

SSSfN Link Director Report February 2016

1. Governance

- The CEO has taken over the role as Chair on a temporary bases until September 2017 when it is hoped a candidate for the role will have been sourced. The newly elected Vice Chair, Cath Catt, actively undertook work before recently resigning to take a leading role at Pinetree School where she will be able to bring her educational background to the IEB. Thus the committee now has a vacancy for a Vice Chair of Governors
- Recruitment continues to be difficult, the demands of the role appears to be dissuading people from joining.
- Governor Improvement Plan continues to be reviewed at Away Days and is overseen by the Trust Administrator.
- Governance was found to be good by Ofsted whilst stressing it will be important to continue the level of support and. Challenge.

2. Governor Monitoring

- The monthly Standards and Performance Committee has moved successfully to having a different member Chair the meeting each term. This is useful as it spreads the workload whilst providing opportunities for governors to develop different skills and feel more confident about the work they undertake. A calendar of areas to be scrutinised ensures that key areas for improvement and delivery are given the in depth time required to discuss matters with the Senior Leadership Team.
- Governor monitoring has developed a more systematic approach when compared with the method of previous years. Linking with the SIDP prior to the visit has made the whole process more effective ensuring that all bases are covered on a rolling programme and key improvement areas are successfully scrutinised. All governors are contributing to this process. Reports are shared at the monthly Standards and Performance meetings and LGB meetings with queries being addressed by the Executive Headteacher or Head of Specialist Provision.
- 14 Monitoring governor visits have been made since the last report in November making a total for this academic year of 25. The Trust Administrator oversees the monitoring calendar and ensures that the work is carried out.
- **PROPOSAL:** A sensitive balance between governor challenge and support is important to maintain. I would like therefore to propose a review of the work undertaken this academic year at the start of the Summer Term to determine if the present governor monitoring process is meeting the needs of driving improvement of the SSSfN. The review would need to consider the workload aspects of both Leadership Team and Governors. I believe this could best be achieved by representatives of the SLT, the Chair of Govs & Link Director meeting to discuss matters with a view to ensuring any changes to practice could be appropriately implemented from September 17.
- As Link Director I continue to attend the Strategic Leadership Meeting at least monthly. I have also attended at the start of the Spring Term an XLT (Senior Leadership) meeting and Pleadors meeting (Primary Leaders) The commitment and professionalism of staff shines through alongside the desire to make practice outstanding. Staff work together well to address issues, are open to new ways of working and keen to share good practice across the bases and keystone phases. Collaboration is key to the success of the SSSfN, whilst recognising there is always work to maintain consistency over such a diverse range of staff spread over such a large geographical area.

- There have been 2 Standards and Performance Meetings since the November report which have been responsible for scrutinising
 - i. Food Technology,
 - ii. ICT
 - iii. Pupil Premium Spending Plans
 - iv. Curriculum Changes
 - v. Attendance
- It has become more important that the school knows EXACTLY how much money has been provided for EACH pupil under the pupil premium strategy as the Leadership team will be held responsible for not only how the money has been spent but also the outcomes achieved as a result of the spending for EACH pupil.
- Attendance Case Studies were provided together with a comprehensive report of how attendance is monitored and action taken to address issues. The Case Studies demonstrated clearly the work undertaken by staff to improve attendance of individuals with varying success rates. 1 primary child had increased attendance from zero to 65%. Some students although having numerous different type interventions still required FastTrack but this way is always considered carefully as often the families are difficult to engage and Fast Track isn't necessarily the way to get them on board. Would recommend Directors to view the Case Studies to understand the hardwork that goes into improving attendance.
- 2 LGB meetings took place, 5th Dec & 6th Feb, which covered a mixture of reports including committee reports, governor with responsibility reports e.g. Safeguarding, Equality Action Plan, the Exec Heads Report, Rag Rated SIDP, Whole School Review, Staff Well Being and governor monitoring.
- The Exec Heads Report covered updates on : Teaching and Learning, Curriculum and SEN support, Bases, Staffing, Premises, Finance and Behaviour and attendance.
- The following Policies were approved: Assessment & Feedback, Teaching & Learning, Anti-Bullying, e-Safety, More Academically able & talented, Intimate Care, Substance Misuse, Exams

3. Staffing

- The Executive Headteacher has continued to provide strong leadership, acknowledged by the Ofsted Lead Inspector who referred to the appointment as an 'inspired appointment'. Clear focus, direction and leadership are provided.
- There has been no backfill of the Executive Headteacher's role as Head of SSSfN School so the structure the Trust designed has not been adhered to. This means that workload is an issue, not just for the Executive Headteacher but for the Leadership team as a whole. This was noted by the Ofsted team.
- The new Head of Specialist School has already identified the steps necessary to move the Compass and Earthsea school bases forward.
- The well being survey was used by Ofsted as a source of information.
- There were 460 days staff absence in total across the SSSfN sites for the Autumn Term. At the time of writing the report I did not have any breakdown of the absences but have made the Trust Administrator aware that my information is insufficient.
- I was provided with the staff recruitment spreadsheet which I used to collate to provide a table to show base appointment / vacancies as well as type of appointment

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Base	Appointments / Vacancies	Type
Brooklands	No appointment or vacancy	
DBS	2 appointments poss 1 vacancy (Sec TA either vacant or changed into Engagement)	TA Engagement & Admin
Locksley	2 appointments	TA Secondary & Engagement
Rosebery	7 appointments. Still 1 vacancy (English teacher new post after 2 adverts.	RAO, 5 TA's, 1 SSA Intervention
Compass Belton	2 appointments	1 TA & 1 Cover Supervisor
Compass Locksley	2 appointments	1 Teacher 1 TA
Compass Pott Row	2 appointments	2 TA's
Earthsea	4 appointments	2 SSa's, 1 TA, 1 Admin
	2 appointments (post held for 1 term)	PA to XLT

4. Capacity

- Numbers have been kept this term close to the commissioning number through careful monitoring. One student out one student remains in operation. At the beginning of February there were 98 children on the waiting list to join the school as a result of being excluded from mainstream or CME, an increase of 58 children since my last report in November.
- It is important to note that this number varies week to week and does not reflect the actual number of children involved as students are moved on to appropriate placements as soon as a placement can be found.
- Making spaces for new students remains a difficulty with little availability of specialist provision and reluctance of mainstream schools to accept students for re-integration. This point was noted by Ofsted.

5. Teaching and Learning

- A new way of Assessment and progress tracking has been rolled out to Secondary across the school following a successful pilot in Primary last year. This was necessary as the Government changed the way children's progress would be recorded.
- 'Learning Ladders' has been adapted for use in Secondary by the Secondary teams. This differs from Primary where they were able to utilise a ready made package. Time was taken during the Summer Term to build the assessment ladders ready for the Autumn Term.
- Curriculum Planning is well under way with Senior Leaders to create a new way of working with Keystage 3 children. Presentation to the Standards Committee of a successful pilot undertaken at Compass Belton demonstrated that the style was more effective at engaging less interested students. Ofsted commented positively of future plans.
- Engagement remains an area where practice continues to be challenged and improvement sought, particularly around attendance. Alternative Providers are being made more accountable, a result an established provider has been removed from the list. Ofsted commented positively on the monitoring of providers by the school.

- Plans to bring 'in house' some students who presently attend Alternative Providers starting September 2017 is well under way. Ofsted commented positively of these plans.
- Following the Internal review undertaken by members of the Leadership team the following information relating to Lesson Observations was presented to the LGB

SSSfN	% Met Teachers Standards	% Did not meet Standards
Short Stay Bases (41 staff)	93 (91; 87) previous years in brackets	7 (9; 13)
Specialist Bases (9 staff)	78 (80; 45)	22 (20;55) 1 has left 1 on support plan
Short Stay Bases ONLY		
Primary	76 (89;87;75)	24 (11;13;25)
Secondary	96 (96;87;74)	4 (4;13;26)
Engagement	88 (80;87;80)	12 (20;13;20)

- Following the Internal review undertaken by members of the Leadership team the following information relating Progress over time – work scrutiny /progress tracking was presented to the LGB

SSSfN	% Met Teachers Standards	% Did not meet Standards
Short Stay (41 staff)	78 (85;75) previous years in brackets	22 (15;25)
Specialist Bases (9 staff)	89 (80; 72)	11 (20,18)
Short Stay Bases ONLY		
Primary	82 (78;83;44)	18 (22;17;56)
Secondary	75 (87;70;36)	25 (13;30;64)
Engagement	63 (80;87;60)	37 (20;13;40)

- When challenged at the LGB why the data showed a reduced number of teachers reaching the required standard it was explained that 2 factors contributed to the data. Staff had been in Secondary and Engagement battling to get used to using learning ladders, keystage 3 problems particularly around Engagement and the planned curriculum changes which were being undertaken at the same time. Workload issues contributed to the slippage.

6. Standards and Performance

Progress

- As with all new systems success can only be measured by results. Unfortunately there have been issues in providing a satisfactory subject progress comparison following the introduction of 'Learning Ladders' across Secondary. So although teachers are tracking children's progress they have been unable to provide the data in a format that is sufficiently reliable to make comparisons. Leadership are aware of the issues and are presently trying to rectify the position.
- Progress Data will be provided in the next Report.

Attendance

- Data provided by school in Data Dashboard Report
- Attendance is a key focus of the 2016- 2017 SIDP. The Target is for attendance to be 5% better than PRU's nationally. This target was challenged at the recent scrutiny exercise as being maybe too low as attendance is still considerably under the governments target for mainstream. It was understood that the school leaders had deliberately chosen a SMART target in order to drive improvement.
- Attendance at the end of Autumn Term was 74.41%. This figure is 5% better than national figure provided Autumn 2015. Boys attendance 75.7% compared to Girls 70.4%.

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- Overall there was a 3% decline, largely due to Locksley Engagement. This has resulted in the Attendance Lead for the SSSfN monitoring weekly Locksley Engagement. 30% of Locksley Engagement students are being Fast Tracked.
- Rosebery attendance has improved. Last year 66.4%, this year 71%. A rag-rated attendance sheet the site had developed to help drive improvement was shared at XLT meeting.
- Each week XLT are sent a <80% report which identifies students with attendance less than 80% allowing weekly Leadership meetings at each base to discuss the students.
- Fast Track is considered if specific criteria are met – 10 consecutive session absences, 15% unauthorised absences over 6 weeks (i.e. 9 sessions). Fast Track information is added to SIMS but as of 31/01/17 data was missing for 13 pupils so outcomes cannot be reported. Of the remaining 24 pupils, attendance increased for 17 (71%) and decreased for 7 (29%). The average increase in attendance for FT success is 7%, the average decrease for FTs that do not lead to increases is 15%.
- Factors in the lack of success is lack of engagement of parents, delay between meetings/reviews and court appearance with courts choosing not to fine in some circumstances.
- Attendance Action Plans are initiated on SIMS as soon as an action is taken to improve an individual's attendance. The table below provides base & team statistics for those on action plans. The balance of AApS reflects the fact that Engagement teams have the lowest attendance across SSSfN.

Base	Numbers			Team	Numbers
Brooklands	4			Special	8
Compass	8			Primary	13
DBS	35			Core	20
Earthsea	0			Engagement	87
Locksley	68			KS3o/KSX	5
Rosebery	18			Total	133
Total	133				

- There has been an upward trend in attendance for Autumn 2 compared to Autumn 1.

Base	A1	A2	A2-A1
Brooklands	79.2%	80.7%	1.5%
Compass	87.6%	88.7%	1.1%
DBS	76.4%	73.7%	-2.7%
Earthsea	79.2%	83.7%	4.4%
Locksley	69%	71.6%	2%
Roebery	70.5%	71%	0.5%

- The reduction in attendance at DBS reflects a particularly difficult cohort of Engagement students at this base.
- Missing marks for sessions is an administrative headache, not for those on base so much more for those off base. Following Ofsted it has been determined that students off base will need to be checked in both morning and afternoon to ensure for safeguarding reasons that the whereabouts of every student is known.
- Looking at attendance at the end of Autumn 2 the reasons for absence are as follows

ABSENCE REASON	PERCENTAGE
Unauthorised	46%
Other authorised	21%
Illness	16%
Exclusions	11%
Medical Appointments	3%
Lates	2%
Other	1.3%
Traveller absence	0.6%

- Governors challenged the high rate for exclusions at the Scrutiny meeting and as a result behaviour issues will be a major item of the May agenda where FEX data, reasons etc will be looked at alongside significant incidents and other strategies that may be used successfully to avoid exclusions.
- In spite of the improvements achieved so far, in Ofsted terms the school is still falling short of requirements and this will continue to have high priority for the Leadership Team.

7. Re-Integration & Destinations

- 18 students were moved on during Autumn 1 - 33% to mainstream
- 89% of those students moved from Short Stay bases, 50% from Locksley
- 83% re-integrated into mainstream within 2 terms
- Students moving to independent schools took 4-6 terms to move on.
- 12 pupils successfully reintegrated, 3 unsuccessfully and 11 were in the process.
- Most successful reintegrations were Keystage 3
- 105 students have been on roll for 2 terms or more., 51% are Yr 11 – 69% of these are KS4 engagement.

8. Basic Information for Autumn Term

- 74% male (238) 26% female (82)
- 56 students joined the 1st half of the Autumn Term – 68% PEX of those 79% were Secondary)
- 10 students were PEX guests (not agreed by govts of mainstream)
- 20% more students on roll than same time last year
- 86% students received Full Time education,
- 14% students received Build Up packages (42% had timetables of 15hrs plus) XLT review build up packages weekly
- **Vulnerability**
- FSM 139 (43%). This is 3.6x more than Norfolk Schools average.
- Child Protection Plan 13 (4%) compared to Norfolk (0.28%)
- Child in Need 32 (10%) compared to Norfolk (2.6%)
- Family Support Plan 37 (11.6%) 19% initiated by the SSSfN
- LAC 28 (8.8%) 15 x more than Norfolk Schools average
Earthsea 29% Compass 32%
- S/EHCP 73 students (23%) 6.8 x more than Norfolk Schools average
- 34 students undergoing statutory assessment (lengthy process & barrier to moving on quickly)
- SEN support 123 students (38.4%)
- ME 293 (91.6%) white British This is lower than Norfolk as a whole.

Portugese	1
Other	1
Gypsy / Roma	2
Black Carribean	1

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Any other Black	4
Any other Asian	4
White Eastern European	2
White & Black African	1
White & Asian	1

9. Finance

This information was obtained from paperwork which I believe was presented to the Finance Committee in January. I have not received any paperwork directly relating to finances so am unable to comment further.

Income	40.29%
Staffing	34.15%
Other	82.74%
Overall	45.23%

Income above budget due to KSX higher than expected

10 Ofsted

Ofsted visited the SSSfN on the 7th,8th,9th of February. The team consisted of 1 Lead Inspector and 3 other Inspectors. Bases were visited, evidence collected, leadership & governors questioned.

At the time of writing this report only verbal feedback had been given.

Until the report has been overseen by Ofsted regulators nothing should be put in writing re the judgement. It was not a judgement we expected, safeguarding issues presented which influenced the decision. Other aspects did not meet the grade expected. The school was good last time but the framework has changed dramatically so although huge improvements have been made since the last visit the school measured differently this time.

Sue Cooke
Link SSSfN Director