

School Evaluation Summary

SLATED ROW SCHOOL – UPDATED OCTOBER 2017

Headteacher: Mr J Budd

SLATED ROW SCHOOL | Old Wolverton Road, Wolverton, Milton Keynes MK12 5NJ



SECTIONS

OVERALL EVALUATION: Grade 1

1 OVERALL EFFECTIVENESS:
The quality and standards of education
Including SMSC

Slated Row is an outstanding school because it is highly successful in ensuring that its pupils consistently make good/outstanding progress and are very well equipped for each stage of their education. Slated Row is committed to developing all pupils to achieve their maximum potential. It has high standards for learning and a commitment to well-being for all. All staff and Governors are driven by the expectation that our children deserve the best. All internal and external validation and quality assurance confirms this to be true.

The development of SMSC is an inherent part of the way we work at Slated Row. Assembly and lessons, such as R.E and PSHE etc, are effectively used to develop the students' understanding of social relationships, multi-cultural and race issues. It is embedded in the culture of the school, modelled by staff and pupils throughout the day, taught overtly in PSHE/RE lessons and is importantly recognised and celebrated alongside academic achievement. As a well staffed special school, we are able to take a truly holistic approach to the education of the pupils. Whilst we strive to ensure that all the pupils achieve academically, we also aim to develop the whole child and consequently place equal importance on their development as independent human beings, thus the importance the school has placed on Education, Health and Care Plans. A significant strength of the school is that the students feel safe (Stakeholders Report) because of the commitment of the staff to the emotional and care needs of each individual. The school ethos of 'Hope, Dignity and Respect' underpins this through the promotion of a positive approach to the education and pastoral management of each individual student.

2 SCHOOL CONTEXT
Information additional to RAISE

Slated Row is an outstanding maintained Local Authority special school. The school is part of the Denbigh Teaching School Alliance, with the Headteacher on the Strategic Board and two members of staff designated as Specialist Leaders in Education. Slated Row is a Lead Inclusion School for the Youth Sports Trust. The school works with a range of schools nationally as well as in the local area and is dedicated to self-improvement. School-based inquiry is used effectively, currently supported by Prof. Barry Carpenter & Jo Edgerton, ensuring a pragmatic approach to developing teaching and learning, at the same time putting the teachers at the centre of the improvements.

Data (all figures taken 1st June 2017 unless otherwise noted):

Pupils on roll	184
Gender breakdown	122 boys (66%), 61 girls (33%)
Placements	LA: 175 (95%), 9 (5%), out of authority including Northamptonshire and Bedfordshire
EAL	7 pupils 4%
Ethnicity	133 (72%) White; 3 (2%) White other; 2 (1%) Mixed; 17 (9%) Asian or Asian British; 26 (14%) Black or Black British; 1 (0.5%) Chinese & other
Pupil Premium	63 pupils (34%), of which 60 (33%) are currently eligible for FSM. 3 (2%) CLA
Child protection	Child protection Plans: 0, Child In Need Plans: 0
Behaviour Support Plans	No. of plans: 32 for Term 1 (17%), 34 for Term 2 (18%), 27 for Term 3 (15%)
SEND	100% of pupils have a statement or EHC Plan Primary Needs: ASD 38 (21%), Hearing Impairment 17 (9%), MLD 150 (83%), Multi-Sensory Impairment 1 (0.5%), Other difficulty/disability 4 (2%), Physical disability 35 (19%), SLD 17 (9%), SEMH 29 (15%), Specific Learning difficulty 5 (3%), Speech, Language & Communication Difficulty 99 (54%), Visual impairment 24 (13%).
Health Care Plans	16 pupils (9%) have Health Care Plans
Attendance (Full year: YR to Y14)	2016-17: Attendance: 92.93%, Persistent Absence (below 85%): 47 pupils 24% 2015-16: Attendance: 93%, Persistent Absence (below 85%): 44 pupils 26%

Awards:

- ICT Mark; 3rd Millennium Learning Award; E-Twinning Awards, including, European Award in the Inclusion category
- Youth Sports Trust Gold Partner; Youth Sports Trust School Games Silver Mark
- Included in the Good Schools Guide
- In the process of applying for Arts Mark Gold Award

Partnerships with other institutions:

- The school has a number of business partnerships. The BSH (Bosch, Siemens) Group partnership has blossomed with pupils undertaking work experience and internships leading to apprenticeships and a job. We gained a governor from the senior staff, as well as sponsorship for the Food Technology kitchen and a range of other appliances. Network Rail have also taken a pupil on an internship leading to an apprenticeship. Many more local businesses offer support by taking students on work experience and for visits, or offer prizes for events.
- A partnership with the community group Future Wolverton has led to the 'Old School House' project (as featured on ITV News). This has already offered work based opportunities for the pupils, and when completed will comprise of a guest house and café run by the pupils and a hall for community use with the pupils taking the bookings.
- The Partnership with the Parks Trust has allowed the development of the wooded area at the front of school for our Forest School, which has been developed by the trained member of staff.
- Slated Row has a range of partnerships with the LA, Universities, SCITTs & Colleges, which strengthen our own CPD, whilst supporting new teachers and those specialising in SEND outside of Slated Row. Training placements have also led to positions being taken in the school.
- The school is a strategic partner of the Denbigh Teaching School Alliance and a partner school to the TMA SCITT. Slated Row leads on the area of SEND within the teaching alliance & delivers a range of high quality CPD for schools—bespoke & recognised programmes.
- Close links with other SEND schools, in the local authority and beyond. Strong links and regular meetings with Fairfields (Northamptonshire) & Furzedown (Buckinghamshire), both outstanding schools, as well as Southall School (Telford & Wrekin) and more.
- Lead Inclusion School for the Youth Sports Trust: Work with and for the Youth Sports Trust, develops our pupils, specifically our student leaders; up skills staff; supports other schools whilst bringing in funds.
- Being members of the MK Sports Partnership & Sport MK enables the school offer a wide range of PE experiences during and after school. As a part of this, we also support other schools with inclusive PE.
- The school participates in sporting events and competitions within the LA and regionally with great success, such as being Regional Boccia Champions.
- Established links with local nurseries, schools and colleges enables smooth transitions between settings and the implementation of highly effective, bespoke integration programmes for our pupils.
- Well established partnership with local Church, Mosque and the EMA network ensures excellent opportunities for pupils to experience and understand different cultures and religions.
- Work with the Food Teachers Centre to offer training and develop
- There is ongoing collaboration with the LA to deliver independent travel training for pupils.
- Close links with Social Care and Health enable us to support the families and create child centred EHCPs.
- The school works hard to keep close links with CAHMs, including reporting to, meeting with and telephone updates with CAHMs professionals about open cases.
- Current cases:
 - Social Care involvement:
 - Disability Team 30 pupils
 - Social Worker 1 pupil (not including CLA)
 - Adult Learning Difficulties Team 4 pupils
 - CFP (Family Practice) 8 pupils
 - Personal Advocate 2 young adults (over 18 years old)
 - CAHMs 10 pupils

	<p>Developments since previous inspection:</p> <ul style="list-style-type: none"> ▪ Further strengthening of leadership capacity through the development of a new structure, following a staffing review led by the Governors and Senior Team: <ul style="list-style-type: none"> ○ Leadership is distributed, with the senior leadership team consisting of the Head and Deputy and two Assistant Heads leading on curriculum phases; Reception to Year 9 (school led curriculum & assessment) & Year 10 to Year 14 (syllabus led curriculum & assessment). ○ All Senior Leaders have a responsibility for leading on teaching and learning. The Deputy leads on Outreach and CPD, the Assistant Heads have responsibility for their phases, assessment & safeguarding. ○ Associate Senior Leader posts include two Provision Leaders (curriculum phases) and an Outreach Leader. ○ The Middle Leadership has three tiers: Team Leaders consisting of Key Stage Leaders and two new roles of a Lead Therapist and Lead Teaching Assistant; the Curriculum Leaders; and project TLRs which have been used to develop staff with leadership potential. ○ Defined Teaching Assistant roles, clear career progression with differentiated expectations for relevant standards. ▪ Middle leaders have continued to develop leadership skills through highly effective training provided through NPQML. Two Middle Leaders have received Masters in Special Education. The Deputy Head is in the final stages of the NPQH. ▪ Through careful succession planning by the Governors and SLT; including 'growing our own' teachers (two TAs completing Schools Direct with Outstanding) and leaders; and successful recruitment, together with high quality CPD we have been able to ensure a high quality staff and stability. ▪ The development of Pathways for Learning which have supported pupils accessing the curriculum. ▪ The focus on employability has led to internships, more pupils getting paid employment and the development of real life work opportunities in school. ▪ Development of a new Assessment Policy, refined & developed through work with Prof. Barry Carpenter and improvement partners (LA & independent). ▪ Well-Being Strategies and whole school policy have been developed, including the appointment of a Well-Being Team and designated room. ▪ The school was a pioneer for the LA in the conversion to EHCPs, converting all MK statements in 2014/15. This has enabled the EHCP to be integrated in the school systems, allowing all staff to refine and work collaboratively to make the documents and process effective. ▪ Student Leadership has been further developed, with effective training in Peer Leadership and Girls Active camps by the YST, as well as high collaborative work with the MK Youth Cabinet. ▪ Completion of a large scale remodelling of the Premises following review lead by the Senior Team and Governors. This has resulted in a much improved environment for learning, circulation, as well as benefits for health and well-being. <i>Further information in Premises Report 2014-2017.</i> ▪ Improved systems for administration. ▪ School kitchen has been redeveloped; a key area the pupils raised in Autumn 2014; now offers food cooked on site, raising the quality and choice, better meeting the requirements of the pupil's diet. ▪ In house CPD programmes have been developed and staff have evaluated the courses, showing improved confidence in a number of areas of SEND. These are now being offered through the Teaching School Alliance. 	
<p>3 PREVIOUS INSPECTION KEY ISSUES Areas for development identified at the previous Ofsted inspection</p>	<p>Key Issues (27/11/13)</p> <p>Extend best practice in the school by giving parents more opportunities to support their children's education through homework.</p>	<p>Progress 2014-17</p> <ul style="list-style-type: none"> ▪ Used as a focus for an LA led project to raise standards. ▪ Working party (Governor, staff members & pupils) set up to gain deeper understanding of what is achievable and the barriers different families encounter. ▪ Sharing of information from the project, working party, and good practice at staff meetings and in teams. ▪ Through this, expectations have been established and shared through the development of the new Policy. ▪ Workshops, 'stay and play' sessions and information at parents evenings about supporting their child. ▪ Development of a lending library in conjunction with the Friends of Slated Row. ▪ The final development has been a Homework Agreement based on EHCPs & what is achievable for the family. ▪ Parents and Carers Survey shows 94% (2017 survey) feel they receive appropriate homework for their child's age. Most pupils feel they get the right amount of homework, from 86% in 2014/15 survey.

4	EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT	Strengths	Grade 1	
<ul style="list-style-type: none"> ➤ Ambitious vision ➤ Secured improvement in teaching, learning & assessment ➤ Capacity to improve 		<p>A clear vision of high quality teaching and learning is shared through distributed leadership. A culture of learning and professional development exists within the school, including:</p> <ul style="list-style-type: none"> - Opportunities to observe, meet and shadow others - Ongoing whole school & individual training programme - Project TLRs to put theory into practice - Coaching for leaders (in-house and external coaches) 		<p>Sustain highly motivated levels of leadership in the school by continuing to provide training, opportunities and coaching.</p> <p>Consider 'Challenge Partners' or similar.</p>
		<p>Robust systems ensure all staff fulfil expectations and pupils achieve their potential through an appropriate curriculum, which includes an emphasis on communication, socialisation and the development of independence skills.</p>		<p>Continue to develop class based inquiry model, e.g. using a Lesson Study approach.</p>
		<p>Governors are confident in understanding and questioning school information. Committees function well with good individual involvement. Governors visit the school regularly, with a clear focus on school improvement areas. The Governing Body is reflective of their role.</p>		<p>Further develop Governance:</p> <ul style="list-style-type: none"> • 1:1 conversations regarding strategic school development • training opportunities, including, online & from the Improvement Partner
		<p>Systems and arrangements for safeguarding pupils are outstanding. All aspects of provision are closely scrutinised, constantly reviewed & adapted as required. Experienced staff are qualified and deliver training to all staff governors on safeguarding, with a particular emphasis on the vulnerability of our young people.</p>		<p>Add key documents to online system from files for ease of scrutiny and compliance.</p>
		<p>In-depth school evaluation, including the analysis of a range of data that is externally validated and used to inform and measure performance and improvements. Evidence can be found in the evaluative reports on the school website, under school effectiveness.</p>		<p>Further training for governors with regards to school data.</p>
		<p>Why is the judgement not the grade above / below? <i>All internal/external scrutiny/validation confirm outstanding judgement.</i></p> <ul style="list-style-type: none"> - Governors & Leaders know the school demonstrated in the robust monitoring and subsequent evaluative reports published. - Leaders consistently achieve professional nationally accredited courses. - The Governor Review against the DfE competencies, including the NGA skills audit, shows the Governing Body has a good balance of skills & apply them effectively. - The Local Authority in validations & improvement work have consistently rated the school as being Outstanding. - MKSCB safeguarding audit (previously section 175) with evidence, and completion of the action plan. Scrutiny by the LA improvement partner leading on safeguarding. - Accreditations; see Awards. - Write up in the Good Schools Guide. - Data dashboard validation from the LA School Improvement Partner. - Pupil Outcomes are excellent, see annual Pupil Outcomes Reports, now split into: Progress and Achievement; Qualifications and Leavers; Education, Health and Care Plans. 		

5	TEACHING, LEARNING AND ASSESSMENT	Strengths	Grade 1	Areas for Development
<p>➤ High expectations of all pupils</p> <p>➤ Secure subject knowledge</p> <p>➤ Effective gathering & use of assessment</p> <p>➤ High quality partnership with parents</p>	<p>Teachers are skilled in adapting provision to ensure that pupils are appropriately challenged and their needs are fully met.</p> <p>The curriculum reflects the needs of the pupils and links to Education, Health and Care Plans. It is enriched by creative approaches to teach a range of transferrable skills and to promote pupils love of learning. The school has achieved this by training key staff to enhance delivery of the wider curriculum – Forest School, Drama & productions, learning in the community, movement and sensory programmes.</p> <p>Quality of teaching over time is judged to be 95% good to outstanding (Standards Tracker).</p>	<p>Embed Class based inquiry & Lesson Study as an approach to have a direct impact on the quality of teaching and outcomes for pupils.</p> <p>Review Curriculum maps & topics to keep relevant for pupils.</p> <p>Further develop sensory diet and learning with OT support.</p>	<p>Experienced staff facilitate bespoke training to school staff and lead recognised programmes to schools in the wider community. There are currently 2 staff designated as Specialist Leaders in Education. The PE Leader delivers inclusive PE training for the YST, the Food Tech teacher has presented for the Food Teachers Centre. The therapy team is qualified to deliver a range of accredited communication courses. The Lead Teaching Assistant is qualified to deliver nationally accredited 'Effective use of TAs' to both TAs and teachers. The Head teacher is on the strategic board of the Teaching Alliance and has previously been an advisor for ASD.</p> <p>The school has strong links with other outstanding special schools outside of the Local Authority. These links enable joint working, sharing of resources and ideas.</p> <p>The school uses nationally and internationally recognised practitioners in special education to support the development of teaching and learning.</p>	<p>Provide further networking opportunities with partnership schools to enhance knowledge & skills within Slated Row.</p> <p>Increase identified staff to deliver bespoke and accredited courses in school and through Teaching School Alliance.</p>
	<p>Teachers make effective use of a range of assessment tools and information to inform planning and teaching. As a result, pupils consistently make good to outstanding progress. Moderation and progress data validation with other schools and Governing Body.</p> <p>Questionnaires in 2016/17 shows 99% of parents/carers at least agree that their child makes good progress at school.</p>	<p><i>Develop further assessment systems in light of Rochford Review.</i></p> <p>Refine criteria for good & outstanding progress in SR Outcomes & when using the Engagement Scales.</p> <p>Further develop pupils' ability to assess and evaluate their own learning and achievement and that of their peers.</p> <p>Refine assessment applying MAPP to SR Higher Curriculum Outcomes.</p>		
	<p>The school ensures that parents and carers are very well informed about the progress of their child, through the EHCP process.</p> <p>They have access to training and advice, including, workshops and 1:1 discussions.</p> <p>Families have access to extended school provision.</p>	<p>Nominate a governor with Parental engagement responsibilities.</p> <p>Ensure training on the Structured Conversation is part of the Induction process for new teachers to ensure quality meetings with parents.</p>		
	<p>Why is the judgement not the grade above / below? <i>Teaching, learning and assessment are judged to be outstanding and not good because:</i></p> <ul style="list-style-type: none"> ▪ The quality of teaching is judged as outstanding because teachers are very effective in meeting pupils' academic and additional needs as stated in EHCPs. ▪ The school's judgement on the quality of teaching, learning and assessment is robust, drawing on a range of evidence including lesson observations, analysis of progress data, scrutiny of pupils' work and the quality of feedback provided and learning walks. ▪ The most recent data analysis indicates that pupils make very good progress from their individual starting points across the whole curriculum. ▪ Pupils deemed disadvantaged make outstanding progress from their individual starting points. See Pupil Premium Strategy & Annual Pupil Outcomes: Progress & Achievement Report. ▪ Annual outcomes for the past three years shows outstanding progress, see Annual Outcomes Reports. 			

6	PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE	Strengths	Grade 1	Areas for Development
<ul style="list-style-type: none"> ➤ Commitment to encouraging self-confidence & independence ➤ Readiness for the next stage of education ➤ Commitment to a high level of attendance and punctuality ➤ Raise pupils' understanding of risk and how to keep healthy and safe ➤ Encourage respect for others and contribution to society 	<p>The school is very effective in developing and encouraging pupils' self-esteem, self-confidence and independence. As a result, pupils demonstrate excellent attitudes towards their learning and are proud of their achievements. They are well-prepared for the next stage in their education. Further information in the Personal Development Report.</p>	<p>Opportunities for School Council to lead on projects throughout the school – such as joining SLT on learning walks.</p> <p>Embed direct teaching in the curriculum of Well-Being & Mental Health, whilst looking at opportunities to support families beyond school.</p>		
	<p>Staff manage pupils' behaviour highly effectively, as reflected by the positive behaviour for learning observed across the school. This is supported by the work of the 'Well-Being' Team, which has successfully introduced strategies to improve individual's self-regulation (the Zones of Regulation) and understanding of their emotions, as well as support classes at times of higher behavioural challenge. External observations support this view and evidence of reduction in negative behaviours recorded. Further information in the annual Pastoral Reports.</p>	<p>Develop further the staff's skills and knowledge in the precision teaching, TEACCH & 'sensory diet' approaches in order to provide focussed opportunities for learning across the school.</p> <p>Continue to ensure the good work of the Well Being Team is disseminated into the classes.</p>		
	<p>Technology supports the schools 'total communication' policy allowing greater curricular access via sign-a-long, symbols, objects/pictures of reference and exposure to sensory items. Training has increased teacher and teaching assistant confidence and created greater pupil learning and independence. Evidenced in the ICT Mark & 3rd Millennium Learning Award.</p>	<p>Further develop training for staff and support for pupils in e-safety, including vulnerability to the risk of radicalisation.</p>		
	<p>Attendance is very good when compared with local and national averages in special schools (average 94% over past three years). Clear processes and direct intervention with families when required to improve attendance. Analysis in the annual Pastoral Reports.</p>	<p>Ensure attendance is consistently 94% or better for all pupils.</p>		
	<p>Why is the judgement not the grade above / below? <i>Personal Development, Behaviour and Welfare are judged to be outstanding and not good because:</i></p> <ul style="list-style-type: none"> ▪ Excellent attitudes towards learning contribute to pupils' progress across the school. ▪ The school has very effective and consistent strategies and systems in place to manage behaviour that challenges. ▪ Pupils develop an awareness of their feelings and how to manage them. ▪ Pupils are able to support each other (pupil survey 96% agree). This is also evidenced in Girls Active, sports leaders, prefects and school council. ▪ Pupils show empathy for others, which is often commented upon by visitors and evidenced through work raising money for those less fortunate than them. ▪ Excellent outcomes for leavers, with increased employability through qualifications and experience. See Pupil Outcomes: Qualifications and Leavers. ▪ Safeguarding is taught throughout the curriculum (with identified outcomes) because of this pupils show an understanding of eSafety, personal safety and health and safety. 			

9	EARLY YEARS PROVISION: Quality and standards	Strengths	Grade 1	Areas for Development
		Transitions into school are well planned for each individual.		Further develop relationships with nurseries.
		Specialised facilities and collaborative working with a specialised Multi-Disciplinary team effectively promote and develop pupils play/exploratory and early learning skills. Skilled practitioners provide high quality interventions that develop early communication, socialisation and independence ensuring rapid progress within the Early Years.		Explore the use of other teaching methods to support the learning of pupils with complex needs at this early stage. Disseminate outstanding practice in Early Years across the school and beyond.
		The extension of EYFS pedagogy and practice throughout the primary department supports a seamless transition for pupils into the next stage of their education.		Continue to ensure that multi-agency collaboration and input is maximised to ensure pupils individual needs are identified and addressed at this early stage.
		Most children make outstanding progress by the end of EYFS from their individual starting points.		Focus on key needs through use of the Engagement Scales.
<p>Why is the judgement not the grade above / below? <i>Early Years provision is judged to be outstanding and not good because:</i></p> <ul style="list-style-type: none"> ▪ Pupils make outstanding progress from their starting points because of the high quality of provision in EYFS. ▪ The EYFS areas of learning are carefully and successfully adapted to meet pupils' specific needs. 				
10	SIXTH FORM: Quality and standards	Strengths	Grade 1	Areas for Development
		Specialised facilities and collaborative working with a specialised Multi-Disciplinary team effectively promote and develop pupils life skills and independence.		Introduce 'The Engagement Scales for living'
		The young adults have outstanding outcomes from their individual starting points, including: jobs, apprenticeships, examination results.		Increase the range of internships and subsequent job opportunities & apprenticeship.
		Examinations are selected to ensure progression and widen the students' opportunities and enables them to make decisions on their education.		Continue to review available courses and adjust the offer accordingly.
		Transitions are carefully planned, including weekly timetabled activities at destinations and readiness for the real world including employability and independent living skills. Delivered through links with industry and the school's own centre.		Ensure that the curriculum in post 16 instils the resilience and motivation to succeed beyond Slated Row.
<p>Why is the judgement not the grade above / below? <i>Sixth Form provision is judged to be outstanding and not good because:</i></p> <ul style="list-style-type: none"> ▪ Life skills, including employment skills and independence are developed in real life situations, which better prepare pupils for their next steps. ▪ Students have outstanding outcomes from their starting points because of the high quality of provision and opportunities. These include paid employment, qualifications; including job specific qualifications; progression to further education and in a number of cases, returning to mainstream education. ▪ Students take a leading role in their own and others' development. ▪ The curriculum is carefully and successfully personalised to meet pupils' specific needs. 				

11	STAKEHOLDER FEEDBACK	What we do well	What we could improve
	To support judgements – from pupils, parents and wider community	<ul style="list-style-type: none"> ▪ Elicit the pupils’ voice, especially in regards to the EHCP process. ▪ Ensure pupils’ views are not only listened to, but acted upon, changes initiated by pupil voice include: <ul style="list-style-type: none"> ○ The uniform policy, the development used as good practice in the directors briefing to MK Schools. ○ Improved school dinners ○ Girls Active ○ Leadership opportunities for students: Prefects, Sports Leaders ○ Revised reward systems ○ Options in Key Stage 4 and Post 16 ▪ The most recent survey (2016/17) shows that at least 90% of pupils are happy with the ten areas of school life and in 9 out of 11 areas of teaching and learning. 	<ul style="list-style-type: none"> ▪ Continue to ensure we elicit the voice of all pupils. ▪ To be even clearer to pupils how they are involved in setting targets and assessing themselves, as well as the homework agreement.
		<ul style="list-style-type: none"> ▪ Parents say that they feel welcome at school and that their children enjoy school. ▪ All parents say that the school keeps their child safe. ▪ All say the school is well led and responds well to any concerns raised. ▪ 97% feel their child makes good progress and 96% feel that they receive valuable information on their child’s progress. ▪ Parental engagement is high in spite of transportation, with all giving input and sharing views to the EHCP process. ▪ Parents take the opportunities offered to be involved in school life, including ‘stay and play’ sessions, workshops, coffee mornings and special events. 	<ul style="list-style-type: none"> ▪ Review methods by which parents contribute information on pupils’ achievements outside of school. ▪ Continue to ensure all steps are taken to overcome the barrier to communication caused by pupils being transported to and from school.
		<ul style="list-style-type: none"> ▪ A supportive and progressive staffing structure. ▪ Relationships and support in everyday matters, as well as difficult situations. ▪ Celebrate achievements and thank staff for hard work. ▪ The Staff Wellbeing Committee are an additional voice for all staff and have already developed school practice since Spring 2017; briefings, ensuring benefits known, additional activities for staff wellbeing. ▪ The staff survey for the past three years shows high staff satisfaction with all staff in the 2017 survey stating they feel proud to be a part of the school. 	<ul style="list-style-type: none"> ▪ Be more overt when staff are taking part in evaluative or improvement tasks. ▪ Increased direct communication with the Governing Body, e.g. what the Governing Body are doing and thanking staff directly.
<i>See Stakeholders Report for further evaluations on stakeholder views and analysis of surveys</i>			
12	PRIORITIES FOR WHOLE SCHOOL DEVELOPMENT Key priorities identified through school performance review and evaluation.	<ul style="list-style-type: none"> ▪ Continue to ensure that the quality of teaching remains consistently good and outstanding over time, through the further development of staff understanding of the complex needs of the pupils and dealing with challenging situations. ▪ Increase progress for girls’ reading and writing in Middle School, as identified in the Outcomes Report 2017 analysis. ▪ Continually ensure the curriculum and assessment meets the needs of the pupils, taking on board the Rochford Review outcomes. ▪ Continue to develop the employability of our young adults for life beyond Slated Row. ▪ Continue to develop the offer for whole school wellbeing and positive mental health. ▪ Transition of KS4 and Post 16 pupils to Kents Hill Campus. ▪ Further develop the school’s capacity to offer a high quality outreach service, by creating a suite of CPD activities for delivery across a number of settings, SLE deployments across LA schools and beyond. Formalisation of the outreach offer. 	