

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').

Current Position:

Pens Meadow School has a conceptualised curriculum which is based on research, fulfils all statutory requirements and is relevant and motivating. This curriculum had been partly implemented throughout 2022 – 23 and is now fully in place.

The leadership team have worked with a range of specialists and therapists to include all aspects of pupil provision within curriculum planning and timetabled opportunities.

A CPD programme had already been established to ensure all staff have the knowledge, skills and understanding to deliver the curriculum and provision. This has been enriched and enhanced to ensure it links with School Improvement and follows research based effective CPD principles.

Outcome:

All staff will deliver the Pens Meadow Curriculum to the highest standard. Where this is less than effective, the comprehensive systems and processes in place for monitoring and accountability will provide challenge and support, evidencing improvements in a timely way.

Evidence and Reporting:

Deputy Headteacher:

Provision Action Plan

Provision meeting outcomes

Outcome Reports to Governor School Improvement Committee

Assistant Headteachers:

Curriculum and CPD Action Plan

Progress meeting outcomes

Outcome Reports to Governor School Improvement Committee

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 into account 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.

Current Position:

The purpose of Pens Meadow is to prepare our pupils for the next steps of their life, to be active participants as well as confident and effective communicators. All staff commit to this whilst working at Pens Meadow. As a community we are proud of this and seek to develop more effective ways of involving pupils at all stages. The EHCP is the document which should be accurate, reflective, and responsive to pupil strengths, needs, wishes and aspirations. When this is not the case, it increases the risk of effective transitions and future options being compromised and pupil voice being lost. Pens Meadow have developed a bespoke annual review format and procedure as the LA issued documents did not support this effectively. Evaluation evidences it is more effective in capturing all information required. Further developments in school have introduced a specific Preparation for Adulthood format which will be used for 2024 - 5

Outcome:

All staff will ensure the annual review process is undertaken rigorously within established timescales. A priority will be given to representing pupil views, wishes and aspirations. The resulting outcome will be implemented and monitored for impact. Where this is less than effective, the comprehensive systems and processes in place for monitoring and accountability will provide challenge and support, evidencing improvements in a timely way.

Evidence and Reporting

- **Admin Team:**
EHCP Schedule reported routinely.
- **Headteacher:**
Supporting procedures and evidence of challenge / support to staff
- **Deputy Headteacher:**
Evidence of liaison with specialists and therapists input to EHCP, included in Reports to Governors
- **All staff:**
Evidence at individual pupil level, what they have done to enable pupil voice and what difference this has made for the pupil in achieving an outcome. Through scheduled staff meetings.

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

Current Position:

The Roles and Responsibilities of all staff have been reviewed and redefined to ensure the workforce is equipped to continue to improve the whole school community of Pens Meadow. This, used alongside the Code of Conduct facilitate challenge and support. However, not all staff demonstrate this commitment consistently. On occasions less than exemplary practice does not support best outcomes for pupils. The systems and processes are in place to challenge and support and have been used effectively throughout this academic year.

Outcome:

Pens Meadow workforce ensures all pupils are supported to achieve the best quality life outcomes through discharging their roles and responsibilities to the highest standard. All staff present evidence to senior leaders demonstrating clear impact and supporting the school ethos of reflection, accountability, and improvement.

Evidence and Reporting:

- Appraisal and Performance Management
- Reports to Governors by staff with whole school responsibilities.
- Outcomes from provision and curriculum meetings
- Extended SLT meetings and outcomes
- Core SLT meetings and outcomes
- Scheduled Dates embedded and adhered to