

**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"> <li>• Overall attendance in line with national figures</li> <li>• Systems needs to be more 'focused' to improve attendance and persistent absence rates of disadvantaged groups</li> </ul> | <ul style="list-style-type: none"> <li>• Attendance the key theme running through the House system – self-review, briefings and meetings</li> <li>• Detailed monthly data, including disadvantaged groups</li> <li>• Employed an extra member in the School Welfare Team (to focus on running the 'staged' attendance system)</li> <li>• An SEND Family Support Worker is working with those families to improve engagement</li> <li>• An assertive line in taken with 'occasional absences' and unauthorised absence has risen since the last inspection</li> </ul> | <ul style="list-style-type: none"> <li>• See separate report</li> <li>• 2016 – best ever figures for the school</li> <li>• PP PA and SEN PA better than national averages in 2016</li> <li>• Figures for these groups have been variable since 2016</li> </ul>                                   |
| The House System                                 | <ul style="list-style-type: none"> <li>• A strength of the School according to the 2015 report</li> </ul>   | <ul style="list-style-type: none"> <li>• Further investment in staffing – School Welfare Team (two staff)</li> <li>• Newly formed middle-leaders group to focus on whole-school issues</li> <li>• Investigating how we can create more capacity</li> <li>• Non-teaching support staff have been developed and bring a great deal to the pastoral team</li> <li>• Closer links to other departments in the school, such as Learning Support</li> <li>• Further reforms to come summer 2018, including the physical location of pastoral staff</li> </ul>              | <ul style="list-style-type: none"> <li>• More capacity to deal with issues</li> <li>• Improved communication with staff/parents</li> <li>• Clearly defined roles for teaching/non-teaching pastoral staff</li> <li>• House system continues to be the bedrock of the school's success</li> </ul> |
| Tracking Underachievement and academic mentoring | <ul style="list-style-type: none"> <li>• More focus required on disadvantaged groups</li> </ul>   | <ul style="list-style-type: none"> <li>• Close liaison with SCLs and wider pastoral team (Well-Being Staff)</li> <li>• Students with 'significant barriers' identified early in Year 11 and these are shared with SLT as part of the self-review process</li> <li>• Close liaison with families of key students</li> <li>• Close work with the Examinations Team</li> </ul>  | <ul style="list-style-type: none"> <li>• More bespoke support for Year 11 students in examinations</li> <li>• There is no doubt that this impacted positively on results in 2017</li> <li>• Staff across the school more aware of significant barriers for students</li> </ul>                   |

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| Inclusion Provision                  | <ul style="list-style-type: none"> <li>School effectively 'meets the needs of its students</li> <li>Exclusions in line with national averages</li> </ul> | <ul style="list-style-type: none"> <li>'Step Out' arrangements with five local secondary schools has reduced FTEs</li> <li>'Managed Move' protocol with the LEA has reduced potential permanent exclusions (two in 2017-18)</li> <li>We have invested further in Study Support provision, with two staff</li> <li>Major review of Inclusive Provision 2018 and a re-structure will follow in order to meet the needs of the students more effectively</li> </ul> | <ul style="list-style-type: none"> <li>See the data analysis section of the 'Inclusion Review' carried out internally in January 2018</li> <li>The school continues to meet the needs of its students in the face of very limited Local Authority support</li> <li>Bespoke timetables are used to engage students back into education and also for those students with behavioural issues</li> <li>Exclusions continue to be low (around 3 FTEs per week on average in a school of 1345 students)</li> </ul> |
| Alternative Placements and Provision | <ul style="list-style-type: none"> <li>The Ofsted Inspectors commented favourably on the monitoring of students in Alternative Provision</li> </ul>      | <ul style="list-style-type: none"> <li>The school has invested further in this area</li> <li>A rigorous planning and monitoring process is used</li> <li>We have increased our range of providers by going outside of the Local Authority</li> </ul>   | <ul style="list-style-type: none"> <li>More alternatives for students to avoid permanent exclusion from school</li> <li>Students placed at high quality providers</li> </ul>   |
| The Learning Support Department      | <ul style="list-style-type: none"> <li>An area of real concern in the 2015 Ofsted Inspection</li> </ul>  | <ul style="list-style-type: none"> <li>A major re-structure took place in 2016-17</li> <li>New SENDCO appointed, along with a new Leadership Team for the area</li> <li>Clearer structure and processes</li> <li>SENDCO sits on the Wider-Leadership Group</li> <li>Improved referral processes and documentation</li> <li>Reports to Governing Body every meeting</li> <li>Closer links to pastoral system</li> </ul>   | <ul style="list-style-type: none"> <li>Improved processes and communication</li> <li>Clearer staffing structure with clear lines of accountability</li> <li>Improved provision for students – earlier testing and diagnosis as well as specialist provision, e.g. 'Green Room'</li> <li>Effective working with other agencies</li> </ul>   |
| Student Support                      | <ul style="list-style-type: none"> <li>See wider 'House' section above</li> </ul>  | <ul style="list-style-type: none"> <li>Further investment in this area – new member of Well-Being Team appointed 2016-17 (now 2 staff)</li> <li>Training and awareness sessions held for staff</li> <li>Close links to wider pastoral system</li> <li>At forefront of initiatives, such as the 'Rainbow Flag Award' and work on gender neutrality</li> <li></li> </ul>   | <ul style="list-style-type: none"> <li>Improved support for vulnerable and 'at risk' students</li> <li>A range of bespoke support services available</li> </ul>  |

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| Behaviour Processes           | <ul style="list-style-type: none"> <li>Graded as 'good' in 2015</li> </ul>  | <ul style="list-style-type: none"> <li>Policy reviewed annually and amended to reflect the changing picture</li> <li>We are an 'Attachment Friendly' School</li> <li>ATL scoring system and students record key data every week</li> <li>New lunchtime withdrawal facility</li> <li>More staff on duty at lunch times, which has minimised instances of bad behaviour</li> </ul> | <ul style="list-style-type: none"> <li>Clearer, more consistent system</li> <li>Systems in place to support those students 'at risk'</li> <li>Students understand the system and when avenues exhausted alternative provision sought</li> <li>Average ATL score 1.9</li> <li>Internal observations show that behaviour is at least 'good' in lessons</li> </ul> |
| Punctuality                   | <ul style="list-style-type: none"> <li>An area of concern in the 2015 Inspection</li> </ul>   | <ul style="list-style-type: none"> <li>School day re-structured to have a form period at the end of the day</li> <li>In this period, daily ATL scores are examined</li> <li>Late students detained 30 minutes each day</li> <li>Students with more than 20 late marks are detained for one hour on a daily basis</li> </ul>  | <ul style="list-style-type: none"> <li>In 2015 there were 9538 late marks</li> <li>2017 5060, a 47% reduction</li> <li>The numbers are lower this year when compared to last year</li> </ul>  |
| Rewards                       | <ul style="list-style-type: none"> <li>Students appreciate 'student of the week'</li> <li>'Positive ethos' referred to</li> </ul>   | <ul style="list-style-type: none"> <li>Member of staff leading a review of the system</li> <li>Reward visits in place for most year groups and these are popular</li> <li>'Student of the Week'</li> <li>'Celebration Morning' every Monday in form time and House assemblies</li> <li>Celebration built into the calendar</li> </ul>  | <ul style="list-style-type: none"> <li>Positive ethos in school</li> <li>New measures to be introduced 2018-19</li> </ul>   |
| Areas for further development | <ul style="list-style-type: none"> <li>Improve attendance to 95% on a consistent basis by mainly focusing on disadvantaged groups and raising their attendance</li> <li>Implement a revised rewards programme in 2018-19</li> <li>Continue to reduce the number of late marks</li> <li>Continue to develop SEND provision and tracking systems</li> <li>Continue to develop inclusive practice</li> </ul> |  |   |