



The Winstanley School

SEF

2022-2023

The Winstanley School SEF

Introduction

The Winstanley school has been on a rapid journey of improvement over the last few years. We have moved from a position of falling roles to being oversubscribed. At the heart of our school improvement journey has been investment in high quality leadership, quality first teaching, positive management of behaviour and an inclusive ethos. Our Challenge Partners Reports (October 2019, June 2021 and January 2022) and OFSTED report (December 2019) highlight the many improvements that we have made. As our SEF makes clear we are aware there are still many areas to develop and improve. Our GCSE exam results from Summer 2022 are an improvement on Summer 2019 but still below where we would want them to be. The data includes 6 students from our SEMH Special School as well as a number of students who suffered considerable trauma because of the pandemic and didn't sit a full suite of exams. Despite the Covid pandemic and multiple lockdowns the school has continued to develop and the students and parents are more invested in the school than ever. This time has also given us the chance to develop our role in the heart of the community and we are very clear that one of our key roles is to be a force for good in our local area. However, the impact of the pandemic and the cost of living crisis have been felt acutely among our cohort and many of our young people are facing a wide variety of challenges. To enable us to deal more effectively with the challenges that we are now facing we introduced a more rigorous approach to managing behaviour from the start of the new half term. This is explained in detail in the behaviour and welfare section of the SEF. To understand the unique challenges that we face at Winstanley there is a brief summary of our context and some of the challenges we face. We will never use any of these challenges as an excuse but they do provide reasons why our journey of improvement has not been a simple linear upward curve.

Social and Economic Context

We serve an area of overwhelmingly white British social and economic deprivation: 70% of students in the school are from White British backgrounds and 44% are Pupil Premium. 36% of these students receive income related Free School Meals. More students should be receiving FSM, but some parents have consistently refused to claim them. We are working on a campaign persuading parents who are eligible to claim. The most recent SEND data shows that 23 children (excluding the SHINE Centre students) have an EHCP; 2 children who access Top Up Funding; 3 applications being processed and 76 at SEN K. The Deprivation Indices make clear the challenges of the community we serve:

- Our students come from a community which is in the 10% most deprived in the country.
- The catchment is the most deprived of any primary or secondary school in Leicestershire.
- The area is also in the 10% most deprived in the country in terms of Education, Skills and Training.
- Over half of the students come from a ward in the top 10% worst areas for crime in the country - there are twice the number of crimes than the national average and double the amount of violent and sexual crimes than the national average.

As these figures make clear, many of our students and parents are faced with a wide variety of challenges which can limit their success at school. The pandemic exacerbated many of these problems and as all the research by the EEF show. Over 20% of our students have safeguarding concerns and this is increasing. A significant minority of our young people struggle with mental health issues which have increased numerically and in magnitude during the pandemic. Many of our parents have low academic aspirations and do not appreciate the value of educational success measured by simple progress measures. This has created a real challenge for us as we strive to raise aspirations and promote a culture of home learning. Over 70% of our intake come from Leicester City postcode areas, but the school is in Leicestershire and is therefore funded in line with County funding rather than City funding. None of these issues will ever give us a reason to lower our expectations or give us excuses for poor performance, however they are important in explaining why our improvement and development will always be a challenging journey.

School Improvement and Inclusion

Prior to joining the LiFEMAT in January 2017 The Winstanley School had been through considerable turbulence. The school improvement strategies put in place since joining the LiFEMAT have transformed the school in terms of school culture, teaching and learning and behaviour for learning. At the heart of our school improvement journey was the need to create sustainable change, and improve the life chances of all our students. We have done this through the upholding of our SHINE values which will not only improve the life chances of all our students, but will allow us to sustain these improvements into the future. Importantly, we have not "off rolled", or permanently excluded students, or created a curriculum to enhance Progress 8 artificially in this process, we have worked relentlessly with all stakeholders to change the culture in the school. The OFSTED report made clear that we are absolutely committed to ensuring that every child is given an opportunity and have pursued a policy of 'on rolling'

those who need a chance rather than ever considering off rolling students. *'They believe that every young person deserves a chance to succeed. They welcome pupils who have struggled with their education in the past. Many of these pupils are benefiting from this second chance.'* We have also had a sustained focus on quality first teaching and learning rather than an intervention culture.

Teacher Recruitment and Outcomes

To ensure improvements in outcomes our focus has been on recruiting high quality teaching and support staff. This has been a real challenge, however with the support of the LiFEMAT we have built a strong team. By December 2019 we had the strongest leadership and teaching team we have ever had. At the heart of the LiFEMAT philosophy is teacher development and so despite the pandemic we ensured that we continued to develop and train our teachers to ensure that they are well equipped to deal with the challenges they face. However, this meant that as the pandemic drew to a close many were ready to move on to the next stage in their career and in a small school it is not possible to provide everyone with roles which provide them with the leadership positions they desire. This has led to the appointment of a number of new teachers, some with significant experience, but also a number of ECTs and unqualified teachers. Combined with the increase in issues the young people face, this teacher turnover has meant that the start of the new academic year has been more challenging than usual.

If we had the level of funding available to city schools it might have been possible to compensate for some of these issues with a variety of tutors and extra staffing, however the budget has meant this has not been possible. Since 2019/20 we have managed to set aside money to appoint tutors in English and Maths. Since August 2020, Covid Catch Up funding has enabled us to add to our team of tutors. We have added a humanities tutor and a KS3 intervention tutor. We are still trying to recruit a science tutor. In addition, we have provided support for those with mental health needs through a Wellbeing practitioner (part funded by the SHINE Centre) and a wellbeing mentor. We have joined the City Behaviour Partnership and as part of this have taken on a number of managed moves and challenging students. Some of these students have complex needs and it has been a real challenge to meet their needs, however if we weren't prepared to give them a chance it is unlikely any other school would do. We have made a definite decision to be inclusive and this can be a threat to our culture and our performance data, however it is about doing the 'right thing' for young people.

The SHINE Centre

In line with our inclusive culture we opened a secondary SEMH provision on site in August 2019 called the SHINE centre. In line with this ethos all the students are on our roll and will count in our attendance and performance data. The background to this is described below:

During October 2018, all schools in Leicestershire were asked to express an interest in developing an SEN Resource within their schools, to enable some of the most vulnerable students in Leicestershire, to feel part of their local community. As only the second Secondary School in Leicestershire to hold the Inclusion Quality Mark, and allied to our deeply held beliefs around inclusion and community, we felt that this was not only an exciting opportunity, but also the right thing to do to support our community and vulnerable young people. We expressed a credible interest and were approached by the LA in February 2019 to set up an SEMH Centre for 15 secondary students from August 2019. This has allowed us to transform a building (which had very limited school use) into The SHINE Centre for these students, and also to employ highly skilled, specialist staff. The SHINE Centre is rapidly becoming a state of the art, beacon of outstanding practice, clearly showing how Special and mainstream settings can work together to enhance education for all. The centre has gained the ADHD friendly schools award from the ADHD foundation.

The first 5 students started in August 2019 and we are now up to the capacity of 15 students and we have 10 members of staff. The students have complex and multiple needs and exhibit a variety of very challenging behaviours, in line with their individual EHCPs.

The students are on The Winstanley School roll and our vision is for them to attend mainstream classes when their journey allows. One Year 10 student is attending a number of mainstream lessons. The SHINE Centre is developing and improving our work with SEMH students and other SEND students across the school and MAT as the team have wide experience working with complex SEMH needs. The centre leadership group comprises the centre lead, centre SENDCo, and educational psychologist. The role of the educational psychologist in the SHINE Centre is to add additional guidance in working with the students and additional assessment of their needs deepening our understanding of how to best support them.

Impact of the Global Pandemic

Challenges - the pandemic has created a variety of challenges for us as a school. All the research on the impact of the pandemic points to the fact that those from the most disadvantaged backgrounds have been worst affected. It is also

worth noting that some of the challenges that the pandemic has created are only just becoming evident now. We have identified four key areas that have created challenges:

- **Gaps in Learning** - many of our students struggled to engage with online learning during the lockdowns which has meant that there are considerable gaps in their knowledge. We did considerable work to enable our students to catch up through our curriculum for excellence (see the Quality of Education section on the SEF)
- **Student Behaviour** - the lack of structure and time out of school during the lockdowns has led to some students struggling with boundaries and the demands of school. This challenge has built over the last two years and has been particularly marked at the start of the academic year 2022/23.
- **Mental Health** - we have seen a great increase in mental health issues. This has taken up considerable resources and time as we have made sure that students cope with school and exams.
- **Safeguarding** - we have always had a large number of safeguarding issues among the students, however this has increased considerably over the pandemic. A much higher number of students are involved in risky behaviours outside of school

Improvements

- **Relationships with parents** - the pandemic enabled us to build and improve our relationships with the parents. All staff spent considerable time in lockdowns checking in on parents via phone calls and pastoral staff did a large number of home visits. We also ensured that FSM students had their lunches delivered if required.
- **Community** - despite the lockdowns we continued to build our relationship with the community and it has continued to be strong moving forward. This was clearly illustrated by the 60th Anniversary event when over 200 ex-students and friends of Winstanley joined us for the celebration.
- **1:1 devices** - the pandemic made us realise the importance of students having a device so that they can work at home as well as in school. We made sure all those who needed one during the pandemic were provided with one, however now we have a programme which ensures that all students are provided with a Chromebook from Year 7.

1. Leadership and Management

External Quality Reviews show how leadership and management have developed over the last three years. In January 2022 our Challenge Partners QA Review judged 'Leadership at all Levels' to be in the top category which is 'Leading'. Although we were pleased to receive the acknowledgment of our progress we would judge the effectiveness of leadership and management to be good, however there are a number of aspects which we think are better than good. Our OFSTED report from December 2019 made clear that leadership was good. This was also supported by our Challenge Partner's Reviews of October 2019 and June 2021 and the Inclusion Quality Mark Award we received in April 2018. The Headteacher was awarded Headteacher of the year in the Leicestershire Education Awards and some areas of our work are being highlighted as excellent practice by external organisations.

Challenge Partners Review January 2022

- *'Leadership at all levels is very strong, including student leadership which is a key feature of the school. Leaders are relentless in their drive, passion and enthusiasm. They have a very clear vision for the school's improvement informed by wider educational reading and research.'*

Challenge Partners Review 2021

- *All middle leaders interviewed during this consultancy referenced the invaluable support they have received from the senior leaders (SLT) and how it has helped them to blossom in their departmental role.*

The OFSTED Report from December 2019 said:

- *'Leadership is strong. School leaders are diligent in their work to improve all aspects of the school's work. There is much to do, and they have prioritised the most urgent tasks.'*
- *'School leaders, with the support of the Life Multi-Academy Trust, have improved the school for staff and pupils. Leaders have created a positive and welcoming atmosphere.'*
- *'School leaders and the Trust are committed to getting the best out of every pupil. They believe that every young person deserves a chance to succeed. They welcome pupils who have struggled with their education in the past. Many of these pupils are benefiting from this second chance.'*

We were accredited with the Inclusion Quality Mark in April 2018:

- *'The strong collective strategic drive of the senior leadership team provides clear vision and direction in the development of policy and its implementation.'*
- *'SHINE is a lot more than an acronym but a set of principles and values that underpin and articulate the core ethos of the school.'*
- *'Evidence that a clear strategic plan is implemented effectively.'*
- *'There is a strong commitment to the development of governors to ensure that they are able to fulfil their roles and responsibilities.'*



Vision, Expectations and Ambition

- Our strategic Plan is underpinned by the quote '....transform the valley of trouble into the gateway of hope.' We are determined at this very difficult time that we are providing our whole school community with hope.
- All leaders and Governors are very ambitious for the school and the students. The 'SHINE' values are key to promoting aspiration and ambition. At the heart of our Strategic Wheel is the statement 'Shine brighter than you thought you could' which is our desire and aim for all members of the Winstanley School community.
- We aim to build an aspirational culture and ethos in all members of the school community. We are aware that this is a work in progress. We are building this through a holistic curriculum which includes a wide variety of learning opportunities in and out of the classroom and a comprehensive careers programme.
- Our Strategic Plan is extremely ambitious and highlights the key priorities to develop over this year. This is shared with all staff and the Strategic Wheel provides a one-page summary which ensures everyone within the community is clear about our priorities for each year. Our ambition has been acknowledged by OFSTED and Challenge Partners:
 - *'Middle leaders are highly ambitious for their curriculum and ensure that in all subjects the curriculum is not only geared to the needs of all students, but also to motivate them and engender their curiosity.'* (Challenge Partners 2021)
 - *'School leaders and the Trust are committed to getting the best out of every pupil.'* (OFSTED 2019)
 - *'Leaders have a strong and well-communicated shared vision for raising standards and aspirations among all students.'* (Challenge Partners 2021)



'..transform the valley of trouble into the gateway of hope.'

School Improvement

At the heart of our development has been a focus on our SHINE values (Supporting Others, Hard work, Independence, Never Giving up and Excellence). The school improvement strategies put into place since January 2017 have transformed the school in terms of culture, teaching and learning and behaviour for learning. We have experienced a higher level of challenge in terms of behaviour at the beginning of this year and because of this we have decided to go through a 'behaviour re-set' to ensure that our key values and expectations are reinforced.

Performance Data

- The most recent set of external exam results from summer 2022 show that despite the considerable improvements in the school there has been a lag in some performance data.
- The data for summer 2022 includes a number of the SHINE Centre students who came to us 'de-schooled' and despite not impacting positively on our data they performed well considering their starting points and have been able to move on to the next stage of their education. As stated earlier we also had a number of students who didn't complete a full suite of exams because of their mental health struggles.

Ensuring Students have a broad and balanced curriculum and complete programmes of study

Our curriculum has been carefully planned and developed to ensure it is aspirational, accessible while being broad and balanced. The curriculum is described in detail later in the SEF. It is clear from the OFSTED report in 2019 that inspectors were very positive about our rationale and implementation. What we have begun to see since the inspection is the impact of this high quality curriculum on our students' learning and performance.

Student Leadership: Student leadership has been a real strength. This has grown in strength with the full implementation of the House system and our Prefects and our Junior Leadership Team. It is evident from student voice and observations that this has been very positive and has provided an even wider variety of leadership opportunities. Our work on student leadership is described in detail in the Personal Development and Community Participation sections.

Professional Learning: Professional Learning has been at the heart of development and improvement.

OFSTED highlighted this saying: *'Staff speak positively about the support and training they receive from senior leaders.'*

Challenge Partners also identified this in January 2022: *'Leaders know what they need to do to improve learning further. They create a positive and supportive coaching culture in the school that is helping to improve the quality of teaching and learning. Staff value the professional development programmes they receive, in particular the paired observations and the opportunity to undertake research projects. Consequently, a culture of educational research permeates throughout the teaching staff, leading to improved pedagogy.'*

- Leadership training is a key focus in SLT meetings and through reading of educational and leadership books such as The Chimp paradox, Culture Code, Leadership Matters, The 5 Dysfunctions of a Team, Everything Changes when the Adults Change, Why I am no longer talking to White People About Race, Fearless Organisation we have developed our thinking as we lead the school
- SLT use the 360 tool regularly to identify training that they need to develop and improve. Middle Leaders also use 360 to develop their leadership skills
- A key focus continues to be Middle Leadership Training – we appointed an associate member of SLT in August with a focus on developing middle leaders
- NPQs - we have supported leadership development encouraging SLT and Middle Leaders to study for NPQs. 2020-21 - 1 NPQH, 2 NPQSL, 2 NPQML. 2021-22 - 2 NPQSL, 2 NPQLT, 1 NPQLTD.
- Joining the LiFE MAT has opened up the opportunity for a variety of cross MAT training with schools within the MAT such as Professional Pathways and Subject Meetings.
- To further develop our practice and ensure that members of staff have the opportunity to learn from different schools and educational settings we are members of Challenge Partners, Whole Education and Leicester EIP.
- All teachers are encouraged to ensure their subject and pedagogical knowledge and skills continue to develop through regular teaching and learning briefings, regular training sessions (some whole staff and some bespoke), through X-MAT collaboration and through external courses. All middle leaders are also members of local curriculum hubs.
- All teachers are doing their own research project to develop Reading in their own classroom - see the Learning and teaching section of the SEF.



Supporting the well-being of Staff

Prior to the pandemic TWS and the LiFEMAT were committed to looking after the well-being of staff. The LiFE MAT and each individual school in the MAT has signed up to the Mindful Employer Charter. OFSTED acknowledged our work on this saying: *'Leaders consider the well-being of staff when introducing new ways of working.'* The pandemic has further reinforced the need to make staff wellbeing a central part of our approach. Our strategic plan identifies 'wellbeing' as one of our three key leadership priorities. To support staff wellbeing there have been a wide variety of developments which are listed on our 'Workload and Wellbeing Charter' which is shared with all employees.

- Half termly staff wellbeing surveys
- Staff wellbeing groups to raise issues and provides solutions
- A strong values-based approach to our vision which all staff have contributed to and are committed to

- A distributed and collaborative approach to leadership and development which means everyone's view is important
- An ethos of trust in the professionalism of staff and an encouragement of peer to peer support
- A coaching ethos rather than performance management
- A strong induction process, personalised staff development, excellent access to progression and leadership responsibility. Opportunities to develop through collaborative working across the MAT
- Awareness of what will really help students progress and avoiding unnecessary workload which has limited value
- Flexible working arrangements mean that we support requests for part-time working where possible to promote work life balance
- A 'presumed professionalism' ethos across the school
- Support for those who are struggling with their well-being - access to professional external counselling for those who request it
- Feel good Friday - every Friday morning we provide breakfast and celebrated the great things that have happened during the week
- Regular appreciation of the work that all staff are doing through Certificates of Appreciation, Postcards etc.



Promoting Social Justice and Equity Across our Community

At the heart of the philosophy of the LiFE MAT is:

'Each school is seen as a leader of and vital to its local community; each school is regarded as fundamental to the identity of its surrounding community.'

- Our reputation in the community is growing as can be seen by the fact that we are over-subscribed. We also had many positive comments from members of the community and the increased number of attendees at Open Evenings/Open Days
- We developed our links with the immediate local community during the pandemic delivering Easter Eggs, Christmas cards, postcards offering support and also sunflower seeds so they can join in our home growing competition

Promoting Social Justice and Equity:

The school had been developing its work in this area prior to 2020, however, the Black Lives Matter protests brought the issues to the forefront and the leadership team felt it was vital that promoting social justice and equity became a key leadership priority. This has become a real focus of our work with the students and in our community. All students learn about a variety of social justice issues, and have the opportunity to celebrate different cultures and involve themselves in different campaigns to make their community or the world a better place. This was acknowledged in the Challenge Partners Review January 2022:

- *'Social justice is embedded in the school's strategic plan. Leaders encourage students to champion social justice by empowering students to work alongside local organisations. For example, the Stephen Lawrence Resource Centre and Leicester Citizens Alliance provide opportunities for students to know that they have a voice and can effect change in their local community.'*
- There is a detailed description of these in the Personal Development and Community Participation of the SEF.



Governors and Local Governing Body

- The Governing body has been completely replaced over the last five years and has been transformed. Their knowledge of the school and education has been invaluable in ensuring the continued development of the school
- Governors carry out regular visits and review areas of the strategic plan and feedback their findings to the Headteacher and leaders
- All visits and reviews are written up as reports and are used to inform the Governors of developments and ensure the continued quality assurance and improvement of the school

- Members of SLT and Middle Leaders attend meetings to present key information on their areas of responsibility and governors have an opportunity to question them and challenge them
- The Governing Body has developed further since the OFSTED Inspection, however they were aware of their strength stating: *'Trustees, local governors and school leaders absolutely have the needs of pupils and their families at heart.'* The Challenge Partners Review in January 2022 stated: *'Governors play an active role and they understand the school's strengths and areas for development. Consequently, governors challenge leaders very effectively.'*

Safeguarding:

Safeguarding is highly effective and remains a very high priority in the school and there is a very strong culture of safeguarding. At the start of 2021 we introduced the use of CPOMS to enable more effective recording and cross referencing. Over 20% of students on roll have a safeguarding issue therefore it is vital that all our systems are robust.

- All statutory requirements are met and all vulnerable children are protected.
- The DSL and staff are highly skilled at identifying students who may be at risk.
- Staff and Governors have regular training and all new staff have a comprehensive induction
- Staff have regular updates to take account of the latest guidance including CSE and Prevent.
- All students have regular assembly or tutor time activities about keeping themselves safe online and other potential risks.

OFSTED were clear - *'The arrangements for safeguarding are effective.'* *'Leaders have made sure that they make the correct checks about adults before they work in school. The staff with specific safeguarding responsibilities know what they are doing. The systems in school are set up to spot when pupils might be at risk. Staff are trained in safeguarding and know what to look out for. When extra help is needed, the safeguarding leaders get in touch with the right people in other organisations. For example, the school has strong links with children's services and the police. Pupils are taught how to stay safe through, for example, the strong 'SHINE' programme. The good work to promote tolerance and respect keeps pupils safe from bullying.'*

As stated earlier there has been an increase in the number of serious safeguarding issues since the beginning of the academic year 2022/23.

Each section of the SEF will highlight specific areas for improvement. The key areas for development in terms of leadership and management are:

- Challenge Partners (January 2022) highlighted the need for leaders to continue to: *'develop the variety of leadership opportunities offered especially among support staff and more reticent students.'*
- To continue to develop leaders throughout the staff who are positive, resilient and aspirational and have the right strategies to pursue excellence and the resilience to do it unrelentingly.
- To collaborate further across the MAT and with other successful schools and use our networks such as the EIP, Whole Education and Challenge Partners to develop more strategies to ensure that students perform well
- For leaders at all level to implement these strategies to ensure that students in all year groups thrive
- To continue to develop the school as a source of hope in the community by promoting social justice and equity

The Winstanley School Curriculum

We judge the curriculum to be good

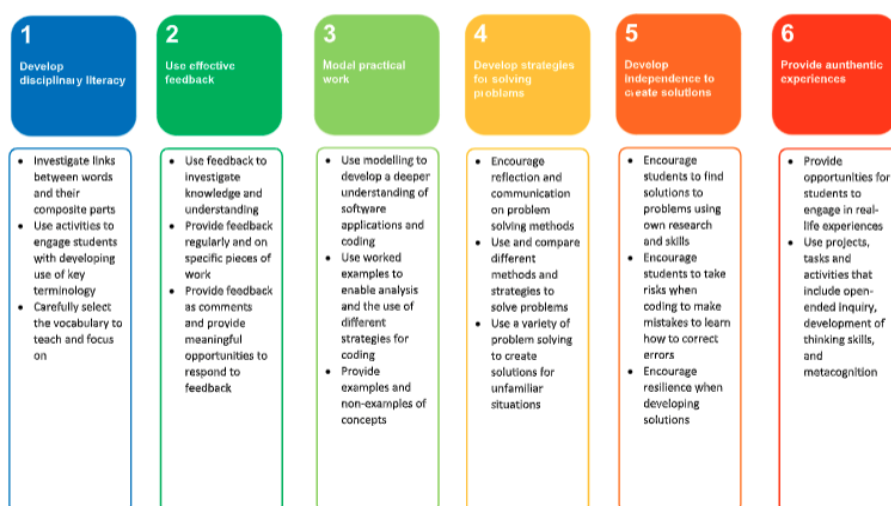
- The Winstanley School curriculum is underpinned by our SHINE values (supporting others, hard work, independence, never giving up and excellence) and covers all the learning experiences and opportunities in the school; academic, cultural and social.
- We are ambitious for our community and aim to develop a growth mindset, aspiration, resilience and confidence by actively working to widen experiences for all students. We provide opportunities for experiencing learning beyond the 'traditional' subjects through ensuring authentic learning experiences which contextualise learning within and beyond the classroom and welcoming visiting speakers, undertaking visits, and creating opportunities to interact with the community. We believe that our curriculum provides students with a solid basis from which they can thrive in all aspects of society.

"School leaders and the trust are committed to getting the best out of every pupil." Ofsted December 2019

- On-going departmental curriculum reviews have ensured that all subjects deliver a spiral curriculum with a five year learning experience which is underpinned by pillars of curriculum intent. These address the whole school aims of developing literate learners, using effective feedback, whilst developing disciplinary learning conventions and focusing on the knowledge and skills needed to become a competent learner in each subject. Each curriculum area has planned and reviewed a sequence of learning which will ensure future success. All curriculum areas prioritise time for consolidation and development of learning through linking learning to authentic experiences. In addition, all areas teach character development through linking SHINE to the everyday experience of the students.

The Computer Science Department Pillars of Curriculum Intent

In order to develop students that can SHINE brightly in Computer Science we will:



- Since 2019-20 significant work has been done to review and refine programmes of study and schemes of learning during 2020-21 to strengthen the coherence of the curriculum. From September 2019 there was a focus on specific disciplinary literacy for 30 minutes each week. By December 2020 departments were in a position to deliver subject specific

disciplinary literacy integrated into particular units of work as they supported the learning in class rather than during whole school calendared times. This work is continuing throughout 2022-23 to integrate authentic texts into schemes of learning.

- At KS3 the year 7s follow the REAL LiFE curriculum, which focuses on the national curriculum subjects with the addition of CREW (coaching, reflection, enrichment and wonderful work) time. In year 8 one hour of “enrichment” once a cycle is used to focus on developing understanding of community issues. Art and design are taught on a rotation to ensure that all students experience a range of disciplines. Drama and music are taught as discrete subjects. Accelerated Reader was introduced in year 7 & 8 in late 2020 to enable students to access the curriculum more effectively. Reading is being built into subject areas across KS3.
- Following one year 7 form taking part in the pilot of the REAL LiFE curriculum in 2021-22 (which is running across all schools in the MAT), this year all of year 7 are experiencing this curriculum. The curriculum aims to provide immersive experiences linking student learning to the real world. This means that students experience lessons through a themed mission approach based on KED and XP schools. The group missions have a specific and authentic outcome to drive all learning. The impact of this way of learning is under constant review. Last year’s group successfully staged a community based lunchtime recital, focussed student led parents evening events and community outreach work in addition to their class based learning.
- Schemes of learning at key stage 3 are in the process of being reviewed and revised to ensure a considered coverage of each subject providing a balance of breadth and depth within the context of year 7 REAL LiFE this year and year 8 REAL LiFE next year.
- In order to provide time for deep learning, low stakes testing and interleaving authentic learning experiences, students in year 8 opt for their GCSE subjects for a 3 year KS4 programme. The subjects are chosen through pathways based on prior attainment at KS2 and during year 7 & 8. All students are encouraged to take a broad and balanced programme of subjects; students are encouraged to take subjects which develop creativity and problem solving. No student is able to restrict the breadth of their study as the pathways ensure that a wider choice of subjects is provided than students experience at key stage 3 (98% of students in the current year 11 cohort study at least one creative or practical subject, 84% in year 10 and 100% in year 9).

“Pupils make GCSE choices in year 8. They are not disadvantaged by this. Leaders have made sure that pupils do not miss out on a broad education.” Ofsted December 2019

“This has improved the range of subjects that pupils can study in their time at the school.” Ofsted December 2019

YR8 Option 2022-2025

	Core Subjects					Choose 1	Choose 1	Creative & Practical (Choose 2)
	8 Hours	8 Hours	10 Hours	2 Hours	2 Hours	5 Hours	5 Hours	5 Hours per Subject
ASPRE	English Literature and Language	Maths	Seperate Science	Religious Studies	Core PE	French Spanish	Geography History	Art Business Studies Computer Science Design & Technology (Resistant Materials) Drama Film Studies Geography History Hospitality & Catering Media Studies Music GCSE PE/Sports Studies
MOTIVATE	Core Subjects					Choose 1	Creative & Practical (Choose 3)	
	8 Hours	8 Hours	10 Hours	2 Hours	2 Hours	5 Hours	5 Hours per Subject	
	English Literature and Language	Maths	Seperate Science	Religious Studies	Core PE	French Geography History Spanish	Art Business Studies Computer Science Design & Technology (Resistant Materials) Drama Film Studies Geography History Hospitality & Catering IT Media Studies Music GCSE PE/Sports Studies	
ACHIEVE	Core Subjects					5 Hours	Creative & Practical (Choose 3)	
	8 Hours	8 Hours	10 Hours	2 Hours	2 Hours	5 Hours	5 Hours per Subject	
	English Literature and Language	Maths	Seperate Science	Religious Studies	Core PE	Geography	Art Design & Technology (Resistant Materials) Drama Film Studies Hospitality & Catering IT Music Sports Studies	
ACHIEVE +	Core Subjects					5 Hours	5 Hours	Creative & Practical (Choose 2)
	8 Hours	8 Hours	10 Hours	2 Hours	2 Hours	5 Hours	5 Hours	5 Hours per Subject
	English Literature and Language	Maths	Seperate Science	Religious Studies	Core PE	Geography	Literacy & Numeracy development	Art Design & Technology (Resistant Materials) Drama Film Studies Hospitality & Catering IT Music Sports Studies

Curriculum model 2022-23 and subject allocations

- All students choose one humanities subject from history or geography (approximately 10% of each year group takes both humanities subjects).
- In year 10, 66% of the year group chose to study a language. This has increased from 50% in year 11. Current year 9 has 54% of students studying a language. In the present year 8 (based on CATs4 scores) 60% will have the option to choose to study a language to GCSE should they wish to. All students are able to choose to study two languages, at the current time there are 3 year 9 students that do so and 1 year 11 student.
- 100% of students have the opportunity to be entered for separate sciences.
- The full EBacc range of subjects is taken by 53% of students in year 11, 48% in year 10 and 39% in year 9.
- We meet our statutory requirement to teach religious studies with 100% of students in year 11 taking RS, and 1 student in each of year 9 and 10 exercising their right to withdraw from the subject. All students aim towards a GCSE in RS.

- All students have 2 free choices in their pathway, with 45% of students having 3 free choices.
- Students are entered for qualifications in 13 of 17 subject clusters (at present we are unable to offer subjects from the following clusters: social studies, general studies, classical studies, care & services).
- Years 9 and 11 have 4 option pathways with a small number of students identified for the Achieve + pathway where additional literacy and numeracy teaching supplements their curriculum to enable them to access the rest of the curriculum more effectively. In year 10 there are 3 pathways.
- The number of pathways is reviewed annually with the learning support department to ensure that all students have appropriate choices; year 9 has 3 option pathways. Where the need for a bespoke programme exists; this is catered for on an individual basis.

“Decisions about course choices are guided by the needs of the students”

Challenge Partners October 2019

“The curriculum is successfully adapted to enable pupils with additional needs to take fewer subjects well rather than more subjects unsuccessfully. There is no lack of ambition within that narrower platform.” Challenge Partners October 2019

2022-23	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50
Yr 7 REALIFE	CREW								English								Maths								Science				RS		Geography		History		MFL		D&T		D&T		Drama		ICT		Music		PE		Enr	
yr 8	English								Maths								Science								RS		Geography		History		MFL		D&T		D&T		Drama		ICT		Music		PE		Enr					
Yr 9 aspire	English								Maths								Science								RS		Geography		History		MFL		D&T		D&T		Drama		ICT		Music		PE		Enr					
Yr 9 motivate	English								Maths								Science								RS		PE		Hums option		MFL option		Option 1		Option 1		Option 2		Option 3		Option 4		Option 5							
Yr 9 achieve	English								Maths								Science								RS		PE		Geography		MFL option		Option 1		Option 2		Option 3		Option 4		Option 5									
Yr 9 achieve +	English								Maths								Science								RS		PE		Geography		Lit/Num dev		Option 1		Option 2		Option 3		Option 4		Option 5									
Yr 10 aspire	English								Maths								Science								RS		PE		Hums option		MFL option		Option 1		Option 2		Option 3		Option 4		Option 5									
Yr 10 motivate	English								Maths								Science								RS		PE		Hums/MFL option		Option 1		Option 2		Option 3		Option 4		Option 5											
Yr 10 achieve	English								Maths								Science								RS		PE		Geography		Option 1		Option 2		Option 3		Option 4		Option 5											
Yr 11 aspire	English								Maths								Science								RS		PE		Hums option		MFL option		Option 1		Option 2		Option 3		Option 4		Option 5									
Yr 11 motivate	English								Maths								Science								RS		PE		Hums/MFL option		Option 1		Option 2		Option 3		Option 4		Option 5											
Yr 11 achieve	English								Maths								Science								RS		PE		Geography		Option 1		Option 2		Option 3		Option 4		Option 5											
Yr 11 achieve +	English								Maths								Science								RS		PE		Geography		Lit/Num dev		Option 1		Option 2		Option 3		Option 4		Option 5									

1 SHINE lesson takes place each cycle on a rolling programme across the year taught in form groups by form tutors + 2 tutor sessions a week allocated to SHINE topics

Partners October 2019

- At KS4 maths and English are allocated 16% of curriculum time. In year 8 both are allocated 16% of curriculum time whilst in year 7 it is 14%. Science has 10% in year 7, 12% in year 8 and 20% in years 9-11.
- CREW is allocated 16% of curriculum time in year 7 and focuses on coaching, learning skills, literacy, MfL and numeracy work.
- All students study at least one humanities subject throughout years 7-11. Humanities has 16% of curriculum time in year 8 and 14% in year 7 divided between history geography and religious studies. At KS4 96% of students' study two humanities either - religious studies and history or religious studies and geography. Curriculum allocation is therefore a minimum of 14% of timetabled time at KS4 (religious studies 4% + 10 % history or geography). At present 10% of students take three humanities subjects to GCSE level. Since 2017 there has been stable staffing in the geography department and increasing numbers of students opting for the subject reflect this with over 55% of each year group studying it.

- Students study French during key stage 3 (8% curriculum time in year 8, 6% in year 7) and have the opportunity to choose between French and Spanish at KS4. MFL is allocated 10% of curriculum time at KS4. The opportunity to study 2 languages at KS4 is available but at present no students have opted to do so. Staffing in MFL was turbulent until 2019, increased stability and quality teaching and learning has resulted in greater numbers of students choosing to take languages.
- Computer science is taught alongside ICT to all KS3 students (4% of curriculum time). This is becoming an increasingly popular subject at KS4 with 17% of the year opting for it in year 9, 16% in year 10, 25% in year 11. Small numbers of students opt for Level 1/2 ICT at KS4 - this supports their learning in other areas of the curriculum.
- The curriculum entitlement of all years has been developed to ensure that creative and practical subjects are not marginalised. At key stage 3 drama and music are taught as discrete subjects: 4% of curriculum time is allocated to each subject in year 8, 2% of curriculum time is allocated to drama in year 7. (Peripatetic instrumental and vocal lessons are also available).
- Art, resistant materials, catering, 3D design and ceramics are taught through a rotation system at key stage 3 where class sizes are reduced in size. In year 7, 8% of curriculum time is allocated to art and design. In year 8, 10% of curriculum time is allocated. The KS4 options menu within each pathway enables all students to continue to develop their creativity, with students able to choose more than one creative or practical subject if desired.
- Core physical education develops individual well-being and wider teamwork skills at KS3 (8% of curriculum time) and KS4 (4% curriculum time). Two physical education subjects are offered to level 2 - GCSE PE and L1/2 sports studies. (10% curriculum time).
- The SHINE character and culture curriculum focuses on developing positive attitudes, developing character, understanding the world around us, promoting positive well-being and mental health, and developing positive relationships. SHINE lessons are delivered by the form tutor and supported by trained staff where appropriate. Statutory RSE and careers information, advice and guidance all sit within this curriculum. This is allocated 2% of curriculum time in addition to 1 hour of tutor time each week. A linked programme of assembly themes strengthens this curriculum. Independent CIAG is available from the MAT careers advisor to all year 11 students each year, with multiple sessions available where the need is greatest. The careers curriculum is strong and is regularly reviewed throughout each academic year.
- A well-established programme of Careers advice has been developed since 2018/19 and the Gatsby benchmarks are regularly reviewed by the Careers Lead in conjunction with the LLEP Enterprise Coordinator and the LLEP Employer Engagement Link and careers governor (see below)

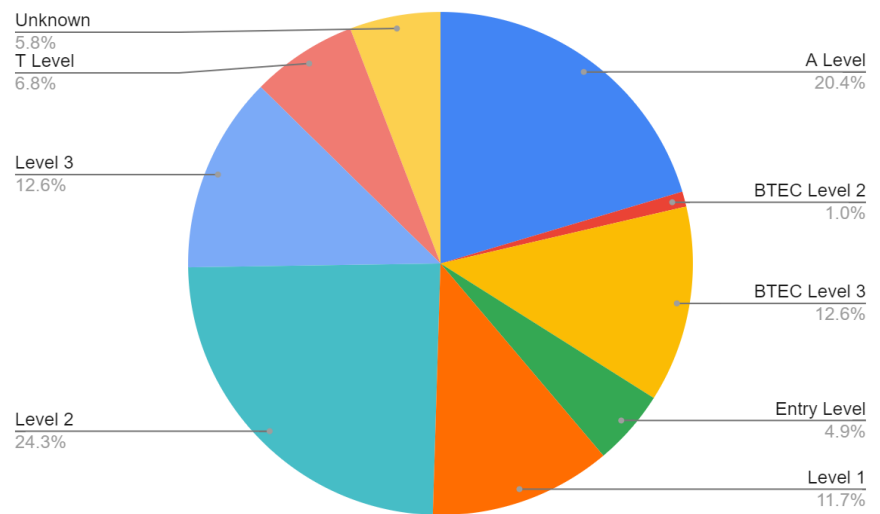
“Careers education is a strength. Nearly all pupils go on to further education, employment or training when they leave school.” Ofsted December 2019

Year 11 2020/21 leavers destinations data:

- Education, Training and employment -
 - Leicestershire - 97.64%
 - The Winstanley School- 98.3 %
- NEET and unknown
 - Leicestershire - 2.3%
 - The Winstanley School- 1.7%

Year 11 2021/22 provisional leavers destinations data:

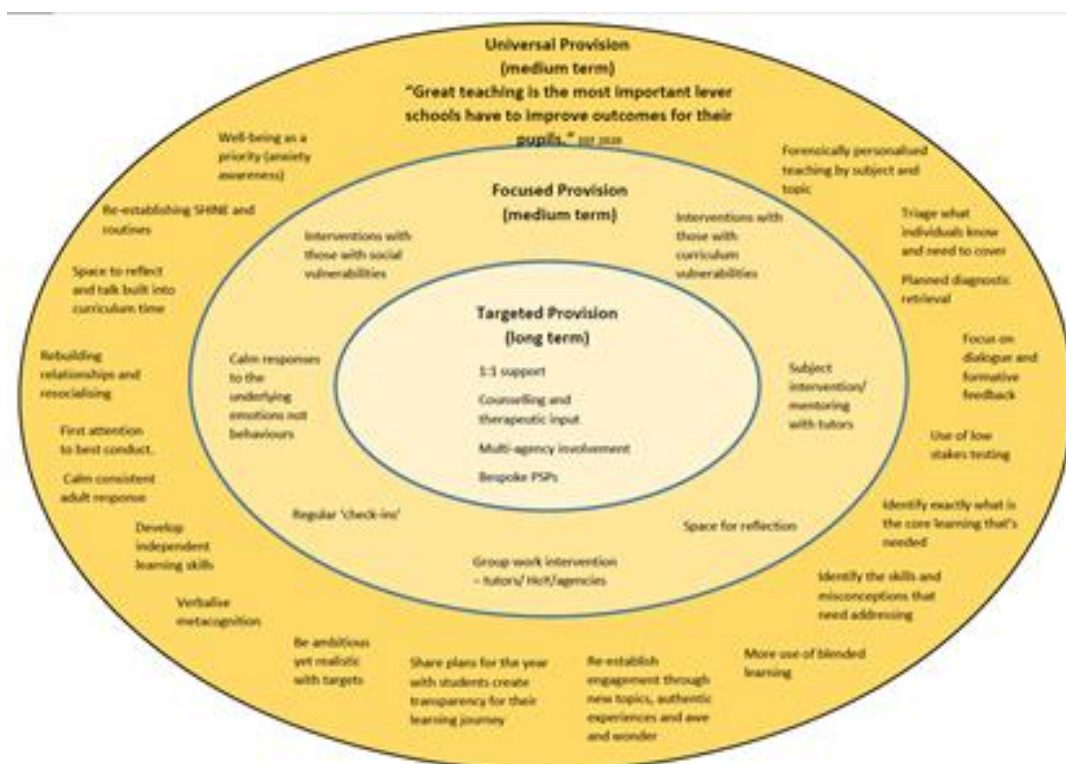
- Education, Training and employment
 - 84.7 %
- NEET and unknown
 - 5.3% NEET
 - 5.3% Unknown



Gatsby Benchmark	Sept 2022 score	Sept 2021 score	Sept 2020 score	Schools nationally meeting this benchmark (2021)
1. A stable Careers programme	82%	100%	82%	27%
2. Learning from career and labour market information	100%	100%	100%	52%
3. Addressing the needs of each pupil	81%	100%	81%	25%
4. Linking curriculum learning to careers	100%	93%	93%	45%
5. Encounters with employers and employees	100%	100%	100%	58%
6. Experience of work places	100%	100%	50%	52%
7. Encounters with further and higher education	70%	90%	100%	30%
8. Personal guidance	100%	100%	100%	61%

The on-going response to COVID 19 - The Curriculum for Excellence

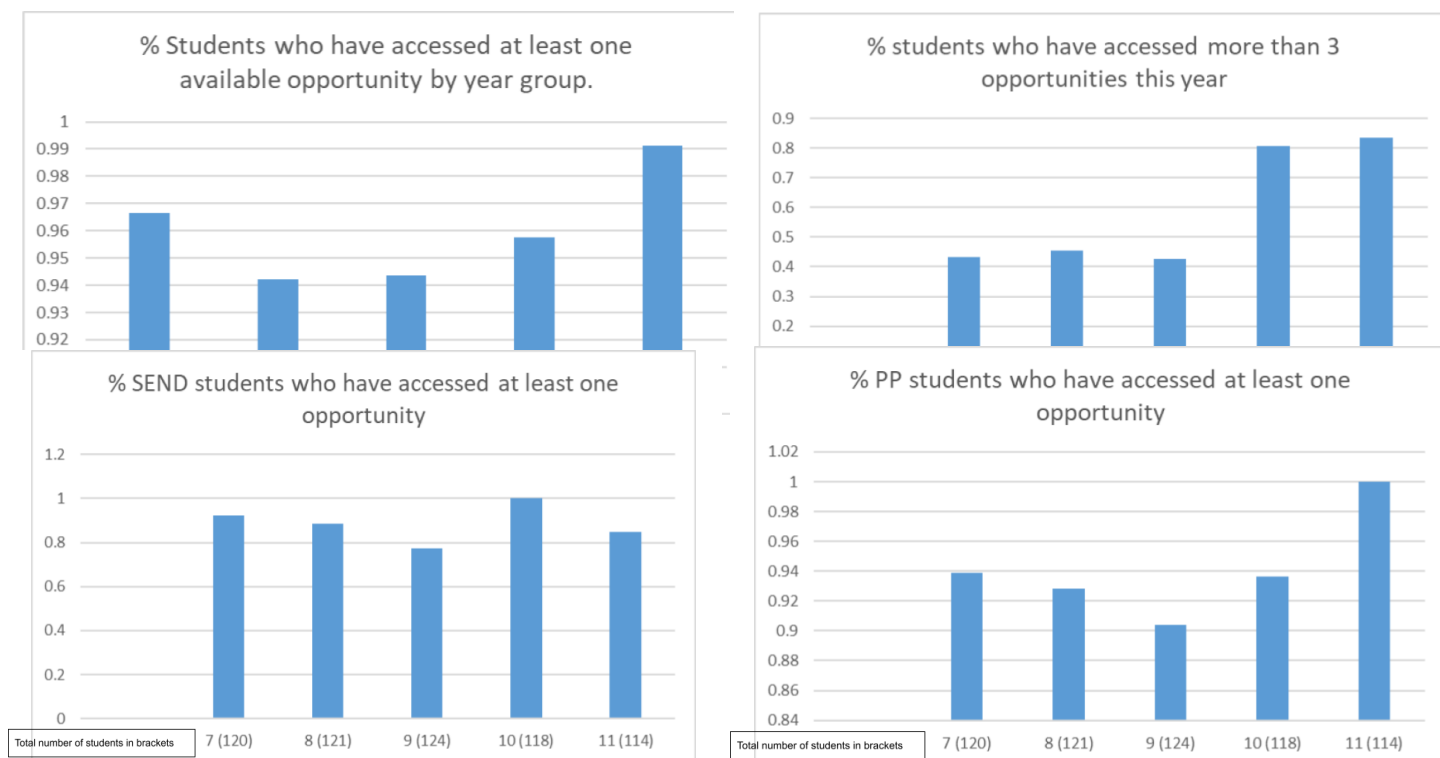
- In order to respond to the numbers of students that became educationally vulnerable during the COVID 19 lockdown of March - July 2020 we introduced the Curriculum for Excellence from August 2020. This focused on addressing the individual needs of the students through use of talk, diagnostic low stakes testing, re-engagement with learning, use of blended learning, clarity of direction and support, as well as providing students with the opportunity to talk and discuss things with each other through learning experiences that were authentic and enjoyable. We adapted existing curricular offers and additional tutors were employed in maths, English, science and humanities to support students to cover specific areas of need within the curriculum. A well-being tutor was also employed. Further revision and adaptation of schemes of learning and programmes for study was undertaken during the lockdown of January - March 2021.
- Throughout 2021-22 the Curriculum for Excellence continued to focus on developing three tiers of provision across all year groups - universal, focused and targeted. Categories were revisited regularly and movement between them was expected and occurred throughout.
- This principle has continued into 2022-23 as we continue to address the longer term impacts of the pandemic.



Wider curricular opportunities

- Prior to COVID 19 most subject areas offered additional curricular clubs and opportunities: live streams from theatre, maths challenges and conferences, music tech clubs, guitar club, sports teams, local and national sports competitions, field work visits, university visits, live music opportunities, World Challenge, Duke of Edinburgh Bronze Award. This is being built up again throughout 2021-22. Since September 2022 students have had the opportunity to be involved in: open evening as tour guides, Braunstone Wombles, Slavery

Museum visit, football tournaments, European brunch, music lessons, outward bound residential trip to Wales, DofE expedition and volunteering. All student access to wider curricular opportunities is monitored regularly.



- Ongoing opportunities to support others are an important aspect of the SHINE curriculum- we actively promote and participate in events such as Hello Yellow youth mental health awareness, Royal British Legion Poppy appeal, Open Hands Christmas boxes (a local charity), safer internet day. In 2021 we were invited to take part in the National Holocaust Day live memorial service. We also take regular opportunities to examine and respond to world news and events raising awareness through assemblies and tutor time. For example, responding to the war in Ukraine and collecting articles to support the refugees. We encourage year 11 students to take part in the National Citizens Service programmes every year.
- Leadership opportunities are encouraged across all year groups with an active student council, ambassadors for a range of relevant issues including well-being, anti-bullying, learning, social action groups such as the Stephen Lawrence Ambassadors, Leicester/ Leicestershire Citizens, Eco group and focus groups concerned with specific issues. In addition, in year 11 students can apply to be prefects and are called upon to represent the school (see leadership section).

Areas to Develop


- Continue to use the Curriculum for Excellence model to ensure success for all students despite the longer term impacts of COVID 19, ensuring that all curriculum areas deliver a curriculum which meets the different needs of their learners and promotes academic learning alongside mental health and wellbeing and a growth mindset
- Continue to develop wider curriculum opportunities and experiences across all year groups
- Create the TWS passport of experiences
- Continue to raise the profile of TWS in the local community
- Develop student leadership through social action projects
- Refine and develop the REAL life curriculum offer for year 7 and plan the year 8 offer for 2023-24

Students benefit from a curriculum designed to develop the whole child and to raise their aspirations by developing a growth mindset to improve their skills, knowledge and understanding.

Challenge Partners Inspection, November 2021


We judge the quality of teaching, learning and assessment at The Winstanley School to be good overall, although we are aware that there are areas that require improvement. At this stage in our development improvements in teaching and learning and the curriculum have not taken full effect and the outcomes of students are not yet good. However, we believe as we continue to focus on developing quality first teaching the students' outcomes will follow.

- The quality of teaching and learning has improved significantly since the last inspection and in particular over the last three years where improvement has been supported by deep collaboration between The Winstanley School and other schools in some curriculum areas across the MAT. The collaboration has been wide-ranging, including regular development sessions for colleagues in all schools within which teachers choose the areas in which their subjects need specific focus. For example, in September 2022, all English staff met together with an Eduqas Professional Learning Representative to gain a deeper understanding of the GCSE Language exams. There are also opportunities for professional development through supportive coaching and professional learning (e.g. via Lead Practitioners).
- Lead Practitioners provide a range of support to staff in subject areas across our schools. They share good practice amongst colleagues in all schools and work to support in classes where teachers are new or need developing. They also help to facilitate peer department reviews.
- Quality assurance procedures have evolved once more. The no notice observation (NNO) format has improved to ensure feedback is personalised, co-constructed, developmental and supportive. It is also linked to research projects so staff can observe and give feedback on the areas staff have specifically chosen to work on.
- The research informed Winstanley Way has evolved so that all staff partake in an action research project. There are 8 sessions over the year where the research and discussion will formally occur with a final Research Project L&T Festival in the summer term. The research question was formulated by the end of the first half term and forms the L&T objective in staff PIPs. This year's projects will all be focused on reading and vocabulary and how we boost enjoyment, engagement and ability in these areas.



The Winstanley School

Personal Improvement Plan (PIP) 2020-21



SHINE
brighter than
you thought
you could...

Objective 1: Teaching and learning

This objective will contain the focus of your research project. Each individual must construct a research question that they would like answering over the academic year. Opportunities for peer on peer support and wider reading/research will be provided throughout the year. All staff will produce an academic poster outlining their research project journey at the end of the year as part of a Learning and Teaching Festival.

Some example research questions are:

- Will using retrieval practice techniques improve recall and memory in my serial underachievers in set 3?
- Which verbal feedback techniques will support the progress of low ability girls most when teaching Romeo and Juliet to Year 10?
- How can I improve questioning of my most able Year 11's to promote deeper understanding and improved outcomes?

- Promoting a reading culture remains a key strategic focus. Despite the challenges presented by the pandemic and subsequent lockdowns and school closures, Accelerated Reader has been rapidly embedded into our Key Stage 3 curriculum in years 7 and 8. As a consequence of this students are reading for pleasure on a daily basis. This year, tutors are taking more ownership of Accelerated Reader in order to build a culture whereby students recognise that they need to be proficient readers to achieve success in all areas of the curriculum. Improvement can be evidenced by data which the students' STAR tests have provided. One Year 7 form group has a total word count of 750,000 and, in their second testing this term, the average reading age was lower by 4 months. This is in contrast to another form group with a total word count of 3 million and a rise in average reading age of 7 months between the first and second STAR tests taken this term.
- Year 7 & 8 students are also supported by a well organised 'Reading Academy' intervention where some of our weaker readers spend two tutor sessions a week reading to staff reading mentors. This is being expanded this year; students are grouped according to their reading ages and texts are read as a group, allowing for pre-reading discussions about vocabulary and post-reading discussions to check comprehension.
- This year we are aiming to further develop our reading culture through a specific focus on disciplinary reading across the curriculum. All staff are being supported to carry out their own reading research project as part of their PIP process. This research is accompanied by carefully planned training sessions and materials that are designed to help staff consider the literacy demands and priorities of their subject areas.
- Reading Aloud has been introduced in Year 7 CREW time and Yrs 9, 10 & 11 form times. Year 8's focus is directed towards their work in Accelerated Reader. The reading of each chapter is followed by focused discussion on what has just been read and how this relates to students' own lives. This is done to maintain engagement with the text and to show our young people that reading is relevant to all.
- We continue to prioritise oracy as a key pillar of our curriculum. We have had several members of staff take part in Voice 21 training. Good practice from these sessions has been shared through whole staff teaching and learning briefings. We have also promoted oracy through taking part in no pens day Wednesday. Later in this academic year, we will hold an Oracy Day to promote practice in this area. Learning Ladders are on all classroom walls to promote structured talk in lessons and, in time, we should see the benefits of this in students' writing too. An oracy professional pathway has also now also been established to encourage the sharing of good practice across the MAT. This is led by Braunstone Frith Primary School, A Voice 21 Hub school for the local area. A trained TA also offers one-to-one and small group speech and language sessions as an additional intervention for those that need it.
- Vocabulary instruction is also an ongoing strategic priority. As many of our students arrive with a very limited vocabulary in Year 7, we have made direct vocabulary instruction a key focus of teaching and learning at TWS. In previous years, teachers have been selecting words to explicitly teach to students. This has involved teaching the meanings of words but also exploring the etymology and morphology behind key vocabulary. We are now compiling a TWS dictionary that is expected, in some areas, to be complete by the end of the current academic year. Other areas will follow on from this. This dictionary is being created in a way that allows staff and students to access student-friendly definitions of key vocabulary, as well as information about the etymology and morphology behind those words. The words also link to other key words from the same topic as research shows that this has a transformative effect on the building of schema around a topic.

- Powerful Words has also been introduced in form times to promote the understanding of vocabulary. The first half term of this academic year promoted students to consider uses of two root words per week and, after that, students will be introduced to two words per week. They will see how they can be used in context and will discuss them in relation to their own experiences so they can practise using them in every day speech. As well as this, students discover the meaning of an idiom every week, particularly useful for our EAL students.
- There is continued development of the use of the Google Classroom. All Google classrooms have a consistent approach to allow students, staff and parents a systematic way to locate units of work, home learning and remote learning.
- The Learning and Teaching morning briefing has been evolved further to provide a focus on enabling staff to successfully develop areas of their own practice. This has been interspersed with a continuing focus on planning lessons that provide an authentic experience for all of our students. Various staff offer spotlight a certain area of learning and teaching, organised by staff feedback at the start of the academic year regarding which areas they might like to develop and which areas they are already succeeding in.

Areas to Develop

- Improve the quality of teaching across all subjects to ensure all students can make good progress. The explicit focus will be on evolving The Winstanley Way in all classrooms to ensure the latest educational research is accessed and implemented.
- Quality Assurance procedures will be improved in all departments so there is a heightened awareness amongst SLT of what each department is working on, allowing for more sharing of good ideas.
- Evolving the Winstanley Way to incorporate the new schemes of learning (e.g. home learning; lesson starts/retrieval; Big questions; Disciplinary Literacy) will take place through staff consultation.
- CPD sessions on remote learning helped throughout the year including the specific use of recorded lessons and various tools for online learning. This needs to be a priority for development to satisfy our legal requirements to ensure that self-isolating/shielding students still receive high quality learning opportunities.
- Increase staff awareness of the Real Life curriculum. Year 7 students are partly taught through the completion of cross curricular projects and this style of learning could be extended into other year groups once staff are more familiar with this approach.
- Assessment policies: Heads of Departments have been asked to update these so all staff are clear regarding expectations in this area. A central drive has been created for staff to share them so SLT have an awareness of what is happening in all areas. Good practice can then be shared.
- Literacy: a whole school policy for marking this is to be shared. Further literacy developments will take place when our Lead Practitioner for Literacy joins TWS in January 2023.

Outcomes

We judge student outcomes to be: Requires Improvement

- Student outcomes are intrinsically linked to the quality of teaching & learning and our behaviour support programme. At The Winstanley School (TWS), work is constantly going into improving these aspects across the school with the ultimate aim of fully embedding systems, strategies and a culture that encourages our students to aspire in a move to drive our cohort to make sustained progress.
- This approach is not based on quick fixes and curriculum shaping. We have a drive and passion for instilling a positive, aspirational culture from the ground up that best serves our learners and the needs of the local community.
- As such, strategies and systems to improve teaching & learning and behaviour have been successfully introduced and time is needed to build on a successful shift in culture and climate to allow the full impact of these systems to take effect.
- With this in mind, we have also opted to take the approach of fully supporting our students to make the best of every opportunity and aspire to 'SHINE brighter than they thought they could'. This has been done by implementing and refining a suite of robust school improvement strategies over the last 4 years.
- Strategies for school improvement are robust and are having considerable impact. Attainment and progress show a journey of improvement from 2016 onwards. The school has had issues with small pockets of our cohort not buying into the SHINE culture and climate - this has meant that our improvement journey has not been linear and sometimes does not reflect the changes that have happened to move the school forward with its climate of aspiration and hard work.
- Looking at 2022 outcome data - this clearly shows an improvement in most areas and strongly supports the notion that our school improvement strategies have been effective over the last 4 years in most areas and especially in the critical areas of Science, Mathematics and English.

The reasons for this judgement are:

- TWS is a rapidly improving school with %4+, %5+ and %7+ in most areas showing a non-linear 4 year trend of significant improvement
- Students leaving TWS with 5 standard passes, including English & maths, at GCSE has shown an increase from 29% in 2017 to 41% in 2022
- Science has led the way in the drive for aspiration and shown considerable improvement in 2022 with 64% of students gaining a standard pass compared to 20% in 2017.
- More students are leaving TWS eligible for level 3 college courses and essential qualifications for the world of work
- 86% of our 2022 cohort have gone onto further education, training or employment
- There is a clear picture of improvement and movement towards national benchmark measures in many key areas but whole school outcome data is below national average
- TWS learners are accessing and being successful in more Ebacc subjects than other similar schools in the area.
- The progress 8 score for 2022 is -0.86 illustrating that while we are improving as a school. We still have further work to do on our improvement journey
- Progress 8 of disadvantaged students is -1.28 which is slightly higher than the national average

Context for 2022

- 2022 marks the first year of our Yr 11 SHINE Centre students completing exams – there are 6 students, 3 of those studied qualifications that do not count towards P8, 2 of those students studied English and maths GCSE, 1 of those students studied GCSE English only. It is not possible to remove these students from our overall figures in terms of what School Data will be published.
- 2022 also saw several students attending alternative provision off site – these students did not study qualifications that counted towards P8. There were also several students who had reduced timetables to support them as they were at risk of exclusion or faced severe exam anxiety to a point where it was affecting their mental health and attendance. There are 12 students that fall within these 2 categories.

All students – 122 students

Measure	2022 all students (122)	2022 Non-SHINE (116)	2022 Non- SHINE & Behaviour (104)	2019 (105)
KS2 APS	102	102	102	4.62
Progress 8	-0.86	-0.80	-0.56	-1.2
% 9 – 7 Eng & Ma	1.6	1.7	1.9	4.8
% 9 – 5 Eng & Ma	20.5	21.6	24	18.1
% 9 – 4 Eng & Ma	44.3	46.6	51	38.1
% 9 – 7 Eng	4.9	5.2	5.8	7.6
% 9 – 5 Eng	32	32.8	35.6	27.6
% 9 – 4 Eng	54.9	56.9	61.5	44.8
% 9 – 7 Ma	6.6	6.9	7.7	6.7
% 9 – 5 Ma	33.6	35.3	39.4	26.7
% 9 – 4 Ma	57.4	60.3	66.3	50.5

Pupil Premium - 46 students

Measure	2022 all students (46)	2022 Non-SHINE (41)	2022 Non- SHINE & Behaviour (35)	2019 (39)
KS2 APS	102	101	102	4.34
Progress 8	-1.28	-1.16	-1.40	-1.34
PP gap	0.69	0.57	0.47	0.38
% 9 – 7 Eng & Ma	2.7	2.4	2.9	2.6
% 9 – 5 Eng & Ma	16.2	14.6	17.1	5.1
% 9 – 4 Eng & Ma	37.8	34.1	37.1	17.9
% 9 – 7 Eng	5.4	4.9	5.7	2.6
% 9 – 5 Eng	27	24.4	25.7	17.9
% 9 – 4 Eng	40.5	36.6	40	30.8
% 9 – 7 Ma	8.1	7.3	8.6	2.6
% 9 – 5 Ma	29.7	26.8	31.4	5.1
% 9 – 4 Ma	56.8	51.2	57.1	25.6

How do we include disadvantaged students to ensure they get the best opportunities?

3-pronged approach:

- a. Identification
- b. Quality of L&T
- c. Support

Investment in disadvantaged students

- Training across the MAT (Data use, L&T strategies, interventions)
- Lead people appointed to look at disadvantaged students etc (training staff on identification & providing L&T toolkits etc)
- Revision guides / trips / motivational speaker visits etc
- Masterclasses and dedicated revision sessions
- Equipment provided
- Priority careers interviews with our careers advisor
- Disadvantaged come first marking in most depts
- Disadvantaged students supported with TA's
- Attendance rewards
- Accelerated reader programme used in Year 7 to catch up students on basic literacy
- Academic tutors in Sci, Eng, Ma and Hums have a focus on disadvantaged students where possible
- Boosting aspiration and progress events targeting as many disadvantaged students as possible / exclusively

TWS current whole school cohort has a higher proportion of disadvantaged students than national average with 269 students - 43 % of students being identified as disadvantaged.

The 2022 results were based on a Yr 11 cohort that had 39% of students (47) identified as disadvantaged which is higher than the national average.

A disadvantaged students / pupil premium and wellbeing champion has been appointed and has continued to raise the profile of disadvantaged students within TWS ensuring that these students are supported and challenged to aspire and succeed. It is a role that is progressing well but will need time to build on a successful start to fully be embedded in order to have maximum impact.

The disadvantaged gap has been narrowing during the last 4 years from 0.57 in 2017 to 0.28 in 2021.

Current Disadvantaged students proportion

Year group	Number of disadvantaged students	Total number of students	% of cohort identified as disadvantaged
11	47	122	38
10	59	125	47
9	56	125	45
8	52	125	42
7	55	125	44
			43.2

Areas of strength

- Progress 8 is improving overall and more students are achieving whole school benchmarks of %4+ and %5+ in Eng, Ma and Eng & Ma

- Many subjects have seen vast improvements in key measures such as: Eng Lang and Lit 4+ increasing by 10%. Maths have increased 4+ & 5+ by 10%. Chem, Bio & Phy (studied by most of the cohort) now show around 60% 4+ compared to 47% in 2019 (for combined science). History 4+ has increased by 30% and 21% 5+. Computer science has seen a 25% increase in 4+ & 5+ measures
- More students reaching benchmarks in core subjects, in spite of new, more demanding, exam specs that do not always suit the type of learners we have at TWS
- Most students eligible for level 3 college applications
- Broad and balanced curriculum with no focus on streamlining entries, Ebacc bucket filling and P8 figure massaging
- Most students entered for Triple Science and Religious Studies

Areas for development

- Overall student progress from KS2 to KS4 to bring P8 to 0 or better
- Disadvantaged students' attainment and progress - closing the gap quicker
- Geography, languages and RS need further intervention to raise progress and attainment

Actions

- Every student and grade matters initiative approach incorporated and raising standards format adapted
- Disadvantaged students feature heavily in whole school & dept based interventions
- Academic tutors in place for key subjects such as Eng, Ma & Hums.
- Student GCSE option pathways developed according to prior attainment to better suit our students and ensuring suitable qualification spread in the ebacc and open bucket

Breakdown of student progress according to KS2 banding – Showing Non-SHINE students only

	KS2 banding		Progress 8		
		2021/22	2020/21	2019/20	2018/19
Average English P8	All	-1.10	+0.26	-0.14	-1.317
	Lower	-0.95	+0.12	+0.30	-1.135
	Middle	-1.23	+0.19	-0.30	-1.18
	Upper/High	-0.69	+0.47	-0.04	-1.606
Average Maths P 8	All	-0.54	-0.25	-0.45	-0.798
	Lower	-0.36	-0.14	+0.05	-0.578
	Middle	-0.64	-0.22	-0.63	-0.665
	Upper/High	-0.43	-0.37	-0.33	-1.101
Average EBacc P8	All	-0.81	-0.12	-0.25	-0.755
	Lower	-0.60	+0.02	+0.54	-0.518
	Middle	-0.94	-0.19	-0.36	-0.576
	Upper/High	-0.54	-0.11	-0.40	-1.133
Average Open P8	All	-1.01	-0.07	-0.3	-1.451
	Lower	-1.00	-0.18	+0.31	-1.456
	Middle	-1.12	-0.20	-0.45	-1.52
	Upper/High	-0.19	+0.26	-0.30	-1.352

Areas of strength

- Higher ability students have made more progress compared to 2019
- All ability students making more progress in maths compared to 2019
- Progress of open bucket subjects improved from 2019

Areas for development

- Progress of middle ability and lower ability students in Ebacc subjects
- Progress of lower and middle ability students in open bucket subjects

Actions

- Student GCSE option pathways developed according to prior attainment to better suit our students and ensuring suitable qualification spread in the Ebacc and open bucket
- Comprehensive intervention plans to further support progress in key subjects, such as a dedicated tutor's, masterclasses, WTM, Booster sessions etc
- Every student and grade matters initiative approach incorporated and raising standards format adapted to focus on key groups of students through various initiatives such as dedicated and targeted masterclasses, walking talking mocks, and dedicated tutoring programme.

Behaviour and welfare

Behaviour and welfare at The Winstanley School requires improvement. The December 2019 OFSTED report recognised behaviour and welfare to be good, but standards have declined since then. After canvassing opinions of staff, students and parents in October 2022, we evidenced what we already knew holistically that stakeholder opinion on behaviour has declined over a 3 year period. As a consequence, we are launching our Raising Expectations Plan from 24th October 2022.



Staff, students and parents have been informed of the systemic alterations and their implementation will need to be 100% for their efficacy to be felt across the school.

The improvements to our systems include:

1. Greater clarity on lesson removal procedure (i.e. on-calls)
2. Explicitly sharing our basic expectations at the start of every lesson along with the consequences of poor behaviour.
3. Increased staff presence on all rotas.
4. More effective staffing and execution of after school detentions.
5. Improved mirroring of the isolation/removal room work to the curriculum.

Behaviour for learning –

MOST Students at The Winstanley School like coming to school and enjoy their learning. They feel safe and are proud of their school. We are committed to enabling students to “SHINE brighter than they thought they could” and actively promote inclusive practice for all our students; we relentlessly recognise and celebrate positive behaviour and achievement through our **first attention to best conduct** ethos. Consequently, MANY STUDENTS behaviour is good and MOST students treat each other and staff with THE respect THAT enables them to learn and develop effectively. This is palpable daily through interactions at every level.

- *School leaders and the trust are committed to getting the best out of every pupil. Leaders have created a positive and welcoming atmosphere. Staff encourage pupils to follow the ‘SHINE’ values in all they do. Ofsted 2019*

The Winstanley School’s first attention to best conduct ethos is based on positive recognition and as such we have a well-established system of positive recognition. Faculty colours, curriculum awards, shout outs, hot chocolate with the head and regular rewards. These are all well embedded and well shared within our whole school community via social media.

We use SHINE points to track all behaviour and this culture has led to a year on year fall of negative behaviour incidents and a significant decrease in more challenging behaviour which is rare at the school. This continued throughout our periods of school closure and student engagement, behaviour and participation was good.

- *Pupils behave well in lessons and around the school. Ofsted 2019.*
- *They (students) told inspectors that the school is now a much better place for them to learn. Ofsted 2019*
- *Pupils feel safe. Ofsted 2019*
- *The engagement and enthusiasm of students for their learning is palpable. Challenge Partners October 2019*

Students are proud of the school and are keen to support it. Students across school work with staff and there is an effective student governing body with representatives from every form and level of the school. Students support each other and play a key role in supporting others to achieve their



best, this can be seen in their commitment to Hello Yellow, Remembrance, Anti Bullying Week and Peer mentoring opportunities.

- *Leaders, teachers and support staff insist on high standards, good manners and respect. Ofsted 2019*
- *Leaders ensure that the school is highly inclusive through their practices and procedures. The SHINE programme raises aspirations and sets the culture of achievement that is very well embedded. CP October 2019*

Promoting positive behaviour and attendance is central to our culture and to enable this, our behaviour continuum is well known by all staff and interventions are tracked weekly to ensure that all students issues are swiftly identified and addressed. We have a daily behaviour report which informs staff of immediate issues. This has been vital in supporting students during the Covid 19 lockdowns and has enabled the LABSS team (Learning, Attendance, Behaviour, Safeguarding and SEND) to implement effective additional support where needed.

Intervention

To support and enable all students to do well, there is a well-developed and embedded structure of intervention across the whole school. These interventions identify, address and support any issues that may occur. Biweekly team meetings forensically track attendance, behaviour, Safeguarding, SEND and welfare. This team assesses additional needs and uses the protocol identified in our behaviour continuum to enable staff to implement support plans for students. All our students achieve in line with each other and those students who identified as disadvantaged do well at The Winstanley School.

Students who are identified as having SEN are supported in class by Learning Support Assistants and Teaching Assistants. We adapt the curriculum to ensure the needs of all learners are met. This is through intervention lessons and the Nurture Provision. In Jan 2020 we appointed our Educational Psychologist (EP) who works closely with the SEND and Pastoral Teams to problem solve and jointly plan ways forward for children with additional needs. Having a MAT EP has meant that we can quickly intervene and redirect children who are struggling, whilst making close links with outside agencies.

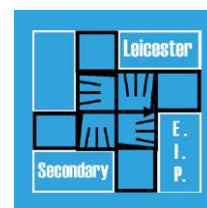
- *Disadvantaged students and those with additional needs are given the same diet as other students and have the same opportunities to learn. Resources are adapted well to meet students' needs. Challenge Partners October 2019*
- *The school benefits from considerable educational psychologist involvement. This supports staff in pinpointing students' specific needs. Challenge Partners October 2019*
- *Teachers know who these pupils are in their classes and adapt the curriculum to meet their needs. Teachers have very positive relationships with these students. Challenge Partners October 2019*
- *Teaching assistants work closely to ensure that specific needs are met. Challenge Partners October 2019*

We have a well-established system of Pastoral Support Programme which is a 12 week review programme involving parents and Heads of Years based around setting targets and tracking progress to implement effective support. All students who spend time in the school's inclusion base go onto a PSP.



We are also active members of the Hinckley and Bosworth Education Partnership and Leicester City Education Improvement Partnership. In addition, we have a well embedded Nurture programme and effective Alternative Provision programme DATA. We work closely with our colleagues in the SHINE centre and outside of school to ensure that students can achieve a tailored package of support when necessary and

ensure that all young people are included and have the potential to be their best selves. As active members of Mentoring in Violence Reduction Programme and Violence Reduction Network we are committed to developing our students and developing support packages when required.



- *When extra help is needed, the safeguarding leaders get in touch with the right people in other organisations. For example, the school has strong links with children's services and the police. Ofsted 2019*
- *Looked after children are generally doing well. There are close links with the virtual school. Some go on to be prefects. Challenge Partners October 2019*

Our commitment to equality and promoting social justice has seen a positive impact on our students who are identified as disadvantaged. Our pupil premium lead works closely with all middle leaders and SLT to ensure that strategies to 'close the gap' are well embedded and staff CPD and techniques ensure that all students achieve equally.

- *Disadvantaged pupils who spoke to reviewers were positive about their learning experiences and the opportunities for enrichment they enjoyed. Challenge Partners October 2019*
- *The behaviour and attitudes of disadvantaged students and those with additional needs are positive. They respond well in classroom situations and value the support they receive. Challenge Partners October 2019*

Welfare

To support learning and to develop students, we use the SHINE character and culture programme to ensure that all students are aware of RSE issues and also any wellbeing mental health issues. Every year we hold a Mental Health Awareness Day, 'Helloyellow' which provides all students with the opportunity to reflect on areas connected with their mental health and the importance of discussing it with others. Students are regularly made aware of strategies to deal with mental health issues. As part of our work with outside agencies, we are members of the Leicester/Leicestershire Citizens Mental Health Summit.

- *Pupils have focused activities that help to improve their understanding of mental health issues and the world of work. Ofsted 2019*
- *Students learn about well-being and mental health through well planned, relevant assemblies. There are strengths in the leadership of support for disadvantaged students and those with additional needs. This is particularly evident in Year 11. Challenge Partners October 2019*
- *The staff with specific safeguarding responsibilities know what they are doing. Ofsted 2019*
- *The systems in school are set up to spot when pupils might be at risk. Staff are trained in safeguarding and know what to look out for Ofsted 2019*

Attendance

Attendance has continued to be a main area of focus to support our students with the challenges that we all face due to the pandemic. Key to this is effective collaboration between all stakeholders based on effective tracking and sharing of data. This allows for interventions and collaborative practice to become deeply embedded.

- *Strategies to support any pupils who struggle to follow the school rules are effective. Pupils' attendance has really improved as well. Ofsted 2019*

Impact of the Global Pandemic

Like all schools we were deeply affected by lockdown. Our priority was to support all our students and most especially our vulnerable students to ensure that they were safe and able to access remote learning. To do this we risk assessed the entire cohort and made regular contact with them either by phone, email or home visits throughout all three lockdown periods.

During this time, we did see increased hardship for many of our students. To alleviate this and to support our students, the Student Support team liaised closely with parents and local charities and businesses to support families. During this time, our effective collaboration with parents and outside agencies was strong and many students benefited from this support.

To support the increasing levels of mental health and wellbeing issues that we face, we have increased our additional support strategies. All students who have any wellbeing concerns are assessed within three days by our wellbeing team and increased support has been put in place.

Regular staff training takes place on PTSD, anxiety, attachment and safeguarding to ensure safeguarding, welfare and student inclusion are at the core of our daily practice.

Areas for Development

- Continue to develop our nurture and wellbeing support across school
- Develop further strategies to eliminate lateness and further reduce persistent absence
- Continue to develop and share our inclusive practices

Personal Development

Our OFSTED report from December 2019 makes clear that personal development opportunities at TWS are good. This was also supported by our Challenge Partner's Review of January 2022 and the Inclusion Quality Mark Award we received in April 2018. We have continued to develop in this area and overall we would still judge the effectiveness of Personal Development to be good, however there are a number of aspects which we think are better than good.

The school is inclusive and has high ambitions for all students to SHINE brighter than they thought they could. Integral to this is our well embedded SHINE Character and Culture curriculum, which is continually evolving to respond to local, national and international needs

- *Through the 'SHINE' programme, pupils learn about the importance of democracy. They also learn about being tolerant of others, being kind and looking after their own well-being. The school is highly inclusive of all people. Ofsted 2019*

The SHINE character and culture curriculum focuses on; developing positive attitudes, developing character, understanding the world around us, promoting positive well-being and mental health, developing positive relationships.

SHINE lessons are delivered by the form tutor and supported by trained staff where appropriate. Statutory RSE and careers information, advice and guidance all sit within this curriculum.

We implemented new RSE and Anti Bullying policies during spring term 2021. In June 2022 Leicestershire County Council awarded TWS the Gold Beyond Bullying award.

SHINE is an integral part of the daily curriculum diet and cascades through traditional curriculum subjects.

Assemblies 2021-22					
WK NO	W/C	WK	ASSEMBLY LEAD	SHINE	FOCUS
1	21/08/2021	1	DBE (prefects)	S	Welcome back - meet the prefects
2	30/08/2021	2	LC	S	How does democracy work at TWS?
3	06/09/2021	1	House leaders	S	House introductions
4	13/09/2021	2	RB	S	What makes TWS unique?
5	20/09/2021	1	MFL dept	S	European day of Languages
6	27/09/2021	2	HA	S	How can we look after each others mental health?
7	04/10/2021	1	NBO	S	Black History Month Hello Yellow (08/10/2021)
8	11/10/2021	2	House leaders	S	Our 1st 1/2 term as...(house name)
Half Term					
9	25/10/2021	1	DBE (prefects)	H	Diwali (04/11/2021)
10	01/11/2021	2	SHINE Centre - possibly remote?	H	Remembrance Day
11	08/11/2021	1	House leaders	H	Children in Need (12/11/2021)
12	15/11/2021	2	Ambassadors (RB)	H	Anti-Bullying Week (15 - 19 Nov 2021) Interfaith Week (14 - 21 Nov 2021)
13	22/11/2021	1	Citizens NBO	H	Open Hands Christmas Appeal
14	29/11/2021	2	DBE	H	Faculty Colours 1
15	06/12/2021	1	BRU	H	Careers - how can you shape your future?
16	13/12/2021	2	LC	H	Why do we celebrate Christmas?
Christmas					
17	03/01/2022	1	WZ	I	New Year - new you?
18	10/01/2022	2	Eco Ambassadors	I	How can we make our environment better?
19	17/01/2022	1	JSC	I	How can we show our independence (female focus)?
20	24/01/2022	2	R/Hums dept	I	Holocaust memorial day
21	31/01/2022	1	RB	I	All different all equal
22	07/02/2022	2	Media ambassadors (House leaders)	I	Safer Internet Day (08/02/2022)
Half Term					
23	21/02/2022	1		N	Careers - what does your future look like?
24	28/02/2022	2	English Dept	N	World Book Day (03/03/2022)
25	07/03/2022	1	Sports leaders (PE dept)	N	Sport Relief (no date yet given other than March 2022)
26	14/03/2022	2	DBE	N	Faculty Colours 2
27	21/03/2022	1	PTH	N	How do we keep going?
28	28/03/2022	2	MMO	E	How do we know when we've succeeded?
29	04/04/2022	1	DBE	E	Easter - why is it important?
Easter					
30	25/04/2022	2	Ambassadors (NBO)	E	Inspirational people - Stephen Lawrence
31	02/05/2022	1	HA	E	Eid (03/05/2022)
32	09/05/2022	2	HA	E	How do we keep ourselves safe?
33	16/05/2022	1	LC	E	Is now a good time to plan ahead?
34	23/05/2022	2		E	Careers - what choices do I have?
Half Term					
35	06/06/2022	1	Eco Ambassadors	E	Environment Day (05/06/2022)
36	13/06/2022	2	JLT	E	PRIDE month
37	20/06/2022	1	DBE	E	Faculty Colours 3
38	27/06/2022	2	House leaders	E	Meet the prefects
39	04/07/2022	1	DBE	E	What have been our successes during 2021-22?
Religious/Spiritual/Cultural					
Department led					
Well being					

Independent CEAIG is available from the MAT careers advisor to all year 11 students each year, with multiple sessions available where the need is greatest.

- *Careers education is a strength. Nearly all pupils go on to further education, employment or training when they leave school. Ofsted 2019*

In addition to 'taught' curriculum opportunities, we are actively ensuring that we take every opportunity to increase wider curriculum experiences to beyond pre-pandemic levels. Experiences during 2021-22 included: participating in 'First Story' creating a published book and visiting Nottingham Trent University, hearing a concert at Leicester International Music Festival, visiting drama productions including 'A Christmas Carol', planning and delivering the Winter Recital at the Braunstone Civic Centre, mock wedding at the local Baptist church, regular football and netball fixtures, weekly swimming club, year 7 and 8 visits to the pantomime at De Montfort Hall, cinema and bowling trips. Since September 2022 students have had the opportunity to participate in: open evening as tour guides, Braunstone Wombles litter picking, International Slavery Museum visit, Leicester Citizens listening launch, football tournaments, European brunch, music lessons, outward bound residential trip to Wales, DofE expedition and volunteering.

- *Opportunities for pupils' personal development are many and varied. Pupils say they enjoy developing their wider skills. Ofsted 2019*

Throughout all we do we aim to ensure that opportunities to learn about life beyond school and traditional curriculum are prioritised. The SCC pillars of intent are reflected in 'theme days' throughout the year. This allows us to give students wide and varied authentic learning experiences which prepares them for life in modern Britain:

- Remembrance Day is an important part of our autumn term. Every year we have a whole school memorial activity which is led by the students and extends to members of the local community. Students are proud of this event and speak positively about it.



Students are taught to be responsible and respectful active citizens during their time at TWS. A key part of this is our anti bullying work, for which we have been awarded the Gold Beyond Bullying Award. Our Anti-Bullying ambassadors are a valuable part of our student governing body and represent every tutor group.

- *Leaders prepare students very well for life in modern Britain through the active citizenship programme. As a result, students are prepared to challenge inappropriate behaviour and articulate what is needed to be active global citizens. Challenge Partners 2022*

In order to develop further opportunities for belonging and leadership we have a house system to provide opportunities to develop our students. This aims to further enhance student ownership and belonging within school. As it becomes more established we aim for the house leader team to coordinate the student ambassador committees to increase recognition and participation opportunities for all.

Throughout the year, there are opportunities to reinforce tolerance and awareness of others through programmes such as our work with:

- Mentoring in Violence Prevention
- The Violence Reduction Network
- The National Holocaust Centre
- The Stephen Lawrence Research Centre at DeMontfort University
- Sophie Lancaster Foundation



These opportunities reinforce our core value of Supporting Others.

- *Pupils are taught how to stay safe through, for example, the strong 'SHINE' programme. The good work to promote tolerance and respect keeps pupils safe from bullying. Ofsted 2019*

To develop understanding of British values and diversity we undertake activities which promote charitable work, political understanding and community awareness:

Our House Leaders lead events supporting charities:

- Children in Need
- Comic Relief
- Open Hands (100+ hampers were donated at Christmas 2021 to a local food bank charity)
- Save the Children Christmas jumpers
- Hampers for Ukrainian refugees



We also work closely to promote opportunities for students to actively develop British values and promote social diversity:

- Open Evenings/Open Days
- Leicester Citizens to promote community organising. We are the lead school in the MAT and have been involved in a variety of events including:
 - The Mayoral Assembly students speaking in front of 400 adults including local politicians/mayor
 - A Mental Health Summit including students and a group of educationalists and health professionals

- All year 8 students being involved in a campaign for accessible social housing and hosting a meeting with the Assistant City Mayor
- Links with the immediate local community during the pandemic, which has continued; delivering Easter Eggs, Christmas cards, postcards and a sunflower growing competition
- Career development opportunities through authentic careers experiences in lessons and in-house work experience week as well as links to local businesses which students can access (see Curriculum)
- The work we have been doing in our local community has been featured in The Stephen Lawrence Research Centre Engagement Report, Whole Education publications and a National Citizens publication.

The school has had a long association with the Duke of Edinburgh's Award scheme and this has grown significantly since 2020/21 when a new DoE manager recruited a significant number of year 9 and 10 students onto the programme. These are mainly disadvantaged students. These students are noticeably developing resilience, confidence and independence.



Strategically targeted interventions, such as the on-site environmental project, enable students who are facing challenges to find a purpose. This has improved attendance and outcomes for these students. Due to the success of these interventions we are now in a position to offer bespoke provisions which are yielding positive results for greater numbers of students



- *Pupils know what the school's SHINE values represent. They gave examples of how they had supported others and received a postcard for excellence.*

Challenge Partners October 2019

- *Students are growing in independence, especially the middle to higher ability pupils. Challenge Partners October 2019*

Areas for Development:

- Continue to develop and reintroduce opportunities to develop learning beyond the traditional school curriculum
- Create the TWS passport of experiences
- Develop our student leadership through the development of the house system and Junior Leadership Team (JLT)
- Continue to deliver outreach to all students with a particular focus on those who are disadvantaged.



SEND @ The Winstanley School 2022 / 2023

We have 23 children with an EHCP; 2 children who access Top Up Funding who are currently on SEN Support (K); 3 applications being processed, 76 at SEN K and 40 at TWSS: 139 on our SEN Register.

	Total	SEN (total)	EHCP	K	TWSS
Whole School (excl SHINE)	606	139 (23%)	23 (3.8%)	76 (12.5%)	40 (6.6%)
7	129	25 (19.4%)	2 (1.6%)	18 (14%)	5 (3.9%)
8	119	28 (24.5%)	5 (4.2%)	17 (14.29%)	6 (5%)
9	115	35 (30.0%)	5 (4.35%)	19 (16.5%)	11 (10%)
10	127	25 (19.7%)	6 (4.7%)	11 (8.6%)	8 (6.3%)
11	116	26 (13.8%)	5 (4.3%)	11 (9.5%)	10 (8.6%)

Learning & Teaching

“Lessons are tailored to meet the needs of disadvantaged students and students with SEND and that enables them to make the same progress as their peers.”

Challenge Partners Jan 2022

Quality first teaching is at the core of our support for students on the SEND record. We encourage all teachers to personalise learning for the individuals in their classroom. All students are unique and we need to take account of their needs and plan for how we will include them in all lessons. We have tried to raise the profile of inclusive teaching for example by training staff on how to creatively use TA's in lessons to enable all to achieve; scaffolding of tasks; chunking; modelling; high level questioning and effective assessment.

“High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.”

SEN Code of Practice (2015)

Teachers are provided with Learning Profiles for all students at EHCP and SEN support level (K and TWSS), which include Quality First Teaching strategies for each student, student and parental views, links to outside agencies and records of any screening or testing completed. These profiles are very much developing and are working docs which continue to be embedded fully across the school. There is also a clear referral process / form which has been reviewed and reintroduced (especially to new staff).

TAs are planned for in lessons and directed by the class teacher to ensure they know their role within the lesson. We are also trying to improve the independence and resilience in our struggling learners. TA's have been trained in the scaffolding framework and open questioning to further enhance how they support students.

We have also introduced and are looking to further embed the use of Teacher / TA Contract. This is a collaborative document which allows for professional conversations regarding how support will look in each individual classroom.

“TAs are deployed effectively. TAs offer excellent support to staff and students.”

TWS SEND Peer Review March 2022

As a MAT we have also taken part in X MAT SEND Peer reviews. This involves a team of SEN staff / SLT members visiting schools; observing SEND provision and providing personalised feedback in the form of a report. The reviews have proved crucial in highlighting strengths but also areas of development. The opportunity to observe

other good practice, work collaboratively within the MAT has been invaluable.

Intervention

Some of our struggling learners require more intervention to enable them to have greater access to the mainstream curriculum. We offer interventions such as: Reading Academy / Tutor Time Provision, 1:1 and small group mentoring, First Story, and have a Nurture Provision for students struggling with SEMH needs.

We have also now appointed and trained a HLTA so as to set up an ASD friendship group, small group in Maths (KS3), English/Maths tuition (KS4), homework support through intervention time, Toe- to Toe literacy support, Speech and Language 1:1 as well as small groups.

We are also providing intervention through small groups re MHWB. E.g.: self-esteem groups; anger management and managing exam stress.

Parents

We have developed our communication with parents further, with regular phone contact, meetings with hard to reach parents and have looked to set up support groups / coffee mornings for parents.

Due to the new SENCO appointment there has been a lot of introductory communication: letters, emails, calls and face to face meetings. Drop in sessions have been arranged for after Christmas. It has also been investigated that we run a pilot Parenting Group where we deliver sessions on how students with SEMH needs can be supported in the home.

Links with internal and external agencies

We have focussed on student wellbeing, and with the addition of an Educational Psychologist, Wellbeing Mentor and the Nurture team, have been able to support and signpost students and staff more than ever before. We are able to move students onto diagnosis pathways, refer to CAMHS, support teachers with high need students, host drop in sessions and do much more individual case work.

We actively support the needs of our children with help from outside agencies such as the VI/HI/SEMH/Autism/Specialist Teaching Service/Speech and Language and Inclusion teams from the LA.

It is also worth noting that we have a very thorough transition process (Year 6 to Year 7). The programme of support is offered via SEND and Pastoral teams. This collaborative approach means we can swiftly support and identify any intervention needed. This process also actively involves parents and carers as well as develops key links between TWS and our local primaries.

“Transition is used effectively to identify and support SEND needs. There is a robust network of support systems in place to provide academic and holistic support across the school.”

TWS SEND Peer Review March 2022

Training and Personal Improvement Plan (PIP)

We have run a variety of short briefings and training sessions (Autism Awareness, ADHD, QFT strategies, update on EEF 5 ways to support in a mainstream school, closing the gap focus, anxiety).

We run training for ITT students, training at Middle Leaders, whole staff training and fortnightly briefings.

All TAs have a PIP which includes targets for student improvement and their own personal improvement. This personalised approach means that support staff can focus on their areas to develop or an area they want to develop further. One of their targets addresses a training need and allows for time to complete courses; access resources and complete some independent work so as to continue to develop skills and knowledge.

SEN Students - Leavers 2022

Measure	2022 (26) EHCP 12 SEN Support 14	2021 TAG (21) EHCP 2 SEN Support 19	2020 CAG (28) EHCP 0 SEN Support 28	2019 (12) EHCP 1 SEN Support 11	2018 (14) EHCP 1 SEN Support 13	2017 (15) EHCP 5 SEN Support 10
P8 EHCP	-1.60	+0.66	n/a	-0.423	-0.085	-0.932
P8 SEN Support	-1.52	-0.54	-0.41	-1.371	-1.103	-0.808
P8 Non SEN	-0.69	+0.05	-0.27	-1.10	-0.71	-0.42

While looking at the exam results for 2022, it is important to recognise the significant increase in the number of EHCP students as part of the Yr 11 2021/22 cohort making a direct year on year comparison difficult.

It is important to recognise a lot of our strategies are in their infancy so looking at whole school P8 figures, there is clearly more work we need to do in terms of further embedding our support for SEND students to ensure improved progress.

However, it is important to highlight that there were dept. areas in which our EHCP students outperformed our non-SEN students such as Combined Science, Drama and Art.

Students with SEN K were behind their peers (-0.69) but it is important to recognise the whole school improvement when comparing exam results for non-SEN students in 2019 vs 2022.

To improve further, we must:

- Analyse SEN record and develop a new category for monitoring (TWSS) This will allow us to support the new referrals and monitor students who have been removed from the record
- Further enhance the support package for students on SEN support (K and TWSS)
- Continue to embed the Learning Profiles for SEND students
- Continue to work hard with our most vulnerable young people to ensure they attend school regularly and are mentally well enough to access learning, post Covid 19
- Continue to develop our links with the local community- encourage wider participation.
- Continue to develop the role of the EP to support the wider school through training pathways, further drop in sessions
- Better target our interventions and use of dedicated teaching assistants / LSA's to ensure EHCP students make more progress
- Link with the local specialist setting (SHINE Centre: SEMH) to improve and develop training route for staff

“This is the only school I have ever felt loved and cared for in. I have been to loads of schools and this one just feels safe and right. I always feel looked after and supported.”

NE Year 11 (EHCP; high need; CP and SG issues)

“The way this place functions is more like a family than school” Student’s comments to G Owen (Governor 2022)

*‘School leaders and the trust are committed to getting the best out of every pupil. They believe that every young person deserves a chance to succeed. They welcome pupils who have struggled with their education in the past. Many of these pupils are benefiting from this second chance.’
‘The school is highly inclusive of all people.’- OFSTED December 2019*

‘The students we spoke to were extremely positive about their experiences in the Shine Centre and recognised that staff work extremely hard to inspire an enthusiasm for learning in a safe environment.’- Governors QA 2022

‘Staff were engaging with pupils and there was a high level of nurturing support. One pupil commented, “I like to sit and have a cup of tea with the teachers, they always sit with me and ask how I am doing, you can tell they care”. QA review by A Yorke September 2021.

The SHINE Centre has been established in collaboration with Leicestershire County Council to provide a specialist provision for pupils aged 11-16 with social, emotional and mental health difficulties. The centre is named after the Winstanley school values of supporting others, hard work, independence, never giving up and excellence. These values are part of the fabric of everything we do in the centre. We endeavour to support our pupils to have the skills to navigate the challenges of the ever changing external environment recognising the complex nature of SEMH in today’s world. Our team has a wealth of experience and we focus on strong relationships with our pupils and families. Our philosophy is based upon a research led approach, working closely with other professionals to enhance our everyday practice and delivery. We have a robust CPD programme that has included work around attachment theory, ADHD, ASD and trauma informed practice. Every day is a fresh start for our pupils focusing on unconditional positive regard and not punitive sanctions.

There are places for 15 students within the centre across key stage 3 and 4. They are supported by three teachers, an instructor, two behaviour for learning mentors and four LSA’s in the classroom. An educational psychologist and wellbeing practitioner provide additional support for the staff and students. The staff team have a wide range of expertise from other SEND provisions, mainstream education and mental health services (CAMHS).

Leadership and Management

The centre is primarily led by the Centre Lead and the Lead Teacher /SHINE SENCo. The MAT EP is also part of the leadership structure of the centre in a strategic capacity. The team is closely supported by the main school leadership team of which the Centre lead is a member. Alongside the senior leadership of the centre, the roles and responsibilities are shared amongst the team providing a range of development opportunities. These roles have recently been reviewed and a new leadership structure has been created.

The centre has three deputy DSL’s trained to provide capacity to support the potential vulnerabilities of the students that we work with and this provides us with an extensive range of experience and expertise. The safeguarding team provides additional support to the main school on occasion. We use the same coaching model as the MAT and every member of the team has a PIP (personal improvement plan). The wellbeing practitioner and EP also provide additional support to provide an added layer of support and advice. Wellbeing support is incredibly important within the centre for the staff team due to the intense and often stressful environment that we work in. A supportive culture is promoted with presumed professionalism at the forefront of this and enables a degree of flexibility, enabling staff to manage their workloads and the emotional demands involved with their

roles. The leaders of the centre have supervision provided from an external source which provides an opportunity for a truly open discussion on mental health and wellbeing.

During the pandemic the centre has worked closely with the ADHD Foundation to become an ADHD friendly school. This involved receiving training from the foundation and then committing to the six pledges that they require of schools. We are sharing our experience and good practice with the MAT through a strand of the X MAT pathway. We will continue to support the main school with our expertise of issues around SEMH alongside this we are training schools within the MAT and schools outside of our MAT.

Areas for development:

- The continuing development of the leadership structure and leadership development within the team through coaching and training
- Opportunities for student leadership
- Provide training for SEMH strategies for the MAT and other schools or provisions
- Further embed our staff wellbeing offer and recognition of self-care (Supervision model)



Quality of Education

- Curriculum
- Teaching and Learning
- Outcomes

We aim to offer a differentiated curriculum that is attuned to the needs and interests of the students that attend. Because of our size, we can offer a degree of flexibility in the qualifications that we can offer. At the moment at KS4, we are offering GCSE English Language and maths; Functional Skills in English, maths, ICT and Entry level science. We are looking at a range of vocational options, and, because of our size we aim to personalise the curriculum so that it can be directly linked in with each student's interests and needs.

Some of our students have been out of formal education for several years or have had previous negative and sometimes traumatic experiences of school. The transition to The SHINE Centre therefore requires a much more sensitive approach. In KS3 the emphasis is on the emotional and social aspects of the curriculum, the soft skills. We have Outdoor Education (KS3) every Wednesday as part of our standard educational package where we focus on these. On these days we are able to introduce a cross curricular element which incorporates Religious Education - visiting local places of worship, religious festivals, local, national and international geography and history as well as beginning to develop community links and increasing our cultural capital. This also allows opportunities to practice key life and social skills providing an authentic learning experience in which to do so.

Monday, Tuesday, Thursday and Friday are spent in school. English, maths and science for both key stages as a core curriculum are delivered in short lessons of no more than 40-minute duration every morning. The first two lessons are split with a break and tutor time to avoid cognitive overload and allow break out time. This is followed each day by a P.E. lesson which has been timetabled to last for up to an hour - the longest lesson of the day. Lesson 4 is the last core lesson before lunch. The

afternoon consists of more creative and vocational elements. We are managing to fit in Food Tech and swimming using the main school facilities, and continue to offer opportunities to access art and DT linked in with our topic curriculum for KS3 and for KS4 focusing on practical skills and interests.

With regard to exams, we apply appropriate concessions and technologies that will offer the greatest chance of success for our students. From the 2021-22 cohort, five out of the six students have gone on to further education or work placement. We will continue to support them until they are settled. We work closely with the main school and share resources and good practice.

For KS4 The Outdoor Education day is used to offer students an opportunity to work on their employability skills, writing personal statements and investigating career pathway opportunities. This can include college visits and work experience placements to add to their CVs. We also offer opportunities to gain industry level qualifications in practical subjects such as in the automotive industry, by linking up with alternative providers. Alternative providers are also used to help students gain the most from us through a blended learning experience which takes into account their interests from a more therapeutic perspective.

We currently offer GCSEs in maths and English; Entry Level Certificates in science and history; HPQ level 2 and Functional skills in English and maths. We are currently supporting one student to access GCSE maths and PE in the main school and we are looking to increase this to include English.

Areas for development:

- Embed the 'SHINE Way'
- Further development of an internal QA process
- Outdoor education programme curriculum links and FE experiences
- Identify and embed targeted academic interventions for our students
- A culture of anti-discriminatory theory and practise to be embedded throughout the curriculum

Behaviour and Attitude, Personal Development

We recognise that our pupils will have challenging behaviours and therefore we need to work with our students to enable them to self-regulate. This is achieved through our SHINE values, a therapeutic ethos that underpins the curriculum, experienced staff, a rewards system that reinforces positive behaviour and avoids punitive sanctions.

The therapeutic and academic curriculum are intertwined to provide explicit and implicit opportunities to support personal progress. This is overseen by the leadership team and the wellbeing practitioner, but all staff contribute to the planning and delivery. This is not a static model, but is constantly evolving to meet the ever changing needs of our students. Each pupil has an allocated key worker who they can link in with every day. The timetable is structured to provide opportunities for the pupils, through a range of strategies, including emotion coaching, to give them the skills to emotionally regulate themselves. PE is time tabled every day as it is recognised that students with SEMH and particularly ADHD benefit from the health and wellbeing benefits of exercise. There are regular breaks to support our students' needs, as many struggle with focus and attention for any extended period of time. Students also have our wellbeing practitioner to work with; she is a very experienced mental health practitioner who has worked within CAMHs and adult mental health services and can offer a range of therapeutic techniques. As well as working with our students, our Wellbeing practitioner and our EP hold regular parents' groups where parents have the opportunity to share their experiences with each other and the school. This can only strengthen our

understanding of the wider issues surrounding our students and therefore the support that we can offer.

We have PSHE lessons in line with current guidelines and are personalised to the experiences of our pupils in recognition of ACEs. We are developing another layer of individual and small group interventions to address specific needs identified by the team in order to support students' development. This includes work based on 'The Anxiety Gremlin', ELSA and 'Draw and talk therapy'.

Staff at the centre are able to contribute to training during our weekly meetings and are thus able to share their expertise from previous roles. Staff have also undertaken training from external sources. These include the following:

- The ADHD foundation
- Psychologists (ADHD diagnosis process)
- Educational psychologist/ Wellbeing practitioner (attachment, early intervention and psychosis)
- Team Teach
- MAPA
- King's college London- ADHD course
- Julia Hancock- Coaching and growth mind-set
- LA- DSL training and refreshers

Some staff have completed the Mental Health Champions - Foundation Programme. Individually, staff members have undertaken more bespoke training linked to their roles such as drawing and talking therapy and health and exercise training. Two members of the team are completing teaching assistant training (L3) and two are starting on this pathway.

The team are trained in Team Teach de-escalation techniques and the centre lead has attended MAPPA training and cascaded some of this training to the team. Restrictive practice does take place within the centre when it is deemed to be reasonable, proportionate and necessary for the shortest amount of time possible to keep the student and wider community safe. Each pupil is risk assessed and has a positive behaviour plan (PBP) which aims to reduce anxieties and therefore negative behaviours and risk assessments. These are dynamic, 'Live' documents that should be updated regularly with the pupils and parents/ carers to best support their changing needs. In more extreme cases, we will develop a pastoral support plan (PSP) to address any direct needs that may have arisen and can be addressed in an agreed timeframe. A log of significant events is kept by the students keyworker for recording and monitoring purposes.



Attendance is monitored in line with the existing systems that the main school operates. When needed, interventions take place driven by the key worker or from information shared at the team meetings. Attendance is generally good, however we have some students, who for a number of reasons, including mental and physical health problems, struggle to attend. Some students have had a significant amount of time out of formal education prior to joining the centre. Imaginative methods have been used this year to help unlock one student's non-attendance. We developed a plan with an alternative provision to complete a home visit using the student's love of animals as motivation. The student in question had not left the house for an extended period of time, but due to this out of the box thinking, he attended alternative provision three days each week and came

into the centre after school hours to complete English and Maths lessons. He is now enrolled on a course in animal care and employed in an aquatic centre.

Areas for development:

- Move to an intrinsic rewards system
- Continue training staff to reinforce a relationship focussed/ trauma aware approach
- Train another member of staff to become an ELSA.
- Embed the students' positive behaviour plans to reduce anxieties and therefore behavioural events that can lead to restrictive practice
- A clear pathway to address students' difficulties with attendance
- A therapeutic package of support which takes into account the varying needs of the cohort

