



# **Bushey Meads School**

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

## A) Contextual Information

Bushey Meads School (BMS) is an 11-18, mixed comprehensive school which prides itself on its historical Specialist Technology College Status, a key aspect of the school which continues to be a priority. 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 and Advanced Lead Teachers lead various Teaching and Learning Teams across the MAT to facilitate the ongoing sharing of best practice within and beyond the organisation. 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:

- facilitating senior leadership appointments 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 which have continued to be embedded across the primary and secondary phases
- one of the primary Assistant Headteachers being seconded for two terms for a day each week to review and strengthen the phonics teaching and early reading and writing agenda in the secondary phase
- 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 ECTs 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 and enhance learning and emotional development
- the establishing of an annual 'Secondary School Experience Week' for all Year 6 students in the MAT which compliments the school's 2 or 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, Oracy and Closing Gaps, Building Confidence and Establishing Engaging Enriching Experiences 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 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, Bushey Meads School is renowned for having a SEN Specialism in the school and has an excellent local reputation for its support for children with Special Educational Needs. For over 30 years the school has provided high quality education to Physically and Neurologically Impaired (PNI) students in the local and wider community, accommodated within a Base unit (one of only three in Hertfordshire) and has taken up to 15 students each year.

The inclusivity and integration of SEN/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. Specialist extracurricular opportunities for our PNI students (such as a Boccia club and participation in the annual Stoke Mandeville games) have seen our students over the years develop to be able to participate in Paralympic sports at the highest level; one ex-student has represented the country in international sporting events including the Paralympic Games.

In 2021 the school successfully submitted a bid to Hertfordshire County Council to secure £1.3 million of additional funding to develop one of four secondary based Specialist Resource Provisions for students with Speech, Language and Communication Needs (SLCN) across the County. The SRP opened in September 2023 and currently has 16 students enrolled.

Students from non-white British ethnic backgrounds constitute 49.2% of the student population, details of which are given below. There are 4 students from a Traveller background. As of October 2024, the school has 3 CLA, 21 declared service children, 19 Post CLA and 38 Young Carers.

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 September 2024	School	National	Difference	HPA %	% Coverage
Year 11	101.6	No data	-	22.8	Based on CAT4 67.7%
Year 10	99.5	No data	-	17.3	Based on CAT4 84.9%
Year 9	99	105	-6	18.4	94.6%
Year 8	101.3	105	-1	29.8	96.8%
Year 7	102.1	105	-2.9	NA	92.4%

Our intake contains a significant number of vulnerable students with significant needs:

- 8.92% (111) students are on an ECHP (E)
- 13.9 (173) students are on SEN Tier K
- 23.7% (295) students in total are on the SEN register

Our ethnic minorities:

Ethnicity	Count	1245
Afghan	4	0.3
Albanian	2	0.2
Any Other Asian Background	77	6.2
Any Other Black Background	10	0.8
Any Other Ethnic Group	18	1.4
Any Other Mixed Background	37	3.0
Any Other White Background	6	0.5
Arab Other	4	0.3
Asian and Any Other Ethnic Gro	1	0.1

Bangladeshi	5	0.4
Black - African	26	2.1
Black - British	1	0.1
Black - Ghanaian	2	0.2
Black - Nigerian	1	0.1
Black Caribbean	12	1.0
Black European	3	0.2
Chinese	8	0.6
Croatian	1	0.1
Egyptian	1	0.1
Filipino	1	0.1
Greek Cypriot	1	0.1
Greek/ Greek Cypriot	1	0.1
Gypsy / Roma	3	0.2
Hong Kong Chinese	3	0.2
Indian	79	6.3
Information Not Yet Obtained	30	2.4
Iranian	2	0.2
Italian	2	0.2
Kashmiri Other	1	0.1
Kashmiri Pakistani	2	0.2
Kosovan	1	0.1
Latin/ South/ Central American	4	0.3
Other Asian	1	0.1
Other Black African	1	0.1
Other Ethnic Group	2	0.2
Other Mixed Background	3	0.2
Other White British	3	0.2
Pakistani	45	3.6
Portuguese	1	0.1
Refused	10	0.8
Sri Lankan Sinhalese	1	0.1
Sri Lankan Tamil	3	0.2
Turkish	6	0.5
White - British	629	50.5
White - English	18	1.4
White - Irish	5	0.4
White - Irish Traveller	1	0.1
White Eastern European	8	0.6
White European	3	0.2
White Other	85	6.8
White Western European	1	0.1
White and Any Other Ethnic Gro	1	0.1
White and Asian	19	1.5
White and Black African	11	0.9
White and Black Caribbean	25	2.0
White and Pakistani	1	0.1

- 25.7% (320) students with EAL and main languages spoken are Tamil, Romanian, Gujarati, Polish and Urdu
- 18.47% (230) students are known to be eligible for Free School Meals (Ever6)
- Mixed school (45.06% girls 561/1245, 54.94% boys 684/1245 as of October 2024)
- 2.7% (7) 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 up to 15% from 2013 with first preference applications increasing by as much as 40% from 2014. In recent years the school has attracted a number of out of county applications particularly from the London Borough of Harrow
- The total number of students to the Sixth Form increased to 282 in 2020. This was an increase of 52% compared to 2014 (186). Current numbers in the Sixth Form, as of October 2024, are 261.

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
- 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's VexRobotics team recently won the 2022.23 regional tournament with their robot 'Gertrude' and qualified for the national finals taking place in March 2023
- One of the Year 8 students attending the school's Computing Club won the 2022-23 regional CyberFirst Girls Competition and qualified to take place in the national finals. 12 students are currently participating in the scheme in 2024

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

- VEX Robotics is growing rapidly within our STEM club. Our more senior STEM leaders are supporting our younger, aspiring, robotics engineers in order to develop their knowledge and skills
- The school actively participates in the Junior, Intermediate and Senior maths challenges, with students regularly achieving Gold Silver and Bronze awards for their success
- several students each year progress onto the next stages of these challenges including the Kangaroo and Olympiad competitions
- The school participates in the CREST award a scheme for STEM project work that inspires young people to think and behave like scientists and engineers
- A number of A-Level biology students took part in the British Biology Olympiad, an annual competition testing students' problem-solving skills and understanding of biological principles: students in both year 12 and year 13 took part, giving up their time to challenge themselves and demonstrate their aptitude for biology; several students, all of whom are in year 12, were either commended or highly commended for their efforts
- Go Coach have visited BMS with their hydrogen bus for our students to learn about and experience this emerging technology first hand
- During our 'Flair Weeks' 2021 and 2022 departments invited various virtual guests into the classroom to share with students their work, their achievements and their ambitions. For example, business studies had various entrepreneurs and law had different types of legal specialists such as a barrister, an IP lawyer and employment tribunal lawyer
- In 2019 an Artist in Residence worked with 50 students from all year groups in the school to create metallic sculptures in the central quadrangle area of the school. In 2021 the art department had an 'Artist for the Day' who specialised in willow weaving to run workshops with students, the animal-based sculptures are displayed prominently around the school
- The dance department have established strong links with various dance companies and dance professionals; every year the department hosts an array of industry professionals throughout the year (most recently, Olisa Odele, James Cousins and Boy Blue Entertainment) as well as virtual workshops run by Dance East and the Jasmine Varidan Company. In addition, they run multiple theatre and dance trips, including to the Royal Albert Hall, Royal Academy of Dance and to see Move It, Heathers, Newsies and Message in a Bottle

- In English many enrichment opportunities are provided; these include visiting authors, theatre trips to see live performances of the texts they are studying (The Lion King, Noughts and Crosses, Macbeth, and Romeo and Juliet) as well as trips to the Charles Dickens Museum, a reward trip for Year 7 to the Harry Potter Studios and the British Library for Year 7 and 8 students
- Trips have been booked in 2024-25 for Year 11 students to see An Inspector Calls and to go to the Charles Dickens Museum for a workshop on A Christmas Carol
- Year 12 and 13 students will be participating in workshops from a visiting poet Dalgit Nagra, as well as several conferences led by the Shakespeare Birthplace Trust
- The Globe Players are being scheduled for a live performance in school for KS4 classes in 2024-25
- for the last two years, in July, we have run a whole school Culture and Diversity Day during which staff and students get to share about their culture and learn about other cultures; it is an opportunity to celebrate our differences and sessions have included Neurodiversity and LGBTQ+, delivered by specialist staff and peers
- the Duke of Edinburgh scheme is thriving here, with 40 students having completed it in 2018-2019, 42 students enrolled on the scheme from 2019-20 and 41 students participating in 2022-23, this year 18 students registered for the course.
- 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. In July 2022 students involved visited Nepal and in 2024, 19 students from Years 11 – 13 participated on an expedition to Borneo in July 2024. In 2026 20 students are off to Machu Picchu in Peru for their next epic adventure
- 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. Bushey Meads School played a pivotal role in the development and launch of the Watford Partnership for Teacher Training (WPTT) and a number of middle leaders and experienced teachers designed subject specific sessions that they now deliver to trainee teachers through a combination of face to face and virtual training.
- Other partners include Atria shopping centres (Watford), Affinity Water, Balfour Beatty, Watford Football Club, Tesco Legal Department, Ralph Lauren and Learn by Design
- In October 2024 The BBC Bitesize Careers tour visited the school and all of the students experienced an interactive assembly on careers within BBC and beyond
- Members of the Senior Leadership team are fully involved in local collaboratives (eg. South West Herts Headteachers' Forum, Curriculum and Pastoral Leaders and SEND Forums and the By Leaders for Leaders National Collaborative) to discuss key issues and share good practice
- 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 has served as the Chair of the Chessbrook (South West Herts PRU) Management Committee and led the Strategic Improvement Committee for 6 years
- 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 and organised two national conferences to showcase best practice in this area, much of which is continuing to inform and impact across

schools in the North of England and South East region

- 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; continued impact of this work continues to be noted in the school's current ethos and culture
- The Assistant Headteacher and Deputy Headteacher (now Head of Standards, Safeguarding and SEND) 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 and now is the Chair of the Trust
- In September 2018 the Executive Principal was 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). The Deputy Headteacher (now Head of Standards, Safeguarding and SEND) of Bushey Meads was subsequently appointed to be the Interim Headteacher of the school from October 2020 and secured the substantive Headship position in September 2021
- Two leaders in the school have in recent years worked closely with the SSAT on their Embedding Formative Assessment project as mentors supporting other school to complete the programme and raise the way assessment is used to promote learning and progress
- The Head of Standards, Safeguarding and SEND is a member of the LMAG panel (Local Multi Agency Group Panel), the SEND Provision Panel and Youth MARRG (Multi Agency Risk Reduction Group)
- The Head of Standards, Safeguarding and SEND is an active member of the Virtual Schools Designated Teacher Focus Group
- The Deputy Headteacher i/c Stakeholder Engagement is the Child Protection and Safeguarding Trustee for United World Schools (UWS) a charity that builds and runs schools in areas of education poverty in Cambodia, Nepal, Madagascar and Myanmar, fundraising over £500,000 annually
- The Deputy Headteacher i/c Stakeholder Engagement is an active member of the local Pastoral Leaders network, attending meetings and workshops at local schools including Chessbrook ESC
- The Deputy Headteacher i/c Stakeholder Engagement is recently achieved the Level 6 qualification in Careers Leadership and regularly attends networking meetings regarding Careers Education
- The Deputy Headteacher i/c Stakeholder Engagement is a Parent governor at Little Reddings Primary School and has been for 7 years
- Four senior leaders in the school have completed the National Professional Qualification for Headship (NPQH)
- One of the Assistant Heads has recently completed their Mental Health Lead training and links in with the Anna Freud centre and other mental health leads across the country
- One of our Assistant Headteachers reviewed and modified the school's Positive Behaviour for Learning Policy, overseeing a staff working group as part of the process; the new policy was recognised by key leaders in Hertfordshire and was shared widely with schools across the county as a model of best practice
- The school has three members of staff who are trained as tutors in the HERTS Steps Therapeutic Behaviour approach and are able to provide certified training in de-escalation techniques to the wider staff
- Seven staff currently at BMS have been trained as examiners for the public exams
- Our comprehensive and cohesive CPD events and conferences are designed inhouse by our outstanding Lead Practitioners and Advanced Lead Teachers. These high quality and very professional events are attended by staff from across the Trust and we extend invites to other schools that we are forming supportive relationships with. Chessbrook Education Support Centre and Falconer SEMH School staff have joined the Trust schools for training on several of our CPD events, which is testament to the quality of these sessions

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 two/three-day Activity Course for KS2 students joining BMS each September. In 2021, using the COVID-19 funding, we offered a five-day programme to all 200 prospective Year 7 students, comprising of academic and enrichment activities to close attainment gaps and build confidence prior to the start of the academic year. The school offers a comprehensive and flexible lettings programme covering the hire of its indoor and outdoor sports facilities including 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. A popular staff and student choir contributes to the school's extensive wellbeing programme.

The MFL Faculty constantly endeavours to broaden its students' horizons through enrichment such as the Year 9 Enrichment day which comprises a French and Spanish town trail, cookery, dance, art and music workshops. Year 7 cultural projects allow students to understand French inventions and important international events such as Day of the Dead. The European Day of Languages is celebrated with a week-long programme to raise cultural awareness across the whole school with competitions and a student assembly.

Language learning is brought alive for Year 10 MFL students who are given the opportunity to attend a French and Spanish cultural day in which they carry out role plays in French and Spanish mock cafés and order their breakfast in the target language. MFL students have attended Mandarin workshops and careers in languages presentations run by SOAS university and GCHQ. Prior to covid, the MFL Faculty developed close links with French and Spanish schools in and around London and we are looking forward to resuming these in the near future.

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'. In 2020, due to Covid restrictions, the drama department shared videos of short dramatic pieces by students in the School Newsletter. In 2022 the School Production of Little Shop of Horrors and in 2024 Sweeney Todd were great successes and the performances were enjoyed by packed audiences over several nights. A minor Shakespeare production takes place annually in the summer term and in 2023 a Performing and Expressive Arts Festival Week took place in February with Gallery Exhibitions, Dance, Drama and Music Showcase Evenings and Puppet Workshop across the MAT taking place and involving many hundreds of students. In 2025 Matilda The Musical is planned and is involving over 100 students from all year groups in the school.

The school runs an embedded ECT/ITT programme and is affiliated to a number of external providers. All ECTs 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 cross-county wide sessions every year and in addition to the ECTs 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:**

**October 2024**



## 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)
- 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, as an alternative to MFL
- 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 four KS2 teachers, teaching KS3 students working at a KS2 level
- schemes of learning are kept updated and these are embedded with faculties developing all-through schemes of learning from primary to secondary, ensuring no reduction in subject depth and pace during transition
- see Section (b) for further details

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

- KS4 subjects include:
  - the vast majority of students studying triple science and being given the opportunity to take this examination
  - five social sciences (psychology, economics, business studies, sociology and childcare)
  - all four arts, with the addition of media studies and the six technology subjects studied at KS3
  - three humanities and two MFL subjects
  - vocational options in PE, food, music, art, childcare 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 offer Functional Skills for identified students
- 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 science foundation tiered papers 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
- Going for Great sessions are also used as targeted intervention for core subjects
- Year 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 levels in seven social sciences (law, psychology, sociology, government and politics, childcare, business studies, economics)
- all five arts subjects begun in KS3 or 4 with the addition of photography and graphic design

- 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, child development, business studies and BTEC science
- students are able to combine academic and vocational courses and they are able to take AS qualifications 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 offer an alternative pathway for Level 1 and Level 2 students
- the opportunity to resit GCSEs in maths and English for students who did not achieve a level 4 in year 11

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. In Year 9 students have two lessons of History and one of Geography per week.

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 whole school day of culture, 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 or 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 2023 showed that 90.8% of lessons were good and outstanding and 38.2% lessons were outstanding). Figures after the Autumn term in 2023 showed that 84.5% of lessons that had been observed were good and outstanding and 26.7% lessons were outstanding (the observations did not include the most experienced teachers as these are completed last and in the first half of the Spring Term 2023)
- 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
- updated 'Keys to Success' poster displayed in each classroom and is regularly referenced by staff in lessons and CDC time and embedded in assemblies and key whole school events
- Peer staff observations to look at best practice
- Booklets that show exemplar pieces of work

#### **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)
- Flair Evening
- 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 GCSEs 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: 2023 – Lead Together, 2022 - Drive; 2021 – Gusto; 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 and the Golden Box of Challenge embedded in teaching resources and PPTs displayed on the IWBs
- 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
- 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
- distribution of a PP Information Booklet for staff including tips and examples of good practice
- 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
- PP lunchtime sessions in Science and Maths
- Sixth Form buddies for students in a range of lessons
- PP students are provided with additional revision materials and examination packs
- letters are 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
- onsite outdoor education provision is in development
- 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 student was successful in his application to take up a PE apprenticeship within the school
- 1:1 tuition in English and maths for the most vulnerable CLA/PP students
- Reintroduction of the Watford Inspires Programme to inspire and engage some of the harder to reach 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, 9 of 13 (69%) 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, Oxford, UCL and Exeter. Students choose to continue their studies in a broad spectrum of subject areas at these universities, ranging from accounting to international relations with Spanish; from Aeronautical Engineering to English.

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 distribution of an enhanced revision pack during revision evening, (or given to the students separately) and the option of targeted pupil premium students receiving a free breakfast to encourage punctual attendance to school. 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 analyses 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 (the Pupil Referral Unit in Watford) 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 mentoring booklet (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, targeting High Effort Low Achieving (HELP) students, supports 35% of the Year 11 cohort to help enable them to realise their potential.

- 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 pre-Covid times we 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 extracurricular 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.

Since Covid we have been working hard to get our trip number back up. In 2021/22 we ran 63 trips and in 2022/23 this increased again to 79 trips.

Trips have included:

- various theatre trips including Wicked the Musical and Merchant of Venice
- British Schools Karting Championship 2022
- VEX Robotic Competition
- DoE expeditions
- Rickmansworth Lake Watersports
- Year 8 Humanities trip to the London eye and aquarium
- Year 7 trip to Kidszania
- Royal Festival Hall Philharmonic
- The old Bailey
- Trips abroad including to Spain and Italy

Extra-curricular opportunities have included:

- All day 'Life Behind Bars' conference
- KS3 Science Club

- Debating Club
- Media Production
- Hindu Culture Immersion Day
- STEM Club

**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 faculty at BMS consists of all good and outstanding teachers and this has led to both being flagship faculties. The maths faculty has some strong teaching including an ALT and a culture of continuing development.

### **English**

BMS has appointed a new literacy lead continuing the work of the 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. In 2022- Guest speaker Phil Beadle during the staff conference, expert in teaching English, behaviour management and creativity. Whole school inset on 'teaching the unteachable' and the power of language and then small group workshops about using creative ideas to support literacy across the curriculum.

Other elements include:

- an expanded 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 CDC led reading during Character Development time on Fridays with a specially selected text for students in Years 7-10 including:
  - quality texts (e.g. Carnegie prize winners)
  - strong narratives to support the oracy / reading aloud element of CD time
  - range of lead protagonists across the KS3 books (especially males to appeal to boys)
  - 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
  - Seneca learning and Educake are additional online learning platforms used across the school to increase engagement and achievement
  - two Year 13 students were successful in their recent applications to read 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 and Up Learn)
- 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
- through the enrichment day programmes students learn about budgeting and saving

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 2023 -24 there are a total of 124 students maths at post-16. This included, in Year 12 53 studying A Level maths, 6 core maths and 11 students taking further maths. Whilst in Year 13 51 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 Character Development Time activities
- Debating Club
- Government and Politics lessons at KS5
- enterprise days with visiting companies working with students (such as Affinity Water, Balfour Beatty and Atria Watford)
- Economics and Business lessons
- links with Little Reddings and Hartsbourne (being a multi-academy trust we have the opportunity to improve literacy and numeracy and improve the curriculum between Key Stages 1-5)
- KS5 community service to support KS3 and KS4 students in lessons (students also run extra-curricular clubs such as drama clubs, dance club at Little Reddings, childcare students help at the nursery and older students also help run Enrichment Days for younger year groups)
- year 10 and 12 Work Experience (to facilitate students in using a variety of additional skills required for success in the workplace)

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 3R's, embedded values and ethos – supported 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
- culture day - a day for celebrating culture and diversity throughout the whole school
- dedicated prayer rooms
- Diversity Day

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, a criminologist and includes a workshop entitled 'A look at Crime'
- sociology and law students across KS4 and 5 participated in a 'Life Behind Bars' all-day conference

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
- student parliament are a key stakeholder in the interview process
- special assemblies delivered by external speakers such as our Local PCSO Keith who spoke to the school about their responsibilities in society
- annual student surveys are carried out, discussed at student parliament and actions taken as a result of the responses

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), when permitted
- 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
- multifaith prayer rooms accessible to students and staff
- KS4 RS enrichment day looking at faiths and beliefs
- Diversity Day
- workshops delivered by the Hindu Temple

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
- the uniform guidance for students in Years 7 - 11 has been adapted to be gender neutral, allowing students to make choices about the uniform they wear that they are comfortable with
- there are 3 gender neutral toilets on the school site that students are able to access
- the Student Parliament meet once every half term to discuss the views and opinions from students about different aspects of the school life. this includes more in-depth discussions based around the viewpoints shared in the whole school student survey

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 a range of staff 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 analyse the on-going impact of. In 2023 the Positive Behaviour Policy was updated to focus on the 3 R's as the Rules of the School. The BMS Keys to Success have been updated to highlight the 3R's and they are displayed prominently in each classroom. Staff training is ongoing on the use of Therapeutic Language, always bringing behaviour back to the 3R's and ensuring restorative questions are happening after an incident.

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

**Classroom**

- the school actively supports all vulnerable groups including Pupil Premium (PP books are marked first, they have priority seating in class, are invited to special lunchtime classes in science with a complimentary lunch, have a PP notice board in the staff room)
- use of lollipop 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, Mental Health Ambassadors etc)

- SMSC prevalent throughout curriculum, Theme of the Week, assemblies and Character Development activities
- engagement in Black History Month/European Languages Day/Diversity 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
- introduction of therapeutic learning and use of de-escalation scripts
- appointment of an Inclusion Manager

**Extra-curricular**

- displays of student work around the school site reflects the diversity of our community
- 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
- Autism/SEN friendly bespoke theatre trips to the pantomime
- 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)
- Watford Inspires Programme

	<b>Outstanding</b>	<b>Good</b>	<b>Requires Improvement</b>	<b>Inadequate</b>
<b>Judgement on the quality of education (Intent)</b>		<b>2a</b>		

**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:

- in spite of a national recruitment crisis which has affected some key curriculum areas the school’s robust recruitment policy of only hiring the best members of staff available continues to maintain high standards in this area
- a strong induction programme
- a comprehensive CPD programme including bespoke sessions led by the Teaching and Learning Team, comprising of two Lead Practitioners and six Advanced Lead Teachers. These six include three ALTs linked to specific faculties. The bespoke sessions ensure that the individual needs of staff are met
- positive lesson observation data, (end of year statistics in July 2023 showed that 91% of lessons were good and outstanding and 38.1% of lessons were outstanding). These statistics are very similar to the previous years, (98%, 97.2% and 98.6% good and outstanding and 52%, 52.1% and 52.8% good)
- public examination results at KS4 and 5 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
- continuing to embed links across the BSJT to increase the quality of schemes of learning at KS2 and KS3
- the appointment of seven 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 Associate 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; an advanced lead teacher is an 'Alban Education Expert' run by the Alban TSH and will be supporting teachers in schools especially NQTs; a third Assistant Headteacher and a Lead Practitioner are EFA mentors / consultant working with schools to support them with their own embedding of formative assessment and the previous Deputy Headteacher played an integral role in setting up and launching the Watford Initial Teacher Training hub for 18 schools in South West Hertfordshire

- staff attend three teaching conference sessions per year, one 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 and practical strategies relevant across teaching can be shared

### **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 on Google classroom either written or using teacher fast feedback devices
- digital feedback through various online platforms such as SamLearning, Educake, Seneca Learning, etc
- formative and summative assessments in class and during PPEs
- 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
- meetings with pastoral and teaching members of staff
- dialogue between staff, students and parents during parent consultation evenings
- use of Arbor (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
- small group interventions such as the 'Rising Stars' group
- clear visual learning journeys for each year group and faculty are publicized via the school website and displayed in faculty areas

**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
- 'Cracking the Core' booster sessions are run for all Year 11 students for the core subjects during 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
- complete question level analysis from Pre-Public Examinations (PPEs) and internal and external assessment data to inform future planning

### **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 90% 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
- recognise those not on course to reach their FFT20/L3VA target grade in a particular subject and ensure they are placed on the appropriate intervention programme such as Rising Stars, Time2Sh9ne, Core Subject Intervention Group and in KS5, Elevate and Excel mentoring scheme
- place some students in Years 12 and 13 students 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 and science revision sessions for pupil premium students on Thursday lunchtimes.

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 school's Feedback Policy provides clear guidance and useful strategies for all staff to support effective dialogue with pupils and an understanding of current attainment and next steps
- 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
- the purchase of a Fast Feedback device for every faculty and provide training opportunities for its effective usage
- staff adhere to the feedback policy and this is monitored regularly via learning walks and lesson observations; actions are taken and support provided where improvement is required
- 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 and M+F Hidden Gems
- peer observations in the summer term 2022 used to develop effective use of DIRT and resulting in a best practice booklet shared across the school
- use of digital platforms to mark student work and offer feedback e.g. Google Classroom, Mote, Educake, SamLearning 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 Arbor to enable parents to view assessment, attendance, rewards and consequences data
- use of rewards and consequences to communicate home learning and concerns regarding its completion to parents
- 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 cultural 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 in which students are invited to attend with their parents/carers. During the evening they are informed that they have been identified as 'more able' and about the opportunities that will be available over the year to them
- High Prior Attainer (HPA) event take place, including assembly meetings with students during which they are informed that they are a HPA student and should therefore be confident in accepting and completing extension tasks and stretch and challenge activities
- targeted afterschool revision sessions are held for Year 11 students which are put onto the Arbor timetable to enable monitoring of attendance to take place
- keeping parents informed about interventions and revision opportunities for Year 11 through regular communication
- 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
- engaging with 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
- 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 (focusing 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
- AFL checks embedded into lessons
- 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 ('New to School' 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

- Summer Gap Tasks for students in Years 7-10 to ensure students continue to engage in learning, with input analysed by Senior Leaders

### **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
- 'Secondary School Experience' week for Year 6 students attending the Trust primary schools
- 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 as well as the IT and SEND teams
- every term parents of SEND students have the opportunity to contribute to the pupil passport
- 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
- an induction day for all Year 6 students starting the school in September

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 nearly 50 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
- termly Pupil Passport reviews
- key staff attending the ePEP meetings for all CLA students during the final term of Year 6
- at the end of the SEND information evening an opportunity for informal conversations between staff and parents / carers

**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 Arbor)

- Secondary School Experience Week for students in the BSJT
- Saturday Family Fun Day (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)
- 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, Atria (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 'Services for Young People' 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
- Annual AQA celebration evening

### 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
- Regular communications sent to parents of key reminders, such as important dates and expectations

<b>Judgement on the quality of education (Implementation)</b>	<b>Outstanding</b>	<b>Good</b>	<b>Requires Improvement</b>	<b>Inadequate</b>
		<b>2b</b>		

### 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 a pupil's flight path towards their FFT GCSE target. The data for the final term of Year 9 in 2023-2024 is shown below:

2023-24 Year 9 Report 2	No of students				Red %				Amber %				Green %			
	All	PP	DSEN	HPA	All	PP	DSEN	HPA	All	PP	DSEN	HPA	All	PP	DSEN	HPA
English All	170	33	18	36	8	15	17	11	88	85	78	78	4	0	6	11
English 4-9	163	31	13	36	8	16	15	11	88	84	77	78	4	0	8	11
English 5-9	131	22	5	36	8	18	20	11	87	82	60	78	5	0	20	11
English 7-9	35	2	0	23	3	0	0	4	86	100	0	83	11	0	0	13
Maths All	169	32	18	35	37	50	28	31	57	50	67	54	7	0	6	14
Maths 4-9	147	25	10	35	35	44	10	31	59	56	80	54	6	0	10	14
Maths 5-9	116	14	3	35	39	50	0	31	55	50	100	54	6	0	0	14
Maths 7-9	38	3	1	32	34	33	0	28	53	67	100	56	13	0	0	16

The school works to effectively support pupil premium students in English and maths. It is very encouraging to see the percentage of PP students working at their FFT GCSE target on the English flightpath is greater than DSEN students and HPA students and is very close to all students.

For English, it is very pleasing to see that 100% of the PP students with a 7-9 target students are working at their target with 13% of the HPA students exceeding their target.

For maths, 57% of all students are working at their aspirational target level or above and the faculty will focus on increasing the number of students exceeding their targets, particularly for Pupil Premium students.

**KS4:**

- Progress 8 scores 2015-2023 from DfE validated data (*internally calculated data for 2020 – 2022 using 4Matrix*)

2015	2016	2017	2018	2019	2020	2021	2022	2023	2024*
-0.12	0.02	0.09	0.05	-0.3	0.36	0.48	0.14	0	-0.58

*\*2024 data currently unvalidated*

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. 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. This commitment to allowing students to study a breadth subjects to at key stage 4 does have a detrimental impact on the whole school progress 8 figure.

Last year's figures in brackets	Number of Students	Progress 8
<b>Year 11</b>	184 (185)	-0.58 (0)
<b>Filled all Progress 8 'buckets' – No EBACC</b>	150 (166)	-0.22 (+0.2)
<b>EBACC students</b>	12 (14)	+0.35 (+0.15)

As you can see from the table above, for the 150 students who fill all their Progress 8 buckets, the students make very good progress when compared to the wider cohort of students and those who do follow the EBACC measure achieve exceptionally well. A small cohort of students do not fill all Progress 8 buckets and follow a personalised curriculum to suit their needs, attaining success in the subjects chosen.

## KS4 Headline Figures Trends

% of students achieving	2016	2017	2018	2019	2020	2021	2022	2023	2024
grades 7-9	21	21	24	19	34	38	32	25	15.7
5+ grades 4-9 inc E/M	69	75	77	65	87	84	79	72	51
5+ grades 4-9	77	78	77	65	88	87	81	74	52.2
grades 1-9	99	99	99	99	100	99	99	99	99
EBACC	34	8	7	6	11	9	7.8	6.5	4.4
grade 4-9 in Eng	81	87	88	81	91	95	89	84	77
grade 4-9 in Maths	74	86	89	84	91	87	83	80	68
grade 4-9 in 2 Sciences	59	48	69	64	89	87	83	73	50
P8	+0.02	+0.09	+0.06	-0.34	+0.36	+0.48	+0.14	0	-0.58
A8	-	51.39	51.69	49.48	54.77	54.98	54.35	51.27	41.31
grade 5-9 in E & M	-	54	65	58	67	69	66	61	41

- 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 15% of students who would be either described as 'hard to reach' have severe health needs or needing to follow a more vocational pathway, the overall progress 8 figure rises from -0.58 to -0.27 with 57% 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 and, since 2020, for the vast majority of students to sit the sciences as separate GCSEs rather than as a combined science course. This did result in significant improvements within the science headline figures. This has been achieved through a continued emphasis on:
  - 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

Unfortunately, the national recruitment crisis in teaching has seen a number of experienced science teachers leaving which has negatively impacted the results in 2024. A review of the curriculum offer and tiers of entry is taking place to secure improvements moving forward
- 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 receive advice about future choices that is not limited to EBACC but includes vocational pathways, STEM and the arts

**School % v National Averages % 9-4 2019-2024 (no public examinations in 2020-2021)**

	2019			2022			2023			2024		
	Nat	Sch	Diff	Nat	Sch	Diff	Nat	Sch	Diff	Nat	Sch	Diff
GCSE Art & Design	75.1	87	11.9	81.6	92	10.4	76.1	72	-4.1	76.3	71	-5.3
GCSE Biology*	89.6	97	7.4	92	83	-9	89.4	70	-19.4	89.2	53	-36.2
GCSE Business Studies	65.5	56	-9.5	75.6	84	8.4	66.7	74	7.3	66.5	32	-34.5
GCSE Chemistry*	90	99	9	93	79	-14	89.7	68	-21.7	90.5	44	-46.5
GCSE Computer Science	62.6	65	2.4	75.3	82	6.7	64.65	82	17.35	68.3	50	-18.3
GCSE Dance	71.7	69	-2.7	88.8	100	11.2	74.1	83	8.9	74.3	36	-38.3
GCSE Drama	74.2	90	15.8	81.1	94	12.9	75.9	83	7.1	76.7	86	9.3
GCSE Economics	81.6	68	-13.6	87	84	-3	80	83	3	80.3	36	-44.3
GCSE English Language	61.8	77	15.2	70.2	87	16.8	64.2	77	12.8	61.6	71	9.4
GCSE English Literature	73.4	76	2.6	77.5	87	9.5	73.9	80	6.1	73.7	72	-1.7
GCSE French	69.7	100	30.3	78.8	100	21.2	70.5	85	14.5	71.2	100	28.8
GCSE D&T Food	64.4	100	35.6	73.4	100	26.6	66.1	87	20.9	66.8	84	17.2
GCSE Geography	65.2	58	-7.2	72.7	81	8.3	64.8	83	18.2	65	43	-22
GCSE History	63.6	79	15.4	71.4	87	15.6	63.5	85	21.5	63.9	78	14.1
GCSE Mathematics	59.6	84	24.4	69.4	86	16.6	61	81	20	59.6	71	11.4
GCSE Music	75.6	86	10.4	83.6	82	-1.6	76.4	67	-9.4	75.9	46	-29.9
GCSE Physics*	90.8	99	8.2	93.8	83	-10.8	90	69	-21	90.2	46	-44.2
GCSE PE	71.8	46	-25.8	82.4	93	10.6	72.4	100	27.6	72.1	95	22.9
GCSE Psychology	62.9	75	12.1	72.6	72	-0.6	65.5	55	-10.5	65.9	47	-18.9
GCSE D&T Resistant	63.2	46	-17.2	72	73	1	64.8	73	8.2	65.6	30	-35.6
GCSE Religious Studies	72.3	100	27.7	77.2	92	14.8	72.2	100	27.8	72.5	69	-3.5
GCSE Spanish	70.3	79	8.7	78	100	22	69.2	96	26.8	69.8	100	30.2
GCSE D & T Electronics	63.2	76	12.8	72	78	6	64.8	79	14.2	65.6	50	-15.6

- *The majority of students at Bushey Meads study Triple Science, not just the high prior attaining students in most schools. 57.1% of students achieved a grade 4 or above in the science double award nationally. This compares to 50% of students achieving a grade 4 or above in at least 2 sciences at Bushey Meads School, following the triple science curriculum.*

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%)

In 2021\*, 24 subjects at KS4 achieved a higher 4-9 measure than national. (Average above national = 11.5%)

In 2022\*, 17 subjects at KS4 achieved a higher 4-9 measure than national. (Average above national = 12.2%)

In 2023, 17 subjects at KS4 achieved a higher 4-9 measure than national. (Average above national = 7.6%).

In 2024, 8 subjects at KS4 achieved a higher 4-9 measure than national.

- 7 subjects have met or exceeded National Measures every year since 2019

A key focus this year is for all subjects to at least meet the percentage national average for grades 4-9.

**KS5:**

- **A Level 3 Year trend (2020 & 2021 examinations not held)**

Measure	2019	Nat 2019	Diff	2022	Nat 2022	Diff	2023	Nat 2023	Diff	2024	Nat 2024	Diff
A*- E%	99	97.5	1.5	96	98.4	-2.4	97	97.3	-0.3	97	97.2	-0.2
A*- C%	73	75.5	-2.5	72	82.1	-10.1	69	75.9	-6.9	74	76.4	-2.4
A*- B%	50	51.1	-1.1	49	62.2	-13.2	44	53.4	-9.4	44	53.9	-9.9
A*-A%	19	25.2	-6.2	28	35.9	-7.9	17	27.2	-10.2	23	27.8	-4.8

- Results at A level show a consistently good picture with a key focus on achieving the aspirational targets for the A\*-C grades this academic year
- The percentage of students achieving an A\*-E grade is in line with the national figures
- The school have closed the gap between 3 out of the 4 measures compared to the national figures since 2022
- The Sixth Form at Bushey Meads is proud of the inclusive nature, offering lower entry levels onto A level courses than the majority of local provisions
- Outcomes at Post 16 are particularly impressive when you take into account the overall trend of growth in the size of the Sixth Form and the welcome increase in the number of external students admitted to the Sixth Form at Bushey Meads
- The Sixth Form incorporates a large number of external students into the cohort, indicating a highly successful Sixth Form 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 <sup>st</sup> Sept	No. of External students	Total in Sixth Form
2015-2016	100	5	176
2016-2017	128	15	219
2017-2018	140	34	254
2018-2019	142	34	268
2019-2020	135	35	266
2020-2021	149	32	283
2021-2022	138	20	270
2022-2023	135	23	258
2023-2024	143	37	252
2024-2025	136	58	261

**KS5 Headline Figures**

Measure	2018	2019	2020	2021	2022	2023	2024
Value Added Score	0.09	0.06	0.56	0.63	0	-0.73	-0.53
No. of entries	274	276	307	338	393	411	333
Average Points per Entry	31.88	31.21	38.44	37.48	36.23	30.72	29.1
Average Points per Entry (grade)	C+	C	B-	B-	B-	C	C

The long-term trend of number of entries in 2024 has risen considerably when compared to 2018, demonstrating the growth and development of the Sixth Form over the years. As a school, we pride ourselves on the breadth of curriculum on offer to Sixth Form students with much lower entry requirements than schools and colleges in the local area.

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

	Cohort Size				Overall				English				Maths			
	2019	2022	2023	2024	2019	2022	2023	2024	2019	2022	2023	2024	2019	2022	2023	2024
P8 Score - All	158	172	185	184	-0.36	0.14	-0.36	-0.57	-0.64	0.13	-0.49	-0.18	0.44	0.64	0.17	-0.25
P8 Score - PP	19	36	32	37	-0.72	-0.36	-1.15	-1.11	-0.48	-0.83	-0.95	-0.88	0.87	0.23	-0.96	-0.85

The data shows that the overall progress of disadvantaged students has declined since 2019, apart from English which closed the gap, and has been particularly impacted by the covid 19 pandemic. As per the national picture, more work needs to be done to close the gap.

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 science 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 January onwards during morning Character Development Time each day
- providing free 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:
  - a. marking the Pupil Premium students work first to ensure the highest quality feedback is given
  - b. targeting Pupil Premium students in every lesson to answer 3 questions with high quality questioning techniques
  - c. 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
- commencing a 'Crossing the Bridge' initiative so help support Pupil Premium students who are under performing from year 7 upwards

#### KS4 Key Performance Indicators Gap Analysis

PP Measure	Gap %											
	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	
5 4-9 EM	-25	-15	-12	-24	-9.77	-9.62	-12.37	-24.85	-18	-30	-32	
5 4-9	-10	-20	-18	-23	-9.77	-10.22	-12.88	-21.88	-6	-25	-0.20	
4-9 English	-10	-24	-21	-15	-16.11	-10.36	-13.41	-12.45	-11	-29	-22	
4-9 Maths	-22	-6	-10	-13	-9.12	-10.15	-11.41	-23.09	-11	-28	-27	

The positive impact of strategies deployed for raising the attainment of PP students was evidenced by the decreasing gaps up until 2020. During the pandemic, the school provided as much support as possible by providing laptops and wifi dongles to all of our pupil premium students that needed them. The Pastoral Team and Character Development Coaches

prioritised calling the pupil premium students and families during the lockdowns to help with remote learning and check on wellbeing. Despite all of these efforts, the pupil premium performance gap widened by the end of the pandemic. Another factor in the widening gap would be the fact that in-school pupil premium interventions were not possible. The latest data from 2024 shows although some progress is being made, more work needs to be done to fully close the gap.

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

### High Prior Attainers (HPA) Pupil Performance

Measure	2017	2018	2019	2020	2021	2022	2023	2024
P8	-0.23	0.07	-0.01	0.48	0.7	0.41	-0.19	<b>-0.25</b>
A8	51.38	51.69	62.03	57.67	69.44	68.39	64.35	<b>59.47</b>
5+ 9 - 4 %	78	76.55	94.29	95.06	100	98.73	96.47	<b>88.71</b>
2 Sciences 9 – 4 %	51	69.46	91.43	98.77	100	97.47	96.47	<b>83.87</b>
EBacc %	11	12.57	7.14	9.88	16.85	15.19	10.59	<b>9.68</b>
5+ 9 - 4 inc E/M %	76	76.65	94.29	95.06	100	98.73	96.47	<b>88.71</b>
English %	81	88.02	97.14	98.77	98.86	100	96.47	<b>96.77</b>
Maths %	86	88.62	98.57	96.3	97.73	98.73	97.65	<b>95.16</b>

Positive progress was being made historically but a renewed focus is now placed on this area.

#### Actions taken

- More Able lists are updated by teachers every year to ensure all students are appropriately challenged and to facilitate tracking of progress
- The annual More Able evening showcases the work some More Able students are already doing and gives advice and strategies on how parents can support and how students can further develop and challenge themselves
- An annual More Able booklet is created, celebrating More Able achievements from the previous year and providing ideas on how students can challenge themselves. Each subject area contributes a page to this booklet
- All lessons have a visual stretch and challenge box to extend the learning of the More Able
- Classrooms have a More Able display and provide resources to stretch students within the lessons
- The More Able booklet is shared on the school website so that it is accessible to all students and stakeholders. A copy of the booklet is given out to all More Able students, usually during the More Able evening
- 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 'Time2Sh9ne' mentoring programme designed to raise attainment in the core subjects
- More Able students benefit from close links with Oxford or Cambridge University. In 2021, Oxford ran a bespoke More Able Maths afternoon for the year 11 'Time2Sh9ne' group. In previous years, students have visited Oxford or Cambridge Universities to raise their aspirations

- High Prior Attainer data is analysed at the start of every year and after every report cycle
- Letters are sent to parents and carers of HPA students to maximise parental support
- Assemblies are delivered to HPA students to maintain momentum
- Faculties and departments share best practice and strategies to raise outcomes for the most able students

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

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

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 Coordinator
- Paired reading sessions with an older student buddy
- Individual reading support with LA's using programmes such as Phonics support, *Toe by Toe* and *Stride Ahead*
- Use of Lexia software
- That Reading Thing
- Use of TalkFluency app

e) 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 previously had a specialist unit designated for students with physical and neurological impairment which was recognised locally and nationally as a centre of excellence. The legacy of this provision is still apparent in the inclusive nature of our school, where the students 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	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
5 4-9 EM	-55	-51	-37	-56	-72.32	-50.17	-39.36	-69.74	-35	-70	-48
5 4-9	-50	-35	-45	-59	-72.32	-50.77	-40.43	-54.17	-36	-58	-36
4-9 English	-58	-38	-38	-57	-45.58	-52.76	-32.55	-45.65	-20	-54	-53
4-9 Maths	-20	-45	-41	-56	-55.95	-55.77	-46.06	-55.26	-39	-57	-53

The attainment gap between SEND students and non-SEND students is a fluctuating picture due to the very large number of students with EHCPs and their very particular and complex needs which change each academic year. The percentage of students with an Education Health Care Plan (EHCP) within Bushey Meads School is 8.9% compared to the national figure of 4.3%. In addition to this, a number of students within Bushey Meads are awaiting an EHC assessment due to their complex learning needs. We utilise support from the local Education Support Centre, Chessbrook, through the GADE programme to help with gathering evidence for an EHC assessment but due to their capacity limitations, only one student at a time can access this support.

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. At KS4, these include ICT, Princes Trust, Arts Award, Step Up to English, Maths



Edexcel Awards, AQA Awards and entry level Functional Skills. As part of our Sixth Form, we offer BTECs in Applied Science, Introductory award in Business, Creative Media Production, Introduction in Information Technology, Performing Arts.

f) 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	2021	2022	2023	2024
<b>Total number of students</b>	<b>81</b>	<b>108</b>	<b>113</b>	<b>131</b>	<b>131</b>	<b>139</b>	<b>126</b>	<b>96</b>
University placements	56	60	73	86	95	92	60	82
University placements to Russell Group	11	11	13	21	14	29	26	18
Employment/gap year (taking time out from education)	33	18	24	26	25	24	24	5
Further education at College	1	9	6	4	1	11	3	1
Apprenticeships	9	12	11	12	10	9	6	2
Still in school-based education	1	1	4	3	0	3	0	2

#### Destinations of students in receipt of 16-19 bursary

	2017	2018	2019	2021	2022	2023	2024
Total number of students	13	17	20	4	2	4	4
University placements	46	65	60	100	100	50	50
University placements to Russell Group	8	18	17	25	0	25	0

#### Year 11 Destination Data % of students

	2017	2018	2019	2020	2021	2022	2023	2024
Total number of students	169	168	166	197	190	178	188	184
Joined Bushey Meads 6 <sup>th</sup> form	107	114	98	120	130	110	108	78
West Herts College / other colleges	49	43	57	52	40	39	43	82
Apprenticeship	2	2	2	1	1	6	4	1
Joined other Sixth Form	8	8	9	23	19	21	31	21
NEET / Employment	1	1	0	1	0	2	4	2

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 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 Services for Young People (SfYP) 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, apprenticeships 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
- SfYP interviews with impartial advice are available for all students to support transition, for instance into Higher Education or employment with training

<b>Judgement on impact of the education for pupils at the school</b>	<b>Outstanding</b>	<b>Good</b> <b>2b</b>	<b>Requires Improvement</b>	<b>Inadequate</b>
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**Key areas for further development:**

**Intent**

- Ensure that curriculum content in all subjects provides progressive learning journeys, so all students can engage, excel and accelerate quickly from prior knowledge and key skills.
- Ensure that the learning journeys in all subjects are communicated effectively to all stakeholders.
- Further develop our alternative curriculum to ensure the needs of all students are being met, so all can achieve.

**Implementation**

- Further develop teacher expertise with Quality First Teaching, ensuring that all teaching is high-quality, adapted and personalised to ensure the individual needs of the majority of students are met.
- Further develop the use of formative assessment techniques to effectively monitor student progress in lessons and inform planning.
- Further strengthen the use of data to effectively identify and address any gaps in learning.

**Impact**

- Improve literacy levels of students working below age related expectations by adapting reading programmes and associated schemes of learning.
- Ensure teaching practice is even more effectively developed to provide all students with the best quality teaching by further embedding teacher support programmes.
- Ensure that the progress of all groups, especially SEND and disadvantaged students, is in line with National Averages.

<b>Overall judgement on the quality of education for pupils at the school</b>	<b>Outstanding</b>	<b>Good</b> <b>2a</b>	<b>Requires Improvement</b>	<b>Inadequate</b>
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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 prioritising, recognising and rewarding students for positive behaviour. This includes rewarding students for attendance, good results in assessments, exams and individual achievements in lessons and showing values of respect, responsibility and relationships. Parents, carers, students and staff are able to immediately view all rewards achieved using the online Arbor App. Rewards are accumulated and then acknowledged with certificates, postcards and letters home.
- 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, Seneca learning, Mote, SAM Learning, Educake and Bedrock
- student voice is encouraged with focus groups and the Assistant Headteacher in charge of student leadership facilitates students to develop their leadership potential. 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
  - Front of House Technicians
  - BMS Buddies
  - Mental Health Ambassadors
  - Reading Mentors
  - Bushey Meads School Journalists/ reporters
- student leaders are proud of the achievements and contributions they make, and show good commitment to the school. Student leaders benefit from the respect and experience they receive and are supported by a positive culture. 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 which further embeds the positive and supportive culture within the school.
- a formal rewards evening held annually, with guest speakers (including ex-students), 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. Since then only students identified as More Able are invited to the evening and provided with a hard copy of the More Able Handbook, but an electronic version of the More Able handbook and an online presentation from the evening is circulated to all students
- 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
- achievement is often highlighted through the House System where each Head of House will celebrate the achievements of the students. Each student who has been nominated by their teachers, will receive a certificate for their contributions to the House system during House assemblies.

A large majority of students show a consistently good to very good commitment to learning in lessons as evidenced through the Attitude to Learning data gathered from Arbor, 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	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
7	5.7	5.8	4.9	5.7	5.4	4.9
8	5.7	5.5	5.1	5.5	5.4	5.2
9	5.5	5.7	5.1	5.7	5.1	5.1
10	5.5	5.5	5.6	5.7	5.5	5.1
11	5.7	5.5	5.7	5.9	5.3	5.4
12	5.4	5.7	5.3	5.5	5.6	5.7
13	5.6	5.8	6	5.4	5.5	5.7

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

- overall 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
- the strong correlation between excellent attendance and positive attitude to learning (AtL) , and high achievement and progress is celebrated in high profile assemblies throughout the year
- the top 30 students in Year 11 attaining the highest value-added performance are showcased annually, reinforcing the links between excellent attendance, positive AtL and outstanding progress
- in regular newsletter articles and the Executive Principal's Blog the school promotes and supports students to have excellent attendance to school and pride in their achievements both in and out of school

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:

- core values are displayed on the walls around the school building and are on display on the outside of the main school buildings to reinforce the ethos of the school
- 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
- Form Tutors are called Character Development Coaches reflecting the school's emphasis on this important agenda
- 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
- in 2023 core values were realigned to reinforce the 'Keys to Success' displayed in every learning environment
- detentions rebranded in 2023 to 'restore and repair' meetings to embed a positive culture when dealing with challenging behaviour rather than a focus on punishment
- 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 with Golden Boxes of Challenge featuring in all lessons
- the ongoing development of learning environments around the school
- 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 whole staff 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 Arbor. This is also visible to parents via the Arbor App
- staff are provided training in dealing with challenging behaviour using the school's positive behaviour systems; this is done through staff INSET/ CPD 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 reset and restore meetings 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 (positive or monitoring), 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 leadership of the Pastoral Team – each member of SLT is associated with a particular year group.
- the senior leadership team are actively involved in supporting students who are at risk of permanent exclusion through Pastoral Support Plans
- students benefit from staff 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. Students are also able to use the outdoor gym to facilitate a positive culture at break and lunch.
- 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 high, on average 97% of parents book appointments, with an average of 88% attendance rate across all year groups
- our online booking system allows parents and carers to book convenient appointments and that has helped improve attendance at parents' evenings.
- pastoral staff additionally contact all parents of students who are Pupil Premium to encourage attendance and identify any barriers to attending that can be addressed.

**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)
- Year 6 students from the Trust and other local primary schools watch a matinee performance of the school production to experience the BMS hall setting and also to raise future aspirations of involvement in the BMS community and extracurricular programme
- 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 an additional 2-day summer events help to support with student confidence before they officially start the school
- 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 with consistent reminders of how to be a successful learner
- 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.
- More Able Evening and booklet promotes curiosity and learning beyond the classroom
- additional online supra-curricula learning, using a variety of online learning platforms
- revision clock strategy encourages students to plan their studies appropriately as students progress through the school
- raising aspirations trip for all year 7 students to visit Oxbridge Universities
- 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
- regular reports and parents’ evenings foster and maintain good communication with parents and carers to support and develop a good understanding of how to be a successful learner
- our School Counsellors and regular access to Our Space as well as various bespoke Pastoral Support programmes and frequent reminders of the school’s Keys to Success support students to become confident and successful learners
- a 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 sessions to teach the students how to manage stress and anxiety and promote positive well-being
- Kindness Matter (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
- the Watford Inspire football programme helps to support students in developing self-confidence and self-awareness
- International Women’s Day provides a vehicle to promote and support greater self-awareness and self confidence
- 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 good behaviour for learning in lessons which supports them to be successful learners. The Arbor 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 2022-2023 students received reward points which demonstrates their positive attitudes to learning as follows:

	<b>R1</b>	<b>R2</b>	<b>R3</b>	<b>R4</b>	<b>R5</b>	<b>R6</b>	<b>R7</b>	<b>R8</b>
<i>no. of points</i>	<b>1</b>	<b>2</b>	<b>5</b>	<b>10</b>	<b>15</b>	<b>20</b>	<b>25</b>	<b>30</b>
Year 7	27628	9377	1860	101	60	0	0	0
Year 8	22393	8696	1635	93	60	0	0	0
Year 9	16486	7547	1722	78	77	0	2	0
Year 10	14723	5637	757	59	62	0	0	0
Year 11	10488	4960	1038	75	64	0	0	0
Year 12	2426	838	234	36	58	0	0	0
<b>TOTAL</b>	<b>94144</b>	<b>37055</b>	<b>7246</b>	<b>442</b>	<b>381</b>	<b>0</b>	<b>2</b>	<b>0</b>

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

- Keys to Success posters visible in every teaching space
- 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
- various enrichment activities such as; creative writing club, VEX robotics and STEM activities, a wide offer of PE extra-curricular opportunities and clubs as well as Performing and visual arts.
- promotion of the growth mindset
- through 'Themes of the Week' in Character Development times and assemblies e.g resilience, self-awareness, motivation, success.
- 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
- transition week for year 11 students preparing them for life in the sixth form, where students experience key stage 5 lessons to facilitate the students to prepare effectively for their next phase of education
- 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 and use the Keys to Success to promote student's awareness and understanding of what it means to be a successful independent learner
- 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.

### **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 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

- the importance of good attendance at 96% or higher and the impact this has on outcomes is highlighted to students through school assemblies
- regular communication from the Assistant Headteacher regarding individual students' attendance each half term. The School uses a 3-tiered letter system; 100% congratulation letter/ 95%+ celebration letter/ less than 95% individualised letter regarding importance of attendance and engagement with school.
- attendance 'champions' are identified weekly through the school bulletin and through weekly all staff, whole school briefings, so that Character Development Coaches can praise appropriately
- an attendance podium display celebrates the students with the best attendance weekly and includes students who have achieved 100% attendance - raising the profile of good attendance
- 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 Arbor-App
- each student is rewarded with an R2 from the rewards ladder for each week of 100% attendance
- all students with 100% attendance per term are invited to a celebration pizza party and film event

### **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 a safeguarding lead who leads on home visits for students with persistent absences and who pursues any significant cases with letters, meetings and ultimately the threat and implementation of a Fixed Penalty Notices
- an Attendance Postcard initiative has been launched to ensure that attendance to school is a visible high profile to parents and carers, identifying the link between good attendance and good outcomes at key stage 4 and key stage 5
- 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 supports the pastoral team as well as 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
- breakfast is served in the restaurant before school to encourage good attendance
- attendance to class is monitored closely using Arbor to ensure students do not truant lessons
- alternative provision and personalised agreed later starts are 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
- 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
- students receive a letter home if they are absent from enrichment days
- alternative provisions and adapted curriculum within the school (e.g horticulture and bike maintenance) help improve attendance of students who are likely to be school refusers



**Impact**

Year	BMS	Hertfordshire	National
2023 - 2024	88.2	92.4	91.1%
2022 - 2023	87.3%	91.9%	90.8%
2021 - 2022	90.5%	92.1%	91.2%
2020 - 2021*	89%	Figures not available	
2019-2020*	93%	Figures not available	
2018-2019	95%	94.9%	94.5%
2017-2018	95.1%	94.8%	94.5%
2016-2017	95.3%	95%	94.6%

*\*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*

Bushey Meads School has a very high percentage of students with an EHCP or a SEND compared with other local schools. The school works together with parents and carers of target low attendance groups to ensure that they are fully supported. 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 2020 Total	Autumn 2021 Total	Autumn 2022 Total	Autumn 2023 Total
Pupil Premium	85.6%	87.2%	83.1%	79.5%
Not Pupil Premium	91.4%	91.5%	88.4%	89.9%
EHCP	81.3%	82.1%	76.2%	78.8%
SEND support	87.1%	87.8%	84.4%	83.3%
No SEND status	91.8%	92.8%	89.6%	89.9%

Over the last calendar year January 2023 - January 2024, the school has maintained an increase of (on average) approximately 1% across all demographics and student groups. An increase in attendance of 1% across all student groups is the equivalent to approximately 12,000 additional lessons and hours of learning attended by students.

**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 times and accept and celebrate the differences between everyone within our school community and beyond.

The good 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 Arbor 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" to promote positive conduct and behaviour. This focuses on disruption free learning and is displayed on a poster in each classroom. The 'Keys to Success' were further embedded in 2023 in line with the school's new 'Positive Behaviour for Learning' policy to ensure that they were aligned with the school values of 'Respect, Responsibility and Relationships'.

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. Keys to Success are referred to regularly in assemblies and as part of the Character development 'Theme of the Week' activity.

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, being kind to others and developing healthy relationships
- 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:
  - a) Positive Report
  - b) Head of House positive mentor Report
  - c) Character Development Coach Report
  - d) Student Support Plan (SSP) with Assistant Pastoral manager/ Pastoral Manager
  - e) Pastoral Support Plan (PSP) with Pastoral Manager/ SLT link
- reports at all levels are designed to support student behaviour via the use of target setting. All targets are aligned to school values of 'Respect, Responsibility and Relationships'.
- 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 alongside two bespoke sensory rooms within the Laurel to give students with communication difficulties a quiet space where they can deregulate in moments of crisis
- The 'Reflect and Reset' Room, is a quiet, purposeful space away from the main school building 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
  - Various bespoke SEND training covering various strategies including PDA, Attachment Disorder and Autism Level 1 Training
  - behaviour workshops delivered by Chessbrook (local Pupil Referral Unit)
  - 'Behaviour for Learning' INSET and development afternoon lead by the Assistant Headteacher in charge of Pastoral care
  - Trauma informed training delivered by the Head of Standards, Safeguarding and SEND

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
- 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.
- The School Counsellor who has a Trust wide role
- Character Development Coaches - daily needs
- the Pastoral Managers can help with barriers to learning, behaviour support, mediation etc.
- the Inclusion Manager ensures that all students are able to access the curriculum, providing targeted support where necessary and alternative provisions
- Anti-bullying Co-ordinators - promote the anti-bullying agenda, support students who are being bullied
- Student Leaders – such as the BMS buddies, Mental Health Ambassadors and Anti-Bullying ambassadors support their peers' emotional well being
- referrals to outside agencies - Chessbrook outreach, Services for Young People, Specialist Adolescent Services Hertfordshire (SASH), 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. The school's aim is

to award 6 reward points for every consequence point promoting that positive collective momentum across the school for excellent attitudes to learning and the development of a growth mindset

**Key Areas for further development**

- a) Further embed the consistent use of therapeutic language to encourage all students to show exceptional behaviour following the *Keys to Success*.
- b) Embed de-escalation techniques further to encourage resolution of conflict and disagreements through the use of scripted responses to challenging behaviour.
- c) Enhance and refine systems to improve student attendance and punctuality, especially of SEND and other vulnerable groups.

<b>Judgement on behaviour and attitudes of pupils</b>	<b>Outstanding</b>	<b>Good</b>	<b>Requires Improvement</b>	<b>Inadequate</b>
		<b>2a</b>		

### 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. This ensures that the Gatsby benchmarks met in 2020, continue to be fully embedded.

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
- during transition from KS2 to KS3 additional questions about musical and sporting interests and aptitude are posed in order to steer extra-curricular and support the future more able agenda
- 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 - 11 who would benefit most from the scheme
- enrichment days from year 7 - 13 have a wide variety of activities designed to develop the independence and confidence of students, e.g. Year 7 visit to Kidzania where students experience a range of careers and experience 'living' in a mini city, Year 13 and 10 interview sessions, Year 12 and 13 financial management workshops, Year 7 'taste of the future' enrichment day, Year 8 STEM day with visitors from industry, Year 10 Enable day with a careers focus
- 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
- 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 new subjects prior to their options selection
- 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
- 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 include Chessbrook, Lifestyles and Old Town Riding School
- the weekly visit to Aldenham Country Park Farm has been implemented with students most in need of intervention and to support 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

- the school has further strengthened the careers advice provided with the introduction of careers sessions into CDC time using the Unifrog resources in preparation for Year 9 Options and Year 10 work experience
- 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
- as part of the Gatsby Benchmark, Year 12 are involved in a University fair at West Herts to introduce them to courses available at degree level
- 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
- to support aspirations of those students wishing to apply to study medicine or Oxbridge courses, mentoring is provided within some curriculum areas, including science, MFL, law and English
- mock interviews, a Higher Education evening, the UCAS convention day, in previous years a visit from the apprenticeship bus, guest speakers about the apprenticeships process all help to prepare students for next steps
- 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
- 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
- national careers week is celebrated in school with all subjects dedicating lesson time to talk about future careers, alumni and people from industry are invited in to speak to students about their career pathways

Guidance on careers and futures is mapped across all year-groups, forming one part of holistic, overall PSHE/RSE 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 range of careers-related experiences including;
  - a week's work experience
  - talks from Student Finance
  - a UCAS higher education event
  - 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 re-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. Services for Young People (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)
- the Word of the Week helps to enhance and develop students' literacy skills and understanding of language and communication
- students are taught about right and wrong and the moral code of behaviour and conduct through the Themes of the Week and the Positive Behaviour for Learning Policy (see section f)
- 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
- 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
- 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
- students are taught to work as part of a team during group work in lessons and through participating in sports at school
- our established Reading Curriculum encourages all students to continuously develop their literacy skills through CDC, World Book Days, DEAR events and LRC opportunities such as visiting authors
  - a. structured pathways allow students to develop their written literacy, reading and oracy through

engaging in a range of targeted interventions including Lexia, Peer Readers and sessions in Speech and Language development

- b. promoting oracy within the classroom through previous staff continued development and work with feeder schools enables the school community to encourage students to engage in formal communication through scaffolded discussion and listening to texts
  - c. our established Reading Curriculum encourages all students to continuously develop their literacy skills through:
  - d. whole school initiatives such as Word of the Week, regular DEAR events, reading in CDC time, timetabled LRC lessons in the lower school, access to appropriate online learning tools such as Bedrock Vocabulary and EduCake, World Book Day events and LRC opportunities such as visiting authors
  - e. targeted structured pathways allow students to develop their written literacy, reading and oracy through engaging in a range of interventions they progress through, including phonics and reading support, speech and language interventions, Lexia programme, guided reading and peer reading support
  - f. promoting oracy within the classroom through continued professional development of staff and working with primary schools within the Trust, enables the school community to encourage student to engage in formal communication through scaffolded discussion and listening to texts
- through the work of the maths faculty students develop their numeracy skills at every stage of their school journey, from entry in Year 7 right up to those who opt to study Further Maths A-Level. To support progress. students have access to a wealth of online learning platforms, bespoke 1:1 maths tuition and targeted intervention sessions.
  - in addition to curriculum sessions, we also offer a range of maths-based clubs for students to participate in to extend their learning beyond the classroom
  - targeted Support Officers provide 1:1 and small group Maths interventions from 7 – 11 to further support students with their mathematical development and progress
  - bespoke 1:1 maths tutoring is offered to students requiring more specialist individual support
  - Year 7 and 8 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 across all year groups can access a wide range of online learning platforms to support and develop their independent learning
  - students can access computing and ICT lessons which promotes the development of their digital literacy skills
  - 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
  - during the annual Sixth Form Induction Day the students participate in a day of team building activities and exercises

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.

- 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 outdoor education area to gain an understanding of horticulture.
- dedicated sessions have been developed for enrichment days including mock interviews, CV writing, job



searches. Many of these sessions are facilitated by outside agencies with links to industry

- students moving into GCSE have the chance to engage with wider college courses such as Animal Care providing them with work-related learning.
- 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 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, English Literature or mathematics receive additional timetabled lessons and are entered for the appropriate exam in English and maths in Year 12 and, if necessary, in Year 13
- skills are developed for assisting the students upon leaving the school, for example writing CV's and interview techniques (see section c)
- a Next Steps evening is held in Year 12 which explores opportunities for students beyond the school such as higher-level apprenticeships
- students are given a wide variety of leadership opportunities which include delivering presentations to parents and governors and speaking in public (see section a)
- in years 12 and 13, students are encouraged to develop independent learning skills through the Extended Project Qualification (EPQ) and by engaging in the school's Supra Curriculum Programme
- 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:

	2018	2019	2020	2021	2022	2023
Total number of students	168	166	197	191	177	189
Joined Bushey Meads 6 <sup>th</sup>	114	98	121	119	110	119
West Herts College/other	43	57	51	53	38	39
Apprenticeship	2	2	2	0	7	6
Joined other Sixth Form	8	9	22	18	22	21
NEET / Employment	1	0	1	1	0	4

#### Year 13 Destination Data % of students:

	2018	2019	2020	2021	2022	2023
<b>Total number of students</b>	<b>108</b>	<b>118</b>	<b>131</b>	<b>132</b>	<b>128</b>	<b>125</b>
University placements	60	73	86	107	63	89
University placements to Russell Group	11	13	21	23	29	31
Time out from education (Employment/gap year)	18	24 (19/5)	26(15/11)	16(5/11)	23 (8/17)	27 (8/18/1)
Further education at College	9	6	4	1	0	0
Apprenticeships	12	11	12	5	9	6
Still in school-based education	1	4	3	3	2	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 2-day summer-school activity-based event, right through to the varied sporting activities provided to sixth formers. This work has been recognised through the schools' accreditation as a 'Hertfordshire Healthy School', 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 schools 5 enrichment days focus on physical health, mental health and emotional wellbeing, these include session on 'exercise for mental health and wellbeing', 'my body, my choice' and 'healthy lifestyles'
- 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 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 vocational option. This then leads on to a 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 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 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
- groups of staff regularly use the gym both before and after school and students have regular timetabled PE

lessons in the fitness suite as well as the option to attend a Year Group specific after school fitness session once a week

- female students are able to attend their Year Group session, but there is also a female only afternoon which is well attended by students of all ages as well as staff
- an outdoor gym was opened in September 2021 consisting of 12 separate pieces of equipment. This is used by a range of students from Years 7 to 13 and is in constant use before school, at break and lunch times, after school and also during a large number of PE lessons
- specialist SEN PE runs for the PNI students to help improve co-ordination.
- 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
- the culture amongst our staff encompasses looking after the mental health of the students in our care
- our anti-bullying coordinator coordinates specific initiatives to look after the mental health of our students. Every lunchtime, we host a 'safe' space in an easily accessible, central area of the school 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
- the 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
- in recent years PNI students have participated in the annual Stoke Mandeville games where they participated in 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
- relevant safety messages are promoted through all potential risk areas of the curriculum, in particular, PE, D&T and science
- our comprehensive whole school RSE provision supports students in developing their wellbeing with specific areas considering what respectful relationships involve, being safe, online media, intimate and sexual relationships alongside physical and mental health cross-curricular coverage. The programme is reviewed every year dependant on student feedback. This year's additions include; more RSE in sixth form CDC time, sessions on resolving conflict and consent
- themes for enrichment day are taken from the PSHE association guidance and are adapted for the needs of our students. The themes are Diversity and Anti-racism, Sexual Health, sexuality and gender, Wellbeing and mental health, Relationships, families and friends, Life skills, Physical Health and Online safety
- the importance of exercise and eating healthily is shared with our students through the RSE curriculum including taught units in PE, Spanish and Biology
- a full range of healthy meal options is offered and encouraged in the school restaurant
- 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 Mental Health Matters (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 school counsellor working across the wider Multi Academy Trust provides tailored support for those students most in need of targeted interventions
- a Year 7 zone was created during the Covid-19 pandemic and has been retained as a designated outdoor space during lunch and break; it 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/RSE 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. Carefully planned and age related sexual health and relationships enrichment days for all year groups are included in the programme. The school's PSHE/RSE 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 GrangeEnders series of books in Years 7 & 8, in which themes of keeping safe are covered
- 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
- Mental Health First Aid training

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, Sixth Form Leaders, Assistant Head of Sixth Form, Pastoral Manager, 3 Assistant Pastoral Managers and 3 Pastoral Support Officers, Intervention Manager and part time School Counsellor, 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 ensure all relevant and necessary support is provided. 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
- the school employs 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 panel who has completed the safer requirement training provided by the NSPCC
- regular safeguarding briefings are provided to staff and governors

Safeguarding Team	Number of staff	Date of Training	Course name and stage (1 or 2)	course Provider
DSL – Sara Ash	1	06/2023	2 day DSL stage 2 training	HSCB
Deputy DSL(s)	9			HSCB
Chantal Smith		03/24	DSL refresher stage 2	
Richard Ash		03/24	DSL refresher stage 2	
Despina Timotheou		03/23	DSL refresher stage 2	
Matt O’Kelly		01/23	DSL refresher stage 2	
Daniel Mitman		01/23	2 Day DSL course	
Sarah Court		03/24	DSL refresher stage 2	
Natalie Sycamore		03/24	2 Day DSL course	
Rebecca Robinson		03/24	2 Day DSL course	
Nicky Hughes		03/24	2 Day DSL course	
Head Teacher	1	10/23	Stage 1	CPSLO
Nominated Safeguarding Governor	1	03/23	Stage 1	In house DT delivered
<b>Other Staff</b>				
Teaching staff		10/23	Stage 1	CPSLO
Teaching assistants		10/23	Stage 1	CPSLO
Administrative staff		10/23	Stage 1	CPSLO
Caretaking staff	3	10/23	Stage 1	CPSLO
Technicians	4	10/23	Stage 1	CPSLO
New staff		Ongoing throughout year as new staff join	Stage 1	In house DT delivered
<b>Governing Body</b>		03/23	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
- any notifiable accidents are reported to RIDDOR and HSE
- H&S reports across the Trust are presented to the finance and resources committee five times a year
- 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
- on each computer in the school there is a confide button that students can click on to contact members of the Pastoral and Safeguarding Teams and/or self-refer or make disclosures

#### 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 'LAUREL' in the SRP (Special Resource Provision) 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
- embedded into curriculum delivery is the opportunity for debate and discussion considering issues pertinent to wider society, such as within RE students debate the justifications of war
- in recent years law and politics KS5 students attended a presentation by Laurence Brass, Councillor and former asylum judge and have also made visits to the Law Courts in London
- in January 2022 the Humanities and Social Sciences Faculty launched an annual 'Diversity Week' to celebrate diversity across the school and wider community. The week included 'Holocaust Survivor' speakers, cultural cooking and diversity themed assembly and CDC programme
- 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 Reporters, Front of House Leaders, BMS Buddies the Debating Society also allows students to air views and argue points on a range of issues, sometimes controversial. These leadership positions and opportunities enable the students to participate fully in the school and develop skills to enable them to participate in a democratic Britain
- students learn about society through Character Development Time activities and Enrichment Day activities and groups have participated in the County Youth Parliament and regional mock trial events in recent years
- 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. MP's Oliver Dowden and Richard Harrington have visited the school in recent years 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)
- a recent 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
- students from all year groups are encouraged to participate in charitable events which are promoted through the House System and discussed during CDC time; students donate food items to the local House Food Bank the Redtrust and are rewarded reward points for their donations
- 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
- in previous years a group of year 8 and 9 more able students have taken part in the Citizenship Foundation

National Mock Trial competition. This has developed problem solving, presenting and team work skills and also explored 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:

<b>Charity</b>	<b>2018/2019 Raised</b>
Variety Club	£63
Children in Need	£2033
MacMillan Appeal	£72
Christmas Jumper Day	£485
Comic Relief	£769
British Heart Foundation	£799
<b>TOTAL</b>	<b>£4191</b>
	<b>2019 / 2020 Raised</b>
Sports Relief	£1775
Christmas Jumper Day	£485
Children in Need	£1974
<b>TOTAL</b>	<b>£4234</b>
	<b>2020 / 2021 Raised</b>
Christmas Jumper Day	£454.00
Children in Need	£1915.00
	<b>2021/22 Raised</b>
Children in Need	£1999
Watford General Hospital	£211
Make a wish - movie night	£390
Christmas Jumper Day	£904
BHF/Ukraine	£1364
Mind	£814
<b>Total</b>	<b>£5682</b>
	<b>22/23 Raised</b>
Children in Need	£1564.60
Sports Relief	£352.00
BHF	£1368.00
Xmas Jumper (Save the Children)	£748.00
Save Children -Bake sale	£173.46
<b>Total</b>	<b>£4206.06</b>

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/RSE 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

- since December 2021 the student LGBTQ+ group (GSA) meets on Fridays. They have held a number of events including guest speakers, Services for Young People, LGBTQ+ History Month, lessons in English for KS3, a display in the LRC and starter activities in other subjects. This has now evolved into Rainbow Club
- 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 Future Me day and the 'Mind to be Kind' days for Years 7, 8 & 9
- a vibrant educational trips and workshops calendar, which includes fascinating visits and stimulates reflection; for instance, Year 10 RE day which has included a whole day of RE and ethics using various innovative learning methods, an immersion day delivered by the Hindu temple, trips to art galleries and theatres to experience arts of different cultures
- 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 a quiet room for students who wish to pray and reflect during the school day
- a new culture and diversity day which allowed students to share their own culture with the school. The day included cultural dances, different world sport and an assembly on celebrations across the religions

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

- since September 2022 there have been 108 school trips and since September 2023 there have been 47 school trips including residential trips in the UK and abroad, cross phase trips and theatre trips
- in recent years students have had the opportunity to participate in external trips including: New York, Normandy, a Bioscience Lab visit, The Baby Show, DofE expeditions, World Challenge, Oxford University, Mountfitchet Castle, Wheelchair basketball competition, Ski Trip, London Philharmonic, Vex Robotics, Museum visits and Kings Cross, Science Live and the Tate Art Gallery
- trips to France and Spain have always been oversubscribed and last year the trip to Italy generated a great deal of interest
- the D of E programme at the school attracts many students; over 40 students have signed up for the challenge of the Bronze award
- last year's World Challenge launched the opportunity for 20 students to travel to Borneo in 2024, a great opportunity for pupils to learn about themselves and the world they live in helping out local communities in conservation and restoration projects
- special, school-based events and activities are another popular way in which students enjoy learning about themselves and their world
- Five enrichment days per year 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
  - 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. In their



classroom learning students show a curiosity to learn, with the development of 'curiosity', followed by a 'gritty' determination, 'flair', 'Drive' and 'Lead Together' becoming themes for our school's More Able programme, driving forward independent learning. Our annual 'Flair Week' always includes visitors to the school, (either in person or virtually), who have been successful in their field of work to provide aspiration role models to students.

**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
- following on from our 'WOW Classrooms' competition in July 2018, faculties continue to ensure classrooms provide a dynamic and interesting environment for learners in the form of creative and aspirational displays
- 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
- many of our Enrichment Day activities encourage a creative problem-solving approach to real life scenarios
- for the annual World Book Day event students are encouraged to be creative with their cooking and participate in a World Book Day Cake Bake gaining votes from staff and students to win prizes for their imaginative creations linked to books they have read

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 Me Capsule task where Year 6 students prepare a shoebox of things that introduces them to their new peers at the start of Year 7
- creative homework and artistic projects are issued regularly, such as producing an annotated model of a volcano in geography or producing a painting in the style of their favourite artist in art
- outside of the classroom the 'EDSHED', the outdoor learning area is a space where students can design, build and plant in a variety of projects
- increased vocational offer across all year including the Bushey Meads Award Scheme (BMAS) and Springboard into Sixth Form that help develop transferable skills
- alternative curriculums continue to develop Horticulture is now a KS4 option and skills such as hair and beauty, bike maintenance, cooking and fire building are being offered to bespoke groups of students

Other facets outside of the classroom include:

- 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 Biology Olympiad to extend creativity and passion even further
- STEM club, VEX robotics and F1 in schools encourages students of all key stages develop skills not traditionally associated with classroom lessons
- Students are involved in creative ways of raising money for the House Food Bank collection and were able to contribute to the House Gaming competition. This is where students from Year 7 to 11 are welcomed to compete against the different Houses in different Year groups to play Sonic The Hedgehog 2 with the fastest time and win an ultimate prize. To be able to compete, students must donate an item on the House Food bank collection list.

- the performing arts and English faculty regularly put on trips to museums, galleries and theatres

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 and across the Multi Academy Trust
- drama productions (the school show was The Addams Family in 2019, Little Shop of Horrors in 2022 and Sweeney Todd in 2024)
- Expressive Arts week 2023
- Summer Arts Festivals including an outdoor Shakespeare performance
- Christmas Entertainment
- House Arts competition
- periodic artists in residence (Sculptures in 2018 and Basket Weaving in 2021)
- sporting competitions
- regular exhibitions in the BSJT Gallery
- art work and 3D installations displayed on corridors and around the school site
- 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 with CDC theme of the week activities
- the school operates a reflection area called the 'Reflect and Reset Room' where students may be placed in isolation, away from other students for a temporary period of time to reflect on and reset their behaviour
- the Reflect and Reset room is staffed by the Pastoral Team and is used successfully amongst Key Stage 3 and Key Stage 4 students to reflect on their behaviour effectively to enable them to return to lessons in a positive manner
- student sanctions are not punitive, but provide guidance for pupils to make positive changes to their behaviour, both for self-reflection and to repair any harm caused to student teacher relationships
- students are given the opportunity to discuss with the member of staff what went wrong and ways they are able to move forwards, and often these repair conversations are recorded using the restore and repair meeting log. This whole school approach allows for positive self-reflection enabling positive relationship

building

- The School operates a 3-step approach to managing challenging behaviour within lessons: 'Remind, Reset, remove'
- students are asked to reflect on their behaviour at the 'reset' stage to ensure that they are able to improve their own behaviour for learning
- the two Calm (Sensory) Rooms in the Learning Support Base offer students safe and calm spaces to compose themselves if needed. Learning Support Staff are close at hand if a student needs to talk about an issue
- the Student Parliament 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
- an Acting Deputy Headteacher, whilst on his NPQH Placement at the school during 2021, conducted an in-depth survey with all stakeholders to review the effectiveness of the KS2 – 3 transition curriculum which served to inform future school improvement plans to secure better curriculum design, progress and outcomes
- 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
- online parent teacher consultation evenings (at which students are encouraged to attend) provide verbal dialogue for reflection
- 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
- 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
- a number of specific assemblies take place each year to provide students with the opportunity to pause, reflect on their progress to date and then think about their next key steps to elicit further progress. These include:
  - Year 11 and 13 PPE assemblies in which they find out their results
  - Raising Achievement Assemblies for Year 11 and 13 where they receive their Progress 8 and Level 3 Value Added cards
  - High Prior Attainer assemblies for students in Years 7-11 where they are given an HPA booklet to remind them to challenge themselves in lessons as well as demonstrate a positive Attitude to Learning in class
- 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
- restorative practice with a therapeutic approach in being strongly promoted within the school
- student statement forms now all have a specific section for reflection from the student making the statement
- in January 2022 all sociology and law students experienced a 'Life Behind Bars' event exploring the consequences of crime
- annual questionnaires to gather pupils' views
- one third of the year 11 cohort are involved in a mentoring programme to support and develop them in the run up to the GCSEs

**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 Faculty
- 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
- students are made aware of relevant legal provisions and topics through the synoptic Law section of our RSE provision
- 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
- whole school enrichment days cover laws and rights
- 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
- many lessons have embedded the RSE KS4 Citizenship requirement for all students to consider the legal system within the UK, different sources of law and how the law helps society deal with complex issues
- strong relationship with the local PCSO who works with students

**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
- understanding and following the Keys for Success enables them to take a positive attitude and active role in lessons
- student study groups and peer mentoring groups, particularly in the older year groups, often instigated and run by the student themselves
- controlled, positive and collaborative groupwork embedded into lessons
- both rewards and consequences graded 1-8 for clarity and consistency, extensively communicated to parents and carers, staff and students
- reintegration meetings following a suspension from school are 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
- Sixth Form students continue to participate in supporting the wider community around the school and Multi Academy Trust through a bespoke programme for our Post 16 learners demonstrating an understanding of the positive effect of their actions:
- the 'Kindness Matters Programme' places kindness at the core of the students' actions in school and affords them greater ownership of their own impact on the school life of others
- the Bushey Meads House System and wider student leadership has continued to support local charities with event such as the annual food bank collection

- the wider student leadership team, including the Community Leaders, planned and run whole school events such as Cinema Night and school quizzes with proceeds from these events going to local nominated charities
- a restorative justice approach encouraged across the school enables students to build positive relationships with peers and to understand consequences of their and other's actions thereby supporting student attendance and attainment
- students are proud of their local environment and help to keep the school litter and graffiti free
- at the end of the academic year, the top 20% of students in each Year Group (in terms of reward point accumulated) earn a place on the Rewards Trip to Thorpe Park or Chessington
- there are over 300 student leaders across the school who actively shape the school through their positive actions

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?

Students regularly display our core values during debates within CDC time, curricular and extracurricular activities. Students demonstrate our value of 'Respect' while debating and exploring ethical issues, showing respect and a 'mind to be kind' when listening to others viewpoints 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
- our synoptic RSE curriculum supports a scaffolded and age-appropriate learning and discussion around a range of moral and ethical issues within society
- 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 similar activities to enable students to magpie ideas from others; our students shine in this area
- we have a Debating Club that meets weekly and is open to students from all year groups
- the Student Parliament meet every half term to offer feedback to stakeholders regarding their school; these views and actions are shared back to Character Development groups via form representatives
- 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, STEM Leaders, Anti-Bullying Ambassadors, House Representatives 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'
- 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 circulated through The Day (an online news related publication)

**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:

- the comprehensive, inclusive nature of our school community means students of different socio-economic classes positively integrate with each other in every aspect of school life from the transition process on joining the school to when they leave us thereby supporting the wellbeing of all students
- students take on a range of leadership opportunities within the school (such as Student Learning Consultants, House Representatives, Subject leaders, Prefects, STEM Leaders and eLearning Leaders)
- the House system promotes interaction between the different year groups with a regular vertical tutoring week arranged to aid cross age discussion, advice and support
- the BMS Buddies (one of our student leadership groups) work with and support anxious students across the school who would benefit from a friendly face as well as parents and carers who attend school events in order to provide a friendly welcome
- 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, debating and a beat the teacher quiz
- 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, coaching sports teams, engaging with MFL lessons and Performing and Visual Arts activities and supporting sports events etc.
- 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
- In recent years Student Community Leaders have attended the local care home to 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
- every student in Year 10 and Year 12 complete a week of work experience which enables them to practise and refine their social skills in different settings and with adults in the workplace
- in recent years a growing number of students have volunteered to work in a voluntary capacity at Watford General Hospital, various charity shops and other organisations and have individually raised significant sums of money for charity in their own time
- students are encouraged to identify their readiness to work using the Zones of Regulation and develop strategies to help them self-regulate

**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
- 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' which runs every lunchtime in the heart of the school; a safe place for students to come and talk when they need to
- Eco-Leaders have offered their time in recent years 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 are assigned 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
- Representatives from our Student Leadership Team regularly attend Full Governors meetings to update them on the progress of Student Parliament, Student Leaders and school initiatives
- our Senior Student Leadership Team lead an annual Leadership assembly
- 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
- each year the National Citizen Service (NCS) lead an assembly to promote their summer holiday programme
- 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 Students 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 STEM 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
- in recent years a group of students have attended 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
- regular articles in The Day (an online news related publication) circulated weekly to all Character Development Groups cover the fundamental British values and encourage regular discussion and learning

#### 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
- the citizenship sections of our bespoke RSE curriculum ensure coverage of relevant areas such as

democracy, local, regional and international forms of justice as well as freedom of press and individual rights under the law

#### 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
- the school's Debating Club offered and accessed by all year groups encourages students to discuss opinions and views in a respectful and structured forum
- posting student voice question cards in a specially assigned post box
- students are always welcome to talk to staff and pastoral leads

#### 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 Diversity 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
- the student LGBT+ group which has held a number of events including guest speakers, Youth Connexions, LGBT+ History Month, lessons in English for KS3, a display in the LRC and starter activities in other subjects which encourage mutual respect and tolerance
- Year 10 Enrichment Day trips/ workshops focused on different faiths
- 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' and the three Rs of Respect, Responsibility and Relationships is delivered through our Theme of the Week programme
- the whole school diversity and culture day encourages all students to appreciate the differences and unique aspects of other people's cultures and beliefs

**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:

- the Year 7 'Me Capsule' project encourages all students to share their backgrounds, interests and cultures and encourages mutual respect from the start of their journey through the school
- 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
- students in English study world literature
- within food lessons students study and create cuisine from different cultures
- students study at least one foreign language at Key Stage 3 and have the opportunity to specialise in two languages at Key Stage 4 and 5
- 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 (2022 to Nepal, 2024 Borneo)
- Enrichment Days explore different cultures through the Year 10 RS day which includes a visit to places of worship from different religions, and the whole school Culture and Diversity Day in which various cultures



are 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”
  - European Day of Languages which includes sampling of cultural food
  - primary school students are invited to school to develop their understanding of the French language
- Innovate caterers work hard to ensure a wide variety of foods from different cultures is represented and actively encourage pupils to try it

**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.

- Assemblies and Themes of the Week include discussions centred around Equality and Diversity and the Rule of Law
- 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
- 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
- in Year 7 students participate in a Citizenship cross-curricular scheme of work. In RS they create a system of values and laws for survivors on a desert island and this is 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 and Law are popular A-level subjects offered at Key Stage 5 that develop 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
- in sociology the students study the diversity within the class and create cultural portfolios showcasing their culture and heritage and take part in a cross-cultural food workshop
- the citizenship sections of our bespoke RSE curriculum ensure coverage of relevant areas such as democracy as well as freedom of press and individual rights under the law
- students get the opportunity to vote for their CDC class representative

**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, a fully sprung dance floor and state of the art sound and lighting rig, a new dance studio, a Music Technology Suite, Media Suite and Dark Room in art and a new drama studio/theatre space.

Participation during PE lessons and extracurricular activities offered by the PE department is high with students showing a willingness to actively participate. This is evidenced through extracurricular clubs which are varied and well attended. The PE department's culture and philosophy of 'Sport for all' ensures that students have

many opportunities for positive participation and engagement. The wide range of sports facilities also encourages high participation.

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. We endeavour to maintain a broad and balanced curriculum across all key stages.

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
- various clubs including Drama Club, Music Club, Textiles Club, Book Club, Art Club, Photography Club, Media Club, Dance Club, Sports Clubs etc.
- school theatre productions (2022's production was Little Shop of Horrors), 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 have taken part in the Stoke Mandeville games in recent years and attended National Basketball Championship competitions each year
- visit to the international netball championships
- outdoor gym used extensively during the school day
- art exhibitions (including media and photography)
- catering competitions and events including the Year 7 and Parents 'Come Dine with Me' event and the MasterChef activity held during the school's annual Health Week
- 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 and mirrored walls
- 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 get the opportunity work with 'artists in residence' who work with small groups of students and whole year groups during enrichment days
- the vast majority of school events provide a performance opportunity for students to showcase their artistic and musical talents
- the new culture and diversity day allows students to share their own culture with the school. The day included cultural dances, different world sports and an assembly on celebrations across the religions

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 *
2020 - 2021	8
2021 - 2022	1
2022 - 2023	6

- 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 relationship and sex education (RSE) 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 RSE 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
- cross-curricular RSE provision facilitates students in engaging with a variety of texts in relation to respectful relationships, both friendship and sexual/intimate ones.

The RSE 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.

**Key areas for further development**

- a) Enhance the PSHE/RSE programme further with discrete Year 7 and 8 timetabled lessons to embed key life skills, understanding of themselves and the world around them.
- b) Develop systems to track and monitor students' engagement in the wider curriculum offer with a focus on disadvantaged students.
- c) Strengthen the Alumni Network by hosting events that enable them to inspire future generations, through workshops and enrichment days.

Judgement on personal development of pupils	<p style="text-align: center;"><b>Outstanding</b></p> <p style="text-align: center;"><b>1b</b></p>	<p style="text-align: center;"><b>Good</b></p>	<p style="text-align: center;"><b>Requires Improvement</b></p>	<p style="text-align: center;"><b>Inadequate</b></p>
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#### 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. On every INSET day in September the vision is revisited with all staff and a specific theme of the year is always promoted to support the ongoing journey of school improvement.

The vision and ongoing ambition for the school is communicated to stakeholders 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
- the school mantras, values and vision are clearly displayed around the school site through large scale impactful signage
- 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
- a careful crafted, cohesive staff development programme that promotes consistency, growth mindset and student responsibility for their own learning

- 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
- regular activities starting with the Oxbridge University Trips for Year 7 students, 'Rising Stars' and 'Time to Sh9ne' mentoring programmes for Year 11 students, Study Saturdays and regular holiday revision sessions reinforce the strong culture of aspiration
- the sixth form team work closely with the careers department of the school to promote trips to universities and to university events such as at the Excel Centre in London
- Year 12 students are encouraged to complete applications for courses to support with early applications to competitive universities including Oxford and Cambridge. One to one consultations are also offered to ensure the best opportunities at securing places at the highly sought out universities
- students in Year 12 and 13 who have been identified by the sixth form leaders as underperforming from their recent data, are encouraged to participate in an initial 6-week programme Elevate and Excel. This programme ensures that students are able to self-evaluate and set targets to improve their attainment and make progress
- student Leaders are able to use the feedback from student parliament, collate the information from 49 representatives and have the opportunity to role model what a true leader should do by attending Senior leadership meetings and articulating the student voice
- the school operates a no study leave policy for Year 11 and 13 students and instead provides a bespoke Maximising Achievement timetable in the run up to the examinations; this offer includes highly targeted 2 hour revision sessions before each exam to ensure that all students are 'in the zone' and are as well prepared as possible
- 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 recent years our 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. An outstanding Deputy Head student now in the workplace in the city, as well as an ex Senior Prefect (at the time an undergraduate at a Russell Group University) have also inspired current students
- 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 through our diverse range of vocational courses, in our AQA Unit Scheme, Prince's Trust programme, emerging outdoor education provision, through links with a range of alternative curriculum provision centres and Sixth Form Level 1 courses.
- 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. For example, 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
- the majority of faculty areas have 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:

- The school's Behaviour policy strategically named 'Positive Behaviour for Learning' Policy focuses attention and expectations on positive behaviours and restorative, therapeutic approaches to behaviour management.
- Icons relating to our ethos and values have been placed around the school in prominent areas including the school restaurant and the outdoor sports areas (astro turf).
- the language of the school's values and ethos are prominently displayed around the school throughout corridors and on the outside of buildings to reinforce the schools matras of 'mind to be kind, 'respect, responsibility and relationships'
- 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
- our bespoke RSE curriculum ensures coverage of respectful relationships and provides students with practical steps they can take to support these interactions
- 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 an annual inspiring More Able Evening to encourage and support independent learning and a zest for curiosity
- a More Able Resource Booklet provides further avenues to extend extra-curricular learning outside of school
- awareness of the More Able Agenda is highlighted during the annual More Able 'Flair' Week to ensure students are effectively challenged
- staff are provided training in positively managing 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
- a restorative justice approach enables students and staff to recognise and repair relationships as appropriate
- each Head of Faculty has in place a faculty system for supporting teachers in behaviour management, including faculty report, telephone calls and letters home, parental meetings, faculty detention and if necessary a temporary faculty withdrawal arrangement
- leaders provide a constant positive presence around the site before school, at break and lunchtime and after school (in addition to the designated members of staff on duty) 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](http://www.ebi) (what's working well, even better if) culture which has been a key lever to school improvement in all areas of the school. This has been achieved through the following whole school systems:

- each teacher of Year 11 and 13 completes an in-depth autumn review analysis of their students' GCSE and Post 16 performance, identifying clear areas of strength and best practice as well as any barriers to learning and areas to improve.
- these reviews are carefully scrutinised by each Head of Faculty and are analysed further by SLT and Governors at a strategic planning meeting in September of each year; agreed actions inform future planning and helps to secure continual improvement
- 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 SEF informs the School Improvement Plan (SIP) which is written every three years and then scrutinised and RAGGED annually by SLT and carefully reviewed at termly Governor Committee meetings throughout the year
- feedback from SLT lesson observations and regular learning walks conducted by senior and middle leaders informs the school where to signpost staff to see best practice, as well as identifying areas for targeted support to ensure ongoing improvement in pedagogy and practice of all staff
- 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
- the data gathered on Pupil Premium students led to detailed discussions and leadership reflection activities



taking place at Senior Middle Leaders Meetings and the development of a Pupil Premium Booklet to assist staff in supporting these students and maximising progress

- any areas identified for development are relentlessly monitored and improvement secured 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). The themes for 2022.23 have included a focus upon SEND and Faculty Focused Foundations, with an aim throughout the year for faculties to assess what is effective marking and feedback in their area and next steps. In 2023.24 the focus has been AFL and adaptive teaching strategies
- the progress made regarding feedback across the school is evaluated after each of these fortnights and informs the direction and focus of the next one. Recognising that good practice has become more embedded across the school, the fortnights have been more focused on addressing key areas, such as consistency within a specific faculty, and improving the quality of student response (Purposeful Purple Pen)
- 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 and marking and feedback to secure success
- 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 regular CPD Sessions (led by highly experienced teaching and learning leaders – a Senior Lead Practitioner, 2 Lead Practitioners, a Senior Advanced Lead Teacher and 2 Advanced Lead Teachers). Staff attend the sessions and are then given considerable planning time to implement strategies shared in their lessons
- bespoke training packages are put in place for all staff in response to specific needs highlighted throughout the year
- a 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
- regular booklets and professional publications are published which share best practice across a range of different teaching and learning related topics with all staff
- in addition to the whole school CPD Programme, all ECTs, 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)

- In the past we have run annual Herts NQT events (one per term). We have now joined the Watford Schools Partnership through which we work with other local school to deliver bespoke training to ECTs. This has included subject leaders delivering subject specific training to ECTs across the partnership

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

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, ECTs) 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
- Each academic year there is a carefully chosen focus driven by the current identified training need and an impressive ongoing 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 is dedicated to professional development 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. There is also a strong emphasis on sharing best practice in terms of expectations and pedagogy in the classroom. 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 GCSE 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 Senior Leadership Team send congratulatory letters to all teachers who taught an exceptional 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
- 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, Marking and Feedback Creating Consistency and termly books celebrating best practice and provision across the school)
- identified best practice from learning walks and lessons observations is always sign-posted to colleagues in Staff Briefings throughout the year
- ensuring that the weekly online newsletter published to all stakeholders publicly 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, regular Staff Wellbeing events, 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, linking strongly with the Trust's Wellbeing Charter published on the school's and Trust website
- A MAT wide annual conference in October/November, often led by an internationally acclaimed keynote speaker links to three Teacher Toolkit sessions throughout the year helps to develop and strengthen relationships across the Trust and serves to maintain a motivated and effective staff body within across the organisation, keen to learn from each other and share best practice
- Union Reps within the school attend termly meetings with the Deputy Headteacher to take feedback from their members to the Senior Leadership Team. Not only does this lead to positive whole school change at times, but it also maintains an open communication channel which supports staff motivation and well-being
- the Senior Leadership Team know the school and have a daily presence around the school. Staff trust them fully with regards to raising concerns, or following whistleblowing; staff know and understand that concerns raised will be dealt with appropriately in line with all policies and procedures

### **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
- the results of the Annual Staff Survey are shared with Governors to inform their knowledge of the school and support with continued school improvement
- as detailed above, 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, linking strongly with the Trust's Wellbeing Charter published on the school's and Trust website

**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
- in previous years, 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 Senior Lead Practitioner in Art, two Lead Practitioners in English and Science, a Senior Advanced Lead Teacher in Design and Technology and an Advanced Lead Teacher in PE & 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
- trainee teachers 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
- 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
- two well established leadership development programmes are run in the school on an ongoing basis by – 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
- 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
- as a school we actively encourage and support Associate Staff (Learning Assistants/Learning Supervisors/unqualified teachers) to access appropriate routes to teacher training
- 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 publicly 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 Deputy Headteacher 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 fall 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 additional support
- 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 Lexia
- 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 Sh9ne' 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
- a similar Post 16 programme of mentoring (Elevate to Excel) supports targeted underperforming students to achieve their potential during the spring and summer terms
- 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
- 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 interview meeting; advice from well qualified and experienced staff will be given to support continued study at Bushey Meads or a move to pursue education elsewhere
- 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, through statements on the school website and reports taken to the relevant committee meetings which focus all aspects of school life including curriculum developments, quality of teaching and learning, student attendance, attitude to learning, raising achievement and suspensions data across all demographic groups as well as parental engagement and attendance at parents' evenings
- effective systems in place to monitor different aspects of the schools' 3-year improvement plan (launched in November 2020 and extended to be a four-year plan due to the impact of the Covid pandemic)
- 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
- a bespoke Chessbrook support programme for students transitioning from primary to secondary school includes all students who are currently known to the Chessbrook Educational Support Centre in their primary setting
- Year 6 EHCP students joining the school in September participate in a bespoke transition programme. They eat lunch in the School Restaurant and take part in carefully selected and planned activities. 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 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 online parent and carer consultation evenings with an average attendance figure of 95%. This is supported through an effective 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
  - Secondary School Experience Week Final Performance Event
  - Year 6 – 7 Parents Welcome Event
  - 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 Arbor platform to communicate home learning, reward and consequence points, termly reports and attendance at school for student, parents and carers
- Arbor emails and text messages are used to communicate messages between school and home and to communicate key information such as useful dates, school uniform list and school Code of Conduct
- weekly school newsletter and Executive 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 ESC Chessbrook with regular meetings to discuss support on offer and regular contact regarding key students
- links with external agencies to provide support to students include Service for Young People, Specialist Adolescent Service Herefordshire (SASH), Targeted Youth Support, Herts Young Homeless, CAMHS, Step 2, Signpost, ARC, SARC, Children's Services, Safe Space counselling, National Tutoring Programme, Halo, Watford Football Club 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 ragging 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
- data analysis of pupil premium student achievement over time led to detailed discussions and leadership reflection activities taking place at Senior Middle Leaders Meetings and the development of a Pupil Premium Booklet to assist staff in supporting these students and maximising progress in an attempt to close the attainment gap
- one-to-one and small group tuition is provided for targeted pupil premium students in the core subjects to support their progress
- allocated 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 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
- pupil premium students in Years 11 are invited to attend weekly Science intervention groups to boost their attainment
- to further strengthen the provision given to pupil premium students to ensure their success, an experienced member of staff has taken on a secondment to the Senior Leadership Team with a key focus on the progress of pupil premium students. He has created the 'Crossing the Bridge' programme involving the student, parents and carers
- 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
- in March 2022 Governors accessed specific training focussed on 'The Effective Use of Pupil Premium Funding' to ensure they were able to hold the school appropriately to account in this area
- further Governor training was held in March 2024 focussed on 'Understanding School Funding' which included information on SEND funding and pupil premium funding and how this funding is utilised within the school

**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 are 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 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 with the Safeguarding Governor each term who then presents the findings at the Full Governing Body meeting
  - Provision of termly reports to governors regarding safeguarding
  - The annual safeguarding report for the governing body
  - Safeguarding training for Governor (March 2020 and March 2023)
- the Safeguarding Governor, after their termly visits to the school, present their findings at each Full Governing Body meeting
- the Governing Body receives regular ongoing training and annual training for all Governors, Trustees and Members across the MAT is arranged each Spring Term
- Recent training sessions have included: 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 and The Effective Use of Pupil Premium Funding March 2022, Safeguarding Training March 2023, Understanding School Finances (including an update on PP funding) March 2024
- 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
- the Chair of Governors has completed their Safer Recruitment Training
- one of the Trustees is a nominated Safeguarding Trustee

**I)** 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
- cultural experiences are offered across our embedded enrichment programme throughout the year
- Bushey Meads School celebrates Black History Month each year, includes an assembly and theme of the week activity on Equality and Diversity
- we are proud of the diversity within our school community and seek ways to celebrate this and support our students.
- the School Intervention Manager has assisted with the inclusive LGBTQ+ Rainbow Club which has met on a regular basis in recent times to support the school’s LGBTQ+ community and their peers
- in March 2022.23 the LGBTQ+ Staff Lead has led training opportunities for staff across the Bushey St James Trust MAT
- 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)
- ensuring a supportive environment for our SEND students we provide a staffed room with activities during unstructured times such as breaktime and lunchtime
- 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
- the school has 18 trained Mental Health Students Ambassadors; they run a weekly drop in ‘Time to Talk’ lunchtime session, visit link primary schools and organise activities for World Mental Health Week
- one of the school’s Assistant Headteachers is training to be the School’s Mental Health Lead
- 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
- in January 2022 the Humanities and Social Sciences Faculty launched an annual ‘Diversity Week’ to celebrate diversity across the school and wider community. The week included ‘Holocaust Survivor’ speakers, cultural cooking and diversity themed assembly and CDC programme
- several learning areas across the school feature a diversity display featuring renown specialists from a range of backgrounds, ethnicities, genders, abilities and sexual orientations

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

- understanding the different types of bullying, the impact they have on others and building respectful relationships is a central strand within our RSE curriculum
- 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-ordinator
  - 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 Assistant 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. Recognising the positive impact of some of these measures, the Year 7 Zone and age-related toilets have been retained.

#### **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 job interviews there is always a member of staff on the final panel who has completed the Safer Recruitment in Education training
- application forms are scrutinised and pertinent issues discussed at interview with the candidate, such as any gaps in employment
- at least two references are always taken, one of which must be the Headteacher of the most recent school they have worked in
- all staff have a DBS in place before they are allowed to commence work, if any issues are raised a risk assessment is completed
- all new staff in school receive level one safeguarding training and prevent training, this is then refreshed every three years by the Hertfordshire County Council Chld Protection Schools Liaison Officer (CPSLO)
- all staff are required to sign a declaration demonstrating their knowledge and understanding of the safeguarding policies and procedures on an annual basis
- all staff complete a short quiz at the start of each year to test their understanding of the updated guidance in Keeping Children Safe in Education. Any staff who achieve below 75% in the quiz receive further safeguarding training
- further safeguarding updates are given throughout the academic year to all staff through meetings and in staff briefings
- photographs of all staff are displayed in the reception area of the school, including photographs of the cleaning team
- all staff are encouraged to add emergency safeguarding information to their lanyards, providing contact details of Hertfordshire safeguarding support
- additional safeguarding information and visual memory triggers are provided in communal staff areas
- visitors to the school are provided with safeguarding information at reception when signing in to meet with a

member of staff where the safeguarding team are identified with pictures, full names and safeguarding roles on a laminated card

- there are safeguarding displays in prominent areas of the school so students are aware who the team are and where they can seek assistance
- regular articles appear in the school newsletter promoting safeguarding and steps to take if there are any concerns
- a large team of Deputy Designated Safeguarding Leads (DSL's) support the DSL in monitoring and taking actions for all safeguarding concerns. The Deputy DSL's are strategically linked to particular year groups or students with SEND
- CPOMS (Child Protection Online Monitoring System) is used to record all safeguarding concerns. The DSL's record actions taken in response to concerns that are logged
- for online meetings, such as parents evenings, staff are given safeguarding guidance to follow if they complete these from home. If staff cannot meet the safeguarding expectations they must complete the online meetings within school
- the safeguarding governor visits the school every term to review the safeguarding procedures and reports back to the Full Governing Body
- an annual safeguarding report is submitted to the Full Governing Body, detailing the arrangements for safeguarding within the school
- a termly safeguarding update is provided to the governing board
- the annual safeguarding SEF, checklist and audit is completed to identify areas of strength and areas for future development and submitted to Hertfordshire County Council
- the DSL works closely with the Trust IT Manager to review the filtering and monitoring systems in place throughout the school to ensure students are safeguarded
- the DSL and IT team receive alerts on a daily basis through the SENSO monitoring system. This identifies any language or images that may cause concern and what actions are then put in place to support the student
- morning registers are completed between 8:40 and 9:00 every day. A text alert is sent to all parents whose child has not registered during this point
- registers are then taken for every lesson to monitor student attendance carefully. If a student is absent but were present earlier in the day, staff send an alert via an email to the attendance and pastoral team to locate the student
- if a student is known to abscond from lessons, staff are made aware to have a heightened awareness throughout the school day
- risk assessments are completed for students who pose a potential safeguarding risk
- all Sixth Form students are required to wear specifically designed Id badges as they do not wear school uniform and are not always immediately identifiable as part of the wider student body
- regular site and health and safety reports are made to the Trust's Finance and resources Committee meetings which are held 5 times a year
- the school buys into regular Health and Safety monitoring visits provided by the Health and Safety Team in Hertfordshire and responds to all actions highlighted in the reports made
- an increase in the safeguarding monitoring of key identified areas around the school site with improved CCTV coverage (36 cameras in total), which is 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 of staff	Date of Training	Course name and stage (1 or 2)	course Provider
DSL – Sara Ash	1	06/2023	2 day DSL stage 2 training	HSCB
Deputy DSLs Sarah Court Chantal Smith Dan Mitman Natalie Sycamore Nicky Hughes Matt O’Kelly Des Timotheou Angel de Alwis	8	02/2023 03/2023 01/2023 01/2024 01/2024 01/2023 03/2023 05/2024	DSL refresher stage 2 DSL refresher stage 2 2 Day DSL course 2 Day DSL course 2 Day DSL course DSL refresher stage 2 DSL refresher stage 2 2 Day DSL course	HSCB
Head Teacher	1	10/23	Stage 1	CPSLO
Nominated Safeguarding Governor	1	03/23	Stage 1	In house DT delivered
<b>Other Staff</b>				
Teaching staff		10/23	Stage 1	CPSLO
Teaching assistants		10/23	Stage 1	CPSLO
Administrative staff		10/23	Stage 1	CPSLO
Caretaking staff	3	10/23	Stage 1	CPSLO
Technicians	4	10/23	Stage 1	CPSLO
New staff		Ongoing throughout year as new staff join	Stage 1	In house DT delivered
<b>Governing Body</b>		03/23	Stage 1	In house DT delivered

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:

- regular notices are provided in Staff Briefings about the statutory duty to ensure all registers are completed accurately
- communications to staff through briefings and written letters to ensure that staff are using the correct codes when registering students and the process and system for alerting pastoral staff when a student fails to show up/ attend a lesson
- staff are required to register every lesson so that the school are able to monitor students’ whereabouts and early alert if students do not attend a lesson
- the Attendance officer within the pastoral team monitors attendance lesson by lesson to identify any missing students.
- the school uses a system of ‘missing student’ email to alert the pastoral team to students not accounted for/not attending the lesson
- the school has a heightened awareness of specific and vulnerable students to ensure that appropriate measures are in place to monitor them and their whereabouts are known
- specific students that are vulnerable are identified during Pastoral meetings and Key stage meetings, this information is also relayed to the whole school staff through morning briefings and email communications

- the Pastoral Team communicate with parents to notify them of student detentions/after school restore and repair meetings so that parents know the whereabouts of their children after school
- the Designated 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 Tuesday 7<sup>th</sup> May 2024
- Sixth Form students attend a workshop annually highlighting radicalisation during an enrichment day to further raise their awareness
- coercive control in relation to sexual/peer relationships and radicalisation is addressed through our comprehensive RSE curriculum
- 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
- ongoing reviews of whole school RSE curriculum provision continue to identify strengths and target areas for further development to ensure a comprehensive provision
- the IT team across the Trust take Cyber Security very seriously and ensure measures are in place to keep children safe and maintain the integrity of the organisation; comprehensive filtering and monitoring systems ensure cyber-attacks, phishing and malware attacks and activities of online hackers, scammers and other cyber criminals are effectively minimised
- all senior leaders across the MAT have completed Safer Recruitment Training and the schools ensure that at least one member of any recruitment and interview panel is safer recruitment trained
- all applications are scrutinised carefully and all gaps in employment are challenged robustly during interview. References are taken from at least two different most recent places of employment and are sort from the current and previous Headteachers
- during the onboarding process of a new starter or a governor the school follows the safer recruitment guidelines set out by Keeping Children Safe in Education. HR applies for a DBS check once 3 suitable forms of identification are received. Once the DBS check is completed we receive notification from safe staffing that the DBS check is clear. We also request for the employee or governor to bring the original copy to HR either before or on their first day - we take a copy and place it on their files.
- agency staff are 'pre' vetted prior to coming to school - we request they bring their original DBS certificates on their first day to HR. HR check the DBS information against the vetting information received by the agency and that it is clear and takes a copy for their file
- there is a strong culture of whistleblowing at the school

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.

#### Key areas for further development

- Continue to engage in meaningful dialogue with all staff to ensure that the work to promote positive wellbeing remains effective.
- Continue to engage in meaningful dialogue with all staff to balance workload challenges and further improve and support the effective recruitment and retention of staff.
- Explore innovative ways of further improving the engagement of all stakeholders throughout the school year.

Judgement on quality of leadership and management	Outstanding  <b>1c</b>	Good	Requires Improvement	Inadequate
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## 5. Overall Effectiveness

Area of Self Evaluation	Current Grading	Historical Gradings
1. The quality of education		
a) Intent	2a	2a in 2022.23, 1c in 2021.22 and 2020.21, 2a in 2019.20
b) Implementation	2b	2a in 2022.23, 1c in 2021.22, 2020.21 and 2019.20
c) Impact	2a	2a in 2022.23, 2021.22, 2020.21 and 2019.20
d) The quality of education overall	2a	2a in 2022.23, 1c in 2021.22 and 2020.21, 2a in 2019.20
2. Behaviour and attitudes	2a	2b in 2022.23, 2a in 2021.22 and 2020.21, 1c in 2019.20
3. Personal Development	1b	1b in 2022.23, 2021.22, 2020.21 and 2019.20
4. The effectiveness of leadership and management	1c	1c in 2022.23, 2021.22, 2020.21 and 2019.20
5. The effectiveness of the school's Sixth Form provision	1c	1c in 2022.23, 1b in 2021.22, 1c in 2020.21 and 2019.20

***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 School's positive behaviour for learning policy offers guidance for building strong relationships which are essential to meeting the needs of all students. Before issuing sanctions to students as a response to unwanted or challenging behaviour, the teacher and school will take into account and consider:

- whether a student has special educational needs or a disability that has affected their behaviour, and
- the student's age and understanding of the rules and expectations of the school

The provision for disabled students and students with additional educational needs within the school is excellent, demonstrated by the overwhelming number of parents who choose Bushey Meads school as their parental preference.

Historically, Bushey Meads had a PNI (Physically and/or Neurologically Impaired) Base for up to 16 students. This PNI base closed and, since September 2023, a Specialist Resourced Provision (SRP) has opened with the capacity for 20 students. Specialist Resource Provisions are centres attached to secondary and primary mainstream settings across Hertfordshire. Students attending the SRPs have access to a mainstream curriculum, but the stress of a mainstream environment is reduced and they have a safe space to be in where their needs are met.

The staff and teachers at the SRPs are trained to support the children and young people's emotional wellbeing and self-regulation, alongside their social and communication needs. As students in the SRPs gain confidence and independence, the aim is that they will spend an increasing amount of time within mainstream lessons, alongside their peers and with access to the wider variety of opportunities available to them there.

Bushey Meads SRP is for those children with speech, language, communication needs and autism, who don't

need a special school, but need additional support so that they can access learning. The SRP is for children and young people with:

- a developmental language disorder and / or a severe motor speech disorder (developmental verbal dyspraxia)
- a social communication and social interaction difficulty who may acquire a diagnosis of autism

Within Hertfordshire, an average of 13.3% of students are identified as having additional needs and are placed on the schools SEND register, with a National average of 13%. Nationally, 4.3% of students have an EHCP. Statistically, we have a much higher percentage of students who have a disability or additional learning needs than other schools within Hertfordshire and Nationally. Bushey Meads School strives to meet all the needs of the students placed within the school but, due to the overwhelming and disproportionate numbers, it is now much more challenging to ensure all students needs are met effectively. Compared to similar mainstream secondary schools, we have a very high proportion of disabled students and those with learning needs, evidenced in the table below:

Year Group	No. of EHCP's	% of EHCP's	No. on SEND register	% on SEND register
7	7	3.8	41	22.1
8	29	13	69	31.1
9	22	12.4	50	28.2
10	22	11.5	61	31.7
11	12	6.5	46	25
12	2	1.4	14	10
13	2	1.8	11	10
<b>TOTAL</b>	<b>96</b>	<b>7.9</b>	<b>292</b>	<b>24.1</b>

The needs of most students on the SEND register are met through Quality First Teaching (QFT) within lessons. Additionally, some students also require some reasonable adjustments to be made in order to access the learning effectively. A range of adaptive teaching strategies are used to support students' needs within the classroom, with a whole school CPD focus this academic year 'Assess, Adapt, Achieve'. Reasonable adjustments made include the use of coloured overlays, enlarged font sizes, provision of movement breaks within lessons and chunking the learning tasks.

The whole school Positive Behaviour for Learning Policy was updated in September 2023 to reflect the needs of the students and follows a therapeutic approach. The policy gives the students the opportunities to Reflect and Reset their behaviour, with staff following a trauma informed approach.

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 (Lexia and Bedrock Vocabulary), individual and small group interventions provided by the Literacy Support Officer, targeted 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 and wider life skills. Additionally, some students are withdrawn from their mainstream classes and complete work or interventions under the guidance of a Lead Learning Assistant within the Learning Support Faculty to ensure interventions specified within their EHCP are delivered. 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 two buildings on site have classrooms on a second floor and these have 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 SEND students:

- a dedicated space for individual physiotherapy
- 7 disabled toilets
- a specially fitted hoist system for one toilet

- a treatment room with bedding area
- 2 sensory rooms, which are low arousal spaces and equipped with resources for dyspraxia exercises (putty, lego, block building)

Many curriculum areas have been specially adapted to suit the needs of the SEND students to ensure they have full access to the mainstream curriculum along with their peers. This includes:

- 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
- 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 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 numeracy, 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 KS3 and KS4 including horticulture and outdoor education
- across all year groups, students can access a range of courses to suit their needs including alternative curriculums such as the Princes Trust Award, AQA Awards, BTEC IT level 1 and the Arts Award, work experience and college courses

Staffing within the school has adapted to the significant increase in students with SEND, to include:

- SENDCo
- Two Deputy SENDCos
- SEND Lead Teacher
- Intervention Manager
- SRP Coordinator
- Learning Support Coordinator
- Engagement Support Assistants
- Lead Learning Assistants for Communication and Interaction, Speech and Language, Sensory and Physical, PE, Numeracy, Literacy, Alternative Curriculums
- Learning Assistants

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.

**Key areas for further development**

- a) Continue to explore creative ideas to support the effective recruitment, development and retention of high-quality staff.

<b>Overall effectiveness</b>	<b>Outstanding</b>	<b>Good</b>	<b>Requires Improvement</b>	<b>Inadequate</b>
		<b>2a</b>		

**Justification for grade on overall effectiveness:**

Bushey Meads is a very good school with 3 key areas of outstanding practice: 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. All staff have high expectations for students and, despite the disruptions in education in recent years, expect them to 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.

## Key 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: 2a

**(2a in 2022.23, 1c in 2021.22 and 2020.21, 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)**

- a) Ensure that curriculum content in all subjects provides progressive learning journeys, so all students can engage, excel and accelerate quickly from prior knowledge and key skills.
- b) Ensure that the learning journeys in all subjects are communicated effectively to all stakeholders.
- c) Further develop our alternative curriculum to ensure the needs of all students are being met, so all can achieve.

#### Implementation: 2b

**(2a in 2022.23, 1c in 2021.22, 2020.21, 2019.20, 2018.19, 2017.18 and 2016.17 and 2a for KS4 and 1c for KS5 - 1c in 2015.16)**

- d) Further develop teacher expertise with Quality First Teaching, ensuring that all teaching is high-quality, adapted and personalised to ensure the individual needs of the majority of students are met.
- e) Further develop the use of formative assessment techniques to effectively monitor student progress in lessons and inform planning.
- f) Further strengthen the use of data to effectively identify and address any gaps in learning.

#### Impact: 2a

**(2a in 2022.23, 2021.22, 2020.21, 2019.20, 2018.19, 2017.18 and 2016.17 and 2b in 2015.16)**

- g) Improve literacy levels of students working below age related expectations by adapting reading programmes and associated schemes of learning.
- h) Ensure teaching practice is even more effectively developed to provide all students with the best quality teaching by further embedding teacher support programmes.
- i) Ensure that the progress of all groups, especially SEND and disadvantaged students, is in line with National Averages.

**The quality of education overall: 2a (2a in 2022.23, 1c in 2021.22 and 2020.21, 2a in 2019.20 and 1c in 2018.19)**

#### Behaviour and attitudes: 2a

**(2b in 2022.23, 2a in 2021.22 and 2020.21, 1c in 2019.20, 1b in 2018.19 and 2017.18, and 1c in 2016.17 and 2015.16)**

- j) Further embed the consistent use of therapeutic language to encourage all students to show exceptional behaviour following the *Keys to Success*.
- k) Embed de-escalation techniques further to encourage resolution of conflict and disagreements through the use of scripted responses to challenging behaviour.
- l) Enhance and refine systems to improve student attendance and punctuality, especially of SEND and other vulnerable groups.

#### Personal development: 1b

**(1b in 2022.23, 2021.22, 2020.21, 2019.20, 2018.19 and 2017.18 and 1c in 2016.17 and 2015.16)**

- m) Enhance the PSHE/RSE programme further with discrete Year 7 and 8 timetabled lessons to embed key life skills, understanding of themselves and the world around them.
- n) Develop systems to track and monitor students' engagement in the wider curriculum offer with a focus on disadvantaged students.
- o) Strengthen the Alumni Network by hosting events that enable them to inspire future generations, through workshops and enrichment days.

**The effectiveness of the 16 – 19 study programmes: 1c**

**(1c in 2022.23, 1b in 2021.22, 1c in 2020.21, 2019.20, 2017.18 and 2016.17 and 2a in 2015.6)**

- p) Continue to increase retention and recruitment to the Sixth Form and progression on to university, higher-level apprenticeships and appropriate employment.
- q) Continue to track and monitor students' progress through the use of the mentoring programme *Elevate and Excel* with a particular focus on C/D borderline students.
- r) Further strengthen the student leadership programme so that all Sixth Form students are exceptional role models for the wider school.

**The effectiveness of leadership and management: 1c**

**(1c in 2022.23, 2021.22, 2020.21, 2019.20, 2017.18 and 2016.17 and 2a in 2015.16)**

- s) Continue to engage in meaningful dialogue with all staff to ensure that the work to promote positive wellbeing remains effective.
- t) Continue to engage in meaningful dialogue with all staff to balance workload challenges and further improve and support the effective recruitment and retention of staff.
- u) Explore innovative ways of further improving the engagement of all stakeholders throughout the school year.

**Overall Effectiveness: 2a**

**(2a in 2022.23 2021.22, 1c in 2020.21, 2a in 2019.20, 1c in 2018.19 and 2017.18, 2a in 2016.17 and 2b in 2015.6)**

- v) Continue to explore creative ideas to support the effective recruitment, development and retention of high-quality staff.

When completing the SEF the school has taken into account the Framework for School Inspection and the School Inspection Handbooks (April 2024) [www.ofsted.gov.uk](http://www.ofsted.gov.uk)