

A Review of the Pastoral System Since the 2015 Ofsted Inspection

Area identified	2015 Ofsted Report	Current situation	Impact of the changes
Attendance	<ul style="list-style-type: none"> Overall attendance in line with national figures Systems needs to be more 'focused' to improve attendance and persistent absence rates of disadvantaged groups 	<ul style="list-style-type: none"> See 2018-19 Action Plan Minimal Local Authority Support Consultant employed to work with pastoral teams Attendance the key theme running through the House system – self-review, briefings and meetings Attendance tracked by House teams using Microsoft 'Teams' Fortnightly reviews and action Regular data drops, examining attendance of various groups of students Invested in more staffing – School Welfare Officer 2 days per week An assertive line in taken with 'occasional absences' and unauthorised absence has risen since the last inspection 	<ul style="list-style-type: none"> 2016 – best ever figures for the school PP PA and SEN PA better than national averages in 2016 Figures for these groups have been variable since 2016 Current PP overall attendance higher than in 2017-18 Encouraging signs in the lower year groups – improved attendance in Years 7-9 Quicker action taken and cases moving to higher stages more efficiently
The House System	<ul style="list-style-type: none"> A strength of the School according to the 2015 report 	<ul style="list-style-type: none"> Further investment in staffing – School Welfare Team (two staff) Newly formed middle-leaders group to focus on whole-school issues Non-teaching support staff have been developed and bring a great deal to the pastoral team Increased non-teaching support in Houses (2.5 to 3 staff) Closer links to other departments in the school, such as Learning Support Further reforms to come from September 2018, including the physical location of pastoral staff 	<ul style="list-style-type: none"> More capacity to deal with issues Improved communication with staff/parents Clearly defined roles for teaching/non-teaching pastoral staff House system continues to be the bedrock of the school's success
Tracking Underachievement and academic mentoring	<ul style="list-style-type: none"> More focus required on disadvantaged groups 	<ul style="list-style-type: none"> Close liaison with SCLs and wider pastoral team (Well-Being Staff) Students with 'significant barriers' identified early in Year 11 and these are shared with SLT as part of the self-review 	<ul style="list-style-type: none"> More bespoke support for Year 11 students in examinations There is no doubt that this impacted positively on results in 2017 and 2018 Staff across the school more aware of

		<p>process</p> <ul style="list-style-type: none"> • Close liaison with families of key students • Close work with the Examinations Team 	<p>significant barriers for students</p>
Inclusion Provision	<ul style="list-style-type: none"> • School effectively 'meets the needs of its students • Exclusions in line with national averages 	<ul style="list-style-type: none"> • 'Step Out' arrangements with five local secondary schools has reduced FTEs • 'Managed Move' protocol with the LEA has reduced potential permanent exclusions (two in 2017-18) • We have invested further in Study Support provision, with two staff • Major review of Inclusive Provision 2018 and a re-structure has taken place in order to meet the needs of the students more effectively 	<ul style="list-style-type: none"> • See the data analysis section of the 'Inclusion Review' carried out internally in January 2018 • The school continues to meet the needs of its students in the face of very limited Local Authority support • Bespoke timetables are used to engage students back into education and also for those students with behavioural issues • Exclusions continue to be low (around 3 FTEs per week on average in a school of 1345 students)
Alternative Placements and Provision	<ul style="list-style-type: none"> • The Ofsted Inspectors commented favourably on the monitoring of students in Alternative Provision 	<ul style="list-style-type: none"> • The school has invested further in this area • A rigorous planning and monitoring process is used • We have increased our range of providers by going outside of the Local Authority 	<ul style="list-style-type: none"> • More alternatives for students to avoid permanent exclusion from school • Short-term placements used to engage students • Students placed at high quality providers
The Learning Support Department	<ul style="list-style-type: none"> • An area of real concern in the 2015 Ofsted Inspection 	<ul style="list-style-type: none"> • A major re-structure took place in 2016-17 • New SENDCO appointed, along with a new Leadership Team for the area • Clearer structure and processes • SENDCO sits on the Wider-Leadership Group • Improved referral processes and documentation • Reports to Governing Body every meeting • Closer links to pastoral system 	<ul style="list-style-type: none"> • Improved processes and communication • Clearer staffing structure with clear lines of accountability • Improved provision for students – earlier testing and diagnosis as well as specialist provision, e.g. 'Green Room' • Effective working with other agencies
Student Support	<ul style="list-style-type: none"> • See wider 'House' section above 	<ul style="list-style-type: none"> • Further investment in this area • Training and awareness sessions held for staff • Close links to wider pastoral system • At forefront of initiatives, such as the 'Rainbow Flag Award' and work on gender neutrality 	<ul style="list-style-type: none"> • Improved support for vulnerable and 'at risk' students • A range of bespoke support services available, which are advertised around the school

Behaviour Processes	<ul style="list-style-type: none"> Graded as 'good' in 2015 	<ul style="list-style-type: none"> Policy reviewed annually and amended to reflect the changing picture We are an 'Attachment Friendly' School ATL scoring system and students record key data every week New lunchtime withdrawal facility More staff on duty at lunch times, which has minimised instances of bad behaviour 'Extended School' introduced in September 2018 to deal with low-level misbehaviour 	<ul style="list-style-type: none"> Clearer, more consistent system Systems in place to support those students 'at risk' Students understand the system and when avenues exhausted alternative provision sought Average ATL score 1.9 Internal observations show that behaviour is at least 'good' in lessons Extended School has reduced the number of students being placed in the Isolation Room
Punctuality	<ul style="list-style-type: none"> An area of concern in the 2015 Inspection 	<ul style="list-style-type: none"> School day re-structured to have a form period at the end of the day In this period, daily ATL scores are examined Late students detained 30 minutes each day Students with more than 20 late marks are detained for one hour on a daily basis 	<ul style="list-style-type: none"> In 2015 there were 9538 late marks 2018 4447, a 53% reduction The numbers are lower this year when compared to last year
Rewards	<ul style="list-style-type: none"> Students appreciate 'student of the week' 'Positive ethos' referred to 	<ul style="list-style-type: none"> Member of staff leading a review of the system Reward visits in place for most year groups and these are popular 'Student of the Week' 'Celebration Morning' every Monday in form time and House assemblies Celebration built into the calendar 	<ul style="list-style-type: none"> Positive ethos in school New measures to be introduced 2018-19
Areas for further development	<ul style="list-style-type: none"> Improve attendance to 95% on a consistent basis by mainly focusing on disadvantaged groups and raising their attendance Further work on 'Attachment Friendly' approaches Continue to reduce the number of late marks Continue to develop SEND provision and tracking systems Continue to develop inclusive practice 		