

Lakeside SEF September 2017

Lakeside School Vision: 'Personal, Social and Academic Achievement for All'

Headteacher: Mr G. Evans (since 2001). SLT structure: HT/DHT/Senior Manager (Pastoral)/AHT – all permanent.

Chair of Governing Body: Di Chamberlain. Vice Chair: Diane Bellamy. Address: Winchester Road, Chandlers Ford, Hants, SO53 2DN.

Location: 7 miles North of Southampton adjacent to a secondary mainstream – Thornden School. Telephone: 02380 266633 E-mail: P.rickaby@lakeside.hants.sch.uk

DfE No. 850/7014. APN: 92 (Sept'17). No Pupils on Roll: (13.09.17): 85. Age and School Type: 11-16 Boys Community HCC maintained Special School. Weekly residential for up to 20 pupils. 'Catchment' Area: North South and West of Chandlers Ford and generally within Hampshire. Currently 81% FSM. Generally 'white' British ethnicity. Class sizes: 7-8 per class with tutor/teacher and usually one LSA. One ASD class for 3-4 younger pupils. Recruiting permanent DHT for September 2016 start (currently the AHT 'acting up')

Lakeside School Context

Lakeside is a part residential Hampshire County Council maintained community special school for boys with statements of special need primarily for Social, Mental, Emotional and Health (SMEH) Needs (formerly BESD). There are three other smaller (one HCC maintained) SMEH secondary and two primary SMEH schools in the county.

With an agreed place number of 92, Lakeside School is the largest maintained (or non-maintained) SMEH school in Hampshire and one of the largest in the country.

Typically around 50% of pupils on entry were either operating below National curriculum Level 3 in the core subjects or have no meaningful historical data attached to their school records. Baseline testing in the core and foundation subjects combined with diagnostic testing and CAT testing at entry is more accurately assessing the academic start point and projected profile for each student on arrival. A number of pupils have been persistent non-school attenders in the 12 months before starting at Lakeside School. A proportion of pupils are placed at Lakeside due to exclusions from mainstream schools and Education Centres.

We have seen quite a dramatic increase from 42% to 75% FSM in the last 4-5 years. A fair degree of benefit dependency, adult unemployment and significantly low levels of adult literacy and numeracy exist. Low inter-generational aspiration is further compounded by higher than average levels of crime and family disorder. Common features of SMEH/BESD pupil ECHP/statements of SEN include low self-esteem (100%), low self-worth, poor peer relationships, poor literacy skills, emotional extremes of withdrawal or hyperactivity and an increasing number of autistic diagnoses, traits and tendencies. Through high quality and occasionally hard fought inter personal relationships between all staff and pupils, with a clearly delineated, well structured, pupil individualised, focused and balanced teaching day, Lakeside School in its totality continues to effectively ameliorate many of these negative influences which impact on our pupil population with unrivalled outcomes.

Major Recent Achievements:

2013: Whole School Ofsted Inspection (outstanding in all areas). **2014:** Investors In People Award; Educational trip to a Ugandan orphanage. Annual Residential Ofsted Outstanding.

2015: Annual Residential Ofsted Outstanding in all categories; ASD Horizons class set up, pupil published poetry, new school gymnasium built, work with a local artist on glass making project, pupil written and published books, pupil published poetry, we hosted a successful mainstream teacher INSET day on Behaviour, Diana Anti-bullying Award, very successful outcomes of our Outreach work with local schools, historical first pupil achieved 5+A+-C (including Eng/Math), excellent pupil outcomes and destinations.

2015/2016: Excellent pupil outcomes and destinations, Diana anti-bullying Award, new Horizons ASD class base/independent living unit, refurbished school library, successful Outreach provider to mainstream, special schools, Education Centres and IOW. Annual Residential Ofsted Inspection Outstanding in all areas. ASD friendly planting/signage in place.

2016/2017: Annual Residential Ofsted Outstanding overall, pupil published short stories, highly successful residential trips to the Brecon Beacons and Brean Sands, refurbished boys toilets (school council decision), pleasing exam results (100% 1+ GCSE and 1 pupil achieved 5+A*-C equiv.), Princess Diana Award; We hosted a highly engaging and successful mainstream INSET conference day on challenging behaviour; 100% HCC Safeguarding Audit completed; successful application to 20/20 Horizons for a weekly 'artist in residence'.

Overall Effectiveness

Current Ofsted Descriptors:

Outstanding (1)

- The quality of teaching, learning and assessment is outstanding.
- All other key judgements are likely to be outstanding. In exceptional circumstances one of the key judgements may be good, as long as there is convincing evidence that the school is improving this area rapidly and securely towards outstanding.
- The school's thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development and their physical well-being enables pupils to thrive.
- Safeguarding is effective.

Good (2)

- The quality of teaching, learning and assessment is at least good.
- All other key judgements are likely to be good or outstanding. In exceptional circumstances, one of the key judgement areas may require improvement, as long as there is convincing evidence that the school is improving it rapidly and securely towards good.
- Deliberate and effective action is taken to promote pupils' spiritual, moral, social and cultural development and their physical well-being.
- Safeguarding is effective.

September 2017: Evaluation of Overall Effectiveness Grade 1	SIP Evaluation notes 2016/17	2017/18 Areas for Development SIP action planning in bold.
<ul style="list-style-type: none"> Pupils benefit from teaching that is consistently GOOD and often better. Pupils with previously poor outcomes and educational experiences are suitably challenged and supported holistically through highly effective and differentiated teaching programmes with SMSC and pupil well-being at the heart of the school. Evidence: LLP report, SLT lesson observations, peer observations, work sampling, teacher marking dialogues, pupil/parent questionnaire findings, assessment tracking, exam results largely matching predicted grades, exam board coursework moderator reports, literacy and numeracy enhancement, OT and SALT interventions, ASD 1:1 support eg. yoga therapy. This promotes healthy attitudes to learning and ensures that pupil outcomes, both social and academic, are maximised. Pupils are fully prepared for the next stage in education. Evidence: Exam output, college placements, work experience, EET outcomes for Leavers and follow up. Excellent Outreach (sharing Lakeside expertise on challenging behaviour) support for behaviour management/teaching and learning pedagogy in several other Hampshire and IOW schools. Evidence: Direct impact on pupil behaviour and learning In all supported schools, staff INSET and school behaviour management policy/procedures. Safeguarding is at the core of our work and very effective. Evidence: 2016 and 2017 HCC Safeguarding Audits (100% compliant). DSL and deputy DSL training complete and embedded. 	<p><u>L&M: Safeguarding/Health and Safety</u> 1.1 EVALUATION <u>Dec'16</u> Latest H&S standards being addressed. H&S termly audit completed. H&S e-learning completed on INSET day 7 Nov16. AHT and Dan Healy completing external H&S training courses. H&S staff training schedule is compliant including induction with all new staff. E-learning resources updated and uploaded onto staff drive. <u>Feb'17</u> H&S update course re contractors and new paperwork trails arranged for 6.3.17 for Managers/Govs. DH has attended latest facility manager and accident/incident training. H&S half termly audit completed 17.2.17 Staff refresher/update on H&S e-learning Feb'17. <u>July'17</u> BR attended Hampshire H&S update.</p> <p><u>L&M Safeguarding/Communication/Behaviour</u> <u>Dec'16</u> 1.2/1.3 EVALUATION Website updated with updated policies, pupil premium information, literacy/numeracy catch up premium evaluation. On-line refresher e-safety training delivered to all staff E-learning safety advice workshop was delivered at Dec parent Evening. LA Local offer checked. New electronic version of our behaviour tracking system being trialled (E-Praise) New 'waymarking' signage for all/ASD pupils. <u>Feb'17</u> E-praise fully on line and now running well. A touchscreen TV has been fitted to staffroom notice board to highlight pupil scores and overviews. School website updated/refreshed.</p>	<ul style="list-style-type: none"> Further develop outstanding teaching. Further embed developmental marking with pupil involvement and learning dialogues. Continue to raise educational outcomes for vulnerable groups (CLA+ASD). Maximise literacy/numeracy development and progress of all pupils including boarders. Further develop 'Life beyond Levels' and numbered GCSE graded assessment to include mastery of skills (largely numeracy/ literacy) and implement across the whole school. Further develop individualised learning intervention support programmes for struggling pupils. Update PREVENT information for pupils Continued promotion of British and historical Values to include installing images/famous quotations around the site. Continued safe use of the internet for all. Anti-bullying fully promoted and embedded. Develop School Social Worker plan to support pupil learning. Improved therapy interventions - Install a therapy room for more vulnerable /ASD/Attachment linked pupils and advance the training of key staff to support mental health and attachment issues (explore Place2be).

CP update training for staff re: KCSIE September 2016 Part I embedded and issued to all staff and governors with regular checks.

2016/17 H&S Audit (100% compliant)

- PREVENT and British Values are fully embraced.

Evidence: Annual PREVENT e learning for all staff fully knowledgeable on signs and procedures, PSHCE, Tutor periods, current events, assemblies.

July'17

Effective parents open evening July'17 and follow up parent questionnaires.

School celebration magazine published July'17 to all parents/stakeholders.

Pupil toilets being refurbished Summer break 2017.

Pupil questionnaires shared with GB - generally very positive at KS3 and 4 with some action needed.

Pupil involvement in assemblies including a Comic Relief 'Young Ones' very successful/hilarious!

Thematic educational image boards ordered for Summer break 2017 - to raise aesthetic appeal.

Mobile phone stations/lockers ordered for tutor bases for

charging/security/safeguarding reasons – School Council initiative.

Effectiveness of Leadership and Management – Ofsted criteria

Outstanding (1)

- Leaders and governors have created a culture that enables pupils and staff to excel. They are committed unwaveringly to setting high expectations for the conduct of pupils and staff. Relationships between staff and pupils are exemplary.
- Leaders and governors focus on consistently improving outcomes for all pupils, but especially for disadvantaged pupils. They are uncompromising in their ambition.
- The school's actions have secured substantial improvement in progress for disadvantaged pupils. Progress is rising across the curriculum, including in English and mathematics.
- Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including the pupil premium, the primary PE and sport premium and SEN funding, secures excellent outcomes for pupils. Governors do not shy away from challenging leaders about variations in outcomes for pupil groups, especially between disadvantaged and other pupils.
- Leaders and governors have a deep, accurate understanding of the school's effectiveness informed by the views of pupils, parents and staff. They use this to keep the school improving by focusing on the impact of their actions in key areas.
- Leaders and governors use incisive performance management that leads to professional development that encourages, challenges and supports teachers' improvement. Teaching is highly effective across the school.
- Staff reflect on and debate the way they teach. They feel deeply involved in their own professional development. Leaders have created a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their pupils.
- The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning.
- Pupils' spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are at the heart of the school's work.
- Leaders promote equality of opportunity and diversity exceptionally well, for pupils and staff, so that the ethos and culture of the whole school prevents any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour.
- Safeguarding is effective. Leaders and managers have created a culture of vigilance where pupils' welfare is actively promoted. Pupils are listened to and feel safe. Staff are trained to identify when a pupil may be at risk of neglect, abuse or exploitation and they report their concerns. Leaders and staff work effectively with external partners to support pupils who are at risk or who are the subject of a multi-agency plan.

- Leaders' work to protect pupils from radicalisation and extremism is exemplary. Leaders respond swiftly where pupils are vulnerable to these issues. High quality training develops staff's vigilance, confidence and competency to challenge pupils' views and encourage debate.

Good (2)

- Leaders set high expectations of pupils and staff. They lead by example to create a culture of respect and tolerance. The positive relationships between leaders, staff and pupils support progress of all pupils.
- Leaders and governors are ambitious for all pupils and promote improvement effectively. The school's actions secure improvement in disadvantaged pupils' progress, which is rising, including in English/mathematics.
- Leaders and governors have an accurate and comprehensive understanding of the quality of education at the school. This helps them plan, monitor and refine actions to improve all key aspects of the school's work.
- Leaders and governors use performance management effectively to improve teaching. They use accurate monitoring to identify and spread good practice across the school.
- Teachers value the continuing professional development provided. It is having a positive impact on teaching and pupils' learning. Teaching is consistently strong across the school, if not, it is improving rapidly.
- Governors hold senior leaders stringently to account for all aspects of the school's performance, including pupil premium, the primary PE and sport premium and SEN funding, ensuring that the skilful deployment of staff and resources delivers good or improving outcomes for pupils.
- The broad and balanced curriculum provides a wide range of opportunities for pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning. This supports pupils' good progress. The curriculum also contributes well to pupils' behaviour and welfare, including their physical, mental and personal well-being, safety and spiritual, moral, social and cultural development.
- Leaders consistently promote fundamental British values and pupils' spiritual, moral, social and cultural development.
- Leaders promote equality of opp+diversity, resulting in a positive school culture. Staff and pupils work together to prevent any form of direct/indirect discriminatory behaviour. Prejudiced behaviour is not tolerated.
- Safeguarding is effective. Leaders and staff take appropriate action to identify pupils who may be at risk of neglect, abuse or sexual exploitation, reporting concerns and supporting the needs of those pupils.
- Leaders protect pupils from radicalisation and extremism. Staff are trained and are increasingly vigilant, confident and competent to encourage open discussion with pupils.

September 2017 - Effectiveness of Leadership and Management Grade 1

EVALUATION L&M - GRADE 1

- The School consistently strives for excellence in all that it does in order to improve further on previous Outstanding Ofsted judgements in all categories.
- Every member of staff drives and encourages the learning culture.
- Every pupil is at the heart of all planning.
- Good/Outstanding teaching, high expectations and aspirations are rigorously supported and monitored securing the highest standards for all members of the school community.
Evidence: LLP report, daily briefing and de-briefing staff meetings to include all levels of school improvement, pupil learning styles and progress, exam results, coursework moderation, exam inspector report, current affairs, etc.
- Lakeside identified disadvantaged groups (CLA and ASD) are continually being targeted and progress evidenced from relatively low social/educational start points.
- With currently 81% pupils on FSM, pupil premium is focused on pupil support throughout the school and clearly evidenced in pupil outcomes.
- Lakeside is an engaged and inclusive community with a clearly established set of principles with SMSC and the education of fundamental British Values at the heart of all that is done.
- Excellent Leadership of Outreach support for our community of Hampshire schools and for harder to motivate Lakeside pupils ('Inreach').

SIP EVALUATIONS 2016/17

L&M Safeguarding/Leadership training/Leadership capacity Dec'16

1.4 Evaluation
DHT now DSL trained and qualified.
AHT H&S training on-going.
One teacher is completed NPQML by end of Jan17 Another teacher is starting the NPQML in Feb17.
AHT starts NPQSL in Feb17.

Feb'17

GT(DHT) is now the nominated DSL for the whole school.
BR currently deputy DSL.
CH (school) and DH (house) also deputy DSL trained.

July'17

Safeguarding Audit for September/October 2017
Hampshire thematic audit review carried out. Report on file.
DSL conference attended by DHT + SW

L&M – Outreach Support

1.5 EVALUATION

Dec'16

Outreach support and detailed action planning since April 16 for Costello, Testbourne and Winton schools with excellent outcomes/feedback.
Outreach support for the IOW particularly the ILC with a new BM policy, staff expectations, restraint refresher training (Dan Healy), pupil taught time requirements, detailed management planning for 3 pupils who have/are being returned to mainstream, AHT recruitment support, etc.

Feb'17

ILC evidencing good progress with three pupils fully reintegrated to their mainstream schools with appropriate support. We are currently being consulted on IOW SMEH support and the continuum of provision.
Winton and Testbourne are making excellent progress and are commissioning another 10 days.
Costello has transformed it's BM and Inclusion policy/practice after our/VM's input/coaching.
Everest Community College has just confirmed **10 days Outreach support.**

July'17

2017/18 Areas for Development SIP action planning in bold.

- **Continue to develop 'Life beyond Levels' pupil assessment and mastery of skills principles.**
- **Maximise accreditation outcomes in the light of curricular and GCSE syllabus changes.**
- Continued support of IT/computing.
- **Continue monitoring and development of teaching to that of the best practitioners in the school.**
- Continue to enrich, broaden and challenge the lives of some of the most disadvantaged pupils in Hampshire to maximise outcomes at all levels at Lakeside.
- **Further promote British Values at all levels of operation and enhance the outlook for all pupils regarding what it means to be British before they leave in Year 11.**
- **To maximise the OUTREACH engagement of harder to reach pupils in mainstream secondary schools, Education Centres and other special schools.**
- **Detailed Review of Pupil Premium and resulting strategy for future work.**

- Effective induction for new staff/teachers by line/senior managers.
- CPD opportunities maximised for all staff.

2015/2016 SIP Evaluation (June/July 16):

1. Outstanding (in all categories including L&M) Residential Ofsted Inspection April 2016.
2. School website fully compliant at July 2016.
3. Parental questionnaires and staff survey confirm strengths of L&M from the GB down.
4. Efficient use of financial resources (including pupil premium), with excellent value for money for HCC.

February 2016 LLP Report Recommendations:

- The SIP is adjusted, shared and finalised and incorporates the improvement priorities for ensuring the best outcomes for pupils.
- Continuation of individualised professional development and training for all staff directly linked to the outcomes of internal and external audit.
- The school's self-evaluation cycle and foci are adjusted to reflect the changes to the Ofsted schedule of inspection from September 2015 and that the evidence collated clearly demonstrates the strengths of the school and the priorities for improvement.
- Leaders at all levels are familiar with the SIP, their accountability for improvement and the detail of the school's evidence of self-evaluation.
- All staff at every level are confident to present evidence of the schools' effectiveness to external

Outreach support is in place for Everest, Perins, Arnewood, The Vyne, Burgate, the ILC and Carisbrooke. A full referral model from the ILC to mainstream was created and the Inclusion Department is being shaped at Carisbrooke. Pupils are still being successfully re-integrated from the ILC into mainstream. Exclusions have decreased by 50% at the ILC and 55% pupils have improved attendance at the ILC.

LS co-ordinator (LA)'s support to the ILChas had a measurable impact on all pupils (published work).

1 pupil is now full time at Carisbrooke after being out of school for nearly 1 year. 1 pupil is engaging full time at Carisbrooke after having been taught 1:1 for 2 years. These 2 pupils (y8/y9) are now leaders of learning in English and have had a positive impact on the rest of their groups.

SCITT training at Thornden resulted in new teachers understanding the need to plan for individuals in a group and effective use of human resources (pupils/LSAs) to drive learning.

L&M: staff well-being

Dec'16

1.7 Evaluation.

HT attended one day well-being course in early December 2016.

Staff after school Yoga session considered.

Staff mini interviews to start this half term.

July'17

Staff have attended an after-school yoga session.

Staff wellbeing yoga sessions implemented.

L&M Staff training/coaching

Dec'16

New timetable for Jan17 with added media communications and revamped careers, life skills and vocational

training being linked with residential programmes and ASDAN qualifications.

Two staff booked on ASDAN assessor courses.

DHT attended teacher 'coaching' course Nov17 and currently developing a coaching schedule for teachers and lead LSAs.

Learning dialogues being evidenced and strategies on-going.

Impact on learning/literacy/numeracy to be evaluated by end of Spring term

All new staff receive formal induction on staff handbook, key policies, KCSIE (and a copy of part 1) a suitable mentor and appropriate training for their role, etc.

Feb'17

UQT/NQT and newly appointed QTS teachers attend a weekly mentoring session including safeguarding issues and responsibilities.

July'17

scrutiny and describe the impact of the action they have taken to improve their personal and professional practice, demonstrating this in their practice in every lesson and about the school.

- Key members of the governing body are fully conversant with the school's cycle of self-evaluation, evidence base and the summary of judgements, and are able to evidence the governing body's effectiveness in holding the school to account.

All new teachers and UQTs have completed their induction programme. The training has been evaluated and direct impact on pupil engagement and progress is evident. A pupil was chosen by every new teacher/UQT to develop a model of good practice around the child and case studies were created for each chosen pupil.

The impact of coaching is evident and measurable for all new teachers/UQTs: 4 harder to reach pupils are fully re-engaged and making progress as the result of thorough planning and networking (attendance in lessons/lesson observations/work output/behaviour points).

The Literacy co-ordinator has developed a new whole school literacy intervention and is currently coaching key tutors to develop all pupils into lead learners in a group.

When Attainment 8 data for 2016 Leavers is compared to similar SMEH schools, Lakeside is top of the league.

LS -1.77; Coppice Spring -3.02; Lord Wilson School -2.63, Prospect School -2.68
Lakeside figure is on a par with a number of 'Good' Hants mainstream schools.

Personal Development, Behaviour And Welfare - Ofsted Criteria

Outstanding (1)

- Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress, proud of their achievements and school.
- Pupils discuss and debate issues in a considered way, showing respect for others' ideas and points of view.
- In secondary schools, high quality, impartial careers guidance helps pupils to make informed choices about which courses suit their academic needs and aspirations. They are prepared for the next stage of their education, employment, self-employment or training.
- Pupils understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for their adult life.
- Pupils value their education and rarely miss a day at school. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is rising quickly towards the national average.
- Pupils' impeccable conduct reflects the school's effective strategies to promote high standards of behaviour. Pupils are self-disciplined. Incidences of low-level disruption are extremely rare.
- For individuals or groups with particular needs, there is sustained improvement in pupils' behaviour. Where standards of behaviour were already excellent, they have been maintained.
- Pupils work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying.
- Staff and pupils deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language.
- The school's open culture actively promotes all aspects of pupils' welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have.
- Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation.
- Pupils have an excellent understanding of how to stay safe online and of the dangers of inappropriate use of mobile technology and social networking sites.
- Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society.

Good (2)

- Pupils are confident and self-assured. They take pride in their work, their school and their appearance.
- Pupils' attitudes to all aspects of their learning are consistently positive. These positive attitudes have a good impact on the progress they make.
- In secondary schools, pupils use impartial careers guidance to make choices about the next stage of their education, employment, self-employment or training.
- Pupils are punctual and prepared for lessons. They bring the right equipment and are ready to learn.
- Pupils value their education. Few are absent or persistently absent. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is showing marked and sustained improvement.
- Pupils conduct themselves well throughout the day, including at lunchtimes. Pupils show respect for others' ideas and views.
- The school is an orderly environment. Pupils respond quickly to instructions and requests from staff, allowing lessons to flow smoothly and without interruption. Low-level disruption is rare.
- Pupils' good conduct reflects the school's efforts to promote high standards. There are marked improvements in behaviour for individuals or groups with particular behavioural needs.
- Parents, staff and pupils have no well-founded concerns about personal development, behaviour and welfare.
- Teachers and other adults are quick to tackle the rare use of derogatory or aggressive language and always challenge stereotyping.
- Teachers and other adults promote clear messages about the impact of bullying and prejudiced behaviour on pupils' well-being. Pupils work well with the school to tackle and prevent the rare occurrences of bullying.
- The school's open culture promotes all aspects of pupils' welfare. Pupils are safe and feel safe. They have opportunities to learn how to keep themselves safe. They enjoy learning about how to stay healthy and about emotional and mental health, safe and positive relationships and how to prevent misuse of technology.
- Pupils' spiritual, moral, social and cultural development ensures that they are prepared to be reflective about and responsible for their actions as good citizens.

Sept 2016: Personal Development, Behaviour And Welfare

Grade 1/2

- Lakeside has a strong anti-bullying ethos which is communicated in all staff interactions, anti-bullying week, poster competitions, wrist bands, assemblies, Diana Award and direct SSW involvement.
- Zero permanent exclusions for about 10 years, the rate of fixed term exclusions is decreasing compared to previous years.
- The LS Outreach programme is evidencing a marked reduction in exclusions in partner mainstream secondary schools, special and ECs.
- Further develop individualised 'Inreach' programmes for harder to engage LS pupils.

Pupil Progress: Pupil Premium

1.6 EVALUATION

Dec'16

In September 2016, 40% of all FSM pupils were assessed as being on a par with the national average (making expected progress) and 55% above (only 5% below).

(Sept15 43% of all FSM pupils were not making expected progress.

43% of all FSM pupils received markdowns for disruptive behaviour in Sept 15 compared to 36% in Sept 16.

50 holds for safety for FSM pupils were required 2014/15 compared to only 31 in 2015/16.

80% of all FSM pupils made 2x literacy accelerated progress in 1:1 support sessions in 2015/16.

Whole school progress for all pupils in core subjects increased from 49% 2014/15 to 62% 2015/16.

Feb'17

School website updated/overhauled Jan'17 including pupil premium and literacy/numeracy acceleration.

July'17

School website is now fully updated to reflect PP, school trips, etc.

Two successful residential weeks completed early July to Brean Sands and Brecons.

HCC Review June '17 evidences successful outcomes for LAC.

Pupil premium evaluation completed with nominated governor monitoring and website updated.

Catch-up funding allocated and action plan created (on website).

Pupil premium action plan transferred to Ofsted proforma.

2017/18 Areas for Development SIP action planning in bold.

- **Further develop outstanding teaching.**
- **Develop senior and middle leadership skills and sustainability.**
- Utilise ELSA and HLTAs trained LSAs for direct ASD, literacy and numeracy 1:1 interventions.
- Continue to raise aspirations and

- SSW managed 'Live Learning' re-engagement in pupil learning (for persistent non-attenders) focusing on increased confidence, self-esteem and academic output.

2015/2016 SIP Evaluation (June/July 16)):

- 2014/15: 86 fixed term exclusions involving 35 pupils for a total 66 days.
- 2015/2016 figures: 43 ftes/19 pupils/27 days.**
- 81 holds for safety required 2013/2014.
- 39 holds for safety required 2014/2015.
- 31 holds for safety required 2015/2016.**
- Oct 2015 Diana Anti-bullying award won by Y10 pupil with prize giving at Barclays Tower.
- April 2016 Residential Ofsted inspection confirmed excellent anti-bullying work across the house and school.
- 2016/2017 Whole School Attendance figure: 87%. (2015/16 - 84%).
- Whole School Attendance minus those pupils with profound social care and health issues 2016/17: **91%** (2015/16: 89%)
- Average CLA Attendance: **95%** (94%)
- All staff/govs trained on purchased e-safety training software. Staff, Parents and GB updated on latest on-line risks Nov 15. Staff completed e-learning training on radicalisation/PREVENT Nov 15.
- HCC safeguarding audit 100% compliant and endorsed by Residential Ofsted April 2015 and 2016. DSL/dDSL compliant.
- HCC H&S audit 100% compliant.

Pupil Behaviour and Development

Dec'16

2.1 EVALUATION
 Regional school consortium joint training day 24 March17 with Rob Long am.
 Afternoon workshops: DH/MW TT training, Sue Shepherd (EP) attachment theory, VM Outreach strategies/outcomes.
 Frequency of HFS 'Holds for Safety' reduced for the Autumn term.
 PI (physical intervention) policy updated.

Feb'17

Joint INSET day with Rob Long and school led workshops fully on track for 24 March 2017.
 Detailed attendance breakdown completed by SSW Feb'17 for the half term.

July'17

A successful consortium day was held at Lakeside. Rob Long led a "positive behaviour management" session which was well received by professionals from a number of Hampshire schools. A range of workshops re-enforced the theme throughout the afternoon. (Excellent feedback from all professionals).
 Pastoral Leaders' consortium meeting at Lakeside on 4th July – The outreach Lead Teacher from Costello presented to the panel (sharing good practice).
 Training session on behaviour management and Tfl principles for teacher trainees at Thornden School with good feedback (June 17).
 Two successful team building/bonding residential trips completed early July 17 – Brean/Brecon.
 Successful Military college and Riverside placements for two disengaged Y10 pupils.
 Successful Cornloft anger management sessions (art therapy) for 2/3 referred pupils.
 E-Praise behaviour management system for electronic recording/reporting initiated Spring 2017.
 Good evidence of professional induction support for new teachers/staff.

Pupil behaviour/bullying

Dec'16

2.2 EVALUATION
 Anti-bullying week successful. Discussion groups in tutor groups and working party organised by residential pupils.
 GB awarded prizes for poster competition.
 Anti-bullying survey this term coordinated by trainee Social Worker.

Feb'17

Anti-bullying survey completed by student SSW. Report being compiled.

July'17

Anti-bullying report was compiled by the Student SSW.
 Increased vigilance between lessons evidenced.

L&M Safeguarding

Dec'16

2.4 EVALUATION
 Safeguarding/CP policies updated.

outcomes for vulnerable groups (CLA+ASD).

- Maximise literacy and numeracy development of all pupils.
- Continue to focus on improved attendance and reduce the persistent absentee rate.**
- Maximise attendance communication and follow up.
- To continue to reduce fixed term exclusions.
- To reduce the need for 'Holds for Safety'
- To continue to help reduce exclusions in partner secondary schools.**
- Further LL enhancements with SSW.

Sept16 KCSIE Part 1 briefing and training completed and issued to all staff (and new staff who have joined since) and GB.

DHT additionally fully DSL trained.

HCC Safeguarding audit completed in Oct16 by BR and OG (GB coord) – full compliance.

Parental advice and support delivered on Dec16 parent evening (and helpful advice checklist issued to all parent/carers)

Feb'17

DHT (GT) now nominated DSL.

BR deputy DSL.

All staff completed a (SSW co-ordinated) safeguarding questionnaire to a high standard Feb'17.

July'17

The online safety forum meeting is planned before the end of term.

A safeguard DSL/SSW meeting is planned before the end of term.

Full HCC Safeguarding Audit completed with nominated governor.

Residential Ofsted report outcomes – Outstanding Overall.

HCC LAC Review completed June 17.

Safeguarding report compiled by two governors and DSL.

'MyConcern' software introduced with staff training.

Pupil Progress

Dec'16

4.4 Evaluation

Therapeutic Yoga in place.

Successful SEN sourced SALT in place for 18 months.

OT being finalised with support from SEN.

Feb'17

Individual timetables established with maximised output.

July'17

Literacy is now at the heart of the curriculum and pupils are taking on learning roles in groups to practise problem solving and structuring answers. Best work is compiled in a tutor group literacy book that shows evidence of progress in group work, understanding, presenting and structuring answers, spelling and handwriting.

100% pupils have made expected progress in literacy and 53% pupils have made accelerated progress.

L&M safeguarding/bullying

Feb'17

All staff including new staff fully trained (e-learning).

Pupil questionnaire being coordinated by SSW/SLT.

Y8 pupil (CS) nominated for GB good citizenship award for Feb'17.

July'17

New specialist PSHCE teacher recruited for Sept 17.

Quality of Teaching, Learning and Assessment - Ofsted Criteria

Outstanding (1)

- Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected.
- Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage pupils' behaviour highly effectively with clear rules that are consistently enforced.
- Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up.
- Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.
- Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.
- Teachers set challenging homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils very well for work to come.
- Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress. For younger children in particular, phonics teaching is highly effective in enabling them to tackle unfamiliar words.
- Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning.
- Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities.
- Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve.
- Parents are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child to improve.
- Teachers are quick to challenge stereotypes and the use of derogatory language in lessons and around the school. Resources and teaching strategies reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience.

Good (2)

- Teachers use effective planning to help pupils learn well. Time in lessons is used productively. Pupils focus well on their learning because teachers reinforce expectations for conduct and set clear tasks that challenge pupils.
- In lessons, teachers develop, consolidate and deepen pupils' knowledge, understanding and skills. They give sufficient time for pupils to review what they are learning and to develop further. Teachers identify and support effectively those pupils who start to fall behind and intervene quickly to help them to improve their learning.
- Teachers use their secure subject knowledge to plan learning that sustains pupils' interest and challenges their thinking. They use questioning skilfully to probe pupils' responses and they reshape tasks and explanations so that pupils better understand new concepts. Teachers tackle misconceptions and build on pupils' strengths.
- Teachers give pupils feedback in line with the school's assessment policy. Pupils use this feedback well and they know what they need to do to improve.
- Teachers set homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning and prepares pupils well for work to come.
- Teachers develop pupils' reading, writing and communication, and where appropriate mathematics, well across the curriculum. For younger children in particular, the teaching of phonics is effective in enabling them to tackle unfamiliar words.
- Teachers expect and encourage all pupils to work with positive attitudes so that they can apply themselves and make strong progress.
- Pupils develop the capacity to learn from mistakes and they become keen learners who want to find out more. Most are willing to find out new information to develop, consolidate and deepen their knowledge, understanding and skills, both in lessons and in extra-curricular activities.

- Most pupils commit to improving their work. They are given time to apply their knowledge and understanding in new ways that stretches their thinking in a wide range of subjects, and to practise key skills.
- The school gives parents accurate information about how well their child is progressing, how well their child is doing in relation to the standards expected, and what their child needs to do to improve.
- Teachers challenge stereotypes and the use of derogatory language in lessons and around the school. Teachers promote equality of opportunity and diversity in teaching and learning.

September 2016: Quality of Teaching, Learning and Assessment Grade 1

- Teachers plan for well-structured lessons which facilitate challenge at all levels and adapt tasks to match pupils' needs.
- Teaching over time, in both key stages, across very nearly all subjects and all pupil groups is consistently at least GOOD.
- There is a positive climate for learning with teachers using a wide range of active learning approaches to ensure pupils are interested, engaged and supported in their learning.
- Teachers assess pupils' learning and outcomes regularly to ensure they know how much progress has been made and what they need to do to improve.
- Teachers plan around pupil interests to maximise engagement and make every aspect of learning relevant.

L&M Staff training/coaching/pupil outcomes Dec'16

New timetable for Jan17 with added media communications and revamped careers, life skills and vocational training being linked with residential programmes and ASDAN qualifications.
Two staff booked on ASDAN assessor courses.

DHT attended teacher 'coaching' course Nov17 and currently developing a coaching schedule for teachers and lead LSAs.

Learning dialogues being evidenced and strategies on-going.

Impact on learning/literacy/numeracy to be evaluated by end of Spring term

All new staff receive formal induction on staff handbook, key policies, KCSIE (and a copy of part 1) a suitable mentor and appropriate training for their role, etc.

Feb'17

UQT/NQT and newly appointed QTS teachers attend a weekly mentoring session including safeguarding issues and responsibilities.

July'17

All new teachers and UQTs have completed their induction programme. The training has been evaluated and direct impact on pupil engagement and progress is evident. A pupil was chosen by every new teacher/UQT to develop a model of good practice around the child and case studies were created for each chosen pupil.

The impact of coaching is evident and measurable for all new teachers/UQTs: 4 harder to reach pupils are fully re-engaged and making progress as the result of thorough planning and networking (attendance in lessons/lesson observations/work output/behaviour points).

The Literacy co-ordinator has developed a new whole school literacy intervention and is currently coaching key tutors to develop all pupils into lead learners in a group.

When Attainment 8 data for 2016 Leavers is compared to similar SMEH schools, Lakeside is top of the league.

LS -1.77; Coppice Spring -3.02; Lord Wilson School -2.63, Prospect School -2.68

Lakeside figure is on a par with a number of 'Good' Hants mainstream schools.

2017/18 Areas for Development SIP action planning in bold.

- Further develop outstanding teaching.**
- Further enhance interactional developmental marking with pupil involvement and understanding of progress being made through learning dialogues.**
- Update whole school marking policy in line with latest requirements/developments.
- Continue to raise educational outcomes for vulnerable groups (CLA+ASD).
- Maximise literacy development of all pupils, improve reading and evidence quality writing.
- Broaden teachers' literacy response beyond spelling, underlining and key word use with in-house training coaching sessions for teachers and LSAs.
- Develop 'Life beyond Levels' assessment to include mastery of skills (including numeracy and literacy).**
- Further develop individualised learning intervention programmes for struggling pupils.
- Further develop learning networks through the home school interface.

2015/2016 SIP evaluation

(June/July 16)):

- **May/June 2016: 30% lessons observed Outstanding, 60% strong Good with outstanding features, 10% Good.**
- **Jan 16: 95% strong Good pupil work output/marking, 5% clear Outstanding output/marking** indicating the need for further work with LLP on interactional/developmental marking strategies.

Grade descriptors for outcomes for pupils

Outstanding (1)

- Throughout each year group and across the curriculum, including in English and mathematics, current pupils make substantial and sustained progress, developing excellent knowledge, understanding and skills, considering their different starting points.
- The progress across the curriculum of disadvantaged pupils and pupils who have special educational needs and/or disabilities currently on roll matches or is improving towards that of other pupils with the same starting points.
- Pupils are typically able to articulate their knowledge and understanding clearly in an age-appropriate way. They can hold thoughtful conversations about them with each other and adults.
- Pupils read widely and often across subjects to a high standard, with fluency and comprehension appropriate to their age. Pupils in Year 1 achieve highly in the national phonics check.
- For pupils generally, and specifically for disadvantaged pupils and pupils who have special educational needs and/or disabilities, progress is above average across nearly all subject areas.
- From different starting points, the progress in English and in mathematics is high compared with national figures. The progress of disadvantaged pupils from different starting points matches or is improving towards that of other pupils nationally.
- The attainment of almost all groups of pupils is broadly in line with national averages, if below these, it is improving rapidly.
- Pupils are exceptionally well prepared for the next stage of their education, training or employment and have attained relevant qualifications. Compared with the national average for all pupils, higher proportions of pupils and of disadvantaged pupils, progress on to a range of higher and further education establishments, apprenticeships, employment or training. These destinations strongly support their career plans.

Good (2)

- Across almost all year groups and in a wide range of subjects, including in English and mathematics, current pupils make consistently strong progress, developing secure knowledge, understanding and skills, considering their different starting points.
- In a wide range of subjects, the progress of disadvantaged pupils and pupils who have special educational needs and/or disabilities currently on roll is close to or is improving towards that of other pupils with the same starting points.
- Pupils read widely and often, with fluency and comprehension appropriate to their age. A very large majority of pupils in Year 1 achieve the expected standard in the national phonics check.
- Pupils' progress is above average or improving across most subject areas. Progress of disadvantaged pupils and pupils who have special educational needs and/or disabilities is above average or improving across most subject areas.
- From different starting points, progress in English and in mathematics is close to or above national figures. The progress from different starting points of the very large majority of disadvantaged pupils is similar to or improving in relation to other pupils nationally.
- Where attainment overall is low, it shows consistent improvement.
- Pupils are well prepared for the next stage of their education, training or employment and have attained relevant qualifications. The proportion of pupils progressing to higher and further education establishments, apprenticeships, employment or training is close to or above average. These pupils do so at a level suitable to meet appropriate career plans.

Outcomes for all Pupils Grade 1

- Pupils make excellent progress from relative low start points related to previous educational failures, low expectations and poor behavioural dynamics.
- Pupils make substantial and sustained progress in English and mathematics and continually receive core literacy and numeracy input. GCSE outcomes are maximised.
- Careers advice, work experience and advancement to further education, apprenticeships and/or training is evidenced to a high degree. ·

2016 Y11 Examination Results:

English: 93.75% A*- G; 6.25% A*- C
Mathematics: 93.75% A*- G; 18.75% A*- C
Science: 87.5% A*- G; 0% A*- C
ICT: 33% A*-C, 33% A*-G
0% 5+A*- C
74% 5+A*- G

2017 Y11 Examination Results:

English: % A*- G : 84% (12) 17% A*- C or 1-9 equiv.
Mathematics: 84% A*- G; % 29% A*- C
Science: 79% A*- G; 7% A*- C
ICT: 80% A*- G, 21% A*- C
7% Y11 pupils 5+A*- C
79% 5+A*- G

2016/17 SIP Evaluations

Pupil Progress: Pupil Premium

1.6 EVALUATION

Dec'16

In September 2016, 40% of all FSM pupils were assessed as being on a par with the national average (making expected progress) and 55% above (only 5% below).
(Sept15 43% of all FSM pupils were not making expected progress.
43% of all FSM pupils received markdowns for disruptive behaviour in Sept 15 compared to 36% in Sept 16.
50 holds for safety for FSM pupils were required 2014/15 compared to only 27 in 2015/16.
80% of all FSM pupils made 2x literacy accelerated progress in 1:1 support sessions in 2015/16.
Whole school progress for all pupils in core subjects increased from 49% 2014/15 to 62% 2015/16.

Feb'17

School website updated/overhauled Jan'17 including pupil premium and literacy/numeracy acceleration.

July'17

School website is now fully updated to reflect PP, school trips, etc.
Two successful residential weeks completed early July to Brean Sands and Brecons.
HCC Review June '17 evidences successful outcomes for LAC.
Pupil premium evaluation completed with nominated governor monitoring and website updated.
Catch-up funding allocated and action plan created (on website).
Pupil premium action plan transferred to Ofsted proforma.

Pupil Outcomes/therapy

Dec'16

2.3 EVALUATION

Therapeutic Yoga sessions started Nov16 and on-going.
SALT sessions timetabled for Mondays last 18 months and on-going.
OT support being formalised.

Feb'17

SALT evaluation report published cc GB.
Yoga proving very therapeutic and effective – evaluation report by end of this term.
Still awaiting OT support to be formalised by SEN.

July'17

Intensive play therapy sessions agreed for Autumn term 2017 for one ASD pupil (£1500).

Pupil Outcomes

2017/18 Areas for Development SIP action planning in bold.

- **Further develop outstanding teaching.**
- **Further develop developmental marking with pupil involvement.**
- Continue to raise educational outcomes for vulnerable groups (CLA+ASD).
- Maximise literacy development of all pupils. ·
- **Develop 'Life beyond Levels' assessment to include mastery of skills (including numeracy and literacy).**
- Further develop individualised learning intervention support programmes for struggling pupils.

Dec'16

4.3 Evaluation

Pupil published poetry/short story anthologies.

Certificates and prizes awarded in assembly weekly.

Tutor based chocolate cake raffle based on frequency of library visits.

Problem solving culture being implemented – all teachers completed a problem solving competition in small groups in Nov16.

Feb'17

Literacy challenges being trialled with KS3 classes.

July'17

100% pupils have made expected progress in literacy and 53% pupils have made accelerated progress.

100% of current Y11s (July 17) have places confirmed at college for Sept 17 (one LAC pupil awaiting new care placement).

Pupil Outcomes and assessment

Dec'16

Subject assessments for all subjects went live before the end of Autumn term..

20 Jan17 INSET day.

Feb'17

INSET day focus on updated Tracker to study and suggest further adaptations to the system. As and MC(Mel) created a proforma for recording pupil progress throughout the year - that also showed up to date RA/SA and Numeracy Ages for use at the end of each term. Pupils falling behind in any subject are therefore flagged up at least on a termly basis on the Tracker. Consistent use of agreed pupil assessment sheets is being evaluated this term. Dedicated pupil dialogues (in pupil books) being promoted across the school. All detailed pastoral records (via agreed pro-forma) are being uploaded onto the Tracker this term. The Lakeside Dashboard is also being revamped in the light of the updated Tracker.

July'17

All new teachers/UQTs are building a portfolio of evidence of planning and impact for their groups.

Case studies have been created.

Pupil Outcomes

Dec'16

Current Y11 pupils are being supported on applications for their local colleges. Mock Exams scheduled for Feb17.

Feb'17

Mock exams for core + History successful. Business mentors being explored.

July'17

Final GCSE exams completed successfully with excellent exam inspection report.

	<p>All 2017 Leavers have college placements formalised. One more vulnerable Y11 staying on for vocational tasks/work experience 3 days a week until end of this term with college Sept.</p>	
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