

## **Lakeside School - School Leadership Team Report to Governors 14.09.18**

### **Leadership and Management**

#### **STAFFING**

##### **Staffing update:**

DHT retirement 31 December 2018

Recruitment and selection process involving whole GB.

No teacher vacancies.

Currently advertising for 2 LSA position(s) and one kitchen assistant.

#### **PUPILS**

##### **Behaviour and Safety**

Pupils on roll = 85 and rising (Y7 to Y11 only).

18 boarders.

Current number Children Looked After = 7

- **Attendance Review – Summer Half-Term 2018** – Please read SSW evaluation report.

##### **Whole School Attendance for 2017/2018 – 89.3%**

Whole School Attendance for 2016/17 – **87%**

Whole School Attendance for 2015/16 – **84%**

##### **Exclusions:-**

**Exclusion figures for 2017/2018: 51 fixed term exclusions/21 boys/41 days lost.**

NB. One Y9 boy excluded for 14.5 days (anxiety/mental health/ASD linked to repeated climbing at height/on roof).

Exclusion figures for 2016/2017: 48 fixed term exclusions/18 boys/30 days lost.

## **SIP UPDATE OF SECTION 1 AND 2:**

### **MAIN AIMS OF LAKESIDE 2017/18 SIP:**

- **Leadership and management.**  
Develop further and sustain the highest quality of teaching and maximised teacher CPD to meet the expanding needs of the school and our pupils including Year 6.  
Maximise EET for our Leavers.
- **To further improve personal development, behaviour, well-being and welfare of pupils.**  
Maximise increased attendance, decreased exclusions and physical interventions.  
Further enhance the safeguarding procedures/practice with reference to social media/mobile technology.

### **Priority 1: To develop EFFECTIVE LEADERSHIP AND MANAGEMENT**

<b>Priority</b>	<b>Strategies and Actions</b>	<b>Costs</b>	<b>Key Dates/ Milestones</b>	<b>Lead</b>	<b>Desired Success Criteria</b>	<b>Monitoring/ Evaluation</b>	<b>Impact Evidence</b>
<b>1.1 To enhance capacity and further develop teacher/manager /Leadership expertise and capacity/CPD.</b>	<ol style="list-style-type: none"> <li>1. Further develop the model of good practice through 1:1 and small group coaching.</li> <li>2. Develop resilience and critical self-reflection skills.</li> <li>3. Further professional training for primary/subject conversion/management/leadership on NVQ5, NPQML/SL/H.</li> </ol>	Time/ Resources.  £3000	Sept17  Sept17	SLT/ Outreach Coord	Accelerated learning and enhanced pupil outcomes. Improved staff wellbeing and self-esteem.	Training feedback. CPD portfolios. PM target setting and Review.	Case studies showing evidence of accelerated progress. Improved diversity of teaching staff and expertise for pupils.
<b>1.1 EVALUATION</b>	<b>Case studies evidencing pupil accelerated progress assessed by school Ofsted inspectors with outstanding outcomes verified. Quality, range and depth of teaching outstanding. Feedback from staff on Ofsted questionnaires (school and residential) excellent – ‘staff highly professional and well trained...totally committed to putting pupils first with clarity of purpose’.</b>						
<b>1.2 To maximise GCSE output, EET progression and placement sustainability.</b>	<ol style="list-style-type: none"> <li>1. HT to email college Principals prior to college interviews to maximise ambition, drive and GCSE outcomes.</li> <li>2. Parental engagement to be further encouraged for college placements including at school Open Evenings.</li> </ol>		Nov17  Dec17	HT  SLT/SSW	Pupil accreditation and ambition maximised.  Parental involvement enhanced.	GB  GB	Pupils return from interviews motivated for success at GCSE. GCSE output. Progress 8 comparison.

	3. Career pathway planning to start by Y9. 4. Enhanced Independent skills including travel on public transport.	£250	Nov17 Dec17	SLT Careers Coord	Job and career pathway awareness. All pupils will have travelled by bus/train by Y11.	DHT	Independent and mobile learners.
<b>1.2 EVALUATION</b>	<p><b>Jan18</b>  <b>100% 2017 Leavers in EET as confirmed by Ofsted.</b>  <b>Colleges informed prior to interview with an improved situation this year. Minor hiccup with one or two apprenticeships that had been set up with Corillion(!).</b>  <b>GCSE output and Best 8 comparative figures evidence that LS is in first place compared to similar schools – all confirmed by Ofsted.</b>  <b>Variety of strategies being further enhanced to develop independence (public transport skills included) and resilience eg. mock exams and memory, revision/exam techniques with EP support and twilight training.</b>  <b>Sept18</b>  <b>Awaiting EET official figures due October 2018.</b></p>						
<b>1.4 Further develop Outreach Support and Networks for Hants and IOW schools.</b>	Expand the model of good practice through coaching to further develop behaviour for learning strategies in a range of mainstream schools and education centres. Consolidate HT exclusion perspectives and help shape the role of the Education centre/PRU. Continue to provide 'assessment placements' for mainstream pupils to develop them as learners ready to be fully re-engaged in their mainstream school.	Hants SEN funded with school 'top-up'.	On-going with a number of mainstream/special schools and PRUs	HT/DHT/ Outreach Lead	Pupils make required progress in the right school provision. Mainstream pupil exclusion rates reduced. Education Centres expedite pupil return to mainstream. Lakeside staff enhance expertise and pupils enrich their learning experiences. Re-engagement of LS Pupils in their learning.	Impact reports from each school/PRU. Feedback from SEN Officers/EPs/parents. GB presentation February 2017.  Enhanced pupil work output	Pupils case studies evidence progress. CPD Portfolio PM Reviews Presentation to GB.
<b>1.4 EVALUATION</b>	<p><b>Jan18</b>  <b>Outreach feedback and pupil portfolios excellent including from all Primary school HTs for Y6 pupils where parents are stating greater family cohesion and happiness.</b>  <b>May18</b>  <b>IOW taking more time and needing more work.</b>  <b>Sept18</b>  <b>IOW progressing slowly. SEN keen on Outreach support for one/two new schools in Hants.</b></p>						
<b>1.5 Recruitment of 1-2 parent and 1-2</b>	Follow up on previous recruitment drives to encourage at least one new parent		By January 17	WGB	Maximise GB expertise and capacity to fulfil its		Pupils get quality strategic leadership.

<b>community Governors</b>	governor and two more community governors to apply.				function.		
<b>1.5 EVALUATION</b>	<p><b>Jan18</b>  <b>Governor Leadership highly praised in both Ofsted inspections</b>  <b>Parent governors still being considered.</b>  <b>At least one community governor has expressed an interest and has visited the school.</b></p> <p><b>June18</b>  <b>Two new governors signed up</b></p> <p><b>Sept18</b>  <b>With about twenty new sets of parents we are advertising for expressions of interest in the weekly newsletter.</b></p>						

**Priority 2: To improve the PERSONAL DEVELOPMENT, BEHAVIOUR AND WELL-BEING for all pupils.**

Priority	Strategies and Actions	Costs	Key Dates/ Milestones	Lead	Desired Success Criteria	Monitoring/ Evaluation	Impact measurement/ Pupil outcomes
<b>2.1 Fewer incidents of bullying</b>	<ol style="list-style-type: none"> <li>Annual Anti Bullying INSET training planned for Nov17.</li> <li>All pupils to be surveyed in the Spring term 2018 by school student social worker</li> <li>Mobile technology VR anti bullying workshops booked for Nov17.</li> <li>Enhance safer ICT within IT curriculum.</li> <li>Update safer internet use for parents.</li> <li>Bullying and internet use - Standing items on School Council agenda.</li> </ol>	HT DHT HofC SSW	Nov17  April 18  Nov17  Jan18  Dec17 Open Eve Nov17 onwards.	AHT/HoC/ SSW   IT Coord.  ITC  SC Lead.	Reduced incidents and reports of bullying. Staff are better tuned into antecedents/signs and technological threats/safer ICT.	INSET day EP involvement and support.	Behaviour codes/pupil & parent Questionnaires Jan 18/ July 18 AB Survey findings. Annual bullying survey to be included in Annual Report by SSW.
<b>2.1 EVALUATION</b>	<p><b>Jan18</b>  <b>Anti-bullying week - another resounding success with poster competition, tutor workshops, assemblies and certificates/prizes.</b>  <b>Standing committee meets each half term.</b>  <b>A wide range of pupils were interviewed by school and residential Ofsted inspectors and the school has been commended on our anti-bullying focus including</b></p>						

	<b>technological aspects.</b>						
<b>2.2 Increase attendance, reduce exclusions and physical interventions.</b>	<ol style="list-style-type: none"> <li>1. Continue to analyse attendance data in all relevant sub- groups, apply sanctions and reward improvements regarding each pupil's detailed attendance profile.</li> <li>2. Minimise the number of exclusions and 'days lost ' from education.</li> <li>3. Regular Team Teach training and refresher training to reemphasise de-escalation techniques.</li> </ol>	SSW					Comparative data: Exclusions, PIs and attendance. Accelerated progress in pupils' books.
<b>2.2 EVALUATION</b>	<b>Jan18</b> <b>Detailed attendance strategy focus, data analysis, reporting and GB robustness 'outstanding'.</b> <b>Attendance breakdowns for each GB meeting in SLT report.</b> <b>Sept18</b> <b>Attendance Awareness second week of September – tutor packs with activities arranged by SSWs with good outcomes.</b>						

### **SIP UPDATE OF SECTION 3 AND 4:**

#### **MAIN AIMS OF LAKESIDE 2017/18 SIP sections 3 and 4:**

- **To improve the quality of teaching, learning and assessment.**  
Further organise and implement a diverse, flexible and innovative delivery of the curriculum to engage every child.  
Develop the Key Stage 2 curriculum (new Year 6 class Nov 17) to ensure curricular entitlement, SATs entries and SPAG (paper) support whilst maximising enjoyment for learning.
- **To maximise pupil outcomes.**  
Maximised GCSE Point Scores and Leaver EET/destinations.  
Maximise pupil progress and outcomes to the end of KS4 for all pupils including FSM/CLA/ASD/harder to engage.

### Priority 3: To maximise the quality of TEACHING, LEARNING AND ASSESSMENT

Priority	Strategies and Actions	Costs	Key Dates/ Milestones	Lead	Desired Success Criteria	Monitoring/ Evaluation	Measured Impact/ Pupil Outcomes
<b>3.1 Y6 SATs/spag Primary curriculum/entitlement</b>	<ol style="list-style-type: none"> <li>Liaise with primary schools to register y6.</li> <li>Network with y6 mainstream teachers.</li> </ol>			Year 6 teacher			<b>SATs entries and performance</b>
<b>3.2 Develop Lakeside INREACH to further support harder to reach and vulnerable pupils (ASD/CLA/Y6)</b>	<ol style="list-style-type: none"> <li>Create an early years (Y6) engaging and innovative curriculum.</li> <li>Develop learning networks with partner schools including visits.</li> <li>Access HIAS support and relevant training.</li> <li>Effective use of Y7 Catch-up funding.</li> </ol>	Time/ resources  Travel ~ £200 LA supplied/ HIAS budget.	Dec17  Nov17  Nov17	DHT Outreach Coord Y6 Coord	Learning through enjoyment, creativity and imaginative skills enhanced. Networking opportunities further enhanced.		<b>Pupils who were out of education fully re-engage. Work sampling</b>
<b>3.3 Sustain excellence in Maths, English and Science</b>	<ol style="list-style-type: none"> <li>Fully audit the quality of T&amp;L in English, Maths and Science by the university of Winchester teacher training department.</li> <li>Further develop the quality of teaching to that of the best in the department through a robust teaching improvement plan.</li> </ol>	£2000	October 2017	SLT  MLT	Pupils access the best quality of teaching.	SLT	<b>Lesson obs show pupils fully engaged. Work sampling evidences progress in lessons and over time.</b>
<p><b>Evaluation May 2018:</b></p> <p><b>3.1: Four Y6 pupils registered for SATs, the rest dis-applied. Test script delivery/security/invigilation confirmed. All attempted the papers. One pupil very reluctant to engage due to presence of Primary school staff.</b></p> <p><b>3.2: A challenging/.exciting KS2 programme has been prepared and is being delivered to good effect including MfL lessons (French). All primary schools supporting their pupil as required and HTs/SENCOs absolutely amazed at the transformation of their pupil at Lakeside – 100% attendance/zero exclusions or detentions/excellent work output/progress. Potential for future Outreach support. Range of educational visits for Y6 and Y7 with good outcomes.</b></p> <p><b>3.3: With formal additional ‘conversion’ teacher training from Winchester University – 3 current teachers have benefitted professionally and putting into practice to good effect – one training session was run/hosted by our teachers - lesson planning/observations/work output signifying strong GOOD with elements of OUTSTANDING teaching.</b></p> <p><b>Sept18</b></p> <p><b>Key Stage 2/Year 6 SATs results Summer 2018:</b></p>							

**Pupil A: Reading – AS (At expected Standard); Writing: AS; Mathematics: AS.**  
**Pupil B: Reading – AS; Writing: AS; Maths: HNM (Has Not Met standard).**  
**Pupil C: Reading: HNM; Writing: PKE (Pre Key Stage); Maths: HNM.**  
**Pupil D: Reading: HNM; Writing PKE; Maths: HNM**

**Priority 4: To maximise OUTCOMES for all pupils**

Priority	Strategies and Actions + CPD	Costs	Key Dates/ Milestones	Lead	Desired Success Criteria	Monitoring/ Evaluation	Measured impact/outcomes
<b>4.1 Maximise progress for vulnerable groups (CLA, ASD, FSM, AD,MLD, Y6)</b>	1. Develop personalised learning interventions to fully engage all vulnerable groups and maximise progress including for career planning.	-	Review Feb 18 Then June 18	Outreach Coord ASDCoord	Learning is relevant and accessible to every child.	ASD lead presentation to GB	Vulnerable groups data analysis shows accelerated progress in all subjects.
	2. Access and facilitate therapy interventions and refine school based strategies as required.	LA funded. £1k		OT SALT ASDC	Pupils needs are more individually met and progress is maximised.	Therapy reports and recommendations Training feedback and enhanced skillset.	Exam accreditation Pupils' workbooks evidence sustained progress over time.
	3. Train staff fully (with updates) on ASD and Attachment Disorder impairments and maximise learning outcomes.	£10k		LLP PAATHS			
	4. Make the site more pupil friendly with a new Y8 classroom, a new ASD/sensory room, enhanced images/quotations, improved signage and selective planting of climbers, etc.			DHT/AHT ASDC	Break up the block work and security fencing and encourage British/Historica/cultural values.	GB site walks.	Aesthetic improvements
	5. Fully justify and publish (website) Pupil Premium expenditure and maximised outcomes.	-		PPCoord DHT	Progress/outcome gap narrows between FSM and non-FSM pupils	Pupil premium 'lead' governor, BW.	DfE and GB compliant
	6. Fully enhance the educational opportunities/outcomes for CLA pupils and train a second teacher as a DT (Designated Teacher).	£1500 TLR3		DT1 DT2 SSW HT SLT	CLA pupil chances and outcomes are further enhanced	LLP inspection of PEP processes annually DT PM targets Termly Reports to SLT/GB	Accelerated progress tracked and reported.
	7. Enhanced literacy acceleration for all literacy impaired pupils. Target 85% to double RA per year. Use	£1500			Enhanced literacy		RA data published

	peer mentoring/reading. 8. Fully baseline assess all new pupils on entry including CAT tests to confirm START POINTS. 9. Offer full GCSE Access arrangements as required. 10. Maximised EET for Leavers.	£500  £1500		Lit Coord  AHT  Lit/Num Coords  Lit Coord	accesses full curriculum and entitlement.  Informed differentiation.  Maximised GCSE output.	Published on Tracker  Lit Coord/SLT	Aspirational GCSE success rate.
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#### 4.1 EVALUATION

May 2018.

1. Our ASD Lead teacher (AW) is now fully ASD qualified (PAATHS), she has liaised with OC and consolidated individual programmes of study for Horizons pupils including dissemination to all teachers for essential planning/delivery in all classes. This included a recent twilight training session for all teachers and some LSAs delivered by Aimee.
2. Good OT and SALT led interventions evidenced by summary reports and cascaded to key staff.
3. Staff training and update/refresher training on ASD and AD on-going.
4. All successfully in place.
5. Discussed with Lead Governor and published on website - GT/GS.
6. AW now Deputy DT and destined for DT for next year. MW ( with ST+AW) continuing to coordinate best possible outcomes via PEPs and PEP Review meetings.
7. Literacy acceleration on track to meet target by end of June 2018.
8. All new entrants diagnostically baseline assessed and all new Y7 and Y8 pupils CAT tested.
9. Full GCSE Access arrangements (and for SATs) in place – all staff – mainly LSAs - suitably trained
10. All Y11 pupils securing post 16 placements – all achieved by our Careers Coordinator (WH).

Sep18

6. AW now DT for LAC (MW supporting).
7. 53% of Literacy withdrawal pupils in the whole school made twice the rate of progress in reading (i.e 12 months progress in 6 months) and 95% achieved this with spelling. In Y6, five of the six boys achieved twice the rate of progress in reading or spelling and two of them for both reading and spelling. Year group breakdowns also similarly positive.



**Physical Holds For Safety Record Book:** See latest dashboard.

To be tabled and checked by chair of GB. Frequency remains relatively low and no patterns emerging.

**EVOLVE trip sanctioning**

Details to be tabled for Chair to read/acknowledge.