

Manor Hall Academy



PARTNERSHIP

Local Academy Board Report

Summer 2017

(Cicely Haughton & Loxley Hall Schools)

Building Relationships

Celebrating Success

Promoting Change

WHY DO WE HAVE A HEAD TEACHER'S REPORT?

The Head Teacher's Report is the single most important source of information for the Academy Council and it enables them to fulfil their three main roles:

- **To provide a strategic view** and keep under review the broad framework within which the School works to enable pupils to learn most effectively and achieve their potential.
- **To act as a critical friend** drawing on the Academy Council's knowledge and experience to promote the interests of the School and its pupils and to carry out their responsibilities with regard to monitoring and evaluating the School's effectiveness.
- **To ensure accountability through professional discussion, questioning and refining of school improvement actions and outcomes in partnership with the Headteacher and staff of the School and taking responsibility for its actions, keeping parents and the wider community appropriately informed of overall performance.**

This is the main report which provides information of the School's progress since the previous report.

The only statutory requirement of the Headteacher's Report is the reporting of the Schools' attainment targets, results of national assessments and attendance data on an annual basis.

FORMAT OF THE FULL GOVERNORS' REPORT

The format is based on the new Ofsted Framework

In addition to the statutory requirements and general information about the School, the report will focus on the following areas:

- School characteristics
- Effectiveness of leadership and management
- Quality of teaching, learning and assessment
- Personal, development, behaviour and welfare

SCHOOL CHARACTERISTICS

Characteristic	Key Stage	Comment
Pupils On Roll	KS1 - KS2	50
	KS3 - KS4	92
Gender	KS1 - KS2	48 Male; 2 Female
	KS3 - KS4	Male
Ethnicity	KS1 - KS2	49 WB; 1 AOMB
	KS3 - KS4	85 x WBRI, 3 x MWBC, 1 x AOTH, 1 x WROM, 2 x MOTH
FSM	KS1 - KS2	22
	KS3 - KS4	48
LAC	KS1 - KS2	3
	KS3 - KS4	11
Residential Roll	KS1 - KS2	28
	KS3 - KS4	39
Mobility	KS1 - KS2	0
	KS3 - KS4	0
Attendance	KS1 - KS2	92.18%
Attendance	KS3	83%
Attendance	KS4	86%
Destination Data	KS4	N/A
Out of County Placements	KS1 - KS2	9
Out of County Placements	KS3 - KS4	7
EN Placements	KS1-KS2	8
EN Placements	KS3-KS4	6

Executive Summary

Executive Head Commentary

As we approach the final furlong of the academic year I would like to take the opportunity to reflect upon what I consider to be our most significant accomplishments, qualities which we can build upon and be taken forward to secure progress, development and improvements for the future.

As a Partnership organisation we have developed a governing body which is the strongest we have ever had in terms of a skill base; evidenced by the results of our recent audit. Governance has been further galvanised by our committees, enabling greater depth in scrutiny and challenge. A full scheme of committee meetings, coupled with a revised and updated Headteachers Report to Governors, will improve efficiencies and facilitate improved levels of accountability.

Forward, outward facing strategic planning, has seen Loxley Hall and Cicely Haughton schools become the driving force for the construction and development of The Manor Hall Academy Trust. Governors have had the courage of conviction to support the notion that by taking the lead in the inevitable academy process, we can shape our own future. We are the founder members of a Special School Academy Trust with six schools as the membership and in control of growth and development. There are exciting times ahead, as the school to school support agenda materialises in terms of school improvement strategies and operational efficiencies.

The Partnership goes from strength to strength. Collaborative working practices have seen productivity in teaching and learning, behaviour and safety, leadership and management and ultimately, outcomes for pupils. The development of the Lead Practitioner role across our schools has seen an improvement in the quality of teaching with the successful culture of peer group support, enhancing pedagogy and teacher profiles. Mental Health initiatives across schools have kept the Partnership current and progressive in providing better strategies to improve delivery and provision. Residential teams across the Partnership have greatly benefitted from each other's outstanding practice. Aspects of leadership and management have been shared and developed in the unique characteristics of each school from the simple format of staff meetings paperwork, to the scheme of school self-evaluation. The above are a sample of how best practice has been shared.

Mutual working practices are something I am keen to develop, in terms of system's leadership. A feature of such an approach needs to be the development of an executive leadership team across the Partnership. The quality of leadership and management defines the standards, expectations, aspirations and quality of any provision. I am proud to say that due to forward succession planning both schools are in a healthy position for the future. There will be significant changes in the next few months with the re-structuring of the senior leadership team across the Partnership. This brings me nicely on to the retirement of Mr Jim Turnbull. Jim has been at Loxley Hall School since September 1984. In his 33 years of service Jim has been the Deputy Head/Head of School for nearly 20 years. In the spirit of Jim's wishes, no fuss, no ceremony but simply from all pupils, stakeholders, staff, governors, directors and members- THANK YOU!!

MAT Update

Rocklands Generic Primary Special School received their conversion order on the 31st March 2017 and their conversion date remains to be September 2017.

Actions prescribed by the MAT development plan continue to be mobilised. The Trust now has a full-time Chief Financial Officer and a 0.8 Senior Financial Officer s part of the central team. The Chief Executive Officer is to up his commitment to the MAT to 0.8 other central roles are being scoped to ensure that the MAT has the capacity to develop both in business and school improvement medians.

The MAT has adopted a more assertive recruitment strategy with letters going out to all special schools in the Staffordshire and neighbouring Authorities. This is in line with National trends and expectations. The Manor Hall Academy Trust remains at the forefront of National developments.

Effectiveness of Leadership and Management

The Academy Council's update/recommendations from last the Academy Council's Report

Governor's skill audit completed at the Spring Term meeting. Analysis and results to be presented by Paul Spreadbury.

School Development Plan Monitoring Report

Interim analysis was presented to the Chairs Governor Committee on 22/05/2017 and was received with great optimism (see appendix 6). Both schools development plans were RAG rated with explanations behind the evaluations in terms of progress and priorities. A new format of School Development Plan is being introduced to bring us in line with our academy partners and synchronise with the Ofsted framework.

Strategic

An updated and revised Headteachers Report to Governors was devised by the Teaching and Learning Committee and Senior and Middle Leaders. This revised format was presented (along with an updated Teaching and Learning Committee Format) to the Chairs Committee on 22/05/2017 (see appendix 6). The new report avoids repetition from committee reports and provides governors with better consistency across our two schools. Simultaneously, the new format dovetails into quality assurance process of the MAT in providing Directors with relevant information. Most importantly the new governors' report enables governors to have a clearer picture of our schools and make better informed challenges.

As this is the last Headteacher's report to Governors of the 2016/17 academic year it would seem pertinent to summarise our most significant achievements towards strategic and school improvement initiatives. Sir David Carter, the National Schools Commissioner, advocates in his presentations two aspects of school leadership which have the most impact upon providing outstanding outcomes for students: The quality of teaching and the quality of all Leadership to drive school improvement. I am delighted to say that we have these attributes in abundance.

Review of Accident and Hazard Reports

KS1-2

See Appendix 1

KS3-4

See Appendix 1

Staff Absence Reports

KS1-2

	Attendance %	SICKNESS %	NON-SICKNESS %
Teachers	98.5	1.1	0.4
TA's	87.2	12.4	0.4
TA's minus long term absence	97.2	2.4	0.4
RSW's	91	8.6	0.4
Transition	99.8	0.2	0.4
Office	99.4	0.6	0.4
Kitchen	99.2	0.6	0.4
Domestic	96.3	3.3	0.4
TOTAL	94.6	5	0.4
TOTAL minus long term absence	97.4	2.2	0.4

The highlighted section is the total percentage for the entire staffing team, which is 94.6%. With long term absence discounted, this equates to 97.4%.

Data across the whole staffing team is fairly similar, with school support staff (TAs and RSWs) having the most absence (1 long term sickness and 2 medium term absences significantly impact figures). Non-sickness absence (medical appointments, compassionate leave etc) is identical for all staff teams. I consider 94.6% attendance to be good. However, having attended a Level 3 Safeguarding course on Adult Mental Health, I am committed to promoting positive staff wellbeing and have plans to make this more robust in next year's school development plan, with the aim of reducing staff absence further and increasing positive outcomes for our pupils.

KS3-4

	ATTENDANCE %	SICKNESS %	NON-SICKNESS %
Teachers	98.51	1.21	0.28
TA's	97.07	2.76	0.17
RSW's	99.22	0.52	0.26
Other Support Staff	94.24	5.47	0.29
Office	27.7	71	1.3
Kitchen	99.48	0.52	0
Domestic (Caretaker)	95.85	3.63	0.52
TOTAL	87.5	12.1	0.4

2 x Staff off with stress related issues (1 now back at work)

1 x Stage 1 meeting completed

Some other staff have had short periods of time off relating to bereavements, medical appointments and illness - though none have presented any concerns.

Compliments and Complaints

KS1-2

We have fielded complaints from parents over the quality of the taxi service to school. This prompted discussions with the taxi companies and the LA Transport division. Following these discussions, all parents were contacted and were satisfied with the outcomes and explanations.

Many informal compliments have been received over the term; these are from other school staff when we attend sporting events, commenting on the behaviour and positive attitudes of our pupils. These messages are echoed by the leaders of educational visits that we attend also. Parents also regularly telephone and message myself to discuss school issues, almost always thanking specific staff and the school in general to the positive impact they can see at home, and also how relatives and friends have commented on the difference in the social and emotional resilience of pupils.

More formally, parents comment in annual reviews about the progress they can see. Below is a summary of these comments:-

School cannot do any more than they are.

I am very happy he is at Cicely Haughton. He has been helped to learn.

Educationally I feel he is making good progress

Happy with school

I think the school has been really good and I am seeing improvements

He loves school

We couldn't have imagined him being in such a positive place.

It is such a positive environment for him.

I've seen a huge improvement in my son since starting at school and wants this to continue.

I am really happy with school. I cannot fault it. I have not had any major issues since he started school at home. I am delighted.

I am happy with Cicely Haughton and I definitely think it is the right place. I cannot think of anywhere better for him.

I am very happy with how school is going. His reading and attitude has improved hugely since joining Cicely Haughton.

We are happy with Cicely Haughton. They couldn't wish for any better.

The biggest change to impact upon my son is starting at Cicely Haughton. He has developed from a child who hated most aspects of life and lived with high levels of anxiety and anger. He is now a child who is happier, calmer and making friends.

KS3-4

KS3 - There have been no formal parental complaints made regarding key stage 3 students or staff. Most concerns raised by parents and carers have not been complaints, but rather a seeking of clarification over issues of concern.

One parent kept their child off school for an extended period following a confrontation with peers and subsequent social media exchanges. His mother was upset that the school had not advocated for her son effectively, but in this had not taken into account her own son's part in the problem. The issue was successfully resolved with a back to school meeting where she and her son were given reassurances and remediation was managed between the students by senior staff. Follow up strategies and information was relayed to her by a senior leader - which she was satisfied and grateful for.

During a back to school interview with one student (following a fixed term exclusion), grandparents did raise some queries about how they perceived certain staff members were exacerbating ongoing problems with their child. This opened up an opportunity for discussion and concerns were allayed through establishing back to school strategies.

Informal compliments have been offered around students' conduct at a range of sporting events and a trip into the local community. Students were praised for their team work, sportsmanship, friendliness and politeness.

Visitors to the school have commented on the warm and welcoming atmosphere and attitudes of the staff and students. Others, who have sought professional support through Loxley Hall have been grateful and complimentary about the nature of the support and professional courtesy they have been shown.

KS4 -Y10 reviews have only just started but feedback from one parent was extremely positive stating "he has matured so much in the last year and I am in the unfamiliar position of receiving good news now rather than bad!"

Walsall College have emailed that our Friday catering group are " a great set of lads"
And this is reflected on the whole from Rodbaston College and Buxton College as well.

The only negative comment that we have received at Armitage is by an out of county carer who was very concerned about the lack of transition planning and support offered by Warwickshire Children' services. This is currently being acted upon.

Health and Safety/ Premises Governors Committee Report (Appendix 1)

Finance and Staffing Governors Committee Report

To be presented at Governors

SAFEGUARDING UPDATE

Number of referrals made to First Response or existing Social Worker:

Categories	KS1/2	KS3/4
Physical	4	2
Sexual	0	1
Emotional	0	0
Neglect	0	0

Meetings Attended:

	KS1/2	KS3/4
Initial Child Protection Conference	1	1
Professionals Strategy meeting	0	1
Child Protection Review Conference	1	1
Core Group Meeting	6	1
Team around the Child/Family meetings (Early Help Assessment - EHA) Child In Need Meeting	19	29

	KS1/2	KS3/4
Number of pupils subject to a Child Protection Plan	1	1
Number of Children In Public Care	3	10
Number of allegations made against staff	0	1

	KS1/2	KS3/4
LADO Referrals	0	1

Other comments on safeguarding issues of concerns

Cicely Haughton Overview.

From the beginning of the year we have received 14 safeguarding concern forms from staff. We have also received information from First Response in connection with an anonymous referral they received in relation to one of our families engaging in acts of anti-social behaviour in the community.

One of our pupil's is currently self-harming and we have liaised with the DSL at Newcastle Academy as he indicated a culture of self-harm via social media in his home community. A range of other services are also involved with these young people. In this particular case we have enlisted the support of our school nurse Jo Powell to work with the child's parent and also to refer into Dove Bereavement and Counselling Services.

The initial contact has been made, but unfortunately there is a 12 week waiting list.

Janey and I have met with Kirsty Rhodes on 3 occasions for the LST Link update meetings. Janey has also had several meetings linked to our Looked After Children.

Paul and I attended the DSL / DDSL Safeguarding Networking Meeting at Moorside High School on the 12.05.17. We found this meeting to be advantageous and from this we now have the ability to directly

deliver the Safeguarding Level 1 Face to Face Training with any new recruits. I believe that these meetings are now scheduled to take place on a termly basis which will ensure we all remain up to date with SSCB information,

Loxley Overview:

We have received 17 Internal Safeguarding Referrals, all of which were successfully dealt with by senior staff

Richard Kizis has continued to meet with Nathan Lymer , our designated LST Link Worker, on a half termly basis.

January 2017 - Whole school level 1 Safeguarding Training (Josie Holloway)

April 2017 - Allegation made by a parent re inappropriate materials from staff to pupil; advice sought from LADO (Lisa Dada); advice followed; member of staff remains off with stress.

April, May 2017 - attendance at Locality Professionals meetings re local issues; on-going

May 2015 - referral inwards from Safeguarding regarding ISB; resolved externally

Our school Nurse, Jo Powell, is currently pursuing 2 referrals to a sleep clinic and 2 referrals requiring input from a dietician.

Quality of Teaching, Learning and Assessment/Outcomes for Children and Learners

Assessment of Teaching and Learning (lesson observations, learning walks, book trawls)

KS1-2

Since the last report, multiple NQT lesson observations have been completed in line with the newly qualified teacher programme. All lesson observations were graded that the NQT standards were being met and final assessments have been completed and returned to the assessing body for confirmation of the successful completion of their NQT years.

In the final half term of the academic year, the Head of KS3 at Loxley will conduct joint lesson observations to ensure the robustness of observations. This was successfully done at Loxley Hall in the Spring Term. All teachers will complete their end of cycle lesson observations this half term which will fit in with the performance management cycle for 2016-17.

Workbooks for subjects are completed termly in teacher meetings, where good practice is shared and actions identified and reviewed. Teachers also meet to look at a selection of books and compare to the marking policy. From this, further guidelines are produced.

KS3-4

KS3 - second round of observations was completed in the spring term. One member of staff was initially raised as a cause for concern due to a lack of evidence of planning and recording. He has been supported by various key staff and the most recent observation (27.03.17) reflected an improvement in these areas. He has been given direction for further improvements for next academic year.

Peer observations were arranged and performed through the first half of the summer term. This was done after consultation with staff. The prospect of this opportunity was greeted enthusiastically. Feedback to SLT is still to be evaluated, although the general consensus was it was constructive.

KS4 - Following the second round of lesson observations across KS3 and KS4 there is a 50% split of lessons determined as "good" and 50% lessons determined as "outstanding".

DP has visited Armitage in the summer term and reported the following:

Looked at including FSM/ LAC data on Yr 10 termly analysis.

Looked at last year's Year 10 analysis and discussed % achieving 'exp/ asp' targets, where pupils over achieve their exp by a large %.

Armitage to access new Reading/ Maths tests

-Armitage to order "First News "to aid reading. (£100 budget). MAS to find additional £75

Look to introduce functional skills for those pupils who have completed their En 3 before Y9 in Maths and English.

Introduce extra information to the Y11 analysis format. Add a section about Pupil Premium pupils. And include the tracker sheet.

Teacher Profiling update

KS1-2

A meeting with the teacher with responsibility for teacher profiles was conducted as part of a review of their role. At the meeting, the action plan was reviewed and below is a summary of the meeting:-

- Teacher Profiles were created at the start of the year, results were analysed and an observation timetable was created, including a timetable for teacher meetings that covered common themes of need. Teachers have commented on the benefits of these linked lessons.
- Action - new profiles completed in Autumn 2017-8 and compared to 2016-17 to demonstrate staff development.
- Action - A positive feedback mind map is to be created for 2017-18
- Action - A school handbook is to be created which all teachers contribute to for 2017-18 which will support personalised learning
- Curriculum plans have been completed and evaluations have also now been submitted.
- Action - scrutinise plans and bring together for 2017-18 cycle.

KS3

Working peer mentoring groups established. As Questioning was identified as an area of weakness. The staff peer groups are researching and practicing three different Questioning styles. Peers groups to present their findings to the staff team in Septembers twilight meeting.

KS4

Audit of teaching skills currently being undertaken to determine common areas to be addressed through lesson observation scrutiny.

Pupil Progress

KS1-2

	KS1 expected progress	KS1 aspirational progress	KS2 expected progress	KS1 aspirational progress
Maths	100	75	98	79
Reading	100	100	100	85
Writing	100	100	98	80

Analysis - data collected suggests 49 of our 50 pupils are on track to make expected progress in Maths and Writing, with 100% expected progress in Reading. The pupils not on track for expected progress have reduced attendance which is impacting on their education. In both cases, work with Attend is in place and reviews with parents are upcoming.

Key Stage 1 pupils are outperforming Key Stage 2 pupil in aspirational target tracking, although it must be noted that we only have 4 KS1 pupils and 46 KS2 so data is less robust.

End of year assessments will not be completed until July, but these results are very pleasing to present, particularly as this is a new and more robust assessment system we are now following.

KS3

Science - 78% reaching expected, 74% have reached their aspirational target and there are currently 7 pupils interventions in place

Maths - 40% reaching expected, 17% have reached their aspirational target and there are currently 8 pupil interventions in place, although 5 are around attendance issues.

Reading - 46% reaching expected, 22% have reached their aspirational target. Fourteen interventions are in place, including a whole class one for 8.1.

Writing - 48% reaching expected, 12% have reached their aspirational target. There are 7 interventions for assistance with writing.

There has been an improvement in the percentage of pupils achieving their expected targets this early in the academic year and real progress in reading. (Data to follow at the end of the academic year).

KS4

60% of pupils have already achieved their predicted target for the number of credits to be gained within the AimAwards Scheme.

40% of pupils not exceeding their predicted targets. These pupils all have interventions in place. Those pupils not achieving predicted targets are achieving alternative qualifications at college or training providers.

Pupils are currently sitting GCSEs at Sporting Stars and any qualifications will be added to the end of year analysis.

Pupil Premium

KS1/2

A significant amount of pupil premium plus has been utilised in resources in particular sensory items and needs specific materials to support correct pencil grip and to encourage correct letter formation in sand and foam letters. FSM funding has been allocated for more generic resources for individuals to help deliver individual interventions with more of a phonics focus. Data for the potential impact of these resources is currently being collated.

KS3 Data -

FSM pupils - 50% have achieved their expected target in Reading and writing by the end of the Easter term. With 33% achieving their expected target in Maths.

LAC pupils - All pupils showing good progress but two pupils in Year 9 have both achieved all their expected targets in English and Maths, with one having also achieved their aspirational.

Sports Premium

School Vision

- To maintain and stimulate increased pupil interest in PE and to promote health and fitness for current and future lifestyles.
- To provide opportunities to allow pupils to broaden their PE experiences both during curriculum and extra curriculum time.
- The establishment of pupil self-esteem through the development of physical confidence.

Sport Premium Grant 2016/17 is £8,260 - highlighted yellow completed by end of Spring Term

PE 3 day First Aid Course £ 300

Training – BMX £ 480

Focus: Nurture Swimming Contribution and Transport £1000

BMX Track Remedial Work £ 280

Resources including scooters for playtime £ 600

After school competition Transport £1000 - ongoing

After school competition Staffing £1500 – ongoing

Bushcraft course – June 25th – 3 x staff

Outdoor Education Residential Transport & Staffing £ 900

Shortfall from parent contributions

£2500

£8560 (please note the expected shortfall to require £300 additional funding from School Budget)

Catch Up 7 Premium

There are 11 pupils included in this data:

All pupils are showing progress.

New comprehension test used this year has shown real progress in terms of points score increasing (Data to follow at the end of year).

All pupils working with JR in the learning support unit. There has been some disruption with long term staff absence during the Spring term.

Teaching and Learning Governors Committee Report

There are no minutes for this meeting as the Teaching and Learning Committee met with Senior and Middle Leaders to format the new Headteacher's Report to governors and the new Teaching and Learning Committee pro-forma.

Personal, Development, Behaviour and Safety

Promoting Positive Behaviour

KS1-2

JRO has now completed her final assessment day and is so =officially a PROACT SCIPr trainer within the MAT. This allows the MAT to deliver their own refresher training and if required their two day introductory foundation course for new staff. JRO has also completed some work with NQT's on the template for IBP's and how to keep them current. BLOT is continually used to monitor the schools BET progress for individuals but is now being utilised more widely for various agency meetings to inform others of patterns trends etc. DBO has facilitated the distribution and collation of our annual pupil voice questionnaires.

Please see separate Appendix 4 for RPI data.

KS3

Professional development has proved successful and well received through the last 2 half terms.

- Follow up work was completed on the MindEd modules around mental health focussing on social development.
- J Mayer in her role as mental health champion accessed bereavement training alongside Cicely Haughton staff.
- J Mayer also delivered staff development around Growth Mindset, Bereavement and performed a staff wellbeing survey.
- D Bownds completed the Safeguarding Level 2 training.
- S Raina accessed some additional attachment training.
- A partnership training day was arranged around Foetal Alcohol Spectrum Disorder. This was high quality, informative and relevant. All staff groups attended across all key stages.
- The CPD plan for next year has been finalised bar one date and is ready to be rolled out to staff in the next few weeks.
-

BLOT data continues to be positive. The year to date figures for KS3 are currently:

In-class attendance	96%
Task completion	93%
Personal target	94%

These figures are considerable improvements on previous year's whole school averages with each area 3% better than last academic year. 1% represents is equivalent to 395 entries. This means there were 3551 more positive entries across all three areas school wide.

IBPs and risk assessments have been updated to reflect changing risks - specifically for those students requiring restrictive PI.

The pupil voice and school council are to be revamped. J Alcock and D Bownds have consulted and will be changing the format for these meetings and the type of feedback given from September 2017.

ESU data consistently reflects its importance in helping students self-manage their behaviour, recorded data since 24.04.17 reflected a similar trend to previous terms.

KS4

Staff are attending an AimAwards update meeting with the AimAward assessor at Armitage later this term. First Aid course to be accessed by an Armitage staff member later this term. All staff attended the recent Foetal Alcohol course at Uttoxeter racecourse earlier this term.

2 RPI summer term KS4 (same pupil)

Armitage has received IBPs for September intake.

Awaiting risk assessments.

Celebrating Success (Enrichment, Extra-curricular, SMSC)

KS1-2

Over the past term we have had a number of fundraising days which have been incredibly well supported by the school community. We raised over £400 for Comic Relief and were astounded that our Race for Life Day, supporting Cancer Research saw pupils be sponsored for over £1,000. This is by far and away the most we have ever raised for charity and all of our school community were thanked.

We have continued to focus on pupils' positive mental health, with our Wellbeing Days proving very popular. These have been supplemented with our Relaxation sessions, introduced by our school Nurse which identified children (and staff!) attend to consider actions, feelings and reflect. Guitar and drum sessions continue to prove popular, and we were treated to numerous performances at our Easter church service alongside our school choir and readers. This again was a special occasions and has a huge positive impact on self-esteem and positive mental health.

In a sporting context, we competed in the local schools' swimming galas, lower and upper Key Stage 2 football tournaments and sent a team to St. George's Park (home of the England training base) and won a completion, finishing unbeaten. Year 6 pupils also completed their Bikeability training at Level 1 and 2.

We entered a local photography competition and have placed in both colour and black and white categories. Presentation and prize giving is imminent. In Residence we had two 'fine dining' evenings, where pupils planned, prepared, cooked and then got dressed up to enjoy their meals.

In the remainder of the term we look forward to Sports Day, our Summer Fayre, and our Year 6 Outdoor Education visit to Stanley Head.

KS3

Summer activities have started to be planned and delivered. This year the 'activities week' has been spread across the summer term to ease the logistics and pressures of the traditional last fortnight. Trips are arranged in line with student requests and have been earned through attendance merits awarded weekly in line with BLOT scores. So given the high percentage for attendance most students will access at least 4 activities thought the term.

Two teams were entered in a special schools' football tournament with one team winning the competition. There have also been football fixtures against The Roaches for junior and senior sides resulting in one win, and one loss.

House competitions have been held for Footgolf, Gymnastics, Dodgeball, Tug O War and Volleyball. The school prefects have been instrumental in organising and running these events.

There have been a number of off-site trips and experiences arranged by a number of staff. Mountain Biking, Bouldering and walks around Cannock Chase have been enjoyed. These have linked to rewards systems and the citizenship curriculum.

KS4

Pupils at Armitage undertake engagement activities every afternoon. These activities form a crucial part of the AimAwards curriculum and pupils use evidence to support units.

Fishing takes place on a regular basis and pupils also attend swimming sessions once per week.

Pupils take part in cultural visits to museums and places of interest and pupils are also engaged in life-skills activities.

Armitage has piloted one pupil attending school by public transport which has been very successful.

A presentation evening is scheduled to acknowledge the Y11 achievements and to award Record of Achievements.

There have been 4 praise cards sent home to celebrate successes this term so far.

An on-going transition programme is taking place to allow Y9 pupils/parents the opportunity to visit Armitage and to visit college placements for September.

Family link Support Worker

KS3-4

Further to my last report re: four particularly challenging individuals we have managed to increase the young person referred to as a negotiated timetable up to full time now. One student has applied for Elective Home Education and this in the process of being dealt with by the SEND Team, albeit slowly; the third individual referred to has gone to appeal following the refusal of a request for an alternative placement whilst the fourth young person remains hard to reach, though I have been able to negotiate a further reduced introduction timetable.

Safe and Well checks have been maintained on all four students.

My role now is taken up with KS2 - KS3 transitions as we prepare for the new September intake.

Attendance Officer Caseload

KS1-2

Currently ATTEND are working with 5 of our children and their families to raise and /or maintain their attendance levels. Attend are also facilitating transport for parents to attend a Local Authority placement review. They have also completed the register checks and annual audit in which we were complemented on our safeguarding measures and comments were made around the maintenance of registers in general being of a very high standard and consistently marked.

KS3-4

Attend currently visit Loxley Hall on a half-termly basis and since their involvement have seen an upward in terms of whole school attendance - currently 90%

In terms of persistent absence, Attend are assisting the school processes leading to fixed penalty notices and procedures.

All but 3 clients have seen improved attendance as a result.

Our next scheduled register inspection is 26 June 2017 @1:30p.m

Outreach Service

Transition / Outreach Service

CHS Transition

Transition profiles have been completed on 6 of the 9 pupils identified from the pupil action plan spring term 2017. (Please see pupil action plan spring term 2017.)

Action - to complete, during the summer term, parents' meeting to discuss mainstream potential for these 6 pupils.

CHS Mainstream Transitions - 1 KS2 pupil (Transition ongoing)

Cicely Haughton Outreach Service

Caseload January - June

Outreach - 12 pupils age range: reception - Y9

1 nurture awareness development

1 district inclusion partnership (service information sharing)

1 permanent exclusion appeal (casefile information sharing)

In-reach - 3 primary schools visits to CHS

Cicely Haughton Outreach Service has entered into an annual contract with:-
Virtual School for Looked After Children
Families First,
Staffordshire County Council.
(please see the attached details of this contract)

Cicely Haughton Outreach Service is part of Stoke-on-Trent and Staffordshire's Local Offer.

Exclusions

KS1-2

There have been two fixed term exclusions since January 2017. Both were for a fixed term of one day.

KS3

3 students in KS3 have been subject to Fixed-Term Exclusions:

1 x Y8 students: assault on staff

1 x Y9 student A: assault on another student

1 x Y9 student B: 2 exclusions for assault on staff, the second of which has been reported to the Police and which is currently still under investigation

KS4

1 x Y10 student: damage and racist abuse

1 x Y11 student: assault on another student.

Discriminatory Incidents

KS1-2

There have been two incidents of racial abuse towards peers since January 2017. Both incidents were committed by the same child towards the same victim. KGU has done some direct work with the assailant around tolerance for others.

KS3

None

KS4

One, as referred to above

Bullying Incidents

KS1-2

There have been no recorded incidents of bullying since January 2017.

KS3

There has been 15 incidents reported of which 8 were Anti-social behaviour and 7 were Bullying incidents (2 pupils were identified as the perpetrators of 5 of the 7 incidents and both had back to school interview with parents/carers).

KS4

No recorded bullying incidents reported at Armitage this term.

Physical Intervention monitoring

KS1-2

There has been a spike in the levels and numbers of RPI being required by one child currently in year 4. This has triggered completion of EHA and two meetings with an allocated LST worker and parents and progress is being made with regards to a CAMHS referral.

KS3

There have been restrictive interventions necessary recently. 3 person floor holds have been used on 6 occasions with 3 students since 24.04.17. This is anomalous to the whole year's data but does indicate significant difficulties 2 of these students are having currently, so in that respect there is little concern about this increase.

KS4

Termly meetings take place with the SCIP co-ordinator. KS4 have very few RPI's although one pupil had two RPI's during the summer term

Physical Intervention Data (Appendix 4)

Residential Governors Committee Report (Appendix 5)

Chairs Committee Report (Appendix 6)