

**Daventry Hill School LGB November 2018**

**Headlines**

Areas of Strength	Areas for Development
Staff commitment Some very good relationships between staff and pupils Leadership team striving to make improvements Some teaching is good Student engagement in activities	CPD for staff – specifically understanding SEN Curriculum – purpose and personalisation Safeguarding – culture of safety, noticing and doing something about it Environment – environment for learning and safety including outside areas Assessment – procedures and processes

**Self-Evaluation**

Area	Most recent Ofsted / HMI Judgement [Apr 2018]	Current Self-Evaluation
Overall Effectiveness		
Leadership and Management		
Quality of Teaching Learning and Assessment		
Personal Development, Behaviour Safety and Welfare		
Outcomes		
Effectiveness of Early Years		

≥70% Above = Outstanding	≥ 70% at least expected = Good	50 – 69% at least expected = RI	<50% expected = inadequate
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Previous Year – Primary School Progress Towards Minimum Expected End of Key Stage Outcomes [July 2018]									
%	English	Sp	L	R	W	Maths	Science	PSHE	ICT
Above	40			39	61	43			
Expected	20			32	18	29			
Below	16			14	7	15			
Commentary	No data captured – English 22%, Maths 14%								
Previous Year - Secondary School Progress Towards Minimum Expected End of Key Stage Outcomes [July 2018]									
%	English	Sp	L	R	W	Maths	Science	PSHE	ICT
Above	34			35	35	44			
Expected	7			8	11	7			
Below	37			27	30	28			
Commentary	No data captured – English 30%, Maths 32% (KS4 – English 48%, Maths 40%)  Data suggests that pupils in receipt of PPG make slightly better progress than their peers in primary, and as good as in secondary. However there is a significant amount of data missing and as such not able to give a clear picture								
Current Academic Year - Progress Towards Expected Outcomes [Autumn 2018]									
%	Communication / Speaking & Listening	Reading	Writing	Maths	PSHE	IEP			
On track confident	38	36	23	29	34	28			
On track keep eye	46	33	48	50	45	60			
Concern	16	31	28	21	21	12			
Commentary	130 students reported on. 150 now on role. Unable to report on 20 new starters.								

Creating Tomorrow Multi Academy Trust  
 Daventry Hill School



	<p>Red rated students include 3 new starters from part way through the first term that struggled to settle but now have, 1 non attender (medical), 1 long term medical authorised absence, 2 school refusers.</p> <p>Communication – Staff understanding of difference between being able to communicate and communicating effectively – training need to be addressed. No personalised approach. School to school support discussed with Fairfields Teaching Alliance</p> <p>Reading/Maths– in term 3 we will be introducing school wide, systematic synthetic phonics</p> <p>PSHE – provision of further joint planning time led by AHTs, introduction of skills development focus across school (26<sup>th</sup> November 2018)</p> <p>IEP – Knowledge and ability to use IEPs is underdeveloped as a staff body. Training necessary. Process reviewed and new system introduced to staff on 14<sup>th</sup> November 2018. Time given for collaborative work to complete supported by AHT &amp; KSL's</p>
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Current Academic Year - Quality of Learning and Teaching [2018-19]						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>% Outstanding</b>						
<b>% Good</b>						
<b>% Requiring Improvement</b>						
<b>% Inadequate</b>						
<b>Further Information</b>	At present lesson observations being completed further information to follow Learning walks (drop in obs, work scrutiny, talking to students) suggest that QLTA is requiring improvement					

**Current Academic Year - Whole School Attendance [2018-19]**

<b>Target for Attendance:</b>	96%		<b>Target for Persistent Absence:</b>		15%		
<b>National Attendance % (for those with SEN):</b>	92.3%		<b>National % Persistent Absence (for those with SEN):</b>		22.6%		
<b>2017/18</b>	<b>Autumn</b>		<b>Spring</b>		<b>Summer</b>		<b>Total</b>
	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>	
<b>Attendance%</b>	87.8%						
<b>Persistent Absence %</b>	35.2%						
<b>Commentary</b>	<p>Current (19<sup>th</sup> Nov) 86.9%, Auth 7.6%, Un Auth 5.5%, PA 33.8%</p> <p>Daily attendance monitored through office – for those students with no info about absence - send text to parents initially, if don't hear back by 9.45 then passed to Welfare Manager to follow-up</p> <p>Identified significant amount of students missing in education (more than 10 day not in school) – liaised with parents, EIPS, MASH, Family Support Worker has worked to decrease number of non-attenders, increased attendance and 2 students moved to more appropriate settings</p> <p>Have a system in place to keep in touch with non-attenders, however needs to be more rigorous – welfare team, when fully staffed, will manage.</p>						

%

**Current Academic Year - Exclusions [2018-19]**

	<b>Autumn</b>		<b>Spring</b>		<b>Summer</b>		<b>Total</b>
	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>	
<b>Fixed term exclusions</b>	4						
<b>No. of students excluded</b>	3						
<b>Total School Days</b>	8						
<b>Permanent exclusions</b>	0						
<b>Commentary</b>	<p>Significant number of ongoing behavioural incidents and trying to reduce number of FTE, however impact on learning has been noticeable.</p> <p>Those students with significant impact are identified as having primary need of SEMH and / or HFA. School is working with the Local Authority to identify the best course of action to support these students</p> <p>Lots of ongoing actions – meetings and support for parents, trying to broker Ed Psych, interim reviews, working with multiple LAs in regards to inappropriately placed students.</p>						

**Current Academic Year - Child Protection [2018-19]**

	Autumn		Spring		Summer		Total
	1	2	1	2	1	2	
<b>Concerns raised</b>	216						
<b>Referrals made</b>	13						
<b>EHAs open</b>	6						
<b>Children in Need</b>	3						
<b>Child Protection</b>	6						
<b>Concerns referred to Prevent</b>	1						
<b>Incidents referred to LADO</b>	0						
<b>e-safety incidents</b>	49						
<b>Commentary</b>	<p>Prior to Creating Tomorrow supporting from May – total of 170 concerns raised for the previous 2 years.</p> <p>It would be expected that of at a school the size of Daventry Hill there would be at least 50 concerns raised per week – the vast majority will have no outcome or be a concern, but this highlights that staff have a regard for safeguarding.</p> <p>May – August – 361 concerns raised – this highlights that staff are noticing</p> <p>Significant amount of training and support put in place to develop a culture of safeguarding across the school. Since May – DSL Training, supervision for DSL, audits of safeguarding, training on use of My Concern, multiagency referring. Since September – whole school training on safeguarding, DSL training, Welfare Manager appointed 2 more DSLs to be trained in January</p> <p>Staff received introductory session on Protective Behaviours to support students to feel safe</p> <p>ICT teacher working across the MAT with Network Manager and teacher at Isebrook to review IT curriculum.</p> <p>Significant number of legacy cases – 31 outstanding that social services were aware of, but not the school. Simon Bishop and Sam Parish have been in touch with Social Services to identify which students are open to social services. School now aware of numbers of students open to social care.</p>						

Current Academic Year – Bullying [2018-19]							
	Autumn		Spring		Summer		Total
	1	2	1	2	1	2	
<b>Number of Incidents</b>	13						
<b>Racist incidents</b>	3						
<b>Homophobic incidents</b>	1						
<b>Cyber bullying</b>	4						
<b>Physical</b>	5						
<b>Verbal</b>	6						
<b>Commentary / Action taken:</b>	Significant amount of work in classes to build relationships, some of the students involved are those that the school is in discussion with the LA in regards to appropriateness of placement Ed Psych SLA being negotiated for support to classes						

Data from admin (HR)

Current Academic Year - Staff Recruitment and Retention [2018-19]						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Resignations</b>	4					
<b>Appointments</b>	8					
<b>Any further information</b>	New starts in September were: 3 teachers and 5 TAs  Resignations received in Term 1: 2 teachers and 2 TAs – of these, only 1 TA actually left in term 1, all the others left or will be leaving in term 2.  So far for Term 2, new starts planned: 2 teachers and 7 TAs. Resignations: 1 site and 1 MSA					

Data from admin (HR)

Current Academic Year - Staff Absence [2018-19]						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Teaching staff absence (sickness) days	83.5					
Support staff absence (sickness) days	172					
Any further information	9 members of staff with significant absences. Absence procedures need to be applied and those members of staff meeting indicators for formal conversations need following up.					

Responsible person for H&S

Current Academic Year - Health and Safety [2018-19]							
	Autumn		Spring		Summer		Total
	1	2	1	2	1	2	
No. of student incidents	137						
No. of student incidents requiring first aid	123						
No. of student incidents requiring medical attention	4						
No. of student 'near misses'	2						
No. of staff incidents	25						
No. of staff incidents requiring first aid	11						
No. of staff incidents requiring medical attention	1						
No. of staff 'near misses'	0						
Commentary / Action taken:							

**Current Academic Year - Complaints / Grievances [2018-19]**

	Autumn		Spring		Summer		Total
	1	2	1	2	1	2	
<b>No. of formal complaints</b>	10						
<b>No. of staff grievances</b>	1						
<b>Information / Action taken:</b>	<p>Term one handled complaints, however when further investigation has been undertaken this has then given staff the confidence to speak up. The number of complaints since October half term has increased (10 since start of term 2). These range from concerns about individuals to concerns about the organisation.</p> <p>Historic incidents from prior to the summer have been managed (7) a number of staff complaints / grievances have been followed through.</p>						