

Contents

Introduction	1
Curriculum	2
Pathways	2
Initial assessment of reading and maths progress within school using RWI assessment and White Rose maths and an overview of both subjects	2
Entry level English and Maths BKSb test results (January)	4
Top level look at progress against main cohorts (from EFL)	7
Training	9
Premises and Finance	9
Health	9
Safeguarding	9

Introduction

We remain in the “OFSTED window” with an inspection now long overdue. To aid our readiness for inspection, I have contracted David Scott, a lead OFSTED inspector, to support coaching for our middle leadership (subject leads). David Scott has now led two days of supported interviews and questions for our subject leaders and SLT. This in part a response to the ‘Even better if’ point raised in 2.2 of the recent Challenge Partners review

“2.2 Leadership at all levels - Even better if...

... subject leaders were developed to confidently articulate how their subject area links with the wider curriculum offer and the impact it has on student outcomes.”

David Scott wrote that “It was good to work with you and your colleagues yesterday. It was also pleasing to see greater confidence in staff in discussing curriculum matters.” David’s verbal feedback to me was that the middle leaders were more confident in explaining their subject areas and linking their subject to the wider curriculum areas.

I attended the Enfield youth council and Parliament elections on Friday the 27th January. I was filled with immense pride and joy, as you can imagine (along with his parents) when Finley Willis, age 19, from our school won a seat as one of 2 Enfield representatives at the UK Youth Parliament. We are also happy to announce that Kyle Johnston - age 12, Anil Sahindal - age 18 and Finley Willis - age 19

have been duly elected as members of the Enfield Youth Council (all parents were, of course, bursting with pride). All the three candidates created their own manifestos (<https://youthenfield.taptub.co.uk/enfield-youth-elections/candidates>) and emerged victorious on the judgement day. This year, 32 candidates from the local secondary and special needs schools contested for the 25 seats for the elected youth council members.

We would like to wish them all the best in their new role and wish them success in making sure that young people have a voice in the local community. It is also worth noting that they were the only candidates that stood from an Enfield special school.

All our students partook in the voting for the candidates whilst all 3 candidates canvassed at school. This has been an extremely valuable contribution for our pupils in understanding the fundamental British values of democracy and the rule of law.

Curriculum

All subjects now have a full 3 year plan overview supported by formal schemes of work which are to be adapted by each class teacher, supported by their subject leads.

Pathways

A number of students from the Sports coaching pathway will now be coaching pupils from De Bohun at De Bohun School every Thursday. This increases our links with other schools and organisations within the local area.

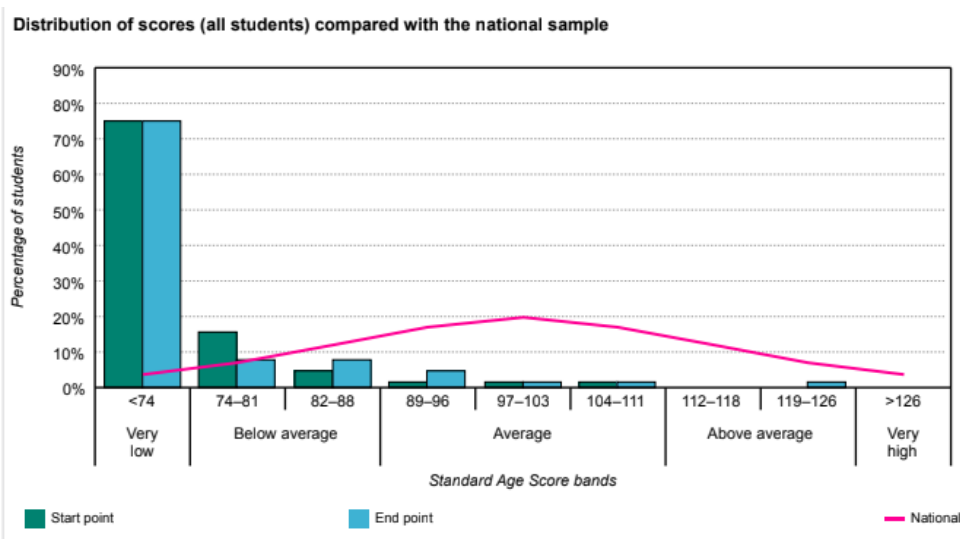
[Initial assessment of reading and maths progress within school using RWI assessment and White Rose maths and an overview of both subjects](#)

Top actions for 22/23:

- RWI rollout across all journeys
- OCR Entry Level English exams for J3 KS4/5 students
- Redesigning the curriculum with a 3-year rationale

NGRT data (Start: Term 3 21/22 | End: Term 1 22/23):

	Stanine			1	2	3	4	5	6	7	8	9
	No. of students	Test point	Mean SAS	<74	74-81	82-88	89-96	97-103	104-111	112-118	119-126	>126
National	-	-	100.0	4%	7%	12%	17%	20%	17%	12%	7%	4%
All students	64	Start	72.7	75%	16%	5%	2%	2%	2%	0%	0%	0%
		End	74.0	75%	8%	8%	5%	2%	2%	0%	2%	0%



Assessment Trackers:

- Red: 0 to 0.5 progress points in Term 1 22/23
- Amber: 1 to 2 progress points in Term 1 22/23
- Green: more than 2 progress points in Term 1 22/23 (includes baselines)

Reading	Writing	Speaking & Listening
9	12	6
18	14	19
78	78	80

RWI:

- 9th Sep training for 20 staff
- Catch-up training delivered gradually to remaining staff, including long term supply
- Monday RWI bitesize sessions held weekly - practice map doc.
- Baseline assessment - Sep/Oct
- Assessment 1 (for storybook lessons) - Dec - phonics assessment tracker doc
- Assessment 2 - Feb - phonics assessment tracker doc + sound analysis grid

Maths overview document

Top actions for 22/23:

- White Rose Maths rollout for journeys 2/3, refresher on concrete - pictorial - abstract approach
- OCR Entry Level Maths exams for J3 KS4/5 students
- Redesigning the curriculum with a 3-year rationale

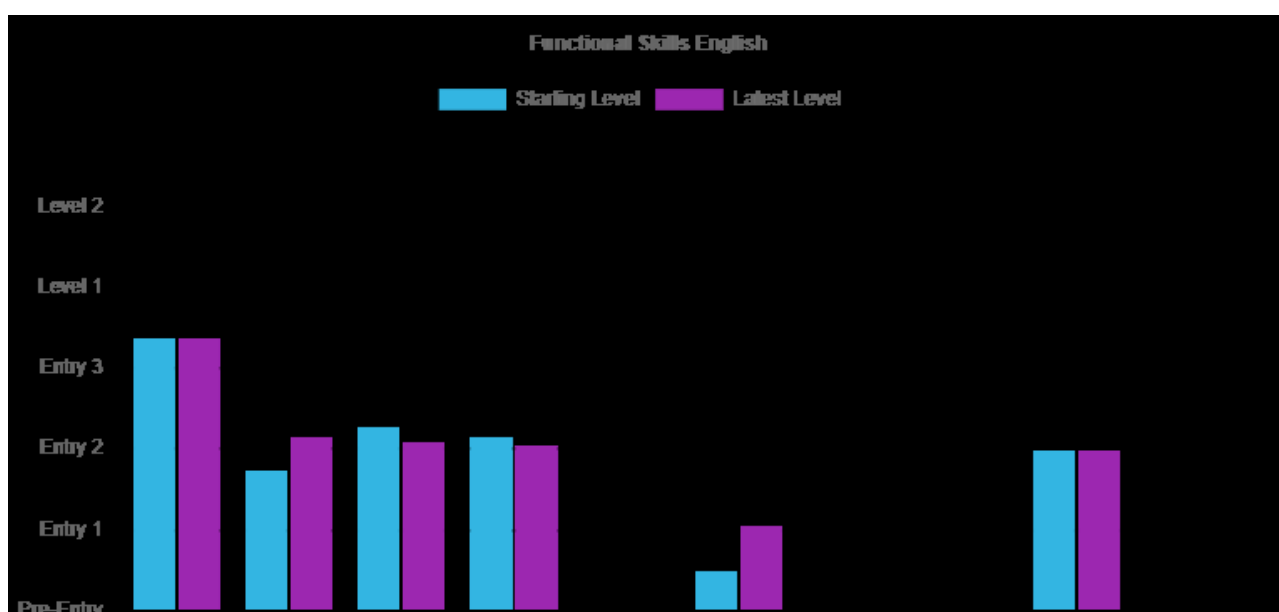
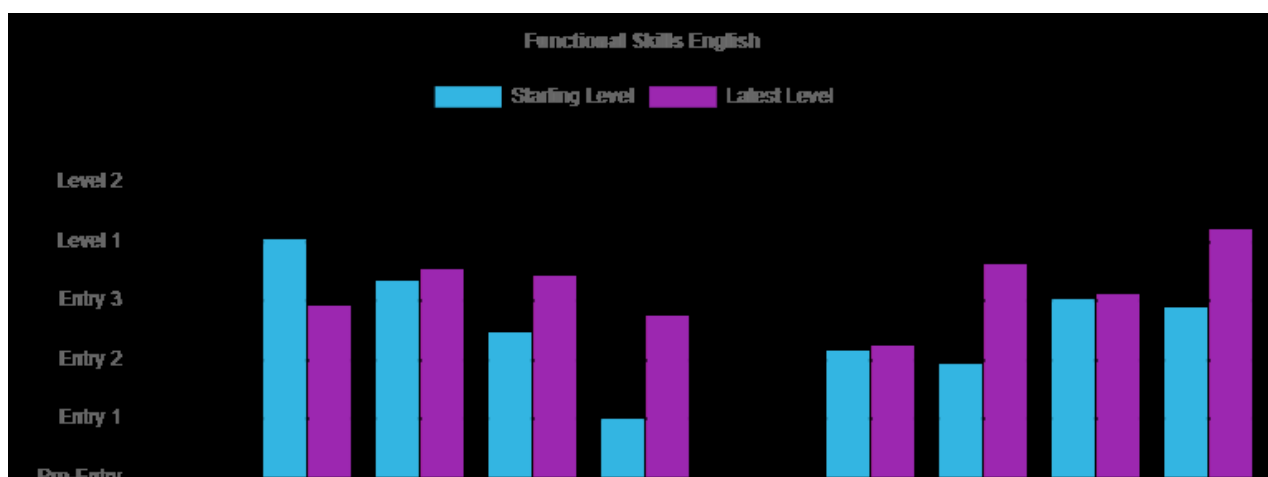
Assessment Trackers:

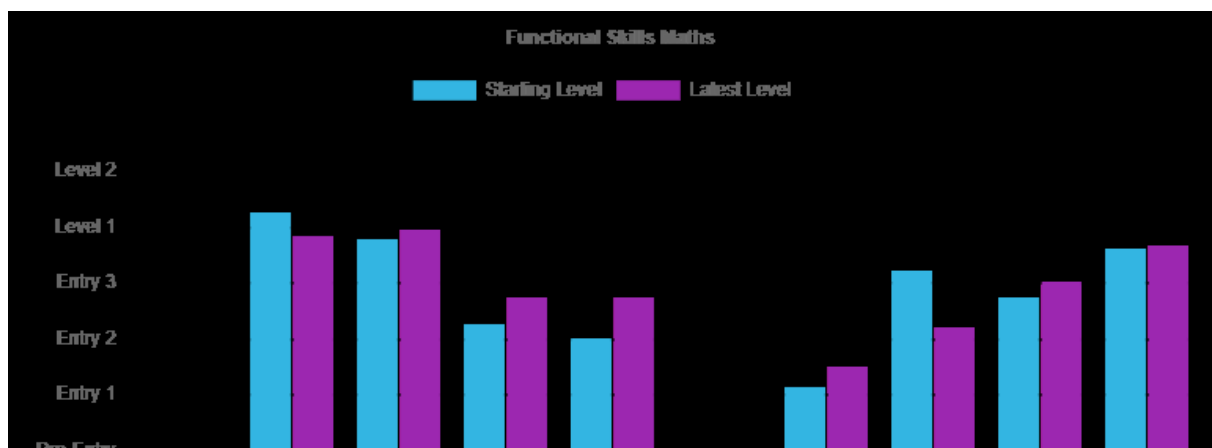
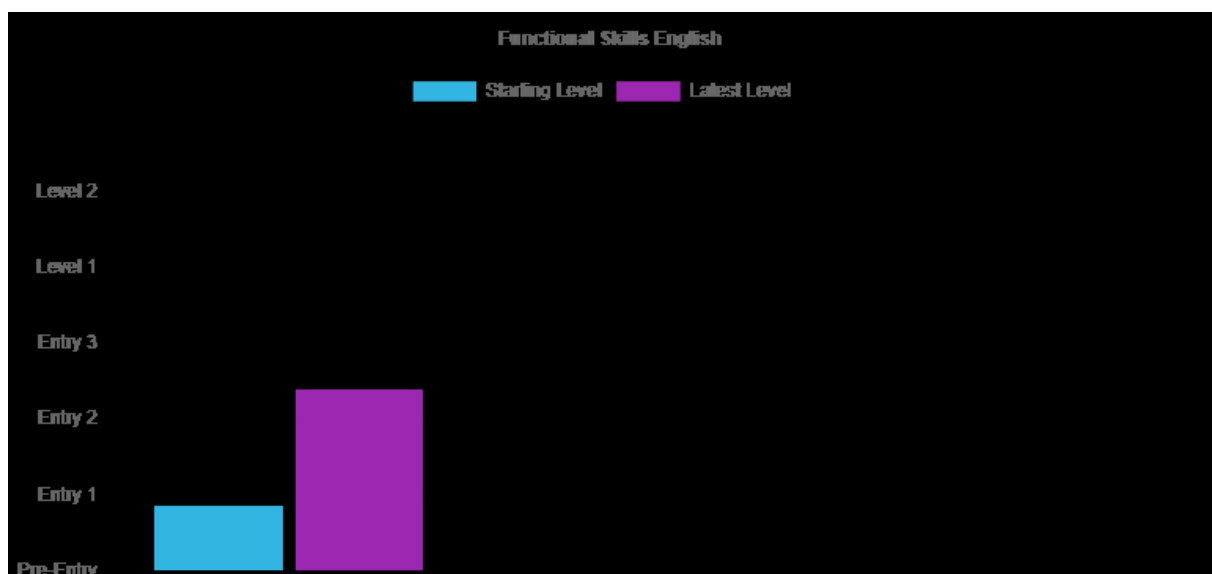
- Red: 0 to 0.5 progress points in Term 1 22/23
- Amber: 1 to 2 progress points in Term 1 22/23
- Green: more than 2 progress points in Term 1 22/23 (includes baselines)

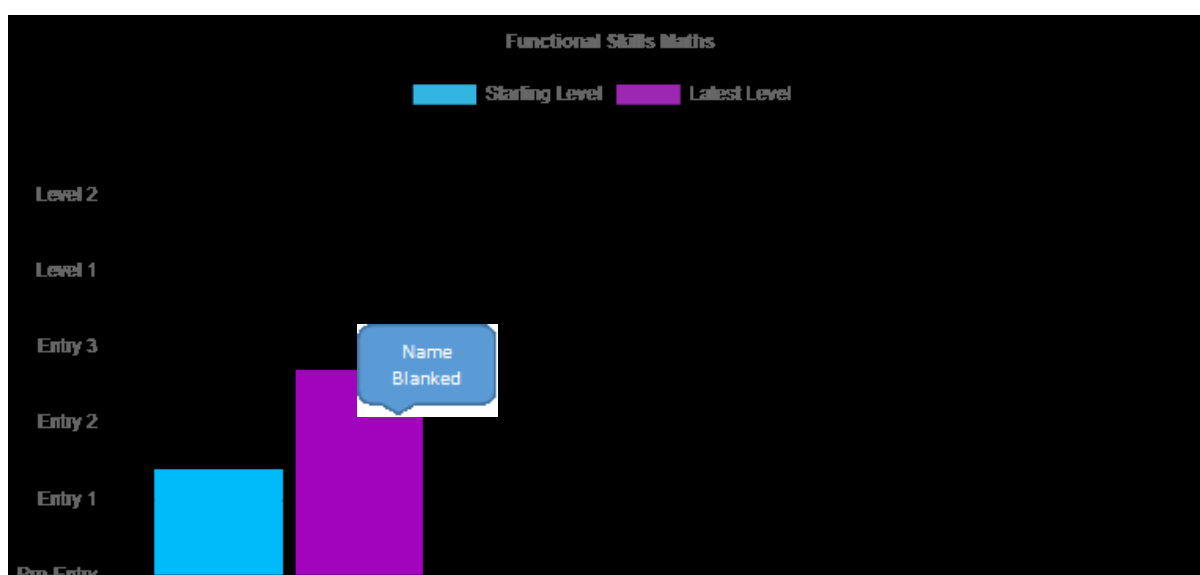
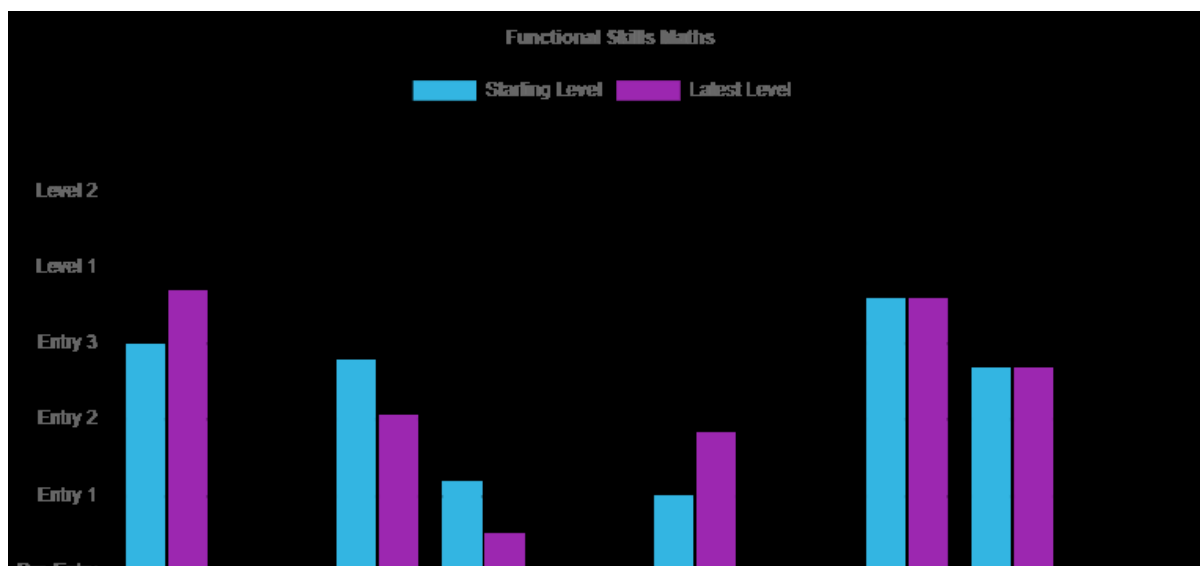
Number	Geometry & Measure
11	32
11	12
81	58

Geometry & measure have been affected by swimming and also the fact that they are taught in some classes in the spring term. I am monitoring this area closely for a significant improvement in test scores in the summer term. Sejal is now supporting Maths catch up twice a week at school with particular reference to this area.

Entry level English and Maths BKSBS test results (January)







We have seen significant improvement in the mock results for a significant majority of our students at key stages 4 and 5 in the Functional Entry level certificate tests in English and Maths.

English

One of the student's drop in performance during the Mock assessment was in part due to his ill health at the time and we expect his performance to improve. A student in Jubilee class is new to the school and will sit the Entry Level tests later in the year.

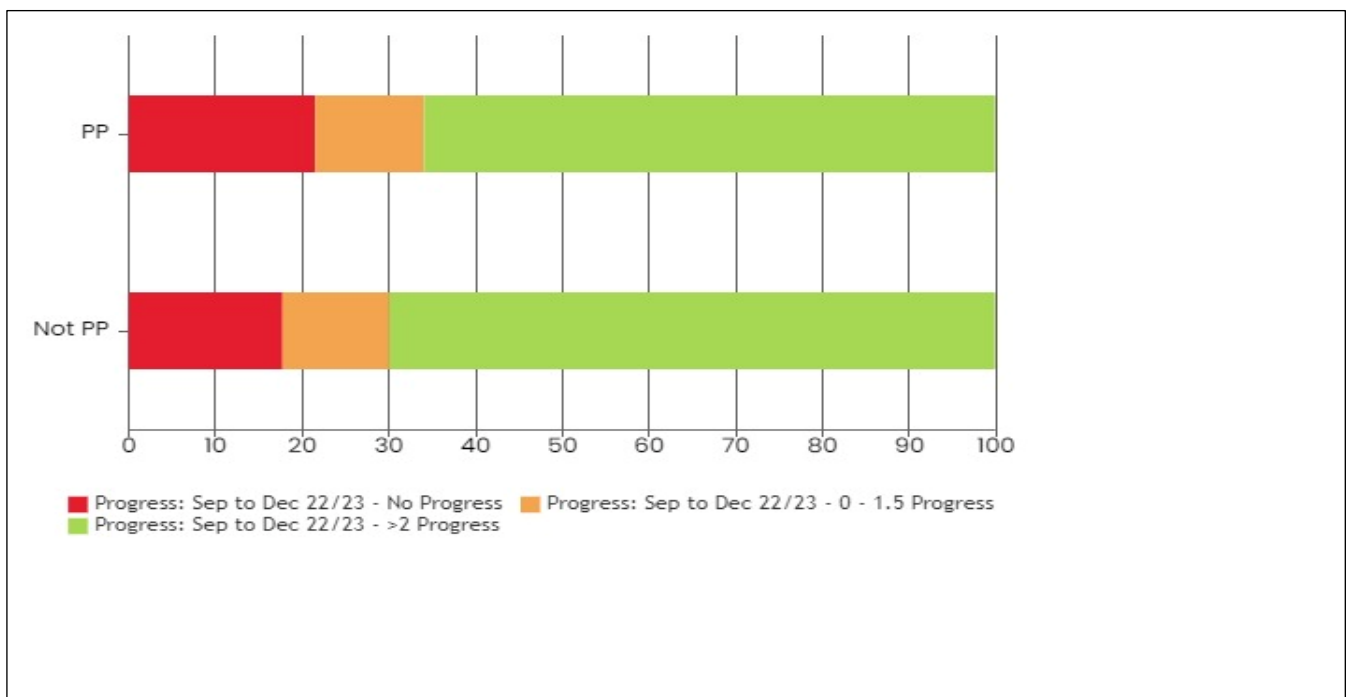
Maths

The performance in Maths has not been as strong as in English and we are working with our Southgate 'maths students' as well focussing on the areas where pupils are struggling to improve maths performance.

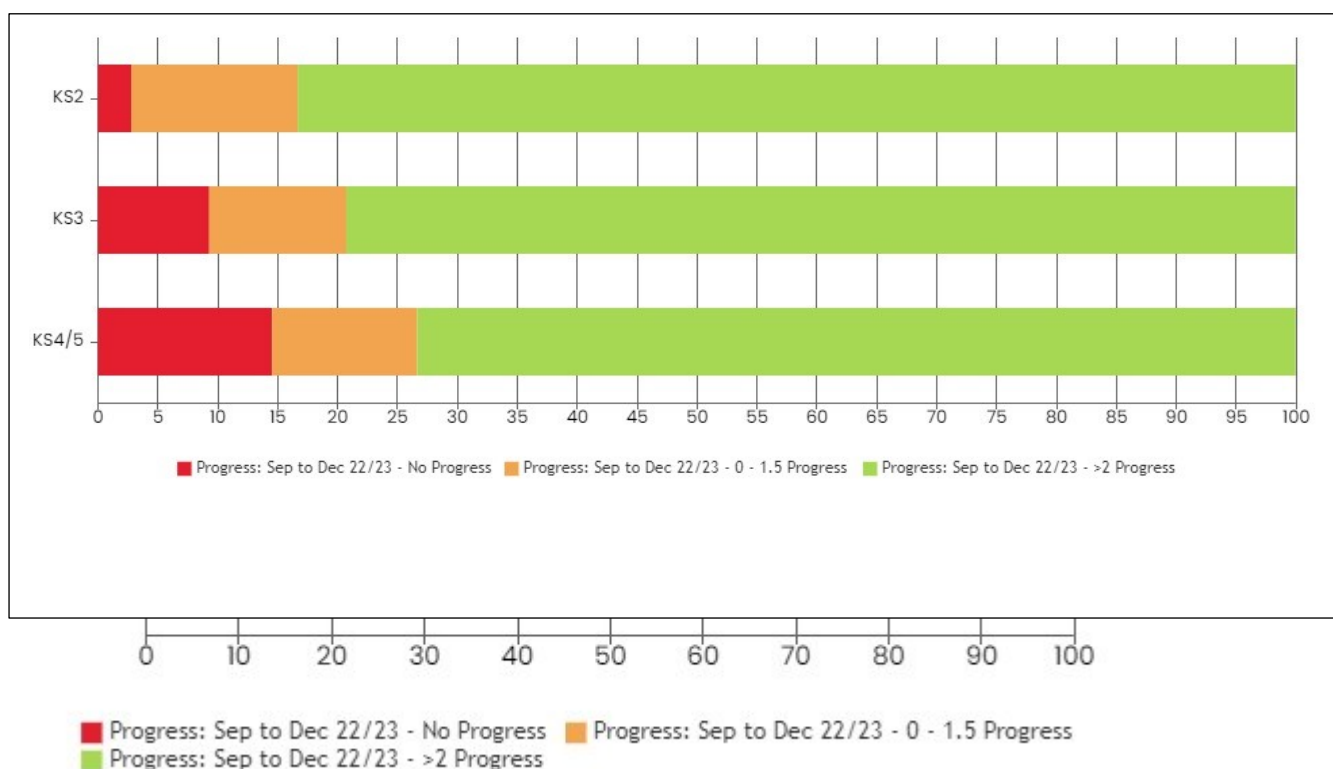
We have had 2 students who have struggled with comprehending the online nature of the tests and I am in discussions with the class team and Kyri as to how we overcome the challenges that a formal test environment creates for some of our students. This is the first time that the school has entered this many students for Entry level certificate tests and so we are entering new territory for teachers and LSA's!

Top level look at progress against main cohorts (from EFL)

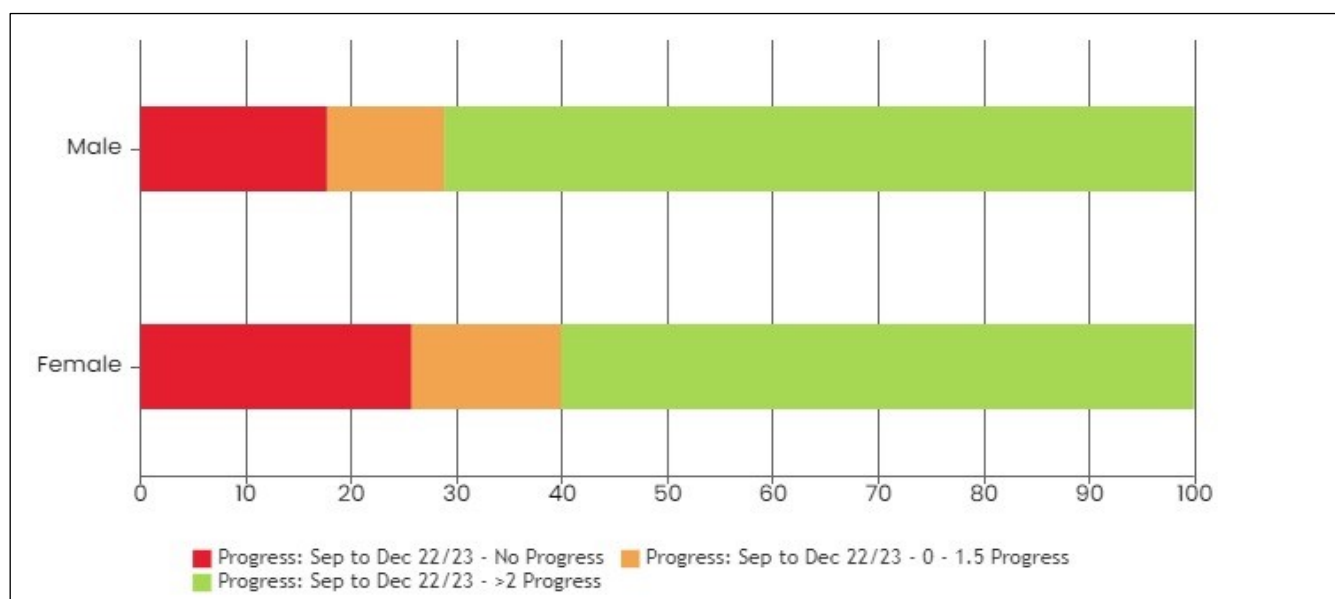
Pupil progress by Pupil Premium



Progress by key stage



Progress by gender



Overall pupils on pupil premium make equivalent or better progress overall in all subjects. Key stage 4 and 5 students are not making as much progress as at other key stages. This appears to be that a case of 4 students at key stage 5 who are not attending regularly at school. All five are being followed up and have a complex set of reasons for non-attendance. If these 4 students are excluded from the data set then the key stage 4 and 5 students are performing as well as other

students. There is a gap between male and female progress but this appears to be due in part to the relative discrepancies in sample size between the 2 cohorts and having a significantly greater number of boys at Journey 3 making significant progress. However this is a priority for the school to identify both the girls and boys who are underperforming (across the key areas of literacy and maths in particular). I will provide a full set of data progress (including subject and class progress) in July.

Training

RWI and fresh Start are now very strongly embedded amongst all cohorts. Bite size communication training from the SALTS has resumed with safeguarding training also being key this term with the influx of agency staff that we have.

Premises and Finance

Please see Brenda's report.

Health

All health plans are now up to date

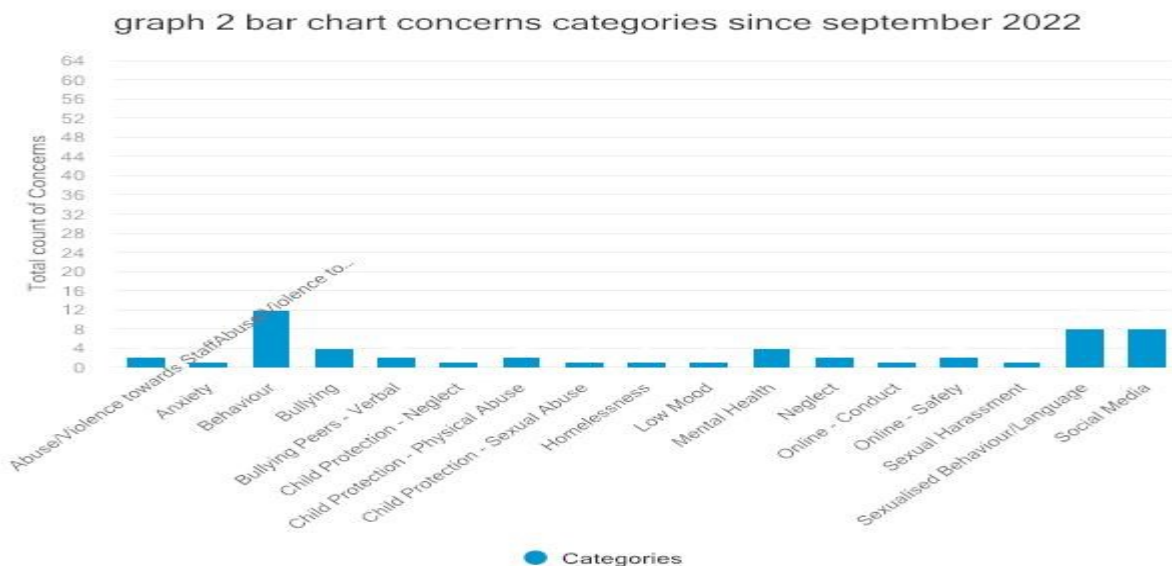
HR

We continue to have 1 member of staff off on long term sick. Other HR matters will be discussed in part 2 of the meeting

Safeguarding

Term 1 2022 My Concern short analysis

This a short analysis of trends in MyConcern Concerns since September 2022. The graph below shows a breakdown of concerns. It should be noted that concerns may often have more than one category assigned to them. The 8 cases of social media use have included offensive language which has been categorised as sexualised language.



There have been 12 incidents of behaviour issues since September. These have involved a small number of pupils whose behaviour is being monitored. The majority of pupils' behaviour has improved significantly. 6 have been referred to our mentoring, Thrive and counselling services within school.

Bullying by pupils within social media (Child on child abuse) continues to be a concern at school. All incidents have occurred so far on WhatsApp and generally over the weekend. Training was given last year to parents/carers in May with both day time and evening sessions in how to be vigilant and alert in supporting their child's use of IT and social media. Students were provided with sessions outlining how to be safe online on (Wednesday 4th May 2022). The workshops were divided into age appropriate groups and accompanied by class staff. Our Computing lead completed a CEPS course last May. We will seek to repeat the parent/carer, pupil and staff training sessions throughout the year

Both PSHSE and RSE (as part of a previous safeguarding audit) have a significant element that covers the use of social media throughout the academic year. Pupils and parents are now, however more confident in coming into school and showing either myself, the DHT or the DSL bullying/offensive messages. This is a significant improvement upon last year where a small number of parents were directly confronting other parents/carers. It is now apparent that school is the place where all social media issues are brought to, in order for resolution to bullying issues can be made. This supports school in assessing the level of harm and what further action may need to be taken.

However it is important to not completely demonise all social media as this may be an area that our pupils can gain employment in. We have now started this year a media pathway to support pupils in thinking about a career within the media. The school will also have a marketing manager from a company that specialises in YouTube channel marketing to speak to our hospitality and retail and media pathways on the 28th February.

Safeguarding cases

Open cases (Cheviots short break referrals)

Child

Child A
Child B
Child C
Child D
Child E
Child F [LAC]
Child G [LAC}

One open referral. Child X demonstrating sexualised behaviour.

Adults Services

Child H

Child I Head of service is looking at this case trying to get Child I support. Currently open with Cheviot however no allocation at the moment.

Mash Referrals for the past year:

Child J	24.11.22 and 7.7.22	both NFA
Child K	6.10.22	NFA
Child L	13.7.22	NFA
Child M	17.5.22	NFA

Early Help		
Child N	16.1.23	Passed to Cheviots.