Self Evaluation Report

Agreed

The Axis Academy

URN: 147854

School Context

BRIEF SUMMARY

The Axis Academy is a special school for children with EHCPs for Social Emotional and Mental Health. The school provides opportunities for those students out of education or those who are not coping within the mainstream setting. Our aim is to work consistently to provide excellence for every student. With a highly-trained, specialised team, we support each student's individual needs, particularly focusing on those students with mental-health issues, needing a safe, but aspirational, environment to recapture an often lost passion for learning and creativity.

The Axis Academy offers a life line to children with EHCPs who live with social emotional and mental health difficulties that prevent them from accessing both an education and social mobility. We do this through a true dedication to a whole school, holistic approach to emotional well-being and mental health.

The Axis Academy has been launched with the aim to re-connect students who have become detached from their education, and in some cases purpose in life. We continue to strive to re-engage students and to give them a vision of both their education and their place in the wider community.

We create a nurturing approach to education where children feel safe and supported and that their needs and obstacles in life are understood and addressed by empathetic, patient members of staff who show compassion and appreciate the needs and requirements of all students.

The Axis Academy provides a variety of surroundings to develop the whole child, such as sensory rooms, offices of trusted members of staff, outdoor spaces and breakout rooms. Our commitment is for children to feel safe and secure, with staff that motivate and drive them to go to school every day.

Not only do children have access to trained members of staff who know and understand their needs, The Axis Academy works collaboratively with a variety of multi agencies to ensure that childrens' needs are being met and anxieties are being reduced by providing onsite facilities, and a collaborative delivery model with visiting professionals.

The Axis Academy provides an education to children from KS2 - KS4 (expanding to KS5 in September 2023), and we offer an ambitious, varied and inspiring academic curriculum with vocational subjects in addition for character/personal development.

Quality of Education

JUDGEMENT

Outstanding ✓	Good	Requires Improvement	Inadequate	No Grade

A full **Curriculum Review** in September focused on the "**3 Is**" of curriculum – **Intent, Implementation and Impact** across all subject areas:

Intent

- The **identification of the desired knowledge, skills and understanding** at each level across each phase
- The **relevance** and **appropriateness** of the content for **our context** and learners
- The **sequencing** of areas of knowledge and specific skills
- The design of the curriculum in terms of the ability to **engender the excitement, creativity and critical thinking**
- The referencing and consideration of **National Curriculum Programmes of Study**
- The extent to which a **research-based approach** has been applied
- **Maximising engagement** with the promotion of **Key Values**

Implementation

- The **cross-phase teaching** from KS2-KS4 (…and preparation for KS5)
- Internal **moderation and quality assurance** processes
- The identification of **CPD needs**
- **Aspiration** and **ambition**
- **Adaptive teaching** strategies
- **Tailored delivery –** Staff : Student ratio
- **Cross-curricular/Co-curricular** opportunities across schemes of work
- **Challenge, explanation, modelling, questioning and feedback**
- The development of **student agency** and **key skills**
- Planned development of and support for **Literacy, Numeracy and Oracy**
- **Stage not Age** approach applied in KS2 and 3
- **Rewarding Axis Values –** Lesson plenary

Impact

- The quality of **baseline testing**
- Effective **banding/grouping/target setting**
- **Assessment opportunities** (formative and summative)
- Rigor and robustness of **assessment data – standardisation, recording and reporting**
- Assessment **language – building staff confidence**

The **Curriculum Intent** for the Axis Academy was **co-created** based on **collaborative** work as a staff body around our **Moral Purpose**, underpinning all developmental strategy on **assessment** and **curriculum design** – considering the **YES Trust Vision** and tailoring to the individual needs of the Axis students

[Evidence 1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18,19,20,21,22,23,24]

At the Axis Academy we have designed a curriculum to **excite**, **inspire** and **engage** our students to become **lifelong learners** ready to take on the next phase in life equipped with the **attributes, skills, knowledge, understanding and qualifications they need to be successful in their futures**. Our rich and deep curriculum covers a wide spectrum of opportunities to ensure our young people enjoy and engage in their learning through a **full range of subjects at all Key Stages from 2-4**, offering both **academic and vocational subjects** and exam courses, allowing students to become **self-regulating, functioning, contributing members of society.**

The Axis Academy curriculum is **PRECISE** for every learner: **progressive, relevant, exciting, challenging, inspirational, sequenced and (re)engaging**, fostering **enquiry-based learning** and promoting a **thirst for knowledge**, **maximising academic potential** and **personal/social development**, and **enhancing future life chances** through a **nurturing approach**

A sound **knowledge and understanding** of this **Curriculum Intent** is clearly evident at all levels in line with whole school intent. Curriculum Plans are **progressively sequenced** as they move through each phase of learning (KS2 – 4), ensuring that **content (both knowledge and skills) builds on what has been learned previously**, whilst **simultaneously identifying gaps** so that the necessary **intervention and support** be put in place to **achieve <u>at least</u> expected progress**.

At KS3 the curriculum content is derived back from **intended Key Stage 4 knowledge, skills and understanding** that will be required to allow students to be **"GCSE ready" at the end of Year 9**, therefore SoWs will be progressively more challenging each term, revisiting and compounding topics and skills, however **building in terms of complexity towards KS3 exit points**. Simultaneously, content is designed to build **emotional stability and resilience**.

[Evidence 1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18,19,21,22,24]

Aspirational targets are set and progress **tracked regularly**. <u>**All students at The Axis Academy are SEND**</u>. The current data suggests:

At KS2

	Progress %			
Subject	Acc.	Good	Exp.	Lim.
Maths	0	20	70	10
English	0	0	90	10
Science	0	0	100	0
Reading	80	0	0	20

At KS3

Key Stage 3 Overview	% On or Above Target					% Making Good or Accelerated Progress			
Subject	C	A	N	S		C	A	N	S
Art	100	100	100	66.6		100	100	100	75
DT	100	62.5	50	50		100	75	100	100
English	100	50	50	80		100	100	100	100
Food	100	100	100	75		100	100	100	100
Geography	83	75	75	100		100	100	100	100
History	83	88	100	100		62.5	75	75	50
ICT	100	100	100	100		83	100	100	100
Maths	100	87.5	75	100		100	66.6	100	100
Outdoor Ed	100	100	100	100		100	100	100	100
PE	100	100	100	100		66	100	100	100
Science	83	100	75	100		100	100	100	100

At KS4

Key Stage 4 Overview	% On or Above Target			% Making Good or Accelerated Progress	
Subject	C	N		C	N
Art	100	100		100	100
DT	100	100		60	100
Eng. La	62.5	100		100	100
Eng. Li	62.5			87.5	
Food	43	100		100	100
ICT	50	100		100	100
Maths	87.5	66.6		100	66.6
DofE	87.5	100		100	100
PE Core	75	100		87.5	100
PE GCSE	100			80	
Science	75	100		100	100
Trip Sci	100			100	
Drama	66.6			100	
History	100	0		100	0

The data set represents a **starting point** for the academic year representing **target versus baseline** assessment. The next data collection will demonstrate progress made.

Quality of Teaching

The evaluation of the **quality of teaching** highlights that:

- **100% of staff consistently deliver "Good" or "Outstanding" lessons**
- **64% of staff consistently deliver "Outstanding" lessons**
- **36% of staff consistently deliver "Good"**

 A full analysis by Teaching Standard of the lessons observed highlights a trend of **major strengths** in the areas of:

- **Expectations and Aspirations**
- **Subject and Curriculum Knowledge**

- **Behaviour for Learning**
- **Planning and Teaching**
- **Adaptive Teaching**

Through the scrutiny of **planning** in this cycle:

- **64% of teaching staff were Outstanding**
- **36% of teaching staff were Good**
- **100% of staff planning is at least Good**

The quality assurance of teaching via **Learning Walks** in this cycle suggests:

- **57% of teaching staff were Outstanding**
- **35% of teaching staff were Good**
- **7% required improvement**
- **93% of Learning Walks were at least Good**

Through a **work scrutiny** process in this cycle:

- **23% of teaching staff were Outstanding**
- **54% of teaching staff were Good**
- **8% required improvement**
- **15% were Inadequate**
- **77% of samples for work scrutiny were at least Good**

[Evidence 1,2,3,4,5,6,7,8,9,10,12,13,14,15,16,17,18,19,20,21,22,23,24]

Reading is prioritised at Axis, with a **tutor-led reading programme** embedded across **four mornings and four afternoons**. This takes a **variety of formats** to develop **fluency, confidence and enjoyment and supports access to the wider curriculum**. **Assessment** in reading takes place routinely and is **tracked** for progress leading to daily **bespoke, tailored intervention sessions, strategies and reading programmes** across the phases and **curriculum-based** reading opportunities **each week**. At KS2/3 the there is a particular **emphasis on phonics** and **comprehension** and the development of **vocabulary**.

[Evidence 8,12,13,14,19,21,22,24]

SATs results **reflect government expectations positively**. There are no Year 11 results available until Summer 2023, however data suggests positive outcomes (see above) and we have been preparing our current Year 11 cohort to be the **first year group to sit public examinations in summer 2023**, something which in itself is quite a challenge, given the profile of the students at the Academy. This group will soon complete a more formal round of mock exams based on GCSE past papers as part of our phased approach to supporting students to be "GCSE ready" by summer 2023 [Evidence 7, 23]

A **new careers strategy** for this academic year has been created which can be **mapped against the Gatsby Benchmarks**, allowing us to track progress and highlight areas for further development.

All Students will access a range of encounters with employers and educational providers to meet their individual needs - Students will encounter employers both **within the school building** and through **planned trips**. All Key Stage 3 and 4 students will have **access to at least two** future providers.

 Staff to implement and embed careers within their curriculum area - Staff will have designed a curriculum that plans for **opportunities to support the teaching of careers**. They will link their subject to real life careers through teaching and learning. All students will have **30 minutes of dedicated careers lessons per week**.

 Parents have access to information regarding careers that empowers them to support their child when making decisions around their future. Students and parents both feel school supports preparation for the future - Students are given independent careers advice from a fully trained careers advisor. **Parents/Carers are sign posted to where they can find information on future careers on the school website**. Parents/Carers of Year 9 pupils are invited to **attend an options evening**.

[Evidence 1,2,3,11,14,19]

Evidence Base:

1. LTP
2. MTP

3. Lesson plans
4. Lesson observations
5. Learning walks
6. Book looks
7. SATs results
8. Internal assessment data and progress tracking
9. Reports
10. Rewards – Dojo points
11. Careers days/programme/speakers/workshops
12. Literacy Strategy and training from new English lead including new marking policy, supported by investment in library provision, driven by Student Council
13. Reading programme embedded and NGRT/NGST testing
14. Curriculum Review documentation and MTP/LTPs created
15. Curriculum Plans shared with all stakeholders at information evening and via Dojo
16. New assessment model introduced - all students holistically baselined, ability banded, targets set and tracking in place
17. Collaborative Trust-wide departments created and Trust INSET provided
18. Subject specialist and leads in core subjects - staffing model extended to create departments
19. Adaptive teaching a specialism
20. Daily briefing/debriefs to tailor approach by student and situation
21. Spiral curriculum designed to revisit and build on skills, knowledge and understanding over time
22. Teaching resources are bespoke to group, student and context
23. Mocks preparation for Year 10 into 11 to overcome anxiety and build resilience for external examinations
24. SIP Report

BITE SIZED QUESTIONS

		O	G	RI	I	NG
Q1	How well can the leadership team (including curriculum leaders) explain the rationale and design of the curriculum?	●	○	○	○	○
Q2	How deliberate has the curriculum design been?	●	○	○	○	○
Q3	How clearly can the leadership team articulate the current priorities for the curriculum?	●	○	○	○	○
Q4	How well do the leadership understand the strengths and areas of development of the key stages and subjects within the school? Are there any groups of pupils who are less well served?	●	○	○	○	○
Q5	What is the school's assessment of the breadth of the curriculum provided? Are sufficient opportunities for "Cultural Capital" provided?	●	○	○	○	○
Q6	How confident are leaders that the intent of the curriculum is implemented and that learning is sequenced effectively over time?	●	○	○	○	○
Q7	How demanding is the "daily diet" of pupils' work?	●	○	○	○	○
Q8	How effectively do teachers use assessment?	●	○	○	○	○
Q9	How accurately do results reflect the quality of education provided by the school and the aims of the curriculum? Is there alignment?	○	○	○	○	●
Q10	How securely is essential knowledge of literacy and numeracy developed and reinforced across the curriculum?	○	●	○	○	○

Q11 How effectively does the school ensure all learners, particularly the disadvantaged, and the most able, make strong progress from their different starting points, including in English and Mathematics? How accurate is the tracking of these groups? What actions have been taken when targets have not been met?

Behaviour and Attitudes

JUDGEMENT

Outstanding ✓	Good	Requires Improvement	Inadequate	No Grade

ClassDojo Engagement

100% families connected

	Positive	**Neutral**	**Needs Work**	**Overall**
Summer 2 – 2021-22	**27305**	**25**	**273**	**98.9%**
Autumn 1 – 2022-23	**39814**	**14**	**225**	**99.4%**
Autumn 2 – 2022-23	**30335**	**38**	**64**	**99.7%**
Spring 1 – 2022-23	**31824**	**54**	**126**	**99.6%**

There has been a **significant increase in the number of positive points** awarded and a **significant reduction in needs works points**. This illustrates the **positive impact (increase of 0.7% in positive behaviours this academic year)** of the new behaviour for learning strategy.

The Axis Academy - Suspensions (formerly Fixed Term Exclusions)

Language has changed slightly this half term as **Fixed Term Exclusions are now referred to as Suspensions**. When issued with a suspension from school a number of things occur:

- **Parents are informed** via call or in person.
- The **Student is fully informed** as to how the behaviour has led to a suspension.
- A **letter of suspension of emailed to parents** and this is **attached with the Arbor log** of the suspension.
- A **reintegration is always arranged** which is stated on the letter.
- Suspensions are **discussed with the Director of Education**.

There have been a small number of suspensions this academic year (18). Suspension data relates to only **7 students**.

These have been mainly related to **intimidation and threatening behaviour** or **persistent abuse of social media**. This will **not be tolerated** at the Axis Academy and it important that we use measures to limit this type of behaviour.

There have been no permanent exclusions issued **at all** at the school and **suspensions have been very low** since the school opened.

Physical Interventions (PI)

As a school physical intervention is <u>always</u> **a last resort** and our approach focuses on **de-escalation, nurture and support**. Students who struggle to regulate independantly have a **behaviour plan** in place. This also includes a **Plan – Do – Review document** to show how support has been implemented and how

successful this has been. Our behaviour plans have been developed **along with Team teach instructors** and focus on **behaviours at all levels**.

There has been **significant reduction of physical intervention** through the use of de-escalation and collaboration.

Physical Intervention (PI) figures since the school opened:

Year 1 = 24 PIs, Year 2 = 8 PIs, Year 3 = 2 PIs

This is despite the school **number on roll increasing** from 8 in Year 1 to 59 in Year 3.

[Evidence 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]

Behaviour for Learning Strategy

The existing behaviour policy was reviewed and amended in order to implement a **new Behaviour for Learning Strategy**. **Staff and student voice** were taken into consideration and the strategy has also been **presented to parents** at the Parent Information Evening. The strategy is **clearly making an impact** at Axis and provides plenty of **incentive for students to behave positively**. The strategy is continually under review and when teachers ask for new skills to be added via Dojo, these are **quickly implemented and celebrated with students,** e.g. recent additions include points for growth mindset, presentation, etc. The strategy was launched week beginning 12th September and students had an assembly in advance.

ClassDojo Story and Points

We have a **ClassDojo board** in school which is **updated daily**. This includes the **top ten students** each day regarding points earned. This is also **celebrated via Class Story** each day. Students are really **striving to earn a place** on the daily leaderboard. Each day is a new day. This is just one way that students can enter **the wheel of fortune**.

Key Values

During the last 5 minutes of all lessons, staff conclude by **issuing points to students** for the lesson. **Key Axis values** are celebrated:

Independence, Kindness, Resilience, Teamwork, Self-regulation

Since the original values were created, the following have been **added based on staff voice**:

Challenge Yourself, Growth Mindset, Presentation

The team discuss the strategy during **daily debriefs** and the values that we want our students to exhibit. We then give them the opportunity to display such qualities.

Celebration Assemblies

Celebration Assemblies are **delivered weekly** which is a real **celebration of student achievement**. A **wide variety of students gain recognition** for their achievements. The general order is:

1. **Whole school team Kahoot quiz**. Assembly starts with a **sense of community** during the quiz. Questions involve pictures from the weekly class story (**special memories**) and questions are created around these. **Students and teachers team up** to compete for the top spot. The **whole school take part**. There are a few students who find a whole school assembly difficult but staff support students nearby, so they can hear the celebrations and awards. The **aim is to have all students in the assemblies by providing students with strategies to help them manage personal anxieties**. We are now very close to achieving this.
2. **Special mentions** of the week - members of staff will **nominate a student or group of students**, and explain why they wish to celebrate this with the whole school.
3. **Worker/Star of the Week** - all **staff vote for the best worker in each class** during the week. Votes are counted via electronic survey and certificates are given out publicly.
4. **TT Rock Stars certificates** are awarded in relation to the staff student competition (**Most Valuable Player**)
5. **Hot Chocolate with the Headteacher** – winners are announced in assembly and on the **Monday morning** these students (**1from each class**) spend **Form Time** enjoying a hot chocolate as a group, **reflecting on the successes** of the previous week.

This award allows the Headteacher to select awards for **special recognition**. These can be based on **improved attendance, kindness, going the extra mile** etc. The Headteacher also announces these on a Monday morning via video message to parents.

1. **Birthday cards** are given out and Happy Birthday is sung to students with a birthday during that week
2. **Wheel of Fortune** – 5 students win a **£5 voucher** each for amazon. They enter the wheel for **various reasons according to the strategy**. This is a live draw creating a little suspense to end the assembly.

Half termly Reward Trip

The first reward trips were at **Cheshire Ice Cream Farm, bowling and a trampoline park**. Students had a great time and were **rewarded for their efforts**.

There were **some students that didn't meet the criteria** for the reward trip. Senior staff stayed in school with these students and **completed a DT project along with restorative conversations**. We allowed the students to **provide ideas for the next reward trip to provide incentive** for them to make the trip next time. **The aim is always to give pupils a fresh start to allow them to make positive choices.**

Restorative Practice/Reflection

Points run from **Friday to Thursday**. At the end of each Thursday, points analysis is completed (saved on the shared areas) to see which students are on **reflection during the initial part of enrichment**. Students are **told in advance** and complete reflection **with Assistant Headteacher (Culture & Ethos)** and other members of SLT. During this time the Dojo report is looked at to **identify areas where students need support**. These conversations are saved on the shared area to **allow information sharing**. Potential strategies are identified to help students **avoid reflection** the following week and make positive choices moving forward.

[Evidence 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]

Parent Information Evening - BfL Strategy

The evening was **well attended** and at the end of the SLT presentations, **parents gave personal stories on the transformations they had witnessed since their children had joined the Axis Academy**. The Behaviour for Learning Strategy is just a small **contributing factor** towards such transformations. It was **important to take questions from parents and explain the reasons** why the strategy is important. Any issues or lack of understanding will continue to be addressed as well as **identifying improvements** towards the strategy and its implementation.

Weekly Communications

Form Tutors continue to make **weekly communications** to update parents/carers, alternating between Dojo messages and phone calls. This is in addition to lesson-by-lesson feedback sent from **each teacher/Form Tutor during the day**.

Staff are **able to see student history** on Arbor to allow them to provide an accurate picture a student's week. The Dojo report is also used by staff to give a snapshot of a student's week.

This half term we have used the facility to **add a note for a 'needs work'** on dojo. This allows parents to **instantly see a message from a teacher** regarding a lesson. This allows **conversations at home** and if parent needs clarification they can dojo **message a staff member**. We also add notes for **extra recognition** with a positive point. Notes can be accessed via a **report which can identify patterns** of behaviour and **any necessary intervention required**.

Staff log behaviour incidents **consistently on Arbor and safeguarding concerns via CPOMS**. This enables to **early intervention** and support for students that are displaying a number of behaviours. This is also **key information in supporting evidence that may lead to potential suspensions**.

WISPAS - <u>Proactive</u> as opposed to <u>reactive</u>

The WISPAS team (Welfare, Inclusion, Safeguarding, Pastoral, Attendance, SEND) allows **communication** and **early intervention** to get students off to a **positive start** to the day. When students attend form at 08:30 the WISPAS team work together to **manage student anxieties** and facilitate a smooth start to the day, picking up any students not ready to attend Form or checking in with key pupils that may need extra support. The WISPAS team is **Lorna Lockhart (DSL), Steve Jardine (DDSL), Sarah Holt (SENDCo), Jamie Ebdon (Mental Health Counsellor), Jacob Lambert and Grace Booth (Pastoral Support)**.

Daily Debrief

Daily debriefs **support the learning environment** hugely as staff **discuss strategies** for individual students and classes. It also facilitates **collaboration between the WISPAS team** to talk to students in the morning or advise whether communications to parents may be beneficial on the day. It is a great way to **share best practice** on a continual basis and to **end the day positively** as a staff team.

[Evidence 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]

Trusted adults and the ability to change adult for de-escalation

Students that experience any form of **crisis** have **trusted adults** that **help them regulate**. Staff are **encouraged to use the support of the whole team to deescalate** students as a priority. **Reflective and restorative work** can always be done when students are in a **rational frame of mind**.

No mobile phones in school / pocket and bag checks

There has only been **one incident** where a pupil has had a phone in school this year. This was handed to a member of SLT team. Students have **excellent habits of handing phones in on entry to school**. This makes a huge difference and we have seen the potential impact of social media when being used outside of school. This is something that will **always remain in the policy to safeguard our young people**.

3 SLT members including the Headteacher welcome students into school with additional staff. **Students continue to have bag checks and pocket checks** to ensure nothing inappropriate comes into school.

Team Teach and de-escalation training

All staff have completed **Team Teach training** in **Autumn 2** and **INSET on 3rd January 2023**. Although some staff were previously Team Teach trained it was beneficial for the whole team, in particular **de-escalation techniques** as opposed to physical intervention.

[Evidence 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]

WISPAS PANEL

Welfare, Inclusion, Safeguarding, Pastoral, Attendance and SEND Panel meet weekly to discuss and focus on a targeted action plan

This half term the panel has been **developed further**, **increasing capacity**.

In attendance at <u>each weekly meeting</u> is our:

- **Pastoral and Safeguarding Lead**
- **Pastoral Support Officer**
- **Mental Health Counsellor**
- **Culture and Ethos Lead**
- **SENDCO**

These meetings allow the team to **discuss student individual plans** e.g. attendance or behaviour and **proactively discuss concerns or issues** so that support can be **implemented in a timely manner**.

Attendance

The Axis Academy uses a **computerised registration system (Arbor)** to monitor students' attendance. The Axis Academy will **identify students** whose attendance is a cause for concern. These students will be **targeted to receive additional support** from the school and/or **relevant external agencies**.

Our **Attendance Flow Chart** has been **revised** and **embedded into our policy** (which is uploaded to the website) was presented to parents/carers at the Parent Information Evening this term and was shared with each family via ClassDojo. The chart clearly shows how The Axis Academy will **respond** to absence.

We have **targeted and bespoke support plans from transition and throughout their school journey** to **encourage and empower students** to attend **regularly**. These plans can be in place for substantial time frames and therefore operate on a **multi-agency approach** as and when appropriate.

Attendance Figures

Attendance continues to be a **key priority** at The Axis Academy. Our **vulnerable** cohort **require a high level of support** to overcome their barriers to attending.

Attendance this academic year averages out at **72.3%**

Attendance 2022-23	No. Attendance Plans/Out of LA/Alternative	Attendance w/o	Average Increase % Compared with Prev. Setting
75.8%	16	89.8%	13.1%

However, this reduction has been due to **students moving out of area** over the summer holidays, **student ill health** and a **small minority of students have been unable to attend** following the summer break. As a result, **attendance plans have been implemented**.

Transition plans for all new students are **implemented on an individual basis**. Plans are **bespoke and adaptive**, in order to meet the **needs of students and encourage success**.

Looking at the attendance data **without these outliers (students on attendance plans for various reasons)**, the average whole attendance for the current academic year is **89.6%** which is **6.5% above the national average for all schools**.

All students who **drop below 95% attendance** are **monitored and discussed weekly during WISPAS**. All students who are monitored for attendance have **bespoke plans of support**. Progress is **monitored weekly**, and **compared with previous setting** and **last academic year** to show **improvement over time**. A monitoring spreadsheet also documents **communication** between parents and carers and the Local Authority. Attendance Plans document support and intervention:

<u>**58.3% of students have made substantial improvements since attending their previous settings some seeing a 100% improvement**</u>. As the year goes on we foresee this figure **increasing dramatically** as plans are embedded, and the students experience success. The average student increase compared with previous settings is **+ 13.1%**

We believe it is vitally important to **track the students journey** and **celebrate and reward their progress and success**.

Keep in Touch Days (KIT Days) are held **regularly during each school holiday**, created to **support student attendance** and **relieve anxieties** following breaks. KIT Days include various activities such as **cooking, Lego, DT, sports, cinema experience, science and outdoor education.** Students who have previously been on attendance plans also attend, highlighting further progress.

[Evidence 5,6,7,8,9,10,18,19,20,21,22,27]

Evidence Base:

1. Lesson observations
2. Learning walks
3. Dojo points
4. Celebration assemblies - weekly
5. Pastoral notes/welfare calls
6. CPOMS records
7. Exclusion records and readmission process
8. Arbor – attendance
9. Previous attendance data
10. BOXALL/PSDs
11. Trips/Incentives
12. KIT Days
13. Enrichment programme
14. After school clubs
15. Whole school trips and visits
16. SLT meeting minutes
17. Staff training records – trauma informed, behaviour, team teach, de-escalation etc
18. Adapted timetables
19. Gradual transitions
20. Phased returns
21. WISPAS Panel records
22. Perspective
23. Behaviour for Learning strategy
24. Feedback from Parent Information Evening and Parent Governors
25. Points themes - consistent approach each lesson linked to key values and rewards
26. Reflection process - by lesson and Friday afternoons
27. SIP Report

BITE SIZED QUESTIONS

		O	G	RI	I	NG
B1	How successfully has the school built a calm and orderly environment? Is there a consistent approach from all adults to behaviour?	●	○	○	○	○

| **B2** | How effectively has the school promoted prompt and regular attendance? | ● ○ ○ ○ ○ |

| **B3** | What judgement would the school give that pupils feel safe from bullying, peer-on-peer abuse and the misuse of technology? | ● ○ ○ ○ ○ |

| **B4** | How effectively has the school used its powers to temporarily and permanently exclude pupils? | ● ○ ○ ○ ○ |

Personal Development

JUDGEMENT

Outstanding ✓	Good	Requires Improvement	Inadequate	No Grade

Careers

The Careers SOW has been re-written for the new academic year. **KS3** is designed around **projects based on career needs in the local area.** As the NHS is one of the biggest employers, all KS3 classes have started the academic year with a project around the roles in the NHS. To go alongside this, we also carried out a **Careers Day** where we had representatives from the NHS (nurse and midwife) as well as a Corrections Officer into school to give workshops to the students.

Last half term students were focusing on the **Police/Fire Service/Army** in their careers lessons once a week. **Cheshire Fire Service** came into school to meet with the students to discuss the roles within the service and provide the opportunity to see their firefighting equipment. We are ensuring that <u>all pupils</u> **from KS2 to KS4 are experiencing these encounters with employers.**

All **careers lessons** are now **taught by Form Tutors** so they can get to know their Form's future aspirations in order to help **support students fully with their future goals**. All students have a careers exercise book to document the roles they have found out about and whether they think it would be a career they might be interested in.

We are **working alongside the Pledge** in order to **maximise our student encounters with employers and future educational settings**. Our current Year 11 have visited both **Reaseheath College** and **Cheshire South and West College**.

The **careers section of our website has been updated** to show the changes that have been made as well as giving careers advice to both parents and students.

At the end of the last academic year, **Year 10 completed work experience.** This proved difficult for some students due to their SEMH needs, and so this year work experience is going to be **broken down** into a **number of single days rather than a full week,** which proved too challenging. The current Year 10 this academic year will **visit places of work as a group** <u>before</u> **being able to select a role they want to visit independently or with a member of staff**.

All Year 10 and 11 students will have had **independent careers advice** from a Careers Advisor this academic year. This process is already underway as our **Careers Advisor Mark Robinson has been into school** for the day to meet the pupils and gain information about each of them. Mark is the appointed Careers Advisor for the **YES Trust**, ensuring **consistency of approach** across all academies.

In order to continue to drive the development of the careers education at The Axis Academy, a **new careers strategy** for this academic year has been created which can be **mapped against the Gatsby Benchmarks**, allowing us to track progress and highlight areas for further development.

Compass Review Summary – November 2022:

	Benchmark	Completion %	Compared to previous (July 22)	Compared to National Average
1	A stable careers programme	47%	Increase + 6% (41%)	Above 3% (43%)
2	Learning from career & labour market information	100%	Increase + 80% (20%)	Above 34% (66%)
3	Addressing the needs of each pupil	81%	Increase + 27% (54%)	Above 43% (38%)
4	Linking curriculum learning to careers	100%	Increase 25% (75%)	Above 40% (60%)
5	Encounters with employers and employees	100%	Increase 100% (0%)	Above 44% (56%)
6	Experiences of workplaces	100%	Increase 75% (25%)	Above 64% (36%)
7	Encounters with further and higher education	75%	Increase 50% (25%)	Above 38% (33%)
8	Personal guidance	100%	Increase 100% (0%)	Above 35% (65%)

Careers Strategy 2022-2023

<u>Objectives</u>

1 - All Students will access a range of encounters with employers and educational providers to meet their individual needs.

Benchmarks 3,4,5 and 6

Students will encounter employers both **within the school building** and through **planned trips**. All Key Stage 3 and 4 students will have **access to at least two** future providers.

2 – Staff to implement and embed careers within their curriculum area.

Benchmarks 2,3,4 and 7

Staff will have designed a curriculum that plans for **opportunities to support the teaching of careers**. They will link their subject to real life careers through teaching and learning. All students will have **30 minutes of dedicated careers lessons per week**.

3 – Parents have access to information regarding careers that empowers them to support their child when making decisions around their future. Students and parents both feel school supports preparation for the future.

Benchmarks: 2,3 and 6

Students are given independent careers advice from a fully trained careers advisor. **Parents/Carers are sign posted to where they can find information on future careers on the school website**. Parents/Carers of Year 9 pupils are invited to **attend an options evening**.

<u>Our careers team at the Axis Academy</u>

The Axis Academy

13/03/2023

Private & Confidential

Our team work together in order to provide the best careers support for our pupils.

- **Sarah Holt – Assistant Headteacher (Careers Lead)**
- **Paul Eager – Headteacher**
- **Jenny Williams – Careers Link Governor**
- **Stacey Rutter – Enterprise Coordinator**
- **Mark Robinson – Careers Advisor**

We are active members of the **Cheshire and Warrington Pledge**.

Our **personalised curriculum at KS4** allows for students to **attend College placements** at Reaseheath College in Animal Management and practical work-based placements completing Horses for Courses.

In addition to academic and vocational qualification courses at KS4**, our curriculum supports the development of Lifeskills** and all Year 10/11 students study this bespoke course.

[Evidence 5,6,7,8,19,20]

PSHRE

The **PSHRE Schemes of Work** have been **reviewed and revised** for this academic year. PHSRE is now **taught by Form Tutors** which allows students to **feel safe to express their opinions with a member of staff they trust**. PHSRE is taught on a rolling timetable in order for each lesson to be the full 50 minutes. Each year group focusses on **three main areas - relationships, health and wellbeing and living in the wider world**. The lessons are then **bespoke to each year group.**

Students **engage well with views, beliefs and opinions that are different from their own** and **show respect for themselves, peers and other members of the community**, with zero **incidents of discrimination** of any form.

The new PHSRE Curriculum **prepares pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs**

Parents and carers were sent the PHSRE Curriculum Overview in order for them to see which areas their children would be learning about with the intention of continuing to support them at home. It also outlined the **legal right** they have to withdraw their children from sex education although **no parent made this request this year**. The overview has also been **sent to staff** as some topics can be sensitive and therefore pupils can be informed ahead of lessons and also **staff may request a swap, should the content be difficult or triggering for them**.

After Form Tutors had taught the new PHSRE lessons for the first half term and feedback **was requested.** Staff expressed that the **content of the lessons would help our students to become valued members of society** which is ultimately the end goal of where we want all our students to be when they leave The Axis Academy, ultimately providing students with **opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society**. Pupils know how to **discuss and debate issues and ideas** in a considered way.

As a **specialist provision** our **core business** is around **equity of opportunity** and, as such, **promote equality and diversity effectively** through all that we do, including the PHSRE curriculum. Students **understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities**.

The **PHSRE policy has been updated** in order to show the changes that have been made this academic year.

[Evidence 10,11,12, 20]

My Happy Mind

We signed up to **My Happy Mind** as a school during Summer 2. This gave us time to trial the programme in order to **facilitate a smooth start and seamless transition** this September.

My Happy Mind is taught by Form Tutors **during Form Time every Wednesday morning** as well as **once per fortnight in Wellbeing Personalised Learning sessions in the afternoon**. The other wellbeing session each fortnight is **carried out by our school counsellor**.

My Happy Mind contains resources, lessons and activities to **support the formation of habits both at home and in school**. Their approach is to '**train the teacher**' which includes teachers in schools and parents so that the **learning can be embedded into the everyday**.

My Happy Mind **teaches the science and embeds habits around mental wellbeing in a fun and positive way** which gives children the **understanding and tools to cope** when times get hard.

Extra-curricular clubs

Extra-curricular clubs were well attended last half term:

Monday – Lego club, book club, Health and Beauty club

Tuesday – Sports club, DT Legacy, History Club, LGBTQ+

Wednesday – Crafts club, Film Club, Cookery club

We look to **build on activities and numbers** throughout the year.

This half term we are offering:

Monday – ICT, Book Club, Film Club

Tuesday – DT, Lego, Music & Singing

Wednesday – Art, Food, Outdoor

Enrichment

Weekly Enrichment provides excellent **opportunities for students** and gives them something to work towards. Some of the weekly activities available are:

Horse riding	Football	DT	Ceramics	Lego	Pickleball	Outdoor Club
Boardgames	ICT	Cooking	Mindfulness	Golf	Crafts	Photography

Students have these activities as a **focus** which really helps them to have a **positive week**. In the future a shorter enrichment on a Wednesday may be considered.

Lots of the activities we consider from enrichment are **suggested by students**. Specific activities on enrichment makes a **real difference to engagement** throughout the week.

PLEASE REVISIT <u>BEHAVIOUR & ATTITUDES</u> FOR FURTHER INFORMATION/EVIDENCE REGARDING PERSONAL DEVELOPMENT DUE TO OVERLAP

Evidence Base:

1. Break/lunch/after school activities
2. LGBTQ+ Club
3. Enrichment
4. Rewards trips and activities
5. College courses at KS4
6. College visits
7. Life skills lessons in Y11
8. Careers programme and visits/speakers
9. My Happy Mind
10. PSHRE SOW
11. Lesson observations
12. Community events
13. Celebration days
14. School council minutes
15. Restorative practices

16. BOXALL analysis
17. Group therapy sessions
18. Therapy Dog
19. The Pledge - collaborative work
20. SIP Report

BITE SIZED QUESTIONS

		O	G	RI	I	NG

		O	G	RI	I	NG
P1	How robust is the evidence that the promotion of pupils' spiritual, moral, social and cultural development is effective?	●	○	○	○	○
P2	What judgement would the school give that learners are able to recognise and mitigate risks from all forms of bullying, radicalisation and the misuse of technology?	●	○	○	○	○
P3	How robust is the evidence that priority is given to learners' physical and emotional well-being, including healthy eating, fitness and mental health awareness?	●	○	○	○	○
P4	How successfully does the school create opportunities for pupils to develop character?	●	○	○	○	○
P5	How successful is the provision of impartial careers advice or direction in enabling pupils to be ready for their next phase of life?	○	●	○	○	○
P6	How rich is the range of personal development experiences that the school provides for pupils? What is the quality of these experiences?	●	○	○	○	○

Leadership and Management

JUDGEMENT

Outstanding ✓	Good	Requires Improvement	Inadequate	No Grade

Leaders have a **high presence** around school – before school, in lessons, during social times and during after school clubs and at the end of the day, **providing support for parents/carers, students and members of staff** as necessary.

Leaders **meet as an SLT and then as a whole staff every morning** to ensure the **sharing of information** and **meaningful engagement with all stakeholders**. Leaders meet with staff for a **daily debrief every day to identify concerns** and agree a strategic approach to **deal with issues appropriately and quickly**, as well as to **celebrate the positive gains** from each day. A staff voice **suggestion box** is also available to receive additional feedback at any point.

All Trust staff complete a **biannual (anonymous) staff feedback questionnaire** which is analysed and acted upon at Trust and Academy level. All leaders have an **open-door policy** to welcome any staff to discuss concerns and are **available at any point**. A **line management structure** is in place to provide **support professionally and personally** for each member of staff. The Academy and Trust **remain flexible in supporting staff with personal issues** and additional support is available via the **Trust HR Manager** where necessary, as well as the use of the **Trust "Perkbox" App** for wellbeing tips and treats. The same **flexible approach applies to the management of staff workload** - an open dialogue is welcomed and **solutions are always identifiable**.

All staff at all levels have had a **Professional Development Meeting (PDM)** and agreed a **Personal Development Plan (PDP)** and had the opportunity to **celebrate their own strengths** and both **highlight areas for additional support/training** required to improve their practice or **discuss particular concerns**. In addition to celebrating **student achievement** in our **weekly Celebration Assemblies** each Friday, staff **nominate colleagues** throughout the week for **"Staff Worker of the Week"** and the two winners are **recognised and presented with certificates by the students** in assembly.

[Evidence 2,3,4,5,6,7,8,9,10,12,13,14,16,17,18,20,21,24,25,26,27,29]

Robust and reliable quality assurance processes are in place, **identifying areas for development** at teacher and subject level, **informing the weekly professional development training** that takes place whole school.

The Academy welcomes **annual SIP visits (including termly monitoring visits to support)** and **acts on feedback** to **maximise potential** for students.

The YES Trust are a part of the **University of Bolton's "Unleashing Greatness" initiative** and The Axis Academy is driving this model of **school improvement both at Academy level and collaboratively across the Trust and wider federations**. Highly **effective, appropriate and relevant** (to our school, students, staff and specialist setting) **professional development** is received and teachers' **subject, pedagogical and content knowledge** are **consistently built over time**. Trust-wide **collaborative "departments"** have been set up and staff from across all Academies have been working together to support the **improvement of teaching their curriculum**. As a **specialist provision**, additional training courses and qualifications are available according to role, this is **supported by the Trust** and all CPD is welcomed and encouraged, particularly around our **specialism in social, emotional and mental health.**

The **shared Academy vision** is clearly **evident in all aspects of our provision and practice**, **displayed** around school, available on our **website** and is at the heart of all **policies** and procedures.

Our **Academy assessment model** has been designed to ensure that all stakeholders (students, staff, parents/carers) understand **current** academic performance across subject areas, how this relates to **previous** assessments of their knowledge, skills and understanding, and also indications of **future** achievements. The **forensic tracking of assessment data** allows us as a school to deploy the necessary and **specific interventions** to ensure that students make **at least** expected progress, if not accelerated progress.

In order for this to be accurate and effective, a **uniform system** and method has been implemented for comparison, as a student navigates from **Key Stage 2 into Key Stage 3 and into Key Stage 4. Current performance** data is mapped against **targets**, which are derived from **entry point** information, whenever that may be at Axis. Our **banding and target setting process** allows stakeholders to be aware of student current progress and whether they are **On Target, Below Target or Above Target** to make **expected (ASPIRATIONAL) progress**. In addition, data entry points allow for fine grading within a grade/band which can then be compared with the previous at the next data drop to measure if more progress had been made than previously, demonstrating an **accelerated rate of progress** or identifying a **need for further intervention**.

[Evidence 1,2,3,4,5,6,7,8,9,10,13,14,15,16,17,19,20,21,22,23,25,26,27,28,29]

The Academy has **calendared parent engagement** opportunities throughout the academic year including **a Parent Information Evening, a Subject Parent Consultation Evening, a Pastoral Parent Consultation Evening, an Options Evening (Year 9), a Christmas Celebration, a Family Afternoon Tea, an End of Year Celebration for families as well as termly Student Progress Reports and a full end of year Academic Report**. Feedback is provided to parents on a **lesson by lesson basis each day via Class Dojo** as well as **weekly phone calls** with Tutors. The Headteacher sends out a **weekly update video to parents**. The Academy is in constant **two-way communication with all parents and local services and external agencies** as appropriate, particularly given our specialism. Parents/Carers also have the opportunity to complete a **Parent Survey**.

Students are **engaged in providing feedback** via the newly established **Student Council** with representatives from across the Key Stages and year groups. The Student Council **meets half termly** with actions allocated to specific students. Minutes are shared with SLT and **suggestions considered and acted upon** where possible.

[Evidence 1,2,3,4,5,6,7,11,13,15,16,19,20,21,22,23,28,29]

The Academy's **Local Support Board (LSB) meets termly** following a full review of the **Headteacher's Report, policy changes and associated documentation**. The LSB is currently in a **growth phase** and further Governors are being sought to add capacity and expertise to our existing team. The school **Single Central Record** keeps account of all statutory training – for example Prevent Duty, Safeguarding, Safer Recruitment etc and the **practice is reported to the LSB and Trustees**, as well as **visits and audits** carried out by **link Governors** and also at **Trustee level**.

Safeguarding

Safeguarding systems and protocols are **extremely effective**, highlighting and reflecting an **inclusive culture** of **safeguarding all members of the school community**, especially those most vulnerable. Staff are **highly trained** and **detailed, confidential records** are maintained and contributed towards by all staff, regardless of role. Academy systems in place via our **WISPAS Panel (Welfare, Inclusion, Safeguarding, Pastoral, Attendance, SEND)** have been identified as a **model of best practice** and is shared across the Trust. This team of **leaders and support staff meet weekly** to discuss caseloads, review provision and agree next steps, in collaboration with external agencies, parents etc. as appropriate. **Appropriate information is shared** with staff as necessary to **support our adaptive, nurturing, personalised and informed approach to each and every student**.

As a school we understand that **safeguarding our students is everyone's responsibility**. As a staff team we work **alongside outside professionals** to support our **student's wellbeing as a priority**.

Our approach to safeguarding ensures **wrap around care** and an **open-door policy** for parents, students and outside agencies to **share concerns and ensure the correct support is implemented**.

School Overview:

EARLY HELP PLANS	5.2%
CHILD IN NEED PLANS	1.6%
CHILD PROTECTION PLAN	1.6%
CARED FOR CHILD/PREVIOUSLY CARED FOR	15.2%
SEND	100%

CPOMS Data

To **record, report and monitor safeguarding and higher level behaviour concerns we use CPOMS**. All **behaviour incidents and communication records are logged on Arbor**, however some incidents will also be logged on CPOMS.

The highest number of incidents shows "**cause for concern**,' all staff are asked to log incidents in the first instance under this category so that **categories can be updated by the Safeguarding team**.

Due to the specialism of our school, **anxiety and self-harm are prevalent issues**.

Support plans for students with these difficulties are supported by staff and outside agencies. **Our Pastoral Team and Mental Health Counsellor** work closely with **CAMHS and other health professionals** to ensure **targeted, wrap around care**. As a Trust we are also looking at developing our **own self harm pathway** to further develop the level of support on offer to our vulnerable students.

Social Media, bullying and friendship issues have also been raised as concerns. This has been with a **consistently small cohort** of students within school.

Response to bullying and online activity

Social media has been the main cause of relationship issues within school. As shown above these are issues faced by a small cohort of students. We have **a zero tolerance policy to bullying and online abuse**. A significant number of hours have been used to offer **support to students and their families**. The Pastoral Team have worked alongside **social workers and the police** to ensure a **triangulated approach** and a **high level of support**. We have requested that the **Police offer education and training to both parents and students** at school and we are awaiting a time frame for this. Concerns are raised and discussed during **daily SLT meetings** and **cascaded to staff members during daily debrief** if and when appropriate.

Level of Need Monitoring Form

This half term we have **implemented and improved** our monitoring documentation for our **vulnerable students**. We have applied the form **recommended by the SCIES Team**. The form is extensive and a blank copy is included in the appendices.

WISPAS PANEL

Welfare, Inclusion, Safeguarding, Pastoral, Attendance and SEND Panel meet weekly to discuss and focus on a targeted action plan

This half term the panel has been **developed further**, **increasing capacity**.

In attendance at each weekly meeting is our:

- **Pastoral and Safeguarding Lead**
- **Pastoral Support Officer**
- **Mental Health Counsellor**
- **Culture and Ethos Lead**
- **SENDCO**

These meetings allow the team to **discuss student individual plans** e.g. attendance or behaviour and **proactively discuss concerns or issues** so that support can be **implemented in a timely manner**.

As a **specialist provision for SEMH**, specifically **mental health**, the deployment of our **therapeutic services** and **facilities** is managed by the WISPAS team including:

- **Sensory Room**
- **Calm Rooms/Time out strategies**
- **Small Group Rooms**
- **Library**
- **SALT**
- **Dog Therapy**
- **Lego Therapy**
- **Sand Therapy**
- **Mental Health Counsellor**
- **Yoga Therapy**
- **Aromatherapy**

[Evidence 1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18,19,20,21,22,23,25,26,27,29]

Evidence Base:

1. Policies
2. SLT minutes
3. SLT Areas of Focus - constant review according to need
4. SLT Link Teams & Performance Management structure (PDPs/PDMs)
5. Daily SLT meeting
6. Daily briefing and debrief for all staff
7. Shared briefing notes

8. Curriculum design/review documentation
9. Observation data
10. CPD
11. Parent survey
12. Staff survey
13. ClassDojo
14. Lesson observations
15. Careers programme
16. Staff training each week
17. Staff training central record
18. Staff suggestion box
19. Link Governors
20. Headteacher's Report to the LSB
21. LSB meeting minutes
22. CPOMS
23. Arbor
24. Staff "Worker of the Week" award in assembly
25. INSET Days
26. Trust INSET
27. Trust collaborative "department" meetings
28. WISPAS Panel minutes
29. SIP Report

BITE SIZED QUESTIONS

		O	G	RI	I	NG
L1	What is the effectiveness of safeguarding in protecting children, including the way in which the school identifies children at risk and secures the support that they need? How would you evidence this?	●	○	○	○	○
L2	How effective are the school's self-evaluation systems? Do all leaders, including governors/trustees fully understand the school's strengths and weaknesses? Does this information drive improvement?	●	○	○	○	○
L3	How clear and ambitious is the school's vision? Is this shared and "lived" across the school?	●	○	○	○	○
L4	How effective is the school's engagement with stakeholders and action upon their views? How can the positive impact of this be evidenced?	●	○	○	○	○
L5	How effectively do governors/trustees hold senior leadership to account for their stewardship of the school, including the management of resources? What evidence supports this?	●	○	○	○	○
L6	Where responsibility for governance is shared across a range of parties (trustees, local governing body, MAT, etc.) - how clear are the lines of accountability? How are these functions monitored?	●	○	○	○	○
L7	How informed are leaders of the issues facing staff at all levels of the school, and how responsive are they to these issues?	●	○	○	○	○
L8	How confident are leaders that the courses and opportunities available place children's best interests at heart? Are leaders able to evidence that there is no "off-rolling" ?	●	○	○	○	○
L9	How effective is the identification and provision of teachers' professional development?	○	●	○	○	○

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L10 How familiar are leaders/governors/trustees with the statutory duties of the school (e.g. the Equalities Act, 2010 and "Prevent"?) How could they evidence compliance in policy and practice?

Overall

JUDGEMENT

Outstanding ✓	Good	Requires Improvement	Inadequate	No Grade

Outstanding
The quality of education is outstanding
All other key judgements are likely to be outstanding. In exceptional circumstances, one of the key judgements may be good, as long as there is convincing evidence that the school is improving this area sustainably and securely towards outstanding. Typically this will mean meeting each and every one of the good criteria but falling short on the outstanding for that key judgement
Safeguarding is effective
Good
The quality of education is at least good
All other key judgements are likely to be good or outstanding. In exceptional circumstances, one of the key judgement areas may require improvement, as long as there is convincing evidence that the school is improving this area sustainably and securely towards good Safeguarding is effective