teachers after setting a specific focus
- Performance Managers observe their colleagues on an agreed focus for appraisal
- Staff observe each other to cascade good practice.

NQTs are observed regularly. Team teaching and observing colleagues are built into every induction and observation cycle.

Teachers are encouraged to share their interests, concerns, strategies, contacts and subject expertise at every opportunity. They fully engage with each other, and also with staff, students and parent-carers to support and encourage learning. Data is used to support this process, wherever it enables a developmental dialogue. We all plan for pupil progress, individual and collective, and use assessment to improve pupil outcomes in the widest sense. Teaching and learning go hand in hand.

English and Maths aim to give a whole school lead here. Well over half the staff teach these subjects, and best practice is shared at every meeting. A current example is the cross-borough life after levels project, which allowed all staff to create new ‘I can’ statements that support core learning. The co-ordinators have given a lead to the project in ‘bridging the gap’ between old and new national curriculum levels, moderating materials internally and externally for Autumn 2016 publication.

Staff CPD is integral to the success of the school. It promotes shared awareness, through:
- a coaching ethos that cascades knowledge of learning styles, teaching strategies and opportunities for all pupils
- pastoral consistency within the curriculum, greater student voice and shared belief in the success of the school
- regular staff wellbeing opportunities that celebrate our collective achievements and aspirations, and acknowledge individual circumstances: we have fundraised for a number of causes, following bereavements in our community
Section 5 – Outcomes for pupils and learning

Overall judgement

1 2 3 4

"Pupils achieve their full potential. They make outstanding progress." (Ofsted 2016)

We want all our assessments to impact directly on the appropriate pupil outcomes. Our holistic approach is built on:

- Proactive tracking. All data feeds into a cycle of short-, medium and long-term monitoring. Twice-yearly data drops allow teachers to review student progress against their planned targets. Any issues trigger a PALS referral. Baseline scores, transition targets, and health care plans are collated into student-friendly annual review cover summaries.
- Sharing successes - with certificates, displays, head teacher’s awards, home contact, newsletters, photos and a plasma screen in the foyer, all reinforced by the school website. Collective and individual success is equally valued. We provide annual data summary leaflets, using information from SIMMS, the DfE and Onwards and Upwards.
- Recognising small steps. Attainment is measured by both short-term and long-term ‘I can’ descriptors. It is reviewed by cohort, gender, ethnicity, student need, EAL, FSM and LAC to enhance equal opportunities.
- Anticipating and responding to reforms and initiatives, be they local, national, external or internally generated. e.g., following a Y7 pilot, we are starting to offer student passports based on long-term ‘I can’ statements. We are also using P9-12 levels for English and Maths, to fill the gap between the old and new national curriculum.
- SLT profile. Senior staff are accessible to parent-carers, staff and students. They are visible throughout the school, ‘on-call’ and as duty leaders. They contribute to national debate through DFE, NAHT, NUT, AQA and City & Guilds. Both deputies have had Ofsted training to prepare for future inspections and helped lead the 2014 LA review.
- A pastoral, ‘whole child’ curriculum. Our ethos is aspirational and collaborative. It is no coincidence that attendance and accreditation are both well up on 2010, while exclusions have continued to shrink.

Learning

- All lessons observed are good or outstanding (up from 75% in 2012/13). Strengths include assessment, behaviour management, differentiation, life skills links, pace, planning, relations with students, subject knowledge, use of TAs. Areas for development include lesson structure, individual progression and the use of visuals and reflection.
- Learning is enhanced at every stage. The curriculum is project-based at KS3, personalised at KS4 and linked to life skills and the community at KS5. All topics and tasters are collectively planned. Enrichment is mapped throughout. The school is now accrediting its learning process through the British Council, and part of the London Curriculum.
- In English, learning is rooted in the social use of language. PALS, SALT and SEAL support emotional literacy. In Maths there is a primary focus on Money and Time, supported by a wide range of practical, real-life opportunities. ICT and on-line safety are now cross-curricular strands. PSHE is rooted in the Rights Respecting Schools scheme.

Progress and Attainment

Whole school progress summary, 2015/2016

In response to life after levels, we have created a new Shaftesbury Score system based on long-term ‘I can’ statements. This allows us to measure and review every student’s flight path at every stage of their school career, and in every area. The scores include oracy, as it scaffolds our students’ learning. Ofsted 2016 called this system both ‘innovative and robust.’ The data below is based on staff assessments in January and July 2016, and references a Progression Guidance framework.
We also know the following from our 2016 data drops
- There is strong gender parity in both English and Maths
- There is good ethnic parity overall for 205/16 – black students had most success in oracy, white students in Maths; Asian students were consistent throughout
- FSM students were above the school average in English, and at the school average in Maths
- LAC students made good progress from their starting points

We will provide separate key stage progress scores after the system has completed its first two year cycle in July 2017

We already know from previous years that students may begin behind their mainstream peers, but they close the gap in terms of levels, life skills and progression paths by the time they are ready to leave – be this in Y11 or any of the 6th form years.

Detailed departmental analysis is now helping the school to identify more ways to close other gaps. Examples include:
- Ensuring extra flow across the separate AT areas in Maths and English, through more topic-based work
- Extending multi-sensory cues to maximise collective curricular access
- Identifying and building on the success of one group to benefit others; also developing buddies and mentors
- Offering AQA units as small steps to ELC from Y9 and ASDAN from Y12, and D of E throughout

Accreditation
- Y11 are gaining more qualifications – 87% gained at least three Entry Levels in 2015/16, up from 57% in 2013/14
- All Y6th form leavers are now gaining both the Bronze and Silver ASDAN certificate, compared with 60% in 2012.
- AQA units gained by students are up 33% since 2012; units written in-house are up 50%

Targets
The school offers five types of target:
- EHCP targets. These are based on long-term statement objectives, and broken down into smaller steps.
  - 75% of Annual review target has been met within a year, and there is good parity across the year groups.
- Subject report targets. These are linked to ‘I can’ skills, and reinforced as ‘next steps’ in annual review reports.
  - Subject targets are monitored by teachers, and increasingly drawn from a skills bank for life after levels.
- Personal Targets. These are cross-curricular, and set 1:1 with tutors and students. Reports go home termly.
  - 55% of targets were met in term 1, 64% in term 3. Girls achieved more targets as the year progressed.
- PALS targets. Intervention is on three levels, 3 being the most intensive. Each is reviewed after six weeks.
  - All students on pupil premium received an intervention, cross-referenced with their care programmes
- There was further very successful support for Y11 coursework, ASD students and transition at each stage
- Shaftesbury Score flight paths. Our data drop days ensure that we review the paths of every student in every subject
  - All subject leaders now incorporate the data into their action plans; students are tracked throughout the school

6th form
6th form have their own assembly, code of conduct, council and newsletter. These feed into wider school life but also provide a distinct focus for our young adults. There is a clear shared ethos of ‘Community, opportunity and choice,’ reinforced by

- A life skills curriculum. ASDAN programmes are broken down into smaller steps through AQA units, linked to ‘I can’ statements and underpinned by Functional skills Literacy and Numeracy. A Y14 offer is evolving as numbers grow.
- Collaborative learning. Sixth formers receive team points rather than individual merits, and share their successes. These include Jack Petchy and borough poetry wards. Targets are set and reviewed with parent-carer input.
- Enrichment. Students are taught in vertical interest groups for one day a week. Recent options include arts and crafts, business and politics, cooking, film club, gardening, mentoring in KS3/4 and visits to the local library and care home.
- Enterprise and employability training. The students host staff lunches, using produce from our orchard; the profits fund negotiated rewards through a 6th form bank account. Our recycling bank raised £1000 over two years.
- Home liaison. Parent-carers regularly attend coffee mornings and transition sessions. They also support work experiences, and activities beyond the school day like Southend Saturday for leavers and visits to West End shows.
- Local authority links. Following the closure of 4 Harrow libraries, the school negotiated for stock to be transferred to its new build. Plans are evolving to run a community library with access for partner schools and family Rhyme Time.
- National links. 6th formers contributed to the Mencap/DFE easy reader guide on Education Health and Care plans.
- Our school improvement partner has shared the 6th form bank account. 6th form parents contributed to the Mencap/DFE easy reader guide on Education Health and Care plans.
- Outreach. The students have made films for Harrow on drug awareness and with Mencap on financial capability.
- During 2015/16, staff began work with partner schools on a guide to what constitutes best 6th form practice
- Transition. Students have a regular taster afternoon for two terms of Y11. Once in the sixth form, they have a weekly link course at Harrow college. Before they leave the 6th form, they have regular sessions supported by SALT.
- Work placements and a visits programme. These take place across the year: recent placements have come through HAD, Harrow libraries, Mencap and Shaw Trust. Visits include Borough market, City Farm and the V & A.

Data confirms that the 6th form often lead the school in terms of attendance and enrichment. Their response to surveys and
Section 6 - Summary of SMSC

Overall judgement

‘SMSC is outstanding. Pupils are continually encouraged to reflect on their own beliefs and values and be aware of how global affairs affect the quality of life’ (L.A. review 2014). ‘The school is at the forefront of developments’ (Ofsted 2016)

We are able to accommodate all members of the school, through assemblies, extra curricular clubs, partner school links, student council, visits and visitors. We work continuously and closely with students’ communities, to develop progression paths. We strive to share and share British values through dialogue, diversity, positive role models. For example:

- Race, faith and equality issues are raised through a cross-curricular focus on special days, seasons and festivals. Everyone is encouraged to be part of assembly. Pupils shape the content of International evening with home support.
- We are fully committed to the Prevent programme, with whole staff CPD sessions and regular reviews of policy. Our emphasis throughout is to maintain a positive, supportive ethos reinforced by the Rights Respecting schools initiative.
- The school is promoted as a community within wider local, national and international groups. Links and projects include Holocaust Memorial Day, Fair Trade Fortnight and staff and student links with our Ugandan partner school.
- The student council meet regularly to facilitate communication within and beyond the school, raising issues and reviewing policies. Each tutor group has at least one rep, and a number join the local youth parliament.
- Attendance beyond the school day is strong. 15% are in after-school clubs, 30% attend International Evening, and all are part of Leavers’ night. Past and present students benefit from the weekly youth club and Friends of Shaftesbury.
- Our residential programme is accessible for every student throughout their time with us, locally, nationally and internationally. Locations include Phazells Wood for KS3, Hereford for KS4 and Isle of Wight and Douai for KS5.
- Sports enrichment is provided on and off site with our boys and girls football, cricket and Panathlon teams. There are strong links with Cedars Youth Centre and Watford FC. 4 groups have completed ASDAN short courses since 2014.
- The school has a close relationship with Harrow libraries. Students helped design new lending machines in 2010, and took delivery of stock from local closures in 2015. All have a lifetime discount card. Many complete placements.
- Each key stage has an annual community arts project. Students have visited the National Theatre for workshops and hosted the Globe Theatre for a Shakespeare initiative. Pupils from Bentley Wood High were part of our latest show.
- During 2016/17, we intend to introduce a school shop, selling ethical produce with student input. We will also provide cycling safety sessions through TFL, and build on our Global learning platform with Swiss Cottage school.
- Our creative curriculum has allowed Shaftesbury to embed SMSC at all stages. 6th form care home visits, KS4 gardening and KS3 cooking have each been introduced successfully, alongside summer school and travel schemes.
- All these activities boost contact and collaboration between different year groups, and enhance progression paths. Parents, employers and local providers are consistently positive about their interactions with the school.

Section 7 - Overall Effectiveness

Overall judgement

‘The school continues to improve. You have embedded a culture of high expectations’ (Ofsted 2016)

Shaftesbury is outstanding in every aspect. The quality of teaching, learning, behaviour, care and support are all first-rate. This has been confirmed across three Ofsted inspections, and regularly tested by SIP judgements, LA reviews and ongoing self-assessment. The school has consistently shown that it can grow both in numbers and provision, by:

- developing programmes that can meet increasingly complex pupil needs
- taking the initiative locally and regionally to build flexible partner networks
- recruiting skilled practitioners, and nurturing them with regular CPD opportunities

The school is now very aware of the need to keep developing. We are determined to meet the challenges that are made of special needs provision and the school curriculum, locally, regionally and nationally. Plans are in place to ensure that we respond to these challenges so that they enhance our status, and secure a positive and sustainable future for our community.