

Quality of education:

Inspectors will consider the extent to which the school's curriculum sets out the knowledge and skills that pupils will gain at each stage (we call this 'intent'). They will also consider the way that the curriculum developed or adopted by the school is taught and assessed in order to support pupils to build their knowledge and to apply that knowledge as skills (we call this 'implementation'). Finally, inspectors will consider the outcomes that pupils achieve as a result of the education they have received (we call this the 'impact').

Outcome:

- All leaders of learning are secure in their knowledge of pupil starting points and desired end points for each series of lessons, planning supports this approach and delivery enables challenge and progression which is accurately assessed and informs next steps.
- As a result of this, all pupils make measurable progress in phonics and reading at an agreed pace.

Behaviour and attitudes

The behaviour and attitudes judgement considers how leaders and staff create a safe, calm, orderly and positive environment in the school and the impact this has on the behaviour and attitudes of pupils. 'Behaviour and conduct that reflects the school's high expectations and their consistent, fair implementation' are likely to include demonstrable improvement in the attendance and behaviour of these pupils, taking account of the individual circumstances of the school.

Personal development

The personal development judgement evaluates the school's intent to provide for the personal development of all pupils, and the quality with which the school implements this work. Inspectors will evaluate the effectiveness of the school's provision for pupils' spiritual, moral, social and cultural education. This is a broad concept that can be seen across the school's activities but draws together many of the areas covered by the personal development judgement.

Joint Outcome Behaviour and Personal Development

- All staff use the appropriate range of approaches and methods with each pupil which supports them in developing and sharing their views, and confidently expressing their aspirations which are reflected in their outcomes.
- Therefore all staff supporting pupils can evidence, at individual pupil level, what they have done and what difference this has made for the pupil in achieving an outcome.

Leadership and Management

The leadership and management judgement is about how leaders, managers and those responsible for governance ensure that the education that the school provides has a positive impact on all its pupils.

Important factors include:

- the extent to which leaders take into account the workload and well-being of their staff, while also developing and strengthening the quality of the workforce
- whether leaders and those responsible for governance all understand their respective roles and perform these in a way that enhances the effectiveness of the school

Outcome:

- Pens Meadow workforce has capacity to ensure all pupils are supported to achieve the best quality life outcomes through clearly understood roles and responsibilities which demonstrate clear impact and support the school ethos of reflection, accountability, and improvement
- As a result of this, evidence presented to senior leaders and governance will identify both actions and impact measures enabling effective challenge and support

Quality of education: All leaders of learning are secure in their knowledge of pupil starting points and desired end points for each series of lessons and delivery (Leaders of Learning (LoL); any member of staff leading pupil learning sessions)	
Target / Evidence Required	Evidence / Action Required
Curriculum Overview details content, coverage and expectations. Provision Overview details expectations of wider provision <i>Monitoring by DHT / AHT</i> September 2022: Action plan in place to address compliance; timetabling for Autumn Term has been directed by AHT and monitoring will provide evidence	Explicit timetable expectations autumn 2022 – monitoring daily for compliance by core SLT is highlighting logistic and staffing issues which are addressed as they arise with particular reference to curriculum v provision tensions
Medium Term Programmes of Learning / Accreditation Expectations are in place for all curriculum areas and are linked to Long Term Plans: evidence of staff applying this information in timetabling (Teacher and HLTA) <i>Monitoring by AHT / DHT</i> September 2022: Development of English as priority in process; evidence in AHT Action Plan. Core SLT have determined timetabling Autumn Term	Timetabling determined to ensure sessions meet pupil development levels through length of session, staffing levels and opportunities for learning beyond the classroom.
Teachers and HLTAs to articulate understanding of curriculum intent of areas they are responsible for; <i>evidenced by TLR and staff discussions</i> September 2022: Progress meetings between DHT / AHT and teachers evidence growing understanding. DHT will schedule meetings with HLTAs Autumn1 and action plan CPD in conjunction with AHT.	Meetings are scheduled with HLTAs in accordance with Key Dates document for W/C 10th October. MP
Staff Training delivered to all leaders of learning to ensure the requirements of school are clearly understood; once delivered, routinely monitored for impact. This includes the provision delivered at school and the curriculum September 2022: Evidence that process is clearly understood. Action plan in place to ensure KSU is identified for phonics, reading and writing as priority Autumn term with CPD to support Leadership also emphasise curriculum focus is not at the expense of provision	Reading Intent and implementation in place with appropriate environment and resources ordered to ensure school meets reading expectations for outstanding reading provision. First staff meeting of the term focused on provision of working towards pupils' outcomes. DHT ensures Provision is maintained and developed further in line with the development of curriculum.
DHT / AHT evidence provided demonstrates that all Leaders of Learning are confident, knowledgeable experts in their areas	
Planning supports this approach	
Target / Evidence Required	Evidence / Action Required
All PoLs / Accreditation to include differentiated outcomes for pupils: evidence of staff knowledge of pupil start points and desired end points in planning <i>Evidenced by TLR monitoring of PoLs and Planning</i>	

<p>September 2022: PoLs do include outcomes, delivery of these has identified improvement required Progress meeting and monitoring of planning evidences improving understanding; not yet consistent</p>	
<p>Evidence shows that formative assessment informs next steps planning by LoL's <i>Monitoring by teacher meeting discussions / TLR monitoring</i> September 2022: Assessment policy and procedure redeveloped and shared with staff. AHT meetings with teachers gives focus to assessment. Monitoring built into CPD schedule. Impact to be reported</p>	
<p>Where planning is shared, there is evidence of ownership and adaptation by the leader of learning for their cohort <i>Monitoring by TLR</i> September 2022: Reduction of this approach to promote ownership and personal approach for pupils. Where planning is shared effective delivery and assessment needs to be evaluated by leaders</p>	
<p>Delivery enables challenge and progression</p>	
<p><i>Target / Evidence Required</i></p>	<p><i>Evidence / Action Required</i></p>
<p>All staff can articulate what pupils starting point is for each learning opportunity – what do they already know, what is the challenge in this learning opportunity? <i>General observation and routine challenge questions by SLT</i> September 2022: Complete review of assessment and marking procedures introduced through CPD to all staff will support improvements – new books / folders provided for autumn 1 – AHT / TLR modelling and monitoring in progress</p>	
<p>All staff can articulate what pupils are learning in each learning opportunity – learning, not doing. <i>General observation and routine challenge questions by SLT</i> September 2022: Emerging evidence that sticker use is supporting learning reflection. Require staff to be able to share how they will know when the pupil has learned; where is the evidence, what will it look like; what are the next steps</p>	
<p>Accurate assessment informs next steps</p>	
<p><i>Target / Evidence Required</i></p>	<p><i>Evidence / Action Required</i></p>
<p>Assessment evidence in pupil books / accreditation demonstrates progress towards previously identified next steps <i>Monitored by TLRs</i> September 2022: Further work required on assessing learning and identifying appropriate next steps in some cases; in AHT action plan</p>	

Medium planning for reading in place to support this for Sept with CPD.	
All LoLs can articulate what pupils have learned in each learning opportunity – learned, not did <i>General observation and routine challenge questions by SLT</i> September 2022: Use of new marking and LQ planning ensures that all LoL are aware of the expectations for learning for each pupil	DHT and AHT are in the process of developing non-negotiable rules regarding implementation of provision and curriculum. This document will be shared this half term.
Assessments show that pupils know more, understand more and can do more in the relevant subjects and EHCP outcomes related to provision	
All pupils make measurable progress in phonics and reading	
Secure systems are established by AHT to support staff assessing pupil start points accurately by ensuring data has integrity	
As a result of AHT training and monitoring all staff have the knowledge and skills necessary to support pupils in making progress	
Families are informed and enabled to support their child at home	
Website details reflect what happens in lessons and assessments.	
Family engagement is promoted through a variety of opportunities and monitored for impact	
Behaviour and Personal Development: All staff use the appropriate range of approaches and methods with each pupil which supports them in communicating their understanding.	
Target / Evidence Required	Evidence \ Action Required
Investment in SaLT and OT support by the school increases staff knowledge, skills and understanding of pupil needs and impacts positively on pupils' communicative experiences <i>Schedule of training and support / reports to governors / premium reports</i> September 2022: Impact evidence format developed Autumn 1 – effectiveness will be challenged by governors – on both therapist input and Pens Meadow staff implementation	Provision Report to SIC – September 2022 Importance of correct provision ZA – Dr Palimar commented that he was more relaxed than she had ever seen him. Gave her eye-contact and spoke without stuttering. No fidgeting during appointment as is usual. SS
The communication information on all clipboards is accurate and informed by EHCP outcomes and specialist reports (SaLT, EP and OT). <i>Routine monitoring of clipboards by TLRs</i> September 2022: Monitoring evidences information is accurate and informed by reports in the majority of cases. Evidence required that this information is used appropriately by all staff	Staff meetings 13 th and 20 th September practical exercise for all staff utilising clipboard information to inform own practice Information gathered by TLRs from clip boards and staff and sent to AHT to aid report her to Governors. SS
All staff are provided with the knowledge and understanding to use the communication information on clipboards appropriately through training, modelling, and routine practice	The new approach to the external support will ensure all staff utilise the advice in a timely and consistent manner. Each therapist will focus on one group of students per half term and conduct several visits during that time ensuring the staff put the advice and training into practice.

<p><i>CPD records, monitoring of practice, in house expertise shared effectively</i></p> <p>September 2022: DHT plan Autumn 2022 will evidence impact to governors TLR challenge questions required: what does this pupil require, where is it, how do you know it makes a difference?</p>	
<p>Observation and targeted support to ensure competence and confidence informs next steps for staff CPD <i>Core SLT to evidence</i></p> <p>September 2022: This will be addressed by AHT / DHT action plan and impact evidence Autumn 2022</p>	Addressed in Provision Impact Report to SIC – September 2022
<p>Supports them in developing and sharing their views</p>	
<p><i>Target / Evidence Required</i></p>	<p><i>Evidence \ Action Required</i></p>
<p>All pupils are routinely given frequent opportunities to develop their views at a level appropriate to their stage of development <i>Evidenced through planning and delivery of learning opportunities</i></p> <p>September 2022: Policy for pupil voice written. Implementation and resources in place to strengthen pupil voice through EHCP progress, reviewing progress towards child led learning targets in assessment week. Audit created alongside continuum to monitor progress against strategies pupils use to support their verbal pupil voice responses appropriate to development levels. Require evidence of pupil views influencing provision</p>	
<p>The communication methods used by staff enable pupils to share their views which are listened to and inform what happens for them <i>LoLs to provide evidence through planning / assessments / timetabling</i></p> <p>September 2022: Require evidence</p>	<p>Staff gather Pupil Voice sheets to inform EHCP reviews. 2 formats in operation at P14, on developed for students in Elm and another in Birch. This allows differentiation and accurate responses. SS</p>
<p>Keyworkers and class staff promote opportunities for pupils to communicate about their own interests and opinions, these are reflected in the clipboards and wider school <i>Clipboards – AaM, feedback from staff Monitored by TLRs</i></p> <p>September 2022: Staff meetings September emphasised necessity of All about Me being representative of the pupil Require evidence</p>	
<p>Supports them in confidently expressing their aspirations</p>	
<p><i>Target / Evidence Required</i></p>	<p><i>Evidence / Action Required</i></p>
<p>Opportunities to understand the 'world of work' are routinely provided for all pupils of all ages through Gatsby benchmark requirements. Challenge and promoting independence a focus for all pupils. Daily jobs, an example of this. <i>Evidenced through IEPs, timetabled opportunities, CPD</i></p> <p>September 2022:</p>	<p>World of Work event organised by Pensnett Site TLRs in the first week of the term. The review of Gatsby Benchmarks conducted at the end of the academic year. Careers Plan to be updated and parents' and pupils' friendly versions to be developed in the first half term of Autumn term.</p>

<p>These are routinely planned. Evidence through daily observation such opportunities are not always prioritised. At times adults do not involve pupils in challenge and promoting independence. Requires further evidence and priority by all staff; challenged by SLT</p>	
<p>Preparation for Adulthood (PfA) is a focus from Year 7 with opportunities for all students to experience work related learning <i>Evidence of access to variety of opportunities</i> September 2022: Evidence strong at Pensnett site Require greater evidence at Ridge Hill</p>	<p>Additional focus to be given for pupils from Year 7 in line with new guidance.</p>
<p>Connexions PA works alongside school team of family support and nurses from Y12 to support students and families in determining next steps. Class based staff focus on work with students to develop aspirations for their future <i>Evidence through school systems</i> September 2022: Strong systems and processes in place monitored by DHT; Autumn 22 change of connexions worker will require support</p>	<p>DHT met with new Connexions manager and link worker. Bhapiner Gunmar will start her visits on 19th September. These visits are going to be scheduled as regular to ensure she gets all information required to support students.</p>
<p>Students are supported to understand the targets they need to achieve to access their aspirations and cooperate in striving to achieve these at all points throughout school <i>Evidence through school systems, case studies, personalised pathways</i> September 2022: Require evidence across all areas of school</p>	<p>DHT need to meet with SS and BW to gather evidence.</p>
<p>Annual Reviews of EHCP's involve students at a meaningful level, preparation work prior to meeting enables them to attend and share their views and aspirations with others. <i>Student view work / Clipboard information</i> September 2022: Staff meeting delivered on both sites by MW/SS demonstrating good practice Spring 2022. Require evidence of impact for future ARs</p>	
<p>All staff supporting pupils can evidence, at individual pupil level, what they have done and what difference this has made for the pupil in achieving an outcome</p>	
<p><i>Target/ Evidence Required</i></p>	<p><i>Evidence / Action Required</i></p>
<p>All staff working with pupils can articulate strategies they have used which have made a measurable difference to them achieving their outcomes giving specific examples</p>	
<p>There is increasing evidence of pupils understanding how they are contributing to achieving their outcomes</p>	
<p>Leadership and Management: Pens Meadow workforce has capacity to ensure all pupils are supported to achieve the best quality life outcomes through clearly understood roles and responsibilities</p>	
<p><i>Target/ Evidence Required</i></p>	<p><i>Evidence / Action Required</i></p>

<p>HT to prioritise strategic developments of educational provision for all pupils and so manage conflicting demands from school / LA and Central Government <i>Appraisal target evidence</i> September 2022: Mid Term Appraisal evidence; on target as much as possible. Governors actively supporting school in keeping profile high with LA and council</p>	<p>Remote working having impact on ability to strategically think and review systems and processes and prioritise – weekly Core SLT for Autumn Term to agree priorities and manage staff workload and wellbeing</p>
<p>All staff starting at Pens Meadow have a comprehensive induction programme pertinent to their role, delivered robustly <i>Evidence of processes undertaken</i> September 2022: Induction programme is comprehensive in safeguarding and provision. This is also strong in annual CPD programme. Curriculum training needs to be added to induction and built in to CPD package</p>	<p>Current CPD package delivered to all new staff Autumn 1</p>
<p>Monitoring demonstrates a high level of understanding of individual and team roles in contribution to pupil outcomes – everyone knows and shows ‘the point of them’ and is able to use a shared, common vocabulary to describe this. <i>Routine challenge questions and CPD to support understanding</i> September 2022: Common vocabulary used and understood. Next Step; all staff to be able to give individual examples</p>	
<p>Clearly understood roles and responsibilities demonstrate clear impact</p>	
<p><i>Target / Evidence Required</i></p>	<p><i>Evidence / Action Required</i></p>
<p>Curriculum timetabling and provision for pupils is followed robustly by all staff as they understand the purpose and their role in delivery towards outcomes <i>TLR monitoring and challenge questioning</i> September 2022: AHT has determined timetabling and provision for pupils Autumn 1 and will monitoring for impact. DHT monitoring provision</p>	<p>Non-negotiable rules to be shared with staff at earliest opportunity.</p>
<p>School Business Manager is confident that all the wider school team understand their roles and discharge them effectively in supporting pupil outcomes. Challenge and support are provided <i>Routine systems evidence</i> September 2022: Improved systems have impacted positively on communication, however admin team currently at reduced capacity; further developments required</p>	<p>Weekly admin meetings now take place to improve communication, consistency within the team and to support each other. Regular all staff emails sent reminding staff of systems and processes. DH</p>
<p>All pupils make good progress towards achieving relevant challenging outcomes <i>Routine systems evidence / discussions both formally and informally</i> September 2022: Teacher pupil progress meetings with DHT enable timely challenge; this will link with AHT action plan and increase pace of delivery</p>	
<p>Clearly understood roles and responsibilities support the school ethos of reflection, accountability and improvement</p>	
<p><i>Target / Evidence Required</i></p>	<p><i>Evidence / Action Required</i></p>
<p>School Leaders articulate the school ethos routinely and consistently demonstrate commitment to this by their actions</p>	<p>Front of house and telephone responses are always of a high standard and routinely commented upon – shows pride in school.</p>

<p>September 2022: High profile of this element has improved actions matching talk; further work required to consistently embed. Require modelling at all times</p>	
<p>Staff in different roles are confident and proactive in ensuring provision is responsive to changing needs and this impacts positively on pupil experiences <i>Routine systems evidence / discussions both formally and informally</i></p> <p>September 2022: Evidence of generally good practice but to be outstanding must move from reactive to consistently proactive – Core SLT to monitor impact</p>	
<p>Stakeholders understand and can articulate the school ethos as this is widely understood and shared by staff and school communication systems e.g. website, Facebook, ParentMail. <i>Feedback from stakeholders</i></p> <p>September 2022: Require action; consistency of social media posts, review of website – new videos</p>	
<p>As a result of this, evidence presented to senior leaders and governance will identify both actions and impact measures enabling effective challenge and support</p>	
<p>Reporting formats are reviewed and developed to differentiate between action planning and impact reporting</p>	
<p>Reports presented to Governors are impact reports enabling challenge at an appropriate level. <i>Evidence of Governors making informed decisions and challenging school appropriately</i></p>	