

FBS self-evaluation form (SEF)

Reference: Ofsted's [School Inspection Handbook](#).

Date document was updated: January 2024

Context

Contextual information about the school:

- Comparison to national averages: high pupil premium; high EHCP; high EAL; low stability
- Percentage of pupils that are disadvantaged: 40% (well above average - national average is 27%)
- Percentage of pupils that have English as an additional language (EAL): 46% (well above average - national av 18.1%)
- Percentage of pupils that have special educational needs (SEN) and/or a disability: 11% (nat av 12%); EHCP 5.2% (nat av 2.4%)
- Ethnic background of the pupils: 31% white background; 16% White British; 8% Black or Black British-African; 15 out of 17 possible ethnic groups
- Index of deprivation: quintile 3
- Stability: (Proportion of pupils that have attended the school continuously) 83% (well below average - nat av 91%)
- Prior attainment: below national averages in reading, writing and mathematics (yr11 in 2023); below in reading and writing (yr11 2024)
- Other significant factors: Terapia counselling services, Inclusion initiative, Additional Resource Provision
- Recognised awards: Investors in Careers; Arts Mark; Trinity dance award
- 2022/23 school attendance figures (including persistent absence): 8.4% absence; PA 26.6% (in line with national comparators)
- Behaviour – permanent exclusion (PEX) or suspensions: 2021/22 suspensions: 11.6%; repeat suspensions: 3%; PEXs 1
- There are three grammar schools in Barnet, using the 11 plus entrance exam – this distorts the distribution of high achieving as well as disadvantaged students

Progress against previous inspection

Areas to improve

Progress

<p>Improve the quality of teaching, learning and assessment and pupils' outcomes by:</p> <ul style="list-style-type: none"> • Sufficient degree of challenge for all groups • Routinely sharing good practice within and between subjects • Act on Pupil Premium review • Additional support for weaker readers to improve accuracy and independent reading skills 	<p>Progress so far:</p> <ul style="list-style-type: none"> • Review of KS3 and KS4 curriculum completed; thorough review of GCSE assessments. 2022 exam results, the first year of exams since 2019, showed positive residuals in all ability groups • Able and Ambitious programme to stretch students in and out of the classroom • Joint lesson observations and work scrutiny – this feeds into CPD • PLCs in place including termly sessions within faculties to share good practice; external review via deep dives involving staff from different schools in Barnet • Borough wide subject groups – science, maths, English, geography, languages • PP gap in A8: 2019(10.8); 2020 (3.1) ; 2021 (4.9); 2022 (4.3); 2023 (6.3) • Before the pandemic we used 'Word wasp' to help develop reading and spelling using a phonic approach. We have since moved to using ReadingWise as it is an online tool that can reach more students and families. We have also targeted some students for more direct TA led intervention. Most students made 3 to 7 months progress. However, the students identified for the programme started with reading ages 3 or more years below their actual age. All students in years 7 and 8 also have regular lessons using Accelerated Reader to improve comprehension in reading • There has been a comprehensive review of the LRC library lessons delivered as part of the English curriculum to ensure they effectively support students to improve their independent reading skills including the development of a range of new resources
<p>School improvement priorities</p>	<ul style="list-style-type: none"> • To support students in their socioemotional development (developing the 'soft', non-cognitive skills of good relationships with others and a positive attitude towards hard work) • To have high expectations of all students, providing engaging and appropriately challenging lessons and home learning, promoting higher-order skills of critical thinking, communication and collaboration • To ensure consistency of expectations and routines across the school, including managing attendance and persistent absence • Improve reading and disciplinary literacy so all students can effectively access the curriculum and make good progress • Developing the collaborative culture across the school, developing staff through professional learning and sharing of effective practices

<p>Impact of COVID-19</p>	<p>Initial closure period (March to May 2020) - problems included: lack of structure/routines; lack of contact with peers and adults; no face-to-face guidance for academic progress and wellbeing; digital support was not always accessible or appropriate due to lack of space, overcrowding (including multiple children with differing needs at home), parents' lack of English, parents not feeling confident to support children. We set work on our online platform, Firefly – 33% strong engagement; 33% mixed engagement; 33% non-engagement. Pastoral links were established with phone calls and then online assemblies.</p> <p>Second closure period (January to March 2021) - moved to online 'live' or recorded lessons – by this stage we had given out 200 laptops for students to use at home and Internet access when necessary. We also held tutor times to establish contact between peers and tutors. This improved engagement and more structure to the day – still with about 10% non-engagement. We held online competitions such as a talent show and cake competition to try to provide some extra-curricular activities.</p> <p>General issues arising from Autumn 2021 to present: the initial priority was to help students with their emotional health and wellbeing as the pandemic had a negative impact on mental health of many young people, especially those with existing mental health needs - increased levels of anxiety; tensions at home; more incidents of domestic violence; more out of school risk taking behaviour such as drinking or vaping; lower attendance to school, including more school refusers. We have had digital counselling support throughout the pandemic and have increased our in-school counselling services with our own counsellors and partnership with Terapia. Pastoral support in school is strong. We have worked through the 'Gold Award for Healthy Schools' which has helped us work on resilience and good mental and physical health.</p> <p>Recovering lost learning – we have used the National Tutoring programme and the Recovery Premium: online and in person tutors to address catch-up in maths and English – with specific focus on PP and SEND students. Face to face tutors were more responsive to students' needs and clearly linked to our curriculum so we dropped the use of online tutoring. We have also reviewed the curriculum to focus on key concepts and specific gaps in knowledge; we have used smaller class sizes to support catch-up.</p> <p>Changes to the examination and accountability measures were handled well in school, including using blind marking to tackle potential bias in teacher assessments. Exam results for 2022 are shown in the section on 'Quality of education' - they show a small gap between disadvantaged and non-disadvantaged students.</p> <p>Current concerns are largely to do with socio-emotional development– mainly in younger students who are showing under-developed interpersonal skills, a lack of academic engagement and low resilience with their work. This coincides with many children starting secondary school with reading ages 3 years or more below their actual age.</p> <p>We have kept some approaches set up in the pandemic: split KS3/KS4 lunch; online parents' evenings; hybrid staff training; hybrid governing body meetings.</p>
<p>SEND provision</p>	<p>Barnet local authority had a positive joint area SEND inspection in January 2022, conducted by Ofsted and the Care Quality Commission. The inspection report highlighted the area's good and effective partnership working, excellent co-production work with parents and positive outcomes for children and young people in the borough. Barnet has been chosen by the DfE to be part of a research project regarding the High Needs Block. A key area for improvement was in the delivery of therapies and especially speech and language therapists. We have trained teaching assistants using the Language Enrichment Programme to mitigate this lack of provision. We have also supported the use of DSG reserves in Barnet to commission more therapists.</p> <p>Friern Barnet school has an Additional Resource Provision (ARP) for cognition and learning which started in September 2022. This followed a decision in Barnet to commission additional places after a needs analysis and review. The school has 10 commissioned places per year group. In 2023/24 we will be starting our second cohort.</p>

QUALITY OF EDUCATION

Summary

Intent:

- Curriculum design and coverage – students follow the National Curriculum; the curriculum remains broad in KS3 which covers yrs 7 to 9; both the KS3 and the KS4 curricula have been reviewed over the last four years (spanning pandemic interruptions), focusing on the knowledge and skills the students should gain at each stage, including the PSHE curriculum; the school has maintained a creative arts curriculum with extra-curricular opportunities; EBacc GCSE courses are available for all students in KS4; an alternative curriculum is in place for students who need a more personalised curriculum
- FBS is an inclusive school; the curriculum is ambitious and has been developed to ensure all students, including disadvantaged students and students with SEND, can take advantage of opportunities and experiences in school and later in life
- The cognition and learning ARP has a range of students, some with very complex needs; although aspects of the curriculum have been adjusted to reflect these needs, the intention is to ensure all students are integrated into the school and so all students in the ARP will have mainstream lessons in addition to the tailored curriculum

Implementation:

- Quality of teaching and learning: regular monitoring and evaluation via lesson observations and work scrutiny informs CPD; reviews of faculties and departments have involved teachers and senior leaders from other schools, as well as the SIP; teacher subject knowledge is good; teaching is sequenced so new knowledge and skills build on previous work and there is increasing use of retrieval practice to revise prior learning; training has been put in place to address gaps in teacher knowledge e.g. training science teachers who need support in teaching physics (via the New River Teaching Alliance)
- Assessment: we have developed our own KS3 assessment and report to students and parents progress made against targets; formative assessment is used routinely to inform teaching and help students embed key concepts; summative data is collected once a term to demonstrate progress throughout the year; teacher assessed grading over the pandemic years has significantly improved assessment in KS4 – both in teacher understanding of standards and retrieval practice and feedback for students
- Pupils with SEN and/or disabilities: Individual Support Plans (ISPs) are in place for all EHCP and K students; regular monitoring and evaluation of progress takes place so ISPs can be updated and to ensure students, parents and teachers are aware of student engagement and progress; the curriculum is personalised when necessary; the 'assess, plan, do, review' process provides effective support for students
- Curriculum is enhanced through a wide range of extended opportunities

Impact: KS4 data shows

2023 results P8: average. A8: 43.8 (2019 A8 was 38.2 so a significant improvement). The Progress 8 and Attainment 8 scores are in line with national averages. A8 scores in English, EBacc, Open in line with national averages.

2022 results showed results broadly in line with national averages. Exceptions were (dance: high point score; PE: low point score; Open 8 element: high; maths A8: low; value added score for languages: high)

2019/20 destination data showed 94% in sustained education, employment; 3% destinations not sustained

2021/22 destination data showed 95% in sustained education or employment (cf 95% in Barnet and 94% nationally)

2022/23 KS4 assessment data (data in brackets refer to previous year's exam data):

- Overall attainment 8 score and scores for each element: 43.8 (47) overall: English 9.7 (10.3); maths 8.0 (8.7); EBacc 12.8 (13.4); Open 13.4 (14.7)
- Overall progress 8 score and scores for each element: 'average' (+0.15) overall; English 0.09 (0.25); maths -0.33 (0); EBacc -0.22 (0); Open -0.08 (0.29)
- GCSE passes in English and maths combined: 32% of students achieving a 5 or above: (45%)
- EBacc entry rate and achievement rate: entry rate 27% (28%) cf 39% nationally; achievement rate 12% (12%) at 5+ cf. 17% nationally
- EBacc value added: science -0.49 (0); languages +1.3 (0.56); humanities -0.08 (0.23)
- A8 for non-EBacc qualifications 13.4 (cf. 11.2 nationally)
- 99% of students achieved at least one qualification (cf. 97% nationally)

Subjects doing particularly well: English; triple sciences; film; media; French; Spanish

Subjects with significantly lower results than targets: technology (including food and computing) – suffered from lack of settled staffing, including difficulties recruiting qualified staff (this will be largely sorted out when two teachers return from maternity leave); creative arts (including dance, drama and art) – again, unsettled staffing issues, including recruitment difficulties, which have now been dealt with - however, also there are also concerns with moderation of NEAs this year; combined science – results dipped and grade boundaries for the higher tier in trilogy is reflected in a high number of U grades; PE -a slight improvement on 2022 following staffing changes; maths A8 and P8 – staffing changes, including for a new head of faculty, meant it has taken some time to show improved results (see below)

Other key points: maths results were much better than 2019 and showed significant improvement through the year; geography and business also showed a significant improvement; staff had used 2019 grade boundaries as a guide but some subjects reported anomalies in specific grades e.g. media, drama, science

Data about significant groups:

- Gender: boy A8 42.9 (44.6); girl A8 44.8 (49.1); P8 boys -0.15; P8 girls -0.11

	<ul style="list-style-type: none"> • Disadvantaged pupils: A8 39.4 (44.8); P8 -0.54 • Pupils with SEN and/or disabilities: A8 22.9 (24) • Pupils with EAL: A8 44.3 (50.6); P8 +0.12 • Prior ability: LAT A8 24.7 (30.3); MAT A8 45.1 (53) ; HAT A8 67 (65.2); P8 HAT +0.25; MAT -0.2; LAT -0.25 <p>Key points from significant group data: good results for HATs, showing benefits of promoting the 'able and ambitious' programme; boy heavy year group always affects overall A8 as boys have consistently had lower results than girls; the disadvantaged gap is about half a grade (in 2019 it was over a grade difference); SEND numbers were lower than normal and were affected by anxiety/exam turnout from some of our more vulnerable students</p> <p>2018/19 headlines: A8 38.2; Eng/maths 5+ 22%; Eng/maths 4+ 45%</p> <p>2019/20 headlines: A8 45.5; Eng/maths 5+ 40%; Eng/maths 4+ 60%</p> <p>2020/21 headlines: A8 43.3; Eng/maths 5+ 33%; Eng/maths 4+ 61%</p> <p>2021/22 headlines: A8 47; Eng/maths 5+ 45%; Eng/maths 4+ 65%</p> <p>Destination data: 2020/21: 95% cohort in sustained education, employment or training; 93% in sustained education (above average)</p>
<p>Actions from previous year:</p> <p>Curriculum – reviewed and monitored; external professionals involved in support and challenge reviews</p> <p>Established 'able and ambitious' programme</p> <p>Stronger links formed with Woodhouse Sixth Form College to promote ambition</p>	<p>Impact of actions:</p> <p>Deep-dives carried out with regular reports to faculties and governors – a review of actions took place in the summer term of 2023</p> <p>Programme of extra-curricular activities; parental meeting; Firefly page</p> <p>Links made to support the KS4 options process in yr9; a programme for yr10 students to explore post-16 pathways; yr11 programme to help the transition from KS4 to KS5</p>
<p>Areas for development</p>	<p>Develop the support and challenge for all students, including a stronger focus on more student led learning, practising oracy in discussions and presentations, improving communication and collaboration</p> <p>Addressing the needs of those students at the early stages of learning to read and those who are reading below age-related expectations, to ensure all students can access the curriculum</p>

Next steps	<p>Use one of the PLCs to focus on ensuring appropriate stretch and challenge in all lessons, exploring the implications of recent research into cognition and long-term memory</p> <p>Sharing best practice on more student led learning</p> <p>Continuing to develop a curriculum that promotes equality, diversity and respect including achieving RACE Mark certification and developing a whole-school approach to tackle sexism and sexual harassment</p> <p>Develop existing reading schemes, using decoding and comprehension software</p> <p>Ensure meaningful home learning is set regularly in accordance with the HL policy and to develop good habits with regard to independent learning</p>
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BEHAVIOUR AND ATTITUDES

Summary and analysis of data

Attendance is still lower than it was before the pandemic. In 2022/23 FBS attendance and persistent absence (PA) data compare favourably with national data from state secondary schools, but the figures are lower than all Barnet schools (this includes primary and secondary school data) – the unauthorised data illustrates the difficulties caused by more children staying at home when parents either decided or allowed them to do so. The high levels of PA reflects increased levels of anxiety and school refusal. We have engaged with parents – via the pastoral system, the EWO and home visits. We provide breakfast on site.

The various faculty reviews support the view that behaviour is generally good and the school is calm throughout the day. However, behaviour from a significant minority of students had clearly deteriorated during the lockdowns with increasing safeguarding concerns and less engagement with work. Yr7 and 8 students show less mature behaviour than previously.

The data shows suspensions and exclusions for 2022/23 and comparisons from previous years:

- Exclusion data: permanent and suspensions: PEX 2022/23 and susp 2022/23 – see table below

Historical comparisons: 2019/20 4.6% suspension (1.7% repeats); 2020/21 9.4% suspension (2.9% repeats); 2021/22 11.6% suspensions (3% repeats)

Suspensions 2022/23			
Year	Total	Number of students	Repeats
7	25	17	5
8	17	12	5
9	28	13	7
10	21	18	3
11	8	7	1

Total suspensions remain high compared to other schools. The school policy remains the same; the reasons for suspensions were: physical assault against another student; persistent disruptive behaviour; verbal abuse towards adults.

There were 2 permanent exclusions: one for violent conduct and one for persistent disruption and violent conduct. No comparisons with national data are known yet but the school rate is obviously similar to the previous year.

The school has a wide range of interventions it uses, both internal and external to the school. This includes using pastoral management plans, the Inclusion Hub and counselling (in-school support and via Terapia). External support is well established - e.g. MOPAC; Early Help; Social Care; BICs; CAMHS.

Bullying/ discrimination data: total reported cases: bullying (67); LGBTQ phobic abuse (33); racist abuse (46); sexist abuse (3)

Behavioural problems	% total
Disruption	7%
Lack of h/w	7%
Lack of classwork	3%
Sexual misconduct	0.04%
LGBTQ abuse	0.07%
Racist abuse	0.1%
Bullying	0.2%

• Attendance and punctuality data: 2022/23 absence and 2022/23 persistent absence: see table below
 Historical comparisons: 2018/19 absence 5% and PA 10.7%; 2020/21 absence 6% and PA: 17.7%; 2021/22: absence 6.9%; PA 20%

2022/23	Absence	Authorised abs	Unauthorised abs	Persistent abs
All schools (national)	7.5%	5.0%	2.4%	22.0%
All schools (Barnet)	7.5%	5.2%	2.3%	22.8%
State secondary schools	9.2%	5.8%	3.4%	27.8%
FBS	8.4%	5.6%	2.9%	26.6%

- Attitudes to learning: half termly monitoring by HoYs and HoFs; intervention planned for students with AtL of 1 or 2 across several subjects. Termly communication with parents
- Behaviour incidents around school – the majority of reported incidents happened in the classroom, mainly relating to disruption and lack of either classwork or h/w

Where was the problem?	
Classroom	97%
Corridor	1%
Playground	1%
Toilets	0.2%
Outside school	0.1%

Post-Covid has created a new set of problems for the school – these are outlined in the section on Covid above.

Sexual harassment and sexual violence: students can find it difficult to deal with sexual harassment and can find it uncomfortable to talk to parents and teachers. This undoubtedly results in under reporting of the issue and result in feelings of shame, anxiety and stigma. Even after reporting an incident, students can feel lonely and turn to self-harm or have suicidal thoughts. Our view is that preventing abuse from occurring as well as dealing with incidents of abuse, requires a whole school approach. Our response has included:

- Developing a culture which leads to respectful, positive relationships – formally in lessons and assemblies and informally through daily interactions and language used with students
- Promoting the notion of ‘trusted adults’ - the pastoral, safeguarding and student welfare teams have good relationships with students
- Safeguarding training for staff – to discriminate between normal, age-appropriate behaviour and abusive behaviour. The training also supports staff to have the skills and confidence to deal with disclosures, signposting when harmful behaviour is recognised
- Using an anonymous reporting tool (‘Whisper’) for students
- Using the PSHE programme to teach age-appropriate messages to keep students safe from bullying and abuse, including sexual abuse. This also covers helping students to recognise abusive, coercive and exploitative online behaviour
- Using Brook charity to help students explore positive relationships and good sexual health

	<ul style="list-style-type: none"> • Considered the management of space – cctv cameras are used in corridors and communal toilet areas; staff duty roles cover toilets and ‘fringe’ areas on the playground <p>This year our main areas of concern have been: online behaviour – sexting, bullying; misogynistic attitudes amongst some boys</p>
<p>Actions from previous year:</p> <p>EWO continued to be in school one day a week to maximise attendance – although there was some disruption to this service due to staff changes</p> <p>Established procedures/practices in Inclusion Hub as part of the Excluded Initiative, focusing more on intervention strategies in KS3</p> <p>Greater clarity on routines and expectations – implement the use of restorative conversations as part of behaviour management</p>	<p>Impact of actions:</p> <p>Attendance data in line with national averages but still below pre-pandemic levels</p> <p>Hub has referral procedures in place and runs a personalised programme of support – this has reduced suspensions; built relationships with external partners; helped to secure more appropriate provision for some students</p> <p>School is generally calm and orderly; deep dives have positive reports on behaviour – in-class and corridor behaviour amongst a significant minority of students can still improve</p>
<p>Areas for development</p>	<p>Socioemotional development: developing interpersonal skills, improving relationships with others; tackling apathy and improving academic effort, particularly for those students less engaged with their education</p> <p>Identify and support staff who need help managing student behaviour</p> <p>Clarity on Hub support, including on the process for reintegration into mainstream lessons</p> <p>Increase attendance and reduce persistent absence</p>
<p>Next steps</p>	<p>Inclusion Hub to continue to increase focus in KS3 and provide support for students re-entering mainstream classes</p> <p>Use a PLC to help model and provide support for restorative practice and develop strategies to reduce low level disruption</p> <p>SLT secondment to promote clarity and consistency of expectations across the school</p> <p>Ensure attendance is everyone’s concern</p>

PERSONAL DEVELOPMENT

Summary	<p>Including:</p> <ul style="list-style-type: none"> • SMSC/British Values/Relationships, health and sex education (RSE)/PSHE and equality: school promotes personal development and welfare well; PSHE programme in place across the school during morning form time; external agencies come in to school to support the PSHE programme; promotion of spiritual, moral, social and cultural development is good • The school provides high-quality pastoral support • Curriculum enrichment activities were run online during lockdowns and were up and running as soon as we returned to school • Pupil mental health and wellbeing: school employs 2 part-time counsellors; Terapia project provides extra counselling support for students, staff and parents; students have been encouraged and supported to be more aware of their own mental health through the 'resilient school' project; exam stress drop-in sessions have been run in 2022 and 2023 to help students cope with exam stress • Parenting classes run to help parents support students at home; parents are generally positive about the school • Pupil voice: Student Parliament re-configured Sept 2021 with Executive Students from years 10 and 11; committees established which involve students from across the school; students meet with governors throughout the year • Preparation for next stage of learning/careers guidance: Investors in Careers awarded (again) 2021; 2022/23 saw a new Careers Manager in place following retirement of previous incumbent • Work experience week took place for all yr10 students in 2022 and 2023 	
<p>Actions from previous year:</p> <p>Wellbeing role created combining resilient schools and healthy schools initiatives</p> <p>PSHE programme developed</p> <p>Healthy Schools status – Gold Award</p> <p>Student Parliament embedded</p>	<p>Impact of actions:</p> <p>High focus on emotional and mental health across school – including developing the Terapia project: 1:1 sessions for students and parents; group sessions for students; parental sessions; staff drop-ins</p> <p>PSHE programme in place and supported by external providers</p> <p>Gold award achieved – increasing students accessing support for mental health and well-being</p> <p>Student Parliament up and running with various committees active across the school – including consultations with caterers; involvement in mental health week; planning multicultural day and diversity week; planting trees</p>	
Areas for development	<p>Improving the extended curriculum so all students have a range of opportunities to develop talents and interests; identifying students who do not take part in the extended curriculum</p> <p>Involving students in curriculum developments</p> <p>Improve outcomes for the 'Healthy School' status</p>	

Next steps	<p>Review and increase the extended curriculum offer, providing more opportunities for those students who do not take part</p> <p>Provide more opportunities for the Student Parliament to improve the school e.g. in promoting an 'eco-school'; promoting equality, diversity and respect in the curriculum</p> <p>Ensure all students have a 'trusted adult' so they can ask for help when they need it; ensure staff know what to do if they feel anxious or stressed out at work</p>
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LEADERSHIP AND MANAGEMENT

Summary	<ul style="list-style-type: none"> • There are high expectations for all the students in the school • Safeguarding: arrangements are effective; staff are trained/updated; central record is well managed; CP cases are well managed • Health and safety, including premises: the school is a safe place to be; students and staff feel safe; risk assessments in place • Governance; governors have a good understanding of the school; new GB structure has been reviewed and stays in place – governors feel it gives a broader picture of the school and gives more opportunities for challenge and support • Policies: in place and regularly reviewed; website is compliant; new website launched September 2023 • School improvement plan: updates and agreed annually; reviewed throughout the year; planning processes are well established • Continuous professional development; teachers use PLCs to review and develop successful teaching strategies; a full programme of PDOs supports personalised professional development; lesson observation/work scrutiny well established and supports CPD programme • Staff mental health and wellbeing: the school promotes staff welfare; employment assistance programme in place; Terapia counselling support also available for staff; good contact time for teachers; low teacher:student ratios; anti-racist working party is developing diversity agenda • Parents and local community: parents express positive views about the school and what it aims to achieve for students 	
<p>Actions from previous year:</p> <p>Hybrid GB meetings – 6 meetings throughout the year</p> <p>Recruitment of new governors – increasing diversity of members</p> <p>Developing SEND provision by applying for an ARP</p> <p>Reducing the PAN to 150, due to falling rolls across London</p> <p>Budget monitored and effective control of staffing</p>	<p>Impact of actions:</p> <p>Effective GB oversight</p> <p>New governors in place but some governors have left, reducing the size of the GB</p> <p>ARP in place for September 2022 – cognition and learning</p> <p>Local authority and GB have agreed a new PAN of 150 from September 2024</p> <p>Budget balanced; staffing costs reduced</p>	

Areas for development	<p>Developing the collaborative culture across the school</p> <p>Establish ARP – including a review of future accommodation needs</p> <p>Review Inclusion Hub in light of the end of sponsored funding</p> <p>Continue to focus on financial stability</p> <p>Supporting a sustainable school</p>
Next steps	<p>Develop the staff development programme to further improve the collaborative culture across the school</p> <p>Decision on Hub provision and identify finances to support it</p> <p>Collaboration with LA and other agencies to identify funding and best practices to become an environmentally sustainable school</p> <p>Accommodation review to ensure ARP students can have their own base whilst being part of the mainstream school</p>

EVIDENCE TO SUPPORT SUMMARY EVALUATION

Relevant evidence

Ofsted inspection report:	Ofsted report – October 2018
Quality of education:	GCSE results – summary; website – curriculum pages; lesson obs; work scrutiny
Behaviour and attitudes:	Attendance data; exclusion data; AtL half termly reports; pastoral support logs
Personal development:	PSHE programme – with lesson obs data; counsellor support logs; Investors in careers report; healthy schools report
Leadership and management:	GB minutes and year plan; financial reports; pupil numbers and first choice data from the local authority