

Isebrook SEN College
Self Evaluation Summary November 2017



Overall Effectiveness - Good

<p>Good because:</p> <ul style="list-style-type: none"> a. Teaching is at least good throughout the College, and improving b. The students achieve well in relation to the complex difficulties that they face. c. Behaviour, inclusion, pastoral and safeguarding are outstanding. Attitudes to learning are often exemplary. Conduct outside lessons is often impeccable. d. Senior leadership and middle leadership & management are at least good and demonstrate capacity to be outstanding. e. Outstanding range and practice of effective therapies such as Occupational Therapy and Sensory Integration, Speech & Language, Educational and Clinical Psychology and Drama Therapy all support learning and inclusion. f. The capacity of middle leadership is now outstanding. 	<p>Not yet outstanding because:</p> <ul style="list-style-type: none"> a. The quality of teaching learning and assessment is not yet outstanding because assessment is not rigorous and as such AfL strategies cannot be fully embedded as expectations for outcomes are not clear b. The curriculum is not consistently well-planned or joined-up, especially in relation to cross-curricular application of communication, reading, writing and mathematical knowledge and skills.
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<p>Priorities:</p> <ul style="list-style-type: none"> a. Raise the overall quality of teaching from good to outstanding through the implementation of effective Assessment b. Improve the quality of differentiated curricular planning, especially cross-curricular planning, so that effective application of communication, reading, writing and mathematical knowledge and skills is always well-promoted. c. Develop the capacity of Teaching Assistants to support learning and teaching across a range of complex needs.

Leadership and Management - Good

<p>Good because:</p> <ul style="list-style-type: none"> a. Senior and middle leadership is good b. The capacity of the leadership team is now outstanding. c. Isebrook community is unified through vision, mission and core values and has high ambitions. d. Monitoring and quality assurance of standards by SLT is accurate and rigorous. e. Whole-college self-evaluation is progressively more effective. f. Relationships between College, parents/carers and professionals from multi-disciplinary teams are highly operational and appropriately effective. g. Key improvement initiatives are successfully implemented. h. Middle Leadership now remunerated on Leadership Pay Range [and not UPR/TLR]. 	<p>Not yet outstanding because:</p> <ul style="list-style-type: none"> a. Isebrook's new curricula are still under development and not yet wholly interrelated b. All governors need to understand their role and responsibilities in relation to effective governance
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<p>Priorities:</p> <ul style="list-style-type: none"> a. Further develop capacity of Senior Leadership Team. b. Continue to develop the capacity of Middle Leadership to evaluate, work with, and improve the effectiveness of the teams they lead so that the quality of provision continues to increase and achievement rises further. <p>Develop the curriculum and assessment so that it is highly organised and thoroughly cohesive</p>

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Quality of Teaching, learning and Assessment - Good	
<p>Good because:</p> <ul style="list-style-type: none"> a. Teaching in KS3 is at least good. Some teaching in KS4 and Sixth Form is outstanding. b. Most teachers and support staff have high expectations. c. Most teaching and learning support creates a positive climate and actively engages the students in learning. d. Support and intervention strategies are generally effective creating a positive and inclusive learning climate. 	<p>Not outstanding because:</p> <ul style="list-style-type: none"> a. Assessment for Learning Strategies are being implemented however as the school's assessment procedures have not been rigorous challenge and aspiration have not been good enough b. A minority of KS4 and KS5 teachers rely on passive, over-directed 'teaching' strategies.
<p>Priorities:</p> <ul style="list-style-type: none"> a. Monitor the implementation of assessment policy, particularly in English and mathematics in line with the new assessment system, so that by summer 2018 they are consistently well embedded and highly effective throughout the College. b. Improve where necessary, teachers' use of active learning strategies, and constructive marking strategies, so that by summer 2018 these approaches are consistently well embedded throughout the College. c. 	

Personal Development, Behaviour and Welfare - Outstanding	
<p>Outstanding because:</p> <ul style="list-style-type: none"> a. Attendance is better than national average figures. b. Excellent interagency links with Disabled Children's Team, Troubled Families Team and CTPLD etc. c. Conduct is good and almost all students behave well all of the time. d. Attitudes to learning are exemplary. e. The views of stakeholders are unreservedly positive. f. Bullying, in all its forms, is rare. g. Nearly all students feel safe at College. h. Revised behaviour management strategies and core values are consistently embedded. 	<p>Even better if:</p> <ul style="list-style-type: none"> a. Medical and social and mental health issues for some students still limit acceptable attendance levels.
<p>Priorities:</p> <ul style="list-style-type: none"> a. Continue to review strategic behaviour management planning relative to inclusion, so that by summer 2018 it is consistently well embedded across the college and fully understood by all members of staff. b. Continue to develop effective strategies for improving attendance so that the overall level is maintained above national average figures by summer 2018 and beyond. 	

Outcomes for Children and Learners - Good	
<p>Good because:</p> <ul style="list-style-type: none"> a. Performance gaps between different cohorts of vulnerable students are statistically negligible. b. Students develop a range of functional skills relative to their needs. 	<p>Not yet outstanding because:</p> <ul style="list-style-type: none"> a. Assessment policy and procedures not in place to support progress b. Complex educational needs and social deprivation c. Attendance of a few students. d. Missing knowledge and skills gaps of a few students. e. Greater challenge and aspirational attainment for all students from Year 7 through Year 10

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Priorities:

- a. Assessment policy and procedures to be embedded
- b. 'Differentiation' linked to individual needs and personalised learning preferences.
- c. Greater personalisation of curricula access.
- d. Wider range of qualification pathways and subject choice.
- e. Increased access to alternative curriculum provision.

Effectiveness of Sixth Form Provision - Good

Good because:

- a. Detailed Annual Reviews and Transition Planning accurately inform personalised future pathways.
- b. Social, emotional and mental health support is outstanding.
- c. Student numbers in Sixth Form are increasing year on year.
- d. Strategic planning for future Sixth Form development is being realised.
- e. Nearly all students across all groups, remain on their study programmes [retention rates are consistently high], meet or exceed their core aims and progress towards GCSE grade C in English and/or maths.
- f. Arrangements for safeguarding students are outstanding.

Not yet outstanding because:

- a. Not all teaching in Sixth Form is consistently good or better.
- b. Non-qualification or enrichment activities and/or work experience opportunities are still limited in choice.

Priorities:

- a. Move teaching practice from good to outstanding.
- b. Embed creative and skills-based curriculum geared towards independence, community inclusion, employment and training and health.
- c. Outcomes reflect aspirations through SMARTER planning
- d. Teaching must be aspirational and ensure rapid and substantial progress.
- e. Study programmes build on each student's prior attainment and enable them to make progress and move on to a higher level of qualification.



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URN	141791 [Predecessor school 122157]
DfE number	928/7008
Date of summary record	November 2017

College Characteristics

- Isebrook provides special education for students with complex learning needs and disabilities. As such, it is smaller than most secondary colleges.
- Presently 168 students on role, including 39 students in the sixth form – new build in progress to increase capacity up to 200 September 2018.
- 50 (30%) of students are eligible for Pupil Premium (2016-17 34%), 7 students (4%) of the college population are Looked After and 3% are adopted from care. A growing number of students have diagnosed medical conditions, including Epilepsy. Currently, 33% of the college population have a diagnosis of Autism Spectrum Conditions (2016-17 37%) and 32% have speech, language and communication difficulties (33% 2016-17).
- 30% of students are open to Tier 3 or 4 services, with most of these open to Social Care: this is due to safeguarding or disability reasons.
- All students have a Statement of Special Educational Need or Education Health and Care Plans representing a wide-ranging population including severe learning disability, autistic spectrum conditions, social emotional and mental health difficulties, challenging behaviour, specific cognition and learning disabilities, physical disabilities and highly complex needs. The College makes specialist provision for some of its autistic students and many more who are taught within class groups also have specialist interventions.
- College numbers have increased by >20% over the past four years. There are significantly more boys than girls (3:1): this ratio remains consistent due in the main, to the nature and diagnoses of spectrum conditions.
- Most students are of White British heritage with a small proportion from minority ethnic heritage and a very few who speak English as an additional language.
- The social and economic backgrounds of the students vary but are below average overall. A high proportion of students are known to be eligible for free College meals
- There has been a significant change in senior leadership since summer 2016; headteacher appointed for September 2016, business manager retired (consultant in position and new procedures and systems implemented), deputy headteacher resigned and replaced successfully through recruitment by assistant headteacher, 2nd assistant headteacher resigned, 2 assistant headteachers recruited through succession planning and following re-structuring of curriculum new middle leader appointed to lead KS4
- Following self-review of curriculum, assessment and the quality of teaching there has been an extensive review of roles and responsibilities to enable restructuring of the leadership, curriculum and timetable to ensure accountability and a focus on student pathways to maximise progress.
- On 1st September 2017 Isebrook SEN College joined with Wren Spinney Special School to form Creating Tomorrow Multi Academy Trust
- Isebrook is a strategic partner in the Maplefields Teaching School Alliance.



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Key outcomes & actions taken from the last inspection

- The last inspection of Isebrook SEN College was in January 2014.
- The quality of education was found to be good [2].

SMARTER Next steps for the College:

- A. Improve the quality of teaching and students' achievement by making sure that, in all lessons and activities:
 - Teachers plan and provide work that is at the right level of difficulty for the students
 - work for students contributes towards achieving the targets set on their individual learning plans, where appropriate
 - guidance is given to students about how they can improve their work and skills, during lessons and in marking
 - behaviour is managed consistently through a range of appropriate strategies, supporting the teaching and learning ethos to ensure excellent inclusion.
- B. Ensuring that all accredited courses are suitably demanding for students of all abilities, and particularly the more able, offering challenge and opportunities for further training, apprenticeships and employment.
- C. Provide suitable monitoring, support and guidance to the staff new to their leadership and management roles to ensure that they are effective as leaders as quickly as possible.

Since January 2014, the College has responded purposefully to the recommendations.

- Monitoring of teaching and learning shows that teachers plan challenging lessons and individual learning objectives, based on new assessment scheme and using IEPs) are used to personalise learning and stretch the most able, whilst being appropriate for the less able
 - Teaching has shown an improvement through the year, at least good: Autumn 2016 - 66%, Spring 2017 - 72%, Summer 2017 – 79% and from learning walks and drop-ins during the start of Autumn 2017 the vast majority of teaching is at least good.
- The majority of students make at least good progress KS2-4 from their starting points, the school introduced a new assessment scheme to identify next steps and to better track progress towards end of key stage expected outcomes:

Whole School Progress towards Expected Minimum end of Key Stage Outcomes July 2017

%	English	Sp	L	R	W	Maths	Science	PSHE	ICT
Above	31	25	24	29	37	38	58	39	44
Expected	47	51	53	45	36	27	36	35	52
Below	22	24	23	26	27	35	6	27	4

- Since September 2016:
 - Restructuring of leadership in response to monitoring to provide:
 - Key stage leadership to ensure focus is on the individual student
 - Specific Middle Leadership position to focus on Quality of Teaching
- A new pastoral team is in place led by a middle leader with new systems in place to monitor and respond appropriately. Monitoring of behaviour shows that though there are some instances of disruptive behaviour, disruption to learning is minimal.



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- Zones of Initiative have been introduced by our occupational therapist, supporting students to manage their own behaviour
- There has been a positive impact on teaching, learning and assessment across the college, including the sixth form provision especially since new curriculum introduced January 2017.
- Achievement is more consistent in all subjects and age groups.
- There are more appropriate courses which demand more of our more-able students.
- Higher proportion of students achieving accreditation and qualifications at end of Year 11 and end of sixth form. June 2017 – 1st year students entered for academic GCSEs:
 - English – 1 student, Language: 3 (distinction in speaking), Literature: 4
 - Maths – 5 students, 2 x 5, 1 x 4, 2 x 3
- The Middle [Curriculum Area] Leaders responsible for the quality of provision and students' achievement in subjects are a strong team, strengthening the provision across the college through gaining in experience, undertaking a range of training (individually and as a team) and becoming familiar with the expectations of their roles.
- Clear line management in place to support all staff



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A] Overall effectiveness: the quality & standards of education

Current grade [November 2017]	2
Last inspection grade [2014]	2

Overall effectiveness of education at Isebrook is good

Evidence

i. Quality of Teaching Learning and Assessment:

- Isebrook provides a rich, impressive range of subjects and activities that form an outstanding basis for learning and teaching
- Monitoring of teaching shows that:
 - Teaching is good and is improving because of effective leadership and management support, training and new resources
 - Teaching is not yet outstanding because AfL strategies are not fully embedded, as such differentiation is not as effective as it should be
- Assessment is not yet good enough because systems in place prior to September 2016 were not robust and as such targets not able to be set, subsequently new curriculum model and assessment procedures implemented to enable accurate tracking of performance to ensure timely interventions and promote rigour of progress – this is being embedded
- The quality of teaching is improving with a commitment to qualified teachers being in position – historically too many lessons were taught by unqualified staff. Since September we have recruited 7 qualified teachers, one of which is a SLE for maths (5 are on the UPS). Isebrook College is “growing its own” teachers and there a number of teachers going through training programs (6). The timetable has been re-structured to support the delivery of some technical subjects by instructors with clear line management support.

ii. Personal Development Safety and Welfare

- The college’s work to keep students safe and secure is outstanding because:
 - Processes are robust to identify concerns and action next steps, including responding to issues through the curriculum and identifying training or seeking support from other agencies
 - Culture of safeguarding throughout all staff; regular staff training and updates so all staff understand their responsibilities and that “it could happen here”
 - Staff training – statutory and regular – ensures staff are aware of their responsibilities and know what to do if a child discloses or if they believe a child is at risk of harm
 - An ethos of safeguarding is promoted through:
 - 3 of our core values; of Respect, Compassion and Responsibility
 - Our Protective Behaviour work throughout the school and core principles of “We all have the right to feel safe all the time” and “ We can talk with someone about anything, even if it’s awful or small”
- Though there are some students for whom social emotional and mental health difficulties are their priority barrier to learning, the support put in place through the comprehensive pastoral support (Welfare Assistants, Behavior Support Assistant, Learning Mentors, Parent Support Advisor, Clinical and Educational Psychologist, Drama Therapy) means that the impact on their own and other’s learning is minimized
- The pastoral support also ensure that student’s welfare is of paramount importance and all staff are aware of their duty to ensure that students feel safe to enable them to access learning effectively
- Isebrook sees PHSE as a core subject and as such a particular focus for students.



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- Our alternative curriculum offers students the opportunity to develop skills in a wide range of areas, not just academic and so developing a wide range of skills to prepare themselves for adulthood
- Policies, procedures and training are effective and comply with all statutory legislation and all leaders, managers and governors adhere to relevant statutory responsibilities relative to working with children and young people.
- Governors are aware of their roles and the safeguarding governor ensures the SCR is kept up to date

iii. Outcomes for Students

- It has been reported that students achieve well:
 - No groups disadvantaged by being at Isebrook
 - Students of all abilities and needs achieve well, including those with severe learning difficulties and autism spectrum conditions. This is due to good teaching, the interesting and broad range of subjects and activities, and the excellent support given to help students overcome their personal difficulties
 - Achievement in maths is not as good as in other subjects, however there are maths specialists in position and our new KS4 leader is a maths SLE
 - Achievement in many vocational and practical subjects, and in literacy and numeracy in some age groups, is good to outstanding however it is not consistent
 - Historically progress in science was not good, however a science specialist was recruited in September 2016 with an impact on progress July 2017 94% making at least good progress.
- **However** review of systems and processes have highlighted lack of purpose and rigour, as such leaders have:
 - Reviewed curriculum model to ensure focus is on skill development and outcomes rather than solely accreditation
 - Reviewed and implemented new assessment scheme to be able to:
 - Set aspirational and realistic targets for progress based on starting points
 - Accurately track progress to ensure timely interventions are implemented for students at risk of not making progress
 - Monitor progress of groups of students to ensure no students are disadvantaged
 - Provide a consistent approach to assessment so that standardization and moderation (both internal and external) can be carried out to ensure accuracy and rigour
- Students' attitudes to learning in almost all lessons are excellent: They are keen to learn.
- Students achieve a range of academic, vocational and practical accreditations at the end of Key Stage 4: This prepares them well for further education, work or training. The sixth form is good and students are prepared well for further education, employment or training.
- All students have guaranteed destinations Post-16 and our recently appointed Transitions Coordinator monitors destinations and supports ex-students
- Parent surveys show that almost all parents and carers are very happy with their children's progress.

An overview of all the other key judgments

Leadership

- The work of the senior leadership team and middle leadership team is transforming the college and improving the students' futures and staff's career opportunities.
- Leadership is strong at Isebrook and through rigorous monitoring and evaluation leaders are aware of the strengths and weaknesses of the college, identifying next steps, and are quick to act
- Leaders and staff are working hard to make Isebrook be a first choice for parents and staff:
 - Students numbers growing – September 170 (38 above capacity)
 - Recruitment for Sept 2017 was very strong and Isebrook is attracting a large number of candidates for each vacancy (AHT – 22 applicants, Teacher vacancies at least 5 applicants per position, Teaching Assistants – 32 applicants)



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- Governance is improving and governors are aware of the strengths and areas of development of the college. Governors now challenge the leadership to ensure there is a focus on securing outstanding outcomes for students and value for money
- As part of the new Creating Tomorrow MAT the trustees have a broad wealth of experience, not only in business and finance but in education and this is helping to hold leaders to account to ensure progress is rapid and sustainable.
- Careful thought has gone into recent college developments to ensure that they reinforce each other and add up to sustainable, wide-scale improvement with noticeable impact on outcomes.

Provision and promotion of students' spiritual, moral, social and cultural (SMSC) development and their physical well-being

- Students SMSC development is excellent, underpinned by our strong core values of Achievement, Responsibility Respect, Compassion and
- Students are able to reflect upon their actions, and the school uses Restorative Approaches as necessary to ensure relationships are built upon honesty and trust
- Students take responsibility for their actions and learning and the Junior Leadership Team ensures that students have the opportunity to have their opinions heard
- The school curriculum helps students to understand their role in society and how Fundamental British Values apply to them in their everyday life, such as through our core values of respect and compassion
- The population of Isebrook is predominantly white English and as such through our curriculum, particularly RE and PSHE, students learn how their culture has been influenced positively by the range of cultures across Britain.

Main Strengths	Acknowledged Barriers to Learning
<ul style="list-style-type: none"> a. Teaching is at least good throughout the College, and improving b. The students achieve well in relation to the complex difficulties that they face. c. Behaviour, inclusion, pastoral and safeguarding are outstanding. Attitudes to learning are often exemplary. Conduct outside lessons is often impeccable. d. Senior leadership and middle leadership & management are at least good and demonstrate capacity to be outstanding. e. Outstanding range and practice of effective therapies such as Occupational Therapy and Sensory Integration, Speech & Language, Educational and Clinical Psychology and Drama Therapy all support learning and inclusion. f. The capacity of middle leadership is now outstanding. 	<ul style="list-style-type: none"> a. The quality of teaching learning and assessment is not yet outstanding because assessment is not rigorous and as such AfL strategies cannot be fully embedded as expectations for outcomes are not clear b. The curriculum is not consistently well-planned or joined-up, especially in relation to cross-curricular application of communication, reading, writing and mathematical knowledge and skills.

Main Priorities for removing BtL

- a. **Raise the overall quality of teaching from good to outstanding through the implementation of effective Assessment**
- b. **Improve the quality of differentiated curricular planning, especially cross-curricular planning, so that effective application of communication, reading, writing and mathematical knowledge and skills is always well-promoted.**
- c. **Develop the capacity of Teaching Assistants to support learning and teaching across a range of complex needs.**



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B] Effectiveness of leadership and management

Current grade [November 2017]	2
Last inspection grade [2014]	2

Effectiveness of leadership and management is good

Evidence

Leaders and managers at all levels [including governors]:

- Have a clear, new vision for Isebrook, a specific mission and core values which support the vision and mission of the college; this association shapes our culture and reflects what we value and is communicated effectively to staff, parents/carers and students and other professionals who we work in partnership with.
- The vision for Isebrook extends beyond our college and we are committed to system improvement as evidenced through our role in Creating Tomorrow MAT (formed September 2017) and as a strategic partner in Maplefields Teaching School Alliance, and we are working with other secondary special schools to fill a gap in provision at 19-25 and hoping to open an ISP September 2018.
- Leaders and staff are working hard to make Isebrook be a first choice for parents and staff:
 - Students numbers growing – September 17 (38 above capacity)
 - Recruitment for Sept 2017 was very strong and Isebrook is attracting a large number of candidates for each vacancy (AHT – 22 applicants, Teacher vacancies at least 5 applicants per position, Teaching Assistants – 32 applicants)
- Through the curriculum review and updated assessment scheme leaders are creating a culture of high expectations, aspirations and educational quality in which the highest achievement of progress and attainment in academic and vocational work is recognised as critically central to our holistic pedagogical approach.
- Leaders model reflective practice so that staff are empowered to take responsibility for refining arrangements, improving outcomes for all students, including highly vulnerable students and those with complex needs and disabilities. As a result, progress and attainment levels are rising across the phases and across the curriculum, including in English and mathematics.
- Leaders are more precisely monitoring, analysing and evaluating the progress of key groups of students through bespoke assessment systems, to ensure that none fall behind their peers and most consistently exceed expectations and aspirational targets. Assessment of, and for, Learning are used to inform more accurate planning. Governors are responsible and effective at holding the college to account for this through a range of sub-committees and full governing body meetings.
- Model high expectations for social behaviour among students and staff, so that respect, compassion, responsibility and achievement are the standards, in line with our Core Values which underpin our vision and mission.
- Have put in place a rigorous Quality Assurance schedule and so are increasingly more rigorous and accurate in self-evaluation, informed by the views of students, parents/carers, staff and professionals from multi-disciplinary teams, which leads to effective planning securing continual improvement.
- Have undertaken a review of the college curriculum and designed a new model to ensure it delivers scope and balance of skills for learning, preparing our students for the next stage in their lives
- Have re-written and implemented the sixth form Preparation for Adulthood curriculum to ensure students have an appropriate provision and opportunity based on outcomes for adulthood for Employment, Community Inclusion, Health and Independent Living



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- The Alternative Curriculum gives students the ability to develop and apply both academic and vocational skills in a range of contexts (artistic, creative, sporting, vocational), supporting those who find a more traditional curriculum difficult to access. This has impacted on progress and improved attendance rates for some of our more disaffected students.
- Ensure provision of appropriate opportunities for students' SMSC development, together with a promotion of fundamental British values in a way that our students understand.
- Have developed a positive professional learning climate, evidenced through Staff and Parent / carer surveys showing that Isebrook has a professionally motivated, respected and effective teaching and support staff, also evidenced by staff recruitment
- Provide high-quality and identified continuing professional development for teachers and support staff at all stages of their careers, and utilize a detailed performance management schedule to stimulate active practice throughout the college.
- Through constructive dialogue with parents, carers, other stakeholders and agencies work closely with all relevant parties to support all students.
- Ensure effective use of additional funding, including pupil premium, using a range of data to measure impact on student outcomes, governors hold them to account for this.
- Work with governors to demonstrate the effectiveness of governors' work in discharging their core statutory duties.
- Promote equality and raise better understanding of, and respect for, people of all faiths (and those of none), races, genders, ages, disabilities and sexual orientations (and other groups with protected characteristics), through their words, actions and influence within Isebrook and more widely in the local and regional community.
- Ensure safeguarding is effective and evaluate the efforts to raise awareness and keep students safe from the dangers of abuse, sexual exploitation, radicalization and extremism.
- Facilitate governors to challenge the college using independently acquired knowledge and detailed analysis and evaluation.

Main Strengths	Acknowledged Barriers to Learning
<ul style="list-style-type: none"> a. Senior and middle leadership is good b. The capacity of the leadership team is now outstanding. c. Isebrook community is unified through vision, mission and core values and has high ambitions. d. Monitoring and quality assurance of standards by SLT is accurate and rigorous. e. Whole-college self-evaluation is progressively more effective. f. Relationships between College, parents/carers and professionals from multi-disciplinary teams are highly operational and appropriately effective. g. Key improvement initiatives are successfully implemented. h. Middle Leadership now remunerated on Leadership Pay Range [and not UPR/TLR]. 	<ul style="list-style-type: none"> a. Isebrook's new curricula are still under development and not yet wholly interrelated. b. All governors need to understand their role and responsibilities in relation to effective governance



Isebrook SEN Cognition & Learning College

Where the impossible becomes possible

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Main **Priorities** for removing BtL

- a. Further develop capacity of Senior Leadership Team.
- b. Continue to develop the capacity of Middle Leadership to evaluate, work with, and improve the effectiveness of the teams they lead so that the quality of provision continues to increase and achievement rises further.
- c. Develop the curriculum and assessment so that it is highly organised and thoroughly cohesive.



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C] Quality of teaching, learning and assessment

Current grade [November 2017]	2
Last inspection grade [2014]	2

The quality of teaching, learning and assessment is good

Evidence

- Overall quality teaching; based on triangulation of observations, work scrutiny and outcomes shows that Quality of Teaching, Learning and Assessment is good, and from recent leadership monitoring (drop-ins, triangulation of observation, work scrutiny and outcome analysis) there are clear actions and next steps for individual teachers.
- Monitoring of teaching and learning shows that teachers plan challenging lessons and individual learning objectives, based on new assessment scheme and using IEPs) are used to personalise learning and stretch the most able, whilst being appropriate for the less able, however the QTLA is not yet outstanding because:
 - Self assessment for students is not consistent across the school - being addressed
 - Where evidence is provided of students work, not all work is marked allowing students to respond
 - Teaching has shown an improvement through the year, at least good: Autumn 2016 - 66%, Spring 2017 - 72%, Summer 2017 – 79% and from learning walks and drop-ins during the start of Autumn 2017 the vast majority of teaching is at least good.
- Teachers and staff have high expectations of learning and behaviour for all students
- Management of students' behaviour across the college is good. All staff challenge stereotyping and the use of disparaging and offensive language.
- In all teaching there are excellent relationships between staff and students.
- Teachers plan lessons well including planning time in their lessons for students to practice so that they have secure knowledge, skills and understanding, so can apply their learning in real life and demonstrating mastery.
- Development of literacy skills including reading, writing and communication is embedded across all phases of the curricula, as is mathematics where appropriate.
- In most subjects, good opportunities are given to reinforce students' literacy and numeracy skills. Phonics continue to be taught to students when identified as necessary to aid reading progression.
- Class Teachers and all Subject Specialist Teachers have deep knowledge and understanding of the subjects they teach.
- Formative feedback which students receive is in line with Isebrook's Assessment Policy and is effective in helping them to make good progress. Staff give careful attention to individuals' particular needs to help them learn effectively. Such strategies ensure that these students learn as well as their classmates and have equal opportunities to achieve well.
- Students needing extra support because their progress is below expected are routinely identified and supported accordingly.
- Classrooms have needs-focused, attractive learning-displays including key words and concepts to support subject progress and literacy, and students' past work is displayed to encourage and inspire.
- Classrooms are well-designed for learning, they are welcoming, interesting and help inspire students to learn and the atmosphere in all lessons is very positive.
- Most students enjoy the challenge of learning and are keen to improve.
- The majority of students are resilient to failure: building resilience is a key focus for student learning at Isebrook through the use of Zones of Regulation.
- Homework is optional. When chosen, it provides challenge at the appropriate State of Learning and consolidates past and future learning.



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Where the impossible becomes possible

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- Many students opt in to extra-curricular opportunities and extended day activities.
- Information to parents / carers, informing them about how their child is doing is shared through annual / transition reviews, end of year reporting, qualification attainment confirmation, and via home-school books, telephone conversations, face-2-face meetings and multi-disciplinary meetings.
- Almost all parents and carers agree that their children are taught well.
- Effective performance management verifies that Teachers' Standards are being met

Main Strengths	Acknowledged Barriers to Learning
<ul style="list-style-type: none"> a. Teaching in KS3 is at least good. Some teaching in KS4 and Sixth Form is outstanding. b. Most teachers and support staff have high expectations. c. Most teaching and learning support creates a positive climate and actively engages the students in learning. d. Support and intervention strategies are generally effective creating a positive and inclusive learning climate. 	<ul style="list-style-type: none"> a. Assessment for Learning Strategies are being implemented however as the school's assessment procedures have not been rigorous challenge and aspiration have not been good enough b. A minority of KS4 and KS5 teachers rely on passive, over-directed 'teaching' strategies.

Main Priorities for removing BtL
<ul style="list-style-type: none"> a. Monitor the implementation of assessment policy, particularly in English and mathematics in line with the new assessment system, so that by summer 2018 they are consistently well embedded and highly effective throughout the College. b. Improve where necessary, teachers' use of active learning strategies, and constructive marking strategies, so that by summer 2018 these approaches are consistently well embedded throughout the College. c. Ensure all teachers are able to identify and remove barriers to learning through effective differentiation d. Ensure staff are deployed and supported effectively



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D] Personal development, behaviour and welfare

Current grade [November 2017]	1
Last inspection grade [2014]	2

Personal development, behaviour and welfare are outstanding

- The college's work to keep students safe and secure is outstanding because:
 - Processes are robust to identify concerns and action next steps, including responding to issues through the curriculum and identifying training or seeking support from other agencies
 - Culture of safeguarding throughout all staff; regular staff training and updates so all staff understand their responsibilities and that "it could happen here"
 - Staff training – statutory and regular – ensures staff are aware of their responsibilities and know what to do if a child discloses or if they believe a child is at risk of harm
 - An ethos of safeguarding is promoted through:
 - 3 of our core values; of Respect, Compassion and Responsibility
 - Our Protective Behaviour work throughout the school and core principles of "We all have the right to feel safe all the time" and " We can talk with someone about anything, even if it's awful or small"
 - All adults (staff, governors, volunteers etc) are expected to read, and sign to say understood, Keeping Children Safe in Education (section 1) and our Staff Code of Conduct
- The mental health and wellbeing of our students is paramount and supports are in place to identify and support, for example Isebrook employs 2 learning mentors that work across the school under the line management of the assistant welfare manager, the school also has a contract with a clinical psychologist who supports students (meeting with families)
- Relationships between staff and students are excellent because there is mutual respect
- Parent / carer feedback through surveys and annual reviews shows that almost all parents, carers, staff and students are happy with the college's work.
- The behaviour of students is good because they understand the consequences of their behaviours and actions.
- There are few incidents, and students say they feel safe at school and enjoy learning about themselves.
- The effectiveness of safeguarding means that all staff are aware of their responsibilities and so students say they feel safe and parent and carers feel that the school keeps their child safe.
- Isebrook leadership and management, including the Governing Body, ensure safe recruitment in line with DfE guidance and statutory requirements.
- The college has a single central record which covers all staff [including supply staff] and members of the Governing Body.

Evidence

- Observations show that students are confident learners who demonstrate exemplary attitudes to learning.
- Most students are engaged in learning, interested in the tasks, and work hard to complete their work in the time available. Some are able to discuss and debate relevant and contemporary issues in class and assembly, and also through Junior Leadership Team meetings.
- Nearly all students show respect for others' ideas and opinions.
- Students' pride in the College is demonstrated through excellent conduct, manners and punctuality. Students are friendly and sociable with one another and adults, and polite and welcoming to visitors.
- Skilled and highly consistent behaviour management by all key staff and most of the other members of staff makes a very strong contribution to an exceptionally positive climate for learning.



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- Students' attendance is below average but has risen considerably from 91% in the year of our previous Ofsted Inspection [2013-14] to 94% at present [June 2017]. Improvement is continuing, particularly in the reduction of the number of persistent absentees. This improvement is due to a continued whole-college priority to increase attendance, facilitated through the combined work of the Family Support Worker, the Assistant Headteacher for Pastoral & Inclusion and multidisciplinary team involvement.
- The attendance of LAC students at Isebrook is considerably higher than their peers and also higher than the national average. Most absence is caused by illness or because of significant medical conditions. The number of persistently low attenders has decreased: these students come from deprived, complex and disparate family units.
- Punctuality to school and to lessons is excellent with students arriving on time and settling quickly.
- Behaviour and safety in lessons and around Isebrook is outstanding overall. Almost all of the students behave well all of the time.
- In most lessons, students' behaviour and willingness to cooperate is exemplary.
- Most students listen well to each other's contributions, try hard and remain interested and actively involved throughout the lesson.
- A few students have social, emotional and behavioural difficulties and occasional incidents will arise; these are few in number and are relative to the individual's complex needs. Behaviour and safety strategies continue to be developed in keeping with our dynamic student cohort.
- We have a small proportion of high profile students with social, emotional and mental health difficulties who respond very positively to the College's strategies for managing their behaviour in lessons.
- There has been improvement in the behaviour of both individuals and particular groups since the last inspection.
- The introduction of a new behavior recording and monitoring system has enabled support to be proactive based on emerging trends. Greater analysis of trends, at individual and group level, supports the introduction of timely interventions.
- All students receive appropriate and needs-specific advice and guidance from internal and external professionals and multi-disciplinary teams, to help them understand how their education equips them with the behaviour and attitudes necessary for the next stage of education, training or employment.
- Learning Mentors support identified students to develop strategies, and more intensive support is offered through our SLA with a Clinical Psychologist.
- Students are continually involved with the college to prevent all forms of bullying, including online and prejudice-based bullying through curriculum-based opportunities and also via the Junior Leadership Team agenda. Students are fully aware of different forms of bullying, including cyber-bullying and prejudice-based bullying, and actively try to prevent it from occurring.
- Bullying in all its forms is rare and dealt with highly effectively. Almost all parents and carers say that their child is well looked after at school. Staff, parents and carers say any such incidents are dealt with well by the school. We work closely with our local PCSO and she supports the schools in dealing with any specific issues
- Isebrook's culture promotes all aspects of students' welfare so that they feel safe at all times: The College's work to keep students safe and secure is outstanding. Staff spend a great deal of quality time on this, and work as well as possible with social services to protect students and keep them safe.
- Support and training for students, families and staff around online safety has been introduced following specific local issues.
- Staff consistently show great care and concern for students' well-being.
- Parents and carers and students are overwhelmingly positive about the college's ability to keep them safe, for example, through internet-safety, health and safety, and personal, social and health education. This contributes very well to their personal development. All surveys and questionnaires show that the vast majority of parents, staff and students are unreservedly positive about both behaviour and safety. Parental attendance at Annual Reviews is extremely high.



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- Students' relationships with staff is good and they trust staff to help resolve concerns they have through a range of appropriate and effective pastoral, behavioural and academic support systems that are closely monitored.
- Most students can explain or express how to keep themselves healthy - physically, emotionally and mentally. Some students are confident in staying safe from abuse and exploitation, including online media, but many of our vulnerable students receive constant support to keep them safe.
- Isebrook actively promotes opportunities for SMSC development so that students are equipped to be thoughtful, caring citizens. Support for students' spiritual, moral, social and cultural development is widely evident.

Main Strengths	Acknowledged Barriers to Learning
<ul style="list-style-type: none"> a. Attendance is better than national average figures. b. Excellent interagency links with Disabled Children's Team, Troubled Families Team and CTPLD etc. c. Conduct is good and almost all students behave well all of the time. d. Attitudes to learning are exemplary. e. The views of stakeholders are unreservedly positive. f. Bullying, in all its forms, is rare. g. Nearly all students feel safe at College. h. Revised behaviour management strategies and core values are consistently embedded. 	<ul style="list-style-type: none"> a. Medical and social and mental health issues for some students still limit acceptable attendance levels.

Main Priorities for removing BtL
<ul style="list-style-type: none"> a. Continue to review strategic behaviour management planning relative to inclusion, so that by summer 2018 it is consistently well embedded across the college and fully understood by all members of staff. b. Continue to develop effective strategies for improving attendance so that the overall level is maintained above national average figures by summer 2018 and beyond.



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E] Outcomes for children and learners

Current grade [November 2017]	2
Last inspection grade [2014]	2

Outcomes for learners are good

Evidence

- Increasing numbers of students making at least good progress KS2-4 from their starting points, Whole School Progress towards Expected Minimum end of Key Stage Outcomes July 2017

%	English	Sp	L	R	W	Maths	Science	PSHE	ICT
Above	31	25	24	29	37	38	58	39	44
Expected	47	51	53	45	36	27	36	35	52
Below	22	24	23	26	27	35	6	27	4

- July 2016
 - Isebrook expectations:
 - English – 71%, at least good progress
 - Maths – 80% at least good progress
 - Science - 65% at least good progress
 - PSHE – 78% at least good progress
- Relative to their starting points at the end of KS2 in English and science (as verified by external moderation through accreditation / qualifications etc) including the proportions making and exceeding expected progress, our students make at least good progress by the end of Year 11, however there has been a dip in the progress for students in Maths
- Progress compared with the national average is in line with expectations
- Higher proportion of students achieving accreditation and qualifications at end of Year 11 and end of sixth form. June 2017 – 1st year students entered for academic GCSEs (1 – English, 5 – Maths), June 2016 1 student achieved GCSE grade in Art
- Due to the nature of the students SEND Attainment⁸ at the end of Year 11 is below national figures.
- Review of internal assessment procedures showed a lack of rigour and accuracy of assessment processes, as such outcomes for students are not good enough, as such leaders have worked with teachers to:
 - Re-write assessment model
 - Implement new assessment scheme, including expectations for end of KS4 outcomes
 - Implement standardization and moderation activities
 - Implement student progress meetings
- For students eligible for the year 7 literacy and numeracy catch-up premium, almost all students make at least the progress expected, and many make better than expected progress (accelerated progress shown in reading, spelling and MALT tests). Individual students' records show that their skills usually increase more quickly than expected, so that the gap identified between their attainment and that of their peers when they first join Isebrook closes.
- Progress in the sixth form is good. The students are now offered an increasingly personalised learning pathway based on outcomes for adulthood leading to either independent living skills or employability skills.



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- The progress of students known to be eligible for free school meals and the pupil premium is comparable with other students in both English and mathematics. The pupil premium is used very effectively to help those eligible to achieve well. This is not only by supporting, for example, improvement in literacy skills, but often by improving individuals' well-being and personal development which leads to improved achievement.
- Students develop a range of skills, such as reading, writing, communication and mathematical skills. The new bespoke skills based assessment system allows for all staff to record evidence of students making progress in English and Maths. This leads to students being recognised for applying these skills throughout the curriculum.
- Students are well prepared for the next stage in their education / life through a wide range of academic, vocational and practical courses, many with accreditations at the end of Key Stage 4. This prepares them well for further education, work or training.
- All students have a firm September offer and positive destinations are tracked by our new Senior Transitions Associate, who also supports school leavers through a Saturday morning drop-in.

Destination and retention Information: (please see sixth form section below for information regarding year 12 and 13 students)

2015/16

Year 11 (25)	Year 12 (20 students)	Year 13 (10 students)
<ul style="list-style-type: none"> • 20 to Isebrook Post 16 • 5 to FE Colleges (Tresham vocational courses/Moulton supported learning) 	<ul style="list-style-type: none"> • 15 transferred to Isebrook Year 13. • 3 to FE provider (CANTO/Moulton/Stamford) • 1 to volunteering • to Apprenticeship now with Talent Match 	<ul style="list-style-type: none"> • 1 transferred to Isebrook Year 14 (Special Circumstance) • 1 Split FE CANTO/Personal Budget • 4 to Personal Budget Adult Social Care • 4 students were NEET

2016/17

Year 11 (21)	Year 12 (20 students)	Year 13 (16 students)
<ul style="list-style-type: none"> • 18 students - Isebrook Post-16 • 1 student FE College • 2 students being supported with options (1 on Princes Trust) 	<ul style="list-style-type: none"> • 18 – Isebrook Post-16 • 1 – employment • 1 – being supported with options 	<ul style="list-style-type: none"> • 4 – FE College • 5 – training provider • 2 – employment • 3 – personal budget • 2 – moving location (support for parents / carers ongoing)

2017/18

Year 12 (21)	Year 12 (20 students)	Year 13 (16 students)
<ul style="list-style-type: none"> • 19 to Isebrook Post 16 • 1 to another sixth form (LEAP Study Programme) • 1 to FE College (Tresham - supported learning) 	<ul style="list-style-type: none"> • 18 transferred to Isebrook Year 13. • 1 accessing training programme with Key Training • 1 has part-time employment and working with Prospects (employment and skills service) 	<ul style="list-style-type: none"> • 4 to FE College (resham and Moulton) • 2 to training provider (CANTO) • 1 apprentice (IT Apprenticeship at Isebrook) • 1 part-time work • 3 using personal budget – • 5 NEET –



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Main Strengths	Acknowledged Barriers to Learning
<ul style="list-style-type: none">a. Performance gaps between different cohorts of vulnerable students are statistically negligible.b. Students develop a range of functional skills relative to their needs.	<ul style="list-style-type: none">a. Assessment policy and procedures not in place to support progressb. Complex educational needs and social deprivationc. Attendance of a few students.d. Missing knowledge and skills gaps of a few students.e. Greater challenge and aspirational attainment for all students from Year 7 through Year 10

Main Priorities for removing BtL
<ul style="list-style-type: none">a. Assessment policy and procedures to be embeddedb. 'Differentiation' linked to individual needs and personalised learning preferences.c. Greater personalisation of curricula access.d. Wider range of qualification pathways and subject choice.e. Increased access to alternative curriculum provision.



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F] Effectiveness of sixth form provision

Current grade [November 2017]	2
Last inspection grade	N/A

Effectiveness of Sixth Form provision is good

Evidence

- Leaders rigorously and thoughtfully pursue standards of excellence throughout the Sixth Form and are focused on improving provision and outcomes to reduce achievement gaps which exist between groups of our students and national figures. This is achieved through planned, effective monitoring of teaching, learning and assessment. Retention rate figures are outstanding, and progress and skills development is good.
- New Foundations for the Future (based on the DfE guidance Preparation for Adulthood) curriculum written and implemented to ensure study pathways for each student reflect their prior attainment and their education and career goals and aspirations in life.
- Available study programmes include a good range of academic, applied and vocational courses, and accreditation pathways are being developed for all students.
- Student aspirations for adult life are identified at the start of their 6th form journey through person centred planning. The data gained from this is used to personalize the curriculum offer to best meet these aspirations and outcomes.
- Our most able students continue with GCSE courses in Maths and individualized programmes are placed for individuals. For example this year two students are following GCSE Art.
- Students that are not able to gain a GCSE are offered Functional skills in Maths and English through Edexcel. Two pathways are offered Functional Sills ICT through NCFE.
- Students from 3 of the 4 pathways gain qualifications in Employability through NCFE.
- Further qualifications are offered in Personal & Social Development (NCFE Level 1) and OCR Life and Living Skills (Entry Levels).
- Students with more complex needs gain qualifications through ASDAN.
- New curriculum occupational offers have been developed to meet aspirations for adulthood. These include construction, engineering, horticulture and land studies. Qualifications for these will be offered through NCFE Occupational Studies for the Workplace.
- Students access non-qualification activities including work experience and qualification pathways in English and maths because nearly all students do not hold a GCSE graded A*-C by age 16.
- Students are offered non-accredited awards such as Duke of Edinburgh, Sports Leaders, Young Leaders, Basic Food Hygiene etc.
- All 6th form lessons are delivered with a weekly focus on 'soft skill' development. *There is a skills gap that has been nationally recognized by employers.* The skills are developed by My Personal Best, a programme designed by The Youth Sport Trust for the PE2020 project.
- The quality of careers guidance and transition planning is outstanding, supporting by our new Senior Transitions Associate.
- Appropriate options available post Sixth Form are identified and the Senior Transitions associate has arranged a transitions event with a wide range of providers
- Leaders and Sixth Form staff work extremely effectively with external stakeholders, including Prospects, and use current and previous destination information to inform and evaluate the extent to which the provision meets the needs of all our students.



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- Most students' personal, social and employability skills are developed to a good and appropriate standard. 'Non-qualification' activities and study programmes are preparing them for life in modern Britain.
- Most teaching, learning and assessment supports students and challenges them so that they make substantial, personalised progress. Teaching and personalised intervention strategies enable students who fall behind to catch up quickly. All students work towards personalised goals to prepare them well for the next stage of their learning.
- The 6th form benefits from the recent employment of a Senior Teacher who has a responsibility for the development of Employability across the college.
- Isebrook Sixth Form students are confident and conduct themselves well both in college and at external events. They are punctual and polite. Their personal and social skills development is a key focus throughout Sixth Form and all students make good progress towards personalised targets.
- Students' employability skills are developed relative to their interests, needs and abilities and they have a range of options from in-school to out of school through the Studio and links with other employers.
- Sixth form students employability skills are supported through our use of "The Studio", a shop solely owned by the college, in Kettering town centre. More able Isebrook students run Ise-Print; designing and producing bespoke printed items for sale, as well as manning the shop selling a range of items. A new business has been started from the premises, Ise Chic Clothing, which provides valuable opportunities to experience 'real life work' conditions and expectations for less able students.
- Most learners in Sixth Form understand how to keep themselves safe and healthy, both physically and emotionally.
- Students with more complex needs access planned social skills development sessions which deliver these skills through stages of play.
- Safeguarding arrangements are outstanding.
- Attendance of learners in the sixth form is good. It continues to improve.
- The rates of student retention in Sixth Form are outstanding and remain consistent. Withdrawal rates from learning aims are well-below national average and consequently, completion rates remain high.
- The destinations of students in sustained education, employment, training or apprenticeship cover a range of callings, including IT, Sport, Rural & Agricultural Skills, Hairdressing, Childcare, Skills for Independence, Carpentry and Vocational Studies.

Destination and retention Information:

2017/18 students

Year 12 students (20)

- 18 transferred to Isebrook Year 13.
- 1 accessing training programme with Key Training
- 1 has part-time employment and working with Prospects (employment and skills service)

Year 13 students (16)

- 4 to FE College (resham and Moulton)
- 2 to training provider (CANTO)
- 1 apprentice (IT Apprenticeship at Isebrook)
- 1 part-time work
- 3 using personal budget –
 - 1 accessing The Cube and work experience
 - 1 working with the transitions team (terminal illness)
 - 1 accessing 1-1 support for developing independence, employment and communication skills
- 5 NEET –
 - 1 awaiting EHCP re-instatement to access FE personal budget
 - 1 undertaking voluntary work, declined Re-engagement programme so school supporting



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- 1 due to move home with Mum and move county. Late change of plan and so school supporting
- 1 undertook Level 1 employability course over the summer and school supporting to explore employment and apprenticeship
- 1 in residential care, FE or work not appropriate and home LA (Birmingham) exploring options

2016/17 students

Year 12 students (20 students)

- 18 – Isebrook Post-16
- 1 – employment
- 1 – being supported with options

Year 13/14 students (16 students)

- 4 – FE College
- 5 – training provider
- 2 – employment
- 3 – personal budget
- 2 – moving location (support for parents / carers ongoing)

2015/16 students

Year 12 students (20)

- 15 transferred to Isebrook Year 13.
- 3 to FE provider (CANTO/Moulton/Stamford)
- 1 to volunteering
- to Apprenticeship now with Talent Match

Year 13 students (10)

- 1 transferred to Isebrook Year 14 (Special Circumstance)
- 1 Split FE CANTO/Personal Budget
- 4 to Personal Budget Adult Social Care
- 4 students were NEET throughout year, however work by Isebrook Transition coordinator:
 - i. 2 to FE college - Tresham / Moulton
 - ii. 1 voluntary placement
 - iii. 1 not wanting FE now with Talent Match

Main Strengths	Acknowledged Barriers to Learning
a. Detailed Annual Reviews and Transition Planning accurately inform personalised future pathways. b. Social, emotional and mental health support is outstanding. c. Student numbers in Sixth Form are increasing year on year. d. Strategic planning for future Sixth Form development is being realized. e. Nearly all students across all groups, remain on their study programmes [retention rates are consistently high], meet or exceed their core aims and progress towards GCSE grade C in English and/or maths. f. Arrangements for safeguarding students are outstanding.	a. Not all teaching in Sixth Form is consistently good or better. b. Non-qualification or enrichment activities and/or work experience opportunities are still limited in choice.



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Main **Priorities** for removing BtL

- a. Move teaching practice from good to outstanding.
- b. Embed creative and skills-based curriculum geared towards independence, community inclusion, employment and training and health.
- c. Outcomes reflect aspirations through SMARTER planning
- d. Teaching must be aspirational and ensure rapid and substantial progress.
- e. Study programmes build on each student's prior attainment and enable them to make progress and move on to a higher level of qualification.