



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 few 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 members of the Senior Leadership Team have led national conferences in this area. The following initiatives have been implemented to elevate our KS2-3 links:

- appointing an Assistant Headteacher 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 staff within the Trust and NQTs 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 strengthen links
- the establishing of an annual 'Secondary School Experience Week' for all Year 6 students in the MAT which compliments the school's 3 day summer school for incoming Year 7 students held annually in August and other transition events (including the September 'Come Dine with Me Event' for new Year 7 parents and carers)
- the establishment of Trust wide Teacher Toolkits which take place each term to share best practice
- the establishment of annual Trust wide INSET days focussing on themes including Stretch and Challenge, Independent Learning and Oracy which take place in November each year

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. A large population of the school's intake are High Prior Attaining students. In addition BMS 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 49.1% 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 2020, the school has 8 CLA, 19 declared service children and 13 Post CLA.

Attainment on entry for most students is significantly above average (RAISE sig + in two year groups). As previously stated the number of students arriving at the school in a higher prior attainment band is greater than the national average. The number of students in the middle or lower bands is correspondingly less than the national.

NC Year starting Sept 2020	School	National	Difference	Sig	% Coverage
Year 11	104.3	103.3	1.1	-	-
Year 10	106.5	103.3	3.2	Sig+	-
Year 9	106.4	105	1.4	-	-
Year 8	104.5	105	-0.5	-	-
Year 7	-	-	-	-	-

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 students with significant needs:

- 5.6% (70) students are on an ECHP (E) of which 15 are PD/PNI students
- 17.8% (223) students are on SEN Tier K of which 4 are PD/PNI students
- 23.4% (293) students in total are on the SEN register

Our ethnic minorities:

Ethnicity	Ethnicity Code	Count	%
Bangladeshi	ABAN	7	0.56
Indian	AIND	109	8.69
Asian Other	AOTH	152	12.12
Pakistani	APKN	51	4.07
Black African	BAFR	36	2.87
Black Caribbean	BCRB	13	1.04
Black Other	BOTH	11	0.88
Chinese	CHNE	7	0.56
Mixed Other	MOTH	43	3.43
Mixed White Asian	MWAS	21	1.67
Mixed White Black African	MWBA	10	0.80
Mixed White Black Caribbean	MWBC	14	1.12
Not Obtained Yet	NOBT	19	1.52
Any other ethnic group	OOTH	26	2.07
Refused	REFU	8	0.64
White British	WBRI	609	48.56
White Italian	WITA	1	0.08
White other	WOTW	104	8.29
Gypsy/Roma	WROM	2	0.16
Turkish	WTUK	8	0.64
	(Blank)	3	0.24
	Total	1254	100

- 32% (401) students with EAL and main languages spoken are Gujarati, Tamil, Urdu, Chinese, Arabic
- 15.2% (190) students are known to be eligible for Free School Meals (Ever6)
- Mixed School (44% girls 551/1254, 56% boys 703/1254 as of October 2020)
- 2% (5) of students in Sixth Form claimed for support through the Sixth Form Bursary Scheme.

Additional information:

- The total number of applications for places at the school has increased by 15% from 2013 with first preference applications increasing by 40% from 2014. The school attracts a number of out of county applications particularly from the London Borough of Harrow
- The total number of applications to the Sixth Form increased to 285 in 2019. This is an increase of 59% compared to 2018 (179)

Awards:

- Specialist Technology College status from September 2001, the legacy of which continues to underpin our ongoing work with STEM
- 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
- A 'top 10' most popular school in Hertfordshire (School's Guru) 2018 and 2019

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 with us, having been set up and run by a former student.)
- The Duke of Edinburgh scheme is thriving here, with 40 students having completed it in 2018-2019 and 42 students enrolled on the scheme from 2019-20
- World Challenge provides the pinnacle of this type of adventure: in 2016.17 36 students signed up for a three-week Swaziland 'experience of a lifetime' which took place in summer 2018. In February 2019 the expedition to Nepal was launched to students from Year 10 -12 and should have taken place in 2020 involving 17 students but was unfortunately cancelled due to Covid-19
- Middlesex, Hertfordshire Universities, Kings College London and the Institute of Education (Schools Direct/PGCE programmes and lectures for students)
- The school has very positive links with other secondary schools in South West Hertfordshire through SWHSSH and local Teaching School Alliances
- Other partners include INTU shopping centres (Watford), Affinity Water, Balfour Beatty, Watford Football Club, Tesco Legal Department, Ralph Lauren, Learn by Design and Future First Alumni
- Members of the Senior Leadership team are fully involved in local collaboratives (eg. South West Herts Headteachers' Forum, Curriculum and Pastoral Leaders' Forums and the By Leaders for Leaders National Collaborative)
- The Headteacher is the Executive Principal for the Bushey St James Trust and served for 8 years as an Associate and 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 12 years
- In previous 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 has regularly hosted and presented at PiXL half termly Main Meetings attended by 1800 delegates from across the country and for many years arranged 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
- In recent years the Executive Principal has presented and shared best practice at the Enfield Headteachers' Forum and several National Conferences in London facilitated by Capita Education and Westminster Briefing in recent years

- 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
- In recent 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 and 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 student performed a vocal solo at the event
- The Assistant Headteacher and Deputy Headteacher have presented at By Leaders for Leaders Dive Deeper Days and the Executive Principal has also presented By Leaders for Leaders National Conferences, sharing best practice in relation to school improvement initiatives and impact
- The Executive Principal is an Associate Governor for Little Reddings and Hartsbourne Primary School and was appointed a Trustee/Director of Wren Academy in North London from January 2018
- Since September 2018 the Executive Principal has been appointed as a Member for Greenshaw Learning Trust
- The Acting Assistant Headteacher and Head of Sixth Form shared outstanding practice through Herts for Learning Sixth Form Hub, presenting to a number of Post 16 leaders at Hertfordshire Training Centre in 2019
- During 2018 the Executive Principal mentored the Headteacher of Falconer School (a local Social Emotional and Mental Health (SEMH) school) and the current Deputy Headteacher of Bushey Meads has now subsequently been appointed to be the Interim Headteacher of the school from October 2020

The school makes good use of the building and offers 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, catering suite, BSJT Gallery, 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, including 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. 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 Faculty also leads week long programmes 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, Oliver and Bugsy Malone. 2018’s musical production was Grease and in 2019 The Addams Family. Each year a significant amount of money is raised through the annual Music Extravaganza hosted by the school’s BTEC Level 3 Music students.

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:

May 2021

1. The quality of education

INTENT

a) How well does the design, implementation and evaluation of the curriculum, ensure breadth and balance and impacts positively 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 embedded to accelerate students' progress from the KS2 curriculum to 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 (French and Spanish)
 - four arts subjects (art, dance, drama, music)
 - six technology subjects (food, electronics, textiles, resistant materials, IT and computer science) in a carousel of two hours per week
 - three humanities subjects (history, geography and religious studies)
- Providing a fully integrated curriculum select students are disapplied from MFL to participate in the AQA Unit Award Scheme is offered as a tailored course to meet the needs of some of our students taking units such as communication, teamwork and candle making.
- Generous curriculum time to key subjects allows a reading hour each week for students in years 7 and 8
- Strengthening of staffing with the recruitment of a KS2 teacher
- updated schemes of learning 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:
 - all students studying triple science and being given the opportunity to take this examination
 - four social sciences (psychology, economics, business studies and sociology)
 - all four arts and six technology subjects with the addition of childcare are studied at KS3
 - three humanities and two MFL subjects
 - vocational options in PE, food, music, art, 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 and AQA Unit Awards further tailor our offer with a breadth that suits the needs of all students

we have the expertise and capability to offer Functional Skills for identified students and have experienced success with this provision in the past

- schemes of learning are embedded to address the greater breadth and depth of subject coverage required by the 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 foundation 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 whilst those students who study higher papers benefit from one hour of this provision
- Yr 11 top maths sets are provided with the opportunity to take further maths at GCSE

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 level in seven social sciences (law, psychology, sociology, government and politics, childcare, business studies, economics)

- all four arts subjects begun in KS3 with the addition of photography, graphic design and media studies
- technology, IT and computer science, two MFLs, PE, the three sciences, three humanities subjects, English, core mathematics, mathematics, further mathematics and the level 3 extended project qualification (EPQ)
- our vocational pathway extends to KS5 with courses in music, PE, food and nutrition, IT, computer science, childcare, business studies 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 learning are embedded to address the greater breadth and depth of subject coverage required by the A level and vocational courses
- we plan to offer an alternative pathway for Level 1 and Level 2 students in the near future

For all key stages statutory and locally relevant RSE 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 Character Development programme, enrichment days, special events and elements from programmes of study in a range of subjects. History and Geo in year 9 have two lessons a week instead of one. In effect, they have an extra half an hour a week but this is done in blocks - so for one half term, the extra period will be history and the second half term the extra period will be geography. Hence, staff are on at the same time. This has been really beneficial for history and geography who have re-designed their year 9 curriculum. The additional time has allowed them to focus in on some of the key skills, as opposed to just content, required for GCSE study.

The programme of themes of the week includes topics such as respect, responsibility, community, challenge, remembrance and equality and is delivered via an assembly, Character Development 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 student's learning journey bring both breadth and depth and include such diversity as visits from a children's author, a Year 8 Africa celebration day, a Year 9 options subject taster day, a STEM focused careers day with a focus on the Gatsby Benchmarks for Year 8, 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 and places of worship, a Year 11 programme supporting a boost to revision, and for the sixth form a multitude of relevant trips and focused study sessions.

The Sixth Form participate in weekly timetabled enrichment activities for all students. This provides additional mental and physical health benefits as well as a time for broadening the 'Next Steps' programme with alumni speakers. Within Sixth Form all students will benefit from a broad enrichment day programme. Covering themes from sexual health and mental health, through to broadening horizons and 'mock' interviews with national employers. All Sixth Form students are expected to take an EPQ when in year 12. The students benefit from the early course 'taught skills' section where students develop a range of learning skills that they can utilise across their wider learning at Post 16 and into Higher Education

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

To evaluate our curricular effectiveness, we identify and describe the curriculum and its objectives first and then check its appropriateness and quality through engaging with daily, termly and annual processes. Consequently, facilitating the continuous appraisal of our provision so that adjustments can be made and students are placed at the heart of our provision. In line with Government requirements we evaluate the curriculum based on process, implementation, impact, outcome and summatively. This is through:

- lesson observations
- learning walks
- twice yearly engaging with a whole school process of evaluation through our Unlocking Potential booklets
- faculty meetings including on-going discussion and review of provision within subjects
- our Autumn annual analysis of results and provision
- strategic meetings including those with school governors
- at each transition point data is analysed and provision reviewed in light of the specific student cohort

reaching this stage of schooling

- many staff participate in exam board networks
- the visiting of other schools for benchmarking our curriculum against

b) 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 the Impact section) 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 (end of year statistics in July 2020 showed that 95.9% of lessons were good and outstanding and 41% lessons were outstanding). Figures after the Autumn term in 2020 showed that 93.4% of lessons that had been observed were good and outstanding and 28.9% lessons were outstanding (the observations did not include the most experienced teachers as these are completed last). From January 2021 when teachers moved to delivering remote lessons, Learning Walks and Lesson Observations continued to quality assure them.
- regular learning walks
- Monday Magic Moments and Friday Faculty Foci (staff presentations to staff in Staff Briefing)
- staff development sessions
- senior middle leaders' and middle leaders' meetings
- liaison between the SENDCo and external agencies
- analysis of AtL data and Data Dashboards with clear communication with students and parents on how this correlates with achievement
- 'Keys to Success' poster displayed in each classroom and regularly referenced by staff

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 Time to Sh9ne mentoring group for the top 20% academically able students within Year 11 to support them attaining the top grades in their GCSE's and raise their aspirations
- Year 12 more able students support the Time to Sh9ne cohort, giving tips and advice on how to attain the top grades
- targeted revision sessions
- themed more able events: 2020 – Initiate - 2019 – Becoming an Expert; 2018 – Get Gritty; 2018 - Curiously More Able Initiative
- 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
- Up for the Challenge areas of extension in all classrooms
- Yearly more able booklet celebrating achievements of the previous year and providing all students with extension opportunities given to all MA students and on the website
- Subject specific pages from the MA booklet displayed in department classrooms for the teacher to refer to encouraging the MA to be proactive in their learning.

High expectations of the High Prior Attainer (HPA) students:

Mechanisms currently in place:

- Identification of HPA students and sharing this information with all staff
- HPA moment in time assemblies in the first half term of each year to raise profile, inspire, motivate and share our great ambitions for this cohort
- 'It's All About Attitude' report booklets issued to HPA students who have been identified as needing to boost their attitude to learning
- Letter sent to HPA parents/carers each half term with updated data, tips and strategies to engage parents in the journey too
- Promotion of engaging with all 'More Able' resources and events
- HPA strategies discussed at various faculty meetings and sharing of best practice
- HPA students form part of strategic discussions at all raising achievement meetings
- Expectation that HPA students should feature in the More Able list of at least one subject

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 and 'Top T+L Tips' in the staff room as well as 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 are awarded strategic seating in class to maximise achievement and in line with our question first initiative
- PP students have their parents evening appointments scheduled for them before the rest of the student body
- 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
- SEND students attend mainstream lessons and staff have high expectations of them to fulfil their potential
- alternative provision, such as the AQA Award, Princes Trust, step up to English, Functional Skills, BTEC IT and vocational course in PE (Cambridge National and Cambridge Technical) and the Arts Award is offered to individual SEND students where appropriate so they are able to gain skills and qualifications
- alternative provision includes a day spent building team skills at a local farm, fishing in the local community, gardening project and manual work on the school site
- a former Year 13 PP student was successful in her application and is now reading English at Oxford University spoke about aspirations and as a role model at prize giving event
- 1:1 tuition in English and maths for the most vulnerable CLA/PP students

A 16-19 bursary is in place for those entitled to the funding. This supports the most in need students in terms of providing funds for access to learning both in school and at home. The Sixth Form 16-19 bursary enables the most disadvantaged students at Post 16 study to fully assess their learning, ensuring they are fully equipped to learn. Overall, 7 of 13 (54%) Year 13 students classified as Ever6 attended University after leaving education at Bushey Meads. A range of top Universities have been selected by this group of Ever 6 students, for example, Westminster and Southampton. Students choose to continue their studies in a broad spectrum of subject areas at these universities, ranging from Computer Science through to Law and Physics.

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 encourages our more vulnerable students – including Pupil Premium students – to attend school as often as possible through supportive measures in the first instance. One such initiative includes targeted pupil premium students receiving a free breakfast to encourage punctual attendance to school as required. For a full list of initiatives

relating to punctuality and attendance, please refer to Section 2, part c.

CLA and post CLA students

Children Looked After (CLA) and post CLA students are given additional support through close work with the Designated Teacher and Deputy Designated Teacher to ensure they are making rapid progress. This is facilitated through:

- termly Raising Achievement of Pupils (RAP) meetings with all teachers of CLA students to share best practice, discuss appropriate targets, progress and successful strategies
- termly Personal Education Plan (PEP) meetings held with the Virtual School, Carers and Children's Services to review progress and set new targets
- completion of the ePEP with SMART targets set directly linked to pupil progress and Pupil Premium Plus spending
- meeting with parents of post CLA students to give advice, support and guidance to additional services
- ensuring personalised interventions are provided for CLA and post CLA students which include providing IT equipment, home Wi-Fi access, specialised counselling and 1 to 1 or small group tuition in the core subjects
- building positive relationships with the CLA and post CLA students to develop positive attachments which help aid emotional well-being and growth. This is through having identified safe points of contact in school and through giving gifts at key moments in time such as transition, Christmas and birthdays
- attending all PEP meetings for Year 6 students at their primary school to ensure they know key adults in the secondary school and to have input into their PEP targets

The Pastoral Team keep a spreadsheet containing the names of students in Years 7-11 and the total number of reward and consequence points accumulated - this is updated every half term. This allows the Pastoral Team to focus on the relevant students who require support. The varying levels of support include being placed on a Pastoral Support Plan (PSP) involving external agencies such as Chessbrook and this means that regular meetings take place between school, parents, students and agencies. Students could be placed on a Student Support Plan (an in-house version of the PSP) or a Report Book (to either the CDC, Pastoral Manager, Assistant Headteacher or Deputy Headteacher). The spreadsheet also allows staff to praise and reward the students showing positive data trends as well. 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

Following Covid 19 catch up access to the National Tutoring Programme Tutoring Programme to provide sustained, long-term response to individual student needs. This provision has enabled 45 students to access 3:1 tuition and 15 weeks' worth of teaching for core subjects. Additionally:

- the Intervention Manager regularly touches base with students and their families under her care
- our pastoral team are tracking student engagement with remote learning and providing timely intervention with the student and their families/carers as well as catering for the needs of students attending school
- all students are being provided with remote learning through resources, lessons and staff being available through Google Classroom
- over 300 chrome books have been allocated to individual to students under the Government scheme

c) How well does the school support 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?

In previous times we have ran 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 the annual ski trip, Duke of Edinburgh and World Challenge, 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 and film and clubs.

Other special events further extend student knowledge and understanding; for instance, the massive, bi-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.

Despite the impact of Covid 19 we have worked extremely hard to make suitable adaptations where possible enabling a number of extra-curricular opportunities for pupils to continue

- hosting a virtual theatre trip for performing and visual arts students
- CNAT Sport students in year 11 attended an outdoor activity day engaging in sailing and rafting
- Identified SEN students have continued with weekly visits to a local farm
- Running a virtual Arts House competition
- Each year zone for breaks and lunchtime has an activity area included within it
- Providing a virtual sports day for all students
- Facilitating a remote cooking challenge over Google Classrooms

d) 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?

The English and maths faculty at BMS consists of all good and outstanding teachers and this has led to both being flagship faculties (please see Section 1 for improved results).

English

BMS has recruited some outstanding staff in English as we are investing heavily in raising standards. Examples include securing a Lead Practitioner to head up the 'Lifting Literacy to the Next Level' Development Strand of our CPD Programme between 2017-2020 to increase the standards of literacy across the school. During the 2020-2021 academic year, this literacy-based strand has been moved to a Trust wide focus area meaning that four times throughout the year (twice in the autumn term and once during the spring and summer terms), every teacher at BMS – and the two trust primary schools – meet to discuss literacy and benefit from associated training sessions. Our Keynote speaker in November 2020 was Isabella Wallace (co-author of 'Talk Less Teaching') and she delivered whole trust training on improving oracy in the classroom and beyond. Other elements include:

- an expanded the curriculum to include 4 hours per week in English, with 1 hour of library lessons in Years 7 & 8
- weekly Word of the Week (WOW) circulated to all Character Development Coaches to use in CDC 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)
- weekly silent reading during Character Development time on Fridays with a specially selected text for students in Years 7-10 including:
 - a) quality texts (e.g. Carnegie prize winners)
 - b) strong narratives to support the oracy / reading aloud element of CD time
 - c) range of lead protagonists across the KS3 books (especially males to appeal to boys)
 - d) short stories and nonfiction texts to support the increased GCSE reading/text expectations

- scheduled DEAR events throughout the year
- Bedrock Vocabulary reading programme to Year 7 & 8 students to improve standards of literacy
- targeted phonics programme for students who need additional support
- a new member of staff to support students with their reading on a one to one basis
- use of Cambridge Elevate online learning resource for KS4 students
- the development of a SupraCurriculum to engage and stretch KS4 & 5 students with wider, academic reading and with Sorro for KS3
- a Year 13 student was successful in her application and now reads English at Oxford University

Maths

Curriculum time in maths was increased from 3 to 4 hours in 2015 and this has raised standards in maths and improved numeracy across the school curriculum. Other elements include:

- a host of online tools to increase achievement (My Maths, Maths Watch, Dr Frost, Mathletics and Up Learn)
- Mathletics leader boards have been set up with Little Reddings Primary School and Hartsbourne Primary School and one of our best achievements was when BMS came 2nd out of 411 schools across the country in a Mathletics competition in 2017
- Leader boards to increase competition within the faculty
- Junior, intermediate and Senior Maths Challenge (regional and national competitions)
- additional maths CDC intervention is offered at KS4
- a year 7 trip to Kidzania teaches students to be financially responsible

For students who have not achieved a Level 4 at GCSE in English and / or maths, identified key stage 3 and 4 students receive timetables with GCSE maths and / or English lessons on to support these learners in achieving the necessary grade. We also provide morning CDC 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 2020-2021 there were a total of 114 students maths at post-16. This included, in year 12 45 studying A Level maths, 7 Core maths and 8 students taking Further maths. Whilst in year 13 46 students took A Level maths and 8 Further Maths. Additionally, we are offering core maths followed by AS maths to students who want to study maths at KS5 as an alternative pathway to the full A level maths.

Other skills

- Student Voice and Student Parliament which supports students in appreciating democracy and help improve the whole school society - students present at Governor Meetings, staff briefing and creating 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 Character Development activities
- Debating Club
- Government and Politics lessons at KS5
- Enterprise days with visiting companies working with students (such as Affinity Water, Balfour Beatty and Intu Watford)
- Economics and Business lessons (a popular option at KS4 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)
- Citizenship Foundation National Mock Trial competition for group of Year 8 and 9 more able students - won several trophies and 2020 the local heat (rest of the competition was stopped due to Covid)
- Year 10 and 12 Work Experience (to facilitate students in using a variety of additional skills required for

e) How well does the school prepare pupils positively for life in modern Britain and promote 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 encompassing SMSC provision; 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
- Our carefully chosen Theme of the Week delivered in CDC time i.e. Relationships
- The variety of extra-curricular activities on offer to students including debating, netball and instrumental lessons

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 enrichment day that in recent years has included visit from the police, criminology and 'A look at Crime'
- Group of year 8 and 9 more able students participating in the Citizenship Foundation Mock Trial competition against other schools

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, their regular half termly high-profile Student Parliament meetings and student interview panels with their valued 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 and discussion where appropriate within all lesson
- trips to law courts, the Houses of Parliament

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 restaurant 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)

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.

Following a questionnaire (2017) the school strengthened its stance on inclusion by introducing the mantra: 'Our school has a mind to be kind' and within this, we focus heavily on the three Rs: Responsibility, Respect, Relationships. A significant initiative that the subsequent annual student surveys help analysis the on-going impact of.

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 strategy seating in class, are invited to special lunchtime classes in English and maths with a complementary lunch, 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 Character Development time activities)
- fully inclusive school equipped to manage the various needs of students with Physically and Neurologically Impairments so they 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 Learning Assistants who receive regular training so they can support students to fully access the curriculum
- access arrangements for examinations (the SENDCo liaises with the Examination Officer to monitor and test 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 curriculums to support levels of ability and specific needs
- student leadership opportunities (Student Voice, Student Parliament, SLCs, Subject Leaders, Sports Leaders,

Charity Ambassadors, etc)

- SMSC prevalent throughout curriculum, Theme of the Week, assemblies and Character Development activities
- engagement in Black History Month / European Languages Day / Africa Day and Theme of the Week related to equality and diversity
- while we recruit only the best quality staff, we are proud that our diverse range of staff reflect our local community

Extra-curricular

- displays of student work around the school site reflects the diversity of our community
- Stoke Mandeville annual trip (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 PNI students, following a specific risk assessment.
- Learning Assistants and the specially equipped disability minibus are frequently employed to enable PNI 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)

Judgement on the quality of education (Intent)	Outstanding 1c	Good	Requires Improvement	Inadequate
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IMPLEMENTATION

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 Teaching and Learning Team, comprising of a Lead Practitioner and four Advanced Lead Teachers so that the individual needs of staff are met
- positive lesson observation data (end of year statistics in July 2019 showed that 95.9% of lessons were good and outstanding and 41% lessons were outstanding) [*this is a dip from the previous academic year (98.5% of lessons were good and outstanding and 51.4% lessons were outstanding) due to the school going into COVID-19 lockdown in March 2020*]
- examination data at KS4 and KS5 demonstrating positive value added across a range of subjects (see SEF Section 1 – impact)
- 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
- emerging and in some cases embedded links across the BSJT to increase the quality of schemes of learning at

KS2 and KS3

- the appointment of six teachers who work (or have the capacity to work) across KS2 and KS3 to share good practice with colleagues
- over fifteen staff members at BMS have delivered presentations at a national stage (including SSAT conferences in 2017, PiXL in 2018 and By Leaders for Leaders in 2019), a Head of Faculty presented at a Hertfordshire conference on 'preparing for Ofsted' in 2019, an Assistant Headteacher presented in 2020 at the Herts for Learning training conference on what constitutes outstanding Sixth Form provision, another Assistant Headteacher delivered CPD to Park Hill School's Literacy Lead on reading in January 2021 and was a speaker at a Wellbeing and Diversity Secondary Train the Trainers conference event with HeartsEd, a third Assistant Headteacher is an EFA mentor / consultant working with 5 schools to support them with their own embedding of formative assessment and the Acting Deputy Headteacher has played an integral role in setting up and launching the Watford Initial Teacher Training hub for 18 schools in South West Hertfordshire
- staff attend four teaching conference sessions per year with all primary phase teachers in the Trust to gain a better understanding of Key Stage 2 so that our provision for Year 7 students can be improved

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 / on digital work submitted using relevant online platforms e.g. Google Classrooms, Mote
- 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, emails and postcards home
- dialogue between staff, students and parents during parent consultation evenings
- use of the Learning Gateway and Edulink (which gives parents up to date access on many of the points above covering attendance, rewards, consequences, attainment, progress and home learning)
- BMS Newsletter and Executive Principal's Blog celebrating achievements across the school
- display boards to celebrate student work and achievements
- end of year Award Assemblies where each Year Group receive awards (cups, trophies and certificates) for high standards of behaviour, attendance and work and these are presented in front of an audience consisting of students, parents and carers and staff
- the annual Rewards Evening where the highest achievements from students are celebrated in front of students, parents and carers and staff
- over 400 hundred High Achiever Awards are given out each half term to recognise and celebrate the hard work and performance of selected students
- subject specific information evenings, options evenings, revision evenings and more able evenings

b) 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. To keep the profile high, every term we hold a Marking and Feedback Fortnight to share good practice and improve things further.

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 each key stage
- place Year 11 students into groups in English, maths and science during their Character Development Time from January each year
- identify which areas of the subject syllabus require additional revision
- outline which elements of examination technique need more focus
- where relevant, 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
- Pupil Passports are used by teachers and Learning assistants to plan accordingly to support students with SEND

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 as well as a Peer Reading Scheme during CDC time 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 termly Data Dashboards after each report cycle 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
- some students in Years 12 and 13 are placed on a Key Stage 5 Contract if they require extra support, where targets are set and monitored and regular meetings are held in which discussions about how to be successful in Sixth Form are held

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.

c) 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 in 2016 and reviewed again in 2017 and 2019 (due for review in July 2021)
- our whole school focus continues to be on maintaining a strong dialogue between staff and students and through peer assessment to support progress
- dedicated improvement and reflection time (DIRT) is planned regularly in lessons and at home to give

students the opportunity to respond to teacher feedback

- embedded 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
- regular use of a 'capturing verbal feedback' assessment sticker and the orange 'capturing verbal feedback' posters in classrooms also allows students to make note of key pieces of feedback issued by teachers verbally in lessons so the advice can be remembered and acted upon
- staff adhere to the feedback policy and this is monitored regularly via learning walks and lesson observations
- student work is marked regularly and this is monitored by HODs, HOFs, the Pastoral Team and SLT
- high profile Marking and Feedback Fortnights take place 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)
- use of digital platforms to mark student work and offer feedback e.g. Google Classroom, Mote, Kamie are used frequently to support progress
- assemblies and Character Development time activities remind students how important it is to respond to feedback
- twice yearly 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 powerful learning conversations at annual parent and carer 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, these include:

- use of the Edulink online platform / App enables parents to view assessment, attendance, rewards and consequences data
- KS3 and KS4 student planners provide an additional method of 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 weekly school newsletter and Executive Principal's Blog delivers current news and enforces the school ethos and attitude towards learning and gives advice to parents about how to support their child
- the SENDCo and Pastoral Managers meet with external agencies and parents (to support vulnerable students)
- liaising with the parents of our lower ability students with SEND to explain our AQA Unit Award pathways at key stage 3 and 4 and Level 1 Post-16 courses which provide students with 21st Century transferable skills such as teamwork and communication, through the breadth of our curriculum, all aimed at building student capital and workplace readiness. The Key Stage 3 and 4 students leave school with a Record of Achievement folder containing a number of nationally recognised AQA Unit Award Certificates to show future employers their skill set and experience
- annual Parent and Carer Consultation Evenings
- annual More Able Evening
- High Prior Attainer (HPA) evenings in which students and their parents and carers are informed that they are a HPA student and should therefore be confident in accepting and completing extension tasks and stretch and challenge activities
- Year 11 students are presented with a Revision Booklet outlining when the after school revision sessions are taking place each week so they (and their parents and carers) can organise their week and attend all relevant sessions
- a wide variety of information evenings (the school website is regularly updated with key dates, events and information to support parents)
- annual Next Steps Evening event for Key Stage 5 parents and students
- Key Stage 5 students interested in a career in medicine are encouraged to join the MEDSOC group coordinated by the science Head of Faculty and the group meet regularly to cover relevant material
- annual reviews of EHCPs
- the school works hard to engage a range of employers with all year groups, for example Enrichment Activities,

Year 10 and 12 work experience, sixth form mock interviews and alumni events

- our Work Related Learning (WRL) and Careers offer led by a designated WRL Manager and additional administration staff supplements the strong links with the Herts Careers Hub, the Hertfordshire Local Enterprise Partnership, the designated Enterprise Advisor and our locally and nationally established business links
- the fully integrated WRL and Careers offer supports the development of a broader skill set for students following a non-traditional academic pathway, such as, CACHE Childcare and the associated requirements of our work experience providers/partners

d) 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 in relation to the transition from KS2 to KS3.

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 (where available) on arrival to BMS
- contextual information and data from the SENDCo and relevant external agencies
- 30 minute family welcome meetings with a senior member of staff
- summer holiday GAP tasks (taken in by teachers in September to reward students and inform future planning)
- a 'Best of me' folder showcasing their best work from Year 6
- a 'Me Capsule' containing items relating to their interests, likes and hobbies so their Character Development Coach and peers are able to acquire information about each student (focussing on the softer skills)
- regular liaison with the primary phase teachers in our Trust enable us to gather data on Year 7 students who attended our primary schools
- Year 7 reading and spelling age data to inform intervention groups and class differentiation
- careful monitoring of work through marking exercise books
- baseline tests in maths and science
- data from termly reports (shared with governors, committees, SLT, Trust Board to inform future interventions)
- Attitude to Learning data to inform pastoral interventions
- regular topic tests / half termly tests
- end of year exams in each subject for students in Key Stage 3
- PPE data for Years 10-13
- examination data for Years 7-13
- all students in Years 7-13 are offered our Student Leadership opportunities and interested students complete an application form which allows us to gather even more data on them
- the Pastoral managers and their SLT line managers liaise with a student's current school whenever we receive an in-year admission in order to gather information on how to best support their transition to Bushey Meads School
- all Year 11 students applying to our Sixth Form are interviewed so a comprehensive discussion about their strengths, chosen courses, areas for development and possible career pathway can be covered
- for external students applying to Sixth Form, academic transfer information is gathered from previous education providers in the form of school predictions/achieved grades and a written reference where appropriate
- the Sixth Form enrolment process supports identification of required SEND support or additional intervention requirements for post-16 study
- Bridging Tasks for all Year 11 students joining our Sixth Form are set for students over the summer which are completed before Year 12 commences – allowing teachers to assess strengths and gaps in learning

How is the information informed by parents and previous providers?

We believe that parents and carers, 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 individual 30 minute family welcome meetings 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 Character Development Coach 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 SENDCo 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 75 primary schools last year)
- students from Year 6 and their parents benefit from individual 30 minute family welcome meetings 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 SENDCo is always present
- annual EHCP and Pupil Passport reviews
- key staff attending the ePEP meetings for all CLA students during the final term of Year 6

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 sections (c + d) are also relevant here, but some additional strategies and events that are employed throughout a child's journey through BMS are:

Transition to Year 7

- welcome interview between an 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)
- 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
- visits to primary schools
- Year 6 Induction Evening (reinforce expectations and introduce the Edulink App)
- Secondary School Experience Week for students in the BSJT
- Saturday Family Fun Day and BBQ (to develop positive relationships with families and help familiarise them with the school site)

Year 7

- 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 Settling In Evening (parents meet Character Development Coaches to ask any additional questions they

may have)

- 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)

During Key Stages 3 - 5

- 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 complete a 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
- The weekly school newsletter contains a 'Student of the Week' in each Year Group (selected by the relevant Pastoral Manager) so parents and carers can see which students are performing well and why

Whole School Activities

- 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

Judgement on the quality of education (Implementation)	Outstanding	Good	Requires Improvement	Inadequate
	1c			

IMPACT

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

KS3:

- From September 2016 we introduced a Red-Amber-Green indicator based on their flight path towards their FFT GCSE target. The data for final term of Year 9 in 2019-2020 is shown below:

	No of students				Red %				Amber %				Green %			
	All	PP	DSEN	MA	All	PP	DSEN	MA	All	PP	DSEN	MA	All	PP	DSEN	MA
2019-20 Year 9 Report 2																

English All	194	49	8	12	7	14	50	0	82	76	50	67	10	10	0	33
English 4-9	194	49	8	12	7	14	50	0	82	76	50	67	10	10	0	33
English 5-9	178	40	4	12	4	8	25	0	85	83	75	67	11	10	0	33
English 7-9	151	35	3	12	3	9	33	0	85	83	67	67	11	9	0	33
Maths - All	39	7	0	11	3	14	0	0	87	71	0	64	10	14	0	36
Maths 4-9	194	49	8	19	35	47	38	21	63	51	50	79	2	2	13	0
Maths 5-9	178	40	4	19	30	40	0	21	67	58	75	79	2	3	25	0
Maths 7-9	149	32	3	19	30	44	0	21	68	53	100	79	2	3	0	0

The school works to effectively support pupil premium students in English and Maths and it is encouraging to see the % students working at or above their FFT GCSE target in 4 out of the 8 measures on the flightpath is within a 6% gap or less between PP and all students.

For Maths, all groups of students appear to have a larger contingent who are under-performing; this has motivated students to achieve their aspirational target grades and results at KS4 demonstrate this

KS4:

- **Progress 8 scores 2015-2019 from DfE validated data (calculated data for 2020)**

2015	2016	2017	2018	2019	2020
-0.12	+0.02	+0.09	+0.05	-0.30	+0.36

Our curriculum intent is designed to enable students to follow the subjects they are passionate about, including vocational pathways, and whilst we offer and promote to the students the chance of achieving the Ebacc measure it is not enforced.

Last year's figures in brackets	Number of Students	Progress 8
Year 11	198 (166)	0.36 (-0.30)
Filled all Progress 8 'buckets' – No EBACC	147 (106)	0.75 (0.02)

As you can see from the table above, for the 147 students who fill all their Progress 8 buckets, the students make outstanding progress. This was also evident the year before.

KS4 Headline Figures Five Year Trend

Measure % of students achieving	2016	2017	2018	2019	2020	5 Yr Average %
grades 7-9	21	21	24	19	34	23.8
5+ grades 4-9 inc E/M	69	75	77	65	87	74.6
5+ grades 4-9	77	78	77	65	88	77
grades 1-9	99	99	99	99	100	99.2
EBacc	34	8	7	6	11	13.2
grade 4-9 in Eng	81	87	88	81	91	85.6
grade 4-9 in Maths	74	86	89	84	91	84.8
grade 4-9 in 2 Sciences	59	48	69	64	89	65.8
P8	+0.02	+0.09	+0.06	-0.34	+0.36	0.04
A8	-	51.39	51.69	49.48	54.77	51.8

- All progress measures, bar the EBacc measure, have improved from 2015
- A key strength of Bushey Meads is the inclusive nature of the school where we will accept students who have been previously excluded from one or sometimes two other schools and retain very challenging students from Bushey Meads. We work with these students to ensure they achieve the best results possible and are very successful at completing their GCSE courses where they would not have had the opportunity to elsewhere. Shadow data indicates if we remove the 26% of students who would be either be described as 'hard to reach' have severe health needs or a need to follow a more vocational pathway, the overall progress 8 figure rises from 0.33 to 0.75 with 98% achieving 5+ grades 4-9 including English and maths
- Science has been a key focus for the school with curriculum changes for Year 10 in 2017 to increase lesson time for Trilogy students and additional interventions for the Year 11 cohort. This has resulted in significant improvements within the Science headline figures with a 30% improvement achieved over the past few years through:
 - improving the quality of Teaching and Learning
 - rigorous recruitment of new and experienced staff
 - revised Schemes of Learning
 - parental engagement with interventions on offer
 - independent learning
- One of the key strengths of Bushey Meads School is the breadth of curriculum on offer to students at KS4 and KS5. The curriculum is designed to cater for the needs of the students so they can excel in the subjects they have a passion for
- We offer the EBACC subjects to students as part of the curriculum and are committed to providing opportunities to study the EBACC subjects from KS4 into KS5
- Stakeholders comment positively on the eclectic range of subject choices on offer
- Careers Education, Information, Advice and Guidance (CEIAG) is a strength at Bushey Meads School students receiving advice about future choices that is not limited to Ebacc but includes vocational pathways, STEM and the arts

School % v National Averages % A*-C (4-9) 2017-2019

	2018			2019			2020		
	Nat	Sch	Diff	Nat	Sch	Diff	Nat	Sch	Diff
	4-9	4-9	4-9	4-9	4-9	4-9	4-9	4-9	4-9
GCSE Art & Design	82	100	18	75.1	87	11.9	86.5	93.6	7.1
GCSE Biology	89	98	9	89.6	97	7.4	95.2	98.9	3.7
GCSE Business Studies	65	80	25	65.5	56	-9.5	80.1	82.2	2.1
GCSE Chemistry	90	98	8	90	99	9	95.9	98.9	3
GCSE Computer Science	62	56	-6	62.6	65	2.4	79.9	95.5	15.6
GCSE Dance	62	65	3	71.7	69	-2.7	87.3	86.7	-0.6
GCSE Drama	81	77	-4	74.2	90	15.8	87.2	94.4	7.2
GCSE Economics				81.6	68	-13.6	92.8	100	7.2
GCSE English Language	62	85	23	61.8	77	15.2	80.2	91	10.8
GCSE English Literature	73	81	8	73.4	76	2.6	80.1	90.7	10.6
GCSE French	70	73	3	69.7	100	30.3	82	95.2	13.2
GCSE D&T Food	62	65	3	64.4	100	35.6	78.6	94.7	16.1
GCSE Geography	65	60	-5	65.2	58	-7.2	75.5	95.4	19.9
GCSE D & T Graphics				63.2	33	-30.2	79	86.4	7.4
GCSE History	64	62	-2	63.6	79	15.4	74.4	97.3	22.9
GCSE Mathematics	60	89	29	59.6	84	24.4	77.2	92.4	15.2
GCSE Music	75	55	-20	75.6	86	10.4	89.1	100	10.9
GCSE Physics	91	100	9	90.8	99	8.2	96.3	98.9	2.6
GCSE PE	70	100	30	71.8	46	-25.8	85.6	100	14.4

GCSE Psychology				62.9	75	12.1	79.1	91	11.9
GCSE D & T Resistant Materials				63.2	46	-17.2	79	83.3	4.3
GCSE Religious Studies	72	100	28	72.3	100	27.7	80.5	100	19.5
GCSE Combined Science	55	55	0	55.4	33	-22.4	91.8	82	-9.8
GCSE Spanish	71	58	-13	70.3	79	8.7	70.3	95.5	25.2
GCSE D & T Electronics				63.2	76	12.8	79	94.7	15.7

In 2018 13 subjects at KS4 achieved a higher 4-9 measure than national. (Average above national = 7.3%)

In 2019 17 subjects at KS4 achieved a higher 4-9 measure than national. (Average above national = 4.8%)

In 2020 23 subjects at KS4 achieved a higher 4-9 measure than national. (Average above national = 10.2%)

- The number of subject areas that have met or exceeded National measures shows an increasing trend year on year
- 9 subjects have met or exceeded National measures every year over the past three years

KS5:

- **A Level 3 Year trend**

Measure	2018	2019	2020	3 Yr Av	National 2019
A* - E%	99	99	100	99	99.7
A* - C%	74	73	88	78.3	87.5
A* - B%	48	50	58.8	52.3	65.4

- Results at A2 show a consistently good picture with a key focus on achieving the aspirational targets for the A*-C grades this academic year
- A*-B grade results have improved and are the best ever since the reformed A levels began in 2017
- Outcomes at Post 16 are particularly impressive when you take into account the rapid growth in the size of the Sixth Form over the past 5 years
- In addition, the number of external students admitted to the Sixth Form at Bushey Meads has grown eight-fold since 2015
- These statistics at Post 16, whilst incorporating a large number of external students into the cohort, indicates a highly successful programme including:
 - A comprehensive induction and integration programme
 - improved teaching and learning
 - interventions such as mentoring programmes
 - raising achievement strategies and meetings
 - improved attendance to school within the Sixth Form
 - a personal development programme to support the students

Numbers admitted into Year 12:

Year	Total in Year 12 – 1 st Sept	No. of External students
2015-2016	100	5
2016-2017	128	15
2017-2018	140	34
2018-2019	142	34
2019-2020	145	40
2020-2021	174	50

KS5 Headline Figures Three Year Trend

Measure	2018	2019	2020
Value Added Score	0.09	0.06	0.56
No. of entries	274	276	307

Average Points per Entry	31.88	31.21	38.44
Average Points per Entry (grade)	C+	C	B-

The Level 3 Value Added score indicates that students at Bushey Meads continue to perform above expectations at KS5 (with an increase in the number of entries and overall attainment of students).

b) How well are gaps narrowing between the performance of disadvantaged (Pupil Premium or Looked After students) and non-disadvantaged students? (2019-20 data in brackets)

Overall	Low		Middle		High		All Students	
	All	Dis	All	Dis	All	Dis	All	Dis
Cohort	(18) 31	(6) 9	(52) 62	(6) 10	(95) 81	(20) 16	(165) 198	(32) 39
P8 Score	(-0.1) -0.1	(-1.1) -0.5	(0.2) 0.3	(-0.6) 0	(0.0) 0.5	(-0.2) 0	(0.0) 0.4	(-0.4) -0.2
Gap	(1) 0.4		(0.8) 0.3		(0.2) 0.5		(0.4) 0.6	
English element	Low		Middle		High		All Students	
	All	Dis	All	Dis	All	Dis	All	Dis
Cohort	(18) 31	(6) 9	(52) 62	(6) 10	(95) 81	(20) 16	(165) 198	(32) 39
P8 Score	(-0.1) -0.7	-0.9	(0.2) -0.2	-1.2	(0) 0.2	0	(0.1) -0.1	(-0.5) -0.5
Gap							(0.6) 0.4	

Maths element	Low		Middle		High		All Students	
	All	Dis	All	Dis	All	Dis	All	Dis
Cohort	(18) 31	(6) 9	(52) 62	(6) 10	(95) 81	(20) 16	(165) 198	(32) 39
P8 Score	(0.3) 0.7	0.7	(0.6) 0.7	-0.4	(0.5) 0.6	-0.2	(0.5) 0.8	(0.2) 0.1
Gap							(0.3) 0.7	

A key priority is to continue closing the gap between disadvantaged and non-disadvantaged students within Bushey Meads School with a range of strategies in place to secure ongoing improvement. These include:

- writing to all parents and carers to inform them of funding available to purchase learning materials to support their son/daughter
- providing revision guides in every subject for all Pupil Premium students
- providing weekly English and maths interventions in Year 11 for Pupil Premium students with rewards in place for attendance
- targeting Pupil Premium parents to attend all Parents and Carers Consultation evenings by prioritising their bookings and communicating with parents to assist them with their appointments
- providing additional lessons in the core subjects from November onwards during morning Character Development Time each day
- providing resources such as stationery, calculators and maths sets to aid learning at home and in school
- purchasing resources to support Pupil Premium students at the request of teaching staff
- leading Professional Development sessions for all teaching staff on strategies to raise the attainment of Pupil Premium students, such as:
 - marking the Pupil Premium students work first to ensure the highest quality feedback is given
 - targeting Pupil Premium students in every lesson to answer 3 questions with high quality questioning techniques
 - using data driven seating plans to ensure they are placed in the classroom in optimum positions to learn
 - using Lead Practitioners and Advanced Lead Teachers within the school to lead training sessions with staff on raising attainment and improving teaching and learning
- offering a school counselling service to support the emotional well-being of the students

Overall:

For the academic year 2019-2020

- the gap for the lower and middle ability students reduced from the year before
- for the higher ability students, the gap increased
- overall in English, the gap reduced
- overall in maths, the gap widened

KS4 Key Performance Indicators Gap Analysis

PP Measure	Gap % 2014	Gap % 2015	Gap % 2016	Gap % 2017	Gap % 2018	Gap % 2019	Gap % 2020
5 A*-C EM	-25	-15	-12	-24	-9.77	-9.62	-12.37
5 A*-C	-10	-20	-18	-23	-9.77	-10.22	-12.88
A*-C English	-10	-24	-21	-15	-16.11	-10.36	-13.41
A*-C Maths	-22	-6	-10	-13	-9.12	-10.15	-11.41

Although gaps have not completely 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.

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

Measure	2017	2018	2019	2020	Difference
P8	-0.23	0.07	-0.01	0.48	0.49
A8	51.38	51.69	62.03	57.67	-4.36
5+ 4-9	78	76.55	94.29	95.06	0.77
2 Sciences 4-9	51	69.46	91.43	98.77	7.34
EBacc %	11	12.57	7.14	9.88	2.74
5+ 4-9 inc Eng/Maths %	76	76.65	94.29	95.06	0.77
English %	81	88.02	97.14	98.77	1.63
Maths %	86	88.62	98.57	96.3	-2.27

KS4

- More Able lists are updated by teachers every year to ensure the right students are being challenged
- The annual More Able evening is extremely well attended and showcases the work some More Able students are already doing and gives advice and strategies on how to further develop and challenge yourself
- A booklet is produced for the More Able Evening which is then shared around all the students and parents so all students know how they can challenge themselves for each subject area
- A staff conference in November 2018 focused entirely on Stretch and Challenge with members of staff attending a keynote presentation led by Sue Mordecai from NACE (National Association of Able Children) followed by workshops
- Bushey Meads School hosted a Hertfordshire NQT CPD event from 2015-2019 focused on Stretch and Challenge which gave strategies and tips to use in lessons with all Bushey Meads School staff in attendance as well
- More Able week for students is held annually in March to raise the profile of the More Able agenda
- A More Able, 8 week mentoring programme, is offered to selected students to increase motivation and engagement
- More Able Year 11 students participate in the 'Time to Shine' mentoring programme designed to raise attainment in the core subjects and raise student aspirations through a trip to Oxford or Cambridge University

f) 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 INTENT Section b

KS4 Progress of SEND compared to others - see charts and comments in IMPACT Section f

Students reading ages are assessed on entry to Year 7 and reassessed in June of Years 7, 8 and 9 to track and monitor progress. A range of strategies are used with students whose reading age is at least one year below their chronological age, in addition to the Whole School Literacy strategies in use, to help accelerate their progress. The strategies include:

- Small group guided reading sessions with the LRC Manager
- Small groups guided reading sessions with the Literacy Officer
- Paired reading sessions with an older student buddy
- Individual reading support with TA's using programmes such as Phonics support, *Toe by Toe* and *Stride Ahead*

88% of the Year 7 students who followed the guided reading programme in 2018-2019 made at least expected progress with their reading age with 77% making accelerated progress with their reading age.

75% of the Year 8 students who followed the paired reading programme in 2018-2019 made at least expected progress with their reading age with 58% making accelerated progress with their reading age.

62% of the Year 9 students who followed the paired reading programme in 2018-2019 made at least expected progress with their reading age with 15% making accelerated progress with their reading age.

Students are currently being assessed to demonstrate impact of reading interventions for 2019-2020.

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 mainstream 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. Many of these students have significant, specialist needs, some of which are life threatening/limiting. It is therefore impossible to compare the achievement of these diverse students, year on year, as the curriculum is specifically tailored to meet their individual needs. For some students the social integration of being part of a vibrant, mainstream school is more important to their development than their academic progress.

Special Educational Needs Data

SEN Measure	Gap % 2014	Gap % 2015	Gap % 2016	Gap % 2017	Gap % 2018	Gap % 2019	Gap % 2019
5 A*-C EM	-55	-51	-37	-56	-72.32	-50.17	-37.37
5 A*-C	-50	-35	-45	-59	-72.32	-50.77	-37.88
A*-C English	-58	-38	-38	-57	-45.58	-52.76	-30.91
A*-C Maths	-20	-45	-41	-56	-55.95	-55.77	-31.41

We offer alternative curriculum choices for many of our SEND students in order to meet their needs but which are not included in the progress measures. These qualifications include level 1 BTEC ICT, Princes Trust, Arts Award, Step Up to English and entry level Functional Skills.

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

Year 13 Destination Data % of students

% of students	2017	2018	2019	2020
Total number of students	81	108	113	131
University placements	56	60	73	86
University placements to Russell Group	11	11	13	21
Employment/gap year (taking time out from education)	33	18	24	26
Further education at College	1	9	6	4
Apprenticeships	9	12	11	12
Still in school based education	1	1	4	3

Destinations of Pupil Premium students

	2016			2017			2018	2019
	Nat	Sch	Diff	Nat	Sch	Diff	Sch	Sch
	A*-C	A*-C		A*-C	A*-C		A*-C	A*-C
Total number of students		6			13		17	20
University placements	51	83	32	50	46	-4	65	60
University placements to Russell Group	12	17	5	12	8	-4	18	17

Year 11 Destination Data % of students

	2017	2018	2019	2020
Total number of students	169	168	166	197
Joined Bushey Meads 6 th form	107	114	98	120
West Herts College / other colleges	49	43	57	52
Apprenticeship	2	2	2	1
Joined other Sixth Form	8	8	9	23
NEET / Employment	1	1	0	1

Progression for all students is good. Students are very well supported and guided in planning for the next stage in their lives.

- students participate in a varied careers programme from year 7 through to year 13 which takes place during enrichment days, trips and the Character Development Programme. These include visits to Kidzania, Cambridge University, Apprenticeship Bus and use of Unifrog database to research careers
- the LRC has a dedicated careers section for students to use
- we ensure 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
- all Year 10 students prepare a CV and personal statement and take part in Enterprise events
- all KS4 students have a one to one meeting with a Connexions Advisor and also have the opportunity to speak to the school's Careers Advisor where they are offered impartial guidance and advice
- all students take part in a week long work experience programme in Year 10 and in Year 12
- in line with government expectations, students remaining at the school who have not gained a grade 4 or above in English and/or Maths are effectively supported to study again for these qualifications and gain success

- personal, social and employability skills for Sixth Form students are delivered through enrichment days, events, Sixth Form taster lessons and Character Development Time activities. 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
- the Bushey Meads “Next Steps 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 for Year 12
- 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
- In Year 13, CV and personal statement uses 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
- 21 students did well enough in their A2 studies to guarantee places at Russell Group universities

Judgement on impact of the education for pupils at the school	Outstanding	Good 2a	Requires Improvement	Inadequate
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Key areas for further development:

Intent

- Ensure that curriculum content in all subjects provides progressive learning journeys, so that *all* students engage and accelerate quickly from prior knowledge and skills.
- Continue to personalise the curriculum to meet all students’ needs (especially SEND) ensuring they can apply what they know with increasing fluency and independence.
- Continue to further embed our age-related literacy intervention programmes by ensuring progression across and between the tailored support provided.
- Further develop our alternative curriculum to ensure the needs of all students are being met, so all can achieve.
- Further enhance the rich extra-curricular student experiences by providing new taster events and improving the monitoring of students’ engagement.

Implementation

- Continue to embed stretch and challenge, particularly for the more able and via home learning tasks, so that all students make accelerated progress.
- Continue to refine schemes of learning across the curriculum to maximise the commitment and engagement of all students in all lessons.
- Increase levels of memory retention and factual recall across the school through embedding the use of regular and strategically planned low stakes quizzing.
- Continue to raise expectations of students to achieve their potential through work on having a growth mindset.

Impact

- Continue to ensure that accurate baseline data identifies learning needs so that specialist programmes of support can be embedded to ensure progress.

- k) Continue to embed refined tracking systems which are linked to tailored support and intervention programmes through Year 7 to 13.
- l) Continue to improve accuracy of predictions to ensure a flightpath from Year 7 to GCSE and beyond
- m) Improve standards of literacy further so that all students can access the curriculum to a greater depth.
- n) Ensure pupil premium students in all subjects but particularly in Maths are sufficiently supported and challenged to reach their target grades and close any gaps.
- o) Ensure a raised profile and appropriate interventions for raising achievement of High Prior Attainers.
- p) Ensure all subject areas meet or exceed national performance measures and gaps are fully closed.

Overall judgement on the quality of education for pupils at the school	Outstanding 1c	Good	Requires Improvement	Inadequate
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2. Behaviour and attitudes

a) To what extent is the school successfully promoting and supporting students to have 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 and other skills that they develop. Parents, carers, students and staff are able to immediately view all rewards achieved using the online Edulink App. 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 displays 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
- many digital platforms are also used to provide students with meaningful feedback for improvement e.g Google Classroom, Mote, Kami
- student voice is encouraged with focus groups and a particular member of staff is responsible for bringing this together. Current student leadership roles include:
 - Student Learning Consultants
 - Character Development Group Representatives
 - Student Leadership Team comprising the head boy and head girl, deputy head boy and girl, executive leaders and senior prefects
 - Prefects
 - STEM Leaders
 - Subject Leaders
 - Language Leaders
 - Sports Leaders
 - Anti-Bullying Ambassadors
 - E-learning Leaders
 - Eco-Leaders
 - Librarians
 - Performing Arts Technicians
 - BMS Buddies
 - Community Leaders
 - Reading Mentors
 - Student COVID Champions
- student leaders willingly give 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
- the Student Parliament meet each half term to discuss current issues, give feedback and receive reports from other student leaders
- 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
- Rewards Assemblies for each Year Group at the end of every academic year to celebrate the success of all students
- 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, drama and dance productions
- 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

- a more inclusive approach was adopted in November 2019 with all students invited to attend the More Able Evening, even if they had not been identified as being More Able at that time. This was to encourage all students to raise their aspirations and promote the growth mindset philosophy. The More Able handbook is also circulated to all students each year
- 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 evidenced 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	2016-2017	2017-2018	2018-2019	2019-2020
7	5.8	5.7	5.8	4.9
8	5.6	5.7	5.5	5.1
9	5.4	5.5	5.7	5.1
10	5.8	5.5	5.5	5.6
11	5.6	5.7	5.5	5.7
12	5.2	5.4	5.7	5.3
13	5.7	5.6	5.8	6

**Due to the COVID-19 pandemic, schools went into lockdown in March 2020, many students were self-isolating between September – December 2020 and another lockdown occurred in January 2021 – the results in the table above for these academic years are therefore not reflective of normal service at BMS*

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; in 2018 the school rolled out a 'Wow' classrooms initiative to take this to the next level and which is now an ongoing focus
- students are taking pride in presenting their work

A positive and stimulating learning environment and ethos permeates across the school with an emphasis on Character Development. This 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 Character Development sessions, to a positive atmosphere of mutual respect and learning and a clear vision for all
- in 2017 we introduced 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 were a pilot school for the national PiXL initiative 'Them and Us' in 2018 which helped strengthen the culture of our students following the principles of showing respect, not harming others and being kind. The work we 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 Edulink App
- 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 Report Book, 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
- the student leaders, as listed earlier, contribute significantly to our 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 which is further enhanced with support from the prefect team
- a positive culture at social times (break, lunch and before school) where students are involved in activities such as table tennis, basketball, football and netball and many additional extra-curricular clubs with all areas being well staffed to ensure positive behaviour
- 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, 80% average attendance across all year groups in 2019 – 2020. Pastoral staff contact all parents of students who are Pupil Premium to encourage attendance and identify any barriers to attending that can be addressed
- an online booking system that allows the parents and carers to book convenient appointments has improved attendance and communication at the evenings
- the new video appointment app which allows parents and carers to see and speak to their child's subject teachers from home has improved 'attendance' and is very popular with all stakeholders

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 links across the Multi-Academy Trust with students from Hartsbourne Primary School and Little Reddings Primary School visiting Bushey Meads to participate in a range of workshops. This culminates in the Secondary School Experience Week where all Year 6 students spend a full week at Bushey Meads School where they experience a full secondary curriculum and timetable
- strong relationships with feeder primary schools with an outstanding transition programme (see Implementation section b)
- 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 with student 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 'taste of the future' enrichment day to allow them to explore new subjects offered at Key Stage 4 and 5

- the Year 7 Zone in which students spend their social times (break, lunch and before school) is located directly outside the Pastoral Office and this additional layer of support allows students to feel safe, develop their confidence as the year progress and form positive friendships
- Year 7 & 8 students study the GrangeEnders scheme of learning which focuses on building positive relationships
- themes of the week and assemblies have a focus on respect, relationships, responsibilities, 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 visit 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 and booklet promotes curiosity and learning beyond the classroom
- additional online supra-curricula learning, *'Are you up for the challenge?'*
- revision clock strategy encourages students to plan their studies appropriately from Year 7 onwards
- raising aspirations trip for all year 7 students to visit Cambridge University
- Year 9 experience an options focused enrichment day so they can trial subjects prior to their options selection
- 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 and Year 11 'Going for Greatness' programme for all students allows for development of study skills to support their GCSE learning
- sports leadership programme for year 10 students to develop confidence and leadership skills
- raising aspirations trip for more able year 11 students to Oxford or Cambridge University
- Year 11 resilience programme to teach the students how to manage stress and anxiety and promote positive well-being
- community service programme for year 12 students
- student mentoring programme with older students acting as role models for younger 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 'sport 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
- many student leadership roles (see section 2a)

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 Character Development time. 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 to be 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 2019-2020 students received reward points which demonstrates their positive attitudes to learning as follows:

	R1	R2	R3	R4	R5	R6	R7	R8
<i>no. of points</i>	1	2	5	10	15	20	25	30
Year 7	20972	7704	2256	708	77	42	3	
Year 8	20486	6897	2679	782	125	59	9	
Year 9	14338	6159	1862	665	103	74	18	1
Year 10	14526	5545	1527	706	123	89	3	
Year 11	4957	1577	550	306	54	15		
Year 12	1183	763	235	49	57	71	1	
TOTAL	76462	28645	9109	3216	539	350	34	1

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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 Character Development 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 quality diagnostic proformas after examinations ensure students and teachers and students 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
- Next Steps Evening for Year 12 students to discover the various opportunities available
- revision opportunities in the school holidays and the use of the Learning Resource 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 with planned vertical tutoring sessions – supportive for students to aspire to follow in the steps of older students
- subject staff having high expectations of students
- through the 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 to develop prompt and regular attendance?

Expectations

At Bushey Meads School we realise that outstanding attendance, 96% and above, 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.

Communication

The need for outstanding attendance is promoted through:

- explaining the expectations for attendance through the transition programme of interviews, the Transition Evening and during assemblies
- celebrating outstanding attendance through the rewards system, through certificates, during assemblies, 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
- promoting the link between outstanding attendance and excellent academic progress through showcasing the top 30 students who have made the best progress each year and linking it to their outstanding attendance records
- parents can track their child's attendance through the Edulink App

Action

- staff stand at the school entrance in the morning to greet students and to monitor the punctuality
- 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 a Fixed Penalty Notice
- 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 10:00 am each day to find out why their 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
- Kick Start meetings for all Year 11 students with their parents or carers at the beginning of the academic year to emphasise the need for outstanding attendance
- mentoring programmes such as the Rising Stars programme and Time to Shine programme encourages good attendance
- targeted pupil premium students receive a free breakfast to encourage punctual attendance to school as required
- attendance to class is monitored closely using SIMS and the Edulink App to ensure students do not truant lessons
- alternative provision is looked at as a means of supporting students to improve their attendance and punctuality
- students are issued an automatic C4 (one-hour detention) every time they are late for school which has improved punctuality to school from 0.7% in 2018 to 0.3% in 2019 (0.8% in 2020)
- attendance and punctuality reports are issued to help monitor and support students who have ongoing issues
- attendance and punctuality figures are presented and analysed at governor Student Achievement Committee meetings
- for students that are unable to attend school due to legitimate long term health issues, an online tutoring provision is offered to ensure attendance to learning online
- AQA Unit Awards lessons, weekly attendance at Aldenham Country Park Farm and time spent working on the school poly-tunnel boosts the self-esteem levels of certain students and increases attendance

Impact

Attendance at Bushey Meads School is consistently above the national and county figures:

Year	BMS	Hertfordshire	National
2019-2020	93%	<i>Figures not yet available</i>	
2018-2019	95%	94.9%	94.5%
2017-2018	95.1%	94.8%	94.5%
2016-2017	95.3%	95%	94.6%

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Bushey Meads School has a very high percentage of students with an EHCP or a SEND compared with other local schools. Shadow data indicates that if you remove 41 students (3.5%) who have high levels of absence due to PNI, Medical, documented Mental Health concern or other known issues, the overall attendance for 2018-2019 rises to 96.1%. Due to the current climate, we haven't got comparative data for 2019 – 2020.

A key area for focus is to improve the attendance figures of disadvantaged students, in particular students with an EHCP, a SEND or are classified as in receipt of Pupil Premium Funding.

Category	Autumn 2018 Total	Autumn 2019 Total	Autumn 2020 Total
Pupil Premium	92.4%	91.7%	85.6%
Not Pupil Premium	95.3%	94.6%	91.4%
EHCP	87.4%	88.4%	81.3%
SEND support	91.7%	90.1%	87.1%
No SEND status	96.5%	95.5%	91.8%

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Attendance figures for 2018-2019 (latest data available from government website) compare favourably to the national average (previous 2 years figures in brackets):

	% Overall Absence	% Persistent Absence
National	5.5 (5.5, 5.4)	13.7 (13.9, 13.5)
Bushey Meads School	5 (4.9, 4.7)	10.9 (10.3, 9.7)

d) 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 the student planners and on the website. During the transition process the parents and carers are given a demonstration of how the Edulink App 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 Character Development time 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 Character Development Coaches and teachers ensure the routines are adhered to, creating a calm and purposeful environment. Senior staff have a high visible presence during break and lunch times which raises the expectations of behaviour for all students and ensures students feel happy and safe.

In January 2019 we launched the "Keys to Success" programme as an additional layer to promote positive conduct and behaviour. This focuses on disruption free learning and is displayed on a poster in each classroom:

- One Voice (We are silent when others are talking)
- Equipped to Learn (We have the correct equipment at all times)
- Positive AtL (We display a Growth Mindset at all times)
- Prompt Arrival (We wear immaculate uniform, ready to learn)

The Keys to Success information is covered during the Year 7 Transition Meeting and all Year 6 students are given a pocket-sized laminated card with the Keys to Success on, that they can keep in their blazer pocket once they arrive at BMS.

The need for good behaviour and conduct is promoted to students and supported through:

- students in Years 7 & 8 follow a study programme focused on building positive relationships called 'GrangeEnders'
- students in KS3 have an enrichment day focused on the theme of respect and being kind to others
- repair and restore meetings are held between members of staff and students following removal from a lesson to ensure positive outcomes
- a restorative justice approach is used with students following behaviour incidents
- students are placed on report with members of staff to track and monitor their progress over time where needed. These reports are hierarchical in nature as follows:
 - Positive Report
 - Character Development Coach Report
 - Head of House Report
 - Pastoral Manager Report
 - SLT Report
 - Executive Principal Report
- reintegration meetings are held with students, parents and carers following a fixed term exclusion to reflect on what went wrong and set meaningful targets moving forward. Additional support strategies are also discussed at this meeting

- outreach mentoring support from Chessbrook, our local Pupil Referral Unit, and intensive support programmes are provided for students at risk of exclusion
- students at risk of repeated exclusions are placed on a Student Support Plan with their Pastoral Manager. If students are at risk of permanent exclusion they are placed on a Pastoral Support Plan which is led by a member of the Senior Leadership team
- Governor's Disciplinary Hearings are held for students who have accumulated 15 days of exclusion in a single term or who have placed themselves at risk of permanent exclusion through a one-off serious incident
- social stories are used with SEND students with communication difficulties to help support their understanding of how to interact with others successfully
- a CALM room is used within the Learning Support Faculty to give students with communication difficulties a quiet space where they can deregulate in moments of crisis
- Bonnie, the school's therapy dog, helps to support students who are feeling anxious, giving them confidence to continue with the school day
- The Reflection Room, within the Pastoral Office, is a multi-purpose space which can be used for students who need some timeout of the mainstream classroom for a variety of reasons
- All staff within the school have participated in training to help support good conduct and behaviour, which includes:
 - Herts Steps – Therapeutic Approach to Behaviour Management
 - Autism Level 1 Training
 - behaviour workshops delivered by Chessbrook (local Pupil Referral Unit)

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

- Learning Assistants (LA's) - particularly support the SEN and PNI students
- School Nurse - health needs and emotional well being
- Health Care Assistants administer basic first aid and toilet those students that require support
- Intervention Manager - counselling support, self-esteem, friendship groups, anger management programmes, anxiety relief, etc.
- Character Development Coaches - 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.

Areas for further development?

- a) Further embed the Keys to Success ensuring consistency in all lessons.
- b) Further develop our alternative curriculum to ensure the needs of all students are being met, so all can achieve.
- c) Further improve the attendance of SEND students and other vulnerable groups.
- d) Re-embed student leadership opportunities to further develop talents, interests and character development, impacting on the wider community, in and out of school.
- e) Further improve and embed the modelling of exceptional behaviour including acts of kindness and high levels of respect for others.

Judgement on behaviour and attitudes of pupils	Outstanding	Good	Requires Improvement	Inadequate
		2a		

3. Personal development

- a) 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 our drive to successfully personalise education we place 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 ensuring that the Gatsby benchmarks continue to be fully embedded since 2020.

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, maths, PE and Arts enrichment days to allow them to explore the GCSE option subjects at an early stage
- In support of future choices the AQA Award scheme is offered to those students in Year 7 who would benefit most from the scheme
- 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. Year 7 visit to Kidzania, Year 13 interview skills, Year 12 & 13 financial management workshops, STEM days for Years 8 and 9 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
- during transition from KS2 to KS3 additional musical questions are posed in order to steer extra-curricular and support the future more able agenda
- in Year 8 and 9 we offer an opportunity for female students to experience computer science as part of the school's drive to increase the number of girls studying computer science at Key Stage 4
- 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 the vast majority of students choose three GCSE option subjects from a wide range of choices, with no 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 a Year 9 Arts 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

- The Farming Project has been implemented with students most in need of intervention and supports future opportunities
- during the Year 9 GCSE 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
- Springboard into Sixth Form is offered for the most vulnerable students at the end of KS4, offering a Level 1 pathway into Post 16 study.
- on both examination results days in August many staff choose to attend and participate in the morning so they are on hand to discuss with students their options and choices in the light of actual results gained. Then, during enrolment from GCSE results day onwards, 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 further education and careers following Post 16 study
- 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
- a medical futures society (MedSoc), with its access to both internal and external programmes, is in place to support the aspirations of those students wishing to pursue Medicine as a future career
- 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
- in support of the student interests at Post 16, Core Maths is now an established offer allowing additional students to continue a mathematical pathway at Post 16 study
- 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; this is being embedded during the Friday afternoon Sixth Form enrichment programme as well as through the More Able agenda and its ongoing support of using external speakers at faculty level

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 character development time
- in Year 8 students have an introduction to STEM careers with both faculty and careers led STEM days. Through Character Development time they complete a new skills profile and interview a friend about their interests and thoughts around Year 9 options in addition to finding out about Labour Market information
- in Year 9 students follow a 'choices and decisions' programme during character development time, completing a 'which way now' booklet and using on-line careers software
- Year 10 students benefit from a week's carefully arranged work experience, supported by a booklet and programme of study in character development 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 'Time to Sh9ne' 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 all attend a UCAS higher education event and careers convention prior to attending a Next Steps evening with information given about Higher Education and apprenticeships and in Year 13 fine tune their personal

statements and take part in mock interviews.

- all students are introduced to Unifrog, an online search tool for careers and further education and parents and carers can access support to help their child too if they need it

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

b) 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, epitomised on our Keys to Success posters displayed in every classroom.

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
- the One Voice strategy encourages positive polite communication skills through developing positive listening skills
- 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 character development time and assemblies also focus on working together as a community and the ability to show empathy and understanding to others around you. During the annual Sixth Form Induction Day the students participate in a day of team building activities and exercises
- year 7 students work closely with the reception team so that they act as student receptionists once per term, providing whole school support, in this highly visible role, to other students, staff and members of the public
- students can access computing and ICT lessons which promotes the development of their digital literacy 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 developing their resilience and 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)
- childcare placements using the wider opportunities within the MAT as well as local employers support the development of practical skills for students
- through the school mantra launched in 2017 "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
- equipped for learning – students are required to consider and show the importance of being equipped to learn, this is supported through parental communication and through Character Development time
- across all areas of the curriculum, we encourage students to work independently and be able to transfer these skills between contexts

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)
- the AQA Award Scheme is an integral part of our skills curriculum. It provides students with unique opportunities around which to record their achievements. This includes work related learning through gardening and use of our polytunnel to gain an understanding of horticulture. Additionally, students moving into GCSE have the chance to engage with wider college courses such as Animal Care providing them with work-related learning. Furthermore, Childcare placements offer real-life workplace experiences for our students enriching their learning and preparing them for the future.
- the addition of the Springboard into Sixth Form offers students the opportunity to learn and develop skills used at Post 16 in support of their future vocational studies
- in years 12 and 13, students are encouraged to develop independent learning skills through the Extended Project Qualification (EPQ) and by engaging in the school's Supra Curriculum Programme
- a Next Steps evening is held in Year 12 which explores opportunities for students beyond the school such as higher level apprenticeships
- Unifrog provides updated information on apprenticeships for students, this information is updated weekly to provide students with an ability to search and filter possible future options

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 Sixth 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.

Year 11 Destination Data % of students

	2016	2017	2018	2019	2020
Total number of students	166	169	168	166	197
Joined Bushey Meads 6 th	56	67	64	98	121
West Herts College / other	29	17	25	57	51
Apprenticeship	4	2	2	2	2
Joined other Sixth Form	10	8	8	9	22
NEET / Employment	1	1	1	0	1

Year 13 Destination Data % of students

% of students	2016	2017	2018	2019	2020
Total number of students	88	81	108	118	131
University placements	86	56	60	73	86
University placements to Russell Group	19	11	11	13	21
Employment/gap year (taking time out from education)	3	33	18	24 (19/5)	26
Further education at College	1	1	9	6	4
Apprenticeships	8	9	12	11	12
Still in school based education	1	1	1	4	3

100% of Year 13 students will continue with education, employment or training on leaving with an increasing number of students taking a gap year before commencing their university careers (18 in 2018 and 5 in 2019). 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.

c) 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
- An annual Health and Fitness Week takes place each year which coincides with the national Sport Relief day. This includes special assemblies and additional sporting opportunities that encourage all students to be as active as possible
- participation levels during PE lessons are extremely high due to the positive approach of the PE staff and also their passionate insistence on participation
- throughout the year, regular sporting events are organised through our House system, which engage the majority of our learners
- each student has a fitness assessment, placed into a letter format alongside academic assessments on our computer system. 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 the duration of their journey between Years 7 to 11, indicating the student's changing fitness
- a large number of the school's 5 enrichment days focus on physical health, mental 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
- Year 12 enrichment afternoons each Friday makes use of the wide range of facilities available on site, students are encouraged to select each half term from a range of activities including physical activity, musical performances and artistic breakouts
- 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 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
- the Springboard into Sixth Form offer includes ASDAN Sport thus enabling physical activity and health to be offered throughout all student pathways
- The PE and Health faculty make use of technology (mimoveapp) in developing accessible exercise for students
- a large number of outdoor table tennis tables and basketball hoops are placed strategically around the school site to allow students to use these during break and lunchtimes
- the all-weather AstroTurf is used for PE lessons but also is supervised at break and lunchtimes so students can be active
- from February 2020 the school opened a state of the art multigym called Body Mind and Soul, for all

students and staff to use accordingly

- 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
- annual Mental Health Awareness Week, during which several events and activities help to educate, remind and maintain a raised profile. In line with the school ethos 'Mind to be Kind', character development time activities initiate very important reflections and discussions linked to this theme. During this week, all main school assemblies also focus on the theme of mental health
- although the culture amongst our staff encompasses looking after the mental health of the students in our care, our anti-bullying coordinator also coordinates specific initiatives to look after the mental health of our students. Every lunchtime, we host a 'safe' space in our Learning Resource Centre called 'Our Space', allowing students to come together in a supportive and well-resourced environment when they are not feeling confident or good enough to be outside with the rest of the school
- Our pastoral team is very well resourced with six dedicated staff who play a pivotal role in meeting with and looking after the mental wellbeing of students across all key stages
- 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 school travel plan with reminders in the school's 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 Character Development 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
- the addition of a new school councillor working across the wider Multi Academy Trust offers tailored support for those students most in need of targeted interventions

In addition to this the school has worked particularly hard in the past year in regards to its response to Covid-19 and the challenges this posed to promoting health.

- the PE and Health Faculty has set weekly home challenges for the students through its online lessons as well as hosting whole school challenges such as 'Land's End to John o'Groats' and 'Fitness Bingo'
- the Dance faculty have set home challenges for students and families and encouraged the use of technology in creating original dance pieces whilst at home
- the Design and Technology Faculty have continued their healthy eating agenda through its food lessons and encouraged the participation of students cooking live at home with parents and families
- the pastoral team have provided support for those most in need of support emotionally, with both phone and online meetings taking place as well as in school support offered for all those who were vulnerable
- the Year 7 zone, the outdoor space during lunch and break, has had two additional sections of AstroTurf added to encourage physical activity in a safe environment

d) 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 which is embedded across all aspects of the school, 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 Character Development time schemes of learning, assemblies and themes of the week, character development 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 character development programmes include internet safety, trust, understanding, belief, remembrance, challenge, confidence, respect responsibility and relationships, consideration, kindness, mental health awareness and relationships. One of our key themes of the week is resilience, which is tailored to each year group, dealing with elements of keeping safe including drugs awareness, mental health and well-being, and coping with stress
- awareness of mental health and anxiety issues and their link to excessive social media use
- Character Development 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
- 'Chelsea's Choice', a theatre workshop for Year 8 students dealing with sexual exploitation and coercion
- anti-bullying week which promotes the work of the Anti-Bullying Ambassadors and the lunchtime club they run called 'Our Space' as a safe space for students to go to
- internet safety week as well as assemblies led by specialist staff
- a sexual health and relationships day for Year 9
- Sixth Form sexual health awareness workshop
- Sixth Form 'Prevent' training as part of the wider enrichment programme at Post 16
- Herts Young Homeless speaking to students about the future

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, 3 Assistant Pastoral Managers and 3 pastoral support staff, all overseen by members of the SLT. There is also a wide range of pastoral staff trained in safeguarding overseen by a lead deputy DSL and a senior DSL (member of 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 and governors 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 and two health care assistants to whom students may be directed or self-referred where medical safety is at issue
- all interviews take place with a member of SLT as part of the interview team who has completed the safer requirement training provided by the NSPCC.
- a 'Spotlight on Safeguarding' is produced weekly and presented in the staff bulletin to provide weekly reminders to all staff on safeguarding in schools
- during Covid-19 the implementation of a lateral flow testing centre as well as training of a number of staff has taken place

Safeguarding Team	Number of staff	Date of Training	Course name and stage (1 or 2)	Course Provider
DSL – Matt O’Kelly	1	01/20	2 day DSL stage 2 training	HSCB
Deputy DSL(s) Di McIlldowie Helen Blowers Caroline Smart Roa Dillon Michelle Penny Chantal Smith Giles Monks Despina Timotheou	8	06/19 03/21 03/21 03/21 02/21 02/21 12/20 03/19	2 day DSL stage 2 training DSL refresher stage 2 DSL refresher stage 2 DSL refresher stage 2 DSL refresher stage 2 DSL refresher stage 2 DSL refresher stage 2 DSL refresher stage 2	HSCB HSCB HSCB HSCB
Head Teacher	1	02/21	Stage 1	In house DT delivered
Nominated Safeguarding Governor	1	03/20	Stage 1	In house DT delivered
Other Staff				
Teaching staff		02/21	Stage 1	CPSLO
Teaching assistants		02/21	Stage 1	CPSLO
Administrative staff		02/21	Stage 1	CPSLO
Caretaking staff	1 2	03/21 02/21	Stage 1	CPSLO In house Deputy DSP delivered
Technicians	2 2	02/21 03/21	Stage 1	CPSLO In house Deputy DSP delivered
New staff		Ongoing throughout year as new staff join	Stage 1	In house DT delivered
Governing Body		03/20	Stage 1	In house DT delivered

Systems:

- the Site Manager across the Trust 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 and Sixth Form students are required to wear lanyards, including photographs
- visitors to the site are required to sign in at reception and to wear lanyards
- a member of the SLT is responsible for all Educational Visits Coordinator responsibilities, ensuring risk assessments are conducted fully before any trip takes place, including oversight at county level using Evolve Trips.

- the school exceeds the requirements for having a senior DSP and eight 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
- all cleaners are expected to wear a recognised uniform and their photos are displayed in the staff room
- 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 Character Development Coach 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
- specialist areas including D+T and science have specifically trained technician staff who oversee aspects of physical safety within their curriculum areas
- 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

e) 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 49 House Representatives from each CD Group feeding into the Whole School Parliament led by the Head Boy, Head Girl 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, BMS Buddies and Covid Champions
- 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 Character Development time activities and Enrichment Day activities and groups have participated in the County Youth Parliament and regional mock trial events annually as appropriate
- members of the Student Parliament have the opportunity to attend the Hertsmere Annual Youth Conference and students are encouraged to apply for regional and national positions of responsibility with one student in recent years successfully serving on the National Youth Parliament. 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 through the year
- a House 'shoe box' appeal for the charity 'New Hope was led by Heads of House and two Sixth Form students collected vital items for those most in need and most at risk of homelessness
- the Sixth Form community service programme, 'Kindness Matters', 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 regional and national events and delivering INSET to teachers from schools across the county
- A group of year 8 and 9 more able students take part in the Citizenship Foundation National Mock Trial competition. This not only develops problem solving, presenting and team work skills but also explore the use of lay magistrates in the UK English justice system and their role in preserving law, order and justice.
- a whole school student mock election ran in tandem with the national general election, along with associated discussion and debate

The following was raised for charity over the past few years, demonstrating the student's contribution to wider society:

Charity	2018/2019 Raised
Variety Club	£63
Children in Need	£2033
MacMillan Appeal	£72
Christmas Jumper Day	£485
Comic Relief	£769
British Heart Foundation	£799
TOTAL	£4191

Charity	2019 / 2020 Raised
Sports Relief	£1775
Christmas Jumper Day	£485
Children in Need	£1974
TOTAL	£4234

f) 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 Character Development Time 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 Character Development 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 9 trenches trip and the Year 10 RE day visiting places of worship from different religions
- SMSC is evident in many schemes of learning 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
- the school runs activities during Black History month including a week of assemblies and related activities across a range of curriculum areas
- we provide prayer rooms for students who wish to pray during the school day

Reflection and respect underpin the school's rigorous rewards and consequence system. Students are encouraged to reflect on their actions when challenges are faced in light of the school's high expectations.

g) 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 previous year, unaffected by Covid-19, there were 118 educational trips, 6 involving overseas travel and 11 including a residential component. Students are very keen to take part and learn about themselves and their environment in this practical and inspiring way creating a real cultural capital with the 118 trips totalling 5603 student days. Examples include:
- nearly all Year 10 students chose to pay money to visit a place of worship 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 World Challenge opportunity in 2022 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. In the years unaffected by Covid-19, five enrichment days per year are held, 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 and are working in full compliance with the 8 Gatsby Benchmarks. See 'Personal development, behaviour and welfare section b, c & d' for fuller details. In their classroom learning students show a curiosity to learn, with the development of 'curiosity', followed by a 'gritty' determination and now 'flair', becoming themes for our school's More Able programme, driving forward independent learning.

h) 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 of learning 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, in particular the weekly events of Monday Magic Moment and Friday Faculty Focus provide the opportunity to share to the wider staff twice a week
- a 'WOW Classrooms' competition launched in July 2018 in which faculties were given £50 per classroom to reinvigorate the physical learning environment and increase the creativity and learning witnessed from students, revisited and strengthened each year
- a 'Lighting Fires' agenda is implemented during the first three weeks of each academic year in which staff specifically plan lessons that capture the imagination of students and allow them to fall in love with the subject
- the development and delivery of online lessons through the sharing of good practice amongst staff both through faculty time and through whole school CPD
- many of our Enrichment Day activities encourage a creative problem-solving approach to real life scenarios
- as part of the wider creativity during lockdown, whole school events continued to take place, such as, World

Book Day was celebrated and allows for celebration of literature, the process continued during home learning with the encouragement to participate in a World Book Day Cake Bake. Also an online sports event during Covid-19 allowed for a whole school 'Sports Day' to take place making use of the school House system and the students activity at home

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.
- outside of the classroom the Polytunnel
- increased vocational offer across all years including the AQA Award Scheme and Springboard into Sixth Form encourages on transferable skills.

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.)
- students are also encouraged to participate in external competitions such as the National Maths Challenge and the Subway Business Challenge to extend creativity and passion even further
- STEM club and F1 in schools encourages students of all key stages develop skills not traditionally associated with classroom lessons

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:

- musical competitions
- the Christmas Concert
- performing and visual arts festivals
- dance events at both GCSE and A level
- drama productions (school show was The Addams Family in 2019)
- Christmas Entertainment
- House Arts competition
- sporting competitions
- regular exhibitions in the BSJT Gallery
- BMS Community Leaders visit a local care home regularly, organising a variety of events
- certificates awarded in assembly
- articles featured in the BMS Newsletter

i) 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:

- through the Student Suggestion Box, we are encouraging students to reflect on their experience of school and suggest improvements for the future

- 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
- the internal Reflection Room within the Pastoral Office caters for students who have been withdrawn from circulation for a period of time and allows them to reflect on the situation, their actions and the improvements they need to demonstrate in the future. The Reflection Room is staffed by the pastoral team (which includes the Intervention Manager) and so relevant conversations are set up where required for this process to take place effectively
- the Calm Room in the learning support base offers students a safe and calm space to compose themselves if needed. Learning support staff are close at hand if a student needs to talk about an issue
- Our Student Parliament setup provides students with a structured forum 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. Student experiences and reflections are cascaded up from Character Development Groups to House reps, to Student Parliament, to the Senior Leadership Team. Additionally, a student suggestion box is utilised well by students to share their reflections
- Student Learning Consultants are often involved in questionnaires and interviews to allow them to share their experiences and suggestions for improvement
- Student Subject Leaders are invited to Faculty meetings and encouraged to contribute suggestions to help faculty improvement from a student perspective
- Two teacher report cycles per year 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, these moved online during Covid-19 and attendance has remained good
- during the annual Governors Day students are encouraged to reflect upon the school and discuss their 3 stars and a wish for the wider school community
- student statement forms now all have a specific section for reflection from the student making the statement
- work experience opportunities for Year 10 and Year 12 students and completion of their work experience booklet 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
- the school is building a 'restorative justice' approach when things have gone wrong including staff meeting with students who have received an SLT detention on a Friday

In response to the Covid-19 complications to schooling a number of additional measures for reflection were put in place these include:

- an addition to the student leadership roles within the school by adding student Covid Champions, these Covid Champions meet to reflect upon the school's response to Covid-19
- a Covid-19 student questionnaire was undertaken with very positive response rate, approximately 500 responses were received

j) 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 Character Development Coaches, Pastoral Managers, Anti-Bullying Ambassadors, Intervention Manager, School Nurse and Learning Support Department
- an online 'Confide' button is available for all students on all desktop computers, this button can be used to raise any safeguarding issues a student may have and has a direct link to the safeguarding team at the school
- Character Development 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
- students in Year 7 and Year 8 will read through certain aspects of Grange Enders and use this to generate discussion on several issues including legal and moral choices
- all students have signed an 'anti-bullying pledge' and a selection of these are displayed around the school
- our students participate in regular trips to the Houses of Parliament where they learn about the importance of codes of conduct
- a group of students attend a mock trial event each year which allows them to witness first-hand the rule of law in England and how this impacts on society
- 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

k) 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

Our fully embedded 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 Character Development time activities.

l) 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, this is supported by our One Voice policy and through the keys to success posters/expectations in every classroom
- lessons actively encourage debating, hot-seating and students 'magpying' ideas groups to learn from others. Our students shine in this area
- we have a Debating Club that takes part in regular competitions both inside and outside of the school
- the Student Parliament meet every half term to offer feedback to stake holders regarding their school
- these views and actions are shared back to Character Development 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, House 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
- Enrichment Days offer the opportunity for students to discuss many of our school themes. Year groups have bespoke workshops such as 'Mind to be Kind' and 'Them and Us'
- The school has strengthened the use of oracy across the Multi Academy Trust to support respectful communication
- a broad range of activities during Character Development time encourage students to discuss and debate many factors that will affect them and the wider community, often the basis for these discussions are topical news stories

m) 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 with an annual vertical tutoring week arranged to aid cross age discussion, advice and support
- 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 with a safe space provided at lunchtime called 'Our Space' that focuses on anti-bullying
- 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
- Student Community Leaders attend the local care home every half term and socialise with the residents through a variety of activities such as carol singing, bingo, reading and having discussions over refreshments
- a fully integrated PNI and SEND cohort participate fully in the life of the school and enjoy socialising and building positive relationships across a diverse range of religious and ethnic backgrounds
- the school provides a prayer room in support of those who wish to use it

- all food sold in the school restaurant is Halal and supports a cohesive school environment

n) 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, 'Kindness Matters', where they volunteer to assist in lower school classes, help run extra-curricular activities or volunteer at Little Reddings and Hartsbourne Primary School
- the Community Leaders volunteer at local care homes
- student Anti-Bullying Ambassadors volunteer to help other students and resolve conflicts amicably
- Anti-Bullying Ambassadors support local charities during anti-bullying week. They have raised funds for Herts Young Homeless and Bullying UK from cake sales
- Anti-Bullying Ambassadors have set up 'Our Space' in LRC 4; a safe place for students to come and talk when they need to
- Eco-Leaders offer their time to a gardening project at Little Reddings School
- BMS Buddies assist with the year 6 transition to secondary school programme
- the art subject leaders visit Little Reddings School and construct Santa's Grotto each year
- Sixth Form prefects attend lunchtime duties where they communicate with younger students, supporting their personal development and welfare
- Student Learning Consultant's regularly meet with visitors and governors, sharing the content of their lesson objectives
- our Student Leadership body regularly attend Full Governors meetings to update them on the progress of Student Parliament, Student Leaders and school initiatives
- our Senior Student Leadership team host an annual assembly on 'Raising Leaders'
- Sixth Form students volunteer as reading buddies for both lower school students and, in some cases, across the Multi Academy Trust, working with targeted primary school students
- please also see section 5i

o) 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 House 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
- a group of students attend a mock trial event each year which allows them to witness first-hand the rule of law in England and how this impacts on society

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 Character Development 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 a place of worship
- whole school charitable events including non-uniform days and Food Bank donations.
- the strong Student Voice at Bushey Meads through 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

p) 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 Character Development 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 the biannual World Challenge expedition (next taking place in 2022 to Nepal)
- Enrichment Days explore different cultures through the Year 10 RS day which includes a visit to places of worship from different religions, and the Year 8 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

q) 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 alongside the context of the EU and the wider world
- our BASE team arrange a day trip for students to visit 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 the school's popular Debating Club
- 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

r) 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 and visual 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 etc.
- school theatre productions (2019's production was The Addams Family), 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, which continued during lockdown as a virtual event)
- 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
- the use of the BSJT gym (Body, Mind and Soul) during lessons and as an extra-curricular offer
- the Dance department making use of a separate Dance Studio with a sprung floor
- the BSJT Gallery being used to showcase student work for celebration and showcased in lesson and in the school Newsletter
- the Sixth Form enrichment afternoon making use of a wide range of sporting and artistic activities
- the doubling of the practice space for Music as well as the development of two Apple Mac suites to provide editing support for both musical and artistic students
- development of a large designated theatre space supports the students in their performing arts
- 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
- students willing work with 'artists in residence' who work with more able students and whole year groups during enrichment days encouraging students to respond positively to artistic stimuli and create installations across the school community

Student participation in events is encouraged and celebrated via artwork being displayed on the walls and sculptures 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.

s) 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 Character Development 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. This is also supported by our whole school mantra 'Our School has a Mind to be Kind' and core values of Respect, Responsibility and Relationships, in addition to this the House assemblies cover a range of themes that draw on local and global issues.

The number of reported racist incidents has fallen over a 5-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
2017-2018	2
2018-2019	9
2019-2020	0*

* Whilst we are incredibly proud of the fact that we have had no incidents attributed to racism in 2019 - 2020, we are completely dedicated to reviewing the processes involved in logging incidents and in the training of pastoral staff to appropriately manage any incidents with racist undertones, as well as supporting all those affected by an

incident.

Each year the school holds non-uniform days to raise money and awareness for global initiatives/charities Children in Need, Comic Relief and Sports Relief (please also see section 5k for further details).

t) How well is the school meeting the obligation to provide an appropriate relationships and sex education curriculum framework for students to study?

As a school we believe that effective sex and relationship education (SRE) is essential if young people are to make responsible and well-informed decisions about their lives; we aim to support our students through their physical, emotional and moral development, helping them learn to respect themselves and others, moving with confidence from childhood through adolescence into adulthood as they journey through the school.

Our carefully considered SRE programme is an educational entitlement for all students and in conjunction with the vital role that parents and carers play, our aim is to:

- encourage personal responsibility in all forms of behaviour
- encourage self-esteem and respect for self and others
- encourage the exploration and clarification of attitudes and values
- enable the development of interpersonal skills
- enable the development of a moral perspective
- provide accurate and appropriate information about how the body works, sexuality, reproduction, sexually transmitted diseases and all aspects of sexual health
- help young people understand the information that is presented and the issues of concern at the time

The SRE curriculum is tracked and mapped across relevant curriculum areas, special Enrichment Day activities and carefully considered, age-related themes of the week. Students are always encouraged to consider their attitudes and values within an overall moral framework and they will be made aware of the difference between fact, opinion and religious belief and will be given appropriate opportunities to discuss these issues.

Areas for further development?

- a) Continue to review and develop the outstanding PSHE programme through the creation of a sequenced curriculum roadmap from Year 7 to 13 which incorporates the new Relationships and Sex Education (RSE) curriculum.
- b) Further develop the promotion of students maintaining a healthy lifestyle so they are clear about how to eat healthily, maintain an active lifestyle and keep physically and mentally fit through half termly events which are showcased in the school newsletter.
- c) Further enhance the outstanding provision to prepare students for future success in education, employment or training through the increased use of alumni and other stakeholders in the life of the school (at school events such as a BMS careers fair, STEM careers day, Speed Dating careers workshop, etc.)
- d) Further enhance the rich extra-curricular student experiences by providing new taster events and improving the monitoring of students' engagement.
- e) Ensure that a restorative justice approach is employed by staff to further develop students' understanding of respect and provide them with opportunities to take responsibility, broadened and develop their character and contribute positively to society.
- f) Continue to ensure that the most disadvantaged students all actively engage in the school's rich careers and personal development programme opportunities.

Judgement on personal development of pupils	Outstanding	Good	Requires Improvement	Inadequate
	1b			

4. Leadership and management

- 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, regular school events, weekly assemblies, the theme of the week activities in Character Development Time, through Student Parliament Agendas and discussions at meetings, school brochures and through school and Trust newsletters and the school and Trust websites
- the 'Keys to Success' posters displayed in every classroom reinforce the school's clear expectations for behaviour for learning across the school community
- 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, the annual Governors' Day and termly Link Governor visits, 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
- there is an embedded More Able culture established which fully supports the whole school Character Development programme, teaching and learning and raising achievement agendas; annual More Able Evenings, INSET opportunities, student programmes for targeted groups keep the agenda high profile within the context of Growth Mindset ethos and culture which permeates throughout the school. Leaders are ensuring every classroom displays an 'Up for the Challenge' area or noticeboard with enriching extension activities (see Section c)
- there is a drive to promote and use 'expert students' throughout the school, further recognising the highest achievers
- 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
- the PE and Health Faculty celebrate the successes of alumni students who have excelled in their sporting field both in school and at whole school events, recent examples include ex-students who have performed on a

national (football) and international (athletics) stage

- regular activities starting with the Oxbridge University Trips for Year 7 students, 'Rising Stars' and 'Time to Shine' mentoring programmes for Year 11 students, Study Saturdays and regular holiday revision sessions reinforce the strong culture of aspiration
- Half termly whole school High Achiever Awards celebrate student achievement and profile this around the school site and in the weekly newsletter; each student receives a certificate, a praise letter home and they are featured in displays and in the newsletter. This is replicated in many faculties across the school and has a high impact on student achievement (see Section c)
- this culture is strengthened through effective links with Alumni and relevant industry-based visiting speakers who return to school to provide advice about next steps and build aspirations for the future. Recent alumni speakers have included a solicitor specialising in criminal negligence for the NHS, a cost lawyer, representative from John Lewis Partnership and a NHS worker
- the annual rewards assembly supports the culture of celebrating learning. In 2020 a recent Head Girl was invited to speak to the students about her learning experiences at school, her current studies at Oxford University and her personal learning journey that led her there
- a high value is placed on our vocational provision and ensuring every student has the opportunity to aspire and achieve their potential. This ethos is evident from KS3 to KS5 in our AQA Unit Scheme and Sixth Form Level 1 provision. Student excellence is recognised by display boards, an award evening in the summer term, news articles, and presentations on our website.
- across the school and in many faculty areas there are prominent displays of students' future destinations, reflecting the broad academic and vocational landscape beyond the school
- each faculty area has a work-related learning display to remind students of the relevance of their subjects to life and work beyond the school, which skills are considered important, what occupations their endeavours could lead to; this information is used as a motivational tool to improve their efforts in the lesson

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's motto *Aspire to Achieve*, the school mantra 'Our School has a Mind to be Kind', the three core values of Respect, Responsibility and Relationships and the 'Keys to Success'. This is achieved through:

- a very positive culture amongst the staff body at the school based on high expectations and a professional approach to all areas of school life
- an embedded culture of sharing best practice amongst all staff reinforces the school's high and clear expectations and celebrates professional respect and courtesy for all
- the school's clear Code of Conduct and all policies related to professional behaviour among pupils and staff (which are regularly reviewed in line with statutory guidance) are modelled by all staff and a culture of supporting and addressing any issues in this regard is apparent and consistently applied where needed
- all 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
- Themes of the Week, which incorporate activities during Character Development time and assemblies, ensure the core values and ethos are regularly revisited and explored in depth throughout the academic year.

Themes include:

- Respect
- Responsibility
- Relationships
- Consideration
- Understanding
- Equality and Diversity
- Kindness
- 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 Character Development Group representatives, BMS Buddies, Anti-Bullying Ambassadors, Head Boy and Girl, STEM/Language/Sports Leaders give willingly to the school and benefit from the respect and experience they receive
- the BMS Buddies and Anti-Bullying Ambassadors have a high profile as student leaders around the school as do their Anti-Bullying Pledges displayed on noticeboards in prominent places around the school site
- All students know about the 'confide button' on all home screens and the need to report any social behaviour that doesn't meet the school's high expectations, through which concerns can be raised with pastoral leaders and prompt action taken accordingly
- Half termly whole school High Achiever Awards reward and celebrate respectful and courteous behaviour (see Section b)
- 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
- 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
- all visitors to the school comment on the very positive way that staff and students interact with one other and demonstrate mutual respect and courtesy in a high performing learning environment; this is evidenced by comments in the school's visitors book, ongoing positive feedback and letters/emails from a variety of stakeholders

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* (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 and School Improvement Plan (SIP) and Faculty Improvement Plans (FIPs)
- the school's use of the online BlueSky performance appraisal platform ensures that staff indicate the relevance of external CPD against the school SEF, SIP and their own performance appraisal objectives securing relevant courses that inform the continued development of teaching and learning. A process strengthened by staff then evaluating their training and making actions to structure the learnings impact across the relevant area within the school
- 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. In recent years there has been a necessary emphasis at these meetings on HPA and PP performance and progress in line with the school's strategic improvement focus

- any areas identified for development 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 (previous Marking and Feedback Fortnight themes include Firm Foundations, Marking to Move Forwards, Capturing Verbal Feedback, Hidden Gems and Digital Marking and Feedback)
- 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
- data dashboards are published after each data drop and discussed at SLT, Line Management and Faculty Meetings; clear actions to secure continuous improvement in student performance are agreed and monitored over time
- actions resulting from 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
- a staff suggestion box, placed within the staff room, allows staff to make suggestions for improvement throughout the academic year
- student voice is a key ingredient feeding into self-evaluation and continual improvement. Through our student suggestion box and our 60-member strong Student Parliament, key issues and suggestions, from the student perspective, are drawn together and relayed on to the Senior Leadership Team for action
- Senior Student Leaders and different student leadership groups present at both SLT and Governors meetings, ensuring student action and student voice are definitely a positive and dynamic presence in the school

e) 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

The strong CPD culture at BMS helps to secure and sustain improvements in teaching and learning each year. A front-loaded and comprehensive plan for the academic year ahead is advertised in June the year before so that staff can start to plan their diaries accordingly:

- the cohesive whole school CPD Programme includes Monday Magic Moments and Friday Faculty Foci (3 minute tips shared in staff briefing twice a week), external keynote speakers at staff development days, BMS Teacher Toolkit Sessions after school, three BSJT Teacher Toolkit sessions to share good practice across the trust
- The school facilitates Development Strand Sessions that staff sign up to and follow throughout the year, regular Teacher Triad meetings and a Staff Reading Group who meet each half term
- a Half Termly Teaching and Learning Newsletter is published and presented to all staff and up to date and relevant displays are created in the Professional Learning Area
- in addition to the whole school CPD Programme, all NQTs, Schools Direct candidates and PGCE students also benefit from the Initial Teaching Training Programme comprising of a weekly meeting with a subject specific mentor, half termly lesson observations, a fortnightly after school meeting where key elements of teaching are focused on (programme is published at the start of each academic year)
- three annual NQT Herts events (one per term) and the chance to attend three external subject specific training courses are also offered
- even though the CPD Programme is published before the start of each academic year, it also has the capacity to grow organically depending on the needs of the school, students and staff at the time. For example, in January 2021, as a result of the third national lockdown (meaning that teachers were required to deliver lessons remotely) all staff training sessions were focused on delivering effective hybrid lessons (to both students physically present as well as those at home) and the necessary ICT skills required 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 annual pay review process, in which the governors play a key role.

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

- up to 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

The quality of teaching and learning and the impact of CPD and support and challenge is monitored throughout the year via the following mechanisms:

- lesson observations x 3 (SLT, HOF, peer) allows SLT to obtain an overall view across the school
- targeted learning walks and drop in observations 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 (PGCE, Schools Direct, NQTs) 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)
- data dashboards are created following each reporting cycle which analyses the students who are under-performing. These are scrutinised by SLT and followed up in line management meetings with Heads of Faculty to discuss what strategies need to be employed to secure improvements
- 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 to take actions to secure and sustain further improvements to teaching, learning and assessment across the school
- the Governors Teaching and Learning Committee members scrutinise the lesson observation data to ensure that 100% of teachers improve throughout the year and that the SLT offer adequate support to those staff who need it and that best practice from the most outstanding teachers is shared
- In 2021 there was a necessary focus on developing Live Lessons for students working from home and an impressive emphasis on sharing best practice to support the upskilling of all staff. Every Monday Magic Moment and Friday Faculty Foci, sessions across the annual two-day Staff Conference and time at faculty meetings was dedicated to this professional development programme resulting in a rapid impact across the school community, evidenced by regular positive feedback from parents and students, showcased in the school newsletter on a weekly basis

f) 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
- ensuring that on each appointment panel at least one member of the panel has undertaken the safer recruitment training
- 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
- actively encouraging members of the Associate Staff who aspire to train to become teachers to step up to well supported teaching opportunities in the classroom (e.g. Learning Assistants becoming Learning Supervisors and then training to become teachers, an IT Technician teaching GSCE Economics etc.)
- the sharing of good practice; Staff Briefing every Monday includes a 'Monday Magic Moment' and staff briefing each Friday ends with a 'Friday Faculty Focus' in which a member of staff shares a 3 minute 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
- the inclusive ethos promoted in relation to staff development actively encourages staff at all levels of the school to contribute (e.g. a shared advice document for on-line lessons to which any staff could add ideas and comments, participation in the annual staff conference with showcasing Monday Magic Moments etc.)
- ensuring time is provided during CPD sessions for staff to implement and embed new initiatives presented in staff training sessions
- 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, flowers/box of chocolates and a formal letter from the SLT link or Executive Principal for their file
- the Executive Principal writes to each teacher of an examination class following the raising achievement meetings, motivating the staff efforts related to the students they believe they can make the most impact with. A subsequent praise letter, recognising the impact of their work and efforts is provided post results in August each year
- Modelling Embedding Greatness Awards (MEGA Awards) are presented on a weekly basis to staff who deserve them and are seen to be supporting the School Improvement Plan's mantra of *Embedding Greatness*
- 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, non-alcoholic 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
- the Acting Deputy Headteacher in charge of Teaching and Learning sends congratulatory letters to all teachers who taught an 'outstanding' lesson when they were formally observed. This formally recognises their contributions to the school, motivates the individuals and helps to ensure that best practice is shared
- 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 2020 - 2023, every member of staff (alongside representatives from the student and Governing Body and Trust Board) were involved in a 90 minute post-it note activity to capture all of their ideas – on which the SIP was written
- ensuring all staff participate in the annual staff survey in May of each year and are strongly encouraged to contribute ideas for improving the school, addressing work life balance and ensuring continued improvements are made at all levels
- ensuring a collaborative approach across the staff is taken in developing the annual staff calendar so that it is fit for purpose and supports the key agendas of professional development, curriculum provision and staff well being

- a staff suggestion box, placed within the staff room, allows staff to make suggestions for improvement throughout the academic year
- encouraging the Staff Health and Safety and Union Reps to join SLT meetings and or additional meetings with the Executive principal and Acting Deputy Headteacher to discuss and action relevant matters (this was particularly helpful during the Covid-19 pandemic in 2020.21)
- appropriate staff are encouraged to present at national conferences (such as SSAT, PiXL and By Leaders for Leaders) 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
- celebrating the contribution of all staff to the very successful journey of school improvement through corporate publications of pedagogical best practice (the BMS Top Tried and Tested Teaching and Learning Tips and termly books celebrating best practice and provision across the school)
- ensuring that the weekly online newsletter published to all stakeholders publically celebrates everything that is good about the school and strongly values the major contributions that all staff make
- ensuring a positive and proactive approach is taken with wellbeing throughout the year with Fruity Fridays, an annual Staff Wellbeing Week, the provision of wellbeing-type, fun, team building during the annual staff conference, the provision of a Staff Professional Learning Area, free drinks throughout the year in the staffroom and free food before all evening events
- free membership of the Employee Assistance Programme (offering free legal, counselling, relationship and medical support to all staff)
- from September 2018 the school and Trust offers low cost childcare/nursery facilities for all staff across the Trust
- from February 2020 the school and the Trust provides free gym facilities for use before and after school each day for all members of staff following completion of an induction
- an annual Staff Wellbeing report is presented to the Governors Finance and Resources Committee and is scrutinised by Governors as to the effectiveness of the school's provision in this regard

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 areas of the school e.g. The Teaching and Learning Committee and Student Achievement Committee to add support and challenge
- 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 (in previous years the Vice Chair of Governors has given 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
- governors receive regular training to upskill themselves to ensure that they can hold leaders effectively to account
- all governors are invited to attend the annual Prize Giving Awards Ceremony each year – in 2017 the Vice Chair of Governors was the keynote speaker

g) 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)

- the school CPD Programme is planned in April (based on feedback from staff and whole school data) and published in June, so that all staff (including Governors) can plan for the academic year ahead
- 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 interactive teaching and learning newsletter published each half term, 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
- learning gems and nuggets of best practice are identified and shared amongst our Senior Middle Leaders during half termly meetings in order to support and develop this key leadership group to be the very best they can be
- 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
- each year, BMS - in conjunction with NQT Herts - delivers a training event which is attended by every NQT in Hertfordshire as well as every teacher within the BSJT. The theme of the event in previous years has included 'Stretch and Challenge' and 'Marginal Gains - the power of Working Smartly'. During this training session, a variety of staff across the BSJT share good practice in relation to the theme. A small group of Student Learning Consultants also attend the event to give delegates a student perspective on the theme
- an annual two-day staff conference provides a strong balance of inspirational teaching, faculty planning time, wellbeing and team building type activities and extended time to embed and strengthen best practice and new initiatives across the learning community
- an annual Trust wide conference for all staff in the Bushey St James Trust takes place in November of each year and provides an opportunity to develop relationships across the Trust, share best practice and strengthen the learning journey from Early Years to Year 13
- internal training opportunities, and external courses for certain aspects of professional development (e.g. the introduction of a new specification) are logged and evaluated on BlueSky (see Section d)
- BMS works very closely with the By Leaders for Leaders organisation, attending the termly national conferences and encouraging key leaders to attend the many Dive Deeper Day events run by schools to share best practice which helps to enhance our school further
- the Teaching and Learning Team (which consists of a Lead Practitioner in English and an Advanced Lead Teacher in science, technology, performing and visual arts and PE and Health) help plan and implement the staff development sessions to help raise standards for all
- all staff are encouraged to visit outstanding schools to see and learn from best practice and implement it back at school
- NQTs and Schools Direct staff are developed appropriately (please refer to above section)
- any teachers who require additional support (based on evidence from learning walks, drop-ins and lesson observations) will be taken through a 6-week Professional Development Plan by a member of the Teaching and Learning Team so that collaborative planning and shared expertise will lead to progress
- an 'Unlocking Leadership' development programme is offered on a personalised basis to all aspiring and potential leaders in the school – many of those who have completed this programme have secured management or leadership positions within the school
- two well established leadership development programmes are run in the school on an ongoing basis by the school's two Advanced Skills Leaders – one programme for the Heads of Faculty and one programme for the Heads of Department and other post holders. The programmes enhance the leadership skills through the sharing of good practice, leadership projects and formal training on leadership qualities
- Within faculties, a culture of providing leadership opportunities is encouraged through the sharing of responsibilities providing staff with the opportunity to develop aspects of the faculty through working in partnership with middle or senior leaders.
- exceptional middle leaders are supported and developed on their journey to senior leadership through invitations to present work at Senior Leadership Team meetings. These staff take on the roles of Associate

Leader, Advanced Skills Leader and Lead Practitioner as part of an extended Senior Leadership Team

- Two leaders in the school have been appointed as SSAT 'Embedding Formative Assessment' mentors to work with other schools, supporting them with their own improvement
- Governors are both developed and help develop others during the annual governor's 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
- opportunities to work across the Bushey St James Trust (BSJT) Multi Academy Trust setting are offered and advertised both externally through the usual channels and internally through the BSJT termly Newsletter which is published to all stakeholders
- through regular Link Governor visits, a termly emphasis at Governor Committees on Continuing Professional Development opportunities and staff development, the collaborative work between Senior Leaders and Governors on Self Evaluation and through regular joint SLT/Governors Strategic Planning meetings governors systematically promote effective practice across the school and evaluate the impact of this over time
- the Acting Deputy Headteacher has liaised closely with several other senior leaders across South West Hertfordshire to plan and develop the Watford Partnership for Teacher Training (WPTT) – a collaborative organisation offering a three year professional development programme to new teachers commencing September 2021 (when the current Teaching School Alliances cease)

h) 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:

- reading and spelling ages are tested at the beginning of year 7 and all students are retested at the end of year 8 and 9. These scores are shared with all staff to ensure teachers are able to support students appropriately in their lessons
- all students across KS3 are also provided with Bedrock lessons to allow progression across the reading ages
- there is an additional academic referral facility on the school cloud for staff to identify students for intervention in relation to reading, writing, speech, spelling and numeracy
- EAL students and those identified as having specific reading issues at a very low level are provided with Speech and Language therapy
- where students have a reading age or 6 - 8 years of age additional interventions are utilised to close any gaps. These include Extra English, Stairway to Spelling and either Phonics or Toe-by-Toe
- students whose reading age is 8 - 9 years have additional support through Extra English, Stairway to Spelling and Stride Ahead
- where students have a reading age of 9 - 11 they are supported through CDC reading, guided reading and peer reading
- there are effective monitoring processes in place at all levels of school leadership, supported by clearly structured weekly line management meetings across the organisation
- the Learning Support Team monitor data for the SEND students to check for key trends and administer relevant layers of support where required (in relation to social, pastoral and academic progress)
- Character Development Coaches (CDC) monitor the Attitude to Learning data for the students in their class and where necessary, place students on a CDC Report by way of a formal mechanism to improved behaviour and attitude in class – complimenting academic attainment
- all faculties utilise robust, personalised spreadsheets to record, track, monitor and action any underperformance within their areas
- bi-annual 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
- Data Dashboards are created following each reporting cycle which allow for analysis of student performance against targets, attitudes to learning, attendance. Additionally, progress of target groups such as High Prior

Attainers, More Able, Pupil Premium and SEND can be seen in the data dashboards

- SLT discuss Data Dashboard actions during line management meetings with Pastoral Leaders and Heads of Faculty to secure improvements
- a multitude of intervention groups, such as the 'Rising Stars', 'Time to Shine' and 'Maths and English Stars' are put into place in Year 11, based on forensic analysis of data and carefully placing students according to their individual needs. These groups cover all levels of students and also take into consideration our different vulnerable groups
- an extra 60 minutes of Maths, English or Science intervention per week is delivered to our Year 11 students through the 'Cracking the Core' morning tutorial initiative
- High Prior Attainer letters are sent to parents and attitude to learning report booklets issued at the start of each half term to identified students and these are monitored and actioned by CDCs to raise achievement
- After receiving their Pre-Public Examination results in January, Year 11 students receive Progress 8 cards that allow the students to reflect on their progress and focus their minds on areas to improve
- senior leaders hold 'Raising Achievement' meetings with Heads of Faculties and their teachers to create a laser sharp focus on Year 11 students who are showing signs of possible underperformance and agree subsequent actions to secure the best possible outcomes for them
- all students completing KS4 will meet with the Sixth Form team for specialised Post 16 meeting. Many of these meetings will constitute of an interview for those who have applied to continue study at Bushey Meads and for those wishing to pursue education elsewhere, they will benefit from guidance meetings held with specialist Post 16 staff
- the Sixth Form offer a personalised approach to the transition from KS4 to KS5. Any external students benefit from a specifically designed event to ease transition and introduce the school to them
- the Sixth Form pastoral team work closely with faculty staff to ensure that student independent study is effective, where appropriate the sharing of tracking data and student teacher communication is used to support the independent study of those students most in need of intervention
- all Sixth Form students follow a 6-week probationary period at the beginning of their study in order to ensure that students are transitioning effectively to the rigours of Sixth Form study
- one of the annual Staff Development Days in May each year is set aside as a Raising Achievement Day, during which time, specific Year 11 and 13 students are invited into school for targeted intervention sessions with certain subject teachers to help them complete coursework or plug gaps in their learning and support their preparation for the approaching public examinations
- 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 Covid Catch-Up, through statements on the school website and reports taken to the relevant committee meetings
- effective systems in place to monitor different aspects of the schools' 3-year improvement plan (launched in November 2020)
- there is a very strong 'what's working well and even better if' culture embedded within the school

i) 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:

- even before Year 6 students join the school every family meets with a senior leader or pastoral leader in the school (for further details see Section A and sections 2c and f and sections 3b and e), attends the Year 6 – 7 Information Evening and is invited to the Year 6 Family Fun Day and BBQ
- In 2021 the 23 Year 6 EHCP students joining the school in September started to attend Bushey Meads School every Thursday afternoon from mid-April and undertook a bespoke transition programme. They ate lunch in the School Restaurant and then participated in a carefully selected and planned activity. The students demonstrate a vast spectrum of need and anxiety and these regular sessions allow a calm, slow and successful transition to secondary school, making the move to Year 7 in September easier for them and their families.
- The Pastoral Team (a team of six experienced non-teaching members of staff) offer a comprehensive programme of support to compliment both the pastoral and academic progression of students. Mechanisms include a variety of in-house Report Books, Student Support Plans, Pastoral Support Plans and liaising with a

plethora of external agencies

- 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:
 - Year 6 transition meeting
 - First day Presentation Assembly for Year 7 parents at the end of their children's first day at BMS
 - Year 7 settling in evening
 - Year 7 Curriculum Celebration Evening
 - 'Come Dine with Me Event' for Year 7 parents and carers
 - More Able evening
 - Year 9 options evening
 - Year 9 into Year 10 evening
 - Getting Ahead Programme evening for Year 10 into Year 11
 - Kickstart meetings for Year 11 student, parents and carers in September
 - Revision techniques evening for Year 11 students
 - Raising achievement evening for Year 11 students
 - Year 12 Information Evening
 - Next Steps Evening for Year 12 students
 - AQA Award Celebration Evening

Due to the impact of Covid19 during 2020.21 all the events listed above continued to be delivered in a virtual environment through the use of high-quality online delivery and/or the use of pre-recorded hyperlinked animations. Positive feedback was gained from all relevant stakeholders indicating the positive way they were received.

- bi-annual 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 Edulink App 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 messages between school and home and to communicate key information such as useful dates, school uniform list and school Code of Conduct
- parents are actively encouraged to join their child's Google Classroom to enable parental monitoring and transparency of the learning taking place, this was particularly important during the implementation of remote learning
- weekly school newsletter and Executive Principal's blog is sent to all stakeholders and placed on the school website. This gives a picture of many of the inspiring events that take place on a weekly basis within Bushey Meads School
- the interactive and informative school website promotes all aspects of school life and serves to support and engage all parents and other stakeholders and agencies
- use of groupcall email messages and text messages to communicate key messages to stakeholders
- a supportive summer programme of induction and enrolment to Sixth Form allows for students to receive taster days, first lesson events and August enrolment, also providing the opportunity to meet face to face with experienced staff and provide guidance on future options
- 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, ARC, SARC, Children's Services, Safe Space counselling, National Tutoring Programme, Halo and HCC Families First
- as a final step before any potential permanent exclusion, a Governors Disciplinary Panel meeting is held with all relevant stakeholders (parents/carers, students, staff, external agencies where appropriate) to look at further opportunities to amend behaviour and conduct and ensure all available support for the student was being offered and accessed
- 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

j) 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). Reflecting the substantial percentage of students (20%+) classified as Pupil Premium, a high-profile display in the staff room visually showcases these students to the entire staffing body. This serves as a constant reminder to staff that these students have the highest priority in school with the need to close any gaps they have. It allows staff to know who all the pupil premium students are, not just the ones they teach. Next to this display are some top tips for teachers to help support the learning of pupil premium students such as targeting these students specifically in every lesson to answer questions and check their understanding and to mark their books first to ensure the quality of feedback

- the school funds the MEGA Seating Plan online platform and ensures that all staff are made aware of who the vulnerable students are in their classes at the beginning of the academic year so that they can create seating plans which will be beneficial to these students as a priority
- all staff are encouraged to consider how they might use pupil premium funding to support the learning and close gaps for students who are pupil premium. This includes removing barriers to learning such as providing equipment (stationery, calculators, etc), exam revision guides, chromebooks for home learning, paying for online subscriptions to websites and supporting their emotional wellbeing through the provision of a school based counsellor and funding intensive, specialist counselling provided by Safe Space
- 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
- pupil premium students in Years 10 and 11 are invited to attend weekly English and Maths intervention groups to boost their attainment
- a letter is 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
- one-to-one and small group tuition is provided for targeted pupil premium students in the core subjects to support their progress
- catch up premium funding is used to support students in Year 7 to improve their basic literacy and numeracy levels through the Bedrock Vocabulary programme for literacy and specialist maths resources for numeracy

k) 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 and year groups
- data from termly reports is presented to governor committees, SLT and the Trust Board to inform future interventions
- Governors are aware of the school's spending against the Pupil Premium and Covid Catch-Up funds and the impact in raising achievement is scrutinised at each Student Achievement Committee meeting
- 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:
 - Reviewing safeguarding procedures and audits with the Safeguarding Governor each term
 - Provision of termly reports to governors regarding safeguarding
 - The annual safeguarding report to the governing body
 - safeguarding training for Governors (March 2020)
- 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, GDPR Training at Trust wide training event and at Governor Committee meetings from March – July 2018, Handling Complaints Training March 2019, Safeguarding Training March 2020, Exclusions Training March 2021
- Governors individually 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 by the Clerk to the Governors and Trust Board
- 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

l) 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 all students, including those with PNI, are fully integrated within the mainstream curriculum and encouraged and supported to take part in all activities. Ramps around the school site, a lift and easy open doors facilitate the PNI student to navigate the school site successfully and, often, independently
- a Sunshine Variety Minibus is used to transport PNI students and other students with EHCPs on school trips
- the themes of the week which include Equality, Understanding, Respect, Consideration, Working Together and Tolerance. The themes are delivered through assemblies and Character Development 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
- the school’s high-profile annual Africa enrichment day
- Bushey Meads School celebrates Black History Month each year, includes an assembly and theme of the week activity on Equality and Diversity and the school Intervention Manager runs an LGBT meeting with a small group of students each week. We are proud of the diversity within our school community and seek ways to celebrate this and support our students.
- active student voice which allows students to give their views on aspects of school life
- SLT hosting a series of meetings with a group of parents on the topic of diversity, inclusion, and equality at BMS. Alongside this, the pastoral team ran similar meetings with a group of students to gain their insight into related, topical issues
- provision of gender-neutral toilets and changing facilities in support of students identifying as transgender and non-binary
- a prayer room has been designated and available for use by students and staff (see section f within the Personal Development section)
- an annual Mental Health Week to raise awareness of mental health issues, challenge the stigma attached to mental health issues and to provide strategies and support
- inclusive participation in whole school and house events such as talent shows and house music
- staff role modelling positive behaviour and interactions
- the clear positive behaviour for learning policy which 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
- a daily ‘Safe Space’ is provided and overseen by the school’s Intervention Manager and Anti Bullying Ambassadors; a suggestion box is available for students to air any concerns and share ideas to strengthen the Anti Bullying agenda

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

In line with the Covid19 guidelines, throughout 2020.21 the school implemented highly effective, separated, age-related year group Zones/outdoor spaces for each year group in the school, with access to sporting/recreational activities, indoor and outdoor seating areas, inclement weather shelters. Age related toilets and indoor study rooms were also designated for each Year group/Key Stage. These areas were well manned by Senior Leaders and Pastoral Leaders linked to each year group as well as additional duty staff and provided extremely safe areas that promoted positive understanding of and respect for all.

m) 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:

- during any job interviews there is always a member of staff on the panel who has completed the Safer Recruitment in Education Training
- 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
- a termly visit from the Governor link for safeguarding to the school and meeting with the DSL and Senior Deputy DSL
- photographs of all staff in the reception of the school as well as photos of all the cleaning staff displayed
- visitors to the school are provided with safeguarding information at reception when signing into meet with a member of staff where the safeguarding team are identified with pictures, full names and safeguarding roles on a laminated card
- teaching staff encouraged to add emergency safeguarding information to their lanyards, providing contact details of Hertfordshire safeguarding support
- a Spotlight on Safeguarding is regularly presented to staff through the weekly bulletin raising and refreshing the safeguarding agenda with the staffing body
- additional safeguarding information and memory triggers provided in communal staffing areas
- regular updates provided by the wider safeguarding team to the teaching and associate staff on safeguarding in school at meetings and through use of the weekly Monday magic moments and Friday faculty foci.
- all new staff receiving safeguarding training and Prevent training on arrival at Bushey Meads School
- increased safeguarding training and communication to staff and parents in relation to the delivery of remote learning and live lessons
- the middle leaders and senior staff monitored the delivery of remote learning and live lessons with access to all Google Classrooms and Google Meets arranged as part of the school's response to Covid-19
- 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 safeguarding training dates
- regular site and health and safety reports made to the Trust's Finance and Resources Committee meetings which are held 5 times a year
- Health and Safety monitoring visits made by the nominated Governor to the school
- all Sixth Form students are required to wear specifically designed I.D. badges as they do not wear school uniform and are not always immediately identifiable as part of the wider student body
- an increase in the safeguarding monitoring of strategic areas and blind spots of the school site with improved CCTV (36 HD cameras in total), which is now recorded, stored and backed up internally for 30 days.

The school currently has nine members of staff designated as leads on child protection as follows:

Safeguarding Team	Number	Date	Course Name: Stage 1 or 2	Provider
DSL: Matt O'Kelly	1	01/20	2 day DSL stage 2 training	HCSB
Senior Deputy DSL Diana McIldowie	1	06/19	Advanced course in Safeguarding level 3 Train the trainer WRAP course Level 3 refresher training	All Training Matters HSCB
Deputy DSLs Helen Blowers Caroline Smart Michelle Penny Chantell Smith Despina Timtheou Giles Monks Roa Dillon	7	03/21 03/21 02/21 02/21 03/19 12/20 02/21	2 day DSL stage 2 training DSL refresher stage 2 DSL refresher stage 2 DSL refresher stage 2 2 day DSL stage 2 training 2 day DSL stage 2 training 2 day DSL stage 2 training	HSCB

Other staff and governors training:

Executive Principal	03/20	Stage 1 training	CPSLO
Nominated Safeguarding Governor Carol Raymond	03/20	Stage 1 training	CPSLO
Other Staff			
Teaching staff	02/21	Stage 1 training	CPSLO
Teaching assistants	02/21	Stage 1 training	CPSLO
Administrative staff	02/21	Stage 1 training	CPSLO
Caretaking	02/21	Stage 1 training	CPSLO
Technicians	02/21	Stage 1 training	CPSLO
Governing Body	03/20	Governors Safeguarding Training	BMS

n) 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:

- the Senior Deputy Safeguarding Lead is trained in delivering Prevent training to other professionals
- all staff within the school receive Prevent training as part of the induction into the school and the wider staffing body have their training refreshed every 3 years, last completed on 7th May 2019
- Sixth Form students attend a workshop annually highlighting radicalisation during an enrichment day to further raise their awareness
- annual workshops on sexual exploitation and the dangers of County Lines drugs and gangs are delivered to

students in Years 8 & 9 using resources provided by the Fearless organisation, part of a Crimestoppers initiative

- issues addressed through assemblies and Character Development 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
- A thorough review of whole school RSE curriculum provision to ensure that all students are aware of how to keep themselves safe within society

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) Continue to create a truly inspiring learning environment across all subject areas and around the school site.
- b) Continue to engage in meaningful dialogue with all staff to ensure that the school's effective work to promote positive wellbeing and balance workload challenges further improves.
- c) Explore innovative ways of further improving the engagement of all stakeholders throughout the school year.
- d) Ensure the best practice of our many outstanding senior and middle leaders is shared fully through mentoring and training, so every leader, at every level, is exceptional.
- e) Continue to ensure that the cohesive CPD Programme ensures that all staff develop professionally in terms of their leadership and/or pedagogical knowledge and that this translates effectively into improvement in teaching and learning.

Judgement on quality of leadership and management	Outstanding 1c	Good	Requires Improvement	Inadequate
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5. Overall Effectiveness

1. The quality of education	
a) Intent	Grade: 2a (1c in 2018.19 and 2017.18)
b) Implementation	Grade: 1c (1c in 2018.19 and 2017.18)
c) Impact	Grade: 2a (2a in 2018.19 and 2017.18)
d) The quality of education overall	Grade: 2a (1c in 2018.19)
2. Behaviour and attitudes	Grade: 1c (1b in 2018.19 and 2017.18)
3. Personal Development	Grade: 1b (1b in 2018.19 and 2017.18)
4. The effectiveness of leadership and management	Grade: 1c (1c in 2018.19 and 2017.18)
5. The effectiveness of the school's Sixth Form provision	Grade: 1b (1c in 2018.19 and 2017.18)

In coming to the judgements on the first four key areas listed above, the school has taken into account the effectiveness of the school's sixth-form provision and considered its impact on the wider context of the school. A separate grade for the effectiveness of the school's sixth form provision has been given and the key findings have been summarised in the concluding comments and the school's Summary SEF. The school has carefully considered what it is like for a student to attend Bushey Meads School and consideration has been given to the impact of the school's provision for pupils' spiritual, moral, social and cultural development (see personal development sections e – t) and the extent to which the school's education provision meets the different pupils' needs, including pupils with SEND.

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 (Physically or Neurologically Impaired – PNI) 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. Current numbers of students with SEND needs:

Year Group	No. of ECHP's (inc PNI)	No. of Wave 1 & 2	Total Number
7	7 (0 PNI)	35	42
8	16 (1 PNI)	21	37
9	8 (1 PNI)	27	35
10	8 (3 PNI)	34	42
11	8 (3 PNI)	31	39
12	3 (1 PNI)	18	21
13	1 (0 PNI)	19	20
TOTAL	53 (9 PNI)	186	236

Through the work of the Learning Support 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, Stride Ahead and Bedrock Vocabulary), 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. Additionally, some students are withdrawn from their mainstream classes and complete work under the guidance of a Learning Assistant within the Learning Support Faculty. This gives a more focused environment for learning and helps the students to gain confidence, ultimately making better progress over time.

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

- only one building on site has classrooms on a second floor 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
- 5 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 is 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 SEND PNI sports which is delivered by a SEND Learning Assistant 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 hand / eye coordination

The SEND students access the mainstream curriculum with some special curriculum support provided (see also section 1a, 1e and 1f):

- the curriculum is personalised into three Pathways in Year 7 to help ensure students make progress
- disapplication from MFL lessons and other non-core subjects for specific catch up work in reading, phonics and general literacy
- weekly visit to a local farm for students to develop interpersonal and communication skills
- development of onsite alternative curriculum offers at KS£ including work with the site maintenance team and a gardening project
- In later years, students can access a range of courses to suit their needs including alternative curriculums such as the Princes Trust Award, BTEC IT level 1 and the Arts Award, work experience and college courses such as Landmark

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.

Overall effectiveness	Outstanding	Good	Requires Improvement	Inadequate
	1c			

Justification for grade on overall effectiveness:

Bushey Meads is a very good school with 5 key areas of outstanding practice: curriculum intent, teaching and learning, personal development, leadership and management and sixth form provision. Within an inclusive and well-structured curriculum framework, all stakeholders constantly seek to enhance the strong teaching and learning culture embedded across the school, regularly sharing best practice. All students 'Aspire to Achieve' resulting in very good outcomes and progression on to further education, apprenticeships and employment. Students behave in an exemplary manner, demonstrating the 3 core values of Respect, Responsibility and Relationships and the school mantra 'Our School has a Mind to be Kind' in and out of school. Often going above and beyond, all staff deliver an exemplary Character Development Programme and offer rich experiences that enable all students to develop their talents and leadership abilities to an exceptional level. Within the Sixth Form, an exceptionally broad, vibrant curriculum offer enables students to achieve outstanding outcomes at this level and further develop positive attitudes and a lifelong commitment to society. Exceptionally determined leadership, clear in moral purpose, strives for the highest standards for *all* students within a culture in which students and staff excel. The opportunity for an excellent education within a vibrant learning community is provided for all students to thrive and succeed.

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?

The quality of education

Intent 1c (2a in 2019.20, 1c in 2018.19, 2017.18 and 2016.17 and 2a for KS4 and 1c for KS5 - 1c in 2015.16)

- f) Ensure that curriculum content in all subjects provides progressive learning journeys, so that *all* students engage and accelerate quickly from prior knowledge and skills.
- g) Continue to personalise the curriculum to meet all students' needs (especially SEND) ensuring they can apply what they know with increasing fluency and independence.
- h) Continue to further embed our age-related literacy intervention programmes by ensuring progression across and between the tailored support provided.
- i) Further develop our alternative curriculum to ensure the needs of all students are being met, so all can achieve.
- j) Further enhance the rich extra-curricular student experiences by providing new taster events and improving the monitoring of students' engagement.

Implementation 1c (1c in 2019.20, 2018.19, 2017.18 and 2016.17 and 2a for KS4 and 1c for KS5 - 1c in 2015.16)

- k) Continue to embed stretch and challenge, particularly for the more able and via home learning tasks, so that all students make accelerated progress.
- l) Continue to refine schemes of learning across the curriculum to maximise the commitment and engagement of all students in all lessons.
- m) Increase levels of memory retention and factual recall across the school through embedding the use of regular and strategically planned low stakes quizzing.
- n) Continue to raise expectations of students to achieve their potential through work on having a growth mindset.
- o) Further improve student and parental attitudes towards the completion of home learning tasks.
- p) Monitor for impact, the fully embedded reading agenda so further improvements can be made if necessary

Impact 2a (2a in 2019.20, 2018.19, 2017.18 and 2016.17 and 2b in 2015.16)

- q) Continue to ensure that accurate baseline data identifies learning needs so that specialist programmes of support can be embedded to ensure progress.
- r) Continue to embed refined tracking systems which are linked to tailored support and intervention programmes through Year 7 to 13.
- s) Continue to improve accuracy of predictions to ensure a flightpath from Year 7 to GCSE and beyond
- t) Improve standards of literacy further so that all students can access the curriculum to a greater depth.
- u) Ensure pupil premium students in all subjects but particularly in Maths are sufficiently supported and challenged to reach their target grades and close any gaps.
- v) Ensure a raised profile and appropriate interventions for raising achievement of High Prior Attainers.
- w) Ensure all subject areas meet or exceed national performance measures and gaps are fully closed.

The quality of education overall: 1c (2a in 2019.20, 1c in 2018.19)

Behaviour and attitudes: 2a (1c in 2019.20, 1b in 2018.19 and 2017.18, and 1c in 2016.17 and 2015.16)

- x) Further embed the Keys to Success ensuring consistency in all lessons.
- y) Further develop our alternative curriculum to ensure the needs of all students are being met, so all can achieve.
- z) Further improve the attendance of SEND students and other vulnerable groups.

- aa) Re-embed student leadership opportunities to further develop talents, interests and character development, impacting on the wider community, in and out of school.
- bb) Further improve and embed the modelling of exceptional behaviour including acts of kindness and high levels of respect for others.

Personal development: 1b (1b in 2019.20, 1b in 2018.19 and 2017.18 and 1c in 2016.17 and 2015.16)

- cc) Continue to review and develop the outstanding PSHE programme through the creation of a sequenced curriculum roadmap from Year 7 to 13 which incorporates the new Relationships and Sex Education (RSE) curriculum.
- dd) Further develop the promotion of students maintaining a healthy lifestyle so they are clear about how to eat healthily, maintain an active lifestyle and keep physically and mentally fit.
- ee) Further enhance the outstanding provision to prepare students for future success in education, employment or training through the increased use of alumni and other stakeholders in the life of the school.
- ff) Further enhance the rich extra-curricular student experiences by providing new taster events and improving the monitoring of students' engagement.
- gg) Ensure that a restorative justice approach is further embedded by all staff to further develop students' understanding of respect and provide them with opportunities to take responsibility, broadened and develop their character and contribute positively to society.
- hh) Continue to ensure that the most disadvantaged students all actively engage in the school's rich careers and personal development programme opportunities.

The effectiveness of the 16 – 19 study programmes: 1c (1c in 2019.20, 1c in 2017.18 and 2016.17 and 2a in 2015.6)

- ii) Further embed stretch and challenge work within the Sixth Form to ensure the work is sufficiently demanding, including the development of a mentoring programme to support the most able with their next steps.
- jj) Further strengthen student leadership and the community ethos within the Sixth Form so all students are exceptional role models for the wider school.
- kk) Continue to tailor the curriculum to meet students' needs with the development of a new programme of study targeted at students with additional needs.
- ll) Further develop consistency of practice with the delivery of SMSC in KS5 Character Development time and the Sixth Form enrichment programme.
- mm) Further embed the enrichment provision for all Sixth Form students to support their continued health and well-being.
- nn) Continue to increase the retention and recruitment to the Sixth Form and progression on to university, higher-level apprenticeships and appropriate employment.

The effectiveness of leadership and management: 1c (1c in 2019.20, 1c in 2017.18 and 2016.17 and 2a in 2015.16)

- oo) Continue to create a truly inspiring learning environment across all subject areas and around the school site.
- pp) Continue to engage in meaningful dialogue with all staff to ensure that the school's effective work to promote positive wellbeing and balance workload challenges further improves.
- qq) Explore innovative ways of further improving the engagement of all stakeholders throughout the school year.
- rr) Ensure the best practice of our many outstanding senior and middle leaders is shared fully through mentoring and training, so every leader, at every level, is exceptional.
- ss) Continue to ensure that the cohesive CPD Programme ensures that all staff develop professionally in terms of their leadership and/or pedagogical knowledge and that this translates effectively into improvement in teaching and learning.

Overall Effectiveness: 1c (2a in 2019.20, 1c in 2018.19 and 2017.18, 2a in 2016.17 and 2b in 2015.6)

- tt) Continue to strengthen training across the MAT for learning assistants involved in developing differentiated schemes of learning and delivering literacy intervention sessions for identified students in Years 7 and 8.

- uu) Continue to ensure that all staff contribute to the varied extracurricular programme; matching staff strengths, passions and hobbies with a vibrant offer.
- vv) Continue to further strengthen the House system encouraging more students to participate in House events and build on the success of the annual vertical tutoring weeks.

When completing the SEF the school has taken into account the Framework for School Inspection and the School Inspection Handbook (September 2019) www.ofsted.gov.uk