



# **Bushey Meads School**

## **Whole School Self-Evaluation Document**

## A) Contextual Information

Bushey Meads School (BMS) is an 11-18, mixed comprehensive Specialist Technology College. It is part of the Bushey St James Trust, an innovative and dynamic multi-academy trust (MAT) formed in February 2012 with Little Reddings Primary School, now comprising three schools with Hartsbourne Primary School joining the MAT in December 2017. The MAT is fully committed to improving the schools within the Trust and has an excellent track record of this work over recent years. Systems of local and trust wide governance fully support the school improvement agenda and regular scrutiny of key performance indicators (KPIs) at both Local Governing Body and Trust Board level monitor progress over time. This ensures that appropriate interventions and resource capacity are in place to support both rapid and sustainable transformation.

Over the last two years outstanding staff have been recruited to the Trust and, together with existing outstanding staff, professionally developed along with all colleagues within the Trust. Regular personalised staff training and collaborations are delivered to ensure the school improvement journey continues and the very best quality first teaching takes place in all classrooms. Lead Practitioners, Specialist Leaders in Education and Advanced Lead Teachers lead Teaching and Learning Teams to facilitate the ongoing sharing of best practice. Many of them showcase their practice locally, regionally and also in the national arena.

Core services provided centrally by the Trust include Finance, HR, IT and Site Services and strongly support all staff and school leaders, enabling the core focus to remain on teaching and learning and raising achievement for all students.

The nature of the Trust lends itself perfectly to facilitating initiatives that enhance and refine the transition process. The Executive Principal and Senior Assistant Headteacher have led national conferences in this area. The following initiatives have been implemented to elevate our KS2-3 links:

- appointing an Assistant Head teacher across the Trust, teaching and attending SLT meetings at both sites to pioneer and establish links across the schools which are now being embedded at middle leader and classroom teacher level
- the Lead Practitioner for English and Key Stage 2/3 Transition sharing and implementing actions informed by Ofsted's 'The Wasted Years' study
- focused INSET delivered across the Trust by key staff, linking a wealth of knowledge, experience and new initiatives
- training provided for all NQT staff, within the Trust and across the county hosted at BMS
- elevating the SPaG agenda via interactive workshops at both schools, facilitated by the Primary School Headteacher and lead teachers
- students being regularly taught across the MAT and participating in joint cross-age initiatives to strengthening links
- the establishing of a 'Secondary School Experience Week' for all Year 6 students in the MAT
- the establishment of a Trust wide INSET day focussing on Stretch and Challenge to take place in November 2018

As a school we celebrate our comprehensive nature by realising the potential of our students through STEM and other subjects across our varied and creative curriculum offer. Our commitment to this lies at the heart of our school. Within our inclusive, strong, family ethos staff guide the personal development of all our students and ensure they are challenged to reach their potential. *Aspire to Achieve* is our school motto and was complimented in September 2017 with the launch of our new mantra 'Our School has a Mind to be Kind' and the 3 Core Values or '3Rs' of Respect Responsibility and Relationships. As a school we are committed to providing a high quality learning environment for all.

The school population consists of students from a broad range of abilities and backgrounds. BMS is a truly comprehensive school, with 25% of all applicants joining being taken from each ability quartile. BMS also has an excellent local reputation for its support for children with Special Educational Needs. It has a Base unit, which takes up to 15 students with Physical and Neurological Impairments, one of only three in Hertfordshire LA. Students from non-white British ethnic backgrounds constitute 47.5% of the student population, details of which are given below. There are a small number of students (1) from a Traveller background. As of January 2018 the school has 6 CLA, 11 declared service children and 11 Adopted from care. The school's deprivation indicator was 0.14 in 2016.

The number of students arriving at the school in a higher prior attainment band is greater than the national average

and the number of students in the middle or lower bands is correspondingly less than the national.

Attainment on entry for most students is significantly above average (RAISE sig + in most year groups)

NC Year starting Sept 2017	School	National	Difference	Sig	% Coverage
Year 11	29.7	28.7	1.0	Sig+	98.2
Year 10	30.4	28.9	1.5	Sig+	96.4
Year 9	30.3	28.9	1.4	Sig+	97
Year 8	104.3	103.3	1.1	-	-
Year 7	106.5	103.3	3.2	-	-

The Year 11 2015 cohort were 0.6 fine points above the national average. The Year 11 2016 cohort's prior attainment profile is broadly similar being 1.0 point above national average.

Bushey Meads School is renowned for having a SEN Specialism in the school - for over 30 years providing education to Physically and Neurologically Impaired (PNI) students in the local and wider community in our PNI BASE. The inclusivity and integration of our PNI students is embedded in the school culture and permeates through all areas of the school and has helped build the ethos for which Bushey Meads is known. We provide specialist extracurricular opportunities for our PNI students such as a Boccia club and participation in the annual Stoke Mandeville games which has seen our students develop into potential future Paralympians.

Our intake contains a significant number of vulnerable and challenging students:

- 4.7% (55) students are on an ECHP (S or E) of which 14 are PD/PNI students
- 28.7% (339) students are on Wave 1 and 2 of which 1 are PD/PNI students
- 33.4% (394) students on Wave 1, 2 or on an ECHP (S, E or K)

Our ethnic minorities:

Ethnicity Code	Ethnicity	Count	%
ABAN	Bangladeshi	8	0.68%
AIND	Indian	107	9.06%
AOTH	Asian other	126	10.67%
APKN	Pakistani	44	3.73%
BAFR	Black African	30	2.54%
BCRB	Black Carribean	11	0.93%
BOTH	Black other	7	0.59%
CHNE	Chinese	10	0.85%
MOTH	Mixed other	37	3.13%
MWAS	Mixed White Asian	19	1.61%
MWBA	Mixed White Black Af	8	0.68%
MWBC	Mixed White Black C	21	1.78%
OOTh	other	32	2.71%
WIRI	Wite Irish	2	0.17%
WIRT	White Irish Traveller	1	0.08%
WOTW	White other	70	5.93%
WTUK	Turkish	7	0.59%

- 29.7% of students with EAL and main languages spoken are Gujarati, Tamil, Urdu, Chinese, Arabic
- 16.3% of students are known to be eligible for Free School Meals (Ever6)
- Mixed School - a balanced intake (45% girls 526/1178, 54% boys 652/1178 as of January 2018)

Additional information:

- 10% of our students are offered places through the Technology Aptitude Testing Programme, which assesses students' Non Verbal Reasoning and Spatial Awareness skills. These indicate a leaning towards a Maths, Science and Technology based skill set
- The total number of applications for places at the school has increased by 15% from 2013 with first preference applications increasing by 35% from 2014. The school attracts a number of out of county applications particularly from the London Borough of Harrow

Awards:

- Specialist Technology College status from September 2001
- Awarded Hertfordshire Healthy School Status in February 2014 and reaccredited in 2017
- Hertfordshire Anti Bullying Accreditation Award 2014
- Real Business Challenge Regional Final 2016 Social Media Award
- National School Travel Awards 2016

The school works with a number of partners which include the following:

- Cyber Duck (As part of the school's comprehensive careers education programme we work with a number of companies who come in to speak to students or who accept our students on work placements and visits. Cyber Duck is one such company with very good links us, having been set up and run by a former student.)
- The Duke of Edinburgh scheme is thriving again here, with 36 students, 18 boys and 18 girls, starting Bronze in 2016.7 and moving up to Silver in 2018
- World Challenge provides the pinnacle of this type of adventure: in 2016.7 36 students have signed up for a three week Swaziland 'experience of a lifetime' in summer 2018, for which fund-raising events have already begun
- Middlesex and Hertfordshire Universities (GTP/NQT/PGCE programmes) and lectures for students
- The school has very positive links with other secondary schools in South West Hertfordshire through SWHSSH
- Other partners include British Telecom (App Challenge), Watford Observer (school radio partnership), Citizens Advice Bureau, Future First Alumni
- Members of the Senior Leadership team are fully involved in local collaboratives (eg. South West Herts Headteachers' Forum, Curriculum Deputies Forum and the PiXL and PiXL 6 National Collaboratives)
- The Deputy Headteacher i/c Inclusion is a member of the Pastoral Leaders' Forum for South West Herts
- The Deputy Headteacher i/c Inclusion is a member of the Pupil Premium Focus Group for South West Herts
- The current Headteacher is the Executive Principal for the Bushey St James Trust and works as an Associate and is a member of the National Strategic Operations Planning Group for PiXL. He has led and spoken at a number of NSCL, NPQH and other leadership events, as well as national conferences through the PiXL Collaborative during the last 8 years
- Over the last four years the Executive Principal has led and organised the PiXL National Conference held in Queen Elizabeth Conference Centre Westminster, which was attended by over 2000 delegates in December 2013 – 2015. He regularly hosts and presents at their half termly Main Meetings attended by 1800 delegates from across the country and arranges the comprehensive 'Breakout Programme' showcasing up to 180 sharing best practice sessions in any calendar year
- The Executive Principal chairs the Chessbrook (South West Herts PRU) Management Committee and leads the Strategic Improvement Committee
- The Executive Principal presented and shared best practice at the Enfield Headteachers' Forum in January 2016 and several National Conferences in London facilitated by Capita Education and Westminster Briefing in 2016.17
- Two years ago the Executive Principal chaired a National Research Executive Group which explored the issues of transition in the light of the September 2015 Ofsted 'Wasted Years' publication
- Over the last two years the Assistant Headteacher and Deputy Headteacher have presented at PiXL Main Meetings, sharing best practice in relation to teaching and learning and raising achievement initiatives and impact
- In 2017 the school was chosen as a pilot school for the national PiXL Them and Us (Mind to Be Kind) initiative

- In 2017 the Head Boy and Girl compered the national PiXL Celebration Event at the Central Hall in Westminster in front of 2000 people and a Sixth Form students performed a vocal solo at the event
- The Executive Principal is an Associate Governor for Little Reddings and Hartsbourne Primary School and has been appointed a Trustee/Director of Wren Academy in North London from January 2018

The school makes good use of the building and offers some activities and programmes for children during the holidays, including Easter and Summer schools, revision classes, twilight sessions and a Three Day Activity Course for KS2 students joining BMS each September. The school offers a comprehensive and flexible lettings programme covering the hire of its indoor and outdoor sports facilities including the classrooms, hall, restaurant, gym and Sports Hall for regular events and one-off celebrations.

The school provides a range of extended schools activities including before and after school Homework Club in the Learning Resource Centre (School Library), sporting clubs, theatre visits, revision workshops and day and residential trips throughout the year. Other extended schools activities include a debating society, creative writing club for KS3 and 4, school choir and drama productions are well signposted by the school.

The MFL Faculty has developed close links with French and Spanish International schools. Students from all schools have visited each other to learn about the differences in both culture and the education system. In the past teachers from Bushey Meads School have hosted and visited teachers from different countries including Nepal, Turkey and China. More recently, the Faculty has developed workshops to allow students to understand important, international cultural events such as The Day of the Dead (Mexico) and Chinese New Year. The Modern Languages team currently has plans to develop an International Bake Off Club so that students will experience cuisines from countries other than their own and learn the skills to enable them to understand recipes in a foreign language. They also lead a week long programme to coincide with the annual European Day of Languages to raise cultural and language awareness across the whole school.

The school undertakes a major dramatic or musical production every year. Recent productions have included Little Shop of Horrors, We Will Rock You, Grease, West Side Story, Les Miserables and Oliver. 2017's musical production was Bugsy Malone and in 2018 the school staged Grease. Each year a significant amount of money is raised through the annual Music Extravaganza hosted by the school's BTEC Level 3 Music students.

We welcome local community members of the University of the Third Age and provide classroom and IT facilities to support their activities.

The school is part of the Herts and Bucks Teaching School Alliance (TSA) and the Newly Qualified Teachers (NQTs) programme is an integral element of the alliance. All NQTs within the counties attend several professional studies sessions throughout the year in order to help support them in their first year of teaching. Bushey Meads School hosts one of these sessions every year and in addition to the NQTs in attendance, we also extend the invitation to all of our staff, School Direct teachers, PGCE students, local Primary Schools and local behavioural units so that a greater number of people can benefit from the training session.

**Date of last SEF update:**

**June 2018**

## 1. Outcomes for pupils

### a) How well do pupils make progress relative from their starting points and achieve or exceed nationally expected standards?

#### KS3:

- From September 2016 we no longer use KS3 levels to assess pupils' progress; instead we use a Red-Amber-Green indicator based on their flight path towards their FFT GCSE target

Yr 9 Aut 2017-18	No of students			Red %			Amber %			Green %		
	All	PP	DSEN	All	PP	DSEN	All	PP	DSEN	All	PP	DSEN
English All	197	42	10	16	21	60	79	79	40	5	0	0
English 4-9	184	37	6	15	14	50	80	86	50	5	0	0
English 5-9	160	31	4	15	13	50	81	87	50	4	0	0
English 7-9	53	11	0	13	18	0	85	82	0	2	0	0
Maths - All	196	41	10	33	34	40	65	66	60	2	0	0
Maths 4-9	183	38	6	34	34	50	64	66	50	2	0	0
Maths 5-9	158	31	4	39	35	75	60	65	25	1	0	0
Maths 7-9	79	17	1	48	41	100	52	59	0	0	0	0

The school has worked hard over the past year to effectively support pupil premium students aiming for a level 5+ and a level 7+ to achieve their target grades in English. This gap has now closed completely for 5+ and is almost closed for 7+. DSEN students are now a focus group for English.

For Maths, all groups of students have a large contingent who are under-performing, particularly the 7+ cohort.

#### KS4:

- Progress 8 scores 2015-2017 from DfE validated data

2015	2016	2017
-0.12	+0.02	+0.09

The school's Progress 8 score shows a significantly improved trend over time.

#### KS4 Headlines Figures Three Year Trend

Measure	2015	2016	2017	3 Yr Average %	National
A*-A %	16	21	21	19	-
5+ A-C inc E/M %	60	69	75	68	-
5+ AC %	74	77	78	76	-
A-G %	96	99	99	98	-
EBacc %	36	34	8	26	20
Eng Lang %	72	81	87	80	75
Maths %	73	74	86	78	69
Double Science	67	59	48	58	62
P8	-0.12	+0.02	+0.09	0.00	-0.03
A8	-	-	51.39	51.39	44.24
Grade 5+ E & M	-	-	54	54	39

5 of the key headline measures have improved from 2016 – 2017 and 6 show improvements over a 3 year trend. 71% 2017 measures and 86% of the 3 Year Averages are above National Data measures where available. Whilst we encourage students to consider the EBacc we do not enforce it as we believe students should choose options they are going to excel in.

Science is a key focus for the school this year with curriculum changes in Year 10 to increase lesson time for Trilogy students and additional interventions for the Year 11 cohort.

- School % v National Averages % A\*-C 2014-16**

	2015			2016			2017			
	Nat A*-C	Sch A*-C	Diff	Nat A*-C	Sch A*-C	Diff	Nat A*-C	Sch A*-C	Diff	
GCSE Art & Design	76	92	16	76	70	-6	76	80	4	
GCSE Biology	91	100	9	91	96	5	90	97	7	
GCSE Business Studies	65	78	13	64	80	16	63	66	3	
GCSE Chemistry	91	97	6	90	94	4	90	86	-4	
GCSE Computer Science	65	93	28	60	40	-20	61	56	-5	
GCSE D&T Catering	56	70	14	57	76	19	55	33	-22	
GCSE Drama	74	59	-15	73	70	-3	74	95	21	
GCSE Eng Lang & Lit	65	72	7	60	65	5	65	80	15	
GCSE English Literature	76	88	12	75	85	10	72	81	9	
GCSE French	71	64	-7	70	70	0	70	100	30	
GCSE Geography	69	74	5	66	67	1	65	45	-20	
GCSE History	69	69	0	66	67	1	65	76	11	
GCSE Mathematics	63	73	10	61	73	12	69	86	17	
GCSE Music	76	33	-43	75	50	-25	75	75	0	
GCSE Physics	92	100	8	91	92	1	90	90	0	
GCSE PE	70	76	6	68	82	14	69	63	-6	
GCSE Religious Studies	72	93	21	72	79	7	71	90	19	
GCSE Science Core	57	67	10	53	58	5	48	33	-15	
GCSE Science Additional	63	63	0	60	53	-7	58	33	-25	
GCSE Spanish	73	81	8	71	81	10	71	93	22	

In 2015 15 subjects at KS4 achieved a higher A\* - C measure than national. (Average above national = 11.5%)

In 2016 14 subjects at KS4 achieved a higher A\* - C measure than national. (Average above national = 7.9%)

In 2017 11 subjects at KS4 achieved a higher A\* - C measure than national. (Average above national = 3.05%)

**KS5:**

- Three Year trend**

Measure	A2 2015	A2 2016	A2 2017	3 Yr Av	National 2017
A* - E%	98	98	98	98	98
A* - C%	72	75	73	74	77
A* - B%	42	55	47	48	53

Results at A2 show an improvement from 2015 and indicate a strong upward trend.

- 2017 Headlines**

Measure	2016	2017
Value Added Score	0.29	0.07
No. of entries	247	234
Average Points per Entry	33.93	29.27
Average Points per Entry (grade)	C+	C

The Level 3 Value Added score indicates that students at Bushey Meads perform above expectations at KS5.

**b) How well are gaps narrowing between the performance of disadvantaged (Pupil Premium or Looked After students) and non-disadvantaged students?**

Overall	Low		Middle		High		All Students	
	All	Dis	All	Dis	All	Dis	All	Dis
Cohort	17	4	56	9	90	10	163	23
P8 Score	0.10	0.01	0.31	-0.26	-0.05	-0.91	+0.09	-0.49
National	-0.17	0.03	-0.02	0.15	0	0.09	-0.03	+0.11
Difference	0.27	-0.02	0.33	-0.40	-0.05	-1.00	+0.12	-0.60

English element	Low		Middle		High		All Students	
	All	Dis	All	Dis	All	Dis	All	Dis
Cohort	17		56		90		163	23
P8 Score	0.27		0.23		-0.29		-0.05	-0.55
National	-0.20		-0.02		0		-0.04	+0.11
Difference	0.47		0.25		-0.29		-0.01	-0.66

Maths element	Low		Middle		High		All Students	
	All	Dis	All	Dis	All	Dis	All	Dis
Cohort	17		56		90		163	23
P8 Score	+0.48		+0.78		+0.41		+0.54	+0.14
National	-0.11		-0.01		0		-0.02	+0.11
Difference	+0.59		+0.79		+0.41		+0.56	+0.03

**Overall:**

This academic year, low ability students have performed well compared to national data; disadvantaged students perform less well than all low ability students but are close to national data. Middle ability students performed better than national data with disadvantaged students performing significantly less well than all middle ability students and less well than the national average. High ability students performed less well than national measures. All students perform slightly above national data and disadvantaged students perform less well than all students in school and compared to national measures.

**English:**

Low ability students performed well compared to national data for English. Middle ability students performed significantly better compared to national measures in English. High ability students perform above national measures in English. All students performed in line with national measures with disadvantaged students performing significantly less well than all students in school and compared to national measures.

**Maths:**

Low ability students performed well compared to national data for Maths. Middle ability students performed significantly better compared to national measures in Maths. High ability students perform above national measures in Maths. All students performed significantly above national data and disadvantaged students perform slightly better than national measures.

**c) How well are gaps narrowing between the performance of disadvantaged (Pupil Premium or Looked After students) and non-disadvantaged students?**

## Headline Measures

KPI %	School Gap 2015	School Gap 2016	School Gap 2017	Closed?	% closed
GCSE 5 + A*-A	-14	-6	-20	N	-14
GCSE 5 + A*-C	-20	-18	-23	N	-5
GCSE 5 + A*-C in En & Ma	-15	-12	-24	N	-12
GCSE 5 + A*-G	-15	-2	-1	Y	1
GCSE 1+ A*-G	-5	-2	1	Y	3
KS2 - KS4 Ma 3 Lvl Prog	-13	-9	-29	N	-20
KS2 - KS4 En 3 Lvl Prog	6	-27	3	Y	30
KS2 - KS4 Sc 3 Lvl Prog	-28	-3	-17	N	-14
KS2 - KS4 En 4 Lvl Prog	-11	-13	-17	N	-4
KS2 - KS4 Ma 4 Lvl Prog	-26	-3	-17	N	-14
KS2 - KS4 Sc 4 Lvl Prog	-13	-12	-24	N	-12
GCSE 2 Science A*-C	-22	-13	-25	N	-12
GCSE MFL A*-C	-27	-33	-1	Y	32
GCSE MFL A*-G	-32	-39	-2	Y	37
GCSE En A*-C	-26	-21	-15	Y	6
GCSE Ma A*-C	-26	-10	-13	N	-3
English Baccalaureate	-18	-21	-6	Y	15

Although gaps have not closed between the performance of disadvantaged and non-disadvantaged students and there is still much work to do, data does indicate an improving trend and gaps are closing over time. This is evidenced in 7 out of the 17 key headline measures at KS4 for this academic year.

## Post 16 Data

	School Gap 2015 A* - C	School Gap 2016 A* - C	School Gap 2017 A* - C	Nos of Students
A Level Art Fine	0	0		0
A Level Biology			-35	2
A Level BS			25	2
A Level Chemistry			-33	1
A Level Computer Science		40		0
A Level Drama			33	1
A Level D&T			0	1
A Level English Lang & Li	-5	-35	-3	5
A Level Further Maths		0	0	2
A Level French		-56	-100	1
A Level Art Graphics			27	1
A Level Geography			0	1
A Level G & P	-86	25	14	1
A Level History			0	1
A Level Law	-28	20	25	2
A Level Maths	37	5	-10	4
A Level Media Studies	-8		0	1
A Level Photography			-5	2
A Level Physics		12	-30	2
A Level Psychology	-55		-33	3
A Level RS	-13	37		0
A Level Sociology	100	-50	-50	1
A Level Spanish			20	2

Pupil Premium students studied the subjects in the table above in 2017 and, in 12 of the 20 subject areas, the gap between their achievement and that of all students closed from 2016 - 2017.

**d) How well are the most able students making progress towards attaining the highest standards and achieving as well as they should?**

**KS4 P8 Score High Prior Attainers** – see charts and comments in section b

**e) How well are the lower-attaining students making progress towards achieving or exceeding nationally expected standards?**

**KS4 P8 Score Low Prior Attainers** – see charts and comments in section b

**f) What progress was made by any disabled students compared with that made nationally by other students with similar starting points?**

The school prides itself on being an inclusive comprehensive school where the care and support offered to students with SEND is second to none. The school has a specialist unit designated for students with physical and neurological impairment which has been recognised locally and nationally as a centre of excellence. These students are at the heart of the school and are fully integrated into the curriculum and given appropriate academic support and guidance. Their inclusion fosters a caring and empathetic ethos throughout the school.

#### Special Educational Needs Data

KPI at GCSE	2015 Gap %	2016 Gap %	2017 Gap %	Closed ?
% 5 + A*-A	-21	-21	-20	Y
% 5 + A*-C	-35	-45	-59	N
% 5 + A*-C in En & Ma	-51	-37	-56	N
% 5 + A*-G	-11	-8	-32	N
% 1+ A*-G	-3	1	-11	N

Gaps have not closed between the performance of SEND and non-SEND students and there is still much work to do, however the cohort of SEND students have varying needs each year which is why the data fluctuates year on year.

**g) How do the examination results prepare the students for the next stage of their education, training and/or employment?**

#### Year 13 Destination Data for 2016/2017

Year 13 – total 81 students taken from class registers	
University placements	45
University placements to Russell Group	7
Employment/gap year (taking time out from education)	5
Further education at College	1
Apprenticeships	7
Still in school based education	1
Gap year (taking time out from education)	22

## Destination Data for 2016/2017

Year 11 – total 169 students taken from class registers	
Joined Bushey Meads 6 <sup>th</sup> form	113
West Herts College/other colleges	29
Apprenticeship	6
Joined other Sixth Form	16
Relocated overseas for employment	1
NEET	1
<b>Total</b>	<b>169</b>

Progression for all students is good. Students are very well supported and guided in planning for the next stage in their lives. This success is reflected in the school's NEET numbers which are incredibly low with zero NEETS in the majority of year groups and on a few occasions with only 1 NEET recorded.

- 93 students stayed on at BMS for Sixth Form in the 2015-16 academic year and in 2016 this rose to 113 in 2017
- we ensure that these students are supported with independent information, advice and guidance at key times and we monitor reference requests received carefully to ensure that all students are actively supported in pursuing worthwhile opportunities
- in line with government expectations, students remaining at the school who have not gained a C or above in English and/or Maths are effectively supported to study again for these qualifications and gain success
- all KS4 students have the opportunity to have a one to one meeting with Connexions and the school's Careers Advisor where they are offered impartial guidance and advice
- all Year 10 students prepare a CV and personal statement and take part in Enterprise events and a 2 day work shadowing experience to help develop the skills they will need at this important transition
- all students take part in a week long work experience programme in Year 10 and in Year 12
- 12 students did well enough in their A2 studies to guarantee places at Russell Group universities for the 2016-17 academic year. This indicates a significant increase from the 5 students in 2015 and 4 in 2014
- personal social and employability skills for sixth form students are delivered through enrichment days, events, sixth form taster lessons and tutorials. For example, external speakers representing Higher Education, apprenticeships, student finance and business offer advice throughout the academic year alongside the Head of Work Related Learning and Head of Sixth Form
- there is a 'Moving On' 12 week programme launched with each tutor group after AS levels in June
- the Bushey Meads "Higher Education Evening" for sixth form students and parents contains presentations from outside speakers and a representative from the University of Hertfordshire with which Bushey Meads has established a link partnership
- for all Year 12 students there is a UCAS Careers Convention morning
- extensive guidance with Personal Statements is offered with a focused Personal Statement Day in July of each academic year
- year 12 students are encouraged to complete a Preparing for University online course known as a "MOOC" over the summer to aid transition into Year 13 and help prepare them for UCAS applications
- year 13 students benefit from a careers 'Enrichment Day' in the Autumn term when all students take part in an organised one-to-one interview that utilises external business links
- CV and personal statement usages are reviewed as part of a mock interview process, with student feedback sought on its effectiveness
- Labour Market Information (LMI) and advice is relayed to students through a variety of channels, for example through the Bushey Meads "School Connexions" booklet for parents and students. LMI and its effects on career planning is also considered
- Connexions interviews with impartial advice are available for all students to support transition, for instance into Higher Education or employment with training

**Key areas for further development:**

- a) To ensure assessment data is accurate and informs interventions to close all gaps and achieve success.
- Provide targeted interventions for underperforming students through improved accuracy of predictions
  - Continue to strengthen TA/TAPI & Teacher collaboration
  - Further promote and explain the flightpath to all stakeholders
- b) To ensure progress in all subjects and for all groups of students, exceeds national measures.
- Ensure external and internal baseline data accurately measures the students starting point
  - Further develop the understanding of national measures used with stakeholders and ensure core subjects are at least in line with national measures
  - Explore further opportunities to use interventions as early as possible to close gaps
  - Further develop strategies to ensure focused behaviour for learning in lessons
  - Further develop study skills for students to help increase progress and close the gaps further
  - Continue to develop literacy support and programmes for students
- c) To ensure More Able students in all subjects are stretched and challenged to achieve the highest possible outcomes.
- Develop a More Able community across BSJT
  - To celebrate and further develop More Able students to raise aspirations
  - Provide further opportunities to develop skills for the More Able outside the classroom
  - Ensure More Able students are appropriately challenged in lessons

<b>Judgement on outcomes for pupils at the school</b>	<b>Outstanding</b>	<b>Good</b> <b>2a</b>	<b>Requires Improvement</b>	<b>Inadequate</b>
---	--------------------	--------------------------	-----------------------------	-------------------

## 2. The quality of teaching, learning and assessment

### **To what extent do teachers, practitioners and other staff have consistently high expectations of what each pupil can achieve, including the most able and the most disadvantaged?**

All stakeholders associated with Bushey Meads School are firmly committed to the motto of 'aspire to achieve' and endeavour to work smartly in order to ensure that the students fulfil their potential. We operate a 'no stone unturned philosophy' and are always looking for additional 1% improvements for our students. Many improvements have been witnessed (as shown by the data in section 1) and BMS is focusing on sustaining high quality teaching and further embedding the progress made.

#### **High expectations of what each pupil can achieve**

A 'growth mind-set' is referenced by staff in lessons, during assemblies and in literature. We believe that hard work is the key to success and want the students to subscribe to the same philosophy. One way in which we maintain high expectations for students is through the sharing of good practice among staff and we do this through:

- monitoring the quality of teaching and learning (currently 97.2% of lessons are good and outstanding)
- regular learning walks
- Monday Magic Moments and Friday Faculty Foci (3min staff presentations to staff in staff briefing)
- staff development sessions
- middle leaders' meetings
- liaison between SENCo and external agencies
- analyse AtL data and communicate clearly with students and parents how this correlates with achievement

#### **High expectations of the most able**

Current mechanisms for the more able include:

- review of more able register and identification of students at regular intervals throughout the year
- quality first teaching in classrooms (focus during staff development sessions)
- More Able Evening
- More Able Week
- More Able Passport Programme (involving 50 students in a 10 week rolling programme)
- Year 11 Reach for the Stars mentoring group for the top 25% academically able students within Year 11 to support them attaining the top grades in their GCE's and raise their aspirations
- Year 12 more able students support the Reach for the Stars cohort, giving tips and advice on how to attain the top grades
- targeted revision sessions
- Curiosity Club
- student leadership opportunities
- half termly high achievers awards (posted home and displayed around school)
- annual prize giving evenings and end of the year prize giving assemblies

#### **High expectations of the most disadvantaged**

The disadvantaged students are also afforded the same level of care and currently we operate the following:

- identification of PP students and creation of displays in the staff room and lists given to teaching staff
- Feedback policy which states that PP books should be marked first
- PP students should be questioned first in lessons
- PP students should be awarded priority seating in class
- PP students have their parents evening appointments scheduled for them before the rest of the student body
- whole school PP attendance initiative
- Pupil Premium lunchtime sessions in English and Maths
- Sixth Form buddies for year 11 students in Maths
- provided PP students with additional revision materials and examination packs
- letter sent to all pupil premium parents in September offering financial support for any educational

resources and an application form for funding assistance

- Year 11 Rising Stars mentoring programme supporting 33% of the Year 11 cohort who have a negative progress 8 score to realise their potential through setting weekly targets with senior members of staff
- SEND students attend mainstream lessons and staff have high expectations of them to fulfil their potential
- alternative provision, such as the Princes Trust, Step up to English, Functional Skills and BTEC IT, is offered to individual SEND students where appropriate so they are able to gain skills and qualifications

**a) To what extent do teachers, practitioners and other staff within the school have a secure understanding of the age group they are working with and have relevant subject knowledge that is detailed and communicated well to pupils?**

**Staff having a secure understanding of the age group they are working with and relevant subject knowledge**

We are confident that staff at BMS own both of the above elements and this is evidenced through:

- a robust recruitment policy (we only hire the best members of staff)
- a strong induction programme
- a comprehensive CPD programme including bespoke sessions led by the Lead Practitioners and other experienced individuals so that the individual needs of staff are met
- positive lesson observation data (97.2% good and outstanding)
- examination data at KS4 and KS5 demonstrating positive value added (see section 1)
- regular links across the trust enabling all staff to gain an understanding of the learning journey between Key Stage 1 to Key Stage 5 including tri-annual Bushey St James Trust Teacher Toolkit sessions
- several staff members at BMS have delivered training presentation at a national stage (including PiXL and SSAT conferences)

**How is this communicated to pupils?**

The staff at BMS work closely with students and parents to maximise progress and information is communicated via the methods outlined below:

- dialogue between staff and students in class
- feedback in exercise books/on examination papers
- formative and summative assessments in class
- careful movement between sets in some subjects (based on test results)
- assemblies
- reward points logged
- report grades (ATL numbers 1-7 and a ragged flight path towards aspirational GCSE targets)
- letters, phone calls and postcards home
- dialogue between staff, students and parents during parent consultation evenings
- use of the Learning Gateway (which gives parents up to date access on many of the points above covering attendance, rewards, consequences, attainment, progress and home learning)
- BMS Newsletter celebrating achievements across the school
- display boards to celebrate student work and achievements
- subject specific information evenings, revision evenings and more able evenings

**b) To what extent is assessment information gathered from looking at what pupils already know, understand and can do, and is informed by their parents/previous providers as appropriate?**

As a multi-academy trust, we have made this a priority, particularly the transition between KS2 and 3.

**To what extent is assessment information gathered from what students know, understand and can do?**

Data at BMS is continuously obtained, updated, analysed and used to inform our decision making. Examples of data gathered include:

- KS2 data on arrival to BMS
- contextual information and data from the SENCo and relevant external agencies
- summer holiday GAP tasks (taken in by teachers in September to reward students and inform future planning)
- Consortium Test data (to place children in initial sets)
- Year 7 reading and spelling age data to inform intervention groups and class differentiation
- Careful monitoring of work through marking exercise books
- data from termly reports (goes to governors, committees, SLT, trust board to inform future interventions)
- Attitude to Learning data to inform pastoral interventions
- Regular topic tests / half termly tests
- PPE data for Years 10-13
- examination data for Years 7-13

**How is the information informed by parents and previous providers?**

We believe that the parents, primary school staff and where relevant external agencies are a vital source of information which allow us to support our students in a holistic way. Strategies we employ to gather such information include:

- all students from Year 6 and their parents benefit from a welcome meeting with a senior member of staff where additional soft data is collected to complement other information gathered
- sharing of good practice across the trust through regular meetings and staff inset
- students arrive in Year 7 with a 'Best of me' folder showcasing their best work so Year 7 staff are aware of their capabilities
- 'Settling-in Evening' for Year 7 students where parents can talk with the form tutor to pass on relevant information
- curriculum celebration evening so parents can see the work their child has produced during the first half term of Year 7 and compare it with Year 6 work to improve the transition of learning

The SENCo and other key associate staff within the Learning Support Faculty gather additional information from primary schools, parents, staff, outside agencies and students to ensure there is a clear understanding of what the students can understand and do. This is achieved through:

- transition visits to primary schools (BMS staff visited 21 primary schools last year)
- students from Year 6 and their parents benefit from a welcome meeting with a senior member of staff where additional soft data is collected to complement other information gathered
- attending EHCP meetings when the students are in Year 6
- inviting selected year 6 students and parents for a number of additional transition visits at which the SENCo is always present
- annual EHCP and Pupil Passport reviews
- key staff attending the EPEP meetings for all CLA students

**c) To what extent is assessment information used to plan appropriate teaching and learning strategies, including to identify pupils who are falling behind in their learning or who need additional support, enabling pupils to make good progress and achieve well?**

As previously stated, data is gathered on a constant basis and is used to inform future outcomes. Marking and feedback is viewed as an integral part of the learning process at BMS and is monitored by all teaching staff. However, to increase the profile of marking and feedback even more we host three Marking and Feedback Fortnights each year to ensure that it is high on everyone's agenda and staff capture up to date assessment data for every student.

**How is assessment information used to plan appropriate teaching strategies?**

With specific regard to teaching and learning, data is used to:

- plan appropriate and challenging schemes of learning within each subject area
- see if certain students require additional pastoral support (attendance, behavioural, social)
- analyse the Attitude to Learning data to identify students who need additional support in their learning and follow this up through discussions to identify and remove any barriers to learning
- administer specific online learning tasks (SAM learning, My Maths, Maths Watch etc)
- analyse the reading and spelling age data on entry to identify students below age related expectations
- highlight which students would benefit from additional literacy sessions
- suggest which book titles (in the LRC) are appropriate for specific children within KS3
- decide which Year 11 students should form the registration groups in English, maths or science
- identify which areas of the subject syllabus require additional revision
- outline which elements of examination technique need more focus
- finalise the decision on foundation or higher tier papers in the examination
- make a referral regarding a student's learning to receive specific testing for special consideration in examinations

**How do we use assessment to identify those children falling behind or requiring extra support?**

The data team at BMS is a central hub for gathering data on every learner on a termly basis throughout their journey across the school (ATL data and ragged flight path data towards their aspirational GCSE target). Reports are then produced as required for all stakeholders and SLT analyse this data to:

- determine which learners have a lower reading and spelling age than expected and additional small group reading sessions are set up in the LRC to improve their ability
- inform pastoral interventions based on our whole school rewards and consequence system (e.g. pastoral supports plans or positive report)
- distinguish those with attendance figures below 95% so that attendance meetings can be held and plans put in place to boost attendance
- produce transition matrices measuring expected progress between KS2 - KS4
- highlight learners not on course to make positive progress in KS4 and KS5 subjects to plan personalised interventions
- identify those not on course to reach their FFT20/L3VA target grade in a particular subject

In addition to this, other key leaders (HOFs/HODs) also utilise this data, personalise it and combine it with additional subject specific data to inform effective and personalised interventions to maximise achievement e.g. Maths Masterclass on Wednesday afternoons.

**d) To what extent do pupils understand how to improve as a result of useful feedback, written or oral, from teachers?**

**Learners understand how to improve as a result of feedback from staff**

The learning journey at BMS is one in which the students and staff work together very closely. Therefore our learners are constantly informed about how to make progress and are encouraged to do so. We have implemented the following steps to make this as effective as possible:

- the marking and feedback policy (first launched in 2015) was evaluated, improved, renamed as the 'Feedback

Policy' and re-launched to staff during the first staff training day in September 2016

- the key focus was on strengthening the dialogue between students and staff and students and students
- dedicated improvement and reflection time (DIRT) is planned wherever possible in lessons and at home to give students the opportunity to respond to teacher feedback
- other key facets of the feedback policy include the use of purple pen for DIRT and the use of peer, self and teacher assessment feedback stickers
- staff adhere to the feedback policy and this is monitored regular via learning walks and lesson observations
- student work is marked regularly and this is monitored by HODs, HOFs and SLT
- high profile Marking and Feedback Fortnights are scheduled each term to raise the profile of M+F and these include creating time for M+F in all scheduled meetings, sharing good M+F practice through Monday Magic Moments and Friday Faculty Foci, hosting M+F parties and breakfasts, conducting learning walks with a M+F focus and running competitions such as the Great Bushey Book Off, the Marking to Move Forward raffle, M+F Hidden Gems and the BAFTAs (Bushey Assessment and Feedback in Teaching Awards)
- assemblies and registration activities remind students how important it is to respond to feedback
- the dialogue between students and staff in class is centred around feedback (verbal and written)
- termly interim reports capture summative feedback within each subject and include holistic SMART targets and progress on a flight path to GCSE grades as well as AtL levels
- these detailed reports form the basis of dialogue at parent consultation evenings

### **Parents and employers understand how learners should improve and how they can contribute to this**

There are a variety of mechanisms to constantly include parents in the learning journey, ranging from daily/weekly contact to bigger learning events:

- the live Learning Gateway so parents can view assessment, attendance, rewards and consequences data
- KS3 and KS4 students own a student planner which allows quick communication between home and school - especially in regards to home learning
- regular contact home on AtL, attendance and achievement via telephone calls, emails, letters and postcards
- the school newsletter delivers current news and enforces the school ethos and attitude towards learning and gives advice to parents about how to support their child
- the SENCo and Pastoral Managers meet with external agencies and parents (support vulnerable students)
- Parent Consultation Evenings
- More Able Evenings
- a wide variety of information evenings (the school website is regularly updated with key dates, events and information to support parents)
- UCAS events for parents and students
- annual reviews of pupil passports (IEPs)
- the school works hard to engage a range of employers (Year 10 and 12 work experience, sixth form mock interviews and alumni events)

### **e) To what extent does the engagement of parents, carers and employers help them to understand how children and learners are doing in relation to the standards expected and what they need to do to improve?**

We see parents as key stakeholders in helping us support pupils to fulfil their potential. Being part of a multi-academy trust, the school's emphasis on engagement with parents is a crucial element in allowing learners to flourish and Key Stage 2 to 3 transition has been showcased on a national scale as an example of good practice. Many of the points in the above section (e) are also relevant here, but some additional strategies and events that are employed throughout a child's journey through BMS are:

- Year 6 Induction Evening (reinforce expectations and introduce the Learning Gateway)
- Saturday Family Fun Day and BBQ (to develop positive relationships with families and help familiarise them with the school site)
- welcome interview between and SLT member and each Year 6 student and parents (to set standards and set them at ease - the Best of Me folder is also introduced at this time)
- Year 7 Settling In Evening (parents meet form tutors to ask any additional questions they may have)
- on the occasions where only one child from a primary school is joining BMS, they are invited to a party with the

other students in the same situation so they can forge early friendships and the parents also meet the Senior Assistant Headteacher at the same time so they are reassured

- special assembly afternoon for the year 7 parents on the very first day in September so the Year 7 students can showcase the work they have completed during their first day of secondary school (this reinforces the growth mind-set ethos and culture we have at BMS)
- Year 7 Curriculum Evening (celebrating work completed during the first half term (which again reinforces our expectations)
- Come Dine With Me (parents spend an afternoon at the school where they have a tour of the school, see their child working within a lesson and have lunch with them in the school restaurant)
- Year 9 options process (includes subject talks, assemblies, options booklets - and GAP tasks are introduced here)
- Getting Ahead Evenings (from Year 9 into Year 10 to aid the start of the GCSEs and from Year 10 into Year 11 to prepare for the final year of GCSE study)
- work experience in Years 10 and 12
- More Able Evenings to inform parents of what their child can do to achieve the top grades in each subject
- Year 11 Revision Techniques Evening for parents (so parents can support their child in preparing for their examinations)
- Year 11 Raising Achievement Evening
- Year 11 kick-start meetings (one to one meetings with students and parents where progress is reviewed and key targets set for the final year of Key Stage 4 study designed to maximise achievement)
- Year 10 and 12 students one week work placement to provide them with a taste of the world of work and what attributes are required to succeed
- Employer led assemblies and talks regarding interview techniques, CVs and work related skills
- Visits to employers for specific groups of students e.g. Gray Advertising, INTU (Watford), National Grid, Britvic, Coca-Cola
- Extended work placements for sixth form students on vocational courses e.g. nursery placements for childcare students
- Liaison with employers via Youth Connexions to ensure that our students are ready for work
- Year 13 interviews with external employers to obtain feedback on how they come across and their CV
- Governors Day (so governors can see the school in action to better understand how it is doing and appreciate the key next steps - collaboration with Student Voice plays a key role here)
- performing arts events
- sporting events
- letter sent to all parents and carers reminding them of the equipment students should have at school on a daily basis in order to enhance their learning experience e.g. purple pen for DIRT, highlighters, calculators, etc

**f) To what extent is equality of opportunity and recognition of diversity promoted through teaching and learning?**

Equality of opportunity is at the heart of Bushey Meads and the school is proud of its diverse range of stakeholders. We recognise that some vulnerable groups require additional support and we have employed an Intervention Manager to support Children Looked After (CLA) and students with other emotional needs. BMS also support groups who have historically underperformed, has clear policies on equality and diversity and this forms part of the staff induction training.

Towards the end of the 2016/2017 academic year, a staff questionnaire was sent out on strengths and areas of improvement at BMS and a few people highlighted the need for an improved standard of consideration for others by some groups at certain times. Therefore we have strengthened our stance on inclusion by introducing a new mantra: 'Our school has a mind to be kind' and within this, we focus heavily on the three Rs: Responsibility, Respect, Relationships. This included Theme of the Week activities in tutor time, assemblies and displays and was part of a project that was profiled nationally.

BMS school is a fully inclusive institution and this is demonstrated in the following ways:

**Classroom**

- the school actively supports all vulnerable groups including Pupil Premium (PP books are marked first, they

have priority seating in class, are invited to special lunchtime classes in English and maths with free food on offer, have a PP notice board in the staff room)

- use of lolly-pop sticks/mini whiteboards so all students can engage equally with learning tasks
- no hands up policy (so that every student within the class is engaged actively in the learning journey)
- across all subjects, equality of diversity is reflected in the curriculum e.g. in art lessons students study work from a variety of countries to gain an appreciation of a diverse range of histories, fashions and decoration and in the humanities subjects, students look at the history, demographic make-up and religions that make a region or country what it is
- theme of the week (whole school approach of carefully selected themes - such as understanding and tolerance - which starts with an assembly and then continues with registration time activities)
- fully inclusive school (specialist Base for physically and neurologically impaired students who are fully integrated in the life of the school and is viewed as a centre of excellence within Hertfordshire)
- the school site is fully integrated for disabled students including a mini-bus for the physically impaired so they can attend school trips
- a large team of TAs and TAPIs who receive regular training so they can support students to fully access the curriculum
- access arrangements for examinations (an experienced examination officer monitors and tests certain students to put the necessary arrangements in place to maximise achievement)
- mixed ability grouping in many subjects and paired/group learning tasks in lessons (multi-racial and religious) and staff carefully consider seating plans so that the most able and least able students are supported
- personalised and differentiated curriculum to support levels of ability and specific needs (KS4 and 5)
- student leadership opportunities (Student Voice, Student Parliament, SLCs, Faculty Ministers, Sports Leaders, Charity Ambassadors)
- SMSC prevalent throughout curriculum, theme of the week, assemblies and form tutor activities
- Engagement in Black History Month/European Languages Day/Africa Day
- While we recruit only the best quality staff, we are proud that our diverse range of staff reflect our local community
- One of the main strands under the heading of 'Going for Greatness' within our CPD plan is 'Effective Classroom Communication' as we want to improve the quality of communication between all types of people at BMS

#### **Extra-curricular**

- displays of student work around the school site reflects the diversity of our community
- Stoke Mandeville annual residential (all PNI students participate in the annual Stoke Mandeville games where they have the opportunity to compete in specialist sports and receive training from professional coaches which has allowed students to try a variety of sports with some students being selected as future Paralympic competitors)
- Enrichment Days/Trips (students requiring financial support to engage in activities, such as trips, may apply to the governors for funds and PP students may have some or all of the cost met through PP funding. Entitlement to trips is fully extended to PI students, following a specific risk assessment. TAPIs and the specially equipped disability minibus are frequently employed to enable PI students to participate in the same trips and visits as all other students. The Year 10 enrichment day, visiting different religious communities and places of worship, helps promote recognition of diversity)
- regular clubs for students to attend at lunch and after school in order to pursue their passion, consolidate classroom learning and allow progression (every faculty within the school provides regular clubs for students)

#### **g) To what extent is English, mathematics and other skills necessary to function as an economically active member of British society promoted through teaching and learning?**

##### **English**

BMS has recruited some outstanding staff in English as we are investing heavily in raising standards. Examples include appointing a lead practitioner in English to help improve literacy standards across the trust (regular links with Little Reddings and Hartsbourne are timetabled), securing a lead practitioner to head up the creating 'Effective Communication in the Classroom' strand of our CPD programme to increase the standards of literacy across the school, creating an opportunity for an outstanding English teacher to focus on the less able students and liaise with specific

teaching assistants to set up small group reading and writing intervention sessions and employing an outstanding English teacher to run the Learning Resource Centre (LRC). Other elements include:

- from 2015 we expanded the curriculum from 3 to 5 hours per week in English (1 hour per week reading lesson for Years 7 and 8) and this is now fully embedded
- weekly Word Of the Week (WOW) and grammar tips circulated to all form tutors to use in registration and published in the school newsletter
- weekly reading lessons for all Year 7 and 8 students in the LRC to promote a love of reading that underpins the curriculum
- all students are expected to have a reading book
- Year 7 and 8 students are tasked with completing book reviews which they then present to their class, may be published in the newsletter and can earn them a place on the annual Harry Potter reward trip
- yearly Book Fair and visits by authors
- World Book Day is celebrated (teachers modelling reading)
- buddy reading scheme for selected students (Year 9s to help Year 7s)
- Read and Write Gold (software package to support SEN and the less able students with spelling and reading which can be used as a computer reader by UK schools in GCSE and A level exams in place of human readers - even where reading is being assessed - which has made examinations accessible to all students and opened up a world of opportunity for dyslexic students to be assessed on a level playing field)
- Placing an emphasis on high standards of literacy in every lesson by including this in our lesson observation forms

### **Maths**

Curriculum time in maths was increased from 3 to 4 hours in 2015 and a lead practitioner was appointed in 2016 who has raised standards in maths and improved numeracy across the school curriculum.

- a host of online tools to increase achievement (My Maths, Maths Watch, Mathletics, PiXL Maths App)
- Mathletics leaderboards have been set up with Little Reddings Primary School and BMS came 2<sup>nd</sup> out of 400 schools across the country in a recent national Mathletics competition
- Leader boards to increase competition within the faculty
- Junior and Senior Maths Challenge (regional and national competitions)
- additional maths registration intervention is offered at KS4
- a year 7 trip to Kidzania teaches students to be financially responsible
- placing an emphasis on high standards of numeracy in every lesson by including this in our lesson observation form

For students who have not achieved a Grade C at GCSE in English and/or maths, the school has strengthened its position to support these learners in achieving the necessary grade by providing morning registration periods each day, timetabled lessons, lunchtime sessions and twilight classes with qualified teachers.

The outcome of our work has seen a large increase in student take up and achievement at Level 3 (internal and external candidates). In 2016/2017 there were twenty four A-Level mathematicians who earned an average value added score of 0.54, four A-Level Further mathematicians who earned an average value added score of 1.24 and one AS Further mathematician who earned an average value added score of 1.07.

### **Other skills**

- Student Voice and Student Parliament (current Year 12 student has served on the National Youth Parliament) which supports students in appreciating democracy and help improve the whole school society - students present at Governor Meetings, staff briefing and form an interview panel for every staff appointment
- a range of other student leadership opportunities including the Duke of Edinburgh programme, World Challenge and regular trips abroad
- the school's commitment to foreign languages between Years 7-13
- many other embedded opportunities where students can develop their social, moral, spiritual and citizenship skills such as theme of the week, assemblies and form tutor activities
- Debating Club (popular club which has won local and regional competitions in recent years)
- government and politics lessons at KS5

- Enterprise days (e.g. Citizens Advice Bureau ran financial advice sessions for KS5 students)
- economics and business lessons (a popular option at KS 4 and 5 taught by outstanding teachers)
- links with Little Reddings and Hartsbourne (being a multi-academy trust we have the opportunity to improve literacy and numeracy and improve the curriculum between Key Stages 1-5)
- KS5 community service to support KS3 and KS4 students in lessons (students also run extra-curricular clubs such as drama clubs, dance club at Little Reddings, childcare students help at the nursery and older students also help run Enrichment Days for younger year groups)
- Year 10 and 12 Work Experience (to expose students to a variety of additional skills required for success in the workplace)

**Areas for further development?**

- To increase the number of outstanding lessons delivered across the school.
  - To further develop and utilise staff development sessions even more effectively.
  - To maximise the use and effectiveness of learning equipment.
  - To ensure a high quality of behaviour for learning occurs in every classroom.
  - To improve collaboration across the school to increase student progress.
  - Achieve greater consistency between classrooms in terms of planning, teaching, assessing and feedback.
  - Increase the level of pride that students take in their study and presentation of their work.
- To ensure that high standards of literacy are embedded throughout our learning community.
  - To improve the quality, distribution and array of literacy equipment across the school.
  - To plan a range of events that encourage, improve and celebrate literacy in all its forms.
  - Establish appropriate intervention sessions and clubs so that every student requiring support with literacy receives it on a regular basis.
  - Ensure that staff development sessions contain a central literacy strand to improve the quality of listening, reading, writing and speaking at BMS.
- To increase the level of stretch and challenge at every opportunity.
  - To further develop our collaboration with groups within BMS, BSJT, our Alumni and beyond.
  - To ensure that staff development sessions contain a stretch and challenge fibre that permeates through everything.

<b>KS4 Judgement on quality of teaching</b>	<b>Outstanding</b>  <b>1c</b>	<b>Good</b>	<b>Requires Improvement</b>	<b>Inadequate</b>
<b>KS5 Judgement on quality of teaching</b>	<b>Outstanding</b>  <b>1c</b>	<b>Good</b>	<b>Requires Improvement</b>	<b>Inadequate</b>

### 3. Personal development, behaviour and welfare

#### a) To what extent is the school successfully promoting and supporting students to have a pride in achievement and commitment to learning, supported by a positive culture across the whole school?

Bushey Meads School supports and promotes students to have a sense of pride in their achievements and looks to celebrate success at every level. This is achieved through:

- a culture of rewarding students for positive behaviour, actions and achievements which includes rewarding students for attendance, good results in assessments, exams and individual achievements in lessons. Parents, carers, students and staff are able to immediately view all rewards achieved using the online learning gateway. Rewards are accumulated and then acknowledged with certificates, postcards and letters home. The top 20% of students with the most reward points go on an annual rewards trip
- the weekly newsletter celebrates achievements of students from across the school in a wide variety of events
- all faculty areas of the school are well managed, with attractive and relevant display to inspire and present students' work
- students are encouraged to peer and self-assess work. This is organised and promoted with assessment stickers which students then respond to with the 'purple pen' to help improve the quality of their work
- student voice is encouraged with focus groups and a particular member of staff is responsible for bringing this together. Furthermore, student learning consultants, house and form representatives, head boy and girl, STEM/Language/Sports Leaders give willingly to the school and benefit from the respect and experience they receive. Additionally, students volunteer to support the school in numerous ways, such as taking parents on tours during the school day, guiding parents on open evening, helping to host and supporting at events
- annually a formal rewards evening, with guest speakers, governors and staff, takes place to acknowledge the achievements of students across the curriculum and across year-groups
- the termly assessment system allows students to be praised for achievements
- there are many opportunities for students to contribute positively to school life. There are thriving sports teams in all key school sports. There are annual major musical and drama productions. Students fulfil further leadership roles such as: subject leaders, anti-bullying ambassadors, e-Learning leaders, eco-leaders, librarians, performing arts technicians, prefect team and the student parliament led by the senior leadership team
- more able students are selected from each faculty on a yearly basis with a mid-term review of the list. Students and their parents and carers are informed they are on the more able register and are then invited to a more able evening to encourage and support independent learning and a zest for curiosity. A more able handbook provides further avenues to extend extra-curricular learning outside of school. Awareness of the more able agenda is highlighted during the annual more able week to ensure students are effectively challenged
- achievement is celebrated every half term with the High Achiever Awards from each faculty area. Each student receives a certificate, a praise letter home and they are featured in displays and in the newsletter. Additionally some faculty areas also display their own High Achiever Awards in each classroom

A large majority of students show a consistently very good or outstanding commitment to learning in lessons as evidence through the Attitude to Learning data gathered from SIMS, termly reports and lesson observations. Attitude to learning data is analysed from the students reports with the average percentages for students in each year group showing a GOOD attitude to learning (on a scale of 1-7 where 5 is deemed Good, 6 is Very Good and 7 is Outstanding) as follows:

YEAR	2014-2015	2015-2016	2016-2017
7	5.8	5.9	5.8
8	5.7	5.8	5.6
9	5.6	5.8	5.4
10	5.5	5.7	5.8
11	5.3	5.8	5.6
12	5.5	5.5	5.2
13	5.7	6.1	5.7

Students demonstrate their commitment to their learning as data shows that:

- students are punctual, polite and ready to learn
- the environment inspires students through displays of good quality work; this year the school is rolling out a 'Wow' classrooms initiative to take this to the next level
- students are taking pride in presenting their work

A positive and stimulating learning environment and ethos permeates across the school which helps to embed a friendly and positive culture. This is demonstrated through :

- the school's motto, 'Aspire to Achieve', and the core values, 'BMS - belief, motivation and success' contribute, alongside themed and well-organised assemblies and tutor sessions, to a positive atmosphere of mutual respect and learning and a clear vision for all
- this year a new school mantra 'Our School has a Mind to be Kind' and additional core values, Respect, Responsibility and Relationships permeate through our Themes of the Week, assemblies and enrichment days
- we are a pilot school for the PiXL initiative 'Them and Us' to help strengthen the culture of our students following the principles of showing respect, not harming others and being kind. The work we have piloted has been showcased on a national arena and schools are using our resources to implement their own programme
- the promotion of the growth mindset model of learning
- the development of teaching areas across the school to update and expand current facilities
- the embedded culture of evaluating all events with a "What went well, even better if" to ensure we are always improving practice, even when the practice is outstanding
- culture of staff sharing best practice through weekly briefings and staff development days
- high expectations of all learners with targets being raised to add aspiration where students are regularly achieving their initial target grade
- the positive behaviour for learning policy tracks reward points and consequence points issued to students through SIMS. This is also visible to parents via the Learning Gateway
- staff are provided training in dealing with behaviour; this is done in-house and also through access to the local PRU training opportunities
- each HoF has in place a faculty system for supporting teachers in behaviour management, including faculty report, calls home, letters home, parental meetings, faculty detention and if necessary a temporary faculty withdrawal arrangement
- the Pastoral Team become involved where incidents for a student may be cross-faculty and will place students on a Student Support Plan or Pastoral Support Plan where there are significant behaviour issues
- the senior leadership team are involved in any significantly acute or ongoing lower level behaviour concerns via their leadership of the Pastoral Team - thus facilitating consistency
- student learning consultants, form and house representatives, STEM leaders, Sports leaders, Language Leaders, subject leaders, anti-bullying ambassadors, e-Learning leaders, eco-leaders, librarians, performing arts technicians, the prefect team and the student parliament led by the senior leadership team contribute further to a positive and inclusive atmosphere
- there is a high level of low-key supervision around the site before school, at break and lunchtime and after school, as well as during movement between lessons to ensure a positive and respectful atmosphere
- line managers and Heads of Faculty regularly conduct learning walks to ensure consistency in all matters including behaviour. Any issues of inconsistency are addressed with the teacher
- students are encouraged to develop pride in the presentation of their work
- attendance at Parent Consultation Evenings is very high, 91% average attendance across all year groups. Pastoral staff contact all parents of students who are Pupil Premium to encourage attendance and identify any barriers to attending that can be addressed
- a new online booking system that allows the parents and carers to book convenient appointments has improved attendance and communication at the evenings

**b) To what extent is the school successfully promoting and supporting students to develop self-confidence, self-awareness and understanding of how to be a successful learner?**

At Bushey Meads School we promote and support our students to develop their self-confidence to ensure they have the required skills to thrive in their future careers. This commences with the outstanding transition programme from year 6 into year 7 and is then further developed and embedded throughout the student's journey to year 13 and beyond.

- strong relationships with feeder primary schools with an outstanding transition programme, see section 2c
- students identified as disadvantaged receive extra support as part of the transition programme with additional visits to Bushey Meads School and staff visiting the primary school to support transition meetings
- Saturday Family Fun Day and 3 day summer event to support the students confidence
- special induction day in September where the year 7 are the only students within the school, culminating in a special, celebratory assembly
- year 7's sharing of the ME capsules in circle time during their first week in school
- a special themed curriculum for the year 7 in the first term
- Year 7 students experience a social sciences enrichment day to allow them to explore the GCSE option subjects at an early stage
- addressed through themes of the week and assemblies with a focus on well-being and mental health
- enrichment days from year 7-13 with a variety of activities designed to develop the independence and confidence of students, e.g. years 7 & 8 visits to Kidzania, Year 13 interview skills, year 12 & 13 financial management workshops, etc.
- use of DIRT (Dedicated Improvement and Reflection Time) for all year groups to promote students effectively responding to feedback using the purple pen to aid progress
- more able evening promotes curiosity and learning beyond the classroom
- revision clock strategy encourages students to plan their studies appropriately from Year 7 onwards
- raising aspirations trip for year 7 and year 11 students to Cambridge University
- Year 9 experience an options focused enrichment day so they can trial subjects prior to their options selection
- exposure to qualifications in a stage not age approach such as the AS creative writing group open to all year groups and promotion of MOOCs (Massive Open Online Courses)
- work experience programme for year 10 and year 12 and in curriculum time for child care students for them to gain confidence and skills within the workplace
- Year 10 'Going for Greatness' programme for 50% of the year group allows for development of study skills to support their GCSE learning
- sports leadership programme for year 10 students to develop confidence and leadership skills
- community service programme for year 12 students
- UCAS convention for year 12 students to raise aspirations and confidence to attend university
- strong Arts Faculty provision with outstanding practitioners with extended curriculum time and participation in National events
- promotion of "sports for all" ethos with further opportunities to participate in local and regional events
- student voice with a strong school parliament shaping the direction of the school through participation in staff interviews, tours of the school, attending staff briefings and presentations to SLT and governors
- connection of students with governors through reports at termly meetings and the annual governors day

We develop students' self-awareness extensively through the use of the themes of the week such as reflection, confidence and self-discipline, assembly programmes and morning tutorials. The self-awareness of their learning is addressed through:

- the promotion of the www/ebi idea with students always receiving feedback with a positive comment as to what has been successful and what the next steps are to improve their learning further
- use of self-assessment and peer assessment for students to reflect and be aware of how to be successful and to meet the published success criteria for each lesson
- embedded use of DIRT where students respond to feedback using the purple pen to improve their learning

A large majority of students show consistently very good or outstanding behaviour for learning in lessons which demonstrates them being successful learners. The SIMS behaviour management system is used to record rewards that are issued to students in lessons who demonstrate a commitment to their learning. These range from R1 (1 point) to R8 (30 points). In the academic year 2016-2017 students received reward points which demonstrates their positive attitudes to learning as follows:

	<b>R1</b>	<b>R2</b>	<b>R3</b>	<b>R4</b>	<b>R5</b>	<b>R6</b>	<b>R7</b>	<b>R8</b>
No. of points	<b>1</b>	<b>2</b>	<b>5</b>	<b>10</b>	<b>15</b>	<b>20</b>	<b>25</b>	<b>30</b>
Year 7	16902	2409	966	623	229	111	22	3
Year 8	14774	2782	629	475	239	126	20	0
Year 9	9823	2096	337	325	207	73	19	1
Year 10	9297	1917	551	348	183	69	20	1
Year 11	3541	636	164	219	157	90	12	0
Year 12	972	301	134	62	95	4	17	4
<b>TOTAL</b>	<b>55309</b>	<b>10141</b>	<b>2781</b>	<b>2052</b>	<b>1110</b>	<b>473</b>	<b>110</b>	<b>9</b>

The school promotes being a successful learner in a number of ways for staff, students and parents:

- articles in the weekly newsletter which focus on celebrating outstanding learners and how to become a successful learner
- culture of sharing of good practice through lesson observations and learning walks
- holding revision techniques evenings for Year 11 students and parents and raising achievement evenings and assemblies throughout the year
- student learning consultants who are trained and given key roles in modelling what a good learner is
- student leadership opportunities (see section a)
- appointment of student anti-bullying ambassadors to help students confidence and self-awareness
- debating club and events and further enrichment activities such as go karting
- promotion of the growth mindset
- themes of the week in tutor times and assemblies such as resilience, self-awareness, etc.
- more able evening to profile achievements and how to further develop and the use of a more able passport programme
- mentoring programmes for students to help raise achievement
- the use of Pre Public Examinations, Walking Talking Mocks/Marks, Personalised Learning Checklists and Smiths Proformas ensure students and teachers know what is needed to be addressed in order to be successful
- Year 12 information evening to help support the transition from year 11 to 12
- Higher Education Evening for Year 12 students to discover the various opportunities available
- revision opportunities in the school holidays and the use of the Learning Resources Centre for Study Saturdays before the May examinations
- Taught Skills unit as part of the year 12 Extended Project Qualification which provides students with the skills needed to succeed
- house system – supportive for students to aspire to follow in the steps of older students
- subject staff having high expectations of students
- through the termly school reports to parents with key messages, Attitude to Learning scores and comments with targets to improve
- through concise dialogue with parents, carers and students at the annual parent and carer consultation evenings

**c) To what extent is the school successfully promoting and supporting students' choices about the next stage of their education, employment, self-employment or training, where relevant, from impartial careers advice and guidance?**

As part of its drive to successfully personalise education the school places great emphasis, at all stages of students' lives, on providing students with a wealth of support, advice and guidance to make informed choices about their own futures.

Throughout their learning journey from Year 7 to Year 13 students become accustomed to the idea that their own choices help drive the personalised curriculum they follow. At each stage there is a supportive process to advise, guide and inform:

- before starting year 7 at Bushey Meads all students are asked for their preference to study French or Spanish. This decision is arrived at through a welcome interview, with a senior member of staff, in which reasons for making the choice are explored
- independent learning opportunities are promoted through all subjects
- there is a strong emphasis on extending their curriculum through leadership and extra-curricular choices
- students can access the careers section of the Learning Resource Centre to help inform future choices
- students are encouraged to fulfil pledges tailored to their year group to further enhance their learning journey
- Year 7 students experience a social sciences enrichment day to allow them to explore the GCSE option subjects at an early stage
- An annual visit to Cambridge University for Year 7 students raises their aspirations and starts them thinking of future choices
- enrichment days from year 7-13 with a variety of activities designed to develop the independence and confidence of students, e.g. years 7 & 8 visits to Kidzania, Year 13 interview skills, year 12 & 13 financial management workshops, etc.
- at the end of year 8 all students are asked for their preferences from dance, drama, music or art; which three they would like to study and whether they would prefer to study two and spend twice the curriculum time on one of them. Assessments from those subjects and a consultation evening help inform students of their relative strengths, two years of studying all of those subjects makes students aware of what it is like to study those subjects, and discussion in those particular lessons before the decision guides the final stage of that process
- after their first term in year 9 students may choose which of two from five different technologies to study for the next two terms. Support for that student decision comes from the first term, during which students sample each technology in turn
- Year 9 experience an options focused enrichment day so they can trial subjects prior to their options selection
- at the end of year 9 students may choose three GCSE option subjects from a wide range of choices, with no absolute restrictions. Those who may be more likely to follow apprenticeship routes later in life get the opportunity to study 'hair and beauty' at Chessbrook and follow the Oaklands College Landmark project. Students' earlier experiences of beginning to make choices in arts and technology subjects supports this choice, as does an 'enrichment day' of taster lessons in subjects that students have not previously experienced. Other alternative provision providers to support students learning are also utilised on a case by case basis, such as First Rung, Building Zone etc
- students gain further insight into studying arts subjects during another enrichment day focussed totally on arts subjects, during which students perform alongside GCSE role models. Assessments, a consultation evening, a detailed options booklet and high-profile options evening provide students with further information and guidance
- during that options evening older students supplement information from teachers by giving the students' perspective on studying each subject. For those who need further support, Connexions interviews are available and targeted students, including SEN students, are provided with additional, individual interviews
- at the end of Year 11 students may select up to four A level subjects to follow or a combination of vocational and academic subjects. Guidance interviews during year 11 initiate thinking about this early on, and a sixth form open day further promotes in-depth consideration. The process is supported by a detailed options booklet and a Year 11 into 12 taster day

- during results day in August there is a large staff presence, on hand to discuss with students options and choices in the light of actual results gained. Then, during enrolment in September, an interview process helps clarify choices
- students in Year 12 study the Extended Project Qualification (EPQ) to enhance their independent learning skills and develop research techniques. This prepares the students for other avenues of further education post Sixth Form
- during Year 12 students may elect to focus on just three subjects for year 13, completing one of those subjects with an AS level where that qualification is available. Assessments and a consultation evening help support that decision.
- mock interviews, a Higher Education evening, the UCAS convention day and talks from student finance and a visit from the apprenticeship bus all help prepare students for their next step after school
- the school works hard to develop its Alumni, resulting in additional work placement opportunities and visits from speakers able to talk about their particular career fields

Guidance on careers and futures is mapped across all year-groups, forming one part of holistic, overall PSHE mapping and the appendix to the Careers and WRL policy describes in detail a wealth of initiatives and practices.

Below are some of the key highlights from each year-group's careers programme.

- in Year 7 students visit Kidzania, a 'kids mini-city' where they can 'earn' money from employment and try out careers, and they follow an introduction to the world of work programme in tutor time
- in Year 8 students follow a fairness at work programme during tutor time, exploring work-related legislation and health and safety
- in Year 9 students follow a 'choices and decisions' programme during tutor time, completing a 'which way now' booklet and using on-line JED careers software
- Year 10 students benefit from a week's carefully arranged work experience, supported by a booklet and programme of study in tutor time. Year 10 also benefit from an enrichment day based around business and enterprise
- Year 11 students work on their personal statements during an enrichment day and take part in guidance interviews about their futures. The 'Reach for the Stars' more able group follow a programme designed to raise their aspirations, culminating in a trip to an Oxbridge University
- Year 12 students experience a week's work experience, they hear talks from Student Finance and in Year 13 fine tune their personal statements and take part in mock interviews. There is a higher education information evening for Year 12 students and a UCAS Careers Convention morning too.

In addition to the formal support structures and programmes of study identified above, the pastoral team, the head of work related learning, tutors, subject teachers and heads of faculty provide information, guidance and support where more help is required. Connexions are also available to see any student over the age of 14 and give impartial advice.

**d) To what extent is the school successfully promoting and supporting students to develop where relevant, employability skills so that they are well prepared for the next stage of their education, employment, self-employment or training?**

Bushey Meads School takes the development of students' future employability skills very seriously and this permeates through everything we do. Students are supported to develop desirable skills to ensure they leave the school well prepared for their next steps. Examples include:

- punctuality and attendance (see section e)
- communication - effective verbal communication skills are developed in lessons through group work and presentations to the class. Students are also taught to communicate effectively through the development of literacy skills within lessons
- teamwork - students are taught to work as part of a team during group work in lessons and through participating in sports at school. Themes of the Week in tutorials and assemblies also focus on working together as a community and the ability to show empathy and understanding to others around you
- students can access computing and ICT lessons which promotes the development of their skills
- behaviour and conduct - students are taught about right and wrong and the moral code through the Themes of the Week and the Positive Behaviour for Learning Policy (see section f)
- achievement - students are encouraged to achieve or exceed their potential in their subjects to improve

their future employability chances (see section 1)

- initiative - students develop their initiative through participating in student leadership opportunities and through the Student Voice (see section g)
- life-long learning - the promotion of the growth mindset model ensures students are always striving to improve, develop and embrace challenge
- work placements in years 10 & 12 help students to apply these skills in a work setting (outlined in the Careers and Work Related Learning Policy appendix pages 4-6)
- through the new school mantra “Our School has a Mind to be Kind” and the 3 core values of Respect, Responsibility and Relationships, our students are well equipped to interact in a variety of professional and social settings

We provide a range of vocational courses for students which utilise and further develop skills for students who then wish to follow a more vocational route. In addition when students are in the Sixth Form:

- any student who enters the sixth form who does not have a grade 4 in GCSE English Language or mathematics are given revision lessons and entered for the exam in year 12 and in Year 13 if necessary
- skills are developed for assisting the students upon leaving the school, for example writing CV’s and interview techniques (see section c)
- students are given a wide variety of leadership opportunities which include delivering presentations to parents and governors and speaking in public (see section a)
- in years 12 and 13, students are encouraged to develop independent learning skills through the Extended Project Qualification (EPQ) and by completing MOOC’s (Massive Open Online Courses)
- a higher education evening is held in year 12 which explores opportunities for students beyond the school such as higher level apprenticeships
- the apprentice bus visits the school annually for students interested in following this route

The provision provided ensures that our students are successful in the next steps of their education, training or employment as evidenced below. The vast majority of our Year 11 school leavers either return to Bushey Meads 6<sup>th</sup> form or leave to attend an alternative provider (typically West Herts College) or enter other school Sixth Forms or apprenticeships. Each year we review the curriculum offered in years 12 and 13 to ensure we are offering appropriate courses for the students and make changes as necessary.

<b>Year 11 – total 169 students taken from class registers</b>	
Joined Bushey Meads 6 <sup>th</sup> Form:	103
West Herts College/other colleges:	52
Apprenticeship:	2
Joined other Sixth Form:	12
Relocated overseas for employment:	0
NEET :	0
<b>Total :</b>	<b>169</b>

<b>Year 13 – total 81 students taken from class registers</b>	
University placements:	45
Gap year (taking time out of education):	22
Employment	5
Further education at College:	1
Apprenticeships:	7
Still in education:	1
<b>Total:</b>	<b>81</b>

100% of Year 13 students will continue with education, employment or training on leaving with an increased number of 24% of students taking a gap year before commencing their university careers. Each year we analyse the destinations of the year 13’s as they leave to look at the provision they received and review how the curriculum may need to change to further support the needs of the students.

**e) To what extent is the school successfully promoting and supporting students to develop prompt and regular attendance?**

At Bushey Meads School we realise that outstanding attendance is the key to successful outcomes for students and we work hard to promote the importance of attendance to all our stakeholders. Attendance is consistently above both the National average and the Local Authority average. This is achieved by:

- detailing the expectations for attendance through the transition programme of interviews and the transition evening
- celebrating outstanding attendance through the rewards system, through certificates, displays and within the weekly newsletter
- the need for good attendance at 96% or higher is highlighted to parents and students through the school newsletter on a regular basis
- attendance figures are included on all student reports to parents with a grading from poor-outstanding in order to raise expectations
- parents can track their child’s attendance through the Learning Gateway
- the school employs a full-time attendance officer to monitor attendance and call home directly. The school also employs an internal Attendance Improvement Officer (AIO) who pursues any significant cases with letters, meetings and ultimately the threat and implementation of fines
- an Attendance Postcard initiative has been launched to ensure that attendance to school is a visible high profile to parents and carers
- parents and carers are contacted by 11:00 am each day to find out why there child is not in school
- the Hertfordshire County Attendance Improvement Officer meets with targeted parents at termly surgeries to discuss issues around attendance and to give support where needed
- mentoring programmes such as the Rising Stars programme and Reach for the Stars programme encourages good attendance
- targeted pupil premium students receive a free breakfast to encourage punctual attendance to school with the parents and carers also receiving a reward for improved attendance of their child
- attendance to class is monitored closely using SIMS and the Learning Gateway to ensure students do not truant lessons
- alternative provision is looked at a means of supporting students to improve their attendance and punctuality
- as a result of rigorous monitoring and follow-up, overall attendance has risen as follows:

Year	Percentage
2016-2017	95%
2015-2016	95%
2014-2015	95%
2013-2014	95%
2012-2013	95%
2011-2012	94%
2010-2011	93%

Attendance figures for 2015-2016 (latest data available from government website) compare favourably to the National Average:

	Overall Absence	Persistent Absence
National	5.2%	13.1%
Bushey Meads School	4.7%	10.9%

**f) To what extent is the school successfully promoting and supporting students to follow the school's guidelines for behaviour and conduct, including management of their own feelings and behaviour, and how they relate to others?**

Bushey Meads School is renowned for having a positive and welcoming atmosphere with excellent standards of behaviour. All stakeholders recognise that where students and staff feel safe, valued and happy they are more likely to be successful. This atmosphere is strengthened through our inclusive approach for PNI (Physically and Neurologically Impaired) students as they are fully integrated and supported within a mainstream curriculum. This benefits all the students within the school by ensuring they understand the necessity to consider the needs of others at all time and accept and celebrate the differences between everyone within our school community and beyond.

The excellent behaviour displayed by Bushey Meads' students is achieved through our clearly structured rewards and consequences ladder as part of the Positive Behaviour for Learning Policy. Rewards are graded 1-8 as are consequences which allows for clarity and consistency. All stakeholders receive regular communications and updates regarding the balance between rewards and consequences, highlighting how the ratio of rewards outweighs the consequences issued. The school's motto, 'Aspire to Achieve', the core values, 'BMS - belief, motivation and success', mantra 'Our School has a Mind to be Kind' and additional core values, Respect, Responsibility and Relationships contribute to a positive atmosphere of mutual respect.

All students, along with their parents and carers sign the Home School Agreement on entry to Bushey Meads School which sets out our aims, values and expectations. The school code of conduct sets out behaviour expectations for students when in school uniform and is displayed in classrooms, in the student planners and on the website. During the transition process the parents and carers are given a demonstration of how the Learning Gateway can be used at home to view the reward points and consequence points issued on that day to discuss at home.

Whole school assemblies and daily form tutorials are utilised to promote 'Themes of the Week'. These are designed to cover a wide range of themes in order to motivate, inspire and educate the students. These assemblies, alongside the House system, have helped to foster a sense of belonging and community. Local residents have reported that our students are well behaved in the community and are also commended for their positive attitudes when representing the school on visits.

Clear guidance and expectations of conduct are given to students for entering and leaving assemblies and during fire drills. The form tutors and teachers ensure the routines are adhered to, creating a calm and purposeful environment. Senior staff have a high visible presence during unstructured times which raises the expectations of behaviour for all students and ensures students feel happy and safe.

The students can seek help and support to manage their feelings and behaviour from a variety of stakeholders:

- TAs and TAPIs - particularly support the SEN and PNI students
- school nurse - health needs and emotional well being
- intervention manager - counselling support, self-esteem, friendship groups, anger management programmes, anxiety relief, etc.
- form tutors - daily needs
- pastoral managers - to help with barriers to learning, behaviour support, mediation etc.
- anti-bullying co-ordinators - promote the anti-bullying agenda, support students who are being bullied
- student leaders – such as the BMS buddies and Anti-Bullying ambassadors support their peers emotional well being
- referrals to outside agencies - Chessbrook outreach, Connexions support, Targeted Youth Support, Herts Young Homeless etc.
- student mentors - anti-bullying ambassadors, exam mentors, etc.
- confide button - students can self-refer an issue to the safeguarding team via a link on the school computer system

- house system - older students in the house support the development and needs of the younger students and allow for students to learn how to mix as a different community. Heads of House foster and develop these relationships
- student parliament – promotes the student voice, giving student the opportunity to feel valued and have a say
- environment for learning – creating a positive and inspiring atmosphere in classrooms and around the school site

All staff receive training on how to use the rewards and consequences system. Regular analysis of usage shows that 100% of teachers use the rewards and consequences system. Staff also share good practice on how to successfully implement behaviour strategies into their lessons with their use of rewards and consequences.

**g) To what extent is the school successfully promoting and supporting students to develop an understanding of how to keep themselves safe from relevant risks such as abuse, sexual exploitation and extremism, including when using the internet and social media?**

Keeping children safe, and teaching how to keep themselves safe, permeates all school life. The school's rewards and consequences system, school mantra and three core values, teaches children how to behave well and make positive contributions towards creating a safe and secure environment. The school's PSHE programme ensures that all elements of keeping themselves safe are covered in special tutor time schemes of learning, assemblies and themes of the week tutor activities which are carefully tailored to each year group and a sexual health and relationships enrichment day for Year 9. The school's PSHE programme fully details each element, the key features of which are as follows:

- relevant assemblies and themes of the week tutor programmes include internet safety, trust, understanding, belief, remembrance, challenge, confidence and relationships
- awareness of mental health and anxiety issues and their link to excessive social media use
- tutor time schemes of work include the study of the Grangenders series of books in Years 7 & 8, in which themes of keeping safe are covered
- resilience week tailored to each year group, dealing with elements of keeping safe including drugs awareness, mental health and well-being, and coping with stress
- 'Chelsea's Choice', a theatre workshop for Year 8 students dealing with sexual exploitation and coercion
- anti-bullying week
- black history month
- a sexual health and relationships day for Year 9
- sixth form sexual health awareness workshop

In addition to these formal programmes and schemes of learning, the pastoral team support students with specific needs. That pastoral structure comprises a Head of Sixth Form, Deputy Head of Sixth Form, Pastoral Support Manager, Assistant Pastoral Manager and five pastoral support staff, all overseen by a member of the SLT. The team provides a fast and comprehensive response to any safeguarding alerts or issues arising from a student's home life, liaising with outside agencies to bring all possible support to bear. The school implements a number of measures which also support student safety, including:

Recruitment and staff training:

- leaders and governors at Bushey Meads School ensure that appropriate checks are made when staff are recruited to the school and that staff are regularly trained in child protection
- all staff receive level 1 safeguarding training and Prevent training. Staff are directed to read appropriate policies linked to safeguarding and sign to prove they have read the policies
- staff are kept fully aware of students in their classes who may have particular physiological needs, and what to do if symptoms are observed
- all staff have had Prevent training
- the school employs a qualified nurse to whom students may be directed or self-referred where medical safety is at issue

Safeguarding Team	Number of staff	Date of Training	Course name and stage (1 or 2)	Course Provider
DSL – Sara Ash	1	09.17	DSL refresher stage 2	HSCB
Deputy DSL(s) Di McIlldowie Matt O’Kelly Kashan Malik	3	26.06.17 26.04.17 30.11.17	DSL refresher stage 2 2 day DSL stage 2 training DSL refresher stage 2	HSCB HSCB HSCB
Head Teacher	1	29.11.17	Stage 1	In house DT delivered
Nominated Safeguarding Governor	1	29.11.17	Stage 1	In house DT delivered
<b>Other Staff</b>				
Teaching staff		31.10.17	Stage 1	CPSLO
Teaching assistants		31.10.17	Stage 1	CPSLO
Administrative staff		31.10.17	Stage 1	CPSLO
Caretaking staff		31.10.17	Stage 1	CPSLO
Technicians		31.10.17	Stage 1	CPSLO
New staff		Ongoing throughout year as new staff join	Stage 1	In house DT delivered
Governing Body		29.11.17	Stage 1	In house DT delivered

Systems:

- the site manager has overall responsibility for safety on site. He is responsible for the accident book and ensures any incidents are dealt with, written up and any necessary changes are made
- all staff are required to wear lanyards, including photographs
- visitors to the site are required to sign in at reception and to wear lanyards
- one of the SLT takes on Educational Visits Coordinator responsibilities, ensuring risk assessments are conducted fully before any trip takes place
- the school exceeds the requirements for having a senior DSP and four deputy DSPs to monitor students most at risk. The pastoral teams, particularly the non-teaching pastoral managers, liaise with outside agencies to ensure appropriate care is given to students, which may include students who self-refer
- the school uses an online recording system (CPOMS) for staff to record all instances of concern regarding students
- children know where to go if they need support for any reason. The first port of call for this is the pastoral manager, or the form tutor who would involve the pastoral manager

Physical safety:

- in all lessons with specific health and safety risks, such as science, PE and technology, students are made aware of potential risks and what to do in any event
- students with particular PNI needs have access to the ‘base’ area of the school, where specialist staff and resources are on hand to deal with all issues related to their conditions

**h) To what extent is the school successfully promoting and supporting students to develop a knowledge of how to keep themselves healthy, both emotionally and physically, including through exercising and healthy eating?**

The school takes this agenda very seriously; the PE and Health faculty lead the school in numerous health-promoting initiatives which start even before children begin at the school, with a 3 day summer-school activity-based event, right through to the sport that is provided to the sixth formers. This work has been recognised through the schools accreditation as a ‘Hertfordshire Healthy School’, July 2017, with the comment “Your whole school review is a

fantastic accolade to all the work you have and are undertaking to promote health and wellbeing.”

- AHL (Active Healthy Lifestyle) is promoted through such high profile events as the annual ‘fun run’ charity event, and the Masterchef competition as well as advice and guidance in lessons
- participation levels during PE lessons are extremely high due to the positive approach of the PE staff and also their passionate insistence on participation
- each student has a fitness assessment, placed into a letter format alongside academic assessments on our Learning Gateway. This indicates weight and height and a calculation for BMI and a ‘bleep test’ score with guidance as to what the scores indicate. The assessments are over a three year period, indicating the student’s changing fitness
- a large number of the schools 5 enrichment days focus on physical health and emotional well being
- the fully inclusive sports day is a highlight of the year with the main focus on sport for all
- a vibrant extra-curricular sports programme provides a variety of opportunities for students to participate in sports outside the usual curriculum areas
- PE and dance are embedded in the curriculum from KS3 through to KS5
- At Key Stages 4 and 5 we offer both the traditional academic route of GCSE and A-Level PE as well as a Level 2 and Level 3 vocational sport route (Cambridge National and Cambridge Technical). This allows students with an interest and passion for sport to embark on a qualification that best suits their needs. In terms of the vocational courses, staff try where possible to take students outside of the classroom so they can learn in the wider environment in a more hands on and enjoyable way before having to write up the relevant things for assessment. Activities to date include: kayaking, sailing, raft building, mountain biking, BMX riding and team building activities
- a large number of outdoor table tennis tables are placed strategically around the school site to allow students to use these during break and lunchtimes
- the all weather astro-turf is used for PE lessons but also is supervised at break and lunchtimes so students can be active
- specialist SEN PE runs for the PNI students to help improve co-ordination. In addition specialist sports such as Boccia are run as extra-curricular activities with student also taking part in National competitions
- PNI students participate in the annual Stoke Mandeville games where they can try their hand out a wide variety of paralympic sports ranging from wheelchair basketball to archery
- promotion of the park and stride and walk to school agenda, through the schools travel plan with reminders in the schools newsletter help promote healthy travel to school and helped Bushey Meads attain the Bronze travel award in 2016
- relevant safety messages are promoted through all potential risk areas of the curriculum, in particular, PE, D&T and science
- the take-up of healthy meals in the school restaurant is extremely high
- the school’s programme of tutor time schemes of learning, assemblies and themes of the week delivered during tutor time covers elements of keeping healthy, with particular emphasis on well-being and mental health. Relevant themes of the week include resilience, understanding, tolerance, relationships, belief and positive friendships. Relevant schemes of learning include Grange-Enders and Chelsea’s Choice (see section g)
- during Year 9 students benefit from a sexual health day. In the sixth form, two enrichment days focusing on life skills and well-being and on sexual health and relationships help promote mental and physical health
- students at particular risk of emotional difficulties are individually supported through the pastoral system. Students may be referred to external counselling, CAMHS, or our in-house support systems

**i) To what extent is the school successfully promoting and supporting students' personal development, so that they are well prepared to respect others and contribute to wider society and life in Britain?**

Bushey Meads School recognises the importance of students' personal development and has set objectives as part of the School Improvement Plan to further enhance this area.

- the school has a strong Student Voice with 42 Form Representatives and 7 House Representatives feeding into the Whole School Parliament led by the Head Boy, Head Girls and their deputies.
- students contribute to all new staff appointments within the school through giving tours and interviewing candidates as part of a student panel.
- other leadership roles include the Student Leadership Team, Prefects, , House Captains, Student Learning Consultants, Subject leaders in every faculty, STEM Leaders, Sports Leaders, Librarians, Performing and Visual Arts Technicians, Eco-Leaders, Anti-Bullying Ambassadors, eLearning Leaders and BMS Buddies.
- the Debating Society also allows students to air views and argue points on a range of issues, sometimes controversial. These leadership positions and opportunities enable the students to participate fully in the school and develop skills to enable them to participate in a democratic Britain
- students learn about society through Form Tutor time activities and Enrichment Day activities and a group will participate in the Youth Parliament
- members of the Student Parliament attend the Hertsmere Annual Youth Conference and students are encouraged to apply for regional and national positions of responsibility with one student successfully serving on the National Youth Parliament in 2016-2017. Local MP's (Oliver Dowden and Richard Harrington) have visited the school as part of events taking place and have connected in with groups of students
- students within the school demonstrate their tolerance and respect for others on a daily basis
- there is an accepting and caring ethos with students being supportive of those with differences, underpinned by the school mantra 'Our School has a Mind to be Kind' and the three core values: Respect, Responsibility, Relationships
- the school supports charities through a range of whole school events (non-uniform days, annual fun run, music concerts, visits to a local care home, planting bulbs in the local community, donations to local food bank, annual poppy appeal and shoebox appeal). The Houses also organise their own charity events and each House decides which charity it will support for the year
- the sixth form community service programme allows the students to give back to the local community with students assisting in lower school lessons and supporting reading programmes at a local primary school
- many sixth form student leaders are given the opportunity to develop skills and contribute to the wider society including presenting at governing body meetings, attending meetings with school staff, presenting at the PiXL National conference and delivering INSET to teachers from schools across the county

In 2016-2017 the following was raised for charity, demonstrating the student's contribution to wider society:

Event	Who	Charity	Raised
Xmas Wrapping	Base	New Hope Trust	£39.50
Poppy Sale	Whole school	British Legion	£123.46
Non school uniform day	Whole school	Children in Need	£1988.31
Cake Sale	Base	Stroke Association	£40
Non school uniform day	Whole School	Meningitis UK	£697.42
Non school uniform day	Whole school	Comic Relief	£1000
Non school uniform day/fun run	Whole School	British Heart Foundation	£1010.40
Dance event	Whole School	Autistic Society	£ 116.71
Christmas Jumper Day	Whole School	Save the Children	£394.37
Open Evening	Whole school	GOSH	£84.46
Talent Show	Houses	Cancer Research	£64.89
<b>TOTAL</b>			<b>£4862.10</b>

**Areas for further development?**

- a) To ensure all students are respectful and kind to themselves and others.
- To fully embed the mantra *Our school has a Mind to be Kind* and engage with the PiXL Them and us programme
  - Recognise and celebrate Acts of Kindness
  - Further develop the role of student Anti-Bullying Ambassadors
  - Develop a culture of friendship to support vulnerable students
  - Strengthen activities where the school community can come together to build friendships
- b) To ensure all students develop a growth mindset and demonstrate resilience throughout their lives.
- Further develop and embed the Growth Mindset Strategy throughout the school
  - Strengthen alumni links to promote the school motto *Aspire to Achieve*
  - Further develop study skills to support resilience
  - Continue to explore strategies to support vulnerable students
  - Explore opportunities to further enhance staff well-being
- c) To ensure students take responsibility for their own actions and positively contribute to their community.
- Further develop awareness of taking care of the environment
  - To further enhance existing community links with BMS developing as a centre of excellence
  - Develop opportunities for students to contribute to enhancing the school environment
  - Explore opportunities to enhance the use of the restorative justice principle

	<b>Outstanding</b>	<b>Good</b>	<b>Requires Improvement</b>	<b>Inadequate</b>
<b>Judgement on behaviour and safety of pupils</b>	<b>1b</b>			

#### 4. The quality of leadership and management

Schools should evaluate:

- a) the leaders' and governors' vision and ambition for the school and how these are communicated to staff, parents and pupils

The vision at Bushey Meads is clear and permeates through all aspects of the school. It is based around the mottos of *Aspire to Achieve* (introduced in September 2014) and *Our School Has a Mind to Be Kind* as well as the 3Rs or Core Values of Respect, Responsibility and Relationships (introduced in September 2017). It is underpinned by a clear Strategic Commitment Purpose and Intent and collectively demonstrates an ambitious ongoing vision and high expectations for what all students can achieve.

This is promoted through:

- clear mottos that all stakeholders know and understand promoted through all communications, school brochures and newsletters, regular school events, weekly assemblies and the theme of the week activities in tutor time
- an uncompromising drive to build on the success of the past and move towards outstanding outcomes underpinned by clear rewards and consequence systems, emphasis on celebrating success and an embedded growth mindset culture across the school
- the school's aim to consistently reflect the highest aspirations for students and expectations of staff
- a relentless pursuit of excellence that permeates all of the school's activities
- a strong desire to constantly improve achievement for all students (including disabled students and those with special educational needs)
- all leaders and managers, including the strong and active governing body and Trust Board being highly ambitious for the school

- b) whether leaders and governors have created a culture of high expectations, aspirations and scholastic excellence in which the highest achievement in academic and vocational work is recognised as vitally important

All staff have high expectations for every student in the school and effectively support them to achieve their fullest potential reflected in the following aspects of the school:

- the Governors and Trust Board focus on the core business of improving teaching and learning, raising student achievement and providing the necessary finance and resources to secure outstanding outcomes. They desire to strongly base their actions on a deep and accurate understanding of the school's performance and of staff and students' skills and attributes
- the joint SLT/Governors Strategic Planning Meetings, coupled with the annual Governors' Day, give all governors opportunity to gain an excellent understanding and awareness of the strengths and areas for development for the school
- teaching and learning developments and an increasing number of staff collaboratively working across all three schools within the MAT support a growing understanding of where Year 6 students are at on arrival in order to support effective transition and progress
- each faculty has a clear vision statement based upon the school's clear *Strategic Commitment, Purpose and Intent* to strongly reinforce and reflect their contribution to the school improvement agenda
- regular activities starting with the Oxbridge University Trips for Year 7 students, 'Rising Stars' and 'Reach for the Stars' mentoring programmes for Year 11 students, Study Saturdays and regular holiday revision sessions reinforce the strong culture of aspiration
- this culture is strengthening through effective links with Alumni who return to school to provide advice about next steps and build aspiration for the future

c) whether leaders have the highest expectations for social behaviour among pupils and staff, so that respect and courtesy are the norm

Leaders at Bushey Meads School have high expectations of behaviour and conduct. This is underpinned by the promotion of the school mantra 'Our School has a Mind to be Kind' and the three core values of Respect, Responsibility and Relationships. This is achieved through:

- leaders model to staff and students the behaviour expectations to ensure that the core values permeate all aspects of school life
- a culture of rewarding students for positive behaviour, actions and achievements. Leaders regularly analyse rewards data to ensure all staff are following the expectation
- the weekly newsletter celebrates achievements of students from across the school in a wide variety of events
- all faculty areas of the school are well managed, with attractive and relevant display to inspire and present students' work
- students are encouraged to peer and self-assess work. This is organised and promoted with assessment stickers which students then respond to with the 'purple pen' to help improve the quality of their work
- leaders promote student voice through attendance at faculty meetings and through being responsible for some of the leadership opportunities for students. Furthermore, student learning consultants, house and form representatives, head boy and girl, STEM/Language/Sports Leaders give willingly to the school and benefit from the respect and experience they receive
- annually a formal rewards evening, with guest speakers, governors and staff, takes place to acknowledge the achievements of students across the curriculum and across year-groups
- leaders select more able students from each faculty on a yearly basis with a mid-term review of the list. Students and their parents and carers are informed they are on the more able register and are then invited to a more able evening to encourage and support independent learning and a zest for curiosity. A more able handbook provides further avenues to extend extra-curricular learning outside of school. Awareness of the more able agenda is highlighted during the annual more able week to ensure students are effectively challenged
- achievement is celebrated every half term with the High Achiever Awards from each faculty area. Each student receives a certificate, a praise letter home and they are featured in displays and in the newsletter. Additionally some faculty areas also display their own High Achiever Awards in each classroom
- staff are provided training in dealing with behaviour; this is done in-house and also through access to the local PRU training opportunities. Leaders monitor positive relationships within lessons through learning walks and lesson observations, noting and implementing where any further training is needed
- each HoF has in place a faculty system for supporting teachers in behaviour management, including faculty report, calls home, letters home, parental meetings, faculty detention and if necessary a temporary faculty withdrawal arrangement
- leaders provide a high level of low-key supervision around the site before school, at break and lunchtime and after school, as well as during movement between lessons to ensure a positive and respectful atmosphere

d) the rigour and accuracy of self-evaluation and how well it leads to planning that secures continual improvement

Robust self-evaluation is at the heart of the school's improvement agenda and complements the embedded [www.ebi](http://www.ebi) (what's working well, even better if) culture which has been a key lever to school improvement in all areas of the school. This has been achieved through the following whole school systems:

- during the Autumn Term the Unlocking Potential Framework for middle leaders supports thorough self-evaluation at faculty and department level and engages all stakeholders in this process. The findings feed into the whole school SEF
- throughout the year there are key strategic planning meetings for governors and SLT during which all aspects of the school's performance are carefully analysed. Feedback is provided to the full governing body by governors who attend, and further analysis and relevant action planning is made by SLT and at governors' committee meetings as necessary
- any areas for development identified are relentlessly monitored and improvement secure through focussed action planning informed by lesson observations, results analysis or regular learning walks across the school
- three 'Marking and Feedback Evaluation Fortnights' take place annually involving leaders at all levels of the organisation in monitoring the school's work in this key area
- learning walks and book scrutinies are completed within all faculties and across year key stages with a particular focus on More Able and Pupil Premium students
- results of the monitoring are addressed through line management meetings and support plans as required
- stronger faculties are paired up with those that need additional support to further embed best practice
- comprehensive stakeholder surveys take place annually and the results are analysed carefully to support the continuous improvement journey

e) the design, implementation and evaluation of the curriculum, ensuring breadth and balance and its impact on pupils' outcomes and their personal, development, behaviour and welfare

The school puts personalisation at the heart of its planning, creating a curriculum that is fit for purpose, meeting the needs of *all* learners and maximising their opportunities for success.

At KS3 students enjoy the breadth and depth provided by a wide range of subjects in which updated schemes of learning are being embedded to accelerate students' progress from the new KS2 curriculum to the new KS4 courses, ensuring no wasted years or weeks:

- the KS3 curriculum boasts breadth from the following exciting subjects in addition to PE and the core:
  - a choice between two MFL subjects
  - four arts subjects (art, dance, drama, music)
  - seven technology subjects (food, electronics, textiles, graphics, resistant materials, computer science) in a carousel of three hours per week
  - three humanities subjects
- generous curriculum time to key subjects allows real depth; in particular English is allocated five hours per week in each year, including a reading hour each week for students in years 7 and 8
- updated schemes of work are embedded in the light of KS2 and KS4 changes, with faculties developing all-through schemes of learning from primary to secondary, ensuring no reduction in subject depth and pace during transition

At KS4 we are proudly determined to supplement the core subjects by maintaining and developing a wide breadth of options that are relevant to the needs of all learners:

- KS4 subjects include:
  - the three separate sciences as well as double (combined/trilogy) science
  - three social sciences (psychology, economics, business studies)
  - all four arts and seven technology subjects studied at KS3 (above)
  - three humanities and two MFL subjects
  - vocational options in PE, food, music, child care and IT run alongside GCSE options
  - alternative provision off-site where appropriate, as well as a vibrant Prince's Trust course on-site

further tailor our offer with a breadth that suits the needs of all students

- schemes of work are being embedded to address the greater breadth and depth of subject coverage required by the new-style GCSE and vocational courses
- fine-tuned, subject-specific setting in the core subjects engages students with the most appropriate level for them to thrive and accelerate
- students following double (combined/trilogy) science benefit greatly from 2 hours per week following a 'going for great' programme which includes study and revision and 'learning to learn' skills to boost progress

At KS5 it is a high priority for the school to provide the most inclusive education possible, meeting the needs of students with a wide range of interests and abilities:

- At KS5 the curriculum offer boasts a hugely diverse range, catering to all interests, including:
  - A levels in seven social sciences (law, psychology, sociology, government and politics, childcare, business studies, economics)
  - all four arts subjects begun in KS3
  - technology, IT and computer science, two MFLs, PE, the three sciences, three humanities subjects, English, mathematics, further mathematics and the level 3 extended projects qualification (EPQ)
- our vocational pathway extends to KS5 with courses in music, PE, food and nutrition, IT, childcare and BTEC science
- students are able to combine academic and vocational courses and they are able to take AS qualifications in Year 12 where those are available and appropriate
- schemes of work are being embedded to address the greater breadth and depth of subject coverage required by the new-style A level and vocational courses

For all key stages statutory and locally relevant PSHE elements are carefully tracked against the differing needs of each year group to ensure a thriving programme that is delivered through themes of the week, the tutor programme, enrichment days, special events and elements from programmes of study in a range of subjects.

The programme of themes of the week includes topics such as respect, responsibility, community, challenge, remembrance and equality and is delivered via an assembly, tutor activities for that week and a newsletter article.

For all key stages, five varied enrichment days per year add an exciting dimension to learning. Approximately 60 different activities on offer over the course of a students' learning journey bring both breadth and depth and include such diversity as a Year 7 trip to an art gallery, visits from a children's author, a Year 8 Africa celebration day, a Year 9 options subject taster day, a Year 10 day visiting places relevant to their studies such as a sailing day for PE students and relevant London trips for social science students, a Year 11 programme supporting a boost to revision, and for the sixth form a multitude of relevant trips and focused study sessions.

Work experience weeks in Years 10 and 12 engage employers and the local community in the learning we provide.

f) how well the school supports the formal curriculum with extra-curricular opportunities for pupils to extend their knowledge and understanding and to improve their skills in a range of artistic, creative and sporting activities

Over 95 different trips per year, including 7 overseas and 12 residential, broaden student experience and support the formal curriculum. The range of trips comprises foreign language opportunities to France and Spain, physical activities such as cycling, sailing, gymnastics, dance, karting and golf, adventurous activities such as Duke of Edinburgh, cultural visits such as galleries and centres of religion, and scientific destinations including museums and zoos.

Over 60 different extra-curricular clubs, running at lunchtime and after school, include those for a wide range of sporting activities, arts clubs, fashion and textiles, glazing, STEM, dance, music, science, history, film and Photoshop clubs.

Other special events further extend student knowledge and understanding; for instance the massive, annual theatrical production, the highly popular 'Masterchef' competition (part of health week), frequent house competitions which include music, art and dance, and activities undertaken as part of our thriving student leadership

programme.

g) how well the school prepares pupils positively for life in modern Britain and promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith

Bushey Meads School prides itself on celebrating the core elements of the British Values Statement; further enabling the students to explore and share their beliefs and morals in a harmonious way that benefits the self and the community. We have a strong culture of mutual respect at this school, underpinned by our Theme of the Week programme which is deeply rooted in all of our pastoral and curriculum areas. In everything we do in and outside of lessons we have a culture of giving and receiving feedback. We have a mutual respect for feedback and celebrate its importance. The school mantra "Our School has a Mind to be Kind" and 3 core values of Respect, Responsibility and Relationships have a focus on showing respect when giving feedback and is also emphasised within the curriculum, for example:

- Religious Education, where students are encouraged to respect the views of those from all faith and non-faith perspectives
- MFL lessons whereby students learn about different Francophone and Hispanic countries
- our enrichment and SMSC programmes; where visiting local communities such as the Hare Krishna temple allow students to discuss varying lifestyles and festivals
- food technology lessons, where they are able to cook a variety of foods from different countries

The rule of law is consistently echoed within the framework of our rewards and consequences system. Students and staff adhere to these behavioural expectations to ensure a vibrant, happy and caring community. Students are also able to reinforce the rule of law, for example:

- signing the codes of conduct for behaviour and Acceptable Use of ICT policy on entry to the school
- learning about the data protection and freedom of information acts in ICT
- officiating sports and enforcing the rules of games in PE
- discussing human rights when studying discrimination and oppression in History
- year 7 students participating in mock trials during the social sciences enrichment day

Student voice at Bushey Meads School is a key lever that drives change and promotes democracy. All stakeholders are continually involved in school development and this is celebrated at every level. This is reflected in, for example:

- mock elections to mirror the British political agenda and learn about the electoral system
- the Student Parliament and student interview panels and their contributions to the recruitment processes of new stakeholders
- the appointments of our student representatives and their democratic way of processing agenda items
- history lessons where students are exposed to contrasting elements such as dictatorships so that comparisons can be made and benefits discussed
- the encouragement of healthy debate within all lesson
- trips to law courts, the Houses of Parliament and local council youth meetings

Our tolerance of those with different faiths and beliefs is an asset to our school. We have a strong and caring community that encourages and promotes variety and difference. This is highlighted for example in:

- the KS3 RE curriculum where students study comparative religions
- trips to local places of worship such as Soul Survivor Church and Bhaktivedanta Manor (Hare Krishna Temple)
- our Theme of the Week programme that supports the calendar of a multi-faith community
- student voice being empowered to have a number of beliefs and faiths represented across the school

Individual liberty is encouraged within our personalised curriculum and students have unlimited opportunities to make decisions that benefit their character and learning. Students can express their views freely within formal and informal settings such as:

- offering students autonomy of choice of academic pathways
- empowering students to make electoral and community decisions through our student leadership

programmes

- elements of choice in the school canteen within healthy boundaries
- accessing a variety of extra-curricular clubs and activities
- All of these British Values allow Bushey Meads School to nurture a healthy and vibrant community that is considerate and respectful to the views of all. This is embedded in everything that we do in order to promote fair and positive outcomes for our students. (See also Section 5 k)

h) the effectiveness of the actions leaders take to secure and sustain improvements to teaching, learning and assessment and how effectively governors hold them to account for this

Performance management at BMS is taken very seriously as we believe it to be a key lever in driving performance and raising standards. BlueSky (online performance management software) is used effectively to capture progress, reflect on standards, highlight key areas for focus and gather evidence towards annual targets set. The details of which are then used to inform the pay review, in which the governors play a key role.

Performance management of staff is monitored throughout the year via the following mechanisms:

- 4 key targets set on BlueSky in September (under the headings of pupil progress, professional responsibilities, teaching and learning, relevant whole school)
- mid-year review between line managers and appropriate staff (to check progress and amend if necessary)
- end of year summary (to comment on whether targets have been achieved)
- paperwork is sent to members of the Teaching and Learning Team as a reminder to complete 'inreach forms' every term to document their input in relation to whole school teaching and learning and attend mid-year review meetings – evidence is used for the pay review
- paperwork is sent to relevant staff to gather evidence to be used for the annual pay review
- the annual pay review occurs involving governors and SLT where individual staff members are discussed and appropriate decisions made
- all Upper Pay Range teachers meet to discuss their role and wider contributions to the school and thank them for their contribution and the importance of their work in school improvement
- lesson observations x 3 (SLT, HOF, peer) allows SLT to obtain an overall view across the school
- targeted learning walks to monitor and maintain good practice
- marking and feedback fortnights x 3 (to raise the profile of M+F, ensure that the Feedback policy is adhered to, to capture and share good practice and to reward M+F champions)
- internal support plans put in place for specific staff who require support, outstanding staff share good practice
- Initial Teaching Training (NQTs, Schools Direct, PGCE) where staff are assigned mentors with whom they meet regularly, attend regional seminars, are involved in regular observations and complete relevant paperwork
- Unlocking Potential framework adhered to during line management meetings between SLT and HOFs/HODs (ensures consistency, challenge and support across the school and maintains a sharp focus on the identified whole school priorities)
- Governors Day (all governors invited to attend BMS to meet students, observe classroom practice, attend school parliament meetings and get involved with Q+A sessions relating to BMS)
- raising standards meetings between SLT and HOFs/HODs and examination teachers at the start of the Spring term to set targets for specific staff in relation to Key Stage 4 and 5 students
- post results meetings with the relevant staff to discuss the outcomes in relation to targets set are held and written acknowledgement is provided
- Governors interrogate outcomes for students at all levels and challenge leaders take to actions to secure and sustain further improvements to teaching, learning and assessment across the school

- i) how well leaders ensure that the school has a motivated, respected and effective teaching staff to deliver a high quality education for all pupils, and how effectively governors hold them to account for this

The senior leaders at BMS realise that the staff are our most precious commodity, as they are the ones who interact with students on a daily basis to help prepare them for life in the community and wider afield. With this in mind, some of the ways in which we seek to maintain a motivated, respected and effective staff body are:

#### **Staff**

- ensuring that a robust recruitment policy is in place so that only the very best quality of staff are employed
- implementing a comprehensive staff training programme for all new staff – this starts in the summer term before September commencement of posts during which time staff are talked through the policies and procedures in place at BMS and have the opportunity to ask questions and get to know their future colleagues. This also extends through the first term as well
- having a well-structured CPD plan to excite and progress the capabilities of staff. This includes both internal inset sessions as well as the possibility of attending external courses
- the sharing of good practice. Staff briefing every Monday includes a ‘Monday Magic Magic Moment’ and staff briefing each Friday ends with a ‘Friday Faculty Focus’ in which a member of staff shares a 3min soundbite of good practice that others can learn from. All staff are encouraged to present at least one throughout the year, staff look forward to these moments and it helps everyone to improve their performance. Learning walks, lesson drop-ins and full lesson observations also help to share and distribute good practice across the school
- public celebration of staff after witnessing a fantastic idea or knowing that somebody has gone above and beyond for the benefit of BMS. This includes a mention in staff briefing, a bottle of wine / box of chocolates and a formal letter from the SLT link or Executive Principal for their file
- calendared celebration events such as the BAFTAs, during which time the celebration of staff is the only theme. The red carpet, black tie attire of SLT, canapés, champagne, music and prizes awarded mean that staff look forward to the event each year and this helps to motivate staff and maintain high levels of morale.
- looking for opportunities to acquire feedback from staff so they feel as though their input has been considered and the buy-in is increased as a result. For example, when writing the School Improvement Plan 2017-2020, every member of staff at BMS was involved in a 90min post-it note activity to capture all of their ideas – on which the SIP was written
- certain staff are encouraged to present at national conferences – such as SSAT or PiXL – to raise the profile of the staff members and the school
- being outward facing and encouraging staff to visit other high performing schools, departments or faculties so they can learn from others, grasp new initiatives and implement them at BMS for the benefit of the students and staff

#### **Governors**

The governors at BMS work very closely with the senior leadership team and heads of faculty. As well as being supportive in our endeavours to develop the school, the governors are also our ‘critical friends’ who challenge us constructively at certain points and on certain issues and in doing so, ensure that we are held to account. Some of the ways in which they do this are:

- attending regular committee meetings with specific focus on small areas of the school e.g. The Teaching and Learning Committee.
- attending full governors meetings in which all of the governors and senior leadership team convene.
- faculty meeting minutes are shared with the specific link governor of that faculty.
- link governors are invited to attend faculty events throughout the academic year.
- all of the governors are invited to BMS for Governors Day and during which, they attend a student assembly (this year the Vice Chair of Governors gave a speech in the assembly), complete learning walks within their faculty, sit in on a Student Parliament meeting and have the opportunity to interact with as many students and staff as possible
- all governors are invited to attend the annual Prize Giving Awards Ceremony each year – last year, the Vice Chair of Governors was the keynote speaker

j) the quality of continuing professional development for teachers at the start and middle of their careers and later, including to develop leadership capacity and how leaders and governors promote effective practice across the school

BMS is an outward facing school and consider the professional development of staff as a crucial element in terms of progression. We therefore employ a range of strategies to develop our staff:

- development of staff at BMS begins in advance of September as all new staff follow an induction programme in July where they are shown policies, have procedures explained, are issued with IT log-ins, have the opportunity to ask any questions they have and are given an induction booklet containing key information (they then attend induction meetings for the first half term)
- sharing good practice is an embedded ethos at BMS and this occurs via tips during faculty meetings, Monday Magic Moments and Friday Faculty Focus in staff briefing each week, marking and feedback fortnights, the teaching and learning box in the staff bulletin every week, staff marking table in the PLA where staff can mark collaboratively, folders on the google drive containing information relating to staff inset, learning walks, lesson observations and visits to other schools
- regular internal staff development sessions during which there are both compulsory sessions as well as a menu of options to select from
- staff development sessions are based on the model of a 25 minute introduction/information sharing in the main hall followed by 45 minutes spent in departments/faculties to start to embed good practice
- external courses for certain things such as the introduction of a new specification (logged on BlueSky)
- BMS is a fully PiXLated school and we attend all the PiXL meetings, distribute the literature and employ various strategies to enhance our school
- the Professional Learning Group (which consists of a Lead Practitioner in maths, two Lead Practitioners in English and an Advanced Lead Teacher in science) help plan and implement the staff development sessions to help raise standards for all
- NQTs and Schools Direct staff are developed appropriately (please refer to above section)
- Governors are both developed and help develop others during the annual governors day, they are copied in to meeting minutes for the faculty they oversee and are invited in for various events throughout the year
- BMS also operates a celebration culture whereby good practice and effective staff are publically rewarded and are held up as beacons of good practice to inspire others

k) how effectively leaders monitor the progress of pupils to ensure that none falls behind and underachieves, and how effectively governors hold them to account for this

Effective and rigorous monitoring takes place at all levels of the organisation to ensure high standards of provision and care for children and learners. Appropriate challenge and effective support is provided where needed to maintain consistent high standards in all areas:

- there are effective monitoring processes in place at all levels of school leadership, supported by clearly structured weekly line management meetings across the organisation
- termly data drops for KS4 and KS5 are analysed at SLT meetings with key action points identified for leaders within the school to focus on to raise attainment
- at KS3 the RAGged flightpath helps leaders to identify under achievement and implement interventions at an early stage to help close any gaps
- challenge and support is provided by the governing body committee structure and via links between individual governors and heads of faculties/departments
- Governors are aware of the school's spending on the Pupil Premium and its impact in raising achievement and each committee
- effective systems in place to monitor different aspects of the schools' 3 year improvement plan (re-launched in November 2017)
- there is a very strong 'what's working well and even better if' culture embedded within the school

l) how well leaders and governors engage with parents and other stakeholders and agencies to support all pupils

Strong relationships are formed between stakeholders and outside agencies to ensure all students are supported effectively in their education. This is demonstrated through:

- high attendance at parent and carer consultation evenings with an average attendance figure of 91%. This is supported through an effective online booking system and prioritisation of appointments for disadvantaged families
- information evenings and raising achievement evenings held throughout the academic year to communicate key strategies and support available to students, parents and carers. These include:
  - Kickstart meetings for Year 11 student, parents and carers in September
  - Year 12 Information Evening
  - Year 7 settling in evening
  - Revision techniques evening
  - Raising achievement evening
  - Higher Education evening
  - Year 9 options evening
  - More Able evening
  - Year 9 into Year 10 evening
  - Getting Ahead Programme evening for Year 10 into Year 11
- termly reports which give leaders and students, parents and carers a clear understanding of how each student is progressing. Each report contains:
  - Attitude to Learning score for each subject
  - GCSE/A level aspirational target grade
  - current teacher predicted grade or RAGged flightpath
  - number of reward and consequence points
  - a positive comment for each subject
  - a target to improve for each subject
  - percentage attendance
  - 3 key messages for the term
- use of the learning gateway to communicate home learning, reward and consequence points, termly reports and attendance at school for student, parents and carers
- use of the student planner to communicate message between school and home and to communicate key information such as useful dates, school uniform list and school code of conduct
- weekly school newsletter and Executive Principals blog is sent to all stakeholders and placed on the school website. This gives a picture of many of the amazing events that take place on a weekly basis within Bushey Meads School
- use of groupcall email messages and text messages to communicate key messages to stakeholders
- very close links with the local PRU Chessbrook with termly meetings to discuss support on offer and regular contact regarding key students
- links with external agencies to provide support to students include Youth Connexions, Targeted Youth Support, Herts Young Homeless, CAMHS, Step 2, Signpost, Ark, SARC, Children's Services, Safe Space counselling, Halo and Families First
- annual governors day provides an insight into the day to day running of the school for governors. Governors are also linked to faulty areas and arrange visits throughout the year with the linked leaders
- termly visits from the Hertfordshire Virtual School and engagement in the ePEP meetings for Children in Care help facilitate purposeful targets are set for each student. All ePEP's graded by the Virtual School have received a rating of Green

m) how effectively leaders use additional funding, including the pupil premium, and measure its impact on outcomes for pupils, and how effectively governors hold them to account for this

Closing the Gap for vulnerable students has been a key focus at Bushey Meads School (see data in sections 1b and 1c).

- staff are made aware of who the vulnerable students are in their classes at the beginning of the academic year
- a high profile display in the staff room showcases the pupil premium students
- training is given at staff briefings and staff development days reminding teachers about the vulnerable groups and giving strategies to help them raise achievement, e.g. marking their books first
- English and Maths weekly intervention groups to boost the attainment of pupil premium students
- a letter was sent to all parents and carers to raise the profile of the funding and how they can request support for purchasing items linked to raising achievement
- the designated teacher holds RAP (Raising Achievement of Pupils) meetings before each PEP meeting for Children in Care to discuss the progress of the student, set meaningful targets that aid progress and allocate funding linked to the targets set. All the information gathered at the RAP meeting is uploaded onto the students ePEP as evidence
- an annual report is provided to governors to review the pupil premium spending across the year and the impact it has had. This report is then uploaded onto the school website. Governors scrutinise the information provided and are rigorous in their questioning to ensure the funding is being allocated appropriately

n) the effectiveness of governors in discharging their core statutory functions, and how committed they are to their own development as governors in order to improve their performance

Governors effectively discharge their core statutory functions including their work to set a strong strategic direction for the school, create robust systems of accountability and ensure financial probity

- all leaders and managers, including the strong and active governing body and Trust Board being highly ambitious for the school
- the Governors and Trust Board focus on the core business of improving teaching and learning, raising student achievement and providing the necessary finance and resources to secure outstanding outcomes. They desire to strongly base their actions on a deep and accurate understanding of the school's performance and of staff and students' skills and attributes
- systems of local and trust wide governance fully support the school improvement agenda and regular scrutiny of key performance indicators (KPIs) at both Local Governing Body and Trust Board level monitor progress over time.
- challenge and support is provided by the governing body committee structure and via links between individual governors and heads of faculties/departments
- data from termly reports (goes to governors, committees, SLT, trust board to inform future interventions)
- Governors are aware of the school's spending on the Pupil Premium and its impact in raising achievement and each committee
- performance management at BMS is taken very seriously as we believe it to be a key lever in driving performance and raising standards. BlueSky (online performance management software) is used effectively to capture progress, reflect on standards, highlight key areas for focus and gather evidence towards annual targets set. The details of which are then used to inform the pay review, in which the governors play a key role.
- the joint SLT/Governors Strategic Planning Meetings, coupled with the annual Governors' Day, give all governors opportunity to gain an excellent understanding and awareness of the strengths and areas for development for the school. Feedback is provided to the full governing body by governors who attend, and further analysis and relevant action planning is made by SLT and at governors' committee meetings as necessary
- Governors Day (all governors invited to attend BMS to meet students, observe classroom practice, attend school council meetings and get involved with Q+A sessions relating to BMS). Through Governors Day governors can see the school in action to better understand how it is doing and appreciate the key next steps - collaboration with Student Voice plays a key role here.

- Governors are both developed and help develop others during the annual governors day (explained above), they are copied in to meeting minutes for the faculty they oversee and are invited in for various events throughout the year to ensure they are knowledgeable and well informed about all aspects of school life
- a rigorous anti-bullying policy is in place and is reviewed bi-annually by the governing body
- Governors recognise the role that they play in the area of safeguarding and ensure that all statutory duties are in place, achieved through:
  - a) Reviewing safeguarding procedures and audits with the Safeguarding Governor each term
  - b) Provision of termly reports to governors regarding safeguarding
  - c) The annual safeguarding report to the governing body
- the Governing Body receives regular ongoing training e.g. CP governor training, April 2013, Pupil Premium Training October 2014, Governors Safeguarding Training Sept 2015, Chair of Governors WRAP training Oct 2015, Exclusion Training April 2016, Ofsted Framework Training October 2016, Safeguarding Training November 2017 and March 2018
- Governors attend regular training and courses to further develop themselves and ensure that they effectively discharge their core statutory functions; a full record of Governors training is kept
- with regard to recruitment and staff training, governors at Bushey Meads School ensure that appropriate checks are made when staff are recruited to the school and that staff are regularly trained in child protection

o) how well leaders and governors promote all forms of equality and foster greater understanding of and respect for people of all faiths (and those of no faith), races, genders, ages, disability and sexual orientations (and other groups with protected characteristics), through their words, actions and influence within the school and more widely in the community

Bushey Meads School is renowned for its welcoming, safe and inclusive environment where equality and diversity are celebrated (see section 2g). This is achieved through:

- an inclusive intake where students with PNI are fully integrated within the mainstream curriculum and encouraged and supported to take part in all activities
- the themes of the week which include Equality, Understanding, Respect, Consideration, Working Together and Tolerance. The themes are delivered through assemblies and tutor time activities and feature within the weekly newsletter
- the school mantra “Our School has a Mind to be Kind” and three core values of Respect, Responsibility and Relationships help to foster a community that actively thinks of others and participates in acts of kindness such as charity fund raising
- celebration of Black History Month and an annual Africa enrichment day
- active student voice which allows students to give their views on aspects of school life
- participation in whole school and house events such as talent shows and house music
- staff role model positive behaviour and interactions
- clear positive behaviour for learning policy rewards students for their good behaviour and gives consequences to ensure students learn when behaviour is not appropriate

Bullying is given a high priority to ensure stakeholders are aware of what bullying is and what action they should take if they feel they or someone else is being bullied. A variety of avenues of reporting allow students to select the model they feel most comfortable with.

- a rigorous anti-bullying policy is in place and is reviewed bi-annually by the governing body
- Anti-Bullying Week takes place every year with special assemblies and activities to raise the profile
- Anti-Bullying Ambassadors play an active role in raising awareness of bullying around the school community
- visual display of anti-bullying student pledges reminds students to always be kind and thoughtful

Regular articles feature in the school newsletter

- students can report bullying by:
  - speaking to or emailing the anti-bullying co-ordinators
  - speaking to or emailing the pastoral managers or any staff member
  - using the confide button on the school computers to alert the safeguarding team
  - speaking to a student anti-bullying ambassador

- a bullying audit is undertaken each term with the Deputy Headteacher and pastoral team to review cases, identify patterns and initiate any further support needed

p) the effectiveness of safeguarding

At Bushey Meads School we recognise the importance of prioritising safeguarding to ensure that it is always robust and rigorous. This is achieved through:

- utilising the online recording system CPOMS (Child Protection Online Management System)
- reviewing all safeguarding cases with the Deputy DSL's each term
- completing the annual safeguarding SEF, checklist and audit and updating any procedures as recommended by Hertfordshire County Council
- reviewing safeguarding procedures and audits with the safe guarding governor each term
- providing termly reports to governors regarding safeguarding
- producing an annual report for the governing body
- all new staff receiving safeguarding training and Prevent training on arrival at Bushey Meads School
- all staff are required to sign a declaration demonstrating their knowledge and understanding of the safeguarding policies and procedures
- a log kept of all staff's training dates

The school currently has four members of staff designated as leads on child protection with two more to be trained later this year as follows:

Safeguarding Team	Number	Date	Course Name: Stage 1 or 2	Provider
<b>DSL:</b> Sara Ash	1	July 2015 Sept 2017	CSE and Anti-radicalisation with 2 update Level 3 refresher training	HCSB
<b>Senior Deputy DSL</b> Diana McIlldowie	1	Oct 2015 July 2017	Advanced course in Safeguarding level 3 Train the trainer WRAP course Level 3 refresher training	All Training Matters HSCB
<b>Deputy DSLs</b> Kashan Malik Matt O'Kelly	2	Nov 2017 April 2017	Level 2 Safeguarding Level 2 Safeguarding	HSCB HSCB
<b>Deputy DSLs</b> Caroline Smart Rupinder Ahluwalia	2	tbc	Level 2 Safeguarding	HSCB

Other staff and governors training:

Executive Principal	20.10.17	Stage 1 training	CPSLO
Nominated Safeguarding Governor Sarah Purser	24.10.14	Stage 1 training	CPSLO
<b>Other Staff</b>			
Teaching staff	20.10.17	Stage 1 training	CPSLO
Teaching assistants	20.10.17	Stage 1 training	CPSLO
Administrative staff	20.10.17	Stage 1 training	CPSLO
Caretaking	20.10.17	Stage 1 training	CPSLO
Technicians	20.10.17	Stage 1 training	CPSLO
<b>Governing Body</b>	Jan 2018 Sept 2015 Oct 2015	CP governor training Governors Safeguarding Training Chair of Governors WRAP training	BMS

q) the effectiveness of leaders' and governors' work to raise awareness and keep pupils safe from the dangers of abuse, sexual exploitation, radicalisation and extremism and what the staff do when they suspect that pupils are vulnerable to these issues.

Leaders and governors review the curriculum programme to ensure that students are aware of how to keep themselves safe. This is achieved through:

- issues addressed through assemblies and tutor time activities linked to the Theme of the Week
- enrichment day programmes that explore in more depth potential dangers for students and how to keep themselves safe

If staff have a concern about a student they would raise this immediately with the DSL or one of the Deputy DSL's and ensure it is recorded accurately on the secure online system CPOMS. The DSL with the Deputy DSL's would then take appropriate action to support the student depending on the situation. This could be a conversation with the student, referral to Children's services, referral to the Channel panel, referral to HALO, etc.

Communication with parents and carers would also be initiated where appropriate and a future plan for support put into place for the student.

**Areas for further development?**

- a) Ensure our curriculum content provides progressive learning journeys across all years and across the Multi Academy Trust, so that students engage and accelerate quickly from their prior knowledge and skills
- b) Ensure an inspiring personalised curriculum meets the needs of all learners through wide range of accredited courses at KS4 & 5 and the implementation of creative curriculum delivery models to secure the continued viability of minority subjects
- c) Further personalise curriculum delivery for more vulnerable students
- d) Develop the capacity of independent learning to accelerate progress
- e) Ensure that the school's personal development, enrichment and extra-curricular activities enable all students to flourish throughout their lives
- f) Further develop, and to raise the profile of, a varied range of work placements and extra-curricular clubs and activities
- g) Build on the success of the school's enrichment day programme and offer even more personalised options
- h) Complete the current planned building works and create an inspirational learning environment across all subject areas and around the school site
- i) Continue to review and refine current staffing structures to achieve best value
- j) Ensure the school recruits, develops and retains the highest quality staff (offering low cost childcare/nursery facilities for all staff across the Trust, continued wellbeing activities and access to appropriate, inspirational resources and continued high quality professional development opportunities)

<b>Judgement on quality of leadership and management</b>	<b>Outstanding</b>	<b>Good</b>	<b>Requires Improvement</b>	<b>Inadequate</b>
	<b>1c</b>			

## 5. Overall effectiveness

What is the overall quality of education provided by the school? This judgement must take account of the judgements on:

1. The outcomes for pupils in the school	Grade: 2a (2a in 2016.17)
2. The quality of teaching, learning and assessment in the school	Grade: 1c (1c in 2016.17)
3. The effectiveness of the 16-19 study programme in the school	Grade: 1c (1c in 2016.17)
4. The personal development, behaviour and welfare of pupils in the school	Grade: 1b (1c in 2016.17)
5. The effectiveness of leadership and management in the school	Grade: 1c (2a in 2016.17)

**As well as basing the judgement on overall effectiveness on the four key areas above, the faculty has also taken into account the effectiveness and impact of the provision for pupils' spiritual, moral, social and cultural development with regard to the following questions:**

- a) To what extent does the education provided by the school meet the needs of the range of pupils at the school, and in particular the needs of disabled pupils and pupils who have special educational needs?

The provision for disabled students and students with educational needs within the school is excellent. Compared to similar secondary schools, we have a high proportion of disabled students and those with learning needs choosing to come to Bushey Meads due to the provision and support provided by the school. Each student on the register has an individual plan to help meet their needs; either an Educational Care Health Plan (ECHP) or a Pupil Passport.

Year Group	No. of ECHP's (inc PNI)	No. of Wave 1 & 2	Total Number
7	8 (1 PNI)	20	28
8	9 (3 PNI)	35	44
9	10 (3PNI)	20	30
10	9 (4PNI)	36	45
11	12 (1PNI)	31	43
12	4 (1PNI)	21	25
13	5 (3PNI)	4	9
<b>TOTAL</b>	<b>57 (16 PNI)</b>	<b>167</b>	<b>224</b>

Through the work of the SEN faculty students on the register from Year 7 effectively improve their learning. A variety of interventions help improve reading ages from entry to the school such as use of reading schemes (toe by Toe and Stride Ahead), reading groups and use of Read and Write Gold. Some students are also disapplied from MFL lessons in KS3 to allow a focus on English.

Our school site is ideally suited for SEN/PNI students due to the nature of its physical structure:

- only one building on site has two floors and this has a lift to access the top floor
- there are built in slope areas across the site to enable students to gain access to the remaining buildings
- all main entrance doors have easy open doors

Facilities to support our PNI students:

- a dedicated space for individual physiotherapy
- 3 disabled toilets
- a specially fitted hoist system for one toilet
- a turntable walker for specialist toileting for one toilet
- a treatment room with bedding area
- a sensory room, which is a low arousal space and equipped with resources for dyspraxia exercises (putty, lego, block building)

Many curriculum areas have been specially adapted to suit the needs of the PNI students to ensure they have full

access to the mainstream curriculum along with their physically-able peers. This includes:

- additional SEN PNI sports which is delivered by a SEN Teaching Assistant for the Physically Impaired (TAPI) specialist and a qualified PE teacher. This is in addition to the mainstream curriculum of their set PE and dance
- student working space and access has been modified and adapted in many classrooms and the Food Technology areas. (Height adjustable tables available in the majority of classrooms)
- ICT facilities have been specially adapted in base for PNI students from ipad, laptops, keyboards and software installation and adapted chairs
- additional ramps have been installed around the school to increase access
- lift down into the Main Hall for assemblies and presentations
- a Wii fit station and table tennis tables for students to use to participate in recreational, unstructured times with their peers and to support and develop eye / hand coordination

The SEN students access the mainstream curriculum with some special curriculum support provided:

- The curriculum is personalised into three Pathways in Year 7 to help ensure students make progress
- In later years students can access a range of courses to suit their needs including alternative curriculums such as Princes Trust and ASDAN PE, work experience and college courses such as Landmark and Hair and Beauty

The schools' Pastoral team work effectively with all stakeholders and many outside agencies to ensure students receive the support and interventions necessary for them to be successful.

b) To what extent are students able to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values?

A rich PSHE programme, underpinned by our clear moral purpose, permeates school life. It is carefully tracked and regularly reviewed to retain its relevance and vibrancy, and comprises the following main forms of activity:

- themes for each week, launched with a focus assembly and tutor activities and reinforced by teachers in all subjects, weave abundant opportunities to reflect and show respect throughout the year
- in Years 7 and 8 students study, during tutor time, the Grange-Enders series of books, exploring in considerable depth such matters as bullying, tricky friendships, choices, standing up for what is right and boy/girl intrigue
- five enrichment days per year provide exciting opportunities to reflect and show respect via an alternative curriculum model, with activities that include the Year 8 Africa day and the 'mind to be kind' days for Years 7, 8 & 9
- a vibrant educational trips calendar, spangled with fascinating visits, stimulates reflection and demands respect for others; for instance, the Year 8 trenches trip and the Year 10 RE day visiting places of worship from different religions
- SMSC is evident in many schemes of work throughout the school. Lessons encourage students to work with each other in paired and group activities to develop positive working relationships
- the school's impressive student leadership and student voice initiatives further encourage students' thoughtfulness and develops their own perspectives on their place within their community

Reflection and respect underpin the school's rigorous rewards and consequence system. Reflection on possible wrong-doing is demanded and any lowering of the school's high expectations in matters of respect, whether bullying, racial, homophobic or religious, is not tolerated and swiftly and firmly dealt with.

c) To what extent do students show a sense of enjoyment and fascination in learning about themselves, others and the world around them?

Students are keen to take part in trips and visits and extra-curricular activities that enhance their understanding of themselves and the world they live in

- in the last 12 months there were 86 educational trips, 6 involving overseas travel and 8 including a residential element. Students are very keen to take part and learn about themselves and their environment is this practical and inspiring way, with those 86 trips totalling 4602 student days. As examples:
  - nearly all Year 10 students chose to pay money to visit a Hindu temple during one of our enrichment days, indicating their keenness to learn about others
  - the annual Flanders trench trip and the Spain and France MFL trips are always well subscribed with students who return with stories of fascination and enjoyment
  - the D of E programme, leading ultimately to the exciting Swaziland World Challenge opportunity this year are very popular ways to learn about themselves and their world they live in
- special, school-based events and activities are another popular way in which students enjoy learning about themselves and their world. Five enrichment days per year, plus many additional events provide a wide range of experiences. As examples:
  - students of all ages are keen to get involved in Black History month
  - year 8 students show interest and have huge fun during the diverse and engaging Africa day
  - all students, of every faith, enjoy the seasonal festivities and events the school organises during the run-up to Christmas

The world of work that surrounds students is brought to life with work experience weeks for Years 10 and 12, underpinned by carefully crafted work experience projects and a comprehensive careers programme with events that span all seven year groups. See 'Personal development, behaviour and welfare section b, c & d' for fuller details. In their classroom learning students show a curiosity to learn, and 'curiosity' has become a mantra for our school's More Able programme, driving forward independent learning.

d) To what extent do students show a use of imagination and creativity in their learning?

All staff at BMS endeavour to create a learning environment that allows students to follow their passions, be introduced to new areas and flourish, both inside and outside of the classroom. Encouraging the use of imagination and creativity within students plays a crucial role here and this is achieved in the following ways:

- teaching staff are encouraged to take risks within their teaching and try new approaches to give lessons the 'wow factor' and this in turn elicits imagination and creativity from the students
- sharing good practice among staff is an embedded strand of the BMS culture and this allows teachers to learn from their colleagues on a regular basis so that imaginative methods can be employed to keep teaching and learning fresh
- a 'WOW Classrooms' competition was launched in which faculties were given £50 per classroom to reinvigorate the physical learning environment in the hope that in turn this would increase the creativity and learning witnessed from students

Specific learning activities are also planned to entice imagination and creativity from students, such as: holiday GAP (Getting Ahead Programme) tasks where students are offered a general brief but then steer things in a direction of their choice

- the Best of Me task where Year 6 students prepare a presentation that introduces them to their new peers at the start of Year 7 (one such example included a Year 6 girl who borrowed an old fashioned suitcase from her grandparents and placed inside a series of letters that she wrote to her pen-friend in which she explained everything about her)
- kinaesthetic/tactile research tasks are issued regularly such as producing an annotated model of a volcano in geography, producing a painting in the style of their favourite artist in art etc.

Other facets outside of the classroom include:

- enrichment days to help students to develop their imaginative and creative skills where they are involved in a vast array of different activities throughout the year such as visiting a local temple, visiting museums,

attending an event at the Houses of Parliament etc.

- extra-curricular clubs where students are encouraged to pursue their interests and increase their knowledge and understanding in a less formal setting that lends itself to creative and imaginative thinking
- inviting students to participate in House Competitions (poetry, drawing, photography, music, sport, talent show, cooking etc.)

The creativity and imagination of students is celebrated publicly in a variety of ways to reward students, encourage even greater participation and to show students, staff, parents and members of the wider community what the students at BMS are capable of:

- school musical competitions (Battle of the Bands)
- the Christmas Concert
- Easter Extravaganza
- dance events
- drama productions (school show was Grease in 2018)
- sporting competitions
- certificates awarded in assembly
- articles featured in the BMS newsletter

e) To what extent do students show a willingness to reflect on their experiences?

The culture at BMS revolves around that of reflection and students are constantly encouraged to look back at their performances and evaluate critically so that they can move forward in their learning. Various methods employed by staff to encourage this are:

- Dedicated Improvement and Reflection Time (DIRT) opportunities planned and provided for students to review their learning (or that of others) within lessons
- Marking and Feedback review fortnights (3 per year) where M+F is at the top of every agenda in order to raise its profile, improve the quality and celebrate and share good practice
- 'purple pens of progress' used by students to reflect on the learning by either correcting, amending or re-drafting their work
- use of the blue self-assessment stickers or green peer assessment stickers in class supports reflection and improvement (enables reflection of understanding of success criteria on their own work or that of peers which in turn impacts on student progress)
- weekly school assemblies which are well planned to include important messages that students can consider and utilise to reflect on the past and make informed choices about their future
- Student Parliament and the School Council also present students with forums to reflect on not only the teaching and learning taking place across the school, but also allows reflection on other important wider issues of the school community
- termly reports provide students with written summaries on which they can reflect and improve
- parent teacher consultation evenings (at which students are encouraged to attend) provide verbal dialogue for reflection
- work experience opportunities for Year 10 and Year 12 students provide a way of reflecting on additional life skills required for success
- the school rewards and consequence policies provide objective data that is regularly shared with students so they are able to reflect and amend their behaviour accordingly
- kick-start meetings are conducted with Year 11 students (and their parents) during the first day in September to reflect on the previous year and set targets for the year ahead
- all Year 11 students attend a Sixth Form interview during which time they reflect on their school career to date in order to make informed decisions about their next step

- f) To what extent do students show an ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England?

Students at BMS have a strong sense of right and wrong both in school and out of school as demonstrated through their excellent behaviour and responses to each other.

- Systems are in place for students to feel safe and supported so they know who to turn to when things go wrong, such as the Form Tutors, Pastoral Managers, Anti-Bullying Ambassadors, Interventions Manager and School Nurse.
- Tutor time activities promote students to consider rights and wrongs in society and debate these issues
- Assembly themes and the Theme of the Week reflect this understanding and themes in some subject areas, such as law and sociology, develop the students' concepts of right and wrong
- As a whole school, events such as Holocaust Memorial Day, Remembrance Day, Anti-Bullying Week and Black History Month are given a high profile. The school has received the Advanced Anti-bullying Accreditation award
- All students have signed an 'anti-bullying pledge' and a selection of these are displayed around the school
- Our students attend annual trips to the Houses of Parliament where they learn about the importance of codes of conduct
- The Rewards and Consequence scheme encourages the students to take responsibility for their actions, providing a moral and ethical framework to guide them in this process.

- g) To what extent do students show an understanding of the consequences of their behaviour and actions?

Bushey Meads School is renowned for having a positive and welcoming atmosphere with excellent standards of behaviour evidenced by:

- excellent behaviour displayed by Bushey Meads' students achieved through our clearly structured rewards and consequences ladder as part of the Positive Behaviour for Learning Policy
- both rewards and consequences graded 1-8 for clarity and consistency, extensively communicated to parents and carers, staff and students
- return from exclusion meetings held with the student and parents or carers after all higher level consequences (to discuss the incident and measure the level of remorse) giving the students time to reflect on their behaviour and review their response
- the system being monitored; through line management meetings as part of the Unlocking Potential Framework and through presentations to the Governing Body

The school mantra "Our School has a Mind to be Kind" and three core values of Respect, Responsibility and Relationships, introduced in September 2018, have further explored the link between choices and consequences during assemblies and tutor time activities.

- h) To what extent do students show an interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues?

Student Leadership programmes within the school provide opportunities for students to share their opinions and positively contribute to school life. Bushey Meads School has strong codes of moral and ethical behaviour that are exemplified by our students.

- Many lessons across the curriculum along with the enrichment programme enable students to present their understanding of SMSC.
- Within lessons students are encouraged to share their views and provide supporting evidence to sustain their argument. This is a theme that runs throughout all examination specifications.
- Students are fully responsive to the culture and ethos of respecting others' right to respond, free from interruption.
- Lessons actively encourage debating, hot-seating and students 'magpying' groups to learn from others. Our students shine in this area.
- We have a debate club that competes within the borough.

- The Student Parliament meet every half term to offer feedback to stake holders regarding their school. These views and actions are shared at back to tutor groups via form representatives and are also posted regularly on the website.
- Students' views are featured regularly in the newsletter. Students often write their own articles and conduct surveys to gather opinions. Many students share surveys as part of their examination coursework.
- Student Leadership groups such as Subject Leaders, Eco Leaders, eLearning Leaders, Anti-Bullying Ambassadors, Form representatives, House Captains and Performing and Visual Arts technicians attend team meetings to canvas opinion and share thoughts with an aim to improving the school and its procedures.

i) To what extent do students use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds?

The school provides a range of activities within lessons and through extra-curricular activities to develop student's social skills:

- students take on a range of leadership opportunities within the school (such as Student Learning Consultants, House Representatives, Subject leaders, Prefects, Eco-Leaders and eLearning Leaders)
- the House system promotes interaction between the different year groups
- a range of competitions led by the House team help students interact in a competitive but friendly, environment including Inter house cross country, football, netball, talent show, photography, music, sports day and debating
- a wide range of extra-curricular activities and enrichment day activities – please see section 2g
- students work within the Trust to link with Little Reddings and Hartsbourne primary schools, with students supporting young children with their reading skills
- students assist as Ambassadors for the school during the Whole School Open Evening, Open Day tours, Governor visits and Staff interviews, giving tours and answering questions
- friendship clubs are provided for students to go to when they want to develop their social skills and have help in making friends or dealing with friendship issues
- the Debating Club actively promotes discussion about controversial topics and students develop their communication skills effectively
- Bushey Meads School promotes and supports students' personal development, so that they are well prepared to respect others – please see section 3f
- House Representatives attend the local care home and socialise with the residents. They make and take cakes and deliver talking therapy each term

j) To what extent do students show a willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively?

Bushey Meads School has a strong ethos of supporting the local community:

- all students within the Sixth Form participate in a Community service programme where they volunteer to assist in lower school classes, help run extra-curricular activities or volunteer at Little Reddings and Hartsbourne Primary School
- a number of students volunteer at local care homes
- student Anti-bullying Ambassadors volunteer to help other students and resolve conflicts amicably
- Eco-Leaders offer their time to a gardening project at Little Reddings School
- Buddies assist with the year 6 transition to secondary school programme
- please also see section 5i

- k) To what extent do students show an acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain?

The feedback we receive from the visitors to our school regarding our ethos and culture is always overwhelmingly positive. Our atmosphere is described as warm, friendly and calm. This is due to numerous factors that enable our school community to flourish. The core elements of the British Values Statement are prominent in both the educational and pastoral curriculum encouraging a strong culture of empathy, understanding and mutual respect. Immersing the students within these British Values on a daily basis supports a vibrant, harmonious and progressive community allowing students to contribute positively to life in modern Britain.

#### Democracy:

Student Voice at Bushey Meads School is a key lever that drives change and promotes democracy. All stakeholders are continually involved in school development and this is celebrated at every level. This is reflected in:

- A strong student voice with 49 Form Representatives feeding into the Whole School Parliament led by the Head Boy, Head Girls and their deputies
- The appointments of our student representatives and their democratic way of processing agenda items
- Leadership roles include Prefects, House Representatives, Student Learning Consultants, Subject Leaders, Eco-Leaders and eLearning Leaders. Amongst other responsibilities they contribute to the appointment of new stakeholders
- The encouragement of healthy debate and positive feedback within all curriculum areas
- Mock elections to mirror the British political agenda and learn about the electoral system
- Students can visit the Houses of Parliament on school trips

#### Rule of Law:

This is consistently echoed within the framework of our rewards and consequences system. Students are able to reinforce the rule of law when:

- Signing the codes of conduct for behaviour, I.T. and communication
- Discussing human rights when studying discrimination and oppression in History
- Learning about Data Protection and Freedom of Information in ICT

#### Individual Liberty:

Students can express their opinions freely within formal and informal settings such as:

- Accessing a variety of extra-curricular clubs and activities
- Offering students autonomy of choice of academic pathways

#### Mutual Respect and Tolerance:

The students within the school demonstrate their tolerance and respect for others on a daily basis through the integration of our PNI students. There is an accepting and caring ethos with students being supportive of those with differences. This ethos is celebrated in:

- Our exceptional Theme Of The Week programme supporting assemblies and tutor time activities across the school
- Whole school events such as Black History Month and Anti-bullying Week promoting equality
- Our enrichment and SMSC programmes; where visiting local communities such as the Hare Krishna Temple expose the students to different lifestyles and festivals
- Year 10 enrichment day trip to the Hindu temple
- Whole school charitable events including non-uniform days and Food Bank donations. Houses organise their own charity events with each House deciding the charity it supports for the year
- The strong Student Voice at Bushey Meads through the House Councils and the School Parliament help ensure views are gathered from a wide pool of students
- The mantra of 'Our school has a Mind to be Kind' is delivered through our theme of the week programme

l) To what extent do students show an understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others?

In many areas of the curriculum, most notably the humanities subjects and arts subjects, students study different geographical, historical, religious and ethnic perspectives on cultural development. In technology too, they show fascination in learning about foods and textiles from different cultures and different times. In science they learn how our understanding of the world has developed and been enhanced over the history of scientific development.

Students take part in, are respectful of, and display an understanding of, many key events which remember the past; for example:

- Remembrance Day is solemnly acknowledged through a remembrance theme of the week, and the whole school turns out to hear, in silence, a bugler playing the last post at the allotted time
- Holocaust Day is remembered by the whole school, with many students taking part in a moving event at our local synagogue
- Africa Day and Black History Month bring that particular socio-historic story to life in students' minds
- European languages day is enthusiastically received by students

The school provides a variety of artistic and other cultural opportunities through its extensive, published extended curriculum programme. Some relevant activities include:

- bustling after-school and lunchtime music choir and instrumental groups, learn to play music from different cultures and times
- the popular after-school 'Dance Company' group move to the music of different heritages
- drama groups and the major annual theatre performance often involve themes which relate to different times and places, such as West Side Story and Oliver as well as Shakespeare plays

The school's educational visits programme boasts many trips to enhance student understanding of cultural influences. (See Overall Effectiveness Section C)

m) To what extent do students show an understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain?

The Bushey Meads' ethos and values, embedded through assemblies and tutor time, encourages students to be respectful, understanding, appreciative and positive in a diverse society. Specific weekly themes include respect, tolerance and equality.

Students also learn about different cultures through many subjects across the curriculum. For instance:

- dance lessons include routines from different cultures, such as Hindi dancing
- RS (Religious Studies) lessons explore all the world's major religions
- geography and history lessons include periods and places across the globe
- English students study world literature
- within food lessons students study and create cuisine from different cultures
- Students study at least one foreign language
- many departments run trips abroad giving students an insight into other cultures such as trips to Spain, France, skiing and this year's World Challenge expedition to Swaziland
- enrichment days explore different cultures through the Year 8 Africa and Year 10 RS day which includes a visit to places of worship from different religions, and the Africa day in which African culture is celebrated via music, dance and research
- within MFL lessons, the culture of the languages are celebrated such as "Day of the Dead" and "Mardi Gras"
- the MFL faculty promotes European Day of Languages which includes sampling of cultural food
- the MFL department promotes Languages Day, which includes the sale of cultural food in the school
- primary school students are invited to school to make croissants and develop their understanding of the French language. This is also encouraged through the Mini-Olympic Day for local primary school
- the school restaurant provides culturally respected food to ensure full compliance to student needs

n) To what extent do students show a knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain?

The democratic parliamentary system is based on the rule of law and this is taught in many subjects. The importance of rules and laws are taught within lessons and is part of our whole school Rewards and Consequences culture.

- In Year 7 students participate in a Citizenship cross-curricular scheme of work. In R.E. they create a system of values and laws for survivors on a desert island and is visually displayed in their Art lessons
- Years 8 and 9 learn about laws in a variety of contexts including in ICT, where the Data Protection Act and the Freedom of Information Act are discussed
- 'Equal opportunities' is a Year 10 topic in Modern Foreign Languages (MFL) and throughout the Design and Technology curriculum students get to vote for their target market
- All subjects contribute to the celebration of Black History Month each October where students learn about the achievements of different people from Black and ethnic minorities and how the abolition of slavery has changed and shaped modern Britain
- Government and Politics is a popular A-level subject offered at Key Stage 5 that develops an insight into political beliefs, central to the foundation of the modern world. Students gain an understanding of British politics on which to develop skills for citizenship and further study current areas of constitutional concern putting the UK in the context of the EU and the wider world
- Our BASE team host a day trip to the Houses of Parliament where they have a tour and learn about the parliamentary system
- The values of the UK's democratic parliamentary system are also upheld and promoted in other activities across the school.
- Student Voice activities give students a role in contributing to the life of the school as a learning community
- Observing the process and etiquette of formal debating along the lines of the UK's parliamentary system nurtures in students an awareness of democracy and mutual respect.
- In many lessons students are encouraged to voice their opinion and to defend it in debate as well as voting on the quality of student presentations

o) To what extent do students show a willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities?

BMS views the performing arts as a vital way to foster a positive environment across the entire school and uses this effect to raise standards in every element of our community. BMS has invested in tiered seating for the hall, which is used for school performances of every kind. The school's curriculum includes PE, dance, music, art, and drama at Key Stage 3 and follows these all through to examination courses at Key Stage 4 and 5. The Key Stage 5 offer additionally includes media studies and photography.

Students from all age groups buy into the ethos and show a willingness to participate in a host of events. Such examples include:

- trips to theatres, workshops and an extended arts curriculum via Enrichment Days
- Drama Club, Music Club, Textiles Club, Book Club, Art Club, Photography Club, Media Club, Dance Club, Sports Clubs
- school theatre productions (2017's production was Greece), Christmas Show, drama productions, musical events, dance events, house talent shows, house music competitions
- a wide variety of sporting competitions against other schools and colleges in Hertfordshire as well as inter-house competitions
- the PE and Health faculty hold an annual Health Week culminating in a Charity Fun Run for all students and staff to participate in (and there is also a Sports Day event held annually)
- PNI students take part in the Stoke Mandeville games each year
- art exhibitions (including media and photography)
- catering competitions (Masterchef)
- Duke of Edinburgh award scheme in operation
- World Challenge trips offered to students

- other school trips ( including residential trips) that allow students to widen their artistic and cultural horizons (for example the annual Spanish trip, Paris art museum trip, science trip to the zoo, trips to the National Portrait Gallery, the Belgian battlefields, and the theatre)
- the school restaurant is a positive environment which regularly has World Food Days, promoting foods from different areas, and provides a range of vegetarian and Halal options every day

Student participation in events is encouraged and celebrated via artwork being displayed on the walls around the school, well attended performances being held in the main hall both during school hours for students as well as after hours for other members of the school community, certificates and other rewards being issue and articles featuring in the newsletter and on the school website.

p) To what extent do students show an interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities?

At Bushey Meads School a friendly and respectful ethos is created where students understand and respect differences relates to the 9 protected characteristics. This is embedded through assemblies and tutor time, where students are encouraged to be respectful, understanding, appreciative and positive in a diverse society. Specific weekly themes include respect, tolerance, celebration, working together, understanding and equality.

The number of reported racist incidents has fallen over a 4 year period as demonstrated in the table below:

Academic year	Recorded racist incidents
2013-2014	20
2014 -2015	11
2015-2016	7
2016-2017	4

Each year the school holds non-uniform days to raise money and awareness for the charities Children in Need, Comic Relief and Sports Relief.

Please also see section 5k for further details

Overall effectiveness	Outstanding	Good	Requires Improvement	Inadequate
	<b>1c</b>			

**Justification for grade on overall effectiveness:**

Bushey Meads is a good school with outstanding features. Students benefit from teaching that in the majority of lessons is at least good and some that is outstanding. This promotes very positive attitudes to learning and ensures that pupils' achievement is good. Students have positive educational experiences at school that ensure that they are well prepared for the next stage in their education, training or employment. The school takes effective action to enable most students, including disabled pupils and those with special educational needs, to reach their potential. The school successfully creates a cohesive learning community through the promotion of pupils' spiritual, moral, social and cultural development. There is a very positive and aspirational climate for learning. The school has a robust Lesson Observation policy and is implementing a range of teaching and learning strategies in order for the school to move forward to Outstanding.

## Areas for further development and judgements:

Based upon the areas for development outlined in the previous sections, what are the key areas for development which need to be included in the School Improvement Plan?

### Outcomes for pupils: 2a (2a in 2016.17 and 2b in 2015.16)

- d) To ensure assessment data is accurate and informs interventions to close all gaps and achieve success.
  - Provide targeted interventions for underperforming students through improved accuracy of predictions
  - Continue to strengthen TA/TAPI & Teacher collaboration
  - Further promote and explain the flightpath to all stakeholders
- e) To ensure progress in all subjects and for all groups of students, exceeds national measures.
  - Ensure external and internal baseline data accurately measures the students starting point
  - Further develop the understanding of national measures used with stakeholders and ensure core subjects are at least in line with national measures
  - Explore further opportunities to use interventions as early as possible to close gaps
  - Further develop strategies to ensure focused behaviour for learning in lessons
  - Further develop study skills for students to help increase progress and close the gaps further
  - Continue to develop literacy support and programmes for students
- f) To ensure More Able students in all subjects are stretched and challenged to achieve the highest possible outcomes.
  - Develop a More Able community across BSJT
  - To celebrate and further develop More Able students to raise aspirations
  - Provide further opportunities to develop skills for the More Able outside the classroom
  - Ensure More Able students are appropriately challenged in lessons

### The quality of teaching, learning and assessment: 1c (1c in 2016.17 and 2a for KS4 and 1c for KS5 - 1c in 2015.16)

- d) To increase the number of outstanding lessons delivered across the school.
  - To further develop and utilise staff development sessions even more effectively.
  - To maximise the use and effectiveness of learning equipment.
  - To ensure a high quality of behaviour for learning occurs in every classroom.
  - To improve collaboration across the school to increase student progress.
  - Achieve greater consistency between classrooms in terms of planning, teaching, assessing and feedback.
  - Increase the level of pride that students take in their study and presentation of their work.
- e) To ensure that high standards of literacy are embedded throughout our learning community.
  - To improve the quality, distribution and array of literacy equipment across the school.
  - To plan a range of events that encourage, improve and celebrate literacy in all its forms.
  - Establish appropriate intervention sessions and clubs so that every student requiring support with literacy receives it on a regular basis.
  - Ensure that staff development sessions contain a central literacy strand to improve the quality of listening, reading, writing and speaking at BMS.
- f) To increase the level of stretch and challenge at every opportunity.
  - To further develop our collaboration with groups within BMS, BSJT, our Alumni and beyond.
  - To ensure that staff development sessions contain a stretch and challenge fibre that permeates through everything.

### Personal development, behaviour and welfare: 1b (1c in 2016.17 and 1c in 2015.16)

- d) To ensure all students are respectful and kind to themselves and others.
  - To fully embed the mantra *Our school has a Mind to be Kind* and engage with the PiXL Them and us programme
  - Recognise and celebrate Acts of Kindness

- Further develop the role of student Anti-Bullying Ambassadors
  - Develop a culture of friendship to support vulnerable students
  - Strengthen activities where the school community can come together to build friendships
- e) To ensure all students develop a growth mindset and demonstrate resilience throughout their lives.
- Further develop and embed the Growth Mindset Strategy throughout the school
  - Strengthen alumni links to promote the school motto *Aspire to Achieve*
  - Further develop study skills to support resilience
  - Continue to explore strategies to support vulnerable students
  - Explore opportunities to further enhance staff well-being
- f) To ensure students take responsibility for their own actions and positively contribute to their community.
- Further develop awareness of taking care of the environment
  - To further enhance existing community links with BMS developing as a centre of excellence
  - Develop opportunities for students to contribute to enhancing the school environment
  - Explore opportunities to enhance the use of the restorative justice principle

**The effectiveness of leadership and management: 1c (1c in 2016.17 and 2a in 2015.16)**

- k) Ensure our curriculum content provides progressive learning journeys across all years and across the Multi Academy Trust, so that students engage and accelerate quickly from their prior knowledge and skills
- l) Ensure an inspiring personalised curriculum meets the needs of all learners through wide range of accredited courses at KS4 & 5 and the implementation of creative curriculum delivery models to secure the continued viability of minority subjects
- m) Further personalise curriculum delivery for more vulnerable students
- n) Develop the capacity of independent learning to accelerate progress
- o) Ensure that the school's personal development, enrichment and extra-curricular activities enable all students to flourish throughout their lives
- p) Further develop, and to raise the profile of, a varied range of work placements and extra-curricular clubs and activities
- q) Build on the success of the school's enrichment day programme and offer even more personalised options
- r) Complete the current planned building works and create an inspirational learning environment across all subject areas and around the school site
- s) Continue to review and refine current staffing structures to achieve best value
- t) Ensure the school recruits, develops and retains the highest quality staff (offering low cost childcare/nursery facilities for all staff across the Trust, continued wellbeing activities and access to appropriate, inspirational resources and continued high quality professional development opportunities)

**The effectiveness of the 16 – 19 study programmes: 1c (1c in 2016.17 and 2a in 2015.6)**

- a) Build and strengthen engagement with the 'Sports for all' provision for Sixth Form students to support their continued well-being
- b) Continue to increase the retention and recruitment to the Sixth Form and progression on to university and higher level apprenticeships
- c) Continue to review entry requirements for subjects in light of the reformed GCSE's
- d) Continue to develop the numbers in minority subjects and continue to expand the successful vocation provision at Post 16

**Overall Effectiveness: 1c (2a in 2016.17 and 2b in 2015.6)**

- a) Establish and develop smarter interventions for supporting literacy development at KS3
- b) Develop and strengthen ongoing training for teaching assistants involved in developing differentiated schemes of learning and delivering literacy interventions sessions for identified students in Years 7 and 8
- c) Continue to ensure that every faculty in the school, all staff and, where possible, additional relevant stakeholders contribute to the varied extracurricular programme; matching staff strengths, passions and hobbies with a vibrant offer
- d) Continue to further embed the school's Mind to Be Kind culture and further strengthen the core values of Respect, Responsibility and Relationships
- e) Continue to refine the school's Rewards and Consequence system and further explore opportunities for

students to reflect on the consequences of their actions, resolve conflict even more effectively and introduce a community service programme as a positive sanction

- f) Continue to strengthen the House system in the school to ensure that each House further develops a strong identity, embracing all cultures and moral strands, encouraging more younger students to participate in House events

**When completing the SEF the school has taken into account the Framework for School Inspection and the School Inspection Handbook ([www.ofsted.gov.uk](http://www.ofsted.gov.uk))**