

Please note: the final report should be returned to the relevant SSQA by Friday 25 November 2022. Please make sure that the final report has been proof read, agreed with the school and that ALL sections are complete.

Please could the general information, SI and safeguarding priorities and contributing to Manchester's self improving school system be completed by the school prior to the QA visit.

General information to be completed by the school and shared with the QAP prior to the visit			
School name	North Ridge High school		
Headteacher	Bernice Kostick	Chair of Governors	Gary Whitely
QA professional	Elizabeth Stevens	Date & length of meeting	15/11/22 ½ day
Meeting attendees and roles	Staff: Bernice Kostick (HT), Gill Foord (DH), Shauna Thornton (DH), Elaine Redpath (AHT), Paul Rogers (AHT), Chloe Flannagan (AHT)		
	Governance Board: Darrell Cunningham (Vice Chair), Stephanie Lee		
Last Ofsted grade and date	Outstanding 27 March 2018	School's current judgement of overall effectiveness	Outstanding
School's current judgement of quality of education	Outstanding	School's current judgement of behaviour and attitudes	Outstanding
School's current judgement of personal development	Outstanding	School's current judgement of leadership & management	Outstanding
School's current judgement of Early Years	N/A	School's current judgement of 6th Form	Outstanding

This term's Quality Assurance visit is designed to focus on both national and local priorities. The prompts in each section of the report are designed to **support discussions and exploration of the focus area**.

School improvement and safeguarding priorities 2022/23 and rationale	
Priority	Rationale
Continue to improve pupil and staff well-being – through mindfulness and healthy living. This will include improving our outdoor areas. Set up a staff well-being group, continue to support pupils with art therapy. Offer art therapy support for staff – training and drop in visits.	Priority following consultation with staff and pupils, post COVID recovery and following school community loss of 2 pupils and a member of staff
Improve our understanding of equality and diversity. Review policies, review curriculum, seek external support e.g., PROUD trust	Priority following consultation with staff and pupils, need to meet the requirements of the Equalities Act, work started pre COVID and put on hold but we want to pick up this year
Continue to improve our curriculum. Improve our catering work and set up a pie making business in KS5. To develop literacy (phase one phonics), develop science, further develop the role of curriculum co-ordinators, further develop the use of Onwards and Upwards as an assessment tool for subjects and provide more opportunities educational visits	Priority following consultation with staff, self-evaluation work and QA visits during 21/22- school wanting to ensure we follow phonics teaching based on recommendations by the DFE/ OFSTED and research-based decisions
Continue to work on being a sustainable school. Recycling, growing, saving energy. Further develop the Eco schools' work	Priority following consultation with staff and pupils, we have worked towards ECO schools and want to develop this further- also in line with RRSA and wanting to contribute towards becoming a more sustainable school

<p>To continue to work towards our NAS accreditation To develop our leaders and plan for partnership with a trust along with other schools</p>	<p>This is a 2-year programme- we have a large group of ASD learners and want to ensure that we meet their needs in terms of high-quality provision, curriculum and support their families</p>
<p>To develop our leaders and plan for partnership with a trust along with other schools. Recruit Head Teacher for September 2023</p>	<p>We have responded to the white paper and are exploring where we as a school will fit in terms of joining a multi academy trust. The head teacher is retiring in summer 2023 and we are planning to recruit to her post</p>

Contributing towards Manchester's self-improving school system		
Exemplary practice worthy of being shared with others	How has this been externally verified? (e.g. awards / accreditation inspection / kite mark)	How could the exemplary practice be shared?
<ul style="list-style-type: none"> - Behaviour / SEND -Adaptive teaching -Mathematics and English curriculum support -PSHCE -RRSA -Vocational curriculum -Skills for Life KS4 Vocational Curriculum -Transition 	<ul style="list-style-type: none"> -Team Teach School – 4 employee tutors in the school -NAS -Healthy Schools Award -RRSA -CEIAG 	<ul style="list-style-type: none"> -Outreach team -Teach Manchester -School visits

Analysis of end of year outcomes 2022. QAP to complete for each key stage.

Consider the outcomes in core subjects that pupils achieved as a result of the planned curriculum.		
Curriculum overview	<p>Pupils are put into classes according to need.</p> <p>A comprehensive transition programme is in place: the; DHT attends primary settings and attends EHCP meetings at the primary stage. Pupils have several transitions visits to the school. The transition arrangements mean that leaders get to know pupils very well and use this information to put pupils in the class matched to their needs.</p> <p>In key stage 3, foundation learning is developed. The class teacher delivers most lessons. Curriculums are matched to the national curriculum. Curriculum coordinators have written curriculum plans – pupils are generally working at around key stage 1 and below and curriculum plans reflect this. The curriculum is reviewed each year to ensure that it is matched to pupils' needs. Careers work related learning runs alongside the national curriculum subjects.</p> <p>In key stage 4, as well as a planned curriculum that meets statutory requirements pupils also engage in vocational learning, preparation for adulthood and creative learning (art, music etc). Where appropriate, pupils work towards academic qualifications. At the end of year 11 a small number of pupils go onto college courses.</p> <p>In key stage 5, the offer is based around employability and developing independent life skills. Functional skills, such as budgeting, social skills, community work, form an important part of the curriculum. Students learn about the community e.g., through visits to libraries, churches, places of interest. They find out about how to use transport.</p> <p>Alongside the other curriculums, for those pupils working well below age-related expectations at pre subject specific levels, pupils have structured learning taught around themes. There is a focus on core skills in numeracy and literacy within this curriculum pathway. The sensory- based curriculum is based on defined engagement and autism progress steps.</p> <p>There is a flexible approach to curriculum pathways; some pupils move across learning pathways or benefit from a hybrid approach e.g., structured learning within key stage 4 curriculum.</p> <p>Pupils leave school between 16-19 (generally at 19). Careful transition to follow on placements is in place to ensure a successful transition.</p>	Meeting with DHTs
Key Stage	KS5	

Comments	Prompt	Supporting evidence
<p>Did the teaching sequence enable pupils to achieve the school's clearly defined end points?</p>	<p>Teaching sequence</p> <p>Students in key stage 5 are on different pathways. Curriculum overviews set out intended learning e.g., for life skills. Pathways are flexible. End points are that students develop functional English and mathematics to support them as an adult. Students learn important skills e.g., communication in work place settings, making choices.</p> <p>Individual objectives are set for students, against different aspects of learning, e.g., life skills.</p> <p>Plans for transition are a central focus for key stage 5. Leaders work closely with families to give informed advice, matched to pupils' ambitions and aspirations.</p> <p>Through curriculum planning and mapping, teachers support pupils to achieve their individual end points. Curriculum lesson planning is bespoke to ensure that students' individual targets are met. Planning is monitored on a half termly basis by leaders to check that the content meets the curriculum intent, is relevant to individual students and is taught in a sequential and small step way.</p> <p>Leaders identify cohorts of students who are making below expected progress and would benefit from additional interventions to make good progress overall.</p> <p>Outcomes</p> <p>Last year, students moved successfully to their next placements. Two moved to employment, which has been sustained. Others moved to specialist colleges or supported internships.</p> <p>Leaders use external accreditation for students in key stage 5. Data shared showed leaders that students made expected or outstanding progress across the key stage 5 curriculum, based on their tracking systems.</p> <p>Supported internship programmes at colleges report that most students are employment ready. Students who have left school report back about how their independent living skills have been successful. (Leaders described one student who was able to live independently and follow his interests).</p> <p>The teaching sequence in place enables this successful transition.</p>	<p>Meeting with DHT and AHT</p>
<p>What was the impact of any adjustments to the curriculum, in order to address delays and gaps in learning, that arose as a result of the pandemic?</p>	<p>When students returned to school, either from a national lockdown or after mandatory isolation periods of time, teachers used the school's assessment procedures to ensure that they had a clear baseline of their students' knowledge & skills. These assessments were then used to inform planning for subsequent lessons. This meant that staff were teaching students from their last learning point in each subject.</p> <p>When it was observed that students had either lost previous skills or gaps were identified, teachers planned lessons to fill gaps. Teaching is planned according to each student's need.</p>	

	<p>Where needed to address gaps in learning, students were identified for and accessed individual or small group tuition.</p> <p>IEPs addressed some students' difficulties in returning back into classroom.</p> <p>Leaders' tracking showed that gaps were closed and students met their expected end points.</p>	
<p>Was the curriculum successfully adapted and equally ambitious for disadvantaged pupils and pupils with SEND? Did they achieve their clearly defined end points?</p>	<p>The curriculum at NRHS is planned and delivered to meet the varied and complex SEND needs of students. Leaders are ambitious for all students.</p> <p>See KS5 report for end of year outcomes and destinations which demonstrate this ambition.</p>	
<p>How has the analysis of this key stage's outcomes been used to reshape the curriculum and teaching for 2022/23?</p>	<p>During the pandemic, the school closed the cafe and shop and this led to loss of learning opportunities. The café was only fully opened in Summer 22. Leaders recognised the need to provide this important part of the curriculum.</p> <p>Students did not have placements during the pandemic. Leaders adjusted the curriculum to ensure that students had a broad and balanced curriculum that prepared them for adulthood.</p> <p>Due to the café being closed during the pandemic and having restricted opening during 21/22, students missed vocational opportunities and the development of required skills to work in the cafe/shop. To address this, leaders have planned a range of vocational activities within key stage 5. They use the facilities at the new Hub to strengthen this vocational offer. Leaders have reviewed the curriculum to strengthen the preparation for adulthood and vocational outcomes.</p> <p>Pre pandemic there was a plan to open a new business and this has now been launched (the school now has a catering and pie making business).</p>	<p>KS5 EOY report KS5 Action plan</p> <p>Meeting with DHT and AHT.</p>

Key Stage	Structured learning	
Comments	Prompt	Supporting evidence
<p>Did the teaching sequence enable pupils to achieve the school's clearly defined end points?</p>	<p>This pathway provides structured learning.</p> <p>Communication systems are well-established. Regular department meetings assure leaders that there is fidelity to the teaching approach. The timetable is set.</p> <p>Leaders described how, across lessons, short whole class teaching moves to activities, one to one, independent activities (based around IEPs). Pupils on 'explore' are working on activities matched to the curriculum steps in learning – these build independence.</p> <p>The curriculums are based on the national curriculum and broken down into small steps. For foundation subjects, themed lessons are used to build on the Autism Progress system in key developmental areas.</p> <p>Progress data showed leaders that the pupils made strong progress in the Autism Progress scheme (e.g., emotional regulation).</p> <p>However, transport was an issue for some pupils. As a result of some transport issues, they lost valuable learning time in school.</p>	<p>Meeting with lead teacher, DHT, AHT.</p>
<p>What was the impact of any adjustments to the curriculum, in order to address delays and gaps in learning, that arose as a result of the pandemic?</p>	<p>Support was given for pupils working from home, including those impacted by transport issues. Leaders worked with other agencies to give additional support e.g., CAMHs, to address the heightened SEMH needs of some pupils due to the pandemic.</p> <p>Most pupils were in school. Individual targets continued to be set to ensure that the curriculum plans built on pupils' knowledge. The return for pupils was phased, to help them return successfully. Pupils had re-assessments on entry. This meant that staff could plan activities matched to pupils' knowledge and needs.</p>	
<p>Was the curriculum successfully adapted and equally ambitious for disadvantaged pupils and pupils with SEND? Did they achieve their clearly defined end points?</p>	<p>All pupils have SEND. Leaders' internal checks showed that pupils achieved well across the structured learning curriculum.</p>	
<p>How has the analysis of this key stage's outcomes been used to reshape the curriculum and teaching for 2022/23?</p>	<p>Following analysis, leaders have added MfL into the themed curriculum to develop pupils' cultural capital. There has been a renewed focus on the 'explore' aspect of the curriculum, to ensure that pupils become more active learners. Staff have had more training on how to strengthen this aspect of the curriculum to support pupils with their learning.</p> <p>Leaders are exploring more opportunities for educational visits. They are aware that pupils have</p>	

	<p>missed curriculum enrichment opportunities, due to the pandemic.</p> <p>Leaders have continued to develop sensory integration time; they identified that staff needed to be more alert to pupils' sensory needs during lessons. Behaviour analysis suggests that this adjustment has had a positive impact.</p>	
--	--	--

Consider the outcomes in core subjects that pupils achieved as a result of the planned curriculum.		
Key Stage	KS3	
Comments	Prompt	Supporting evidence
<p>Did the teaching sequence enable pupils to achieve the school's clearly defined end points?</p>	<p>Leaders have taken the national curriculum and written curriculum plans in small steps. Curriculum plans are detailed and ambitious. The curriculum is arranged in a spiral. Pupils revisit previous learning e.g., in mathematics, pupils revisit aspects of number and money; in English, build knowledge about different texts and genres.</p> <p>There has been a focus on further developing the key stage 3 curriculum map (long term plan). This is to ensure that topics taught are done so in a sequential manner with opportunities for pupils to use and apply knowledge and skills from one curriculum area into another wherever possible. Leaders' checks assure them that pupils are able to use and apply their knowledge and skills from one curriculum area to the next.</p> <p>These plans could be strengthened by detailing the previous and linked learning in plans, to help pupils to embed and deepen their learning.</p> <p>Curriculum plans include key words. The plans could be strengthened by highlighting which of this vocabulary is most important for pupils (for example, what will be used across topics, as part of threads of learning running through the curriculum).</p> <p>Work related learning has been further developed. This is to ensure that by the end of key stage 3, pupils are beginning to understand the world of work and what this looks like within their local community. Pupils have accessed half termly 'careers' sessions whereby they have developed understanding of the skills and qualities needed for employment. This curriculum intent supports pupils to begin to think ambitiously about their future after education.</p>	<p>Meeting with DHTs</p> <p>KS3 report KS3 action plan</p> <p>Sample plans</p>
<p>What was the impact of any adjustments to the curriculum, in order to address delays and gaps in learning, that arose as a result of the pandemic?</p>	<p>When pupils returned to school either from a national lockdown or after mandatory isolation periods of time, teachers used the school's assessment procedures to form a baseline of their pupils' knowledge & skills. These assessments were used to inform planning for subsequent lessons. When gaps were identified, teachers planned lessons to address these, matched to pupils' individual needs. Some pupils were identified for and accessed individual or small group tuition.</p>	<p>KS3 report IEPs Intervention Reports</p>

	<p>Due to the pandemic, work related- learning placement at Manchester Dogs' Home was lost. Leaders adjusted the curriculum map to include half-termly careers sessions to develop pupils' work-related knowledge. (Previously, pupils were building early careers knowledge in their placement).</p> <p>When restrictions were lifted, leaders created a work-related programme whereby pupils were able to visit different work placements. This has strengthened the curriculum offer to prepare pupils for the world of work. Leaders report that pupils demonstrate their learning about careers in a more articulate way.</p>	
<p>Was the curriculum successfully adapted and equally ambitious for disadvantaged pupils and pupils with SEND? Did they achieve their clearly defined end points?</p>	<p>The curriculum at NRHS is planned and delivered to meet the SEN needs of pupils. Leaders strive to ensure that it is ambitious for all pupils.</p> <p>The school's assessments show leaders that the majority of pupils made good to outstanding progress across subject areas, demonstrating that the curriculum has been successfully adapted to ensure that all pupils can achieve. The small cohort of pupils who did not make expected progress were mainly those with lower attendance.</p> <p>Assessments are undertaken by teachers and through observations. Leaders are strengthening assessments by writing assessment tasks more closely matched to national curriculum subjects.</p> <p>In addition to assessments, our observations of pupils defined in IEPs, annual reports and EHCP reviews show leaders that pupils progress well in their subject knowledge, social skills (friendship groups), self - confidence and maturity. By the end of year 9 they are ready to move into the next key stage.</p>	<p>KS3 report Pupil progress data</p>
<p>How has the analysis of this key stage's outcomes been used to reshape the curriculum and teaching for 2022/23?</p>	<p>Reflection and evaluation of the outcomes for 2021-2022 has identified key areas to support and further develop the curriculum and teaching for 2022-2023:</p> <p>-Due to the pandemic, educational visits were stopped. Leaders have started to increase the educational visits offer to support the key stage 3 curriculum. However, this has been limited compared to previous years. This academic year, there is a key focus to further increase educational visits. This is to either:</p> <ul style="list-style-type: none"> - provide a 'hook' into a new topic, promoting excitement, enthusiasm and curiosity - or completed at the end of a topic to consolidate learning from the classroom. <p>Due to the pandemic, leaders provided pupils with half termly careers sessions which were adapted to meet the individual needs of pupils. Leaders have identified that the work placement did not fully develop early employability skills and awareness. To address this, a new programme has been written to develop pupils' understanding of specific jobs roles. Providing pupils with the opportunity to explore and observe different settings enables pupils to begin to think about what types of jobs of settings they would like to have in their future.</p>	<p>KS3 report</p>

Consider the outcomes in core subjects that pupils achieved as a result of the planned curriculum.

Key Stage	KS4	
Comments	Prompt	Supporting evidence
<p>Did the teaching sequence enable pupils to achieve the school's clearly defined end points?</p>	<p>Curriculum intent</p> <p>In key stage 3 and 4, the curriculum includes phonics. The school has researched which scheme is most appropriate. (No Nonsense). Phonics is taught weekly, rather than daily (to look further at this would be an appropriate focus for the next visit).</p> <p>Staff have had phonics training.</p> <p>There is blended curriculum offer. Curriculum is underpinned by a skills for life programme. Pupils work towards end points.</p> <p>(Discussion took place about strengthening curriculum plans to refer to previous learning e.g., democracy and how it is covered in key stage 3 and 4).</p> <p>Curriculum lesson planning is personalised to ensure that pupils' individual needs are met. Planning is monitored on a half termly basis to ensure that the content meets the curriculum intent, is relevant to individual pupils and is taught in a sequential and small step manner.</p> <p>Leaders monitor and evaluate pupil progress, identifying cohorts of pupils that are making below expected progress and would benefit from additional interventions to make good progress overall.</p> <p>Outcomes</p> <p>Through the planned KS4 curriculum, which includes vocational learning, pupils were ready for the next stage in their education.</p> <p>All pupils achieved their expected accreditation and some achieved higher results than predicted.</p> <p>Pupils were supported to ensure that they had an appropriate placement for year 12. All pupils in Year 11 continued in education at either the NRHS Hub or a local sector college.</p>	<p>Meeting with KS4 leaders.</p> <p>KS4 report</p> <p>KS4 action plan</p>
<p>What was the impact of any adjustments to the curriculum, in order to address delays and gaps in learning, that arose as a result of the pandemic?</p>	<p>When pupils returned to school either from a national lockdown or after mandatory isolation periods of time, teachers used school's assessment procedures to ensure that they had a clear baseline of their pupils' knowledge & skills.</p> <p>The timetables were adjusted to reflect the shortened day due to the pandemic. Leaders ensured that the adjusted timetables covered essential learning.</p> <p>These assessments were used to inform planning for subsequent lessons, teaching pupils from their last learning point in each subject. When it was observed that pupils had knowledge gaps, teachers planned lessons to address this.</p>	<p>KS4 report</p> <p>IEPs</p> <p>Intervention Reports</p>

	Pupils were identified for, and accessed, individual or small group tuition within school.	
Was the curriculum successfully adapted and equally ambitious for disadvantaged pupils and pupils with SEND? Did they achieve their clearly defined end points?	<p>The key stage 4 curriculum is ambitious for all pupils. In addition to core subjects, the curriculum offers vocational and creative subjects with an emphasis on life skills.</p> <p>Additional interventions were put in place to help pupils catch up. There was a key focus on gap filling in key stage 4 e.g., in English and mathematics. Communication was another key focus. Pupils had additional online safety training.</p> <p>Data shows that pupils achieved well.</p>	KS4 report
How has the analysis of this key stage's outcomes been used to reshape the curriculum and teaching for 2022/23?	<p>As in key stage 3, there has been an impact on work placements. To address this gap, leaders have developed a business to make resources for classes in school. Leaders and teachers have worked with sixth form staff to share expertise in creating this.</p> <p>There is also a focus on increasing educational visits to enhance the curriculum offer.</p> <p>Curriculum developments:</p> <ul style="list-style-type: none"> • Manufacturing- vocational mini enterprise • School café- relaunched with new focus on developing skills for life through being an activity cafe • School allotments – as school lost access to community allotments, they now use the school allotment. • Active learning – there is a focus on active learning • Educational visits • Continue to develop work opportunities on site and off site. 	KS4 report

Assessment of foundation subjects (QAP to complete)		
Prompt	Comments	Supporting evidence
How does assessment enable you to check what pupils have learned? Are any of the foundation subjects still in the early stages of development?	<p>Leaders use formative and summative assessment to check what pupils have learnt. There is a clear assessment and marking policy which is followed by all teachers and teaching assistants.</p> <p>In foundation subjects, curriculums are adjusted to meet the needs of pupils. Assessments are being strengthened in foundation subjects. There is a continued focus on developing the role of curriculum coordinators in checking how well pupils are learning.</p> <p>In classes, teachers check how well pupils are learning. Staff have training on assessment e.g., questioning. Planning is monitored to check that teachers adapt curriculum plans following checks on learning.</p> <p>Lesson observations highlight where teachers need support on their pedagogy, including in assessment for learning. A</p>	<p>Meeting with HT and DHT.</p> <p>Assessment data Pupil reports</p>

	<p>coaching model is used so that teachers can observe and understand best practice.</p> <p>All subjects have a long-term plan, with up-to-date intent statements. Curriculum coordinators review these. Assessment systems are being updated in some subjects (see above).</p> <p>Areas of development:</p> <ul style="list-style-type: none"> • Assessment- updating assessment modules for DT (vocational, MFL, Grow It, KS4 Manufacturing) • Ongoing development of curriculum coordinators- new to subject or new to role. These staff are accessing training and shadowing more experienced curriculum leaders. ECTs report that this phased approach to subject leadership is very helpful in preparing them for next steps in leading subjects. 	
<p>How do you check whether they are on track to meet expectations at the end of the key stage?</p>	<p>All pupils have individual education plan. Through marking and assessment teachers are able to plan next steps.</p> <p>Data for foundation subjects is captured twice a year and curriculum coordinators review this data with the support of the assessment lead. Where progress is not as expected there is an analysis of this. The information is shared with class teachers and heads of department.</p> <p>Actions taken by leaders include moderation of teachers' assessment, moderation of pupil work, review of planning and support to ensure pupils are making expected progress. Where a gap is identified pupils have individual support to catch up.</p>	
<p>How do teachers check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback?</p>	<p>There is a clear marking policy which is followed by all staff. Within lessons teachers are confident to address misconceptions to ensure that pupils fully understand what is being taught. Feedback is given within lessons and also when pupil work is marked. Where appropriate this is discussed with the pupil.</p> <p>Teachers use their lesson evaluations to adjust planning and plan next steps, ensuring that any misconceptions are addressed.</p>	
<p>Are you assessing component parts and end points? How is this reshaping the curriculum and teaching?</p>	<p>Through assessment within lessons and within each module, teachers are able to assess pupil progress in each subject mapped against pupils' individual targets. This information is used to inform the teaching and meet the individual needs of the pupils. Professional discussion enables teachers to feedback to curriculum coordinators where they feel a topic could be reshaped to better meet pupil need.</p> <p>Curriculum coordinators support teachers with planning, resourcing and assessing. Curriculum coordinators moderate pupil work and assessments. They review their curriculum area to ensure it having the intended impact.</p> <p>There is regular evaluation to ensure that assessment systems are able to capture pupil progress.</p>	

	(Discussion took place around end points of the curriculum and how these can be a focus for deciding what to assess in terms of component parts).	
--	---	--

Governors' reflections on end of year outcomes and the implications for the curriculum.

Prompt	Comments	Supporting evidence
What part will governors play in monitoring the impact of the curriculum?	<p>There are regular curriculum committee meetings in which governors are presented with key information and developments in a range of curriculum areas. Curriculum coordinators are invited to meetings to share vision and impact of their curriculum area.</p> <p>Curriculum governors have attended and contributed to curriculum focused QA visits.</p> <p>Governor visits are linked to a key stage or subject. They make visits to school and feedback at governor meetings. The governor shared how governors monitor the impact of the curriculum through the visits and through meetings with curriculum leaders. Future visits include agreed focuses to discuss aspects of the curriculum linked to the school improvement priorities.</p>	Meeting with curriculum governor.
How will governors know how well all pupils are achieving in all subjects?	Governors are presented with analysis of progress data during governor meetings. End of year reports for each key stage include progress data. These are shared with governors.	

Attendance and Exclusion (QAP to complete)
In light of the key messages highlighted in the white paper and recent DfE guidance, consider school policies and practice and the impact they have on behaviour and attendance.

From September 2022, 'Working together to improve school attendance' replaces all previous guidance on school attendance for maintained schools, academies, independent schools, and local authorities. This guidance will be updated and reissued ahead of the academic year 2023-2024.

Prompt	Comments	Supporting evidence
Is there a clear, up to date attendance policy in place? How is this clearly communicated to staff, pupils and parents/carers? Have staff received training on putting the policy into practice?	<p>Detailed attendance analysis takes place.</p> <p>In the summer term 2022, attendance practice and policies were audited according to the 'working together to improve school attendance' document. From this, the existing attendance policy was updated to provide clearer guidance and expectations with regards to attendance. The updated policy was shared with governors, sent out to all families and uploaded onto the school website.</p> <p>To support pupils in understanding the policy, according to their special educational needs, a pupil friendly policy has been created. This has been sent to the school council to check before being displayed in school and uploaded onto the school website. For easier reading, a 'parent friendly' attendance leaflet has also been written with key information from the policy. This will be uploaded to the school website, included in the whole school termly newsletter, inserted into the school prospectus pack as well as being included in any attendance meeting letters.</p> <p>To ensure that <u>all</u> staff support with raising school attendance by following the school attendance policy, annual attendance</p>	Attendance report 2021-2022 & 2022-current

Attendance and Exclusion (QAP to complete)

In light of the key messages highlighted in the white paper and recent DfE guidance, consider school policies and practice and the impact they have on behaviour and attendance.

From September 2022, 'Working together to improve school attendance' replaces all previous guidance on school attendance for maintained schools, academies, independent schools, and local authorities. This guidance will be updated and reissued ahead of the academic year 2023-2024.

	<p>briefing/training is given to all staff. Attendance staff are proactive in communicating with the attendance lead in the early stages of an absence patterns emerging. Staff are also able to record attendance in registers accurately to ensure that leaders have a clear picture of lateness which will need to be addressed with families.</p>	
<p>Is there analysis of half-termly, termly, and full year data to identify patterns and trends? What does last year's analysis tell leaders about pupil groups / cohorts / patterns in uses of certain codes/ days of poor attendance / subjects which have low lesson attendance? What has been put in place to address identified areas for improvement?</p>	<p>Pre-Covid, the school attendance was around 93%. Since the pandemic, attendance has declined. Last year, whole school attendance was 87.12%, which is low for the school. (Other SEND schools were 82.28%).</p> <p>Transport had a significant impact – lack of drivers, passenger assistants and funding led to transport being cancelled, often at short notice. This is an ongoing concern. The appeals process for transport is lengthy and families require support for this. School organised and pre-paid the taxis in the spring term.</p> <p>Adjusting attendance data for pupils not impacted by transport showed attendance at 88.5%.</p> <p>Whole school data is updated and analysed on a half termly basis. Leaders look for specific trends in attendance, particularly around pupils with persistent absence.</p> <p>When analysing this data, they identify:</p> <ul style="list-style-type: none"> • That the beginning of a new half term affects school attendance. Families report they got the wrong school return date, often stating they thought it would have been the same as their other children's. To address this, leaders include the new half-term start date in newsletters, include it on the school's website 'feed' as well as sending a reminder text message to all families the day before the return to school date. • A cohort of pupils with significantly low attendance have been affected by 'home-to-school' transport. To try to resolve this, leaders support new families in filling in applications months before their start date, actively communicating with the transport team in identifying reasons for families being declined, supporting with applications & appeals, supporting families with completing Early Help assessments as well as escalating concerns about home-to-school transport with Angela Platt (New Head of Service). Last academic year, due to a number of buses being removed with no replacements, school arranged transport via taxis for a number of pupils to enable them to come into school. • A number of pupils have life limiting or very complex medical needs which understandably can affect their attendance. These pupils are identified within the disaggregation pupil list. For two pupils, too ill to be in school, leaders provide a classroom robot to stream 	<p>Attendance reports: 2021-2022 2022-current</p>

Attendance and Exclusion (QAP to complete)

In light of the key messages highlighted in the white paper and recent DfE guidance, consider school policies and practice and the impact they have on behaviour and attendance.

From September 2022, 'Working together to improve school attendance' replaces all previous guidance on school attendance for maintained schools, academies, independent schools, and local authorities. This guidance will be updated and reissued ahead of the academic year 2023-2024.

	<p>learning in the classroom to their homes. Leaders have completed home visits to provide concrete and sensory resources for learning.</p> <ul style="list-style-type: none"> • Some 'structured learner' pupils with persistent absence can display challenging behaviour at home. This may be: refusing to come into school, struggling to wake in the morning, having poor. When this is the case, leaders provide support in a range of ways • Particularly in 2022, leaders found an increased cohort of low absence pupils being due to unauthorised holidays. It is thought this is due to increase costs in holidays abroad during school holidays as well as holiday's being postponed due to the pandemic. Leaders communicate with parents; holidays in term time are unauthorised. Should families still take their child, this is referred to Manchester attendance team. In the last year there were 10 FPN's issued. Since the return to school in September 2022, there has been no addition FPN issued for unauthorised holidays. • A small cohort of absences have been due to either pupils having anxiety-based absence or generally refusing to come to school. For anxiety-based absence, staff carefully planned slow transition back into school as well as working closely with the Early Help Team. From the Early Help assessment, M-Thrive sessions were utilised to provide strategies to overcome or manage anxieties to access transition sessions. For pupils refusing to come into school, leaders have liaised with the family and other professionals such as social workers, CAMHS teams or adult community learning disability team. This is to identify the cause of why the pupil is refusing to come to school. 	
<p>How do senior leaders monitor the impact of school wide attendance efforts, including any specific strategies implemented? How have findings informed future strategies?</p>	<p>Once attendance figures have been analysed with reasons, this is detailed in an 'attendance report'. Within this, actions are identified which are monitored each half term. This is also communicated verbally in senior leadership meetings and with the whole governing body</p> <p>Persistent absence, strategies and actions completed are recorded. Individual pupils' attendance is tracked each term to monitor the impact of actions. Leaders identify if strategies are not working and decide on the next course of actions to improve the pupil's attendance.</p>	<p>Attendance report</p>
<p>What has been the impact of the work undertaken with all pupils and those with particular needs, in order to improve their</p>	<p>Data for this term shows that attendance is 88.56% for statutory school age, excluding those impacted by transport issues).</p> <p>Leaders found that, in most cases, particularly for pupils with persistent absence, work undertaken improved attendance.</p>	<p>Attendance Report</p> <p>Cast studies</p>

Attendance and Exclusion (QAP to complete)

In light of the key messages highlighted in the white paper and recent DfE guidance, consider school policies and practice and the impact they have on behaviour and attendance.

From September 2022, 'Working together to improve school attendance' replaces all previous guidance on school attendance for maintained schools, academies, independent schools, and local authorities. This guidance will be updated and reissued ahead of the academic year 2023-2024.

behaviour and/or their attendance?	<p>Leaders shared 3 examples of cases whereby the pupil had poor attendance improved this following a multi-agency approach to support the family:</p> <p>Leaders are highly ambitious to improve attendance to pre-pandemic levels.</p>	
If suspensions have been used, how effective have they been? How effective have the strategies for reintegrating pupils been? How has this impacted on managing future behaviour?	<p>Suspensions are used on very rare occasions. These are predominantly used after a significant behaviour incident whereby the pupil has intentionally caused/attempted to cause harm or has committed a criminal offense. The suspension period is for the least possible number of days and is used to provide time for the pupil to reflect on the incident. This time is used to risk assess the incidents, reflect and plan next steps. Work is always sent home.</p> <p>When returning to school, a meeting is held with a family member, the pupil, teacher and a member of the senior leadership team. This meeting gives an opportunity for expectations to be outlined, a restorative conversation to be completed and for a plan moving forward to be discussed. When a pupil is suspended, work is either sent home as a hard copy or is uploaded onto our online platform SeeSaw.</p> <p>Within the last year, there has only been one suspension. Re-integration was successful. Leaders use a solution focused approach to incidents. Early identification of behaviour is successful. Leaders undertake very detailed analysis of behaviour incidents, by term.</p>	Behaviour report for governors.
Have the rates, patterns and reasons for repeated suspensions been identified? What has been done to address any patterns that exist?	<p>Not applicable. Leaders have identified that suspensions are due to an isolated incident; generally, after the return to school, there are no further incidents from the pupil.</p> <p>Very detailed analysis of behaviour incidents is used to improve practice and provide bespoke support for staff and pupils. Pupils with behaviour needs have risk assessments and personal behaviour plans in place. The vast majority of incidents are resolved.</p>	
How are pupils at risk of exclusion supported? Is a multi-disciplinary approach taken? What has been the impact?	Leaders have not excluded pupils. They provide individual 'packages' to support pupils with managing their behaviour so that they access school appropriately and safely.	

Governors' reflections

Is there a link governor or trustee that focusses on attendance?	Within the governing body, there is a governor specifically linked to attendance. Half -termly attendance reports are shared either in person or online. This gives the opportunity to discuss specific cohorts of pupils and share actions to raise specific pupil's attendance.	Meeting with attendance lead.
--	---	--------------------------------------

	Information around attendance is shared at the main governor meeting. The attendance governor meets regularly with the attendance lead to look at data and targets. The governor discusses the impact of issues.	
<p>What overview do governors have of:</p> <ul style="list-style-type: none"> • The attendance of different pupil groups? • The behaviour of different groups? 	<p>Governors are given an overview of the attendance of pupils via regular attendance reports as well as a termly Head Teacher report.</p> <p>Governors receive regular updates on behaviour incidents in school. This information links to any use of positive behaviour management and the chair of governors is informed of any advanced techniques used. When the Safeguarding Governor visits school, they scrutinise a sample of anonymised risk assessments and plans around behaviour.</p>	
<p>How do governors oversee the strategies that are implemented to improve attendance and behaviour?</p>	<p>In governing body meetings, policies, procedures and behaviour data are shared and discussed. Within this, data is analysed to evaluate whether strategies are having a positive impact on pupil's attendance and behaviour.</p> <p>Governors are aware of updates to the school's attendance policy and making this more user friendly for staff and pupils.</p>	