



Bushey Meads School

Whole School Self-Evaluation Document

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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 and in the wider arena beyond school.

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 during the last academic year 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, previously facilitated by the Primary School Headteacher and continued by the 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-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, Establishing Engaging Enriching Experiences and Innovate, Include and Inspire 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 significant number of students 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 enrolled 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 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 Commonwealth 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 20 students enrolled.

Students from non-white British ethnic backgrounds constitute 50% of the student population, details of which are given below. There are 7 students from a Traveller background. As of September 2025, the school has 5 CLA, 15 declared service children, 18 Post CLA and 31 Young Carers.

Attainment on entry for all cohorts is below national, and for KS4 significantly below average, with less than 20% of students arriving at the school as HPA students.

NC Year starting September 2025	School	National	Difference	HPA %	% Coverage
Year 11	99.5	No data	-	17.3	Based on CAT4 84.9%
Year 10	99	105	-6	18.4	94.6%
Year 9	101.3	105	-1	29.8	96.8%
Year 8	102.1	105	-2.9	27.3	92.4%
Year 7	104	106	-2	N/A	87.6%

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

- 9.3% (112) students are on an ECHP (E)
- 14.8% (178) students are on SEN Tier K
- 24.1% (290) students in total are on the SEN register

Our ethnic minorities:

Ethnicity	Count	%
Afghan	5	0.4
African Asian	1	0.1
Albanian	3	0.2
Any Other Asian Background	61	5.1
Any Other Black Background	9	0.7
Any Other Ethnic Group	14	1.2
Any Other Mixed Background	34	2.8
Any Other White Background	9	0.7
Arab Other	3	0.2

Asian - British	3	0.2
Asian and Any Other Ethnic Group	1	0.1
Bangladeshi	3	0.2
Black - African	31	2.6
Black - British	1	0.1
Black - Ghanaian	2	0.2
Black - Nigerian	2	0.2
Black and Any Other Ethnic Group	1	0.1
Black Caribbean	10	0.8
Black European	3	0.2
Chinese	6	0.5
Croatian	1	0.1
Egyptian	1	0.1
Filipino	2	0.2
Greek Cypriot	1	0.1
Gypsy / Roma	7	0.6
Hong Kong Chinese	3	0.2
Indian	76	6.3
Information Not Yet Obtained	25	2.1
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	3	0.2
Other Ethnic Group	2	0.2
Other Gypsy/Roma	3	0.2
Other Mixed Background	6	0.5
Other Pakistani	1	0.1
Other White British	5	0.4
Pakistani	43	3.6
Portuguese	1	0.1
Refused	6	0.5
Sri Lankan Sinhalese	2	0.2
Sri Lankan Tamil	4	0.3
Turkish	9	0.7
Turkish Cypriot	1	0.1
White - British	571	47.5
White - English	25	2.1
White - Irish	5	0.4
White - Irish Traveller	1	0.1
White and Any Other Asian Background	1	0.1
White and Any Other Ethnic Group	1	0.1
White and Asian	21	1.7
White and Black African	6	0.5
White and Black Caribbean	29	2.4

White and Indian	1	0.1
White and Pakistani	1	0.1
White Eastern European	10	0.8
White European	7	0.6
White Other	73	6.2
(blank)	3	3.0
Total	1200	100.0

- 24.5% (294) students with EAL and main languages spoken are Tamil, Romanian, Gujarati and Urdu
- 19.82% (238) students are known to be eligible for Free School Meals (Ever6)
- Mixed school (44.7% girls 537/1201, 55.29% boys 664/1201 as of September 2025)
- 8.1% (12) of students in Sixth Form claimed for support through the Sixth Form Bursary Scheme
- Current numbers in the Sixth Form, as of September 2025, are 257.

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 reaccruited in 2017
Continued STEM success through the CyberFirst Girls Competition highlighting the school's ongoing commitment to encouraging girls in STEM education
 - a Year 8 student previously qualified for the 2022–2023 national finals
 - in 2023–2024 twelve Year 8 girls achieved 50th place in the Eastern Region
 - in 2024–2025 a team of twelve girls secured 2nd place in the Eastern Region of England
- Mental Health Champion Bronze School Award
- Rotary Club Young Chef of the Year. first and third place 2025

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

- 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
- During our 'Flair Week' faculties invite a range of guests into school to inspire and challenge our students. Visitors include local businesses, universities and alumni. Flair Week 2024-25 was particularly packed featuring, amongst other events, a creative writing workshop run by Brunel University, a talk from someone from the British Medical Journal and a D&T design activity led by an ex-student
- 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, Matthew Potulski and Boy Blue Entertainment) as well as workshops run by Rambert Dance Company and local dance artists
- In March 2025 we had the artist Darcy Turner return to the school to make new outdoor sculptures with students from year 10, 12 and 13. The sculptures were based on mythical sea creatures
- The dance department also run multiple theatre and dance trips, including to the Royal Albert Hall, Royal Academy of Dance and to see Move It, Cabaret, Newsies and Akram Khan works
- 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 took place 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 participated in workshops from a visiting poet Dalgit Nagra, as well as several conferences led by the Shakespeare Birthplace Trust
- The Globe Players are scheduled for a live performance in school for KS4 classes in 2025-26
- 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
- In previous years over 40 students have participated in the Duke of Edinburgh Scheme, currently enjoying a revival post covid; a new coordinator was appointed in September 2025 and we expect to see numbers rise again, helping students to develop their resilience and link in with their local community
- 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
- 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 Harlequin Shopping Centre (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
- Manga author Sonia Leonge delivered an assembly to all year groups on an enrichment day about careers in the creative industries; the assembly was followed by a book signing session and a bespoke workshop
- A county lines assembly was delivered to all year groups in 2025 by Chis Blake covering aspects of grooming and cohesive behaviours
- British Transport Police delivered assemblies to all year groups about safety on public transport and being responsible and respectful when in public in 2025
- A theatre production to year 9, 10 and 11 about knife crime-linked to the Knife Angel statue visit to Hertfordshire was hosted by Hertfordshire Constabulary at the school in 2025
- 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
- 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
- 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 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 Pastoral Care 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 Pastoral Care 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 Pastoral Care is recently achieved the Level 6 qualification in Careers Leadership and regularly attends networking meetings regarding Careers Education
- 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 the Assistant Headteachers reviewed and modified the school's Positive Behaviour for Learning Policy, overseeing a staff working group as part of the process; the SEND Implementation Support Officer at Hertfordshire County Council recognised our school's new Positive Behaviour for Learning Policy as a model for fostering an inclusive and therapeutic environment, leading them to use it as an exemplar policy at another school within the county
- 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. 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 Sweeney Todd and Matilda. We also have an annual Shakespeare performance, musical theatre club performs at Bushey Arts Festival and year 12 drama students run a KS3 drama club throughout the year. There are numerous school trips to the theatre. This year we already have Stranger Things, The Importance of Being earnest and Hunger games booked for students to attend. There are several drama activities available during enrichment days - the year 9 careers day focuses on storytelling and roles within the theatre and television industry and Indonesian puppetry has been offered as part of culture day. This year a theatre company is coming into school to perform Woyzeck. Several of our students will take part in a workshop and the performance.

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:

June 2026

Safeguarding

a) How does the school establish an open and positive safeguarding culture that puts pupils' interests first?

The school culture is underpinned by effective safeguarding and an embedded culture of kindness. The curriculum intent is very clear and the personal development programme and sixth form provision a strength of the school.

The school has a dedicated Safeguarding Officer who is known to staff and pupils alike, with a centrally placed office and regular assembly slots. The school also has a large Pastoral Team comprising non-teaching staff, five of whom are Designated Safeguarding Leads, which provides the capacity to support pupils and create a child-focussed school environment where pupils feel safe and know who to speak to if they have concerns.

The school works closely with local agencies, including the police, to ensure children are effectively supported and that we are aware of local issues that could impact our pupils. These currently include: risky and anti-social behaviour (including involvement with drugs); online safety; domestic abuse;

b) How do leaders take an effective, whole-school approach to safeguarding?

At Bushey Meads School we recognise the importance of prioritising safeguarding to ensure that it is embedded throughout the school in a robust and rigorous way:

- 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 Child Protection Schools Liaison Officer (CPSLO)
- plans are in place to adopt new guidance to ensure all staff complete online Prevent training each year inline with new Prevent Policy which the school is also introducing
- 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, including half-termly "safeguarding spotlights" with follow-up quizzes to check understanding
- 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 pupils 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
- CPOMS (Child Protection Online Monitoring System) is used by all staff to record all safeguarding concerns. The system is monitored daily by the Safeguarding Officer, Senior Leaders and members of the Pastoral Team
- regular Governor training takes place to ensure that Governors are fully aware of their wider responsibilities in relation to safeguarding
- the DSL works closely with the Trust IT Manager to review the filtering and monitoring systems in place throughout the school to ensure pupils 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 pupil
- 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 pupil attendance carefully. If a child is absent but were present earlier in the day, staff send an alert via an email to the Attendance Officer and SEND Team to locate the pupil
- all Sixth Form pupils 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, including in the KS4 toilets), which is recorded, stored and backed up internally for 30 days
- a Year 7 Zone and age-related toilets designated for each year group/key stage are well manned by Senior Leaders and Pastoral Leaders linked to each year group as well as additional duty staff and provide extremely safe areas that promote positive understanding of and respect for all

c) The effectiveness of our Safeguarding measures is demonstrated and monitored by:

- weekly, timetabled, minuted meetings between Safeguarding Officer and Senior DSL (Deputy Headteacher)
- 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 using the Local Authority template
- data about filter alerts is regularly collected and shared with senior leaders and governors and demonstrates that the filter is effective and necessary
- CPOMS entries showing an extremely high level of engagement by staff in raising safeguarding concerns demonstrating awareness and high levels of responsibility and responsiveness from all staff. Evidence of prompt actions and alerts demonstrating proactive and timely responses by DSLs
- 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
- half-termly audit of CPOMS records to check actions/closure

What evidence indicates that the school is:

- a) protecting pupils from maltreatment and harm, whether within or outside the home or online; and being vigilant and maintaining an attitude of 'it could happen here?
- volume of CPOMS entries from staff throughout the school
 - robust systems are in place to ensure that welfare checks are carried out for pupils who are absent from school
 - proactive following up of absence in respect of *all* pupils to ensure we are confident absence is genuine and children are safe
- b) working with safeguarding partners and other relevant agencies, in line with 'Working together to safeguard children', to help and protect pupils?

- regular presence at TAF, child protection and child in need meetings
 - regular liaison with Children's Service, Families First, local police and other outside agencies
 - frequent referrals to outside agencies e.g. Chessbrook outreach, Services for Young People, Herts Young Homeless
- c) being open and transparent, sharing information appropriately with others, actively seeking expert advice when required, making sure all safeguarding decisions are accessible for scrutiny, and accepting challenge so that the right decisions are made?
- working closely with outside agencies, including in relation to attendance (termly meetings but also regular phone calls for advice and input)
 - confidential safeguarding log shows evidence of calls to Children's Services and other agencies for advice and to make referrals
 - CPOMS shows regular information sharing requests and prompt responses e.g. correspondence with MASH and SASH teams
 - termly visits from and reports to governors (using local authority template)
- d) recognising that safeguarding issues might occur at any time?
- posters highlighting the "it could happen here" approach
 - the Pastoral Team communicate with parents to notify them of pupil detentions/after school restore and repair meetings so that parents know the whereabouts of their children after school
 - newsletter articles, particularly in advance of school holidays draw attention to the ongoing/pervasive safeguarding
 - regular reminders to staff about the importance of accurate registers and raising pupils as "missing", using real and recent examples to draw attention to the fact safeguarding issues or concerns can happen at any time
- e) ensuring that all those who work with pupils are trained well in supporting them to be safer, and are empowered to speak out and take action when there are concerns?
- regular staff training and awareness raising measures (newsletter articles, bulletin notices, Character Development time activities, "safeguarding spotlights" in staff briefings and assemblies)
 - high quantities of CPOMS entries from staff in all areas of the school community
 - specific online training for those staff who deliver PHSE
- f) recognising that pupils who do not attend school (children missing education) might indicate safeguarding concerns, including neglect, emotional, physical or sexual abuse, or other harms both in and outside their home; these include concerns about child criminal or sexual exploitation, gangs, or online harms?
- the school employs a full-time attendance officer to monitor attendance and call home directly which may lead to welfare checks being conducted and, where appropriate, attendance contracts being developed or notices to improve issued
 - the dedicated safeguarding officer leads on home visits for pupils with persistent or long-term absences and pursues any significant cases with letters, meetings and ultimately the threat and implementation of a Fixed Penalty Notices
 - alternative provisions and adapted curriculum within the school (e.g horticulture and bike maintenance) help improve attendance of pupils who struggle to attend
 - 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 pupils and the process and system for alerting pastoral staff when a pupil fails to show up/ attend a lesson

- staff are required to register every lesson so that the school are able to monitor pupils' whereabouts and early alert if pupils do not attend a lesson
- the Attendance officer within the pastoral team monitors attendance lesson by lesson to identify any missing pupils.
- the school uses a system of 'missing student' email to alert the pastoral team to pupils not accounted for/not attending the lesson

g) actively seeking and listening to the views and experiences of pupils, staff, and parents and carers and dealing promptly with any concerns

- pupils 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 pupils
 - Health Care Assistants administer basic first aid and provide intimate care for those pupils that require additional support
 - Intervention Manager - counselling support, self-esteem, friendship groups, anger management programmes, anxiety relief, etc. the Inclusion Manager ensures that all pupils are able to access the curriculum, providing targeted support where necessary and alternative provisions
 - the School Counsellor who has a Trust wide role
 - Character Development Coaches - daily needs
 - Pastoral Managers can help with barriers to learning, behaviour support, mediation etc.
 - Anti-bullying Co-ordinators - promote the anti-bullying agenda, support pupils who are being bullied
 - Student Leaders – such as the BMS buddies, Mental Health Ambassadors and Anti-Bullying ambassadors support their peers' emotional well being
 - Student Mentors - anti-bullying ambassadors, exam mentors, etc.
 - Report a Concern button - pupils can self-refer an issue to the safeguarding team via a link on the school computer system through Senso
 - Student Parliament – promotes the pupil voice, giving pupils the opportunity to feel valued and have a say
- regular parental engagement opportunities embedded including opportunities to watch assemblies, be part of a parent forum, attend parent meetings on school improvement and complete annual parent survey
- staff are invited to be part of various working parties to ensure their voices are heard. Suggestions box in the staffroom and annual staff survey are reviewed and fed back on ("you said, we did")

h) having appropriate safeguarding and child protection arrangements, which ensure that leaders and staff in relation to:

- identifying pupils whose families may need help and support from other agencies
 - confidential safeguarding log records frequent interactions with other agencies including referrals by school
- identifying pupils who are at risk of harm or who have been harmed; this can include, but is not limited to, neglect, abuse (including from their peers), violence, grooming, exploitation, emotional, physical and sexual abuse and online harm
 - staff training on all types of harm
 - large team of DSLs (12) including 8 non-teaching staff)
- securing the help that pupils need and, if required, refer concerns in a timely way to those who have the expertise to help
 - confidential safeguarding log and CPOMS entries evidence regular and prompt referrals in responses to external agencies and other experts e.g. police, medical specialists, county attendance team

- managing safer recruitment and allegations about adults who may pose a risk to pupils
 - 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
 - staff training on Safeguarding includes information about who to raise a concern about an adult employee, including details of LADO thresholds and processes (using specific resources shared and updated regularly by Local Authority Child Protection team)
 - being aware of and respond to some pupils' increased risk of needing help and protection, including those with special educational needs and/or disabilities (SEND) and pupils who do not communicate verbally
 - pupils 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
 - the school employs a health care assistant to whom pupils may be directed or self-referred where medical safety is at issue
 - staff are kept fully aware of pupils in their classes who may have particular physiological needs, and what to do if symptoms are observed
 - member of SEND team is trained as Deputy DSL in order to support the complex needs of EHCP students
- i) being receptive to challenge, and reflecting on practice, so that safeguarding policies, systems and processes are kept under continual review
- weekly, timetabled, minuted meetings between Safeguarding Officer and Senior DSL (Deputy Headteacher)
 - regular visits from Safeguarding Governor and termly reports to Governors
 - attendance at training to ensure DSLs are up to date in their knowledge and understanding, particularly of local issues such as County Lines, Anti-social Behaviour, Prevent and changes to reporting of domestic abuse
 - attendance by Senior DSL at termly Pastoral Leaders network meetings to share best practice and insights within a local context
 - recent examples of reflective practice include locking toilets during lessons, increasing CCTV coverage, supervising the back gate which opens before the end of school to allow taxis to arrive, enhanced signage around the school site, large sign requiring people who want to visit the "George Michael plaque" to make an appointment, reviewing access to school site for those attending school sports fixtures.
- j) in academies, maintaining a single central record, in paper or electronic form, that details the checks carried out in each academy within the trust
- SCR is maintained by dedicated member of the HR team and checked on a termly basis by Senior DSL and Safeguarding Governor

In terms of safeguarding for pupils with SEND:

- a) what are the particular challenges and barriers related to specific safeguarding vulnerabilities and needs?
- many students within Bushey Meads have complex communication needs, making them particularly vulnerable as they may not be able to make a disclosure to an adult regarding a safeguarding concern they have
 - students with cognitive learning difficulties may not be able to recognise or understand signs of abuse
- b) what additional support is needed to keep them safe

- specific pupils 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
 - a member of the learning support team who oversee SEND students within the school are trained as a Deputy DSL to ensure they can provide support to vulnerable students
 - adapted schemes of learning are in place for PSHE lessons to ensure the learning is being delivered at an age/stage appropriate level
- c) what is the rationale behind the school's approach to teaching pupils to stay safe (e.g. exploring how pupils learn about online safety, and ensure that these approaches are reflective of the school's context and the needs of pupils)

The school mantra of "a mind to be kind" and the positive behaviour for learning policy which is based around the tenets of Respect, Relationships and Responsibility capture the school's approach to teaching pupils to keep themselves and others safe. This approach is then delivered and embedded in such a way as to ensure it is understood by all pupils regardless of age, or any SEND. This is done in various ways:

- Character Development time activities encourage pupils 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 pupils' concepts of right and wrong
- all pupils 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 positive behaviour for learning policy encourages the pupils 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 pupils to consider the legal system within the UK, different sources of law and how the law helps society deal with complex issues
- a strong relationship with the local PCSO supports pupils to further understand right and wrong both in and out of school, giving a local context to possible issues

Gathering evidence about safeguarding

How do leaders:

- a) establish a culture in which staff, pupils and parents feel comfortable raising and discussing concerns that relate to safeguarding pupils, and feel confident that appropriate action will be taken when necessary
- regular training for staff, with impact demonstrated by CPOMS entries
 - newsletter articles for parents
 - assemblies, enrichment days and PHSE lessons
 - a large team of DSLs (including dedicated Safeguarding Officer) to ensure concerns are dealt with promptly
- b) know and are assured that policies and procedures are understood, applied and have a positive impact on pupils
- half-termly staff quizzes demonstrate a good level of understanding of KCSIE and their roles and responsibilities
 - pupils survey results confirm 68% of pupils feel safe in school
- c) ensure that pupils know who to go to for support
- systems are in place for pupils 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, Health Care Assistant and Learning Support Faculty

- an online 'report and concern' button is available for all pupils on all desktop computers, this button can be used to raise any safeguarding issues a pupils may have and has a direct link to the safeguarding team at the school
- d) establish purposeful and appropriate links with outside agencies to support the school's safeguarding procedures and practice, and to ensure that they meet their statutory duties, for example in working with safeguarding partners
- CPOMS entries evidence timely interactions with outside agencies, including in respect of the provision of statutory information
 - a dedicated safeguarding email address ensures requests from safeguarding partners are seen by the right people and in a timely manner
 - the local PCSO completed assemblies to Year 12 and 13 pupils on 'Gender Violence' within the community and how to keep themselves safe
 - pastoral staff/ SLT and the local PCSO may hold individual student meetings with pupils at risk or involved in antisocial behaviour, to support them and develop student understanding of how to keep themselves safe
- e) engage productively with multi-agency partners to get pupils the support they need
- the local PCSO completed assemblies to Year 12 and 13 pupils on 'Gender Violence' within the community and how to keep themselves safe
 - pastoral staff/ SLT and the local PCSO may hold individual student meetings with pupils at risk or involved in antisocial behaviour, to support them and develop student understanding of how to keep themselves safe

Safeguarding Information for All Staff to Know and Act On

How do leaders:

- a) ensure that staff know, understand and uphold their safeguarding responsibilities
- 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 as well as complete regular safeguarding quizzes to demonstrate understanding
 - regular safeguarding briefings are provided to staff and governors (training workshops were held for governors in March 2025 covering the role of Governors in Progress and Attainment Data, Exclusions, SEND and Safeguarding and Child Protection)
 - Staff training is delivered regularly and the need for refresher training is closely monitored
 - The current training log is below:

Safeguarding Team	Number of staff	Date of Training	Course name and stage (1 or 2)	Course Provider
DSL Sara Ash Olivia de Groot	2	11.06.2024 19.06.2025	DSL refresher training stage 2	HSCB

Deputy DSL(s) Chantal Smith Sarah Court Angel de Alwis Nicky Hughes Elouise Morley-Birch Des Timotheou Dan Mitman Lucy Kent Teryne Goldstone Sarah Doran	9	12.03.2024 12.03.2024 15.05.2024 05.03.2024 01.04.2024 22.01.2025 22.01.2025 02.07.2024 11.02.2025 01.06.2025	DSL refresher stage 2	HSCB
Executive Principal	1	10.2023	Stage 1	CPSLO
Nominated Safeguarding Governor	1	02.2025	Stage 1	In house DSL
Other Staff				
Teaching Staff	All	10.2024	Stage 1	CPSLO
Teaching Assistants	All	10.2024	Stage 1	CPSLO
Associate Staff	All	10.2024	Stage 1	CPSLO
New Staff		Ongoing throughout the year as new staff join	Stage 1	In house DSL
Governing Body	1	02.2025	Stage 1	In house DSL

b) ensure that the school has policies and procedures for reporting safeguarding concerns about adults, poor safeguarding practices and whistle-blowing

- all staff receive an induction when they first join the school which covers safeguarding training, prevent, health and safety (including lone working and fire evacuation), e-safety and GDPR
- relevant policies are in place and regularly reviewed in respect of safeguarding, staff conduct and whistleblowing.

Management of Safeguarding

To what extent do leaders:

- ensure that the school works in partnership with other local agencies to identify, help and protect pupils at risk of maltreatment or harm within or outside the home or online
 - confidential safeguarding log and CPOMS entries evidence regular and prompt referrals in responses to external agencies and other experts e.g. police, medical specialists, county attendance team
- appoint an appropriate senior member of staff to the role of designated safeguarding lead to carry out the school's statutory duties to identify, help and protect pupils, including as set out in the 'Prevent' duty
 - Head of Standards, Safeguarding and SEND and Deputy Headteacher lead on safeguarding, alongside Safeguarding Officer. Responsibilities include delivering safeguarding training to all staff, including as required in relation to Prevent, and ensuring training is up to date
- have a designated teacher for children who are looked after or previously looked after
 - Deputy Headteacher is designated teacher for children who are looked after or previously looked after
 - she attends Virtual Schools meetings and training as well as running PEP meetings and liaising with pupils, carers and Virtual School to support children who are looked after

- d) ensure that the school's procedures protect pupils who are at greater risk of harm, for example those attending alternative provision
- use of onsite alternative provision ensures pupils following alternative curriculums are still within the safe school environment
 - proactive response to pupils who are persistently absent including those with social workers and SEND. This involves regular phone calls, meetings with professionals, welfare checks, reduced and/or bespoke timetables and implementation of attendance contracts or notices to improve
 - close relationship with local PRU (Chessbrook) who have an "outstanding" Ofsted rating and effective safeguarding measures. The school has information sharing arrangements in place on CPOMS in respect of any pupils in longer-term placements at Chessbrook
- e) ensure that pupils are taught how to stay safe and keep others safe, including online
- 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 are embedded across all aspects of the school, teaches children how to behave well and make positive contributions towards creating a safe and secure environment. The school's PSHE programme ensures that all elements of keeping themselves safe are covered through assemblies, Themes of the Week and Character Development Time 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 programme fully details each element, the key features of which are as follows:
- relevant assemblies, Themes of the Week and Character Development Time 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
 - Anti-Bullying week promotes the work of the Anti-Bullying Ambassadors and the lunchtime club they run called 'Our Space' as a safe space for pupils 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 pupils about the future and have delivered sessions on coercive control, consent and healthy relationships
 - Mental Health First Aid training
 - our local PCSO was invited in to deliver assemblies on violence in the community and county lines

In addition to these formal programmes and schemes of learning, the pastoral team supports pupils with specific needs. The pastoral structure comprises a Head of Sixth Form, Deputy Head of Sixth Form, Assistant Head of Sixth Form, Pastoral Manager, 4 Assistant Pastoral Managers, two Pastoral Support Officers, an Intervention Manager, Attendance Officer 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 Safeguarding Officer and a Senior DSL (member of SLT). The team provides a fast and comprehensive response to any safeguarding alerts or issues arising from a child's home life, liaising with outside agencies to ensure all relevant and necessary support is provided.

- f) ensure that the school's information systems safeguard pupils effectively from online harm

- on each computer in the school there is a confide button that pupils can click on to contact members of the Pastoral and Safeguarding Teams and/or self-refer or make disclosures
- the school uses Smoothwall and SENSO filtering and monitoring systems which are overseen by the Trust IT manager and the Senior DSL. It flags any concerns that pupils or staff have typed into the computer systems so prompt action can be taken
- all staff receive annual cybersecurity training
- all staff receive monthly IT training programmes through boxphish with quizzes to test knowledge. This ensures staff are up to date with the latest developments regarding online security and the IT staff can identify any areas where further training is needed

g) notify the local authority of private fostering arrangements to make sure these are suitable and safe

The school is aware of the protocols regarding private fostering arrangements but none are in place to date.

Safer Recruitment

To what extent do leaders:

- a) receive suitable training in safer recruitment, and understand and follow safer recruitment practices
 - all senior leaders across the MAT have completed Safer Recruitment Training and this is updated every 3 years
 - 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
 - additional telephone calls are made to previous headteachers when needed to check on any potential concerns
 - all staff have a DBS in place before they are allowed to commence work, if any issues are raised a risk assessment is completed. 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
 - 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
- b) know and understand the checks required for all staff, and all other adults in the school, including visitors, volunteers and contractors
 - 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
 - all staff and Sixth Form pupils are required to wear lanyards, including photographs
 - all cleaners are expected to wear a recognised uniform and their photos are displayed in the staff room
 - visitors to the site are required to sign in at reception and to wear lanyards
 - any representatives from outside agencies/service providers are required to provide copies of their DBS checks and identification when arriving on site, at which point they are also briefed about our safeguarding procedures and team
- c) ensure that risk assessments are carried out and managed effectively
 - 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 pupils 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
- d) obtain written confirmation that the required safeguarding checks have been carried out on all staff working at any alternative provision that the school uses
- copies of safeguarding policies requested from all service providers working with our pupils.
 - comprehensive documentation provided by local PRU (Chessbrook). Chessbrook undertakes all DBS checks/ID checks and balances for schools, QA visits and training, these are carried out prior to working with any student on alternative provision. All staff working on alternative provision are on Chessbrook ESC's single central record once these checks have been carried out
- e) ensure that the single central record indicates that all the required pre-appointment and vetting checks for staff have been made
- SCR checked termly with HR lead by Safeguarding Governor and Senior DSL

Child-on-child Violence

To what extent do leaders:

- a) fulfil their responsibilities in relation to child-on-child violence, which includes (but is not limited to) bullying, physical abuse (including physical assault and harm, or the threat of harm, with a weapon), sexual violence and harassment, and domestic abuse in pupils' own intimate relationships (teenage relationship abuse)
- staff and student training on safeguarding covers child-on-child violence and issues of consent
 - the Senior DSL and Safeguarding Officer 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 7th May 2024
 - plans in place to adopt new guidance to ensure all staff complete online Prevent training each year in line with new Prevent Policy which the school is also introducing
 - Sixth Form pupils 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
 - enrichment day programmes that explore in more depth potential dangers for pupils 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 and relevant provision
 - recent changes to recording of high-level incidents allows for more granular monitoring and analysis of bullying, physical abuse, prejudicial incidents and sexual harassment if it occurs
- b) ensure that staff are aware of the signs that pupils may be at risk of becoming involved in violence and understand that early, evidence-based intervention can be key to preventing them from going on to commit violence
- covered in staff safeguarding training
- c) take timely action to support and protect the victim, the alleged perpetrator(s) and any other pupils who are involved or otherwise affected
- facilitated by large team of DSL, including individuals aligned to specific year groups which allows for supportive and trusted relationships to be formed

- d) have appropriate risk assessments that are reviewed regularly
 - list of current RAMPS maintained and reviewed by safeguarding officer
 - examples can be provided of risk assessments and RAMPs put in place where appropriate
- e) make sure that staff know and understand the scale and range of sexual violence and sexual harassment, and the circumstances under which these occur, including beyond the school and/or online
 - covered in staff “safeguarding spotlight” and quiz planned for January 2026
- f) ensure that staff respond quickly and effectively to all signs of child-on-child violence and all reports and concerns about it
 - examples can be seen of high use and timely actions can be seen on CPOMS including where there are concerns of child-on-child violence
 - dedicated safeguarding email address enables staff and members of the community to raise concerns quickly
- g) have clear, effective systems for reporting incidents of sexual violence and sexual harassment, for sharing information and for consulting with multi-agency safeguarding partners
 - large team of non-teaching DSLs as well as specialist Safeguarding Officer mean systems for reporting incidents of sexual violence and sexual harassment are effective
 - examples can be seen on CPOMS of prompt and impactful work with multi-agency safeguarding partners including the police and Children’s Services.

Inclusion

How do leaders and staff identify and support:

a) socioeconomically disadvantaged pupils (those eligible for the pupil premium)?

Leaders use data dashboards to analyse the progress and attitudes to learning (AtL) of Pupil Premium (PP) students. PP students are identified to all teaching staff, who are given lists, and PP-related displays and "Top T+L Tips" are maintained in the staff room as a constant reminder of the students who have the highest priority in school. Parents are contacted in September with letters offering financial support for educational resources and an application form for funding assistance.

In addition, targeted support is put into place through:

- in-class strategies: staff are provided with a PP Information Booklet containing tips and examples of good practice. Teachers are expected to mark PP students' work first to ensure high-quality feedback and use strategic seating in class to maximize achievement. Staff are also trained to target PP students in every lesson to answer three questions using high-quality questioning techniques
- intervention and resources: underachieving PP students in Years 7-10 participated in a 'Crossing the Bridge' programme from 2023-2025, which involved regular meetings, mentoring, target setting, and running trips focused on improving engagement. PP students are provided with additional revision materials, examination packs, and free resources such as stationery and calculators. For disadvantaged students, 1:1 tuition in English and Maths is available
- attendance: targeted PP students are offered a free breakfast to encourage punctual attendance. PP students are phoned on the first day of any absence
- the 16-19 bursary scheme provides funds for access to learning, both in school and at home, for the most disadvantaged Post-16 students

During parental meetings, staff will signpost parents and carers to sign up for Free School Meals (FSM) if they feel there are financial constraints and may meet the threshold for support.

b) pupils with SEND; this means pupils receiving special educational needs (SEN) support, and those with an education, health and care (EHC) plan?

Bushey Meads School has a significantly higher percentage of students with a disability or additional learning needs than national averages, with 8.92% of students having an Education, Health and Care Plan (EHCP) and 13.9% on SEN Tier K (SEN support). The school prides itself on its inclusive nature, including its history of supporting Physically and Neurologically Impaired (PNI) students. A Specialist Resource Provision (SRP), called The Laurel, opened in September 2023 for students with Speech, Language and Communication Needs (SLCN). The needs of most SEND students are met through Quality First Teaching (QFT), which is adapted and personalised. Teachers and Learning Assistants use Pupil Passports to plan support accordingly. A large team of Learning Assistants receives regular training to help students fully access the curriculum. Reasonable adjustments include providing movement breaks and chunking learning tasks.

SEND students are also supported through:

- curriculum adaptation: alternative provision, such as the AQA Unit Award Scheme, Kings Trust, Functional Skills, BTEC IT, and the Arts Award, is offered to individual SEND students. The curriculum is broadened to include Level 1 Horticulture and, from September 2025, Level 1 Hair and Beauty. Some students are disapplied from MFL lessons in Key Stage 3 to focus on English and literacy
- literacy intervention: students with low reading ages receive targeted support through small group guided reading sessions, peer reading, and programmes such as Lexia and That Reading Thing
- annual reviews of EHCPs take place each year to review the support and interventions in place

- parents and carers of EHCP students are invited in to school on a termly basis to meet with staff on an informal basis
- termly Pupil Passport reviews allow parents of SEND students to contribute to the support planning
- staff can raise concerns regarding students if they observe any learning needs which have not been identified through completing an online referral form. The Learning Support team will then monitor and put in support if needed

c) pupils who are known (or previously known) to children's social care, such as children in need and looked-after children?

- The school supports Children Looked After (CLA) and post CLA students through the Designated Teacher. As of October 2025, the school had 3 CLA students and 19 Post CLA students. The Deputy Headteacher is an active member of the Virtual Schools Designated Teacher Focus Group.
- These students are flagged to all staff at the beginning of the academic year, a pupil display in the staff room, regular notices in the whole staff briefing and bulletin and flagged on the school's MIS system.
- Regular training is provided to all staff in Attachment Aware and Trauma Informed Practice and the school's Positive Behaviour for Learning Policy aligns with this.
- Support for CLA students is facilitated through holding Raising Achievement of Pupils (RAP) meetings with all their teachers to discuss progress, targets, and strategies. Termly Personal Education Plan (PEP) meetings are conducted with the Virtual School, Carers, and Children's Services to set and review targets, with SMART targets linked directly to Pupil Premium Plus spending. The Designated Teacher attends Year 6 PEP meetings to prepare for the transition to secondary school.
- CLA and post CLA students receive personalised interventions, including the provision of IT equipment, home Wi-Fi access, specialised counselling, and 1:1 or small group tuition in core subjects.
- Staff focus on building positive relationships and attachments by identifying safe points of contact in school and providing gifts during key moments such as transition, Christmas, and birthdays.

d) pupils who may face other barriers to their learning and/or well-being, which may include pupils who share a protected characteristic?

Bushey Meads School is fully committed to inclusion and promoting equality of opportunity and recognising diversity and any barriers to learning. This is achieved through:

- promotion of the whole school mantra of 'Our School has a Mind to be Kind' and the core values of Respect, Responsibility, and Relationships. Diversity is celebrated through an annual whole school Culture and Diversity Day in July, which includes sessions on Neurodiversity and LGBTQ+ delivered by specialist staff and peers. The Pride Club meets weekly
- the uniform guidance for students in Years 7-11 has been adapted to be gender-neutral, and the site includes three gender-neutral toilets. A multi-faith prayer room is accessible to students and staff
- students with English as an Additional Language (EAL) make up 25.7% of the population. Students who are admitted to school without any English or very little English are initially paired up with a student who speaks the same home language to support the transition. English tuition through online Tute sessions or through small group interventions with a member of staff are put into place
- Bushey Meads has 38 identified Young Carers. These students are flagged to staff on Arbor and meet with a designated member of staff on a half termly basis
- student Anti-Bullying Ambassadors run a safe space called 'Our Space' every lunchtime for vulnerable students
- the school employs a Counsellor and Pastoral Support Officer, a School Counsellor (who works across the multi-academy trust), and a large pastoral team to support emotional well-being. One Assistant Head is a fully trained Mental Health Lead
- an annual Mental Health Awareness Week is held to raise awareness with students and regular assemblies reference mental health and where to find support
- students can seek help through the 'Report a Concern' button on the school computer system
- the school offers counselling and referrals to outside agencies such as CAMHS, Signpost, and Specialist Adolescent Services Hertfordshire (SASH)

- the pastoral team monitors reward and consequence points data to identify students requiring support, which can result in a Pastoral Support Plan (PSP) involving external agencies or a Student Support Plan (SSP)
- for disadvantaged students who struggle to access the full curriculum students' alternative provision is put into place. Alternative provision includes onsite outdoor education providing life experience and basic trade skills, gardening projects, and manual work on the school site. Off-site options and bespoke curriculums are also available
- a full-time attendance officer monitors attendance and follows up by calling home for vulnerable students. Alternative provisions and personalised agreed later starts are used as means of supporting students to improve attendance and punctuality. The school provides online tutoring provision for students with legitimate long-term health issues who cannot attend school

What evidence indicates the contribution to inclusion made by the following factors:

- e) setting high expectations for all pupils, including disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being?

The school's comprehensive inclusion efforts are underpinned by the motto 'Aspire to Achieve' and a commitment to ensuring all students fulfil their potential through a 'no stone unturned philosophy'.

- PP students are afforded the same high level of care. High expectations are enforced by requiring staff to mark PP student books first to ensure high-quality feedback and by targeting PP students to answer three questions using high-quality questioning techniques in every lesson
- staff maintain high expectations for SEND students to fulfil their potential in mainstream lessons. The curriculum is adapted to ensure students gain skills and qualifications through alternative provision
- high expectations are reinforced visually through 'Keys to Success' posters, aligned with school values, displayed and regularly referenced in every classroom. The overall quality of teaching is monitored, with end-of-year statistics in July 2024 showing 91% of lessons were assessed as good or outstanding

- f) embedding a culture in which early and accurate assessment of pupils' needs is prioritised?

Bushey Meads uses multiple mechanisms to prioritise early and accurate assessment to understand individual student needs from the point of entry and throughout their time at school:

- early transition assessment: data is continuously obtained and used to inform decision-making. For incoming Year 7 students, assessment includes utilising existing Key Stage 2 data, gathering contextual information and data from the SENDCo and relevant external agencies, and analysing Year 7 reading and spelling age data to inform differentiation and intervention groups
- holistic data gathering: incoming students also provide "Best of me" folders showcasing their best Year 6 work, and a "Me Capsule" containing items related to their interests and hobbies to inform their Character Development Coach about softer skills
- ongoing monitoring: baseline assessments are completed in Maths and Science in Year 7. Students' reading ages are reassessed in June of Years 7, 8, and 9 to track and monitor progress

- g) using the information from the assessment of pupils' needs to implement a continuous cycle of planning, actions and review in order to reduce barriers to pupils' learning and/or wellbeing?

Assessment data is centrally gathered termly and rigorously analysed by the data team, Senior Leadership Team and Heads of Faculty to create cycles of support.

- termly Data Dashboards measure expected progress and highlight learners not on course to make positive progress in Key Stage 3, 4 and 5 subjects. This analysis dictates placement on specific intervention programmes, such as the 'Rising Stars' group or the 'Elevate and Excel' mentoring scheme

- for SEND students, Pupil Passports are utilised by teachers and Learning Assistants to plan and adjust support within lessons accordingly. For CLA students, data informs termly PEP meetings with external stakeholders, ensuring targets are set directly linked to Pupil Premium Plus spending
- assessment data helps identify students requiring additional pastoral support (attendance, behavioural, social) and informs the need for literacy booster sessions. Underachieving Pupil Premium students in Years 7-10 are placed in the 'Crossing the Bridge' programme, which involves regular meetings, mentoring, and support focused on target setting and overcoming barriers to learning

h) involving specialists when necessary to support pupils' development?

The school utilises both internal specialised staff and external agencies to provide targeted support that addresses diverse needs:

- the school has a high number of vulnerable students, including 8.92% on an Education, Health and Care Plan (EHCP). A large team of Learning Assistants receives regular training to help students fully access the curriculum
- the Positive Behaviour for Learning Policy follows a therapeutic approach, and staff receive Trauma Informed training. The school employs a School Counsellor and a Counsellor and Pastoral Support Officer, and refers students to outside agencies like CAMHS, Signpost, and Specialist Adolescent Services Hertfordshire (SASH)
- the Learning Support team refer students for additional support when needed, including the SCLN team, SALT, PNI, OT and mental health team

i) putting in place a pupil premium strategy that is well thought through, is based on evidence of what works well to support the achievement of eligible pupils, and accounts for any challenges pupils face that may negatively affect their education and their readiness to engage with school?

The Pupil Premium (PP) strategy is designed to be highly visible and targeted to mitigate the challenges faced by disadvantaged students:

- PP students are identified to all teaching staff via lists and a high-profile display in the staff room, which also features 'Top T+L Tips' as a constant reminder of their high priority. Professional Development sessions are led for staff on evidence-based strategies, such as marking PP students' work first to ensure the highest quality feedback
- the school targets poor attendance by offering a free breakfast to PP students to encourage punctual attendance. PP students are phoned on the first day of any absence
- letters are sent to PP parents offering financial support and application forms for funding educational resources. Personalised interventions for vulnerable PP/CLA students include providing IT equipment and home Wi-Fi access
- funding is used to support employing expert teachers who deliver CPD to the wider teaching staff, helping to improve student outcomes for disadvantaged students
- online learning platforms are provided to support students learning
- a 50% discount on trips and workshops is given to students who are PP, to help ensure they are able to access enriching opportunities and expand their cultural capital

j) working closely and effectively with pupils, parents, professionals and staff, and ensuring that pupils' and parents' views and aspirations are included in decision-making about support for pupils?

Inclusion is supported through extensive collaboration and ensuring that all key stakeholders are involved in the decision-making process:

- student voice is a key lever, with the Student Parliament promoting democracy and driving change. Students are given autonomy of choice regarding academic pathways. Students are key stakeholders in the staff recruitment process
- parents and carers are treated as key stakeholders. They are included in reviewing support through termly Pupil Passport reviews for SEND students and invited into termly SEND information evenings

- parents and carers of CLA students, along with the Virtual School and Children's Services, participate in termly PEP meetings
- the school holds frequent information evenings, curriculum celebration evenings, and consultation evenings throughout the student journey
- the Designated Teacher works closely with the Virtual School
- the school leaders are actively involved in local collaboratives and professional networks, such as the South West Herts Headteachers' Forum and SEND Forums, to discuss key issues and share good practice
- staff across the Multi-Academy Trust (MAT) participate in Teacher Toolkits to share best practice.

Considering inclusion for different ages, phases and provision types

How does the school identify, assess and meet needs and reduce barriers in relation to the following aspects of leadership and culture?

- a) leaders understand that the most effective inclusion strategy begins with everyday high-quality inclusive teaching, which has most benefit for the pupils who find learning hardest and reduces the need for individual adaptations
 - the needs of most students on the SEND register are intended to be met through Quality First Teaching (QFT), which is adapted and personalised within lessons
 - leadership ensures continuous professional development (CPD) focuses on evidence-based strategies to improve QFT, guaranteeing that teaching is high-quality and personalised to meet individual needs. This is reinforced by a whole-school CPD focus this academic year on 'Innovate, Include, Inspire'
 - staff are monitored through regular learning walks to ensure they maintain high expectations for all, including disadvantaged pupils, by using strategies like marking Pupil Premium (PP) student work first to ensure the highest quality feedback and actively targeting PP students in every lesson to answer three questions using high-quality questioning techniques
- b) leaders have established a culture in which staff understand the range of barriers that pupils may face to their learning and/or well-being, including those specific to their community and the school's context; they quickly and accurately identify pupils facing these barriers

Leaders ensure staff are aware of specific local needs and utilise multi-faceted assessment to accurately identify barriers.

- the school operates within a diverse context, serving a population where 49.2% of students are from non-white British ethnic backgrounds and 25.7% have English as an Additional Language (EAL). Furthermore, a significant number of vulnerable students are tracked, including 3 Children Looked After (CLA), 19 Post CLA, and 38 Young Carers
 - leaders gather and utilise comprehensive data starting during the transition phase, incorporating existing Key Stage 2 data, contextual information from the SENDCo and external agencies, and analysing Year 7 reading and spelling age data to inform differentiation and intervention groups
 - the data team centrally gathers and analyses data termly
 - staff use Pupil Passports to plan support for students with Special Educational Needs (SEND)
 - Character Development Coaches, the Pastoral Team and Senior Leaders regularly analyse rewards and consequence points to identify students requiring additional support
- c) leaders make sure pupils receive effective support, consult with external specialists and implement their advice as necessary, and ensure that appropriate reasonable adjustments are made in accordance with the Equality Act 2010 and the SEND Code of Practice

Leaders engage specialised resources, internal expertise, and external agencies to ensure appropriate support is delivered in line with statutory requirements.

- The school operates a Specialist Resource Provision (SRP), called The Laurel, for students with Speech, Language and Communication Needs (SCLN)
- a large team of Learning Assistants and Lead Learning Assistants receive regular training to help students fully access the curriculum
- reasonable adjustments are made, such as providing coloured overlays, enlarged font sizes, movement breaks within lessons, and chunking learning tasks
- the school uniform guidance for students in Years 7-11 has been adapted to be gender-neutral, and three gender-neutral toilets are available on site
- the school actively consults with external specialists and agencies, including Chessbrook (the Pupil Referral Unit), CAMHS, Signpost, and Specialist Adolescent Services Hertfordshire (SASH)
- the school's Positive Behaviour for Learning Policy follows a therapeutic approach, and the school uses staff trained in the HERTS Therapeutic Thinking Behaviour approach and provides Trauma Informed training

d) leaders work closely with parents, taking their views into account and making best use of their knowledge of their children

The school ensures parents are treated as key partners throughout the student's educational journey, including:

- The school's transition process includes individual 30-minute family welcome meetings with a senior member of staff for every Year 6 student and their parents, during which additional "soft data" is collected
- parents and carers of SEND students are given the opportunity to contribute to the termly Pupil Passport reviews
- CLA students have a termly PEP meeting with the Virtual School, Carers, and Children's Services, ensuring that targets are set linked to Pupil Premium Plus spending
- parents and carers receive updates on student attainment, attendance, rewards, and consequences through the Arbor platform
- the school organises a multitude of information evenings and consultation events across all key stages, such as the Year 7 'Come Dine with Me Event' and 'Next Steps Evening' for Key Stage 5 parents, carers and students
- the school provides frequent opportunities for parents to engage with school staff and leaders in order to ensure parents feel involved and informed, as well as ensuring a collaborative approach e.g. parent information events in September, Parent meetings to share ideas about school improvement in Spring, Parent assemblies in the summer term and ongoing Parent Forum meetings targeted at a particular year group each year
- every suspension is followed by a reintegration meeting involving parent and students in order to reflect on the reason for suspension and identify any support needed to move forward in a positive way

e) leaders make sure that any alternative provision the school uses is suitable and safe, and the decisions to place pupils in it are made in pupils' best interests

Leaders provide a wide range of alternative provision (AP) pathways tailored to meet the needs and aspirations of individual students.

- the school curriculum offers diverse AP options, including the AQA Unit Award Scheme, Kings Trust, Functional Skills, BTEC IT, and the Arts Award. For disadvantaged students, there is onsite outdoor education focusing on life experience and basic trade skills, such as gardening projects, and manual work on the school site. Other options include Level 1 Horticulture and Level 1 Hair and Beauty
- external AP is provided to students who are struggling to follow a mainstream curriculum and are waiting for places at specialist provision. This includes courses offered at KS3 and KS4 by Chessbrook which include fishing, boxing, animal care and golf
- more specialist AP, such as the equine support at Old Town Riding School and the animal care provision at Aldenham Country Park is used for students with emotional needs
- face to face or online tuition is also put into place for identified needs

- the curriculum is designed with personalisation at its heart to meet the needs of all learners and maximise their opportunities for success. Decisions to place students on personalised curricula or alternative pathways are based on assessment of needs. The curriculum intent includes a commitment to developing the alternative curriculum to ensure all students' needs are met so they can achieve
- f) the published school accessibility plan meets the requirements of the Equality Act 2010, is implemented effectively and is reviewed regularly

The school has a long-standing commitment to inclusion, supported by specific physical adaptations and infrastructure.

- accessibility and integration: the school has a history of inclusivity, including its past support for PNI students. The site infrastructure is adapted for disabled students, featuring ramps, easy-open doors, and lifts in multi-story buildings. The school utilises a specially equipped disability minibus, ensuring PNI students are able to attend the same trips as all other students
- specialist facilities: facilities include dedicated disabled toilets (including one with a hoist system), a treatment room, and two sensory rooms. Additionally, adaptations have been made to support visually impaired students, such as visual markers and a room equipped with a braille machine

Supporting disadvantaged pupils

To what extent:

- a) do leaders have a secure understanding of their disadvantaged pupils' needs and use the best available evidence, including high-quality research, to inform their approaches to addressing these?

The school tracks a significant cohort of vulnerable students, including 18.47% eligible for Free School Meals (Ever6), 3 Children Looked After and 19 Post CLA students. Leaders hold detailed discussions and leadership reflection activities regarding Pupil Premium students at Senior Middle Leaders Meetings.

For CLA students, the Designated Teacher organizes Raising Achievement of Pupils (RAP) meetings with all teachers to discuss progress, appropriate targets, and strategies.

Leaders inform their strategies using best practice models. This focus resulted in the development of a Pupil Premium Booklet to assist staff in supporting these students. The strategic approach includes staff training on high-quality questioning techniques and marking PP students' work first to ensure the highest quality feedback. For CLA students, funding is allocated through SMART targets set during termly PEP meetings.

The school utilises research from the Education Endowment Fund (EEF) to plan effective interventions for pupil premium students, linked to their research on the best impact.

- b) Is the pupil premium strategy aligned with wider school improvement priorities, and staff are clear about their roles in delivering the strategy?

The Pupil Premium strategy is strongly aligned with core school improvement priorities, and staff roles are clearly defined for implementation.

The aim to close the attainment gap between disadvantaged and non-disadvantaged students is a key priority. This goal aligns with the overarching, uncompromising drive to build on success and constantly improve achievement for all students, including those with special educational needs. The strategy prioritises high-quality teaching and improved attendance, which are universal school development goals.

Staff are made explicitly aware of their roles. PP students are identified to all teaching staff via lists and a high-profile display in the staff room, which also features 'Top T+L Tips' as a constant reminder of these students' high priority. Staff are provided with a dedicated PP Information Booklet containing tips and examples of good practice.

- c) is the pupil premium strategy implemented and monitored effectively, including through training and support for staff?
- The PP strategy is implemented through specific, monitored interventions and supported by dedicated professional development for staff.
 - The strategy includes tangible provisions such as supplying PP students with additional revision materials, examination packs, and free resources like stationery and calculators. Interventions include individualised support for CLA/Post CLA students, which includes providing IT equipment, home Wi-Fi access, and specialised counselling. Implementation is monitored by analysing student performance via Data Dashboards following each report cycle.
 - Staff receive focused Professional Development sessions on strategies to raise PP attainment. Governors are actively involved in monitoring, receiving an annual report to review PP spending and its impact, and undertaking specific training on the effective use of Pupil Premium funding.
- d) are any necessary adaptations to approaches the school uses to support disadvantaged pupils timely and effective?
- Adaptations are made in a timely manner, particularly to remove barriers to learning and address specific challenges like attendance.
 - Bushey Meads School uses specific adaptive measures to support PP students, such as offering a free breakfast to encourage punctual attendance. The school also prioritises booking parent consultation appointments for PP students before the rest of the student body.

The processes for contacting the homes of PP students regarding absence have also been strengthened.

- e) do leaders' approaches, including developing the pupil premium strategy, have a positive impact on pupils' learning
- While leaders' strategies are extensive, the overall impact on attainment indicates that closing the gap remains a significant challenge, though there are areas of notable success.
 - The overall progress of disadvantaged students has declined since 2019, and the cohort has been heavily impacted by the COVID-19 pandemic. Closing the gap between PP and non-PP students is a key priority for future improvement. The gap in key performance indicators for 5+ grades 4-9 including English and Maths widened to -30 in 2025.
 - In Key Stage 3 English, the percentage of PP students working at or above their FFT GCSE target is very close to that of all students. Encouragingly, 100% of PP students with a target of grades 5-9 in maths were working at their target level.
 - Approaches to supporting the most disadvantaged post-16 students show positive impact: 75% of Year 13 students classified as Ever6 attended University. Students receiving the 16-19 bursary demonstrated high university placement rates in specific recent years. The Sixth Form provides funds via the 16-19 bursary to ensure the most disadvantaged students are fully equipped for learning.

Supporting Pupils with SEND

To what extent:

- a) is a qualified SENCo empowered, through their leadership status within the school, to lead whole-school improvement for pupils with SEND?

The Senior Leader responsible for SEND is a fully qualified and experienced SENDCo and holds a high-level position on the wider Senior Leadership Team, indicating empowerment to lead whole-school improvement. The SENDCo

participates in SEND provision panels for Hertfordshire County Council and is an active member of DSPL9, working closely with external professionals. The Deputy Headteacher holds strategic oversight for this area.

The school also employs two Deputy SENDCos, one of whom is currently undertaking training to become a qualified SENDCo.

- b) is the published SEN information report, as required by the Special Educational Needs and Disability Regulations 2014 and section 69 of the Children and Families Act 2014, easily accessible and accurately describes the school's provision and support for pupils with SEND?

The SEN Information report is updated annually by the SENDCo and is available on the school website. It is also shared with parents and carers during SEND information events throughout the school year.

- c) do leaders identify pupils' emerging or changing needs quickly and accurately, making sure support is effective and drawing on any specialist advice when necessary?

Leaders prioritise early and accurate identification of needs through data analysis and specialist input:

- the school utilizes Key Stage 2 data and contextual information from the SENDCo and relevant external agencies upon student entry
- year 7 reading and spelling age data is analysed to inform intervention groups and differentiation
- students' reading ages are retested in June of Years 7, 8 and 9 to track and monitor progress and changing needs
- staff can also use an additional academic referral facility on the school cloud to identify students for intervention in reading, writing, speech, spelling, and numeracy
- the school draws on specialist advice by engaging with outside agencies such as Chessbrook (Pupil Referral Unit), CAMHS, Signpost, Specialist Adolescent Services Hertfordshire (SASH), and HCC Families First

- d) do leaders use the 'graduated approach' (a continuous cycle of 'assess, plan, do and review') which helps to ensure that pupils receive an appropriate level of support and meets pupils' needs, and staff receive suitable training and support to implement it?

The whole school's practices clearly follow the structure of the graduated approach, especially concerning planning, action, and review:

- **Assess/Plan/Do:** Assessment data informs personalised planning, with teachers and Learning Assistants utilising Pupil Passports to plan support within lessons. For students with EHCPs, interventions are provided, sometimes requiring withdrawal from mainstream classes to deliver focused work under a Lead Learning Assistant. The school offers a range of interventions, including reading schemes (Lexia, That Reading Thing, guided reading) and alternative curriculum pathways (Level 1 Horticulture, Kings Trust, AQA Awards)
- **Review:** Annual reviews of EHCPs are conducted. Parents of SEND students are included in the review cycle, having the opportunity to contribute to the termly Pupil Passport reviews. Leaders monitor progress through data and review adaptations systematically
- **Staff Training:** The curriculum is designed to be met primarily through Quality First Teaching (QFT), which requires staff to be highly trained. Staff development sessions occur continuously, with a whole school CPD focus this year on 'Innovate, Include and Inspire'. The Positive Behaviour for Learning Policy follows a therapeutic approach, and staff receive training in Trauma Informed approach and HERTS Therapeutic Thinking Behaviour approach to support students with complex needs
- **ADPR:** the online software system EduKey is used by the school to log and monitor the graduated APDR response. This documentation is used for evidence when applying for an EHCNA or as evidence for provision panel for placement within a specialist setting

- e) do leaders make sure their work improves the progress and achievement of pupils with SEND and they do not lower their expectations of them?

Leaders explicitly maintain high expectations while adapting the curriculum to ensure achievement is possible.

- Staff have high expectations of SEND students to fulfil their potential in mainstream lessons. The needs of most SEND students are met through adapted Quality First Teaching
- to ensure SEND students gain qualifications, the curriculum is broadened to include tailored alternatives such as the AQA Unit Award Scheme, Kings Trust, Functional Skills, BTEC IT, and the Arts Award. For underachieving students, personalised timetables are developed
- while expectations are high, attainment data shows significant challenges. The attainment gap between SEND and non-SEND students is volatile due to the complex needs of students with EHCPs, and overall progress measures show persistent gaps. Furthermore, attendance for SEND students remains a significant challenge, impacting effectiveness and progress.

Improving the progress of SEND students is a key development area.

- f) are leaders committed to their role in the local area partnership's strategy to improve the experiences of, and outcomes for, pupils with SEND; promoting the local offer and helping pupils with SEND, and their families, to find out what support is available and how to access it?

Leaders are highly committed and involved in local partnerships aimed at improving SEND outcomes.

The SENDCo is a member of the SEND Provision Panel, SENDCO forum and works in close partnership with DSPL9. The school utilises the local Education Support Centre, Chessbrook, through the GADE programme to gather evidence for EHC assessments.

The school engages with external agencies like Services for Young People (SfYP) to provide impartial guidance, which helps students transition and access support. The school works with a range of external partners, including SASH and CAMHS, reflecting a connection to the wider system of support.

- g) do leaders meet the needs of pupils with SEND, and adapt the environment, teaching and the school's wider offer in ways that support them to access education?

Leaders have made substantial adaptations to the physical environment, teaching practices, and curriculum offerings to support SEND pupils:

- environmental adaptations: the school site is structurally suited and adapted for disabled students, leveraging its history of supporting PNI students. Adaptations include ramps, easy-open doors, and lifts in multi-story buildings. There are seven disabled toilets, one with a hoist system, a treatment room, and two sensory rooms (low arousal spaces with resources for dyspraxia). Specialized ICT facilities are available in The Laurel
- teaching adaptations: reasonable adjustments are a priority, including the use of coloured overlays, enlarged font sizes, movement breaks, and chunking learning tasks. The needs of students are met through adapting Quality First Teaching. Staff use Pupil Passports to guide differentiated teaching
- wider offer adaptations: students may be disapplied from MFL lessons in KS3 to focus on English and literacy/life skills. The curriculum includes new vocational options like Level 1 Horticulture and Level 1 Hair and Beauty. A specially equipped disability minibus ensures PNI students can participate in the same trips as all other students

- h) do leaders monitor the progress of pupils with SEND, and review adaptations and support systematically, making any necessary changes to improve their learning and/or well-being?

The Learning Support Team and Middle Leaders carefully monitor data for the SEND students to check for key trends and administer relevant support. Data Dashboards track progress of target groups, including SEND students, after each reporting cycle.

Pupil Passport reviews take place termly, allowing parents and staff to evaluate and adjust support. Annual reviews of EHCPs are mandatory.

In response to persistently low attendance among SEND students (79.5% average attendance for SEND in Autumn 2024), the school is implementing strategies including half-termly meetings with the SEND team to monitor attendance trends and expanding the role of advocates for follow-up on absences, with the SEND Administrator calling home on the first day of absence for all students with an EHCP

- i) leaders support successful transitions for pupils with SEND, whether that is into or within the school or on to other settings or adulthood?

Transition support for SEND pupils is extensive and personalised, covering entry, internal moves, and preparation for post-16 study.

The transition process is supported by staff visiting nearly 50 primary schools. SEND staff gather information from primary schools, parents, staff, and outside agencies. Specific support includes attending EHCP meetings when students are in Year 6 and inviting selected Year 6 students and parents for additional transition visits with the SENDCo. The bespoke Chessbrook support programme is used for students transitioning from the ESC.

The curriculum is personalised into pathways in Year 7 to help ensure progress.

From Year 9, annual reviews also discuss Preparing for Adulthood as part of the process. All students receive support from SfYP about their transition into sixth form, college or an appropriate post 16 setting. Students are supported to attend open days and interviews where needed.

The Sixth Form enrolment process supports the identification of required SEND support for post-16 study. Alternative vocational pathways like Springboard into Sixth Form are offered for vulnerable students who need a Level 2 pathway into Post 16 study. The school offers counselling and support, referrals to external agencies (SfYP), and extensive careers and work-related learning to prepare students for the next stage of education, employment, or training.

Supporting pupils who are known (or previously known) to children's social care

To what extent:

- a) is the designated teacher for looked-after and previously looked-after children appropriately qualified and experienced?
- The school's Designated Teacher (DT) is highly experienced and actively involved with the Virtual School.
 - The function of supporting CLA and post-CLA students is closely managed by the Deputy Headteacher, who is also the Designated Teacher for these pupils.
- b) does each looked-after child have a personal education plan and receive high-quality support to improve their learning and/or well-being?

The school rigorously ensures that Looked After Children have Personal Education Plans (PEPs) and receive targeted, personalised interventions designed to improve their learning and well-being.

- support is facilitated through termly PEP meetings held with the Virtual School, Carers, and Children's Services to review progress and set new targets

- the ePEP is completed with SMART targets set directly linked to pupil progress and Pupil Premium Plus spending
- high-quality support is ensured through personalised interventions provided for CLA and post CLA students, which include offering IT equipment, home Wi-Fi access, specialised counselling, and one-to-one or small group tuition in core subjects
- the school actively works to build positive attachments and aid emotional well-being by having identified safe points of contact in school and providing gifts at key moments, such as transition, Christmas, and birthdays

c) does the designated safeguarding lead and other leaders use their knowledge of a pupil's social care status to inform decisions about promoting their welfare, such as providing additional academic support, supporting their well-being or reducing barriers to attendance?

Leaders, including the Designated Safeguarding Lead (DSL) and the Designated Teacher (who is also the Deputy Headteacher), utilise knowledge of social care status to tailor support for academic welfare, well-being, and attendance.

- the school uses knowledge of CLA status to organise Raising Achievement of Pupils (RAP) meetings with all teachers of CLA students to discuss appropriate targets, progress, and successful strategies
- CLA and post CLA students are provided with specialised counselling to support their emotional well-being and growth
- the most vulnerable CLA/Pupil Premium (PP) students are offered 1:1 tuition in English and Maths
- the Designated Teacher attends all PEP meetings for Year 6 students at their primary school to input into their PEP targets and ensure they know key adults in the secondary school for a smooth transition
- all staff are made aware of students who are currently known to a social worker or previously known to a social worker through regular reminders in staff meetings, names listed in the staff room and also identified on the schools MIS system

d) do leaders share information effectively with the local authority, and support the authority to complete statutory assessments in relation to pupils' social care needs?

Leaders engage directly and formally with the Local Authority (LA) through structured meetings and reporting processes.

All ePEPs are completed by the Designated Teacher onto WelfareCall within the statutory timelines. All ePEPs completed by Bushey Meads School have been graded as 'green' by the Virtual School, indicating they are good quality and meet the necessary expectations.

Section 17, section 47 and MASH requests are all completed within the expected timeframe by the Designated Safeguarding Lead or the senior Deputy Designated Safeguarding lead. This ensures that student welfare and safety is prioritised and appropriate support can be allocated. These entries are all tracked and monitored and are reported to the Governing Body during termly meetings.

e) Do leaders work well with social workers, virtual school headteachers and other professionals to plan and provide multi-agency support for pupils who are known (or previously known) to children's social care

Collaboration with multi-agency partners, including social workers and the Virtual School Education Advisor, is a core part of the support system for this cohort.

Designated Safeguarding Leads work closely with allocated social workers, adding their details to the students profile on the schools MIS system, and attend all child in need meetings, core groups meetings and child protection conferences. Information is shared with social workers in between these meetings, such as any DAISU referrals from the police, suspensions or concerning behaviour. The DSL facilitates regular meetings

between the allocated social worker and their student during the school day to support the social worker meeting their statutory deadlines.

Curriculum and Teaching

1.1 How do leaders design a high-quality, ambitious curriculum for all pupils (the intent), paying particular regard to disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being?

- Leaders place personalisation at the centre of curriculum planning to ensure the offer meets the needs of all learners and maximises their success
- The curriculum is designed to remain as broad as possible throughout a student's time at the school to maintain high ambition
- Leaders celebrate the school's comprehensive nature by offering a varied and creative curriculum that focuses on potential through STEM and other subjects
- Inclusivity for SEN and PNI students is intentionally embedded into the school culture to ensure it permeates all areas of student life
- The school serves as a centre of excellence for students with physical and neurological impairments, providing the necessary facilities for them to be fully integrated
- High-quality provision for disabled students and those with additional needs is a core strength, reflected in the school's high parental preference
- The Specialist Resource Provision (SRP) was opened in 2023 to provide dedicated support for students with specific complex needs
- The 'Crossing the Bridge' programme was developed specifically to support the most vulnerable students in closing learning gaps
- Leaders implement personalised and differentiated curriculums to support various levels of ability and specific individual requirements
- The curriculum for SEND students is continually broadened to include vocational qualifications like Level 1 Horticulture and Level 1 Hair and Beauty to help learners thrive
- Onsite alternative curriculum offers, such as Horticulture and Outdoor Education, are provided at KS3 and KS4 to engage students with different learning needs
- A diverse range of courses, including the Kings Trust qualification, AQA awards, and the Arts Award, are accessible to students across all year groups
- Leaders utilise both on-site programs and off-site alternative provision to tailor the curriculum breadth to individual student requirements
- Functional Skills courses are offered to identified students to ensure they have the necessary foundations for achievement
- The 'Spring Board' pathway provides a tailored alternative curriculum for Level 1 and Level 2 students within the Sixth Form
- Students who do not achieve a level 4 in Year 11 are supported with the opportunity to resit GCSEs in English and Mathematics
- See Question 1.4a
- See Question 2.2c

1.2 How do leaders and staff deliver the curriculum effectively (the implementation) across all subjects, year groups and key stages?

- Leaders deliver regular personalised staff training to ensure the school improvement journey continues and Quality First Teaching occurs in all classrooms
- Lead Practitioners and Advanced Lead Teachers lead various Teaching and Learning events across the Multi-Academy Trust to facilitate the ongoing sharing of best practice
- A comprehensive CPD programme includes bespoke sessions led by faculty-linked Lead Practitioners and Advanced Lead Teachers to meet the individual needs of staff

- The cohesive whole school CPD Programme incorporates Monday Magic Moments and Friday Faculty Foci alongside Teacher Toolkit sessions to share good practice across the trust
- The school hosts expert guest speakers for staff conferences to focus on specific instructional strategies such as creative literacy
- Teaching standards are rigorously monitored using specific statistics that show 86% of lessons were graded as good or outstanding as of March 2026
- A system of triple lesson observations involving Senior Leaders, Heads of Faculty, and peers allows leaders to obtain a comprehensive view of curriculum delivery across the school
- Internal support plans are implemented for staff requiring development while outstanding staff are empowered to share their best practice
- Quality First Teaching is maintained in classrooms through a consistent whole school focus on establishing engaging and enriching experiences
- A range of adaptive teaching strategies are promoted within the classroom to support the specific needs of all students
- Dialogue between staff and students is formalised through a Feedback Policy that provides clear guidance on attainment and next steps
- The Alumni network is utilised as a teaching tool with former students speaking to current pupils about life after school
- See Question 1.4d
- See Question 1.4f
- See Question 7.1h

1.3 How do leaders make sure that pupils build strong foundations for accessing the curriculum and for later success, including academic achievement, good health and well-being?

- Leaders facilitate initiatives through the Multi-Academy Trust to enhance and refine the transition process for pupils entering the school
- Updated schemes of learning are embedded throughout Key Stage 3 to accelerate progress from the primary curriculum and ensure students are well-prepared for Key Stage 4
- The curriculum provides generous time for core subjects, including a dedicated reading hour each week for all students in Years 7 and 8
- Leaders have expanded the English curriculum to include four hours per week, with specific library lessons for Years 7 and 8 to strengthen literacy foundations
- Specific reading lessons are built into Key Stage 3 schemes of learning to actively promote a love of reading among students
- Literacy engagement is further incentivised through rewards such as the Harry Potter trip for students in Years 7 and 8 who complete book reviews
- Standards in mathematics and numeracy have been raised across the school by increasing weekly curriculum time for the subject to four hours
- Achievement in mathematics is driven by participation in regional and national competitions and the strategic use of leader boards to increase student competition
- Specific digital platforms like Sparx, Dr Frost, and Seneca are embedded across the curriculum to increase student engagement and support academic success
- Health and well-being are prioritised through initiatives led by the PE and Health faculty that begin before students even start at the school
- A culture of safety and positive contribution is embedded through the school mantra and core values which teach children how to behave well
- The Positive Behaviour for Learning Policy provides essential guidance for building the strong relationships needed to meet the needs of all students

- Students with dyslexia are provided with Read and Write Gold software to ensure they can access the curriculum and examinations on a level playing field
- Foundations for later success are established through diverse post-16 mathematics pathways that currently support nearly 100 students
- See Question 1.4c

1.4 How do the following factors contribute to high-quality curriculum and teaching?

- a) constructing, adopting or adapting a curriculum that is ambitious, broad and balanced, informed by the best available evidence, and designed to give all learners, especially the groups of pupils listed above, the knowledge they need to achieve and thrive in later life
- Leaders have strengthened staffing by recruiting four specialist Key Stage 2 teachers to work with Key Stage 3 students who are performing at a primary level to ensure the curriculum is accessible
 - Primary trained teachers work across Key Stage 3 to facilitate the sharing of best practice and ensure the curriculum is effectively adapted for transitioning learners
 - The Key Stage 3 curriculum is constructed to maintain significant breadth by offering two foreign languages, four arts subjects, and a carousel of six technology subjects alongside humanities
 - In Key Stage 4, leaders adapt the curriculum to allow the majority of students to study triple science while providing a wide range of social sciences, arts, media, and technology subjects
 - Vocational options in subjects such as PE, food, music, and art are run alongside GCSEs at Key Stage 4 to ensure the curriculum remains broad and balanced for all learners
 - The Key Stage 5 curriculum is designed to be hugely diverse, offering A-levels in seven different social sciences and a range of vocational courses to cater to all student needs
 - Students in the Sixth Form are enabled to combine academic and vocational courses to ensure their curriculum is tailored to their specific career aspirations
 - Leaders prioritise the academic progress of Pupil Premium students by instructing staff to mark their books first and prioritise their questioning within every lesson
 - Barriers to learning for disadvantaged students are reduced through priority scheduling for parents' evenings and the provision of essential resources like free breakfasts and revision packs
 - Vulnerable learners, including Children Looked After, receive targeted support through regular achievement meetings and the use of gifts to build the positive attachments needed to thrive
 - The curriculum is adapted through on-site and local alternative provision, such as gardening and manual work, to engage hard-to-reach students with practical knowledge for later life
 - The 'Going for Great' programme is used to supplement the biology curriculum by teaching students essential study skills and 'Learning to Learn' strategies
 - Leaders enhance the curriculum through a range of unique clubs and enrichment activities, such as the Borneo World Challenge and visits to the Old Bailey, to broaden student experiences
 - Bespoke career progression is supported through curriculum adaptation, such as the creation of a specific PE apprenticeship for a former student
 - See Question 1.1
- b) planning and sequencing the curriculum clearly so that all pupils can access it and gain knowledge and skills incrementally to reach its stated aims
- Faculties develop updated and embedded all-through schemes of learning from primary to secondary to ensure no reduction in subject depth or pace during transition
 - Leaders continue to embed links across the Multi-Academy Trust to increase the quality and consistency of schemes of learning at Key Stage 2 and Key Stage 3
 - Teachers plan appropriate and challenging schemes of learning within each subject area to ensure pupils gain knowledge and skills incrementally

- Clear visual learning journeys for each year group and faculty are publicised on the school website and displayed in classrooms to help students navigate the curriculum
 - Schemes of learning are specifically embedded to address the greater breadth and depth of subject coverage required for GCSE and vocational courses
 - Summer Gap Tasks are set for students in Years 7 to 10 to ensure students continue to engage in learning with input analysed by Senior Leaders
 - Bridging Tasks are assigned to Year 11 students entering the Sixth Form to allow teachers to assess strengths and identify gaps in learning before Year 12 commences
 - See Question 6.1a
- c) establishing strong foundations in communication and language, reading, writing and mathematics so that pupils can access the rest of the curriculum and gain later success, including academic achievement, good health and well-being
- Leaders utilise links with Little Reddings and Hartsbourne within the Multi-Academy Trust to improve literacy and numeracy and refine the curriculum journey between Key Stages 1 and 5
 - An Assistant Headteacher from the primary phase was seconded to review and strengthen phonics teaching and the early reading and writing agenda within the secondary phase
 - The Spelling, Punctuation and Grammar agenda is elevated through interactive workshops at both schools facilitated by the Primary School Headteacher and Lead Teachers
 - The English faculty is established as a flagship faculty within the school to lead on high standards of communication and language
 - Lead practitioners are specifically employed to tackle literacy and improve reading, language and writing skills to ensure students can access the wider curriculum
 - The Sparx platform is embedded within the English faculty to provide targeted support that significantly improves student reading outcomes
 - A weekly Word of the Week is circulated to all Character Development Coaches for use in Character Development time and published in the school newsletter to extend student vocabulary
 - The whole school engages in weekly class reading sessions of approved texts during Friday Character Development time to establish a consistent culture of reading
 - Command word displays are implemented in every faculty area to promote effective usage and aid teaching across the curriculum
 - The mathematics faculty maintains a culture of continuing development and strong teaching, including an Advanced Lead Teacher, to secure high standards in numeracy
 - See Question 1.3
 - See Question 4.1a
- d) making sure that teachers have expert knowledge of the national curriculum, and 16 to 19 study programmes as appropriate, and the subjects/phases they teach
- Leaders maintain high standards across all curriculum areas by implementing a robust recruitment policy that prioritises hiring only the highest quality staff available
 - A strong induction programme is delivered three times each year to ensure all new staff have the necessary knowledge to teach their assigned subjects and phases effectively
 - The school runs an embedded Early Career Teacher and Initial Teacher Training programme in partnership with external providers to ensure new teachers develop expert subject knowledge
 - All Early Career Teachers attend a series of professional studies sessions throughout the year to support their development and subject expertise during their first year of teaching
 - Leaders host annual cross-county training sessions and extend invitations to all school staff, trainee teachers, and local primary schools to ensure a wide range of practitioners benefit from expert training
 - Staff attend three annual teaching conferences, including a collaborative event with primary teachers to gain a deeper understanding of the Key Stage 2 curriculum and improve Year 7 provision

- Key leaders participate in national conferences and Dive Deeper Day events through the By Leaders for Leaders organisation to share and integrate best practice from other high-performing schools
 - The Governors Teaching and Learning Committee regularly scrutinises lesson observation data to ensure teaching standards improve and that the best practice of outstanding staff is shared
 - See Question 1.2
 - See Question 3.1d
- e) making sure the curriculum is implemented in line with leaders' intentions and that teachers teach the subject curriculum effectively, focusing on the most important knowledge or concepts, presenting information clearly, checking pupils' understanding systematically and adapting their teaching appropriately
- Leaders implement fine-tuned, subject-specific setting in core subjects to ensure students are engaged at the most appropriate level to thrive and accelerate
 - Senior and middle leaders utilise learning walks, lesson drop-ins, and full lesson observations to monitor curriculum implementation and distribute good practice across the school
 - See Question 1.1
 - See Question 1.2
 - See Question 3.1d
- f) using assessment effectively to inform teaching and learning, and to help pupils embed key concepts, use knowledge fluently and develop their understanding
- Leaders gather data on a constant basis to inform future outcomes and ensure assessment effectively drives teaching and learning
 - Attitude to Learning data is regularly analysed to identify students requiring additional support and remove individual barriers to learning
 - Faculties perform detailed question level analysis on Pre-Public Examinations and other assessment data to inform future curriculum planning
 - Learning walks and book scrutinies are conducted across all faculties with a specific focus on More Able and Pupil Premium students to secure success through feedback
 - Online learning tasks such as SAM learning, My Maths, and Maths Watch are administered to key students to help them embed concepts and use knowledge fluently
 - The Time to Shine mentoring programme provides targeted support for the top 20% of Year 11 students with the assistance of Year 12 mentors
 - The Rising Stars programme is implemented to provide targeted support for High Effort Low Achieving students within the Year 11 cohort
 - Marking and Feedback Fortnights involve high-profile events like breakfasts and competitions to maintain a focus on effective assessment across the school
 - Keys to Success posters are utilised in every classroom to align daily lessons and assessments with core school values
 - See Question 1.2
 - See Question 7.1f
 - See Question 7.1h
 - See Question 7.1i
 - See Question 2.2b

Curriculum and Teaching for Different Ages

2.1 How effectively are pupils enabled to secure strong foundations to access the curriculum in relation to the effectiveness of supporting pupils who are at the early stages of communication and language, reading, writing and mathematics, including older pupils whose development is not at their age-appropriate level?

- Students who require additional support engage in a targeted phonics programme to ensure they can effectively access the wider curriculum
- Specific targeted support is provided through a streamlined testing programme and platforms such as Sparx, Massoilt, Lexia, That Reading Thing, and paired reading
- Older pupils whose development is not yet at an age-appropriate level receive one-to-one support from a dedicated member of staff to improve their reading
- Pupils at the early stages of communication and language development participate in weekly visits to a local farm to strengthen their interpersonal and communication skills
- Therapeutic work is facilitated through weekly visits to a local riding stables to support pupils in securing the emotional and social foundations needed for learning
- See Question 1.4c
- See Question 4.1e
- See Question 5.1f
- See Question 7.1j

2.2 In terms of evaluating curriculum and teaching for pupils with SEND:

a) what are the starting points of pupils with SEND?

- The starting points for pupils with SEND involve a population drawn from a broad range of abilities and backgrounds
- 8.92% of the student population start with an Education Health Care Plan which is significantly higher than the national figure of 4.3%
- A number of pupils enter the school awaiting an EHC assessment due to the complex nature of their learning needs
- Pupils with physical and neurological impairments from across the local and wider community start at the school to access its renowned SEN Specialism
- Up to 15 pupils each year begin their education within a specialist Base unit for PNI which is one of only three in the county
- Students with Speech, Language and Communication Needs start in one of only four secondary based Specialist Resource Provisions in Hertfordshire following a £1.3 million investment
- Most pupils on the SEND register have their starting needs met through Quality First Teaching within mainstream lessons
- See Question 1.1

b) do pupils have access to a suitable curriculum that builds on their knowledge and is adapted to their needs?

- Staff have high expectations for students with SEND as they attend mainstream lessons to fulfil their potential
- Teachers and Learning Assistants utilise Pupil Passports to plan and provide targeted support for students with SEND
- A large team of Learning Assistants receives regular training to ensure students can fully access the curriculum
- Students in The Laurel Specialist Resource Provision access a mainstream curriculum while benefiting from a safe space that reduces environmental stress
- Staff within The Laurel are specifically trained to support students with emotional wellbeing, self-regulation, and social and communication needs
- Individual SEND students access alternative pathways including the AQA Award, Kings Trust, Functional Skills, and BTEC IT to gain tailored qualifications
- Vocational courses in PE and the Arts Award are offered to individual students to ensure their curriculum is adapted to their specific needs

- An onsite outdoor education provision provides an alternative curriculum to inspire hard-to-reach students through life experience and basic trade skills
- Interventions specified within Education Health Care Plans are delivered by Lead Learning Assistants for students withdrawn from mainstream classes
- See Question 1.1
- See Question 1.2
- See Question 2.1
- See Question 8.1d

c) what different forms do SEND pupils' work take?

- Students complete units in alternative curriculum subjects such as communication, teamwork and candle making as an alternative to modern foreign languages
- Work is compiled into a Record of Achievement folder for Key Stage 3 and 4 students which contains nationally recognised AQA Unit Award Certificates to demonstrate their skills and experience to future employers
- See Question 2.2a
- See Question 2.2b

d) how do leaders consider whether pupils' needs are properly considered and are met through the design and delivery of the curriculum, including taking into account any reasonable adjustments that need to be made?

- Leaders establish the Specialist Resource Provision for children with speech, language, and communication needs and autism to ensure their specific requirements are met through curriculum design
- Leaders facilitate consistent liaison between the SENDCo and external agencies to guarantee that the needs of students are properly considered and supported
- Parents of SEND students are provided with the opportunity to contribute to pupil passports every term to ensure leaders and staff accurately understand how to meet individual needs
- Leaders implement reasonable adjustments within the delivery of the curriculum, including the use of coloured overlays, enlarged font sizes, movement breaks, and the chunking of learning tasks
- Many curriculum areas are specially adapted by leaders to ensure students with SEND have full access to the mainstream curriculum alongside their peers
- ICT facilities within The Laurel are specially adapted for students with physical and neurological impairments through the provision of iPads, laptops, specialised keyboards, software, and adapted chairs
- Leaders ensure that special curriculum support is provided to enable students with SEND to access the mainstream curriculum successfully
- The curriculum in The Laurel is designed by leaders to build student confidence and independence, with the aim of increasing the time students spend in mainstream lessons as they progress
- See Question 1.1
- See Question 1.4f
- See Question 2.1
- See Question 8.1d

e) what strategies if any are used to help pupils communicate?

- Social stories are used with SEND students with communication difficulties to help support their understanding of how to interact with others successfully
- Two bespoke sensory rooms within The Laurel provide students with communication difficulties a quiet space where they can regulate in moments of crisis

- Targeted structured pathways allow students to develop their written literacy, reading, and oracy through a range of interventions including phonics, speech and language support, and the Lexia programme
- Students develop communication skills through specific interventions such as guided reading and peer reading support
- Oracy is promoted within the classroom through continued professional development for staff
- The use of oracy has been strengthened across the Multi-Academy Trust to support respectful communication among students
- See Question 2.2b

Evidence About Curriculum and Teaching

3.1 In terms of evidence about the strategic leadership of curriculum and teaching:

- a) To what extent do leaders have a comprehensive understanding of the quality of curriculum and teaching across the school?
- Leaders place robust self-evaluation and an embedded "what's working well, even better if" culture at the heart of the school's improvement agenda
 - The Self-Evaluation Form is used by leaders to inform the School Improvement Plan which is scrutinised annually by Senior Leaders and reviewed termly by Governors
 - Leaders conduct regular learning walks and lesson observations to identify best practice and determine where targeted support is needed to improve pedagogy and practice
 - Data Dashboards are produced after each reporting cycle to allow leaders to comprehensively analyse student performance against targets, attendance, and attitudes to learning
 - Senior leaders use line management meetings with Pastoral Leaders and Heads of Faculty to discuss Data Dashboard actions and secure ongoing improvements
 - Leaders deploy specialist staff to provide certified training in de-escalation techniques to ensure a consistent and therapeutic approach to behaviour management across the school
 - Centralised Trust services for finance, HR, and IT support school leaders in maintaining a sophisticated focus on teaching, learning, and raising achievement
 - See Question 1.4f
 - See Question 6.1d
 - See Question 7.1c
 - See Question 8.1b
- b) How does the curriculum (whether adopted, adapted or constructed) cover the statutory requirements set out in the basic curriculum (which includes the national curriculum, and relationships, sex and health education, and religious education) and is at least as ambitious in breadth and depth as the national curriculum; this curriculum is an entitlement for every pupil?
- All students in Years 7 to 11 receive one timetabled period of PSHE each week to ensure the curriculum consistently meets statutory requirements
 - Statutory and locally relevant Relationship and Sex Education (RSE) elements are carefully tracked against the needs of each year group and mapped across curriculum areas and enrichment activities
 - The RSE programme is delivered through a diverse range of formats, including themes of the week, the Character Development programme, and special events
 - A rich PSHE and RSE programme, underpinned by a clear moral purpose, is established as an educational entitlement for every student
 - Religious Education lessons at Key Stage 3 encourage students to respect diverse views from all faith and non-faith perspectives

- Religious Education continues into Key Stage 4 and Key Stage 5 through dedicated Character Development Coach time and specialised enrichment days
- Students engage in Religious and Cultural Education through activities such as Diversity Day and workshops led by the Hindu Temple and Soul Survivor Church
- An inclusive environment is promoted through the implementation of gender-neutral uniform guidance and the maintenance of gender-neutral facilities
- The curriculum is broadened through external opportunities such as the 'Life Behind Bars' conference where social science students study legal frameworks and human rights
- See Question 1.4a
- See Question 6.1c

c) How is the curriculum designed to give pupils, especially disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being, the knowledge they need to take advantage of opportunities, responsibilities and experiences in later life?

- A 16-19 bursary is in place for entitled students to provide essential funds for accessing learning both at school and at home.
- Children Looked After (CLA) and post CLA students receive additional support through close collaboration with the Designated Teacher.
- Personalised interventions for CLA and post CLA students include the provision of IT equipment, home Wi-Fi access, specialised counselling, and one-to-one or small group tuition.
- Work experience weeks in Year 10 and Year 12 engage local employers and the community in the school's learning provision.
- Careers Education, Information, Advice and Guidance (CEIAG) is a strength of the school, offering advice on future choices including vocational pathways, STEM, and the arts.
- Careers advice is further strengthened through Unifrog sessions in CDC time to support Year 9 options, Year 10 work experience, and Year 12 application writing.
- Students develop social, moral, spiritual, and citizenship skills through a range of opportunities including Theme of the Week, assemblies, and Character Development Time activities.
- See Question 1.1
- See Question 1.3
- See Question 2.1
- See Question 2.2b
- See Question 7.1e
- See Question 8.1c

d) How do leaders assure themselves that the curriculum is taught well; they identify areas for improvement and take effective action to tackle these, including through professional learning that ensures teachers develop the expertise needed to deliver the curriculum effectively?

- The school engages in a whole school evaluation process twice each year through the Unlocking Potential booklets
- Regular links across the Trust and tri-annual Teacher Toolkit sessions enable all staff to understand the learning journey from Key Stage 1 to Key Stage 5
- Good practice is monitored and maintained through targeted learning walks and drop-in observations
- See Question 1.2
- See Question 1.4b
- See Question 1.4d
- See Question 1.4e
- See Question 3.1a

- See Question 7.1b
- See Question 7.1c
- See Question 7.1j

e) How do leaders identify significant barriers to teaching and learning and how do they take action to reduce those barriers?

- The data team acts as a central hub, gathering termly data on every learner throughout their school journey, including Attitude to Learning and progress towards aspirational GCSE targets
- Students with low attendance figures are identified so that attendance meetings can be held and specific plans can be put in place to boost attendance
- Learners who are not on course to make positive progress in Key Stage 4 and Key Stage 5 subjects are highlighted to allow for the planning of personalised interventions
- Students not on track to reach their target grades are placed on appropriate intervention programmes, such as Rising Stars, Time2Sh9ne, the Core Subject Intervention Group, or the Elevate and Excel mentoring scheme
- Underachieving Pupil Premium students in Years 7 to 10 participate in the 'Crossing the Bridge' programme, which provides regular meetings, mentoring, and support
- See Question 1.1
- See Question 1.3
- See Question 1.4b
- See Question 1.4f
- See Question 2.2b
- See Question 3.1d
- See Question 7.1j

f) How do leaders deploy staff effectively so that all pupils have access to high-quality teaching?

- The Teaching and Learning Team, comprising Lead Practitioners and Advanced Lead Teachers, designs and delivers staff development sessions to raise standards across the school.
- A comprehensive pastoral structure is overseen by the Senior Leadership Team and includes specialised managers, support officers, and a school counsellor.
- Lead Learning Assistants are deployed to provide expertise in key areas such as Communication and Interaction, Literacy, Numeracy, and Alternative Curriculums.
- Learning Assistants are strategically utilised to support students with Education Health Care Plans and remove individual barriers to their learning.
- See Question 2.2b
- See Question 3.1a

Securing Strong Foundations for All Pupils

4.1 To what extent:

- a) does the curriculum prioritise accurate and fluent word reading, spelling, handwriting and mathematics?
- The English faculty is established as a flagship department, consisting of good and outstanding teachers to ensure high standards in word reading and communication.
 - Mathematics is prioritised through a faculty that maintains a culture of ongoing development and strong teaching, including the expertise of an Advanced Lead Teacher.
 - The Spelling, Punctuation, and Grammar (SPaG) agenda is elevated through interactive workshops facilitated by the Primary School Headteacher and Lead Teachers.
 - See Question 1.3

- See Question 1.4c
- b) do leaders prioritise 'keeping up' rather than 'catching up', quickly dealing with any identified gaps in pupils' knowledge?
- Subject-specific setting in core subjects is fine-tuned to ensure students engage at the most appropriate level to thrive and accelerate
 - Targeted intervention is provided in core subjects through "Going for Great" sessions
 - Students and staff work together very closely throughout the learning journey
 - Attendance at targeted after-school revision sessions for Year 11 is monitored via the Arbor timetable
 - See Question 1.3
 - See Question 1.4b
 - See Question 6.1b
 - See Question 7.1j
- c) is the curriculum is designed to extend pupils' language and vocabulary, both spoken and written, and increase their reading competency across all subjects?
- A "Word of the Week" is distributed weekly to all Character Development Coaches for use during sessions and is also shared with the community via the school newsletter
 - The school's established Reading Curriculum supports all students in the ongoing development of their literacy skills
 - See Question 1.4c
 - See Question 3.1c
 - See Question 4.1d
 - See Question 5.1e
- d) are all pupils are explicitly taught how to communicate effectively through spoken language (oracy), articulate ideas, develop understanding and engage with others through speaking, listening and communication?
- Lessons actively encourage students to engage in debating, hot-seating, and similar activities to articulate ideas and learn from their peers.
 - A dedicated Debating Club is available for students to further develop their communication and speaking skills.
 - Strong narratives are utilised during Character Development time to support the oracy and reading aloud elements of the curriculum.
 - The promotion of oracy within the classroom is supported through ongoing professional development for staff.
 - Oracy is a core component of the annual focus weeks in November, which also cover building confidence and establishing enriching learning experiences.
 - See Question 2.2e
 - See Question 4.1c
- e) is the teaching of reading rigorous and sequenced, and develops pupils' fluency, confidence and enjoyment; at all key stages, reading attainment is assessed accurately and gaps are tackled quickly and effectively, so that all pupils can access the whole curriculum?
- Reading ages are assessed upon entry in Year 7 and reassessed every June throughout Years 7, 8, and 9 to accurately track and monitor progress.
 - The LRC Coordinator facilitates small group guided reading sessions.
 - Selected students participate in a buddy reading scheme, which includes paired reading sessions with older student buddies.

- Learning Assistants provide individual reading support using specialised programmes such as Phonics support, Toe by Toe, and Stride Ahead.
- Weekly class reading sessions take place during Character Development time on Fridays for students in Years 7-10, using specially selected texts led by their coaches.
- A personal reading book is expected to be kept by every student.
- Reading for enjoyment is promoted through an annual Book Fair, author visits, and World Book Day celebrations where teachers model reading.
- The English curriculum has been recently reviewed and updated to include a more diverse and representative selection of study texts.
- See Question 1.3
- See Question 2.1
- See Question 7.1i

For Pupils at the Early Stages of Learning English as an Additional Language

5.1 To what extent do:

- a) leaders and teachers recognise that these pupils already speak at least one language, and do not lower their expectations of them?
 - The school takes pride in celebrating the core elements of the British Values Statement, which enables students to explore and share their beliefs and morals in a harmonious way that benefits both themselves and the community
 - A strong culture of mutual respect is maintained throughout the school, underpinned by the "3Rs" and embedded values and ethos, which are supported by the Theme of the Week programme integrated into all pastoral and curriculum areas
 - Year 9 students participate in an Enrichment Day that features a French and Spanish town trail alongside various workshops in cookery, dance, art, and music
 - See Question 3.1c
- b) teachers assess pupils' English language proficiency accurately and regularly?
 - Contextual information and data from relevant external agencies are shared with staff to ensure they have a comprehensive understanding of student needs
 - Reading and spelling age data for Year 7 pupils is used to inform the selection of intervention groups and class differentiation
 - Assessment for Learning (AfL) checks are embedded into lessons to help teachers accurately understand the current proficiencies of their pupils
 - Students with English as an Additional Language (EAL) and those identified with very low-level reading issues are provided with additional targeted support
 - See Question 7.1i
- c) teachers recognise that providing opportunities for pupils to talk with staff and peers during lessons is particularly important; teachers help pupils articulate what they know and understand by scaffolding, modelling, extending and developing their ideas
 - Students are frequently encouraged to voice and defend their opinions through debate and to vote on the quality of presentations by their peers
 - Engagement for all students is facilitated through the use of mini whiteboards and lollipop sticks during learning tasks
 - A "no hands up" policy is used to ensure every student remains actively involved in the learning journey
 - See Question 2.2e

- See Question 4.1d
 - See Question 5.1a
 - See Question 5.1b
- d) teachers focus on the vocabulary pupils need, including subject-specific vocabulary, to help them understand new concepts; they keep explanations clear and precise?
- Teachers present information with clarity and encourage appropriate discussion while checking understanding systematically to identify and correct any misunderstandings
 - See Question 4.1c
- e) teachers develop and extend pupils' language carefully and deliberately, with plenty of repetition?
- Opportunities for debate and discussion regarding issues relevant to wider society are integrated into the delivery of the curriculum
 - See Question 2.2e
 - See Question 4.1c
 - See Question 4.1d
- f) teachers ensure that pupils learn to read using systematic synthetic phonics as soon as possible, so that they have access to a wide range of literature that will accelerate their understanding of English?
- Additional interventions, such as Extra English, Stairway to Spelling, and either Phonics or Lexia, are utilised to close gaps for students with a reading age of 6 to 8 years
 - See Question 1.4c
 - See Question 2.1

School and Subject Curriculum

6.1 To what extent:

- a) is the curriculum is coherently planned and sequenced so that pupils build knowledge and skills sequentially and cumulatively?
- Students are provided with an early 'taught skills' component in their courses to help them build a foundation of learning techniques that are applicable throughout their Post-16 and Higher Education journeys
 - See Question 1.3
 - See Question 1.4b
- b) is time available within the curriculum for revisiting content and dealing with gaps in knowledge and skills?
- Going for Great sessions are utilised as targeted intervention for core subjects
 - An additional 60 minutes of weekly intervention in Maths, English, or Science is provided to Year 11 students through the 'Cracking the Core' morning tutorial initiative
 - One annual Staff Development Day in May is designated as a Raising Achievement Day where Year 11 and 13 students attend targeted sessions to address learning gaps and prepare for public examinations
 - See Question 4.1e
- c) does the curriculum have subject-specific rigour, so that pupils gain disciplinary knowledge and can answer subject-specific questions?
- The Year 9 timetable currently allocates two lessons for history and one for geography each week
 - Students in the highest-attaining mathematics sets in Year 11 are offered the opportunity to study for a Further Maths GCSE

- The school inspires students to think like scientists and engineers through participation in the CREST award scheme for STEM project work
 - A-Level Biology students in Years 12 and 13 demonstrate their problem-solving skills and aptitude for biological principles by participating in the annual British Biology Olympiad
 - Year 12 students engage with the Extended Project Qualification (EPQ) to refine their research techniques and capacity for independent learning
 - Sixth Form students identified as underperforming through recent data analysis are encouraged to join the initial six-week Elevate and Excel programme
 - See Question 1.4b
 - See Question 4.1d
- d) do leaders and teachers have a sophisticated understanding of the differences between subjects; and use this to inform teachers' choices and help leaders precisely evaluate quality and take targeted actions for improvement?
- The Unlocking Potential framework is strictly followed during line management meetings between the Senior Leadership Team and Heads of Faculty or Department to maintain consistency, provide challenge, and ensure a sharp focus on whole-school priorities
 - The Executive Principal writes to each teacher of an examination class following raising achievement meetings to motivate their efforts with students where they can have the most significant impact
 - See Question 1.4e
 - See Question 3.1f
- e) are decisions about the curriculum refined over time, based on evidence and insight from within and beyond the school?
- A strong Student Voice, comprised of 49 House Representatives, provides the essential insight and feedback needed to influence decisions through the Whole School Parliament
 - Students are empowered to directly contribute to the school's development through a wide range of leadership roles, including Student Learning Consultants and Subject Leaders in every faculty
 - The Debating Society offers a platform for students to air their views and argue points on various issues, ensuring student perspectives are part of the evidence used to refine school practices
 - See Question 3.1b

Teaching

7.1 To what extent:

- a) is the school's approach to teaching based on an evidence-informed understanding of effective teaching and how pupils learn?
- The school's approach is guided by a 'Positive Behaviour for Learning' policy that prioritises restorative and therapeutic strategies to maintain high expectations and focus on positive student conduct
 - Staff undergo continuous training in the application of therapeutic language to facilitate restorative conversations that consistently reinforce the core 3Rs values following any incidents
 - A 'growth mind-set' culture is actively promoted by staff during lessons and assemblies and is embedded within school literature to support an evidence-informed understanding of how pupils learn
 - See Question 1.2
 - See Question 1.4d
 - See Question 3.1a
 - See Question 4.1d
 - See Question 7.1c

- b) do teachers have expert knowledge of the subjects that they teach and, if they have gaps in their knowledge, they are supported so that ineffective teaching does not disadvantage pupils?
- Teachers identified as requiring further support through monitoring are provided with a six-week Professional Development Plan facilitated by the Teaching and Learning Team to ensure that collaborative planning and shared expertise lead to progress and protect pupils from being disadvantaged by ineffective teaching
 - See Question 1.2
 - See Question 1.4d
 - See Question 3.1f
- c) do teachers have a strong, shared understanding of the school's curriculum and its approach to teaching and assessment?
- The school's clear vision is embedded within all departments to ensure that teachers have a consistent and unified understanding of the curriculum's purpose
 - Common goals and a shared understanding of the school's ethos are reinforced through the promotion of core mottos across all communications, including assemblies and newsletters,
 - A cohesive staff development programme ensures that all teachers share a consistent approach to teaching strategies, assessment, and the promotion of a growth mindset
 - See Question 1.2
 - See Question 1.3
 - See Question 3.1b
 - See Question 3.1c
 - See Question 5.1a
 - See Question 5.1e
- d) do teachers present information clearly, promote appropriate discussion, check pupils' understanding systematically, identify misunderstandings and adapt teaching as necessary to correct these?
- Teachers ensure that information is communicated with clarity and that classroom discussions are productive, while also employing systematic checks to identify and address any student misunderstandings.
 - The school maintains a consistent focus on high-quality dialogue between staff and students, utilising peer assessment as a key strategy to support and monitor academic progress.
 - See Question 1.2
 - See Question 1.4e
 - See Question 3.1f
 - See Question 4.1d
 - See Question 5.1b
 - See Question 5.1c
- e) are teaching resources and materials given to pupils enable them to achieve the aims of the curriculum?
- Pupil Premium students are supported with essential learning materials, including revision guides for every subject, additional revision materials, and examination packs to facilitate their progress
 - Free resources such as stationery, calculators, and mathematics sets are provided to students to support their learning both in school and at home
 - Specific resources are purchased to support the individual needs of Pupil Premium students following requests from teaching staff

- Disadvantaged Post-16 students utilise the 16-19 bursary to ensure they are fully equipped with the materials and equipment necessary to access their learning effectively
 - See Question 1.1
 - See Question 3.1c
- f) do teachers teach the subject curriculum in a way that allows pupils to transfer key knowledge to long-term memory?
- Students benefit from an early 'taught skills' course component where they develop foundational learning techniques that are applicable throughout their Post-16 and Higher Education journeys.
 - Teachers frequently utilise digital platforms such as Google Classroom, Mote, Educake, and SamLearning to provide ongoing feedback and support academic progress.
 - The 'capturing verbal feedback' initiative, supported by assessment stickers and classroom posters, enables students to record and act upon oral advice provided during lessons to ensure it is remembered.
 - Students receive consistent feedback through the WWW/EBI (What's Working Well / Even Better If) model, which highlights successful learning and clearly identifies the next steps for improvement.
 - See Question 1.2
 - See Question 1.4f
 - See Question 7.1a
 - See Question 7.1h
- g) is teaching is sequenced so that new knowledge and skills build on what has been taught before and pupils can work towards clearly defined end points?
- See Question 1.4b
 - See Question 6.1a
- h) do leaders and teachers consider the most important knowledge and concepts that pupils need to know and focus on these; they prioritise feedback, retrieval practice and assessment?
- Marking and feedback are treated as essential components of the learning process, with their status maintained through termly 'Marking and Feedback Fortnights' designed to share and enhance practices across all teaching staff
 - Dedicated Improvement and Reflection Time (DIRT) is systematically scheduled within lessons and for homework, providing students with structured opportunities to respond to and act upon teacher feedback
 - The feedback policy is consistently implemented through the use of purple pens for DIRT activities and specific assessment feedback stickers for peer, self, and teacher evaluations
 - The school conducts three annual 'Marking and Feedback Fortnights' to monitor policy compliance, identify best practices, and recognise 'feedback champions' among the staff
 - See Question 1.4f
 - See Question 6.1d
 - See Question 7.1c
 - See Question 7.1f
- i) does evidence inform the school's approach to assessment; for example, assessment is used to help pupils embed and use knowledge fluently, to check understanding and inform teaching, or to understand different starting points and gaps?
- Reading and spelling age data are analysed upon entry to identify students who are performing below age-related expectations.

- Regular in-class assessments are utilised across all subject areas and year groups to continuously monitor student understanding.
- Pre-Public Examinations (PPEs) are conducted for students in Years 10 through 13 to gather formal evidence of progress and attainment.
- Personalised Learning Checklists and high-quality diagnostic proformas are used after examinations to ensure both teachers and students clearly identify the specific areas that must be addressed to achieve success.
- See Question 1.4f
- See Question 3.1a
- See Question 3.1e
- See Question 4.1e
- See Question 5.1b

j) are any gaps in pupils' knowledge or skills are identified and tackled quickly?

- Assessments are utilised to identify students with reading and spelling ages lower than expected, triggering prompt intervention through small group reading sessions in the LRC and a Peer Reading Scheme during CDC time to improve their ability.
- The Sixth Form provides a personalised approach to the transition from Key Stage 4 to Key Stage 5, which involves gathering key information on students' knowledge and skills through baseline testing to ensure gaps are identified and tackled quickly.
- See Question 1.4f
- See Question 3.1d
- See Question 3.1e
- See Question 4.1b
- See Question 5.1b
- See Question 5.1f
- See Question 6.1b
- See Question 6.1c
- See Question 7.1f
- See Question 7.1i

Inclusive Curriculum and Teaching

8.1 To what extent:

- a) do staff know how to identify and remove barriers to achievement for their pupils through effective curriculum design, formative assessment and adapting their practice to meet pupils' needs?
- Leaders and staff ensure effective support for pupils with SEND by prioritising ongoing professional development, providing regular updates to ensure their knowledge remains current and effective in meeting students' needs.
 - See Question 1.1
 - See Question 1.2
 - See Question 1.4a
 - See Question 2.2a
 - See Question 2.2b
 - See Question 2.2d
 - See Question 2.2e
 - See Question 3.1f
 - See Question 8.1d

- b) does the school's approach to the curriculum and teaching draw explicitly on the best available evidence, including high-quality research relating to supporting disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being?
- In recent years two school leaders have actively engaged with high-quality research by working as mentors for the SSAT Embedding Formative Assessment project, applying these evidence-based strategies to enhance how assessment is used to drive student learning and progress.
 - See Question 3.1b
 - See Question 3.1c
- c) are any additional adults in the classroom deployed to enable all pupils to access high-quality teaching from their class teacher and to develop pupils' independence over time?
- Sixth Form students engage in community service by supporting pupils in Key Stage 3 and Key Stage 4 during their lessons.
 - Sixth Form students continue to participate in supporting the wider school community, fostering an understanding of the positive impact their actions have on others.
 - See Question 2.2b
 - See Question 3.1f
 - See Question 4.1e
- d) are reasonable adjustments or adaptations to the curriculum or teaching for specific pupils' needs well targeted and effective in reducing barriers; providing adaptations that focus on pupils' long-term success rather than short-term fixes; and whether leaders consider the possible downsides of any adaptations and mitigate these?
- The curriculum is personalised into Pathways in Year 7 to ensure that adaptations are well-targeted from the start of a student's secondary education, enabling them to make consistent progress.
 - For students within the Specialist Resource Provision (The Laurel), adjustments focus on long-term success by gradually increasing their time in mainstream lessons as they gain confidence and independence, ensuring they can eventually access the same wide variety of opportunities as their peers.
 - Leaders ensure that adaptations are informed and effective by having the Head of Standards, Safeguarding and SEND actively participate in local multi-agency panels, such as the LMAG and the SEND Provision Panel, to mitigate potential barriers to learning.
 - See Question 1.1
 - See Question 1.2
 - See Question 2.1
 - See Question 2.2b
 - See Question 2.2d
 - See Question 7.1j

Achievement

How does the school provide a high-quality education for all pupils (measured by the impact), especially disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or wellbeing, that gives them the necessary knowledge, skills and qualifications to succeed in life, and equips them for the next stage of their education, training or employment?

What is the pupils' attainment and progress over time in national tests and examinations, where relevant?

What progress do pupils make across the curriculum from their starting points, so that they know more, remember more and are able to do more?

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 2024-2025 is shown below:

2024-25	No of students				Red %				Amber %				Green %			
Year 9 Report 2	All	PP	DSEN	HPA	All	PP	DSEN	HPA	All	PP	DSEN	HPA	All	PP	DSEN	HPA
English All	203	43	28	38	21	33	36	3	61	47	43	63	19	21	21	34
English 4-9	160	30	10	38	16	30	10	3	66	53	60	63	18	17	30	34
English 5-9	101	15	6	38	9	20	17	3	68	67	67	63	23	13	17	34
English 7-9	16	0	1	16	6	0	100	6	56	0	0	56	38	0	0	38
Maths All	203	43	28	38	18	21	29	11	82	79	71	89	0	0	0	0
Maths 4-9	158	26	11	38	15	19	9	11	85	81	91	89	0	0	0	0
Maths 5-9	86	13	5	38	10	8	0	11	90	92	100	89	0	0	0	0
Maths 7-9	21	1	1	21	10	0	0	10	90	100	100	90	0	0	0	0

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 maths flightpath is very close to all students, with only a 3% gap between PP students and all students. For students on the English flightpath, there is a wider gap between PP students and all students for the percentage of PP students working at their FFT GCSE target. However, it is very encouraging that 21% of PP students are predicted to exceed their FFT English target in English.

For English, it is very pleasing to see that 100% of the HPA students with a 7-9 target are predicted to exceed their target grade.

For maths, 82% 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 and HPA students.

KS4:

Progress 8 scores 2015-2025 from DfE validated data (*internally calculated data for 2020 – 2022 using 4Matrix*)

2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
-0.12	0.02	0.09	0.05	-0.3	0.36	0.48	0.14	0	-0.45	N/A

Due to the Covid pandemic, a progress 8 figure is not available for 2025 as these students did not complete their KS2 SATS.

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 at key stage 4 does have a detrimental impact on the whole school progress 8 figure.

2023-2024

<i>Previous year's figures in brackets</i>	Number of Students	Progress 8
Year 11	184 (185)	-0.45 (0)
Filled all Progress 8 'buckets' – No EBACC	150 (166)	-0.17 (+0.2)
EBACC students	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	2025
grades 7-9	21	21	24	19	34	38	32	25	15.7	18
5+ grades 4-9 inc E/M	69	75	77	65	87	84	79	72	51	53
5+ grades 4-9	77	78	77	65	88	87	81	74	52.2	55
grades 1-9	99	99	99	99	100	99	99	99	99	100
EBACC	34	8	7	6	11	9	7.8	6.5	4.4	11
grade 4-9 in Eng	81	87	88	81	91	95	89	84	77	76
grade 4-9 in Maths	74	86	89	84	91	87	83	80	68	65
grade 4-9 in 2 Sciences	59	48	69	64	89	87	83	73	46	49
P8	+0.02	+0.09	+0.06	-0.34	+0.36	+0.48	+0.14	0	-0.45	N/A
A8	-	51.39	51.69	49.48	54.77	54.98	54.35	51.27	41.31	42.13
grade 5-9 in E & M	-	54	65	58	67	69	66	61	41	40

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, shown in the table below, indicates if we remove the 15% of students who would be either described as 'hard to reach' with attendance below 50%, have severe health needs or needing to follow a more vocational pathway, the overall percentage of students achieving 5+ grades 4-9 including English and maths rises to 59%

Shadow Data

	Number of Students	5+ 9-4 inc Eng & Ma	9-4 English & Maths
Year 11	190	55%	63%
Students with below 80% attendance removed/Hard to Reach	167	59%	70%

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 was 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 since 2024, although the 2025 data shows an improvement from 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

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	2025	Nat 2025	Diff
A* - E%	99	97.5	1.5	96	98.4	-2.4	97	97.3	-0.3	97	97.2	-0.2	96	97.5	-1.5
A* - C%	73	75.5	-2.5	72	82.1	-10.1	69	75.9	-6.9	74	76.4	-2.4	57.9	72.7	-14.8
A* - B%	50	51.1	-1.1	49	62.2	-13.2	44	53.4	-9.4	44	53.9	-9.9	31.8	55.1	-23.3
A*-A%	19	25.2	-6.2	28	35.9	-7.9	17	27.2	-10.2	23	27.8	-4.8	10	28.3	-18.3

- 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
- Whilst it appears the gap has grown between the National Figures and the Bushey Meads results, the cohort in 2025 was not as strong academically and therefore had lower target grades (see table below)
- 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, with students making good progress against their aspirational target grades (see table below)
- 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

A Level Targets V Results 2025

	2025 - A levels	
	Target	Result
A - E%	100%	96%
A - C%	66%	58%
A - B%	25%	32%
A - A*%	6%	11%

Numbers admitted into Year 12:

Year	Total in Year 12 – 1 st 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	25	258
2023-2024	143	44	252
2024-2025	122	51	253
2025-2026	128	47	248

KS5 Headline Figures

Measure	2018	2019	2020	2021	2022	2023	2024	2025
Value Added Score	0.09	0.06	0.56	0.63	0	-0.8	-0.13	+0.18
No. of entries	274	276	307	338	393	364	333	418
Average Points per Entry	31.88	31.21	38.44	37.48	36.23	30.72	30.03	27.54
Average Points per Entry (grade)	C+	C	B-	B-	B-	C	C	C-

The long-term trend of number of entries in 2025 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. We are incredibly pleased that, if you exclude the covid years Of 2020 and 2021, the value-added score is the best ever.

What evidence indicates that:

- Students are securing important foundational knowledge in language and communication, reading, writing and mathematics so that pupils can access the whole curriculum v reading fluently at an age-appropriate level?

Maths

Traditionally, the maths faculty has delivered an accelerated scheme of work that planned to be completed by the end of year 10, leaving year 11 free to fill gaps and exam preparation. Accepting that the current, and potentially future cohorts, are on average less able, the maths faculty has adapted and revised the schemes of work in KS3 and KS4, specifically to address the concept of access, and particularly mastery. In doing so we have reduced the content delivered each term leaving room for mastery and revision. Early indications suggest that even in term one we are seeing tangible benefits, resulting in a lower range of scores within sets, suggesting more consistency and less disparity between the ends of the sets, compared to previous years. Feedback from teachers say that the pace of learning can be managed more sympathetically to the class as there is, on average 30% less content to deliver. That time is dedicated to mastery and revision. Another significant corollary of this initiative is the emotional benefit to the learners; this, potentially translating into calmer classrooms.

Pupils in sets 11Ma7 and 11Ma8 generally struggle to access the GCSE content. This year the maths faculty has embedded the Functional Skills scheme of work, (SOW) into the timetable. The aspirational target is to attain Level 1. The maths faculty have invested in dedicated Functional Skills resources and workbooks that help provide a focused and structured learning path.

Each set has two lessons a week following the Functional Skills SOW, with the expectation that by the end of the second half term, (Christmas) they will be ready to sit Entry level 3. Depending on progress, the pupils work towards Level 1 and will sit the exam in May-June.

English

Our focus on developing reading fluency at an age-appropriate level ensures that students can confidently access and engage with all areas of learning. Students are making strong progress through the use of Sparx Reader, which is helping to improve reading fluency, comprehension and engagement with texts. Students in Year 7 and 8 read for 1 hour a week, students in year 9 for 30 minutes. Initial results have been outstanding - some students have added 3 years to their reading age in only 6 months. In addition, targeted literacy interventions, such as Lexia and paired reading, are having a measurable impact on students' confidence, decoding skills and overall reading attainment. These approaches provide regular and structured support and are particularly effective in closing gaps for learners who require additional help.

Across the curriculum, our teaching of reading, writing and spoken language is carefully sequenced to build vocabulary and grammatical understanding, with an increased focus on marking for literacy and giving students opportunities to edit and redraft their work. Regular opportunities for guided and independent reading, alongside explicit teaching of comprehension strategies, ensure that all pupils continue to make progress. Explicit teaching of Tier 2 and Tier 3 words is highly effective as these words are introduced to students in KS3 and are explicitly taught and then revisited throughout each year group, with the aim of developing students' lexicons in different contexts. For students with SEND, we pre-teach key vocabulary before reading subject texts and use short subject-specific extracts to model vocabulary in context. Vocabulary is taught through a structured approach in which teachers hook students by presenting new words in context, explain meaning using bespoke definitions, pronunciation and morphology and then provide opportunities to practice through application-based tasks.

For a small number of students in year 10 and 11, we have introduced English Functional Skills to accommodate different levels of need. Last year, we had a 100% pass rate and intent to offer it to more students this academic year.

- b) Students are securing the knowledge and skills pupils need before undertaking more complex tasks?

Maths

The changes laid out in part (a) lead seamlessly into this point. It is perhaps futile expecting a learner to solve a problem and not having the rudimentary skills to do so. The extra time afforded from the reduced content gives the teacher a buffer where, once fluency and mastery have been achieved in the key skill, problem solving and worded questions can be approached in a way not possible before. The teacher can now focus on the additional, literary, content being confident the key skill is secure. Language and vocabulary skills can be introduced and practised separately, then unified in the context of a worded problem.

Formative, mini tests in the form of a low stakes quiz (DFM Live) are used to check understanding at the end each topic. The teacher can then assess whether it is appropriate to move on or address gaps in understanding.

English

Our curriculum in English is carefully sequenced to build students' linguistic knowledge, analytical ability and capacity to express themselves clearly in both speech and writing. Through a combination of high-quality teaching, the English faculty is ensuring that every student makes strong progress in literacy and is well prepared to succeed across the wider curriculum.

In lessons, there is an enhanced focus on shared/teacher modelling and scaffolding learning effectively, enabling students to build confidence and independence over time. Foundational skills, such as vocabulary development, sentence construction and textual analysis are explicitly taught and revisited regularly to ensure mastery. This cumulative approach allows students to draw on prior learning when tackling more challenging literary texts and writing

tasks, especially now that we have introduced mixed ability sets. Teachers are breaking writing down into planning, monitoring and evaluation, and can support students by modelling each step using a new planning grid that was introduced for the purpose of mixed ability setting. Before completing a written piece of work, students plan their response out in their books. Students then start their writing on the right-hand side page so that they can easily refer back to the planning page whilst writing autonomously. We have also refreshed our assessment feedback sheets to encourage students to redraft their responses according to AOs. As part of the More Able agenda, there is now greater emphasis on grade 9 strategies; students receive additional revision sessions and outreach from external partners (Brunel University).

- c) The school is ensuring that pupils make progress from their starting points, in that they know more, remember more and can do more; they learn what is intended, and develop broad and deep subject knowledge across the curriculum?

Bushey Meads ensures that pupils make progress from their starting points, know more, remember more, and can do more, by meticulously designing the curriculum for breadth and depth, ensuring high-quality teaching, and using rigorous assessment systems to identify needs and intervene effectively

The school uses a robust monitoring and feedback system to track and accelerate individual progress, based on the principle of leaving 'no stone unturned'.

Assessment and Monitoring:

- Data is continuously gathered, updated, and analysed. This includes using KS2 data (where available) upon arrival to BMS, along with baseline tests in maths and science for Year 7 students. Reading and spelling ages are assessed on entry to Year 7 and reassessed in Years 7, 8, and 9 to track and monitor progress
- Termly data drops for Key Stage 4 (KS4) and Key Stage 5 (KS5) are analysed at Senior Leadership Team (SLT) meetings to identify key action points. At Key Stage 3 (KS3), a Red-Amber-Green (RAG) indicator, based on a pupil's flight path towards their aspirational GCSE target (FFT), helps leaders identify underachievement early and implement interventions
- The school implements Dedicated Improvement and Reflection Time (DIRT) regularly in lessons and for homework, allowing students to respond to teacher feedback using a purple pen. Marking and feedback is viewed as integral to the learning process, with a high profile maintained through termly Marking and Feedback Fortnights. Students are also encouraged to record verbal feedback issued by teachers
- Assessment information is used to plan appropriate and challenging schemes of learning. It is also used to identify students who are falling behind, for example, by analysing reading and spelling age data to determine who needs additional literacy support

Targeted Intervention and Support:

The school employs multiple layered intervention programs based on data analysis:

- Targeted intervention sessions are run for core subjects, such as the 'Going for Great' programme in science, and 'Cracking the Core' booster sessions for all Year 11 core subjects during Character Development Time starting in January
- For students below age-related reading expectations, strategies include small group guided reading, paired reading with older student buddies, individual support using programmes like Phonics and Lexia software, and use of "That Reading Thing". BMS also provides bespoke 1:1 maths tutoring for students needing specialised support
- The 'Crossing the Bridge' programme supported approximately 60 pupil premium students in 2023-2025, focusing on improving their engagement with school, setting targets, and overcoming barriers. Children Looked After (CLA) and post-CLA students receive additional personalised interventions, which may include IT equipment, home Wi-Fi access, specialised counselling, and one-to-one or small group tuition in core subjects
- Mechanisms for High Prior Attainers (HPA) and the academically most able include specific identification and sharing of data with staff, targeted revision sessions, and the Year 11 'Time to Sh9ne' mentoring group for the top 20% to help them attain the highest grades

- d) The school is equipping pupils to produce high-quality work that reflects the breadth and depth of their learning?

Bushey Meads School equips pupils to produce high-quality work that reflects the breadth and depth of their learning through a combination of high expectations, explicit teaching of academic and workplace skills, rigorous feedback mechanisms, and comprehensive curriculum offerings, all supported by extensive enrichment opportunities, including:

- Cultivating a Culture of High Expectations and Academic Rigour
 - The foundation for high-quality work is established by consistently maintaining elevated expectations for all pupils, including the most able and the most disadvantaged
 - Bushey Meads is firmly committed to its motto, "Aspire to Achieve," and operates with a 'no stone unturned philosophy' to ensure students fulfil their potential
 - Celebrating achievement: scholastic excellence is vitally important and recognised through annual prize giving evenings and end of the year prize giving assemblies for high standards of work. Half termly High Achiever Awards celebrate student achievement and are recognized through certificates and praise letters home
 - Exemplar work, using booklets that show exemplar pieces of work to set a clear standard for high-quality outcomes
 - The 'Keys to Success' posters are displayed in every classroom and regularly referenced by staff, promoting positive conduct and behaviour for learning, which underpins the expectation of quality output
- Ensuring Curriculum Breadth and Depth
 - The comprehensive curriculum design provides the extensive subject knowledge necessary for students to produce work of high quality across various discipline
 - Breadth of subjects offered at all key stages is exceptional: the Key Stage 3 (KS3) curriculum is broad, including two Modern Foreign Languages (MFLs), four arts subjects (art, dance, drama, music), and six technology subjects offered via a carousel. At Key Stage 4 (KS4), the school maintains a wide breadth of options including five social sciences, four arts, six technology subjects, and vocational options alongside GCSEs
- Depth through Specialism and Qualifications:
 - The school's historical Specialist Technology College Status continues to reinforce work in Science, Technology, Engineering, and Mathematics (STEM)
 - High-achieving mathematics students in Year 11 are offered the opportunity to take Further Maths at GCSE
 - Sixth Form students (KS5) are expected to take the Extended Project Qualification (EPQ) in Year 12, which specifically enhances their independent learning skills and develops research techniques—crucial for producing high-quality, complex work for university and careers
 - Alternative provisions such as the AQA Unit Award Scheme and Kings Trust courses ensure that vulnerable students gain skills and qualifications. The AQA Unit Award Certificates provide a Record of Achievement folder to show future employers their skill set and experience
- Implementing Rigorous Assessment and Feedback Strategies
 - Effective use of feedback and structured reflection time ensures pupils understand how to refine their work and bridge gaps in their learning
 - DIRT is planned regularly in lessons and for homework, giving students specific opportunities to respond to teacher feedback using a purple pen for correcting, amending, or redrafting their work
 - The use of blue self-assessment stickers or green peer assessment stickers supports reflection on work and success criteria. Students are also encouraged to make note of key verbal feedback using a 'capturing verbal feedback' assessment sticker complemented by orange posters in some classrooms
 - The school maintains a high profile for quality feedback through Marking and Feedback Fortnights held each term. For disadvantaged students, the Feedback Policy states that Pupil Premium books should be marked first to ensure the highest quality feedback is given

- Digital Feedback: Digital platforms such as Google Classroom, Sparx, Educake, and Seneca Learning are used frequently to mark student work and offer feedback
 - Developing Skills through Enrichment and Work-Related Learning
 - Extended opportunities allow pupils to apply their knowledge creatively and in real-world contexts, demanding high-quality output
 - Over 60 different extracurricular clubs run, covering sports, arts, STEM (Science, Technology, Engineering, and Mathematics), and academic subjects, allowing students to consolidate classroom learning and pursue their passions
 - The school supports creativity through annual major dramatic or musical productions (such as 'Sweeney Todd' and 'Matilda The Musical'), minor Shakespeare productions, and the Performing and Expressive Arts Festival Week. This culminates in performances, exhibitions in the BSJT Gallery, and displays of art work and 3D installations around the school
 - The VEX Robotics programme is growing rapidly, with senior STEM leaders supporting younger engineers to develop their knowledge and skills. Students also participate in the CREST award, a scheme for STEM project work that inspires students to "think and behave like scientists and engineers"
 - Work experience weeks in Years 10 and 12 engage employers and the local community. Students learn essential life skills such as communication, CV writing, and interview technique through mock interview days and the careers programme. These activities require students to present themselves and their learning professionally.
- e) The school is equipping pupils to achieve well in national tests and examinations, where relevant, and across the wider curriculum?

KS5 Results by Subject 2025

Academic Qualifications

Subject	A*-A	A*-B	A*-C	A*-E
Yr13 Art	67%	67%	100%	100%
Yr13 Art Graphic Design	63%	88%	100%	100%
Yr13 Biology	0%	18%	64%	86%
Yr13 Business Studies	7%	28%	62%	100%
Yr13 Chemistry	12%	24%	35%	88%
Yr13 Computer Science	17%	42%	50%	100%
Yr13 D&T	0%	0%	25%	88%
Yr13 Dance	0%	33%	100%	100%
Yr13 Drama	0%	43%	93%	100%
Yr13 Economics	7%	20%	40%	100%
Yr13 English	0%	45%	64%	100%
Yr13 English Literature	0%	0%	40%	100%
Yr13 French	0%	50%	50%	100%
Yr13 Further Maths	25%	38%	75%	100%
Yr13 Geography	17%	33%	67%	83%
Yr13 History	0%	31%	46%	100%
Yr13 Law	0%	11%	33%	100%
Yr13 Maths	15%	36%	53%	94%
Yr13 Media Studies	11%	44%	89%	100%
Yr13 Photography	13%	50%	88%	100%

Yr13 Physics	11%	11%	22%	72%
Yr13 Politics	22%	33%	89%	100%
Yr13 Psychology	4%	26%	52%	96%
Yr13 RS	0%	0%	0%	100%
Yr13 Sociology	0%	33%	75%	100%
Yr13 Spanish	0%	50%	50%	100%

Vocational Qualifications – Level 3

	D* - D	D* - M	D* - P
Yr13 Business Studies Ctec	14%	50%	100%
Yr13 Child Development Btec	0%	50%	75%
Yr13 Computer Science Btec	14%	100%	100%
Yr13 Food	0%	100%	100%
Yr13 IT Btec	73%	100%	100%
Yr13 PE Ctec	20%	60%	100%
Yr13 Science Ctec	20%	50%	100%

GCSE Results by Subject 2025

Subject	Percentage Achieving		
	7-9	4-9	1-9
Art	27	81	100
Biology	12	61	99
Business	10	66	100
Chemistry	14	55	100
Computer Science	22	39	83
D & T	5	36	98
Dance	36	82	91
Drama	8	75	100
Economics	4	42	83
English	18	72	99
English Literature	21	78	98
Food	4	74	100
French	58	100	100
Further Maths	100	100	100
Geography	9	54	97
History	23	61	100
Maths	22	66	96
Music	17	50	100
PE GCSE	18	76	100
Physics	17	63	100

Psychology	21	45	98
RS	40	90	100
Sociology	8	62	100
Spanish	48	80	100
Science - Trilogy	0	0	88
	D*-D	D*-M	D*-P
Child Development L2	22%	15%	59%
Child Development L1	57%	74%	83%
ICT L2	75%	46%	92%
ICT L1	92%	100%	100%
PE CNAT L2	38%	23%	54%
PE CNAT L1	92%	100%	100%

f) The school is preparing pupils, at each phase, for the next stage of education, training or employment?

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 Oxford or 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
- SfYP interviews with impartial advice are available for all students to support transition, for instance into Higher Education or employment with training

Year 13 Destination Data % of students

	2017	2018	2019	2020	2021	2022	2023	2024	2025
Total number of students	81	108	113	131	131	139	126	96	126
University placements	56	60	73	86	95	92	60	82	93
University placements to Russell Group	11	11	13	21	14	9	6	8	14
Employment/gap year (taking time out from education)	33	18	24	26	25	4	4	5	13
Further education at College	1	9	6	4	1	11	3	1	1
Apprenticeships	9	12	11	12	10	9	6	2	5
Still in school-based education	1	1	4	3	0	3	0	2	0

Destinations of students in receipt of 16-19 bursary

	2017	2018	2019	2021	2022	2023	2024	2025
Total number of students	13	17	20	4	2	4	4	4
University placements	46	65	60	100	100	50	50	75
University placements to Russell Group	8	18	17	25	0	25	0	0

Year 11 Destination Data % of students

	2017	2018	2019	2020	2021	2022	2023	2024	2025
Total number of students	169	168	166	197	190	178	188	184	188
Joined Bushey Meads 6 th form	107	114	98	120	130	110	108	78	85
West Herts College / other colleges	49	43	57	52	40	39	43	82	74
Apprenticeship	2	2	2	1	1	6	4	1	1
Joined other Sixth Form	8	8	9	23	19	21	31	21	28
NEET / Employment	1	1	0	1	0	2	4	2	0

What does the published data from national tests and examinations show in terms of:

- a) Achievement over time?

KS4 Headline Figures Trends

% of students achieving	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
grades 7-9	21	21	24	19	34	38	32	25	15.7	18
5+ grades 4-9 inc E/M	69	75	77	65	87	84	79	72	51	53
5+ grades 4-9	77	78	77	65	88	87	81	74	52.2	55
grades 1-9	99	99	99	99	100	99	99	99	99	100
EBACC	34	8	7	6	11	9	7.8	6.5	4.4	11
grade 4-9 in Eng	81	87	88	81	91	95	89	84	77	76
grade 4-9 in Maths	74	86	89	84	91	87	83	80	68	65
grade 4-9 in 2 Sciences	59	48	69	64	89	87	83	73	46	49
P8	+0.02	+0.09	+0.06	-0.34	+0.36	+0.48	+0.14	0	-0.45	N/A
A8	-	51.39	51.69	49.48	54.77	54.98	54.35	51.27	41.31	42.13
grade 5-9 in E & M	-	54	65	58	67	69	66	61	41	40

Trends over time demonstrate the achievement of pupils from a changing demographic of students which is difficult to benchmark over time. The very high proportion of a complex EHCP and SEND cohort at Bushey Meads, with specific and changing needs, means a more nuanced approach to analysis is needed.

In 2025, 11 subjects at KS4 achieved a higher 4-9 measure than nationally.

KS5 Headline Figures Trends

	2023 - A levels		2024 - A levels		2025 - A levels	
	Target	Result	Target	Result	Target	Result
A - E%	100%	97%	100%	96%	100%	96%
A - C%	80%	61%	81%	63%	66%	58%
A - B%	45%	34%	42%	35%	25%	31%
A - A*%	20%	13%	17%	14%	6%	10%

The table shows over time, the improved results for students attaining or exceeding their *aspirational* target grades.

- b) How comprehensive is the picture presented by published outcomes? (what proportion of pupils or subjects the data is available for)?

The KS4 results from published examinations for 2025 represented 99% of students eligible to be entered for the examinations.

The KS5 results from published examinations for 2025 represented 100% of eligible students.

- c) How compelling is the picture presented by published outcomes (for example, the consistency of outcomes over time and whether performance is in line with, exceeds or falls below national averages)?

School % v National Averages % 9-4 2019-2025 (no public examinations in 2020-2021)

	2019			2022			2023			2024			2025		
	Nat	Sch	Diff	Nat	Sch	Diff	Nat	Sch	Diff	Nat	Sch	Diff	Nat	Sch	Diff
GCSE Art &	75.	87	11.	81.	92	10.	76.	72	-4.1	76.	71	-5.3	76.9	81	4.1
GCSE Biology*	89.	97	7.4	92	83	-9	89.	70	-	89.	53	-36.2	89.4	61	-28.4
GCSE Business	65.	56	-9.5	75.	84	8.4	66.	74	7.3	66.	32	-34.5	65.8	66	0.2
GCSE	90	99	9	93	79	-14	89.	68	-	90.	44	-46.5	91.5	55	-36.5
GCSE Computer	62.	65	2.4	75.	82	6.7	64.	82	17.	68.	50	-18.3	69.2	39	-30.2
GCSE Dance	71.	69	-2.7	88.	100	11.	74.	83	8.9	74.	36	-38.3	74.7	82	7.3
GCSE Drama	74.	90	15.	81.	94	12.	75.	83	7.1	76.	86	9.3	77.6	75	-2.6
GCSE Economics	81.	68	-	87	84	-3	80	83	3	80.	36	-44.3	82.2	42	-40.2
GCSE English	61.	77	15.	70.	87	16.	64.	77	12.	61.	71	9.4	59.7	72	12.3
GCSE English Lit	73.	76	2.6	77.	87	9.5	73.	80	6.1	73.	72	-1.7	74	78	4
GCSE French	69.	100	30.	78.	100	21.	70.	85	14.	71.	100	28.8	72.9	100	27.1
GCSE D&T Food	64.	100	35.	73.	100	26.	66.	87	20.	66.	84	17.2	68.4	74	5.6
GCSE Geography	65.	58	-7.2	72.	81	8.3	64.	83	18.	65	43	-22	65.1	54	-11.1
GCSE History	63.	79	15.	71.	87	15.	63.	85	21.	63.	78	14.1	64.2	61	-3.2
GCSE	59.	84	24.	69.	86	16.	61	81	20	59.	71	11.4	58.2	66	7.8
GCSE Music	75.	86	10.	83.	82	-1.6	76.	67	-9.4	75.	46	-29.9	75.9	50	-25.9
GCSE Physics*	90.	99	8.2	93.	83	-	90	69	-21	90.	46	-44.2	90.8	63	-27.8
GCSE PE	71.	46	-	82.	93	10.	72.	100	27.	72.	95	22.9	72.7	76	3.3
GCSE Psychology	62.	75	12.	72.	72	-0.6	65.	55	-	65.	47	-18.9	66.1	45	-21.1
GCSE D&T	63.	46	-	72	73	1	64.	73	8.2	65.	30	-35.6	66.7	36	-30.7
GCSE RS	72.	100	27.	77.	92	14.	72.	100	27.	72.	69	-3.5	73.2	90	16.8
GCSE Spanish	70.	79	8.7	78	100	22	69.	96	26.	69.	100	30.2	70.6	80	9.4

** 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.
In 2020*, 23 subjects at KS4 achieved a higher 4-9 measure than national.
In 2021*, 24 subjects at KS4 achieved a higher 4-9 measure than national.
In 2022*, 17 subjects at KS4 achieved a higher 4-9 measure than national.
In 2023, 17 subjects at KS4 achieved a higher 4-9 measure than national.
In 2024, 8 subjects at KS4 achieved a higher 4-9 measure than national.
In 2025, 11 subjects at KS4 achieved a higher 4-9 measure than national.

This demonstrates an improving picture when comparing Bushey Meads data to National data when compared to 2024.

A key focus this year is for all subjects to at least meet the percentage national average for grades 4-9. Please see comments on page 12 section a to fully understand the context.

- d) What evidence provides a fuller picture of achievement over time, particularly for groups of pupils or phases for which published data is not available?

The use of the termly data dashboards presents the school with a fuller picture of achievement over time where pupils are not subject to published data. The school also publishes three reports to parents and carers each year.

Individual subjects also gather data more frequently to ensure an accurate picture of pupil progress and interventions that are needed.

- e) Overall, what does the external and internal data and additional wider evidence indicate about what pupils achieve over time?

Over time and from a wider variety of different starting points, on the whole students are making steady progress. Please see pages 22 and 23 for further detail.

There is a key focus on improving the progress of disadvantaged students through the removal of barriers to learning to support the journey of all pupils.

In terms of evaluating achievement:

- a) To what extent do pupils make progress across the whole curriculum and through key stage 3, in preparation for key stage 4 and post-16 study?

Bushey Meads School is focused on ensuring that pupils make progress from their starting points so that they know more, remember more and are able to do more, developing broad and deep subject knowledge across the curriculum. This prepares them for the next stage of education, training, or employment.

- The school's curriculum design ensures pupils secure foundational knowledge in language and communication, reading, writing, and mathematics so they can access the whole curriculum, including reading fluently at an age-appropriate level
- At Key Stage 3, the curriculum is designed to accelerate students' progress from the Key Stage 2 (KS2) curriculum to Key Stage 4 courses, intending to eliminate "wasted years or weeks"
- Schemes of learning are regularly updated, and faculties are developing 'all-through' schemes from primary to secondary to ensure there is no reduction in subject depth and pace during transition
- The KS3 curriculum is broad, offering core subjects plus a choice of two Modern Foreign Languages (MFL), four arts subjects (art, dance, drama, music), six technology subjects, and three humanities subjects (history, geography, religious studies)

- Alternative provision, such as the AQA Unit Award Scheme, is offered to meet the needs of some students as an alternative to MFL
- Progress in KS3 is monitored using a Red-Amber-Green (RAG) indicator based on a pupil's flight path toward their Federation of Fine Target (FFT) GCSE target.
- In the final term of Year 9 (2023-2024), 88% of all students in English were working at or exceeding their aspirational FFT GCSE target
- In Maths, 57% of all students were working at their aspirational target level or above.
- The strategies to support disadvantaged students in English at KS3 appear effective, as the percentage of Pupil Premium (PP) students working at their target or above is greater than for SEND and High Prior Attainment (HPA) students, and very close to the percentage for all students. For PP students with 7-9 targets in English, 100% were working at their target

The development of detailed knowledge and skills across the KS3 curriculum is aimed at preparing pupils well for KS4 and more advanced study post-16.

- The school focuses on ensuring students gain the necessary knowledge, skills, and qualifications they need for the next stage of education, employment, or training, including a strong grounding in English and Mathematics
- The curriculum at KS4 is proudly determined to supplement the core subjects by maintaining and developing a wide breadth of options relevant to all learners
- This breadth allows most students to study triple science and includes five social sciences, four arts subjects (plus media studies), six technology subjects, three humanities, and two MFL subjects, alongside vocational options
- A range of vocational options, such as PE, food, music, art, childcare, and IT, run alongside GCSE options
- The availability of a broad curriculum at KS4 is cited as a key strength of Bushey Meads School. Fine-tuned, subject-specific setting in core subjects is used to engage students at the most appropriate level for them to thrive and accelerate
- Students also benefit from extra support like the additional 'Going for Great' programme for students who only study Biology as a single science with targeted interventions in core subjects
- The school prioritises providing an inclusive education at Key Stage 5 (KS5) that meets the needs of students with a wide range of interests and abilities
- The KS5 curriculum offer is highly diverse, including A-levels in seven social sciences, five arts subjects (with photography and graphic design), technology, IT, computer science, MFLs, PE, sciences, humanities, English, and various mathematics options
- The vocational pathway extends to KS5 with courses in music, PE, food and nutrition, IT, computer science, child development, and BTEC science, allowing students to combine academic and vocational courses
- The Extended Project Qualification (EPQ) is mandatory for Year 12 students, helping them develop the learning skills they can utilise across their wider Post-16 and Higher Education studies
- Students who did not achieve a grade 4 in Maths and English at Year 11 are offered the opportunity to resit these GCSEs

Bushey Meads School aims to provide a progressive and broad curriculum throughout KS3, evidenced by positive internal tracking data, particularly for disadvantaged students in English, setting a solid foundation for the extensive academic and vocational choices available at KS4 and KS5.

- b) To what extent are gaps in knowledge tackled for pupils who are at the early stages of securing their foundational knowledge (including reading fluency), so that they can access the wider curriculum?

Maths

Teachers tackle gaps by using targeted interventions, professional development to improve teaching strategies, and by carefully sequencing curriculum content to ensure that new concepts are linked to existing knowledge and are built upon with sufficient practice.

Effective strategies include:

- Focusing on mathematical vocabulary:

Explicitly teaching and modelling mathematical language helps pupils develop a deeper understanding of concepts and enables them to participate more actively in learning. The maths faculty is working alongside key staff from the English faculty to develop and strengthen this practice in maths.

- Identifying and addressing misconceptions:

Teachers regularly check for understanding, identify misconceptions early, and can use this information to swiftly provide support. 'Diagnostic Questions', a website that is designed to identify and address key misconceptions is used across the faculty.

- Integrating maths into daily routines:

We recognise that a concept or skill is more likely to be learnt if it can be shown to be useful beyond the classroom or its niche. As a faculty we show the wider context of maths as much as possible by linking it to real world use, e.g. percentages, fractions, graphs to make it 'real'. We also identify cross curricular opportunities, matching the maths they are doing to a science and others to show the connectedness and shared nature of the concepts.

English

The English faculty takes a proactive and targeted approach to addressing gaps in knowledge and skills, particularly for students who are at the early stages of securing their foundational literacy. Diagnostic assessments (reading and spelling baseline assessments) and ongoing formative feedback are used to identify specific areas of need with a focus on decoding, comprehension and vocabulary development. Glossaries are embedded for each scheme of work that encourage students to learn and apply terminology in a variety of contexts.

Students who require additional support with reading fluency access tailored interventions, including Sparx Reader, Lexia, and paired reading, which are demonstrating clear impact on both confidence and progress. Students in receipt of an EHCP receive additional reading support based on separate baseline assessments that correlate to banded reading books. These programmes are complemented by high-quality classroom teaching that prioritises explicit vocabulary instruction, structured reading practice and carefully scaffolded writing tasks that correlate with reading activities.

Focusing on subject-specific vocabulary:

Explicitly teaching and modelling English language, including key vocabulary and grammatical structures. This helps students develop a deeper understanding of concepts and enables them to participate more confidently in discussion, reading and writing tasks. The English faculty collaborates with colleagues across other departments to share best practice and ensure consistent approaches to vocabulary development. The Lead Practitioner is currently conducting a pilot study with other faculties focusing on oracy and vocabulary acquisition, which will be rolled out more broadly next year. Faculties have also identified tiered vocabulary within their individual schemes of learning, complemented by "Word of the Week" activities and quizzes. We have also focused on explicitly teaching students to read and analyse command words in examination questions, ensuring they are confident in understanding what each question requires. This approach helps students to better interpret the demands of each task, plan their responses more effectively and apply their knowledge with precision. As a result, they are developing stronger exam techniques and improved outcomes across subjects.

Identifying and addressing misconceptions:

Teachers regularly assess understanding, identify misconceptions early and use this information to provide targeted support. Diagnostic tasks and formative assessment strategies are embedded in lessons to ensure that gaps are addressed before pupils progress to more complex reading or writing tasks. We have a current focus on hinge questioning and Google Forms to assess prior knowledge. Recall questions are also embedded at the beginning of all lessons to promote reflection and retention.

Integrating English into wider learning:

We recognise that skills are more likely to be retained when students see their relevance beyond the English classroom. As a faculty, we emphasise the application of English skills across the curriculum, supporting students to make meaningful links between subjects. For example, students draw on their analytical reading skills when evaluating

sources in humanities, and they use persuasive and formal writing techniques in other disciplines. In science, students practise summarising information and using precise vocabulary to explain complex ideas, reinforcing the clarity and accuracy developed in English lessons. To further strengthen these connections, we create extended homework projects that integrate English with wider learning. One example is our *Dragons' Den* project, where students pitch innovative ideas, applying persuasive language, presentation techniques and evaluative writing to a real-world context. Other cross-curricular initiatives include analysing the context in history, exploring narrative voice and composing reflective writing linked to PSHE themes identified in key texts such as *Of Mice and Men* and *Macbeth*.

Targeted use of reading interventions

We have embedded a whole-school approach to literacy interventions that caters for students with varying levels of need. We maintain a centralised live tracking document so that students can progress through the 'leagues' of intervention. Interventions such as TRT, Sparx Reader, Lexia, and paired reading are deployed to support pupils who are at early stages of literacy development. These interventions focus on fluency, comprehension and vocabulary acquisition, ensuring pupils gain the confidence to access more challenging texts. KS3 reading lessons promote reading for pleasure and focus on the threads that support reading development. We have just introduced a Sparx competition that further encourages and motivates reading amongst KS3 students.

Structured writing and modelling:

Teachers provide scaffolded models of writing, breaking down complex tasks into manageable steps for their mixed ability sets. This includes guided writing, sentence starters and exemplar texts, which enable students to practise new skills in a controlled environment before applying them independently. As a faculty, we have created bespoke scaffolds to support paragraph composition aligned to assessment objectives. Learning assistants have been trained to support the collaborative approach to modelling. We have a focus on building in sufficient DIRT time so that there is more emphasis on the writing process.

In terms of evaluating the achievement of pupils with SEND:

- a) Bearing in mind that published outcomes data may not give a sufficiently detailed picture of the progress and achievement of some groups of pupils, or this data might not be available, what does the wider evidence show about SEND students' progress and achievement?

	Gap %											
SEN Measure	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
5 4-9 EM	-55	-51	-37	-56	-72.32	-50.17	-39.36	-69.74	-35	-70	-48	-44
5 4-9	-50	-35	-45	-59	-72.32	-50.77	-40.43	-54.17	-36	-58	-36	-47
4-9 English	-58	-38	-38	-57	-45.58	-52.76	-32.55	-45.65	-20	-54	-53	-55
4-9 Maths	-20	-45	-41	-56	-55.95	-55.77	-46.06	-55.26	-39	-57	-53	-48

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 9.3% compared to the national figure of 4.8%. 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.

- b) Considering pupils' starting points and the progress they make from them; what curriculum pathways for individuals or groups have been established that identify the right priorities for them and ensure that they make good progress?

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, Kings Trust, Arts Award, 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 to Information Technology and Performing Arts.

In terms of gathering evidence about foundational knowledge:

How well do pupils have the age- and phase-appropriate knowledge and skills they need to progress to the next stage of learning, including:

- a) language and communication skills that enable them to access the full curriculum

Maths

The maths faculty have identified, in general and even with high achieving pupils, a systemic weakness communicating mathematical concepts with precise and concise language. This especially manifests in the exam questions where the learner must articulate a rationale or explanation. Often, incoherent, nebulous or contradictory language prevents the learner accessing the mark. We are addressing this by working with a Lead Practitioner from the English faculty to create a protocol which we can embed into lessons to develop learners to use clearer, succinct and targeted vocabulary, when required to do so.

English

In English, we are co-developing a shared protocol for disciplinary language: focusing on developing students' ability to structure explanations logically using subject-specific vocabulary. In English lessons, this complements ongoing work on precision in analytical writing, argumentation and the crafting of extended creative responses for GCSE English Language, as well as the critical analysis of texts at a deeper level. Students are encouraged to move beyond surface-level interpretation, developing the ability to explore alternative readings and make informed judgements supported by textual evidence.

There is also a greater emphasis on student-led debates and discussions around the bigger ideas and moral questions within the texts we study; for example, exploring themes in *An Inspector Calls*. These activities encourage students to engage respectfully with differing viewpoints.

Developing presentation skills has also been refined so that students approach oracy activities with confidence and are equipped with a repertoire of speaking and listening strategies. Through structured presentations, formal speeches and group discussions, students learn how to adapt tone, language and register for different audiences and purposes. They are given regular opportunities to practise these skills, for instance through persuasive speeches linked to issues pertinent to themselves. This integrated approach ensures that students not only develop strong written and verbal communication skills but also become confident learners.

- b) accurate and fluent reading

As a team, we focus on the different strands of reading and build our curriculum around these shared knowledge strands. Across KS3/4, students are supported to read accurately and fluently through explicit teaching of decoding, vocabulary and comprehension strategies in a range of contexts. Students engage with a wide range of texts, allowing them to develop the stamina, inference skills and critical awareness needed to access increasingly complex material in other subjects. Targeted reading interventions are in place for students who enter with lower reading ages, ensuring they develop the fluency and comprehension required for full curriculum access. These include: TRT, Lexia, paired reading, guided reading and Sparx and are delivered by trained and experienced learning assistants.

- c) compositional skills

Students are taught to compose texts for a range of purposes and audiences, developing control over tone, structure and register. This underpins their ability to construct coherent arguments and explanations. Writing is explicitly modelled through shared and guided practice, with a focus on planning, live editing and redrafting. The emphasis on clarity, logical sequencing, linguistic precision and grammatical accuracy is evident in all of our reading and writing strands.

- d) accurate spelling

Accurate spelling is reinforced through explicit teaching of morphology, etymology and high-frequency academic vocabulary. Students are supported to identify and correct common spelling patterns, and this expectation is embedded across subjects to maintain consistency and high standards of written accuracy through our marking codes. We have also introduced SPaG starters to our library lessons to ensure students receive regular and intensive exposure to technical skills. 80 students also take part in an online intervention to elevate their spelling ages.

e) legible and fluent handwriting

Handwriting is monitored and supported, particularly in the lower years, to ensure fluency and legibility so that students' written responses do not impede their ability to communicate ideas clearly. Where necessary, targeted interventions and practice routines are provided to help pupils develop the stamina required for extended writing tasks in examinations. A handwriting intervention has been introduced to support a very small number of students. We continue to utilise Read and Write software, including scribes.

f) mathematical knowledge

Maths

- Formative assessment

Low stakes quizzes, DFM Live, mini topic tests. The faculty embeds these as part of normal classroom practice in the form of plenaries and other activities.

- Summative assessment

Half terms tests and PPEs. Use of QLA's to identify and map a granulated view of key skills to develop. These can be addressed in class and through other targeted interventions such as online platforms and walking, talking mocks.

- Encouraging learning beyond the classroom

The maths faculty is aware that the classroom environment is only part of the equation and the learners must adopt autonomy to be effective, independent learners. All learners have accounts on Dr Frost Learning, MyMaths and Mathswatch. All these platforms are embedded, too varying degrees, into faculty lessons. The HT tests' DIRT activities are exclusively created in and executed in Dr Frost Learning, providing a consistent framework for the faculty to build on and develop. The faculty does not prescribe which platform is to be used for homework tasks as it is imperative that the appropriate resources can be used accordingly to the particular key skill.

- Develop underlying skills:

The maths faculty recognises that mathematical development depends on more than just specific knowledge. This includes executive functions, such as working memory, language skills, and motor skills. Language skills have been covered in part a). Where appropriate, kinesthetics are used in lessons. This helps cement skills into memory by giving the learner a recall moment that can be mapped to the mathematical concept being learnt. E.g. creating a net of a polyhedron, then assembling it. This knowledge of nets can then be further used to calculate surface area, bolstering the synergy of concepts, fostering connections.

- Collaborate with parents and carers:

The maths faculty is mindful of sharing key information and milestones with home. A curriculum map, a synopsis of the scheme of work, for each year group is available on the public facing pages of the cloud. This allows home to see what topic is being taught and when. Google Classroom is updated with lesson slides or worksheets that can be accessed if absent or to revisit the slides for revision. Learners receiving extra tuition

can share the resources and make sure the tuition is aligned to, or augments the classroom teaching. The faculty will use the BMS Newsletter to share day to day opportunities. E.g. Writing an article about the 'Maths Masterclass' a lunchtime intervention session available on Wednesdays and Thursdays providing tailored guidance. Regular attendance will give extra support needed to grasp difficult topics and build confidence.

How well do pupils read widely and often, with age-appropriate comprehension?

Students are encouraged and supported to read widely and often, both within and beyond the English curriculum. Across key stages, reading is central to our intent to develop fluent and confident readers who can access the full curriculum and engage meaningfully with the world around them.

In English, students encounter a diverse and ambitious range of texts that extend their cultural, social and historical awareness. Core reading is regularly reviewed and includes canonical literature, modern and diverse voices and a balance of fiction, non-fiction, poetry and drama. Texts are selected to challenge students' vocabulary and conceptual understanding, promoting critical reading and interpretation. Teachers model reading strategies explicitly such as inference, summarising and contextual analysis to ensure students develop age-appropriate comprehension skills and can articulate nuanced responses to complex ideas.

Beyond English lessons, the school promotes a culture of reading through structured initiatives such as dedicated CDC reading time, Sparx, tailored reading programmes and library engagement activities. The English faculty works closely with the Lead Practitioner to ensure that reading for pleasure and reading for learning are both valued and sustained. Students are encouraged to make independent choices guided by reading age data, personal interests and curricular links. Curriculum documents are regularly adapted and aligned to students' interests and needs.

For those whose reading comprehension falls below age-related expectations, targeted interventions - including phonics catch-up (TRT), small-group reading, and guided comprehension sessions ensure that barriers to reading are addressed systematically. Progress is monitored through both formative assessment and standardised reading age data that is centralised on a league table that tracks progress.

How well is a strong culture of reading is embedded across the school, shown by pupils' confidence in and enjoyment of reading, which sets them up to be lifelong readers?

A strong culture of reading is clearly embedded across the school, reflected in students' growing engagement, and enjoyment of reading. Reading is prioritised as a fundamental element of both academic success and personal development, and the school's ethos actively promotes reading as a lifelong skill and pleasure.

In English lessons, students develop positive reading identities through regular exposure to a broad and ambitious range of literature. The curriculum is designed to inspire curiosity and critical thinking. Teachers model enthusiasm for reading and routinely share personal recommendations, helping to foster a sense of community around books.

Across the wider school, reading is championed through initiatives such as CDC reading time, book clubs, library challenges, World Book Day, More Able events and author visits. The library contains inclusive and engaging texts that reflect the interests and backgrounds of our students. New CDC reading texts have been introduced and the programme reinforces the message that reading is valued and relevant in every subject.

Ongoing priorities include maintaining the momentum of whole-school initiatives, expanding representation in the reading offer to ensure all students see themselves reflected in what they read, and continuing to build strong partnerships with parents and carers to encourage reading beyond the classroom.

In terms of inclusive achievement related to performance in national tests and examinations:

- a) How does pupils' attainment and progress in national tests and examinations compare with national averages?

See School % v National Averages % 9-4 2019-2025 data on pages 33 - 34.

b) Is the progress of disadvantaged pupils in line with the progress of non-disadvantaged pupils nationally?

PP Measure	Gap %											
	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
5 4-9 EM	-25	-15	-12	-24	-9.77	-9.62	-12.4	-21	-22	-30	-23	-30
5 4-9	-10	-20	-18	-23	-9.77	-10.2	-12.9	-20	-12	-25	-21	-27
4-9 English	-10	-24	-21	-15	-16.1	-10.4	-13.4	-11	-11	-29	-22	-22
4-9 Maths	-22	-6	-10	-13	-9.12	-10.2	-11.4	-20	-11	-28	-28	-23

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 2025 shows although some progress is being made, more work needs to be done to fully close the gap.

c) Are any gaps between the attainment of the school's disadvantaged pupils and the attainment of non-disadvantaged pupils nationally closing?

See above

d) Where published attainment and/or progress data is not available, including for pupils with SEND, do pupils generally make suitable progress from their starting points?

Where published attainment is not available, pupils generally make suitable progress through receiving qualifications in functional skills, King's Trust, arts Award and Horticulture.

e) How well do pupils gain the relevant qualifications they need to progress to the next stage of their education, training or employment?

See destination data and data from national tests and examinations on pages 32 – 34

In terms of gathering evidence about achievement across the wider curriculum:

a) How well do pupils develop detailed knowledge and skills across the key stage 3 curriculum, preparing them well for key stage 4 and more advanced study post-16?

See information in Section a) Pupils progress through Key Stage 3 on pages 34 - 35

b) How well do pupils gain the necessary knowledge, skills and/or qualifications for the next stage of their education, employment or training, including a strong grounding in English and mathematics?

See information in all the previous pages 22 - 41

Attendance and behaviour

1. What does the evidence indicate in relation to:

a) whether leaders and other staff create a calm, orderly, respectful, supportive and positive environment in which pupils can thrive?

Leaders and staff at Bushey Meads School (BMS) strive to create a calm, orderly, respectful, supportive, and positive environment. The school is renowned for having a positive and welcoming atmosphere with excellent standards of behaviour, where students and staff feel safe, valued, and happy, making them more likely to be successful. The atmosphere is described as warm, friendly and calm by visitors.

Evidence of this environment can be seen in:

- The school motto, 'Aspire to Achieve'
- The school mantra, 'Our School has a Mind to be Kind'
- The three Core Values (3Rs): Respect, Responsibility and Relationships
- The school's Positive Behaviour for Learning Policy (PBLP), which focuses on positive behaviours and uses restorative and therapeutic approaches to behaviour management
- The 'Keys to Success' posters, which are prominently displayed in every classroom, reinforcing clear expectations for behaviour for learning
- An inclusive approach where Physically and Neurologically Impaired (PNI) students are fully integrated, ensuring all students understand the necessity of considering the needs of others and accepting differences
- High expectations for social behaviour among pupils and staff, where respect and courtesy are the norm

b) the impact of the school's work on the attendance, behaviour and attitudes of all pupils, especially disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being, such as young carers?

Behaviour and Attitudes:

The school is renowned for having positive behaviour and a welcoming atmosphere.

- Attitudes to Learning: A large majority of students show consistently good behaviour for learning in lessons, supported by the Arbor behaviour management system which tracks rewards. Students across Years 7-13 received 139,695 R1 points, alongside thousands of points for higher rewards, in 2023-2024, demonstrating positive attitudes
- Vulnerable Groups: The Pastoral Team monitors reward and consequence points accumulated every half term to focus on relevant students who require support, including placement on Pastoral Support Plans (PSP) or mentoring booklets

Attendance:

The overall attendance of all students increased by 1.24% from 2023–2024 (from 87.9% to 89.14%). However, the overall attendance rate (87.4% in 2023–2024) is below both the Hertfordshire (92.4%) and National (91.4%) averages.

- Impact on Attendance for Vulnerable Groups: The significant cohort of students with EHCPs or SEND negatively impacts the overall attendance figures
- Attendance for Pupil Premium (PP) students was 78.6% in Autumn 2024, compared to 91.2% for non-PP students, highlighting a wide gap

- Attendance for EHCP students was 83.4% and SEND support students was 79.6% in Autumn 2024. Work is being done proactively to increase attendance of these groups including day 1 phone calls for absence and identification of barriers to attendance

Vulnerable Students with Barriers: BMS has a significant number of vulnerable students, including 3 Children Looked After (CLA), 19 Post CLA, and 38 Young Carers as of October 2024.

- CLA/Post CLA: These students receive additional support through close work with the Designated Teacher and termly Personal Education Plan (PEP) meetings with the Virtual School, Carers, and Children's Services. They receive personalized interventions such as specialized counselling and 1:1 tuition.
- Students with additional needs: The school actively supports 101 students with attendance below 60%. Reasons include extreme mental health and anxiety issues (19 students), being overwhelmed by the mainstream setting (9 students waiting for specialist placement), and serious life-limiting health conditions. For these students, online tutoring (TUTE) is offered for long-term health issues.

2. In what way do the following factors contribute to pupils' positive attendance, behaviour and attitudes:

a) prioritising pupils' attendance and punctuality, as well as their positive behaviour and attitudes to learning, so that pupils benefit from the education and experiences the school offers?

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.

Improving attendance and behaviour is a school priority as demonstrated by the existence of the half-termly staff Behaviour Working Party meetings, involvement in the DfE RISE improvement programme, close collaboration with Parents and regularly reviewed strategies in respect of attendance, behaviour, engagement and Pupil Premium.

b) fostering a positive and respectful culture in which staff know, support and care about pupils, including the groups of pupils listed above?

The school operates with a culture built on the core values of **Respect, Responsibility, and Relationships**. This culture is fostered through:

- Open and Harmonious Relationships: Relationships between adults and pupils are open, respectful, and harmonious
- Thematic Focus: Themes of the Week (e.g., Respect, Relationships, Consideration, Kindness) are promoted in assemblies and Character Development Time (CDC) activities, revisiting the core values and ethos in depth
- Inclusive Ethos: The inclusive approach to PNI students benefits all students by fostering a caring and empathetic ethos throughout the school
- Staff Support: The Pastoral Team is well-resourced with eight dedicated staff who look after the mental wellbeing of students across all key stages
- Support for Vulnerable Groups: CLA/Post CLA students are supported by building positive relationships with identified safe points of contact in school. A Deputy Headteacher is active in forums such as the Virtual Schools Designated Teacher Focus Group

c) having clear policies for attendance and behaviour that are applied effectively and proportionately?

The school has clear policies which are consistently communicated:

- **Behaviour Policy:** The **Positive Behaviour for Learning Policy** provides clarity regarding expectations, routines, and sanctions. It is rooted in the 3Rs. Implementation consistency is a focus for improvement
- **Attendance Policy:** Expectations are communicated through the transition programme, interviews, and assemblies. The school uses a 3-tiered letter system regarding attendance (100% congratulation, 95%+ celebration, and less than 95% individualised). Parents can track attendance via the Arbor App.
- **Accountability:** All students, along with their parents and carers, sign the Home School Agreement on entry, which sets out aims, values, and expectations

Attendance and Punctuality policy is in place and is reviewed regularly. Clear processes are in place for reporting and monitoring attendance. These are shared regularly with parents and staff through direct communications, parent presentations, staff briefings, the school website and the school Newsletter in order to highlight the importance of pupil attendance and improve it as a result.

d) staff applying clearly defined consequences consistently and fairly when needed?

The school uses a clearly structured rewards and consequences ladder as part of the Positive Behaviour for Learning Policy graded 1-8 for clarity and consistency. This has now been amended to a 1-4 tiered system for improved consistency and less chance of teacher discrepancy. The ATL descriptors have been strengthened in line with the School Ethos of 3R's and Mind to be Kind.

- **Consistency:** Staff receive training in positively managing behaviour. All staff receive training on how to use the rewards and consequences system, and analysis shows 100% of teachers use it. The school aims to reward 6 reward points for every consequence point. However, ensuring consistency in implementing the PBLP is noted as a key area for further development. Half-termly Behaviour Resets remind all staff of expectations
- **Fairness/Restorative Approach:** Consequences are viewed as providing guidance for pupils to make positive changes, focusing on self-reflection and repairing any harm caused to relationships. Restorative justice approach is encouraged across the school. Reintegration meetings are held with students and parents following suspension to reflect on errors and set meaningful targets
- **Consequences for Punctuality:** Students are issued an automatic C4 (one-hour detention) every time they are late for school

e) setting clear routines and expectations for pupils' behaviour across all aspects of school life, not just in the classroom?

Clear routines and expectations are set through the whole school ethos:

- **Universal Expectations:** The 'Keys to Success' posters, displayed in every classroom and referenced regularly by staff, focus on disruption-free learning. Half-termly Behaviour Resets remind students of expectations
- **Non-Lesson Routines:** Clear guidance and expectations are given to students for entering and leaving assemblies and during fire drills. Senior staff maintain a high visible presence during break and lunch times, raising behaviour expectations and ensuring students feel happy and safe
- **Transition:** Year 7 students have an induction week to ensure they understand the values and routines

f) developing pupils' motivation and positive attitudes to learning, since these are important predictors of attainment and instil important behaviours for future learning?

Motivation and positive attitudes are developed through celebrating success and academic development:

- Growth Mindset: A 'growth mind-set' is referenced by staff in lessons, during assemblies, and in literature, promoting the belief that hard work is the key to success
- Recognition: The Arbor system tracks and records reward points (R1-R8) issued for commitment to learning, demonstrating a positive collective momentum. High Achiever Awards are given out half-termly to recognise and celebrate hard work
- Study Skills: Pupils are supported to develop increased independence, resilience to setbacks, and persistence. Students are taught how to study effectively through the 'Going for Greatness' programme (Years 10/11), and Year 11 students receive resilience sessions to teach stress management
- Pride in Work: Pupils take pride in their achievements and work produced. This is celebrated through display boards, weekly Newsletter article and Reward points.

g) creating an environment in which pupils feel safe, and in which bullying, unlawful discrimination, harassment (including sexual harassment), victimisation, physical and sexual abuse and/or violence and emotional abuse – online or offline – are not accepted and are dealt with quickly, consistently and effectively?

Keeping children safe is prioritised and permeates all school life.

- Safety and Reporting: Students feel safe and supported. An online 'report and concern' button is available on all desktop computers, providing a direct link to the safeguarding team for students to raise any safeguarding issues. CPOMS is used by all staff to report safeguarding concerns and evidences the comprehensiveness of reporting and speed of response
- Bullying/Discrimination: The school environment is positive, and bullying, unlawful discrimination, harassment, violence, and derogatory language are not tolerated. Anti-Bullying Week is held yearly.
- Support for Victims: Anti-Bullying Ambassadors run the 'Our Space' safe space every lunchtime for students who need support or are experiencing bullying. Leaders support affected pupils so they feel safe and confident
- Training and Culture: Staff receive training on safeguarding, e-safety, and GDPR. The school uses Smoothwall and SENSO filtering/monitoring systems to flag concerns typed on computer systems, enabling prompt action. The school operates a Trauma informed approach and has trained staff in dealing with child-on-child violence
- Incident Reduction: The number of reported racist incidents has fallen over a 5-year period

3. Considering attendance and behaviour for different ages, phases and provision types

3.1 With regard to pupils with SEND what does the evidence indicate in relation to the following factors:

a) how do leaders and staff support pupils with emotional, mental health or medical needs that affect attendance, and how do they help these pupils to attend more regularly; this may include working with parents and professionals?

The school is aware that the attendance of vulnerable pupils is often lower than that of the wider school. As such, particular support is in place to help these students to attend regularly. This includes:

- use of bespoke timetables including soft starts, Alternative Provision and other interventions
- breakfast club to support students to attend in the mornings
- welfare checks for pupils who have missed 10 days of schooling
- working closely with County Attendance team to ensure all forms of support have been considered
- use of "advocates" with close relationships to the pupils and families to contact home in respect of the first day of absence of pupils with EHCPs (some of whom also have PNI)

The school uses a range of support mechanisms for pupils with emotional, mental health, or medical needs:

- CDC as a primary point of contact for all parents and carers
- Each year group has a dedicated Pastoral Manager (non teaching) and SLT link
- Mental Health Support: The school offers a counselling service and bespoke Pastoral support programmes. One Assistant Head has completed Mental Health Lead training. The 'Our Space' safe area runs every lunchtime, providing a supportive environment for mental wellbeing
- Supportive Environments: Two bespoke sensory rooms exist within The Laurel (SRP) for students with communication difficulties to regulate in moments of crisis. The 'Reflect and Reset' Room is a quiet space for time-out
- Collaboration: Leaders work with outside agencies such as CAMHS, Step 2, Signpost, and Specialist Adolescent Services Hertfordshire (SASH)
- Attendance Measures: For students unable to attend due to legitimate long-term health issues, an online tutoring provision (TUTE) is offered to ensure attendance to learning. For pupils struggling with anxiety or being overwhelmed by mainstream, alternative provision or the GADE programme (at the PRU) are accessed.

b) how do staff bear in mind that some pupils may need additional support to help them manage their behaviour and emotional regulation; what work have leaders done over time and what is the impact on helping pupils to meet high expectations?

Staff are trained and procedures are in place to address complex needs:

- SEND/Emotional Needs Consideration: When issuing sanctions, staff consider whether a student has SEND/disability that has affected their behaviour, and also their age and understanding
- Therapeutic Approach: The updated PBLP follows a therapeutic approach. Staff have been trained in the Hertfordshire therapeutic approach ('Therapeutic Thinking'), and bespoke SEND/Trauma-informed training
- Consistency Work: Consistency in implementing the PBLP and further embedding the use of therapeutic language and de-escalation techniques are noted as key development areas
- Additional Support: Social stories are used with SEND students who have communication difficulties to help them understand how to interact successfully. Interventions include the Intervention Manager offering counselling support, self-esteem, friendship groups, and anger management programmes
- Impact: The work around support and inclusion is a strength, evidenced by the overwhelming number of parents who choose BMS as their parental preference, especially given the history of the PNI Base and the new Specialist Resourced Provision (SRP)

c) how do leaders and staff work with medical professionals and other specialists to support access to education and attendance at school, as appropriate, for pupils who are educated under section 19 (of the Education Act 1996) duties because they are unwell, including those educated in hospitals?

- No students currently educated under Section 19
- Attendance Officer regularly offers parents the option for school to liaise with GP and other medical professionals as required (template letter exists)
- Online Learning: For students who are unable to attend school due to legitimate long-term health issues, an online tutoring provision (TUTE) is offered to ensure attendance to learning
- Medical Needs: A small but significant number of students have serious health conditions and access regular appointments at specialist hospitals, attending school when they can. The school employs a Health Care Assistant as part of the Pastoral Team. There is a treatment room with a bedding area on site
- Google Classroom for all students. Students have access to Google classroom for each subject and their year group

3. 2 What proportion of pupils who join the school with previously low attendance or following disruption to their education?

- The school is aware of the importance of early intervention in relation to attendance. As such, significant work is done with incoming Year 6 students and also the new Year 7 students to identify issues and obstacles early on
- In year admission process recently changed to require more information about why pupil is moving school and also request attendance certificate, if available from previous school
- During 2024/25 there were 51 in year admissions (approximately 5% of the statutory intake). Their attendance was 79% which is significantly lower than the school average

3. 3 What effect does this cohort have on the overall attendance rates and statistics related to persistent absence?

- In September 2025 the average attendance for incoming Year 6 students was 94.5%, with 19% of the students being persistently absent
- The average attendance of the 49 late joiners was 81.2% which is significantly below the statutory figure of 85.7%

3. 4 What impact is the school's work having to improve attendance rapidly for these pupils and to maintain improvements over time?

- Close monitoring in September 2025 of the new Year 7 cohort, including phone calls home for all absent students and work with primary schools and families led to an average attendance of 95.3% (compared to 94.5% in Year 6), with 10% of the students being persistently absent (compared to 19% in Year 6)
- Transition programme for all in-year admissions seeks to ensure previous attendance issues are identified and obstacles removed or addressed
- If attendance certificate for in-year joiner (or other evidence) suggests attendance issues, support is put in place by appropriate staff. Attendance of in-year joiners is now something the school is monitoring via a specially created report in order to allow leaders to monitor, provide support and assess impact
- Introduction of baseline testing for new joiners to ensure their educational needs are being met

Impact of School's Work:

- Individualised Support: Regularly updated tracking documents for students with very low attendance are regularly scrutinised, detailing their significant personal circumstances and the high level of support in place to maintain and improve attendance
- Transition Improvement: Of the 77 students who progressed from Year 11 at BMS to Year 12 Sixth Form, 51 improved their attendance levels by 5% or more. On average, attendance from Year 11 into Year 12 improved by 8.37%
- Alternative Provision: AP and an adapted curriculum (e.g., horticulture, bike maintenance, AQA Unit Awards) help to improve the attendance of students who are likely to be school refusers
- Ongoing Focus: Further enhancing and refining systems and strategies to improve student attendance and punctuality, especially of SEND and other vulnerable groups, is a key development area

4. Gathering evidence about attendance and behaviour

What does the evidence about the strategic leadership of attendance and behaviour, show in relation to how well leaders:

- a) know and understand their pupils, the influences on them given the context of the school and the challenges they may face in maintaining positive behaviour?**

Leaders utilise multiple channels to know and understand pupils, especially vulnerable groups:

- Data Analysis: The Pastoral Team and SLT reviews the total number of reward and consequence points accumulated every half term to focus support on relevant students. Data Dashboards allow analysis of target groups such as High Prior Attainers, Pupil Premium, and SEND
- Pastoral Structure: The Pastoral Team, including Pastoral Managers and the Intervention Manager, provides specific ongoing support
- New Joiner programme to support a smooth transition
- Year 6 - 7 Transition programme enables leaders and staff to have a good knowledge of the new year 7 intake: Pre start meetings are held with a member of the SLT and pastoral team so that all new starters have the opportunity to meet and discuss their educational interests
- New Year 7 students complete a robust transition programme during their first week of school including activities to develop relationships e.g. 'Me Capsule' relating to their interests, likes, and hobbies, ensuring their Character Development Coach acquires information about softer skills

b) promote good attitudes to learning and regular attendance, especially for disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being?

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 their ragged 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 low attendance figures so that attendance meetings can be held and plans put in place to boost attendance

Attendance Promotion: The importance of outstanding attendance (96%+) is highlighted in the school newsletter and assemblies.

Disadvantaged/PP Focus:

- Strategies to raise attainment for Pupil Premium (PP) students include providing revision guides, financial support for learning materials, and offering free breakfast to encourage punctual attendance
- Targeted Intervention: The 'Crossing the Bridge' programme supports around 60 underachieving PP students from Years 7-10 through regular meetings, mentoring, and target setting. CLA students are supported through tailored interventions and PEP meetings

c) pay close attention to every element of the school's work to make sure that the school is a place that pupils want to attend?

Leaders are aware of the importance of creating a sense of belonging to increase attendance and this is reflected in the 3-year Attendance Strategy. This includes objectives addressing the "year 8 dip", parental engagement, student participation and student enjoyment.

The school strives to be a place that pupils want to attend by offering a wide range of experiences and a positive atmosphere:

- Culture: The school promotes a culture of kindness and mutual respect.

- Enrichment: Over 60 different extracurricular clubs run at lunchtime and after school. The curriculum is supported by numerous trips and visits
- Environment: Facilities are modern, including a multigym ('Body Mind and Soul') opened in 2020, an outdoor gym, and specialized facilities for Performing and Visual Arts

d) have high expectations for all pupils' attendance, behaviour and attitudes, and design effective policies that communicate these high expectations clearly to all staff, pupils and parents, including expectations related to mobile phones?

High expectations for attendance are reflected in the importance place on it as evidenced by:

- appointment of Deputy Headteacher with responsibility for attendance
- dedicated Attendance Officer who now has her own office and meets weekly with the DHT to discuss attendance strategy
- regular communication to all stakeholders about the importance of high attendance

Policies and Expectations: High expectations are embedded in the school mottos and core values. The PBLP sets out these expectations clearly.

Communication: Expectations are communicated to all stakeholders through the PBLP, the Home School Agreement (signed by parents/students), the 'Keys to Success' posters, reports, and the Arbor platform.

Mobile Phones: Rules and expectations around mobile phones were reviewed and restated in Summer 2025 to all staff, pupils and parent following visits to a number of local schools to compare practice and policy.

e) implement agreed policies effectively so that they are applied consistently by staff?

The policy in relation to registers and missing students is included in staff induction and whole school staff training in September. It is then reiterated in Bulletins and Briefings throughout the year. Where the policy has not been followed accurately, this is followed up with emails and conversations with relevant staff, with an emphasis on them understanding why the policy is in place and why it is so important e.g. safeguarding implications

Implementation and consistency are ongoing areas of focus in respect of behaviour

- Implementing strategies to ensure the PBLP is used consistently by all staff is a current key development area, involving training, review, and increased accountability
- Staff Usage: teachers use the rewards and consequences system
- Monitoring: Leaders monitor positive relationships within lessons through learning walks, monitoring of awarding of R and C points, and lesson observations to identify where further training is needed

f) have an informed and accurate understanding of what is working well and where improvement is needed, including through using day-to-day processes and detailed data analysis to identify, anticipate, prevent and improve poor attendance and behaviour, including bullying?

- Attendance Strategy is in place and regularly reviewed plus ragged termly
- Report to governors on attendance each term allows for analysis and discussion of strategy and where improvements are required
- Ongoing work with the Department for Education in relation to attendance has ensured attendance data and strategy is scrutinised at the highest level
- Rigorous Self-Evaluation: Robust self-evaluation is central to improvement, complemented by the embedded "what's working well, even better if" culture

- Data Analysis: Behaviour data is gathered constantly and analysed. Termly Data Dashboards measure expected progress, attendance, and attitudes to learning, allowing SLT and leaders to identify students needing support and plan interventions
- Bullying/Safeguarding Data: The online recording system (CPOMS) is used by all staff to log safeguarding concerns, which the DSLs monitor daily. A bullying audit is undertaken each term to review cases and identify patterns. Changes were made to Arbor consequence codes to collect more granular information on bullying and prejudicial incidents

g) have developed a clear, strategic plan to tackle improvement priorities, demonstrate a record of improvement and ensure a high standard of attendance, behaviour and attitudes?

- Attendance Strategy is in place to work relentlessly to improve attendance. Current data shows there is an upwards trend despite the ongoing challenges provided by the context of the cohort
- Strategic Plan: The overall SEF informs the School Improvement Plan (SIP), which is written every three years and scrutinized annually
- Improvement Priorities: Key development areas identified include: improving attendance and punctuality for vulnerable groups (SEND/PP), ensuring consistency in implementing the PBLP, and further embedding therapeutic language
- Record of Improvement (Attendance): Overall attendance has increased by 1.24% from 2023–2024. Attendance from Year 11 into Year 12 improved by an average of 8.37%
- Record of Improvement (Behaviour): The number of reported racist incidents has fallen over a 5-year period

5. Attendance

To what extent do:

a) leaders place a high priority on improving attendance and punctuality, at whole-school level and for different groups, including for those who are occasionally, persistently and severely absent?

- 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
- attendance postcards are regularly sent to parents and carers to recognise and celebrate good attendance identifying the link between high 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 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
- 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
- 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

b) pupils attend well, including disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being, such as young carers; if this is not the case, attendance is improving towards national averages and the school's pre-pandemic levels?

[Up to date data to be provided when documentation finalised]

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 to 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.

Over the calendar year January 2023 - January 2024, the school has maintained an increase of approximately 1.3% for non-Pupil Premium students and 1.7% for Non-SEND students. An increase in attendance of 1% is the equivalent to approximately 12,000 additional lessons and hours of learning attended by students.

The key demographics affecting student attendance include SEND, PP and FSM. Statistics are highlighted in the table below. Due to the high level of SEND need and also the high numbers of students with SEND in the school's unique mainstream setting, percentage attendance for all categories is negatively skewed by this significant cohort across all areas.

Attendance	2022/23	2023/24	2024/25
Male	85.73	85.19	87.16
Female	84.84	84.17	84.95
EAL	86.44	85.75	88.49
FSM	78.81	73.9	76.38
SEND	80.21	78.49	77.3
Non-SEND	87.18	86.77	89.14
PP	81.13	76.04	76.34
Persistent Absentees	2022/23	2023/24	2024/25
Male	48.22	51.1	41.13
Female	51.96	50.98	46.31
EAL	50.92	50.33	39.27
FSM	62.57	66.51	63.14
SEND	55.21	56.33	54.43
Non-SEND	48.03	49.36	39.92
PP	55	59.92	61.65

c) leaders and staff pay close attention to the needs of the groups of pupils listed above, so that they attend regularly and come to school on time?

Where there has not been an improvement for the students listed above, then further strategies are being implemented and explored e.g. daily absence calls for disadvantaged children, participation in training about

strategies to support disadvantaged pupils, close work with SEND team and external agencies to get the support needed for these pupils.

d) leaders and staff pay close attention to the needs of pupils who are absent because of mental or physical ill-health, so that they attend regularly and come to school on time?

- if parents reference mental health as a reason for absence, this is immediately flagged to the Pastoral Team who follow up with student and put appropriate support in place
- Attendance Officer works closely with School Healthcare Officer to support students with physical ill-health
- Deputy Headteacher with responsibility for Attendance line manages team including Safeguarding Officer, Attendance Officer, School Counsellors and School Healthcare Officer which ensures close monitoring and collaborative approach
- use of “support for pupils returning from absence” form when students have had significant absence to support return to school and identify challenges, barriers or adjustments required, if any

e) leaders and staff communicate their expectations about attendance clearly, strongly and consistently to pupils so that they are well understood?

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 Deputy Headteacher regarding individual students’ attendance each half term.
- 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
- students with excellent attendance are entered into a prize draw each term with a £20 Amazon voucher available for each year group

f) leaders and staff understand the importance of paying close attention to pupils’ attendance, take opportunities to promote good attendance and act on absence or declines in attendance promptly?

- attendance is a thread that runs through all aspects of school life and promoted in assemblies, CPD, briefings, newsletter
- attendance figures are always discussed in behavioural support meetings and post-suspension reintegration meetings highlighting the impact of absence to parents and children and trying to identify and overcome obstacle if appropriate
- recent introduction of emails home as soon as a pupil’s attendance drops below 90% demonstrates focus on prompt action in the case of decline

- first week in September all absent students were called, likewise all students with 100% attendance for the first 10 days received a celebratory letter
- recent change to Attendance Policy to include requirement for medical evidence where absence is before or after a school holiday. This change was made in response to analysis of attendance data showing a dip during these times
- pastoral team use a new template for attendance contracts and have increased use (9 in whole of last academic year, 9 already in place this academic year). These are closely monitored and moved to Notice to Improve if no improvement seen

g) staff complete attendance and admissions registers accurately, and the day-to-day processes to follow up on absences are established and effective?

- processes for completing registers are clear and embedded, with a “missing student” email used to flag any unexplained absence during the school day and emails home during the first 2 hours of the day for students not present in the morning
- Phone calls home for all Pupil Premium students on the first day of absence to encourage return and offer support, as well as highlighting to parents and pupils how important attendance is considered by the school

h) leaders work with parents, local authorities and other agencies, including the virtual school head, to communicate expectations about attendance and improve it; this includes any multiagency work for disadvantaged pupils, those with SEND, those who are known (or previously known) to children’s social care, and those who may face other barriers to their learning and/or well-being?

The school works closely with all relevant agencies to support pupils to attend. This includes:

- sharing information with MASH and social services
- regular liaison with County Attendance team and Virtual School
- half-termly meetings between DHT, Attendance Officer and SEND team to scrutinise attendance data for pupils with SEND and plan for improvement
- school works closely with Local Authority to issue Notices to Improve and Fixed Penalties Notices
- Use of CPOMs throughout the pastoral and wider school teams

6. Behaviour, including bullying

To what extent:

a) do leaders and staff establish appropriate routines and explicitly teach and model the behaviour they expect from pupils, so that these are well understood?

- Routines and Modelling: Leaders and staff establish appropriate routines. The core values (3Rs) and the ‘Keys to Success’ are explicitly taught and modelled, reinforced daily through CDC time, assemblies, and posters in every classroom
- Routines Embedded: Clear guidance is given for conduct during assemblies and fire drills, which staff ensure are adhered to

b) are approaches adapted to meet pupils’ individual needs as necessary?

Yes, particularly for SEND and emotionally vulnerable students:

- SEND Adaptation: The PBLP requires staff to bear in mind if a student has special educational needs or a disability that has affected their behaviour before issuing sanctions. Adaptations are made, such as using social stories for SEND students with communication difficulties

- Targeted Support: Students who are at risk of permanent exclusion are placed on a Pastoral Support Plan (PSP) led by a member of the Senior Leadership Team. Students needing time-out can access the 'Reflect and Reset' Room or sensory rooms

c) do leaders train and support teaching and non-teaching staff to challenge poor behaviour, including low-level disruption that prevents learning, and they agree on consequences for poor behaviour and apply these confidently and consistently?

- Training: All staff receive training, including on the Hertfordshire therapeutic approach ('Therapeutic Thinking') and behaviour workshops delivered by Chessbrook
- Consequences and Challenge: Consequences are defined (graded 1-8). The 'Keys to Success' focus on disruption-free learning. Faculties have a system for supporting teachers in behaviour management, including faculty report, detention, and temporary withdrawal arrangements
- Consistency Gap: Acknowledging the challenge, consistency in implementing the PBLP remains a key development area

d) is poor behaviour prevented from disrupting lessons or the school's day-to-day life?

Poor behaviour is generally managed through routines and systems:

- In Lessons: The goal of the 'Keys to Success' is disruption-free learning. Low-level disruption is anticipated, responded to, and dealt with so that it is uncommon and does not disrupt lessons. Staff use the 3-step approach: 'Remind, Reset, Remove'
- School Life: Senior staff maintain a high visible presence throughout the school day (break, lunch, transition) to ensure a positive and respectful atmosphere. Local residents have commended students for their positive attitudes when representing the school

e) do relationships between pupils and staff show kindness, courtesy, empathy and respect, reflecting a positive culture?

Yes, relationships reflect the school ethos:

- Culture and Values: Relationships show kindness, courtesy, empathy, and respect, reflecting a positive culture. This is reinforced by the mantra 'Our School has a Mind to be Kind' and the core values of Respect, Responsibility, and Relationships
- Restorative Practice: A restorative justice approach is encouraged across the school to enable students and staff to recognize and repair relationships
- Visitor Feedback: Visitors consistently comment on the very positive way that staff and students interact with one another

f) do leaders and staff create a positive environment in which bullying, unlawful discrimination, harassment, including sexual harassment, victimisation, physical and/or sexual violence and derogatory language are not tolerated?

Yes, leaders and staff maintain a positive environment where these behaviours are actively tackled:

- Zero Tolerance: Bullying, unlawful discrimination, harassment, violence, and derogatory language are not tolerated
- Active Intervention: The school holds an annual Diversity Week and a whole school Culture and Diversity Day to celebrate differences

- **Bullying Measures:** Anti-Bullying Ambassadors and the 'Our Space' safe area are key mechanisms for addressing bullying and victimisation

g) do leaders recognise that bullying takes various forms, and is often motivated by prejudice against particular groups, for example on grounds of race, religion or belief, sex, sexual orientation, gender reassignment, SEND, or because a pupil is adopted, in care or has caring responsibilities; it might be motivated by actual differences between pupils, or perceived differences?

- **Recognition of Diversity:** The school's curriculum, PSHE/RSE program, assemblies, and Themes of the Week address diversity, prejudice, and discrimination, ensuring students understand different forms of bullying and respect for protected characteristics
- **Incident Monitoring:** Changes were made to the Arbor consequence codes to allow for more granular information collection regarding incidents of bullying and prejudicial incidents

h) do leaders ensure that the school has a culture in which staff are trained and empowered to deal with child-on-child violence; they assume it happens in the community and, potentially, in school, even in the absence of specific reports, so establish a whole-school approach to tackle it?

- **Safeguarding Priority:** Safeguarding is a high priority. Staff are trained in safeguarding and trauma-informed approaches
- **Addressing Violence:** The RSE curriculum and assemblies cover topics like violence against males and females, and the local PCSO has delivered assemblies on violence in the community and county lines. Leaders and staff are trained and empowered to deal with child-on-child violence

i) do pupils feel confident reporting incidents of bullying, aggression, unlawful discrimination or derogatory language when these occur, and leaders deal with them quickly and effectively so that they are not allowed to spread?

- **Reporting Avenues:** Students have multiple avenues to report concerns, including the online 'report and concern' button (Senso) which links directly to the safeguarding team, speaking/emailing staff or the Anti-Bullying Co-ordinator, or speaking to an Anti-Bullying Ambassador
- **Action:** The DSL team, supported by Deputy DSLs, provides a fast and comprehensive response to any safeguarding alerts or issues. CPOMS is used to record and action concerns daily

j) do leaders and staff support pupils who are affected by bullying, aggression, unlawful discrimination or derogatory language so that they feel safe and confident at school?

- **Emotional Support:** The Anti-Bullying Ambassadors run 'Our Space' every lunchtime, providing a safe place for students to come and talk. The Intervention Manager provides counselling support, self-esteem, and anger management programmes
- **Pastoral Care:** The Pastoral Team is well-resourced to address mental wellbeing needs. The school culture (Mind to be Kind/3Rs) fosters acceptance and support

k) are sanctions, including isolation, suspension and permanent exclusion, used proportionately and appropriately to tackle behaviour that does not reflect leaders' high expectations?

- **Sanctions Framework:** Sanctions are defined (graded 1-8) in the PBLP and are used proportionately and appropriately
- **Exclusion Review:** Governance procedures include holding Governor's Disciplinary Hearings for students who accumulate 15 days of suspension or are at risk of permanent exclusion, ensuring a review of available support. Sanctions are viewed as guidance for positive change, rather than punitive

l) do leaders reintegrate suspended pupils and those returning from off-site direction and alternative provision carefully on their return to school and manage their behaviour effectively?

- **Reintegration:** Reintegration meetings are held with students and their parents/carers following a suspension to reflect, set meaningful targets, and discuss support strategies
- **Alternative Provision (AP):** When AP is used (e.g., Chessbrook outreach, Kings Trust, vocational courses), leaders monitor pupils' attendance carefully. Students returning from AP are monitored and supported by the Pastoral Team

m) do leaders work with pupils and parents to communicate expectations about behaviour and to foster partnerships between home and school?

- **Partnerships:** The school works with parents and pupils. Parents and students sign the Home School Agreement.
- **Communication Tools:** Parents use the Arbor App to view reward and consequence points issued daily. Leaders communicate expectations through letters, emails, the weekly newsletter, and annual consultation evenings

n) do leaders work with the local authority, other agencies and partners, where necessary, to support effective and continuing improvements to behaviour?

- **External Agency Collaboration:** Leaders engage with a plethora of external agencies to support students, including Chessbrook outreach, Services for Young People, SASH, and CAMHS
- **Behaviour Training:** The school accesses training from the local Pupil Referral Unit (Chessbrook ESC) on behaviour strategies

7. Attitudes to learning

To what extent:

a) do pupils arrive at lessons punctually and settle quickly?

- **Punctuality:** Students are generally expected to arrive punctually. Lateness to school is addressed with an automatic C4 detention. This is logged on Arbor and there is a function for recording how many minutes later students are to lessons this is monitored by Assistant Pastoral Managers and the pastoral teams.
- The 'Keys to Success' focus on disruption-free learning, implying that students settle quickly to enable learning to commence without disruption
- There is a Do Now activity at the start of every lesson that students should complete in silence

b) is low-level disruption anticipated, responded to and dealt with, so that it is uncommon and does not disrupt lessons?

- **Dealing with Disruption:** Low-level disruption is anticipated, responded to, and dealt with. The three-step process to managing challenging behaviour within lessons is 'Remind, Reset, Remove'
- Staff are trained through ongoing various CPD events to challenge and manage poor behaviour in line with the school policy and values

c) are pupils are taught how to study effectively and do so, developing increasing independence, resilience to setbacks and persistence in the face of difficulties?

- **Study Skills:** Pupils are taught how to study effectively and develop these skills. The taught skills unit as part of the Year 12 **Extended Project Qualification (EPQ)** helps develop research techniques and independent learning

- **Resilience/Persistence:** The promotion of the **growth mindset** model ensures students are developing their resilience and always striving to improve. Year 11 resilience sessions focus on managing stress and anxiety

d) do pupils work independently and collaboratively with their peers and staff?

- Collaboration: Students are supported to work independently and collaboratively with their peers and staff. Staff encourage paired and group learning tasks in lessons
- KS5 students participate in a “kindness matters” programme where they volunteer to assist in lower school classes and support reading programmes
- Collections for local food banks and charities through house events
- Vertical tutoring has a focus on working together and collecting money for local charities

e) do pupils take pride in their achievements and the work they produce?

- Celebration: Pupils take pride in their achievements. This is reinforced by the annual Rewards Evening, end-of-year Award Assemblies, and displays of student work around the school site. High Achiever Awards are given out half-termly
- Feedback: Students use Dedicated Improvement and Reflection Time (DIRT) with a purple pen to respond to teacher feedback, demonstrating pride and commitment to improvement

8. Inclusive approaches to attendance and behaviour

To what extent do:

a) staff have the necessary expertise, confidence and support to adapt behaviour policies and practices appropriately and consistently for pupils with specific needs?

- Expertise/Training: The staff body has adapted to the significant increase in students with SEND. Staff receive regular updates and ongoing CPD, with training covering therapeutic approaches and specific SEND needs (e.g., PDA, Autism). Staff are trained and supported to adapt behaviour policies and practices appropriately.
- Specific Roles: The Learning Support Team includes a SENDCo, Deputy SENDCos, a SEND Lead Teacher, and specialised Lead Learning Assistants

b) staff make reasonable adjustments and adaptations when considering pupils’ needs, challenges and barriers, while maintaining high expectations for what all pupils can achieve?

- Reasonable Adjustments: Staff make reasonable adjustments, such as using coloured overlays, enlarged font sizes, and providing movement breaks within lessons
- High Expectations: The school maintains high expectations for all pupils, including those with SEND. The legacy of the PNI base ensures that these students are fully integrated into the mainstream curriculum
- Students with EHCP are included in the curriculum and the majority are taught in mainstream lessons

c) leaders and staff use timely, well-chosen, targeted interventions to support those who need additional help in meeting and sustaining the school’s high expectations of attendance, behaviour and attitudes to learning?

Targeted Interventions: The school uses timely, well-chosen, targeted interventions. This includes:

- Attendance: Breakfast provision for PP students, mentoring programs (Rising Stars, Time to Shine), and online tutoring (TUTE)
- Behaviour: Student Support Plans (SSP), Pastoral Support Plans (PSP), and mentoring booklets are used to track progress and provide support
- Attitudes to Learning: The ‘Crossing the Bridge’ programme supports underperforming PP students

d) leaders monitor, evaluate and amend any specific approaches, reasonable adjustments, adaptations and interventions to account for pupils' changing circumstances and/or needs?

- **Monitoring and Review:** Leaders monitor, evaluate and amend specific approaches. Termly Pupil Passport reviews take place for SEND students
- **Attendance Review:** The pen portraits of students with severely low attendance are regularly scrutinized and reviewed, detailing the high level of support in place
- SEND students have Pupil passports that are pinned on their Arbor profiles so they are visible to all staff and these are made with the appropriate staff member in collaboration with student and family

e) leaders and staff make sure that (when they are needed) part-time timetables are short term and have defined end points, and plans for supporting pupils' return to full-time education are clear and appropriate?

- part-time timetables are only used where absolutely necessary. These are closely monitored by the Attendance Officer with regular reviewed and always an emphasis on increasing time in school and an eventual return to full-time education
- leaders and staff are proactively working to reduce the number of reduced timetables (41 in Summer 2025, 24 in Autumn 2025)

f) leaders and staff make sure that restrictive physical intervention is used as a last resort, and that these incidents are analysed carefully to minimise the need for the use of force?

- De-escalation: Staff 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

g) when alternative provision is used, leaders monitor pupils' attendance carefully, both daily and over time, and take swift and effective action when pupils do not attend?

- much alternative provision is delivered within the school site which means attendance can be monitored easily using the Arbor system. All onsite adaptations and interventions are integrated in pupils' timetables to allow for effective monitoring of attendance and prompt flagging of absence in accordance with standard school policy
- where students attend external alternative provision (Chessbrook or King's Interhigh), attendance data is shared with the Attendance Officer
- monitoring AP: Leaders monitor pupils' attendance carefully when alternative provision (AP) is used
- provision Types include AP options include horticulture, bike maintenance, the Kings Trust qualification, and the AQA Unit Award Scheme

h) leaders, staff and pupils have established a culture across the school where relationships between adults and pupils are open, respectful and harmonious?

- The school fosters a culture where relationships are open, respectful, and harmonious. This is driven by the 'Mind to be Kind' mantra and the 3Rs (Respect, Responsibility, Relationships). Visitors frequently comment on the positive way that staff and students interact
- Respect is reflected in a theme of the week in school including an Assembly on Respect, and is mentioned at every opportunity during assemblies linking to our ethos and values of the 3 R's
- Keys to success posters reflect the values of the school and identify how students are able to show and develop their respect as learners

i) pupils who need support to improve their attendance, behaviour and attitudes to learning show improvements over time?

- Where attendance contracts are in place, in about 50% of cases attendance improves and where it does not, a Notice to Improve is put in place

- Attendance Improvement: Attendance from Year 11 into Year 12 improved by 8.37% on average. Overall attendance has increased by 1.24% from 2023–2024
- Behaviour Improvement: The use of restorative practices and mentoring programmes is designed to enable positive self-reflection and relationship building, supporting long-term behaviour improvement. Pupils who need support show improvements over time

Personal development and well-being

1. What does the evidence indicate about how:

a) leaders establish a suitable and coherent programme of personal development, through both the curriculum and the wider opportunities and experiences they provide for pupils?

Evidence indicates that leaders establish a coherent personal development programme by strategically aligning a sequenced, published curriculum with a robust enrichment calendar. This integration is underpinned by a "choice-driven" transition model, starting from Year 7 welcome interviews and culminating in unrestricted GCSE options at the end of Year 9.

By mapping personal outcomes—such as resilience and ethical thinking—across subjects, staff can explicitly articulate how their disciplines contribute to student growth. Furthermore, leaders utilise pupil voice and enrichment days (e.g., STEM, Arts, and Enterprise) to bridge the gap between classroom learning and future-ready skills like financial management and career independence.

The provision is further strengthened by a "more able" agenda and bespoke pathways, such as the AQA Award scheme or alternative curricula like Horticulture, ensuring that development is both inclusive and responsive to individual student aptitudes.

Specific examples include;

- the enrichment calendar is shared with all staff and amended regularly
- pupil voice summaries from questionnaires and student parliament meetings are shared at SLT
- enrichment days from year 7 - 13 have a wide variety of activities designed to develop the independence and confidence of students, e.g. 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 ELSA day with a careers focus and a Year 7 enterprise day
- curriculum. A girl's computer science club is also offered and encourages girls to take part in the Cyber First Girls competition schools in a drive to increase the number of girls studying computer science at Key Stage 4
- Year 9 experience an options focused enrichment day so they can trial new subjects prior to their options selection
- other alternative provision providers include Chessbrook, Lifestyles and Old Town Riding School
- leaders have a published, sequenced personal development plan that links taught PSHE/RSE/character learning with extracurricular opportunities, assemblies, enrichment weeks and whole-school events
- strategic alignment: SLT minutes and policy documents show the programme is driven by school priorities (e.g. local community needs, safeguarding risks, pupil voice).
- PSHE lessons and assemblies consistently signpost wider opportunities (clubs, trips, volunteering).

b) the school supports pupils to develop the knowledge and skills they need for participation and success in later life?

The school ensures pupils are prepared for future success through a progressive, Gatsby-aligned careers programme that integrates academic rigor with practical workplace skills. By embedding Unifrog resources, national careers week activities, and independent learning opportunities like the EPQ, leaders create a culture of high aspiration. Support is strategically staged, moving from Year 9 perspective-sharing and Connexions interviews to Year 12 university fairs and Oxbridge mentoring. This transition is further bolstered by destination-driven provision, involving alumni networks, employer encounters, and bespoke pathways like the Level 1 Springboard for vulnerable learners. Ultimately, the combination of individual guidance interviews, mock interviews, and post-16 taster days ensures that every student—whether pursuing apprenticeships, Core Maths, or higher education—possesses the digital literacy, financial capability, and informed confidence required for their next steps.

Specific examples include;

- timetabled careers lessons, employer encounters, mock interviews, and enterprise projects.
- 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 and Year 12 supporting with application writing and apprenticeships information
- 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
- 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 choose for A level subjects and 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
- during enrichment days students have visits from lecturers from University of Hertfordshire in regards to personal statement writing
- 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
- 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
- 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

c) the school promotes pupils' wider development, character and well-being, ensuring that they receive the care and support to achieve and thrive, in school and beyond?

The school promotes wider development and well-being through a coherent, multi-tiered pastoral system that balances daily character development with specialist mental health provision. Evidence indicates that the Character Development Coach (CDC) model ensures every student has a consistent point of contact, while non-teaching pastoral leads provide the capacity to bridge the gap between school and home. This is reinforced by a high-level strategic commitment, including an Assistant Headteacher serving as Senior Mental Health Lead, on-site counsellors, and a staff body trained in Mental Health First Aid. By utilising data—such as wellbeing surveys, attendance trends, and pastoral referral logs—leaders proactively target support through restorative approaches and strong external partnerships with agencies like CAMHS and MIND. Consequently, the school creates a predictable, supportive environment where pupils feel empowered to seek help and develop the resilience needed to thrive both academically and personally.

Evidence for this includes;

- all students have a Character Development Coach (CDC) that they see each morning. Each year group has a non-teaching pastoral lead who supports the CDCs and students and builds strong relationships with home
- well-resourced mental health support. An assistant headteacher holds the role of Senior Mental Health Lead, we have two on site councillors and the pastoral team are trained in mental health first aid
- we work closely with external partnerships including CAMHS, MIND and other local charities
- regular monitoring of wellbeing (surveys, attendance, behaviour trends) used to target support
- calm, predictable routines; staff use restorative approaches; pupils seek and receive support
- pastoral referral logs, wellbeing survey results, case studies, safeguarding records (appropriately redacted)

d) the pupils' spiritual, moral, social and cultural (SMSC) development, can be seen across the school's activities?

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.

Examples of this can be found throughout the school including;

- 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
- 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'

2. What does the evidence indicate in relation to the following factors and how they contribute to personal development and well-being? These factors are:

a) ensuring that the curriculum contributes to pupils' personal development and their SMSC development

The whole school curriculum is designed to support pupils' personal development and facilitate conversations on issues that impact their social and moral wellbeing. This may be local topical issues and recent events that they might discuss in CDC time or global issues that are addressed in Theme of the Week activities and PSHE.

- curriculum intent statements explicitly state personal and SMSC aims
- subjects include age-appropriate opportunities for moral and ethical discussion
- schemes of work, lesson plans, examples of pupil work demonstrating SMSC outcomes
- lessons actively encourage debating, hot-seating and similar activities to enable students to magpie ideas from others; our students shine in this area
- 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 PSHE curriculum supports a scaffolded and age-appropriate learning and discussion around a range of moral and ethical issues within society

b) supporting pupils to become responsible, respectful and active citizens who can play their part in public life as young people and adults

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 and members of the wider community.

- Student leadership, student parliament, volunteering and community partnerships with real responsibility.
- Citizenship learning embedded and assessed.
- during vertical character development time students undertook community projects
- The student parliament meet termly as a whole and student leaders report back to the SLT
- 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, Health Care Assistant and Learning Support Faculty
- an online 'report and concern' 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
- 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 positive behaviour for learning policy 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
- a strong relationship with the local PCSO who works with students supports students to further understand right and wrong both in and out of school

c) developing and deepening pupils' understanding of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs

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.

- planned learning about democracy, rule of law, liberty, mutual respect across years
- practical experiences (elections, debates, mock trials)
- lesson sequences, records of democratic activities, pupil explanation

- 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 the school's Equality and Diversity and Anti-Bullying Weeks
- 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 LGBTQ+ group which has held a number of events including guest speakers such as Youth Connexions
- LGBTQ+ History Month, lessons in English for KS3, a display in the LRC and starter activities in other subjects 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

d) promoting equality of opportunity so that all pupils can thrive together and understand that individual characteristics make people unique; this includes, but is not limited to, an age-appropriate

At BMS we are proud of our diverse range of students with a wide range of cultural and economic backgrounds. We strive to ensure all students feel included and have access to any support to help them achieve and feel they belong to the school community.

- policies and practice ensure access (reasonable adjustments, targeted bursaries, flexible trips)
- data demonstrates narrowing of participation gaps
- access audit, inclusion policy, participation data by group

e) understanding of the protected characteristics defined in the Equality Act 2010

The Equalities Act is explicit throughout the school and is explicitly highlighted throughout the year during assemblies and it is embedded into PSHE lessons.

- age-appropriate, taught content about protected characteristics integrated across PSHE and curriculum
- staff training on inclusion and non-discrimination
- PSHE schemes highlight protected characteristics and the law
- annual Theme of the Week but into the Assembly rota with associated CDC activities
- staff Monday Magic Moments highlighting the protected characteristics and unconscious bias

f) developing pupils' character so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others

Bushey Meads believe that character development in students is of the utmost importance in their journey into adulthood. We do not have form tutors, we have 'Character Development Coaches' that meet with students in the morning each day. These sessions follow a set timetable each week which focuses on our school 3R's - Relationships, Respect and Responsibility.

- explicit character vocabulary taught and modelled; behaviour policy promotes integrity and cooperation.
- character reflected in rewards and assessment of wider skills.
- character framework, implementation of the three Rs and the updated Key to Success act as reminders to students about how to succeed and build relationships with peers

- the school's rewards and consequences system help to promote positive behaviours while allowing students to reflect upon poor choices,
- pupil reflections.

g) developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy

Students throughout the school the importance of keeping themselves mentally healthy. Students are taught about recognising signs that they themselves or their friends and family might be struggling with their mental health and are aware of where to go for help and support.

- mental health curriculum content is built into the the spiral PSHE curriculum
- resilience-building activities such as problem-solving and team work in curriculum lessons help develop a growth mindset
- the pastoral teams are on hand to support students and can refer students to counselling both in school and to external providers.
- reduction of referrals or improved wellbeing survey scores over time.

h) enabling pupils to recognise online and offline risks to their well-being – for example, risks from criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism – and making them aware of the support that is available

Our carefully considered RSE programme, which is built into our PSHE programme is an educational entitlement for all students and in conjunction with the vital role that parents and carers play. We have built PHSE into the timetable for Years 7 & 8 in 2024/25 in response to pupil voice we have added it into Character Development times for sixth form. All students will have timetabled PSHE lessons from September 2025

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
- personalised workshops from the police delivered about Violence against males and females

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.

This can be seen though;

- targeted safeguarding education (contextualised to local risks) and strong referral pathways
- multi-agency collaboration is evident
- Safeguarding curriculum, evidence of external agency meetings, case studies (anonymised)

i) enabling pupils to recognise the dangers of using technology and social media inappropriately

With the increased use of technology and social media over the recent years and the links to the decline in students' mental health we have been working closely with students and their carers to ensure they are informed about the type of content students can access and how they can keep up to date and safe.

This is evidenced in;

- digital citizenship lessons, ongoing reminders, parental guidance sessions
- e-safety lessons are built into PSHE lessons
- an annual theme of the week highlights technology and appropriate use
- parent communications including newsletter articles highlight what parents can do to support students at home and become more informed about what their children are accessing

j) developing pupils' understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including by providing them with enrichment activities and opportunities to be active during the school day

Ensuring the students are able to take responsibility for their own health and fitness as they grow up and mature is a whole school responsibility and as such it is covered in many curriculum areas including science, food technology and PE along with enrichment sessions which allow them to learn about alternative ways to be active.

This is seen in;

- regular PE lessons
- active break/lunch provision including an outdoor gym, basketball courts, astro turf, table tennis tables and a multi sports area
- enrichment sport clubs are available to all students at lunch and after school daily with a focus on mass participation and inclusion
- the school restaurant provides healthy food options
- PE curriculum has an overarching theme of Head, Hands and Heart
- extracurricular data is tracked and used to target student the may need extra encouragement
- all students have Food and Nutrition lessons in KS3
- students have the opportunity take part in a MasterChef competition at the local college
- an annual Theme of the Week is Health Week which is promoted by the Head of PE and the team

k) developing pupils' age-appropriate understanding of healthy relationships through relationships and sex education

Our RSE provision is being constantly reviewed and amended to ensure the statutory requirements are met. Alongside this our emphasis on Relationships (as of our 3R's) permeated through all of our school messages.

To support this we have;

- RSE sequenced curriculum delivered by trained staff; parents informed; content age-appropriate and inclusive of SEND need
- RSE policy is on the school website and is regularly reviewed by Governors
- lesson plans and curriculum maps are shared with all staff members including the pastoral team and safeguarding team
- Content of upcoming topics and curriculum maps are communicated with parents via email, newsletters and the school website

l) supporting pupils' readiness for the next phase of education, training or employment so that they are equipped to make the transition successfully, including by providing impartial careers information, education, advice and guidance for secondary-age pupils

Careers guidance and education starts as soon as the students join the school in Year 7. As part of Year 7 induction the students are introduced to the Unifrog platform they use throughout the school. We run a range of activities for all year groups and liaise with a range of colleges, careers advisors and people that work in industry. We also link in with our alumni who come in and speak to students about their career paths.

In school support includes;

- a dedicated Careers and Work-related Learning Coordinator
- services for Young People work with students in Year 10 offering one to one Careers Advice and guidance.
- careers programme aligned to Gatsby benchmarks
- Year 10 complete a week of work experience and Year 12 complete a one-week work shadowing programme
- Gatsby audit available on the school website
- See section 4b for destinations data

3. In Relation to the Personal Development and Well-Being for Pupils with SEND:

At BMS we are proud of our inclusivity and as testament to our inclusivity we attract high numbers of SEND students. In a school of 1204 students 110 currently have an EHCP and a further 150 are on our wider SEND register. Where possible our SEND students are supported through ordinarily available provision with their non SEND peers. When more bespoke support is required we have an excellent SEND team that helps support the students and teachers to ensure students can thrive.

a) What are the school's priorities for the personal development of individual pupils and its approaches to developing and providing a personal development programme, including careers education, matched to pupils' needs?

Due to the significant number of SEND pupils we have on roll we have developed a number of alternative routes through school to meet the needs of the students. The support can range from smaller classes, one to one/small group interventions, alternative curriculums and a new pathway to independence course to help support our students adapt to the transitions through school and beyond.

- individual plans (EHCP or SEN support plans) include personal development targets (communication, independence, social skills) and bespoke careers planning
- transition planning is personalised with realistic progression pathways
- EHCP targets, person-centred plans, evidence of adapted careers activities or supported work placements

b) In what ways does SEND pupils' participation in enrichment opportunities vary according to their needs and circumstances?

The nature of the enrichment programme at BMS means that all clubs are accessible to all students. The PE department is often highlighted by external visitors for their adaptability and accessibility to all. The Trips and Visits policy has also been amended to ensure that SEND students can access trips and other offsite activities including residential activities in the UK and abroad.

This can be evidenced in;

- a flexible enrichment offer with differentiated activities and reasonable adjustments (smaller groups, sensory options, LA support)
- monitoring shows purposeful inclusion and adaptations evaluated for impact
- enrichment participation registers include a data capture of SEND students. This data is then used to shape new enrichment activities

- c) In what ways does the school recognise and address the increased risks relating to their age, rather than their developmental stage; and how does the school support pupils with SEND to access, in ways that are developmentally suitable, the age-appropriate content they need to keep themselves healthy and safe?**

Our dedicated SEND team works closely with the teachers and external agencies to ensure pupils are supported at an appropriate level to them. Our KS4 students are taught PSHE in their science sets, this enables us to adapt the lessons and content so it is accessible to all students.

This is supported by;

- risk assessments consider chronological age vs developmental stage; RSE/RSHE content is adapted (e.g. social stories, scaffolding) while still age-appropriate
- staff trained to deliver sensitive content safely to SEND pupils
- differentiated curriculum resources, safeguarding adaptations, staff CPD records

4. Strategic Leadership of Personal Development and Well-Being

To what extent do:

- a) leaders ensure that the personal development programme (which includes taught content and wider opportunities and experiences) is broad, coherently planned and suitable for the school's context, and that the programme and the school's wider work reinforce one another?**

School leaders at all levels work to ensure that academic success is supported by personal development allowing all students the opportunity to thrive. In curriculum plans for all subjects there are planned opportunities for students to broaden their knowledge and understanding through offsite visits, guest speakers and workshops.

This is evidenced by;

- clear intent and implementation documents; cross-referencing between curriculum and pastoral plan
- monitoring shows coherence
- leaders both academic and pastoral use pupil data to shape the programme

- b) leaders ensure that staff have the knowledge and skills they need to teach the content of the personal development programme, and this content is planned, taught and assessed in line with the best available evidence?**

Leaders ensure high-quality delivery by providing regular, subject-specific CPD that builds staff confidence in handling sensitive statutory content. The curriculum is mapped against evidence-based frameworks (from PSHE Association) to ensure age-appropriateness and logical progression. Impact is monitored through a robust quality assurance cycle, including lesson observations and student voice, while assessment focuses on measuring individual progress in knowledge and attitudes from established baselines.

This can be seen through;

- regular, evaluated CPD (including external experts)
- use of evidence-based programmes we use the PSHE association framework
- staff demonstrate understanding of pedagogies for character/PSHE and safeguarding
- CPD calendar, training materials, staff confidence surveys, lesson observation notes

5. The Personal Development Programme

To what extent:

- a) does the personal development curriculum meet statutory requirements?**

At BMS we strive to meet the statutory personal development requirements by implementing a comprehensive Relationships, Sex, and Health Education (RSHE) curriculum that equips students for the complexities of modern life. Beyond the classroom, we foster character education by providing diverse extracurricular opportunities and leadership roles, such as student parliament and peer mentoring, which build resilience and social confidence. Furthermore, by integrating British Values—including democracy and the rule of law—into the daily ethos and providing impartial careers guidance (meeting the Gatsby Benchmarks), schools ensure students are not only academically proficient but also prepared to contribute positively as active, informed citizens in a diverse society.

This is evidenced throughout the school and can be seen through;

- policies (RSHE, careers, safeguarding) that are published on the school website and aligned to statutory expectations; parents and governors informed
- curriculum content mapped to statutory elements and clearly taught
- policies, curriculum maps, evidence of statutory content delivery is evidence on website on lesson observations and presented to governors
- all students have a weekly timetabled PSHE session alongside a comprehensive Theme of the Week assemblies and activities that complement the PSHE programme

b) does the curriculum and wider opportunities prepare pupils for life beyond school?

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:

	2017	2018	2019	2020	2021	2022	2023	2024	2025
Total number of students	169	168	166	197	190	178	188	184	188
Joined Bushey Meads 6 th form	107	114	98	120	130	110	108	78	85
West Herts College / other colleges	49	43	57	52	40	39	43	82	74
Apprenticeship	2	2	2	1	1	6	4	1	1
Joined other Sixth Form	8	8	9	23	19	21	31	21	28
NEET / Employment	1	1	0	1	0	2	4	2	0

Year 13 Destination Data % of students:

	2018	2019	2020	2021	2022	2023	2024	2025
Total number of students	108	118	131	132	128	125	101	126
University placements	60	73	86	107	63	89	82	93
University placements to Russell Group	11	13	21	23	29	31	18	14
Time out from education (Employment/gap year)	18	24 (19/5)	26(15/11)	16(5/11)	23 (8/17)	27 (8/18/1)	12	13
Further education at College	9	6	4	1	0	0	1	1
Apprenticeships	12	11	12	5	9	6	2	5
Still in school-based education	1	4	3	3	2	3	4	0

c) do pupils develop their ability to be reflective about their own beliefs (religious or otherwise) and perspective on life, including developing their knowledge of, and respect for, different people's faiths, feelings and values

Pupils develop these skills to a high extent through a curriculum that prioritises Spiritual, Moral, Social, and Cultural (SMSC) development, fostering a safe environment for open inquiry and self-reflection. By engaging with diverse religious and non-religious worldviews in RE and PSHE, students learn to articulate their own perspectives while critically analysing the "big questions" of existence. This intellectual curiosity is balanced with a culture of mutual respect, where students are explicitly taught to value the feelings and traditions of others through assemblies, cultural exchange days, and collaborative projects. Ultimately, this reflective practice allows pupils to recognize commonalities across different faiths and values, equipping them with the empathy and tolerance necessary for life in a pluralistic society.

- Opportunities for reflective practice, RE/PSHE that includes comparative faith/worldviews study, intercultural projects.
- RE/PSHE lessons, pupil discussions, evidence of interfaith or community links.

d) do pupils gain a sense of enjoyment and fascination in learning about themselves, others and the world around them, using imagination and creativity in their learning and being willing to reflect on their experiences?

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 dance studio, a Music Technology Suite, Media Suite and Dark Room in art and a drama studio/theatre space.

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 (2025's production was Matilda) 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 sporting event 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)
- outdoor gym used extensively during the school day
- Visit to Lea Valley Velo Park
- Reward trip to Wyboston Lakes for students that participated in representing the school for various sports across the year
- Students participate in the County League Athletics
- 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, business trip to New York, trips to the National Portrait Gallery and a wide variety of theatre trips)
- 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
- the vast majority of school events provide a performance opportunity for students to showcase their artistic and musical talents
- Darcy Turner came to BMS to spend a day with a selection of our More Able art students across year 9,10, 12 and 13. We made mythical sea creatures out of wire to be displayed outside
- 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 issued and articles featuring in the newsletter and on the school website.

- Creative, enquiry-based lessons; strong uptake in arts/cultural activities; pupils describe curiosity.
- Examples of project work, arts/community showcase events, pupil surveys.

e) are pupils' talents and interests nurtured, developed and extended through a range of opportunities?

Pupils' talents and interests are extensively nurtured through an approach that extends learning far beyond the standard curriculum. Leaders identify individual potential through baseline surveys and teacher observation, ensuring that a broad range of extra-curricular clubs—spanning sports, the arts, and STEM—are accessible to all, including disadvantaged students. These interests are further extended through external partnerships, such as regional competitions, guest workshops, and leadership schemes, which provide high-level challenges. By tracking participation data, the school ensures that provision is not just available, but actively tailored to help every pupil discover and master their unique strengths.

Examples of this spectrum of opportunities include;

- wide extracurricular offer that is tracked through the logging of extracurricular reward points
- talent pathways students can try out to be part of the BMS Dance Company and can audition for places in the school plays as well as one off competitions such as the House Arts Festival and Christmas Entertainment
- targeted enrichment for underrepresented pupils - students are asked what clubs they would join if it were running
- Sixth former and other students are encouraged to set up and run their own clubs based on their own interests

f) are pupils willing to participate in – and respond to – artistic, musical, sporting and cultural opportunities?

Pupils demonstrate a high level of engagement by actively participating in a diverse enrichment program that is designed to be inclusive and aspirational. Willingness to participate is driven by a school culture that celebrates diverse forms of excellence, ensuring that high-profile events—such as school productions, competitive sports fixtures, and cultural showcases—are met with high uptake. This positive response is sustained through pupil voice, which allows

students to shape the extracurricular offer, and a robust recognition system that rewards effort and commitment alongside talent. By removing barriers to entry (such as cost or equipment), leaders ensure that interest is converted into consistent participation, allowing students to develop resilience and social skills through a wide variety of non-academic pursuits.

Evidence of participation can be seen through;

- high and diverse participation
- pupils report positive experiences.
- participation statistics
- event programmes
- pupil voice
- newsletter articles celebrating success

g) do pupils develop their ability to recognise the difference between right and wrong, including:

- **understanding the consequences of their behaviour and actions, and readily applying this understanding in their own lives?**

Pupils develop a strong moral compass through a consistent positive behaviour framework that emphasises personal accountability over mere compliance. By engaging in restorative justice practices and ethics-based discussions in PSHE, students learn to look beyond the immediate "rule" to understand the consequences of their actions on themselves and their community. This understanding is bridged into their daily lives through a "choices-led" culture, where pupils are encouraged to reflect on their behaviour in real-time, resulting in a school environment where self-regulation is high and the application of moral principles becomes a natural, lived habit rather than a forced response.

- Curriculum includes moral dilemmas, PSHE on consequences and legal boundaries; pupils articulate reasoning
- Lesson evidence, pupil debates, community law interactions (e.g. visits to courts)
- **recognising legal boundaries and respecting the civil and criminal law of England?**

Pupils develop a clear understanding of legal boundaries through a curriculum that explicitly links school rules to the Rule of Law, a fundamental British value. In PSHE and Citizenship lessons, students move beyond simple "dos and don'ts" to explore the foundations of civil and criminal law, often supported by visits from the police or legal professionals to contextualize the consequences of illegal actions. This formal knowledge is reinforced by a school culture of fairness and justice, where behavior policies are applied consistently, helping pupils see the law not as a set of restrictions, but as a framework that protects individual rights and maintains social order. By investigating real-world issues like cybercrime, consent, and discrimination under the Equality Act 2010, pupils learn to navigate their personal freedoms within the legal boundaries of England.

- **offering reasoned views about moral and ethical issues?**

Pupils develop the ability to offer reasoned views by engaging in a curriculum that prioritizes critical thinking and structured debate. Through PSHE, RE, and English literature, students are taught to move beyond emotional reactions to construct arguments based on evidence, logic, and ethical frameworks. By exploring complex dilemmas—such as environmental ethics, social justice, or medical morality—pupils learn to acknowledge counter-arguments and refine their own positions. This creates a classroom environment where differing opinions are discussed respectfully, allowing students to articulate their moral compass with clarity and intellectual rigor.

This is further supported and 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
- 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

h) do pupils learn how to manage their own emotions and resolve conflict with others?

Pupils develop these skills through structured social and emotional learning lessons embedded into the PSHE scheme of work and our schools 'Key to Success' that prioritises self-regulation and restorative practice. By identifying emotional triggers and utilising cooling-off techniques taught in PSHE, students learn to move from impulsive reactions to thoughtful responses. When friction occurs, the school's commitment to restorative justice empowers pupils to articulate their feelings, listen to opposing perspectives, and negotiate their own resolutions. This shift from adult-led discipline to independent mediation ensures that students possess the maturity to de-escalate tension and maintain positive relationships within a diverse community.

Evidence for this can be found;

- behaviour logs
- minuted repair and restore meeting between students and teachers or students and their peers

i) are pupils are given meaningful opportunities to:

- **prepare effectively for adulthood and life in modern Britain?**

Pupils are prepared for adulthood through a robust PSHE framework that merges statutory education with practical real-world readiness. By integrating the Gatsby Benchmarks for high-quality career guidance, students engage in meaningful work experience and mock interviews that bridge the gap between education and employment. Pupils explore the mechanics of British democracy, financial literacy, and the legal responsibilities of adulthood. Furthermore, the school's commitment to the Equality Act 2010 ensures that pupils graduate with the cultural capital and social maturity required to navigate, respect, and contribute to the diverse landscape of modern Britain.

Evidence for this can be found in;

- PSHE lesson plans on life skills, financial capability, digital resilience and civic knowledge
- transition evidence and destination data.

- **acquire the knowledge they need to achieve and thrive in later life?**

Pupils acquire the essential knowledge to thrive in later life through a curriculum that intentionally balances academic rigor with functional literacy and life skills. By mapping educational content to real-world applications such as financial management, health literacy, and digital safety leaders ensure that learning has long-term utility beyond the classroom. These opportunities are made meaningful through experiential learning, including enterprise challenges and partnerships with local industries, which allow pupils to apply their knowledge in professional contexts. Ultimately, this comprehensive approach ensures that students possess the "cultural capital" and cognitive tools necessary to make informed decisions, adapt to a changing job market, and achieve personal success in their post-16 transitions.

- **develop their understanding of the protected characteristics and 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?**

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 – 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, maths, STEM, engaging with MFL lessons and Performing and Visual Arts activities and supporting sports events etc.
- annual Student Leadership events and a final conference takes place across the three schools in the multi academy trust
- 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
- 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
- students are encouraged to identify their readiness to work using the Zones of Regulation and develop strategies to help them self-regulate

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
- '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

j) pupils learn how to be responsible, respectful, active citizens who contribute positively to society?

Pupils are empowered to become responsible and active citizens through a curriculum that prioritizes agency and social contribution. By engaging in structured service learning and community outreach projects, students move beyond theoretical understanding to make a tangible, positive impact on society. The school fosters a culture of mutual respect by embedding the British Values of democracy and individual liberty into daily life, providing pupils with formal platforms—such as school councils and youth parliaments—to influence institutional change. These meaningful opportunities allow pupils to practice civic responsibility in a safe environment, ensuring they graduate with the confidence to challenge injustice, respect diversity, and contribute constructively to their local and global communities.

These contributions are vast and include;

- 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
- 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)
- 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

k) are pupils taught to recognise online and offline risks to their well-being, such as the dangers of sharing personal information and the impact of viewing harmful content online, and risks related to criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism - and made aware of the support available?

Pupils are equipped to navigate modern risks through a sophisticated safeguarding curriculum that is both proactive and age-appropriate. Using a "spiral" approach in PSHE and Computing, students are explicitly taught to identify the nuanced dangers of online and offline exploitation, from the mechanics of grooming and gang recruitment to the psychological impact of harmful digital content. This is complemented by targeted sessions

on sensitive issues such as FGM, radicalization, and domestic abuse, delivered with a focus on recognizing early warning signs and legal rights. Crucially, the school moves beyond fear-based education by fostering a "culture of disclosure," ensuring every pupil can confidently identify the internal and external support pathways available—such as the DSL (Designated Safeguarding Lead), Childline, or the CEOP reporting tool—thereby empowering them to protect their own well-being and that of their peers.

This can be seen in;

- contextualised safeguarding education, age-appropriate content, clear signposting to support
- E-safety and safeguarding lessons are a part of the PSHE curriculum and are revisited each year adding layers of depth and age-related content
- any concerns are logged on CPOMs and referred to the correct team
- we work closely with Hertfordshire police, Herts Young Homeless, Hertfordshire Community NHS Trust and other external agencies.

l) do pupils know how to keep themselves safe and healthy, including how to look after their mental health and how to maintain an active lifestyle?

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 school's 5 enrichment days focus on physical health, mental health and emotional wellbeing, these include sessions 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
- PSHE has been embedded into the Year 12 and Year 13 CDC time to cover healthy eating patterns and living healthily
- 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 is also 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. Students have regular timetabled PE lessons in the fitness suite as well as the option to attend after school Fitness clubs using the facility throughout the year
 - 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 PE lessons
 - 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 eight dedicated staff who play a pivotal role in meeting with and looking after the mental wellbeing of students across all key stages
 - 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 depending 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 PHSE curriculum including taught units in PE, Spanish, Biology and Food and Nutrition
 - a full range of healthy meal options is offered and encouraged in the school restaurant
 - through Character Development time, assemblies and themes of the week delivered during tutor time cover 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
 - in recent years enrichment days and Character Development time has had a greater emphasis on mental health, how to build better mental health and how to recognise and support poor mental health in others including sign posting them to help

- 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 who works across two schools in our 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

m) do pupils have an age-appropriate understanding of healthy relationships?

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 are embedded across all aspects of the school, teaches children how to behave well and make positive contributions towards creating a safe and secure environment. The school's PSHE programme ensures that all elements of keeping themselves safe are covered through assemblies, Themes of the Week and Character Development Time 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 programme fully details each element, the key features of which are as follows:

- relevant assemblies, Themes of the Week and Character Development Time 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
- Anti-Bullying week 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 and have delivered sessions on coercive control, consent and healthy relationships
- Mental Health First Aid training
- Our local PCSO was invited in to deliver assemblies on violence in the community and county lines

In addition to these formal programmes and schemes of learning, the pastoral team supports students with specific needs. The pastoral structure comprises a Head of Sixth Form, Deputy Head of Sixth Form, Assistant Head of Sixth Form, Pastoral Manager, 4 Assistant Pastoral Managers, two Pastoral Support Officers, an Intervention Manager, Attendance Officer 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.

- RSE curriculum meets statutory aims, including consent, boundaries, online relationships.
- RSE lessons, pupil knowledge checks, parental engagement evidence.

n) do pupils know how to discuss and debate issues and ideas in a considered way and how to engage with views, beliefs and opinions that differ from their own?

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:

- Explicit teaching of discussion skills, classroom culture of respectful debate, examples of cross-group discussion are evidenced in lesson observations
- 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
- 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

6. Careers Education

To what extent:

- a) do leaders ensure that all secondary-age pupils are well prepared and supported to progress in education, employment or training, including continuing in education or training until at least their 18th birthday?**

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 PSHE lessons, students complete skills and interests quizzes that points them towards careers that might suit them, they learn about different carers and routes into further education and the world of work
- in Year 8 students have an introduction to STEM careers with both faculty and careers led
- STEM days. Through Character Development Time and PSHE lessons 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 a Russell Group 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

b) is an appropriate careers programme that meets the Gatsby Benchmarks and includes impartial advice and guidance from a qualified careers adviser, opportunities for workplace experiences, and engagement with employers, colleges, training providers and universities provided?

The school provides a comprehensive careers programme that fully adheres to the Gatsby Benchmarks, ensuring every pupil receives a structured pathway toward their future. This is anchored by regular access to a qualified, local authority careers adviser who offers impartial, one-to-one guidance tailored to individual aspirations and labor market trends. Pupils engage in a diverse array of employer encounters and workplace experiences, ranging from formal work experience placements to "industry spotlight" workshops that bridge the gap between classroom theory and professional practice.

Furthermore, the school proactively hosts "provider access" events involving colleges, universities, and apprenticeship providers, ensuring students are well-informed about the full spectrum of technical and academic routes. By embedding these encounters at every key stage, the school ensures that all pupils, regardless of background possess the knowledge and connections needed to make successful, ambitious transitions into the next phase of their lives.

- Evidence of employer encounters, workplace experience, impartial advice, curriculum linking to careers.
- Gatsby benchmark audit, employer visit logs, work experience records.

c) do secondary-age pupils have an appropriate understanding of relevant trends in local and national employment and the implications of the choices they make in relation to these?

BMS pupils develop an understanding of employment trends through a curriculum that integrates Labor Market Information (LMI) into regular career exploration and subject lessons. By utilising digital platforms such as Unifrog and BBC Bitesize Careers students can see shifting demands in the local and national economy such as the growth of green energy or the digital sector. This allows them to move beyond anecdotal career choices toward data-driven decisions. This "economic literacy" is reinforced by impartial guidance sessions where pupils evaluate the long-term implications of their KS4 and post-16 options, including potential earnings, job security, and required skill sets. Consequently, pupils are not merely choosing subjects, but are strategically aligning their educational pathways with the evolving realities of the modern workforce, ensuring they remain resilient and competitive in a changing global market.

- Labour market information used to inform choices, sector talks and local provider engagement.
- Careers lessons referencing LMI, employer and college engagement logs.

d) do pupils with SEND develop independence, contribute to their community, make positive friendships and are supported to be as healthy as possible?

Pupils with SEND are supported to thrive through a highly personalised approach that prioritises long-term outcomes for adulthood. Independence is fostered through tailored life-skills programs and the use of assistive technology, empowering students to navigate daily tasks with increasing autonomy. Inclusion is at the heart of the school community, where pupils with SEND are encouraged to take on leadership roles and participate in service projects, ensuring they are active contributors rather than passive recipients of support. Socially, the school facilitates positive friendships through structured social-communication groups and inclusive extracurricular clubs, while health and well-being are prioritized through coordinated support from occupational therapists, specialized PE sessions, and robust mental health check-ins. This holistic framework ensures that every pupil, regardless of their starting point, is equipped to lead a healthy, fulfilling, and socially connected life.

- Supported work experience, community placements, life-skills programmes with measurable outcomes.
- SEND-specific progression plans, outcomes from placements, parent/pupil feedback.

7. Pastoral Support

To what extent:

a) do leaders and staff know their pupils and are vigilant in identifying individuals or groups who need additional pastoral support?

Leaders and staff demonstrate a high degree of vigilance through a "culture of collective responsibility," where data tracking is combined with deep personal knowledge of each pupil. By utilising a centralised safeguarding and pastoral management system, staff can cross-reference academic shifts with behavioral changes, allowing for the early identification of vulnerable individuals or marginalised groups. This proactive approach is reinforced by regular pastoral lead meetings and staff briefings, ensuring that even subtle indicators of distress are communicated and acted upon immediately.

b) is pastoral support well matched to pupils' needs and targeted at those who may need extra guidance or care, or support for their emotional health or well-being; it deals with immediate issues and any underlying issues, in order to prevent problems recurring?

Pastoral support is matched to individual needs through a graduated response model that addresses both surface-level behaviours and their underlying causes. By utilising a triage system, leaders ensure that interventions range from low-level classroom adjustments to intensive, specialized support for pupils facing complex emotional or mental health challenges. Staff use trauma-informed practices and root-cause analysis to identify the triggers behind a pupil's distress. By providing targeted guidance such as school-based counselling, ELSA (Emotional Literacy Support Assistant) sessions, or external clinical referrals the school successfully resolves immediate issues while building the pupil's long-term resilience. This dual focus ensures that underlying barriers to learning are dismantled, significantly reducing the likelihood of recurring problems and fostering a stable environment for academic and personal growth.

c) are effective relationships with parents, local authorities and other external agencies drawn on to strengthen pastoral support?

At BMS each year the group has a dedicated non-teaching pastoral manager. These pastoral managers follow the students and their year group through the school. Pastoral managers build strong consistent relationships with parents and ensure that parents are active partners in their child's well-being, allowing for a consistent approach between home and school. Beyond the school gates, leaders proactively engage with Multi-Agency Safeguarding Hubs (MASH), CAMHS, and social care to secure rapid, specialised intervention for pupils in crisis. This seamless information sharing ensures that external expertise is integrated directly into the school's internal support plans. Consequently, the school doesn't work in isolation; it draws on a wide network of professional resources to provide a wraparound care model that addresses complex needs far more effectively than any single institution could alone.

d) do pupils understand what support is available and access pastoral care when they need it – and leaders listen to, and take account of, pupils' views about their needs?

Pupils are aware of the support available through a multi-channel communication strategy that includes visible "safe spaces," designated staff lanyards, and digital reporting tools. This clarity ensures that students feel empowered to self-refer to pastoral teams, confident that their concerns will be met with a non-judgmental response. Furthermore, leaders foster a genuine culture of consultation, utilising student surveys, "well-being ambassadors," and focus groups to actively gather pupil views on the effectiveness of care. Student feedback directly shapes pastoral provision such as the introduction of specific quiet zones for Year 11 revision or designated multifaith prayer rooms leaders build a foundation of mutual trust. This feedback loop ensures that pastoral care is not a static service, but a dynamic, student-centered resource that evolves based on the lived experiences and articulated needs of the pupils themselves.

e) does record-keeping, day-to-day processes and data analysis ensure that pastoral support is effective?

Through the use of Arbor and student statement sheets staff maintain real-time, chronological records of student concerns, allowing for the identification of subtle patterns or "slow-burn" issues that might otherwise go unnoticed. Leaders and the pastoral team cross-reference attendance, behavior incidents, and academic progress to measure the tangible impact of specific interventions and shift resources where they are most needed. These day-to-day processes

ensure that no pupil "slips through the net," as clear audit trails and automated alerts facilitate seamless communication between teachers and pastoral leads.

Evidence for these practices can be seen in;

- data dashboards published after each set of reports
- attendance monitoring data both daily and longer term
- rewards and consequences data
- data reports, evidence of data-driven changes.

8. Inclusive Personal Development and Well-being

To what extent:

a) do pupils feel welcome, valued and respected and that they belong within the school community?

Pupils at BMS feel a deep sense of belonging through an inclusive school ethos that actively celebrates diversity and promotes mutual respect as a core value. By embedding "The 3R's" into the curriculum and establishing student-led affinity groups, leaders ensure that every pupil sees themselves reflected in the life of the school. This culture of being valued and respected is reinforced by an environment where peer-on-peer kindness is the norm and is celebrated and recognised. Every student has a trusted adult advocate. Consequently, pupils don't just attend the school; they feel an integral part of a community where their unique backgrounds and perspectives are recognised as strengths, directly contributing to high levels of engagement and personal well-being.

This can be seen across the school and is highlighted in;

- the school mantra of 'A mind to be Kind' this is promoted through our 3R's - Relationships, Respect and Responsibility
- warm climate, routines that celebrate diversity, consistent anti-bullying practice
- students have the opportunity to give feedback about their personal development and wellbeing through their CDC representative at student parliament, through regular student voice initiatives and through the annual student survey

b) do all pupils, especially disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being, such as young carers, benefit from high-quality personal development opportunities?

BMS ensures that high-quality personal development is a right for all pupils rather than a selective privilege by adopting an "equity-first" access model. Leaders proactively identify and dismantle the specific barriers faced by disadvantaged pupils, those with SEND, and those with social care involvement, such as young carers, by providing bespoke transition pathways and subsidised access to all enrichment activities. By integrating "cultural capital" directly into the core curriculum, the school ensures that vulnerable students are not just invited but are actively scaffolded into leadership roles, external competitions, and high-aspiration career encounters. This targeted approach supported by individualised mentoring and flexible scheduling guarantees that those facing the greatest external challenges receive the most robust internal support, ensuring every pupil possesses the social confidence and life skills necessary to thrive alongside their peers.

This can be evidenced in;

- monitored participation records and active engagement of disadvantaged pupils
- tailored interventions such as the alternative curriculum and external agencies

c) do all pupils have equal access to and participate in interesting and relevant extra-curricular activities?

Equal access is guaranteed through a proactive inclusion strategy that identifies and removes financial, logistical, and social barriers to participation. By subsidising costs for disadvantaged students and providing accessible transport or flexible scheduling for young carers and pupils with SEND, leaders ensure that the extracurricular timetable is a realistic option for all. The offer is intentionally diverse, spanning STEM, the arts, and inclusive sports, and is regularly audited against participation data to ensure no specific demographic is underrepresented. This data-driven approach transforms extracurriculars from an optional "add-on" into a core vehicle for social mobility, ensuring all pupils—regardless of background—can build the confidence and "cultural capital" derived from a rich variety of interests.

- Financial support, adjusted timings, transport solutions, outreach.
- Subsidy records, participation by group.

d) do all pupils benefit from high-quality careers education opportunities, where relevant, including the groups of pupils listed above?

At BMS we use Pupil Premium and specialist funding, to ensure that high-value opportunities—such as university trips, industry-specific visits and high-level work placements are prioritised for those who may lack professional networks at home. This inclusive approach ensures that careers education is not a "one size fits all" service, but a tailored strategy that empowers every student to navigate complex post-16 pathways with equal confidence and ambition.

- Access and support for vulnerable groups to ensure parity of opportunity.
- Careers participation data by group.

e) do pupils understand, appreciate and respect differences in the world and its people; and celebrate what we have in common across cultural, religious, ethnic and socioeconomic communities?

Pupils at BMS develop an appreciation for diversity through a curriculum that actively highlights the interconnectedness of global cultures and the shared values that unite them. By moving beyond "tolerance" toward active celebration, the school utilises religious education, assemblies, and diverse literary texts to explore the rich contributions of various ethnic and religious groups to modern society. This understanding is deepened through collaborative projects that bring together students from different socioeconomic backgrounds, fostering an environment where commonalities such as shared aspirations and ethical principles are emphasised. Consequently, pupils graduate not only with the knowledge to navigate a multicultural world but with the cultural empathy to respect differences and champion the social cohesion that underpins modern Britain.

Specific examples of this include;

- curriculum and events that promote intercultural understanding and empathy
- our annual day of Culture and Diversity when pupils come in

f) do pupils respect the different protected characteristics defined in the Equality Act 2010 and do not tolerate bullying, unlawful discrimination, harassment or victimisation?

Pupils at BMS demonstrate a high level of respect for the protected characteristics through a school culture that prioritises proactive education over reactive discipline. By embedding the principles of the Equality Act 2010 into the curriculum, students develop an understanding of why diversity in age, disability, gender, race, religion, and orientation is a strength to be protected. The school maintains a zero-tolerance stance on bullying and harassment, supported by clear, student-led reporting mechanisms. This empowers students to challenge discriminatory language or behaviour. This collective vigilance, reinforced by restorative justice and regular equality audits, ensures that the school environment is a safe, inclusive space where victimisation is socially unacceptable and diversity is celebrated as a fundamental British value.

This is evidenced in;

- our clear behaviour policy

- swift responses to incidents
- culture of respect
- Incident logs
- training records
- Theme of the week rotas and PSHE lesson plans
- pupil statements

g) do pupils have the opportunity to develop a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socioeconomic backgrounds?

Pupils are provided with a rich variety of social contexts that break down demographic barriers, intentionally moving them beyond their immediate peer groups. Through collaborative learning structures in the classroom and mixed-age extracurricular projects, students are required to work toward shared goals with peers from diverse religious, ethnic, and socioeconomic backgrounds. This exposure is further enhanced by community-based initiatives and inter-trust partnerships that place pupils in unfamiliar social settings, challenging them to adapt their communication styles and build empathy. By navigating these varied interactions, pupils develop a wide range of interpersonal skills such as negotiation, active listening, and conflict resolution that are essential for success in a diverse and globalised society.

This is evidenced throughout the school and across the Bushey St James Trust;

- mixed group work in lessons
- Vertical CDC groups throughout the year
- House assemblies
- Student parliament meetings
- community collaborations and peer mentoring.
- Examples of cross-group activities and pupil feedback.

h) are reasonable adjustments or adaptations to the personal development curriculum or teaching for pupils well targeted, effective in reducing barriers to their learning and/or well-being and focused on pupils' long-term success rather than short-term fixes- and do leaders consider the possible downsides of any adaptations and mitigate these?

At BMS we try to ensure that adaptations to the personal development curriculum are both ambitious and meet the needs of the individual student leaders utilise a rigorous diagnostic process to ensure that adjustments such as modified communication methods or sensory-aware environments are directly targeted at reducing specific barriers to well-being without compromising the depth of the curriculum. These adaptations are designed with a focus on long-term transition and independence, ensuring that pupils are not becoming over-reliant on support that will not exist in post-16 settings. To maintain high standards, leaders actively evaluate the "hidden costs" of any modification, such as the potential for social isolation or curriculum narrowing, and proactively mitigate these through inclusive grouping and parallel enrichment. This balanced approach ensures that every adjustment serves as a bridge to future success rather than a temporary workaround.

- Adjustments documented with impact evaluation and risk mitigation where necessary.
- Adaptation plans, review notes, examples of mitigations.

i) do pupils who attend alternative provision continue to receive a suitable personal development and relationships and health education (RHE)/relationships and sex education, health education (RSHE) programme?

At BMS we are working hard to develop our own alternative provision programmes to ensure that students can still access our onsite programmes. Where the students are offsite the school ensures that pupils attending alternative

provision (AP) remain fully integrated into its personal development framework, preventing any "curriculum deficit" during their placement.

Leaders conduct rigorous due diligence to ensure that AP providers deliver a programme that is not only statutory-compliant but also specifically tailored to the heightened vulnerabilities these pupils may face. This is supported by regular quality assurance visits and information-sharing protocols, where school leads review the content and delivery of sessions to ensure they align with the school's high standards for safety, consent, and healthy relationships.

By maintaining a "dual-registration" mindset, leaders guarantee that even when pupils are learning off-site, they receive the same depth of character education and safeguarding knowledge as their peers, ensuring their holistic well-being remains a shared priority between the school and the provider. The following aspects of the provision are fully in place:

- contractual expectations with providers, consistent RSE/PD content and monitoring.
- provider agreements, lesson plans, monitoring visits.

Post-16 provision

All the evaluation areas apply to the post-16 provision. Inspectors will consider the post-16 provision proportionately when grading each evaluation area. They will also grade the post-16 provision separately to consider it as a whole. This post-16 provision evaluation area contains information that is specific to 16 to 19 study programmes; it is either not included in other evaluation areas or expands on the standards in other evaluation areas.

What does the evidence indicate about:

- a) whether the school has a high-quality 16 to 19 study programme, which gives students, especially disadvantaged students, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being, the knowledge and skills they need to succeed in life, and for the next stage of their education, training or employment?

Bushey Meads School has a high quality 16-19 study programme that supports disadvantaged students who are CLA or post CLA, SEND or require a 16-19 bursary. For example:

- Bushey Meads Sixth Form provides an inclusive education at Key Stage 5 (KS5), meeting the needs of students with a wide range of interests and abilities
- The Sixth Form incorporates a large number of external students, indicating a highly successful Sixth Form programme
- Outcomes at Post 16 are particularly impressive when considering the welcome increase in the number of external. Students are provided with student leadership opportunities, such as Student Voice, Student Parliament, and Mental Health Ambassadors
- An alternative pathway for Level 1 and Level 2 students, called Spring Board, is also offered at Sixth form
- 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, 2 of 4 (50%) 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 Ever6 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
- personalised and differentiated curriculums to support levels of ability and specific needs student leadership opportunities (Student Parliament, Student Learning Consultants, Subject Leaders, Sports Leaders, Charity Ambassadors, Mental Health Ambassadors etc)
- In September students who join the Sixth form are all involved in a transition week to ensure that all learners studying at BMS Sixth form are well equipped with our core values for their two-year programme. This involves debating, attendance information, how to organise yourself as a Sixth former and how to use independent study times appropriately. Students who may have not attended the first week of transition will have an opportunity to receive the core values at an alternative time shortly after they have settled.

- b) how the wider curriculum enriches students' education by providing careers education, work experience, industry placements, RSHE and non-qualification activities to equip them with vital life skills for adulthood, successful employment or higher-level study?

Bushey Meads provides a highly rich wider curriculum that is inclusive and supports a range of enrichment and career-focused activities which we endeavour to maintain across year 12 and year 13:

- 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
- During our annual 'Flair Week,' departments invited various 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, Year 12 were able to listen to a talk from previous Spanish students.
- Sixth Form students participate in weekly enrichment activities every Friday on a period 5 ranging from physical activities to first aid training. They benefit from a broad enrichment day programme covering themes such as sexual health and mental health. PSHE has been introduced into the Year 12 and Year 13 Character Development Coach (CDC) time to cover healthy eating patterns and living healthily.
- Work experience weeks are compulsory in Year 12 and engage employers and the local community. Students are encouraged to be involved in mock interview days with employers from various business fields to enhance life skills like communication, CV writing, and interview technique. The Year 13 enrichment day in the Autumn term includes organized one-to-one interviews utilising external business links.
- The Kindness Matters community service programme allows Year 12 students to assist in KS3 and KS4 lessons and support reading programmes at a local primary school. Non-qualification activities also include work to develop study and volunteering.

How does post-16 provision contribute in the following areas:

- a) having high-quality 16 to 19 study programmes that are tailored to the needs of individual students?

The inclusive Sixth form tailors its programmes to ensure that each students needs are being met. Our carefully considered programme is well thought out and adapted to suit the needs of all learners in KS5:

- The curriculum offer boasts a hugely diverse range. Students can combine academic and vocational courses
- The academic curriculum includes A levels across subjects like the social sciences, arts, sciences, humanities, English, and mathematics (including core and further mathematics). The vocational pathway offers courses such as BTEC science, music, PE, food and nutrition, IT, computer science, child development, and business studies

- b) supporting, improving and accrediting students' English and mathematics knowledge when needed?

The Sixth Form supports students to acquire English and Maths based knowledge in different ways such as:

- for students who did not achieve a grade 4 in maths or English in Year 11, there are timetabled sessions to boost their grades. These students receive additional timetabled lessons and are entered for the exams to resit in Year 12 and, if necessary, in Year 13
- Core Maths is an established offer for students who want to continue a mathematical pathway at KS5 as an alternative to the full A level maths

- c) identifying and tackling barriers for students who are disadvantaged, those who have SEND, those who are known (or previously known) to children's social care or who may face other barriers to their learning and/or well-being?

Our inclusive and diverse Sixth form helps to remove barriers for students who have varying needs and support the through their education, whether they are CLA or SEND:

- The Sixth form consists of 3 students with an EHCP's. Two with their physical needs being met with the support of a learning assistant
- the Sixth form work with the SENDCo and Deputy SENDCo in the Specialist Resource Provision (SRP) to make reasonable adjustments so that all students can attend trips, lessons and feel included.

- Students are provided a local taxi service when attending trips into London on Enrichment Day
- Students who receive a 16-19 Bursary have a meeting with the Sixth form team to ensure that their bursary can support with any trips that the students may attend

d) making sure study programmes include relevant and substantial vocational/technical and academic qualifications that prepare students for the next stage of their education, training or employment?

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 offered 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
- 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 called Spring Board
- the opportunity to resit GCSEs in maths and English for students who did not achieve a level 4 in year 11
- Year 12 students complete a one-week work placement. Extended work placements are arranged for students on vocational courses, such as childcare students.
- Non-qualification activities include World Challenge expeditions (e.g., Borneo in 2024 and Machu Picchu in 2026). Students also benefit from workshops and conferences with external experts, such as a visiting poet (Dalgit Nagra) or sessions led by the Shakespeare Birthplace Trust

e) ensuring that study programmes are relevant to regional and local employment needs and include purposeful work experience, work-related learning or industry placements?

At KS5 students are able to build on their knowledge of local and regional employment needs through the use of our online tool Unifrog which shares the various routes to career:

- Students in Year 12 and 13 are invited to Alumni assemblies, where previous students have been welcomed into the Sixth form to share their experiences of gaining a university placement or an apprenticeship post Sixth Form
- Unifrog is used in Year 12 as part of the PSHE curriculum to prepare students for work related learning and work experience
- Students are involved with external companies with the support of Careers and Work-Related Learning such as Sky to provide a real insight into the sector

f) ensuring that non-qualification activities (for instance, tutorials, work to develop study, leadership and volunteering) develop students' social, emotional and employability skills?

KS5 students are able to be involved in a variety of activities that will help develop their employability skills such as:

- The Kindness Matters community service programme allows students to volunteer in the local community
- Students are able to apply for student leadership positions in Year 12 to show their interest in becoming a Head Student, Prefect or another leadership role within the school. Students are then interviewed for the role

- Prefects once elected are allocated duties during weekly meetings with the Assistant Head of Sixth form, where they must supervise areas of the school
- Students are involved in Student Parliament with students in Year 12 and 13 usually leading the parliament to hear the opinions of KS3 and KS4 students
- Head students are regularly invited to present in front of governors and senior leadership meetings to discuss the suggestions from Student Parliament
- Year 13 students have been able to have interviews with local businesses to practice their interview skills on a scheduled 'interview day'
- Year 12 and 13 students are able to work across the BSJT Trust by working with the primary schools Little Reddings and Hartsborne to do a junior Student Parliament, to help prepare Year 6, Year 5 and Year 4 students for secondary school

g) providing access to high-quality, individualised careers advice and guidance that prepare students well for the future?

The school has employed a member of staff who works on Careers and work-related learning across the school. Students in Year 12 and 13 have access to one to one careers advice through school and also through workshops that are built into the school year:

- Year 12 students participate in a UCAS Careers Convention morning. Extensive guidance is offered for Personal Statements, including a focused Personal Statement Day in July
- Year 12 are invited to a Next Steps event where Service for Young People discuss finances and apprenticeships
- Year 13 students benefit from a careers Enrichment Day, including one-to-one interviews with external business links
- Year 11 students are interviewed by a member of the Sixth form team and subject choice and career focus is a part of the interview process
- Services for Young People help to support Year 12 and 13 with interviews and provide impartial advice for transition into Higher Education or employment with training
- Students in Year 12 and 13 are able to work with the staff member in Working with Careers advice and guidance based in the Sixth form for support on Apprenticeships and UCAS Open Days

When evaluating the post-16 provision for students with SEND with a focus on understanding students' starting points and the progress that they are making from them, how well does the school:

a) seek to understand the curriculum pathways of individuals or groups of students and the extent to which leaders have identified the right priorities to ensure that they make good progress?

As an inclusive Sixth form Bushey Meads is able to understand students starting points and track the progress that is being made. Students with SEND have access to a personalised and differentiated curriculum. The Springboard into Sixth Form offers a Level 1 pathway for the most vulnerable students. This is discussed through the enrolment process with students and highlighted as an option for students who have SEND.

- Learning Support complete reviews for students who are on an EHCP
- SENDCo lead conducts annual reviews
- Students who may need additional support have a personalised approach and are put onto a contract for 6 weeks so that teachers and pastoral staff in the Sixth Form are able to track and monitor the progress of students
- Pupil passports are accessible to all staff members on Arbor to incorporate actions for each student into lessons
- Through the bridging week for Year 11 the Sixth form team are able to have a hand over period with the Pastoral Manager of Year 11 so that the Head of Sixth form and Deputy Head of Sixth form are aware of students and their starting points and identify any provisions that may need to be put into place prior to September
- Students are invited to a Next Steps event where Services for Young People discuss finances and apprenticeships

- The school is focused on ensuring students are well prepared and supported for progression. For students who are underperforming relative to their aspirational targets, KS5 students are placed on the Elevate and Excel mentoring scheme
- Students may also be placed on a Key Stage 5 Contract if they require extra support

b) keep in mind that published data from national tests and examinations may be unavailable and therefore evidence gathered on site, in relation to students' starting points, will be crucial in evaluating their achievement?

Information on students is gathered in various ways in relation to students starting points and at Bushey Meads, students are always able to evaluate their performance and their achievement

- The use of the data team to acquire knowledge of the students' progress within the first 6 weeks is crucial to inform teachers
- All students who progress into KS5 must provide evidence of their GCSE results throughout the enrolment process which is then stored onto Arbor
- Baseline tests are conducted in A level Maths, English and Science to ensure that students are entered onto the correct courses
- KS5 use pupil passports and EHCP data to use in relation to students starting points
- Sixth form contracts have been used in Sixth form as a baseline to ensure that students are able to cope with the starting points of A level courses for the first 6 weeks
- DIRT tasks are incorporated through learning to ensure that students are able to respond to the feedback of their teachers

(See section a)

c) work with leaders to understand students' relevant non-qualification activities, based on their needs, that prepare them for adulthood; activities may include, in exceptional cases, developing their independent living skills when qualifications or preparation for employment are not suitable options?

Year 12 and Year 13 students work with several members of the school community to ensure there is an understanding of preparation for adulthood outside of learning through:

- The non-qualification activities, such as the EPQ, focus on developing learning skills crucial for Post 16 and Higher Education
- The use of Character Development that cover a range of topics about everyday life and allows students to participate in classroom discussions, with the use of visuals to aid the discussions
- For students following non-traditional academic pathways, the Work-Related Learning (WRL) and Careers offer supports the development of a broader skill set
- Springboard into Sixth Form includes ASDAN Sport, enabling health and physical activity to be offered across all student pathways

d) bear in mind that students might not access the full 16 to 19 study programme?

At Bushey Meads, students with SEN at KS5 are considered when taking into account that students may not access the 16-19 study programme. The Sixth form team are then able to provide an array of support to the students:

- Pupil Passports are used to inform all teachers of what provisions need to be put into place, and teachers are to provide the adaptive teaching experience
- There is regular contact with the Learning support department to ensure that students are well supported throughout their time in KS5
- Learning support are able to attend the KS5 Open Day to welcome parents to ensure that anyone who may have SEN has an opportunity to ask questions before studying the next stage of their career
- Students with SEND may have a personalised curriculum where they can access a Spring into Sixth form course at Level 1 and Level 2 and students have the opportunity to resit Maths and English at the same time

- Students are encouraged to embed the lifelong community of Bushey Meads Spirit by being part of our Alumni network once they go onto university or their next steps. Students are then invited to speak with Year 11 students regarding life after Bushey Meads.
- 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.

e) work with leaders to understand the setting's unique nature and its context, including its curriculum offer, its links to the world of work, and how it prepares students for future careers?

When looking at the post 16 provision for students with SEND, the Sixth form team work with leaders, and students to offer a broad inclusive curriculum:

- Springboard into Sixth form including, Level 2 PE, IT and Health and social care for students who may not yet have obtained English and Maths or 4 A levels to study level 3 subjects
- A variety of subjects that range from vocational to non-vocational Academic subjects are on offer at Level 3 such as Applied Sciences CTEC, Art, Fine Art, Graphic Design, Photography, Biology, Business Studies, Business studies Ctech, Chemistry, Childcare and Education, Computer science, Criminology Level 3, Dance, Design and Technology, Drama and Theatre studies, Economics, English language, English literature, Food science and nutrition, level 3, French, Further Maths, Geography, History, IT BTEC level 3, Law, Mathematics, Media studies, Music, Religious studies, Physics, Politics, Psychology, Sociology, Spanish Sport and PE Cambridge tech
- 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

Bushey Meads works with local agencies to ensure students are aware of its unique nature and its context and is able to link to the world of work through:

- Sixth Form sessions delivered by local PCSO's cover important aspects of the legal frameworks
- PHSE has been introduced at CDC time for year 12 and 13
- our carefully chosen Theme of the Week delivered in CDC time i.e. Relationships
- links with the local PCSO

At KS5 the post 16 provision ensures there are links to the wider world to ensure that students are at the heart of learning but also to ensure that students are well prepared for their careers:

- All students in Year 13 undergo the completion of the Extended Project Qualification, which is the equivalent of an AS level, and prepare students for oracy skills through presentation writing and also literacy skills and the use of IT through writing a 5000-word projects
- Students have half termly contact with Alumni students to ensure students who have previously attended Bushey Meads have been able to discuss how their school life supported their future career

f) focus particularly on understanding students' starting points and the progress that they make, recognising that they may join at different ages and may have had poor attendance in the past and this may have an impact on their progress

When beginning Bushey Meads at KS5 students are all enrolled into a transition programme that supports all students to undergo a variety of activities to understand students starting points and acknowledge that every learner is different. The Sixth form team are heavily involved in the handover process where the pastoral team and the sixth form team meet to address any students regarding attendance and their progress throughout KS4:

- The process of enrolling students into the Sixth Form supports the identification of required SEND support or additional intervention requirements
- Sixth form have introduced a new transition period for all students, internal candidates and 'new to school' students joining the Sixth, where attendance is addressed to all students by the KS5 administration officer

- External students applying to Sixth Form have their academic transfer information gathered from previous education providers
- The school recognizes that outcomes at Post 16 must be viewed in light of the number of external students admitted. Year 12 attendance improved by an average of 8.37% from their Year 11 attendance

Strategic Leadership of the Post-16 Provision

To what extent:

- a) do leaders offer a suitable study programme that meets all statutory requirements; this includes appropriate qualifications, work-related learning, RSHE and non-qualification activities, as well as English and mathematics courses when these are needed?

The leaders at Bushey Meads carefully create a suitable study programme that meets all statutory requirements, by ensuring leaders are always looking for available continuous professional development training in and around Hertfordshire. The Sixth form team have close links with schools in the local area to ensure requirements are met. Leaders in the school ensure:

- 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
- The Sixth form Participate in weekly enrichment activities which range from physical activities to first aid training
- Within Sixth Form all students will benefit from a broad enrichment day programme, covering themes from sexual health and mental health
- Sixth form students are also invited to a Next steps event where we invite the University of West Herts and Services for Young People to discuss finances and apprenticeships with the students so that they are able to acquire this knowledge before choosing their next steps
- All students are encouraged to be involved in mock interview days with employers from various business fields to enhance their life skills of communication, CV writing and interview technique

- b) is the 16 to 19 study programme designed to meet students' academic needs and career aspirations and takes into account the school's context?

Bushey Meads Sixth form has a diverse student population that encourages a programme to have a personalised approach to ensure it is meeting all learners needs:

- Information regarding all of the subjects is provided during the Open evening in November from Heads of Faculty and teachers and the head of Sixth form
- Year 11 interviews that take place every March allow students to have conversations on an individualised basis with the Sixth form team before selecting subjects
- 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
- A personalised approach on enrolment day where students bring their qualifications from their GCSE's into Sixth form and have a conversation with leaders of the school before being enrolled onto subjects
- A 3-day transition period for Year 12 students, engaging in various activities from Careers talks, attendance talks, Kindness Matters and also debating and presentation skills.

- c) do leaders have a comprehensive understanding of the quality of the curriculum and teaching across the post-16 provision?

Leaders are able to evaluate the quality of the curriculum provision at KS5 annually to further enhance it. This is done by:

- Leaders ensure that the most experienced staff are with the examination groups within faculties
- Leaders also ensure that staff are closely linked with their specialist subject when teaching and will accommodate their second subject where the timetable permits
- 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
(see Section 1 part d)

d) do leaders assure themselves that the curriculum is being taught well, identify areas for improvement and take effective action to tackle these, including through professional development?

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

- lesson observations
- learning walks
- twice yearly engaging with a whole school process of evaluation through our Unlocking Potential booklets
- faculty meetings including on-going discussion and review of provision within subjects
- our Autumn annual analysis of results and provision
- strategic meetings including those with school governors
- at each transition point data is analysed and provision reviewed in light of the specific student cohort reaching this stage of schooling
- many staff participate in exam board networks
- the visiting of other schools for benchmarking our curriculum against
- many heads of faculty attend faculty networking meetings

Achievement in the post-16 provision

To what extent:

a) do students develop their knowledge and skills across the curriculum to prepare them well for more advanced study, where relevant?

At Bushey Meads we are able to document annually the students' Destinations at KS5. Progression for all students is good. Students are very well supported and guided in planning for the next stage in their lives.

The following table shows the destinations at which Year 13 have selected, which demonstrates that we teach a variety of skills in the curriculum for students to execute into different areas of advanced study:

Year 13 Destination Data % of students

% of students	2017	2018	2019	2020	2021	2022	2023	2024
Total number of students	81	108	113	131	131	139	126	96
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

Students also are able to develop personal, social and employability skills:

- 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 which encourages students to develop a taste of university life and their future study plans

b) is students’ progress is reflected in the responses they give and the work they produce?

The expectation at Bushey Meads is to promote students independence at KS5 and learners are able to reflect on their progress and given several opportunities throughout their studies to do so:

- Students at Year 12 and 13 are involved in two sets of Pre-Public Examinations (PPE’S) where they are able to reflect on their progress at two different stages of the year.
- Students are issued three reports throughout the year which includes their attendance, and academic performance as well as their Attitude to Learning
- 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 Elevate and Excel and Time to shine
- place some students in Years 12 and 13 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
- 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 complemented by the orange ‘capturing verbal feedback’ posters in some 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
- a wide variety of information evenings (the school website is regularly updated with key dates, events and information to support parents)

c) are students ready for the next stage of their education, employment or training – and have the necessary knowledge and skills and, where relevant, they gain qualifications that support their intended course of study and give them access to destinations that meet their interests and aspirations?

Bushey Meads has a high percentage of students going onto gain qualifications that support their attended destinations of universities or Apprenticeships. At key stage 5 we build and work on the skills gained in Key stage 4 and there is a key focus to work with students and parents during events to provide students with the knowledge and skills to help them meet their interests and aspirations:

- 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

How does it support their intended course of study and give them access to destinations?

Key Stage 5 students interested in a career in medicine are encouraged to attend the Alumni event taken by a previous Head student who is able to discuss the pathways taken to study medicine

- 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, Apprenticeships (see section a for destination data)

Curriculum and Teaching

To what extent:

- a) is the curriculum, including relevant work experience, coherently planned and sequenced so that students build knowledge and skills sequentially and cumulatively?

At KS5 students are able to continue to build on their knowledge and skills that has been accumulated throughout KS4. Year 12 and Year 13 students are at the heart of the sequence planning and we want to ensure that all students are catered for in regards to the planning and sequencing of the curriculum:

- staff members 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
- the use of GCSE results supports the planning of the curriculum to ensure that is appropriately sequenced for all learners
- the use of Work-related learning to support in numerous events in Year 12 for students to build on their knowledge for when they reach year 13
- work experience week at the end of year 12 aids students' skills and knowledge for their selection of choices of destination when they reach year 13

- b) does the curriculum have rigour, so that students learn the knowledge that they need to answer subject-specific questions and to gain disciplinary knowledge?

The curriculum at KS5 poses a lot of rigour for its students. As a diverse and inclusive curriculum that has been carefully mapped out for students to ensure they are able to acquire the knowledge that they need to answer subject specific questions:

- Through the use of exam techniques
- Staff members are able to conduct 'Walking talking mocks' confidently
- The curriculum is delivered by experts in the subjects

c) do teachers have a comprehensive understanding of the school's approach to teaching, how students learn and how to remove barriers to achievement?

Staff members at KS5 are regular reminded through Key stage fortnightly briefings of the policies of the school and the policies specifically that are designed to aid teaching and learning, this is then communicated to staff regularly in a variety of ways:

- a strong induction programme
- CPD programme which regularly addresses students from HPA/LPA/SEN/PP and how to support students through adaptive teaching
- 'Monday Magic Moments' and 'Friday Faculty Focus' which regularly addresses how to remove barriers for students and support available for staff should they find this difficult
- a comprehensive CPD programme including bespoke sessions led by the Teaching and Learning Team, comprising of four Lead Practitioners and four Advanced Lead Teachers. These eight are all 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 2024 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, (91%, 98%, 97.2% and 98.6% good and outstanding and 53%, 52%, 52.1% and 52.8% good)

d) do teachers have expert knowledge of the subjects they teach?

Through the recruitment process at Bushey Meads, it is important to gain knowledge from the staff members of their areas of strength and their specialism and second subject so that when designing the timetable for the academic years we are able to place the strongest staff members on the most appropriate courses that suits their needs:

- all teachers have a degree and are subject specialists in their area of expertise
- heads of faculty at KS5 are examiners for Edexcel and Pearsons and are able to use their subject knowledge to share within their departments
- Shared practise through faculty meetings and briefings is always encouraged

e) do teachers link curriculum learning with careers; they highlight progression routes for their subject and how the knowledge and skills developed in it are relevant to a wide range of career pathways?

Teachers are able to link the curriculum with careers. Our Work-related learning manager is able to communicate to staff regular and subsequently collate information on how each subject has embedded their subject and linked it with their futures. A record is kept for all staff members to add too:

Curriculum	
Art	The art curriculum is thoughtfully structured to equip students with the skills and experiences that connect directly to a wide range of future career pathways. Through projects in graphics, advertising, design, and photography, students build creative thinking, technical competence, and strong visual communication skills that are essential across the creative industries. Gallery visits and residential trips to European cities offer valuable cultural enrichment, inspiring students and expanding their understanding of art within a global context. Visiting artists are regularly invited to lead workshops, allowing students to learn directly from creative professionals while exploring new techniques and approaches. We also collaborate closely with local artists and creative practitioners, enabling students to make meaningful real-world connections and understand how artistic skills translate into professional practice. Additionally, the Year 9 enrichment day is dedicated to exploring careers within

	the performing arts, providing students with insight into the diverse opportunities available across the wider creative sector.
Biology	
Business Studies	We had guest speakers come in delivering sessions on certain aspects of the curriculum as well as guidance to opportunities in the business world. Discussions have been held in class regarding various approaches that can be undertaken to future careers in the world of finance, trade and entrepreneurship. Curriculum does lead on future job potentials to look out for.
Chemistry	We are currently promoting chemistry by linking it to a wide range of career paths and providing relevant examples for each year group. For younger students, we highlight fun, hands-on experiments that show how chemistry is used in everyday life and familiar jobs. During science week we had NHS jobs completion for our KS3 students. For older students, we showcase more advanced applications in industries such as pharmaceuticals, environmental science, and engineering, helping them see how their learning can lead to real-world careers. By embedding these examples into lessons, we aim to inspire students and show the exciting opportunities a background in chemistry can offer.
Dance	Dance at Bushey Meads develops essential life skills that support success in any future career. Students build problem-solving, creativity, resilience, and teamwork through interpreting choreography, overcoming challenges, and creating original performances. Regular performance opportunities help students grow in confidence, communication, and leadership, preparing them for interviews and collaborative working environments. The curriculum also strengthens verbal and non-verbal communication, active listening, and the ability to give and receive feedback—skills valued across all professions. Enrichment opportunities, including workshops led by industry professionals, give students insight into real-world career pathways and inspire ambition beyond the classroom. Many former dance students have gone on to succeed in a wide range of fields, demonstrating the broad and lasting impact of dance education.
Design & Technology	At KS5, students attend a workshop day at London South Bank University, where they experience university-level facilities and gain insight into higher education pathways within design and technology. In addition, the TV display in the DT entrance regularly showcases DT-related university courses to raise awareness of post-16 and post-18 options.
Drama	At A-level students often undertake monologue performances which directly impact any auditions for further education and employment in the theatre industries. We also support students wanting to explore work experience or employment as a young performer or technician. We offer a careers day in year 9 that explores careers in theatre and TV.
Economics	Careers posters highlight the various job opportunities which could be pursued if the subject is studied at further education levels. Guest speakers have delivered sessions regarding the workings of banks and their relationship with the objectives of the government of the day providing insight to the students in the workings of one's economy. The students took the opportunity to network and build connections while pursuing such opportunities through LinkedIn. Debates are part of the regular curriculum to enhance the presentation skills of students for future job roles. Additionally, students have led on certain topics to consolidate their learning and harnessing a practical approach to issues which are relevant to everyone's lives like employment and inflation.
History	Discussion of media personalities/celebrities who have degrees in the subject, which demonstrates the scope of what a degree in history can do for your career and that you are not simply limited to the 'default' "teacher of" or "work in a museum". For example, the police, working in television, conducting academic research, lecturing, radio and even architecture to name a few. Discussion of range of degrees on offer when looking at history as a future educational path. For example, Joe Biden or Louis Theroux
Maths	Industry and Academic Mentoring: Connect students with people in mathematical careers, such as undergraduate students, alumni, or professionals in finance, engineering, and technology. Highlighting Diverse Careers: Actively showcase that math is essential for roles in data analysis, AI, healthcare, and engineering, rather than just teaching. Engaging STEM Projects: Implement curriculum projects focused on problem-solving and modelling, using tools like data interpretation to

	show practical applications. Maths Hub Engagement: Utilise local Maths Hubs for professional development and to access high-quality resources that promote modern, relevant mathematical teaching. Promoting Further Study: Encourage students to take A-Level Mathematics and Further Mathematics by explaining their value for university and high-level graduate careers. Visits and Guest Speakers: Invite guest speakers from STEM fields to discuss how they use mathematics in their daily work. Positive Learning Environment: Focus on deepening understanding through "mastery" approaches, ensuring students feel confident and see mathematics as a subject for everyone.
Modern Foreign Languages	For example, practical tasks such as booking excursions or dealing with travel issues, linking to careers in Transport and Travel companies. We cover the world of work which gives students direct preparation for job applications and work-related communication. At KS5 we discuss language-focused degrees and give students the opportunity to apply to attend a study day at Oxford University.
Sociology	At KS5, Sociology builds on this understanding by exploring social structures, power and inequality in greater depth. Students develop strong analytical, research and written skills through the study of education, crime, social stratification and social policy. These skills support progression to higher education and careers such as law, social work, teaching, criminology, public policy, journalism and research, with regular references to real-world applications and current issues.
IT	In Year 12, through web design, we discussed e-commerce, digital marketing and web development careers, using real-world business examples. In Year 13, while studying IT systems, we focused on careers in databases, systems administration and IT management.
Computer Science	At KS5, BTEC Level 3 in computing, BTEC Level 3 in computing offers the teaching of website development and cyber security, students can become a website developer or venture into the cybersecurity careers. They will also learn about hardware components and the processors. Therefore, they can also attempt to start a career such as being an IT technician. The study of A Level computer science could allow the students to take on careers such as data scientists, programmers, software engineering, database administrator, gaming programmers and IT system managers.

Alumni boards are also kept within some departments to share with students previous Bushey Meads students and where their career path has taken them

Preparation for Next Steps

To what extent:

- a) do leaders ensure that all students are well prepared and supported to progress into education, employment or training, including continuing in education or training until at least their 18th birthday?

Bushey Meads School works really hard to continue to foster those positive relationships through the Alumni Network to support progression into higher education, employment and training:

- Year 11 students are invited to interviews with the Sixth for team leaders and members of the senior leadership team to prepare them with interview technique
- The use of enrichment days for students to liaise with the university of Hertfordshire regarding applying to university through UCAS and finance options
- Allowing Year 12 and 13 students 5 authorised absence days to ensure that they are able to visit universities, or employment sectors to enquire about next steps.
- Students are encouraged to embed the lifelong community of Bushey Meads Spirit by being part of our Alumni network once they go onto university or their next steps. Students are then invited to speak with Year 11 students regarding life after Bushey Meads. They also contribute to a monthly newsletter article
- Employer led assemblies and talks regarding interview techniques, CVs and work-related skills

- b) does the work-related learning and careers programme meet the requirements of the 16 to 19 study programme and includes high-quality work experience – and work-related learning well planned and relevant?

Work related learning works really well with Year 12 and 13 students to build a strong relationship that encourages all students to find high quality placements:

- all students are expected to engage in a weeks worth of work experience, working with employers and the local community in Year 12
- Extended work placements for sixth form students on vocational courses e.g. nursery placements for childcare students
- In preparation for the outside world, students are expected to find high quality placements, whereby some students have been employed by law firms or worked in pharmacies

- c) do students have multiple opportunities to learn from employers about work, employment and skills that are valued in the workplace?

There are multiple encounters with employers so that students at KS5 are able to learn valuable insight to the skills that are needed and valued in the world of employment and in the work place:

- 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.
- 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

- d) does the post-16 provision enable some students with SEND to develop their independent living skills to prepare them for later life?

Students at KS5 who have SEND needs are able to learn independent living skills through the post 16 provision. This is done through many activities:

- 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
- Students learn about managing finances from the university of West Herts on enrichment days
- Students discuss finances and careers during CDC time through the PSHE programme that will help prepare them for living independently
- 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

- e) have leaders established effective partnerships with local employers and with further and higher education institutions to prepare students for their next steps and ensures that students are aware of the academic, technical and work-related opportunities open to them?

Through the enrolment process post results, students are made aware through the conversations with members of staff supporting the different pathways that are made available to them to prepare them for their next steps:

- the school has further strengthened the careers advice provided with the introduction of careers sessions into CDC time in Year 12 supporting with application writing and apprenticeships information
- 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
- 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
- Year 12 are involved in a University fair at West Herts to introduce them to courses available at degree level
- during enrichment days students have visits from lecturers from University of Hertfordshire in regards to personal statement writing.
- 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
- 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
- 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
- working with Services for Young people on advice about apprenticeships
- working with university of Hertfordshire on advice on finances

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 (23 in 2022, 27 in 2023 and 12 in 2024). 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.

- f) do students have an appropriate understanding of trends in local and national employment and the implications of the choices they make in relation to these?

Students have KS5 have an insight and understanding to the trends in local and national employment. The knowledge is acquired early in the KS5 career and then developed once they reach Year 13:

- Unifrog allows students to develop knowledge of the trends in employment and provides students detailed access to the labour markets
- External employers such as Sky working with students to provide them an insight into national companies

- Visiting higher educational institutions on open days students are exposed to the trends in their specific subject and the employment and career paths post under graduate degree
- a broad range of activities during Character Development time encourage students to discuss and debate through the PSHE curriculum

Wider Opportunities

To what extent:

- a) do leaders provide a suitable range of wider opportunities and non-qualification activities, including personal, social, health and economic education, volunteering, citizenship and leadership experiences, that develop students' confidence and prepare them for adult life and ensure that activities are relevant and varied and students from all backgrounds take part?

At BMS there are a wide range of opportunities and non qualifications on offer to support personal, social, health and economic education:

- special assemblies delivered by external speakers such as our local PCSO who spoke to the school about their responsibilities in society
- relevant assemblies, through the KS5 PSHE programme which is delivered during Character Development Time 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
- Anti-Bullying week 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
- Sixth Form 'Prevent' training as part of the wider enrichment programme at Post 16
- Herts Young Homeless speaking to students about the future and have delivered sessions on coercive control, consent and healthy relationships
- Our local PCSO was invited in to deliver assemblies on violence in the community and county lines

There are also diverse opportunities for students to volunteer contribute to citizenship and lead to develop their confidence and prepare them for later life:

- 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
- student parliament are a key stakeholder in the interview process
- Students in Year 13 were able to undergo First Aid training and successfully gained their certificates
- Anti-Bullying Ambassadors support local charities during anti-bullying week. They have raised funds for Herts Young Homeless and Bullying UK from cake sales
- Students in KS5 are regularly willing to devise a lunchtime club to support students in KS4 and KS3 at break and lunch time
- 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

- year 13 and Year 12 students took part in the Christmas Charity Herts Young Homeless and encouraged each other to bring in an item of food to donate

b) do leaders regularly evaluate the impact of the activities and refine what students are offered?

Leaders within the school are regularly willing to evaluate the impact of the activities. Student leaders are invited to Senior Leadership meetings to feedback from student parliament so that the Head students can then share with SLT. What is discussed is then carefully curated to feedback to the rest of the school body through Character development time. 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.

Inclusive Practices in the Post-16 Provision

To what extent:

a) do leaders reduce barriers for disadvantaged students, students with SEND, students who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being, so that they achieve the best possible outcomes and are prepared for life beyond school?

Disadvantaged groups are well supplied throughout their KS5 career. There are individualised processes that support students through a conversation with the Sixth form team regarding bursaries to support the disadvantaged:

- 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, 2 of 4 (50%) 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 Ever6 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
- 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 to support Children Looked After (CLA) and students with other emotional needs
- BMS also support groups who have historically underperformed and has clear policies on equality and diversity and this forms part of the staff induction training:

Liaising with outside agencies such as social services

- Regularly updating CPOMS
- Ensuring that attendance monitoring of CLA and CIN students is up to date and new systems are revised to ensure there is rigorous tracking and monitoring of these students
- There are 2 Designated safeguarding leads qualified within the sixth form team to support with any vulnerable CLA and CIN students in year 12 and year 13 with regular meetings with parents and support workers and social services

Leaders will continue to foster a strong working relationship with the Learning support to cater for students who have SEND:

- An added layer of support through the Elevate and Excel programme is used to monitor and track progress, ATL and attendance throughout the year

- b) do teachers adapt the curriculum and their teaching to overcome the barriers individual students face, including students in the groups listed above and ensure that students get the support they need to access their study programme?

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:

- teachers will use differentiation through lessons and adapt lessons accordingly
- staff members will use pupil passports to adopt strategies for students with SEND
- faculties will adjust schemes of learning to support all needs, CLA, CIN, disadvantaged and SEND students, as well as students who require a bursary
- faculties closely track students who are falling behind which is then published the data dashboards for faculties to then put intervention into place

- c) do students, including those listed in the groups above, have access to, participate in and benefit from the range of opportunities provided through the curriculum and through personal development opportunities?

Students who are disadvantaged, CLA, SEN and those who may face other barriers to learning are included in all of the opportunities that are provided by the post 16 provision:

See Wider Opportunities section a and b

- d) does structured careers education and guidance provide tailored support so that these groups of students are able to make informed decisions about their next steps?

Students are well supported when it comes to make decisions regarding their next steps, and are able to have support from various people in the school from Careers and Work-related learning, Services for Young People, University of Hertfordshire. Students of these groups are able to have bespoke one to one conversations with the sixth form team as an added layer about next steps. Students are also invited to the next steps events in July.

Leadership and Governance

What does the evidence indicate about:

1.1 whether leaders and those responsible for governance collectively ensure that the school's provision enables every pupil to thrive?

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
- 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
- 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
- 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
- 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 faculty area has a 'More Able' display or noticeboard area with enriching extension activities
- 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
- 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 until May half term and also 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
- the Annual Rewards Evening 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 and alternate provision, in our BMAS courses, King's Trust programme, our ever-expanding outdoor education programme and our developing Hair and Beauty courses. We have links with a number of alternative provision centres that we use to complement our onsite provision
- our sixth form students can access a number of Level 1 vocational courses
- student excellence is recognised by display boards, an award evening in the summer term, news articles, and presentations on our website
- the Student of the Week nomination is a key part of the school's commitment to creating a culture of high expectations, where students are consistently encouraged to strive for excellence. Pastoral leaders recognise and celebrate achievements in both academic effort and attendance, and actively promote the values of respect, responsibility and relationships. This regular celebration helps reinforce positive behaviours around values, attendance and attitude to learning which has the aim of motivating students to engage fully in their learning, and ensures that effort is acknowledged publicly through the weekly bulletin — fostering a school environment where success is visible and valued.

1.2 the commitment of leaders and those responsible for governance to raising standards of education and care to improve the lives of all pupils, especially those who are disadvantaged, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being?

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:

- staff are made aware of any student who is known to a social worker, CLA, Post-CLA, PP or a Young Carer through information added to the school's MIS system
- regular reminders about these students are given in the weekly staff briefings, in the staff bulletin and displayed in the staff room
- training is provided to staff to understand the impact of their adverse childhood experiences and how to best support these students within school
- baseline assessments for maths and science are completed in year 7 to help determine students' ability in these subjects on arrival

- further assessments are regularly carried out throughout the year and tracked internally; staff are then able to appropriately support students and put any necessary intervention in place
- there are effective monitoring processes in place at all levels of school leadership, supported by clearly structured weekly line management meetings across the organisation
- 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
- 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
- all students at Key Stage 3 have timetabled lessons on Sparx Reader and regular competitions and rewards events ensure high engagement and progress
- where students have a reading age below 9 years of age they are supported through additional interventions which include That Reading Thing, Lexia, Spellzone and PM Benchmarking
- where students have a reading age of 9 - 11 they are supported through CDC reading, guided reading and peer reading
- 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
- 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
- termly data drops for KS4 and KS5 are analysed at SLT meetings with key action points identified for leaders within the school to focus on to raise attainment
- 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
- 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
- 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
- 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
- senior leaders at the school have worked hard to increase engagement with hard to reach stakeholders (including pupil premium students, those with low attendance, young carers and service families) to maximise the impact that strategies to raise achievement within and beyond the school can have
- 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

For further evidence see Section 1.6a

In relation to the following factors what does the evidence indicate contributes most strongly to leadership and governance? These factors are:

1.3 having a clear and strategic approach to improvement, in which leaders accurately monitor the school's context and prioritise actions that address the most significant barriers to learning?

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

- 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

- 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 themes include Firm Foundations, Marking to Move Forwards, Capturing Verbal Feedback, Hidden Gems, Digital Marking and Feedback, Faculty Focused Foundations). The themes for 2024.25 have included Using Command Words and Ensuring Essentials in marking and feedback
- 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
- comprehensive stakeholder surveys take place annually and the results are analysed carefully to support the continuous improvement journey
- 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

For specific evidence related to the bullet points listed above see Achievement Section and refer to internal data available from Senior Leaders at the school

1.4 managing the school as an organisation effectively, including organising staff strategically and removing barriers and distractions from core classroom activities leaders making decisions in the best interests of pupils, including prioritising the experiences and outcomes of the groups listed above

A clear line management structure is used to support all staff and ensure effective organisation across the school to maximise performance and remove barriers to learning. A well embedded Positive Behaviour for Learning Policy and related systems and structures which are understood and implemented by all staff further supports all classroom activities.

Performance management at BMS is also 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 and with a particular focus on students with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being)
- 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

1.5 leaders having a reflective understanding of the school's strengths and areas for development, and taking effective action to engage the school community to improve and/or to sustain high standards

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
- 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 2024 - 2027, 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

1.6a having a coherent professional learning programme for all staff that is rooted in a culture of purposeful collaboration, focuses on building collective expertise and enables expert teaching across all subjects and phases?

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:

- ensuring that a robust recruitment policy is in place so that only the very best quality of staff are employed
- implementing a comprehensive staff training programme for all new staff – this starts in the summer term before September commencement of posts during which time staff are talked through the policies and procedures in place at BMS and have the opportunity to ask questions and get to know their future colleagues. 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.)

For more information about the impact of leaders work in this area see Section 5.8

1.6b leaders and those responsible for governance (where relevant) understanding their respective roles and their performance in these roles, in a way that enhances the school's effectiveness?

- all leaders and managers, including the strong and active governing body and Trust Board are highly ambitious for the school
- 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
- 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
- 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

1.7 parents and the school community engaging and participating in a thoughtful and positive way that supports pupils' education?

Bushey Meads School is renowned for its welcoming, safe and inclusive environment where equality and diversity are celebrated. 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
- additional adaptations were made to the school site to support visually impaired students, including visual markers around the school site to help identify hazards on the floor or within the eye line and provision of a room to create classroom resources with a braille machine
- 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

- as part of Health Week, we were privileged to welcome back former student Michael Pope, an elite-level athlete with dwarfism. Michael spoke to students about his experiences in disability sport, overcoming barriers, and competing at the highest level. His visit aligns with our ongoing commitment to promoting respect for protected characteristics, including disability, and supporting students to develop a deeper understanding of inclusion, resilience, and representation in sport and society
- the school Pride Club meet weekly to support the schools LGBTQ+ community and their peers
- during Diversity Day 2024 all year groups received an interactive presentation from the group 'Just Like Us' who presented their stories of growing up in the LGBTQ+ community
- active student voice which allows students to give their views on aspects of school life
- provision of gender-neutral toilets and changing facilities in support of students identifying as transgender and non-binary
- a multi-faith prayer room has been designated and available for use by students and staff
- ensuring a supportive environment for our SEND students we provide a staffed room with activities during unstructured times such as breaktime and lunchtime
- the school has 21 trained Mental Health Student Ambassadors; they run weekly drop in sessions, visit link Primary schools and organise activities for World Mental Health Week
- an annual Mental Health Week that coincides with World Mental Health Week to raise awareness of mental health issues, how to keep mentally health and where to go for support
- one of the school's Assistant Headteachers is a fully trained Senior 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
- following a parental request, a briefing on Unconscious Bias was delivered to staff at Bushey Meads School and Little Reddings School
- changes were made to the consequence codes on Arbor so that more granular information around incidents of bullying and prejudicial incidents can be collected and monitored
- 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
- an annual 'Diversity Week' to celebrate diversity across the school and wider community is held
- on regular occasions events are arranged to promote a greater understanding of and respect for people of all faiths and groups with protected characteristics have been arranged; these include holocaust survivor speaker assemblies, faith celebration days, cultural cooking, diversity themed assemblies and related activities for the 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 orientation

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 'report concern' 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
- A Year 7 Zone and age-related toilets designated for each year group/key stage are well manned by Senior Leaders and Pastoral Leaders linked to each year group as well as additional duty staff and provide extremely safe areas that promote positive understanding of and respect for all.

For more information about the impact of leaders work in this area see Parental, Professional and Community Engagement Section 6.1

1.8 the responsible body taking into account the workload and well-being of leaders and, in turn, leaders taking into account the workload and well-being of their staff?

Governors and Trustees are extremely mindful of the hard work and dedication that leaders across the school display and have worked hard in recent years to streamline their committee meetings. They ensure they start earlier, only impacting one set day of the week and are limited to a maximum of 2 hours to minimise the impact of leaders' time and maintain work life balance. Meeting agendas are planned in advance on a yearly cycle to ensure effective forward planning and systematic coverage of all aspects of school life. Leaders attend meetings only as required to talk to reports and answer key questions.

Governors and Trustees take staff wellbeing and workload very seriously and scrutinise reports and surveys from staff at committee and Trust Board level to closely monitor and enhance this key aspect of staff recruitment and retention on an ongoing basis. They see the communication channels for staff voice to be heard as key to this aspect of school life:

- 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
- a staff suggestion box, placed within the staff room, allows staff to make suggestions for improvement throughout the academic year

For more information about the impact of leaders work in this area see Governors Section 3.3 and Staff wellbeing and workload Section 4.1

2. Strategic Leadership

To what extent do leaders:

- 2.1 demonstrate consistently high standards of principled and professional conduct, and always act in the best interests of pupils?
- all leaders model to staff and students the behaviour expectations to ensure that the core values permeate all aspects of school life
 - leaders monitor positive relationships within lessons through learning walks and lesson observations, noting and implementing where any further training is needed

- 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

2.2 establish and sustain the school's ethos and strategic direction, in partnership with those responsible for governance and through consultation with the school community?

There is a very strong 'what's working well and even better if' culture embedded within the school across all levels of Governance, leadership and throughout the wider stakeholder body. On every INSET day in September the school's ethos, vision and strategic direction 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
- effective systems monitor different aspects of the schools' 3-year improvement plan (launched in November 2024) to ensure the collectively shaped and agreed strategic direction and ethos is sustained
- an uncompromising drive to build on the success of the past and move towards outstanding outcomes is promoted across the school
- a carefully crafted, cohesive staff development programme that promotes consistency, growth mindset and student responsibility for their own learning helps to sustain the school's ethos and strategic direction
- this 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
- Governors are both developed and help develop others during the annual Governors' Day, they are copied in to meeting minutes for the faculty they oversee and are invited in for various events
- 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.)
- 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 regular basis to staff who deserve them and are seen to be supporting the School Improvement Plan's mantra of *Embedding Greatness*
- 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
- 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)
- 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 to sustaining the strategic direction of the school and promoting this across the wider community

2.3.1 have a clear and ambitious vision for providing high-quality education to all pupils, and uphold high educational standards that prepare pupils from all backgrounds for their next phase of education and life?

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.

- 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 is constantly promoted as part of the school's clear and ongoing ambitious vision
- 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
- 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)

2.3.2 ensure that the school week meets the DfE's minimum expectation of 32.5 hours per week, where applicable?

The hours of the week were carefully reviewed two years ago and checked to ensure that they met the DfE's minimum expectation of 32.5 hours per week. The hours of the week have not been changed since then. This is published on the school website under statutory information.

2.4 establish and sustain a culture in which pupils experience a positive and enriching school life?

- students have opportunities across to participate in national competitions in a variety of curriculum areas including the CyberFirst Girls competition, the Great Big Dance Off, UK Maths Challenge and Science Olympiads
- the sixth form team work closely with the careers department of the school to promote trips to universities and to university events
- the school's culture which supports pupils experiencing a positive and enriching school life 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 an NHS worker
- 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
- 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

- 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

2.5 promote positive and respectful relationships across the school community?

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 mantras of 'mind to be kind, 'respect, responsibility and relationships'
- 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
- 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

- 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 'report concern 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
- 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
- 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

2.6 take a strategic approach to improvement, in which they carefully identify the right priorities to ensure the best possible outcomes and experiences for pupils?

- The 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

2.7 promote effective use of resources, including digital technologies, to support positive outcomes for pupils?

- 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
- the school is a Google school and all staff are well trained to be able to provide online and digital resources and offer feedback to students through google classroom and mote to support positive outcomes for pupils
- additional digital platforms to provide online resources and mark student work and offer feedback including Educake, Seneca and Dr Frost which are also used frequently to support progress
- students themselves can access computing and ICT lessons which effectively promote the development of their digital literacy
- In recent years one of the three annual Marking and Feedback Evaluation Fortnights involving leaders at all levels of the organisation in monitoring the school's work in this key area was focussed on digital marking and feedback
- all staff actively promote the school's 'More Able' resources and events and an annual More Able Evening and booklet promotes curiosity and learning beyond the classroom to all pupils on the More Able register and their parents and carers; it is also made available to all students across the school and promoted to all pupils through the annual summer holiday Get Ahead and Progress (GAP) programme launched each July
- many classrooms have a More Able display and provide resources to stretch students within the lessons
- free resources such as stationery, calculators and maths sets to aid learning at home and in school are provided for the school's Pupil Premium students at the request of teaching staff

- a range of adaptive teaching strategies are promoted to support students' needs within the classroom, with an ongoing whole school CPD focus on this important area
- 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 and Year 12 supporting with application writing and apprenticeships information
- 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
- allocated funding is used to support students in Year 7 to improve their basic literacy and numeracy levels through targeted programmes for literacy and specialist maths resources for numeracy
- additional adaptations were made to the school site to support visually impaired students, including visual markers around the school site to help identify hazards on the floor or within the eye line and provision of a room to create classroom resources with a braille machine
- facilities and resources to support our SEND students include the following:
 - a dedicated space for individual physiotherapy
 - disabled toilets
 - a specially fitted hoist system for one toilet
 - a treatment room with bedding area
 - sensory rooms, which are low arousal spaces and equipped with resources for dyspraxia exercises (putty, lego, block building)
 - an SEN outdoor play area

2.8.1 know, understand, and act within the professional standards expected of them, and meet their statutory and non statutory duties?

- 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
- 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
- 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

For more information about the extent that leaders know, understand, and act within the professional standards expected of them, and meet their statutory and non-statutory duties see Strategic Leadership Sections 2.1 and 2.5 and Governance Section 3.6.1 and 3.6.2

2.8.2 make a positive contribution to the wider education system?

- 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 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
- 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 SEND Implementation Support Officer at Hertfordshire County Council recognised our school's new Positive Behaviour for Learning Policy as a model for fostering an inclusive and therapeutic environment, leading them to use it as an exemplar policy at another school within the county
- 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

Governance

In relation to Governors/Trustees to what extent:

3.1 are they knowledgeable about their statutory duties and carry them out effectively?

Governors are very aware of their key responsibilities in relation to strategic leadership and are fully involved in setting the school's vision, aims, and values, securing the school's long-term future and developing and monitoring the ongoing improvement strategy. The various committees are well organised and structured to ensure appropriate accountability and this enables them to oversee all aspects of leadership and ensure educational standards are maintained. Specific Governor and Trust Board committees effectively monitoring the school's performance against its targets and ensure the curriculum is broad, balanced, and well-taught.

The Trust level Finance and Resource Committee provide robust financial oversight and approving the schools' and Trust's budget and oversee its financial performance; this involves scrutiny of decisions made on staffing, including the number of staff to be employed. Governors involve themselves with appointing the headteachers and other senior staff across the MAT and ensure that the schools provide for all pupils, including those with special educational needs and disabilities (SEND).

The Governance structure ensures that the schools comply with all legal requirements and actively engage with the local community. Governors effectively represent the school community and act as critical friends to the senior leaders and Executive Principal. Reports are provided as required to ensure and demonstrate compliance. The following evidence indicates how 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
- 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
- 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 Governors (March 2020, March 2023 and March 2025)
- 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 - September 2015, Chair of Governors WRAP training - October 2015, Exclusion Training - April 2016, Ofsted Framework Training - October 2016, Safeguarding Training - November 2017 and March 2018, GDPR Training at Trust wide training events 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

- in March 2025, Governors could select to attend a choice of 4 different training workshops focused on Progress and Attainment Data, Exclusions, SEND and Safeguarding and Child Protection
- 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

3.2 do they support and challenge the school's leaders effectively, using the best methods to assure themselves of the quality and impact of different aspects of the school's work?

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

3.3 do they understand their role as the responsible body, where applicable, in considering and addressing leaders' workload and well-being?

Governors and Trustees fully understand their role in addressing leaders' workload and wellbeing and monitor and enhance this aspect of school life on a regular and ongoing basis, always looking for creative ways to sustain a positive ethos and culture across the school community and maintain good recruitment and retention of staff.

Key aspects of their work in this area include:

- 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 offered low cost childcare/nursery facilities for all staff across the Trust
- from February 2020 the school and the Trust provided free gym facilities for use before and after school each day for all members of staff following completion of an induction
- 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

- besides a core wellbeing offer, from September 2024 the school offered to all staff each year a choice of one of the following additional benefits:
 - a personal reflection day off in June or July each year
 - a free lunch on two days of the week all year
 - £250 end of year loyalty payment (T & Cs apply)
- the results of the Annual Staff Survey are shared with Governors to inform their knowledge of the school and support with continued school improvement
- 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

3.4 do they assure themselves that leaders have an accurate understanding of the school's context and are prioritising the actions for improvement that will have the greatest impact on pupils?

- Autumn Reviews focused on Year 11 and 13 outcomes are carefully scrutinised 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
- 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
- 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
- data from termly reports is presented to governor committees, SLT and the Trust Board to inform future interventions
- 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

3.5 do they ensure that systems for monitoring and quality assurance are fair, valid and constructive, and provide leaders and staff with high-quality feedback to inform continuous improvement?

- 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
- 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

3.6.1 do they hold leaders to account appropriately and effectively for the impact of the school's professional learning programme for staff?

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)

- new staff induction meetings are held at the start of each term and run for 4 weeks, covering a range of areas of school life. It gives new staff an additional opportunity to seek support if needed. Existing staff are occasionally signposted to attend relevant sessions to update their knowledge as part of the CPD programme
- 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 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, three Lead Practitioners in English, Science and Design and Technology and Advanced Lead Teachers in PE & Health, Dance, Humanities and Maths) 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
- 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
- strong links have been established with the Watford Partnership for Teacher Training (WPTT) since September 2021 – a collaborative organisation offering a three-year professional development programme to new teachers

3.6.2 do they hold leaders to account appropriately and effectively for the school's support and provision for disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or wellbeing?

Closing the Gap for vulnerable students has been a key focus at Bushey Meads

- 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
- a letter is sent to all parents and carers to raise the profile of the pupil premium funding and how they can request support for purchasing items linked to raising achievement
- 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 targeted programmes for literacy and specialist maths resources for numeracy

- pupil premium students in Years 11 are invited to attend weekly Science intervention groups to boost their attainment
- processes for contacting home in the case of absence have been strengthened for Pupil Premium students who now receive a supportive phone call on the first day of unauthorised absence, or on the second day of authorised absence
- our Crossing the Bridge programme supports around 60 Pupil Premium students who are underachieving in English, Maths or Science from years 7-10. The programme focuses on improving their engagement with school. Students meet fortnightly during CDC time and for half an hour on a Wednesday. They set targets, discuss concerns and ways to overcome barriers, focus on organisation strategies, celebrate achievements, rewards and attendance and run trips
- 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 appropriate
- in recent years, Governors have access specific training on 'The Effective Use of Pupil Premium funding' (March 2022), Safeguarding and Child protection (March 2023) and 'Understanding School Funding' (March 2024)
- following an audit to identify areas of training that would enhance the knowledge and understanding of the Governors, training workshops were held in March 2025 covering the role of Governors in Progress and Attainment Data, Exclusions, SEND and Safeguarding and Child Protection

Staff well-being and workload

To what extent do:

4.1 leaders take account of staff's well-being and make sure their workload is manageable; they do not create unnecessary burdens

- ensuring time is provided during CPD sessions for staff to implement and embed new initiatives presented in staff training sessions
- 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
- fostering a collaborative approach with staff to drive school improvement, for example Senior and Middle Leaders meeting to discuss behaviour and attitudes and subsequent working party meetings to which all staff are invited
- 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 wellbeing
- the staff suggestion box, placed within the staff room, allows staff to make suggestions for improvement throughout the academic year
- across the Bushey St James Trust, employees' wellbeing is prioritised and leaders work hard to:
 - limit the number of meetings that staff are required to attend
 - encourage the use of technology, where possible, to reduce teachers' workload
 - keep reports to parents light-touch, avoiding lengthy comments and using codes to specify areas for improvement

- provide four bespoke morning or afternoon CPD sessions balancing time to learn and then implement any new initiatives
- holding 5 high quality INSET days per year with an emphasis on smart working, sharing resources and best practice and creating greater efficiency across the organisation

4.2 leaders have effective systems in place to protect staff from bullying, unlawful discrimination, harassment and victimisation

Various key policies are in place to ensure that all staff are protected from bullying, unlawful discrimination, harassment and victimisation and these are scrutinised and reviewed by Governors as required. These procedures include the Staff Wellbeing Charter, the Staff and Parent and Carer Codes of Conduct, the Staff Grievance Procedure and the Governors/Staff Relations, Managing Allegations of Abuse against Staff, Staff Harassment and Bullying, Staff Stress Management and Wellbeing and Whistleblowing Policies.

- 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
- there is a strong culture of whistleblowing at the school

4.3 leaders make sure that all staff feel valued and are supported to do their jobs to a high standard; they ensure that staff's time is used as effectively as possible to secure the best outcomes for learners and apprentices

- birthday cards are written by members of SLT to all staff to recognise their milestone and celebrate their personal contribution to the school
- an additional 'occasional' day has been added to the school calendar during the Autumn term as a well-being initiative; staff had the opportunity to vote for the placement of the occasional day in the calendar of the year to ensure their voice was heard
- across the Bushey St James Trust, flexibility for employees is prioritised to support an increased sense of value and where desired a flexible approach to part time working is offered
- time that staff are required to attend meetings is reviewed carefully on an ongoing basis
- a greater emphasis on using technology, where possible, to reduce teachers' workload is strongly encouraged
- staff are surveyed annually to get honest opinions on how to improve the sense of staff wellbeing and value and also increase efficiency across the organisation

Professional Learning and Expertise

To what extent:

5.1 do leaders establish a strong culture of staff professionalism, which includes a commitment from all staff to continuous improvement in their expertise and effectiveness

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, 3 Lead Practitioners, and 4 Advanced Lead Teachers). Staff attend the sessions and are then given considerable planning time to implement strategies shared in their lessons

- 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

5.2 do leaders prioritise and participate in professional learning; they act as role models for all staff

- leaders across the school prioritise and participate in professional learning alongside their colleagues and act as role models for all staff in this regard
- most meetings include an element of sharing best practice and support continued professional development of staff
- through regular Link Governor visits, a termly emphasis at Governor Committees on continuing professional development opportunities and staff development, leaders and governors systematically promote effective practice across the school and evaluate the impact of this over time
- leaders are fully involved in all whole school professional development opportunities

5.3 do leaders ensure that staff have access to high-quality, evidence-informed, sustained and coherent professional learning programmes that build expertise and are aligned to balance the priorities of whole-school improvement, subjects/teams/phases and individual needs

- bespoke training packages are put in place for all staff in response to specific needs highlighted throughout the year
- 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

5.4 do leaders allocate appropriate time and other resources to a coherent programme of evidence informed professional learning for all staff

- 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

5.5 does professional learning include purposeful collaboration between teachers on:

- the curriculum, teaching and assessment
 - Middle Leader and Senior Middle Leader meetings provide structured opportunities for leaders to work together on curriculum design, teaching approaches and assessment strategies, ensuring consistency across subjects and year groups.
 - Line management meetings enable focused professional dialogue where teachers and leaders review curriculum implementation, address teaching challenges and plan targeted improvements based on pupil needs.
 - Faculty meetings allow staff to analyse curriculum coverage, share effective teaching methods and moderate assessments to maintain a coherent and unified approach within each subject area.
 - Local authority subject meetings give staff access to wider professional expertise, helping them refine curriculum practice and stay informed about current best practice and expectations.
 - Cross-trust meetings between primary schools support the sharing of curriculum models, resources and approaches to teaching and assessment, promoting greater consistency across different school contexts.

- Peer observations enable teachers to observe effective practice, reflect on teaching strategies and collaboratively improve the quality and consistency of curriculum and assessment delivery.
- the school's vision, values and ethos
 - at the start of every year, time at an INSET day is dedicated to meaningful discussion about the school's vision, values and ethos and staff are encouraged to collaborate and share their views and expertise
 - ongoing training and support is provided throughout the year through a collaborative approach to sustaining and strengthening the vision, values and ethos
- the school's approaches to delivering the intended curriculum
 - the Unlocking Potential Framework provides opportunities for staff and middle leaders to share their views about the intended curriculum year on year through scheduled line management meetings
 - an ongoing review of the curriculum at all levels is conducted to ensure that all statutory elements are covered and that the curriculum meets the needs of all learners at the school
 - particular attention is given to the curriculum pathways for SEND, PP and other vulnerable and hard to reach pupil groups
- the school's approaches to attendance, behaviour and pastoral care
 - staff are provided training in positively managing with behaviour; this is done in-house and also through access to the local PRU training opportunities where appropriate
 - 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
- the school's mathematics and English curriculums (including systematic synthetic phonics and writing)

Local authority mathematics and English HoDs network meetings give subject leaders access to wider professional expertise, enabling them to refine curriculum practice, share resources, and stay informed about best practice and current expectations in their subject areas.

For more information see 5.5 bullet point 1 'does professional learning include purposeful collaboration between teachers on the curriculum, teaching and assessment'

- the demands of each subject curriculum, including for staff who are non-specialists and teach outside their subject specialism
 - time is allocated throughout the year for staff to upskill themselves in areas of the curriculum where they are non-specialists and where they are teaching outside of their subject specialism
 - dedicated members of the teaching and learning team offer bespoke support to staff who are unqualified teachers or are teaching outside of their subject specialism
- the necessary adaptations for disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being
 - Whole-school CPD opportunities provide staff with training on supporting disadvantaged pupils, those with SEND, pupils known (or previously known) to children's social care, and those facing other barriers to learning or wellbeing, ensuring all teachers have a strong understanding of inclusive practices.

- Collaboration with the SENDCo and the SEND team allows teachers to receive targeted guidance and support in making adaptations to teaching and assessment, ensuring that strategies meet the specific needs of individual pupils.
- Adaptations for visually impaired students are carefully implemented, including the use of Braille materials and other specialist resources, to ensure full access to the curriculum.
- Pupils' passports are used to detail each student's specific needs, strategies, and recommended classroom adjustments, supporting teachers in personalising learning and maintaining consistent, evidence-informed approaches.
- Regular professional dialogue and collaborative planning between staff ensures that adaptations for pupils with additional needs are shared, reviewed, and refined, promoting a coherent and inclusive approach across the school.

For more information see 5.5 bullet point 1'dDoes professional learning include purposeful collaboration between teachers on the curriculum, teaching and assessment'

5.6 do leaders ensure that professional learning opportunities draw on the best available evidence, including high-quality research and expert provision from beyond and within the school, including nationally recognised career and professional frameworks and programmes, to build capacity and support succession planning

- 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
- 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
- several members of staff have been supported to complete or are completing NPQSL qualifications
- four senior leaders in the school have completed the National Professional Qualification for Headship (NPQH)

5.7 do leaders ensure that any early career teachers (ECTs) and any trainee teachers on placement receive the support they need to develop their teaching expertise

- Initial Teaching Training (PGCE, Schools Direct, ECTs) staff are assigned mentors with whom they meet regularly, attend regional seminars, are involved in regular observations and complete relevant paperwork
- 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

5.8 do leaders ensure that staff continually seek to improve their expertise, drawing on the best available evidence, including high-quality research, and the effective practice of others

- stronger faculties are paired up with those that need additional support to further embed best practice
- 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

- 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
- identified best practice from learning walks and lessons observations is always sign-posted to colleagues in Staff Briefings throughout the year
- 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

Parental, Professional and Community Engagement

To what extent do:

6.1 leaders, including governors, forge constructive relationships beyond the school, so that they can successfully engage and work in partnership with parents and the local community

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 to support 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, working with parents and carers as required
- good attendance at online parental consultations evenings held throughout the year with an average of 77.8% of parents booking appointments and an average attendance figure of 88.8%, supported by 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
 - Year 8 and 9 Information Evenings
 - More Able evening
 - Year 9 options evening
 - Year 9 into Year 10 evening
 - Getting Ahead Programme evening for Year 10 into Year 11

- Kickstart Evening for Key Stage 4 Parents and Carers
- 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
- Elevate to Excel Sixth Form Mentoring Scheme events
- termly SEND Information Events
- AQA Award Celebration Evening
- termly reports which give leaders, students, parents and carers a clear understanding of how each student is progressing. Each report contains:
 - Attitude to Learning score for each subject
 - information around areas of concern identified in Attitude to Learning
 - GCSE/A level aspirational target grade
 - current teacher predicted grade or RAGGED flightpath
 - number of reward and consequence points
 - percentage attendance
 - key messages for the year
- use of google classroom to communicate about lesson content and home learning activities
- use of the Arbor platform to communicate 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
- annual stakeholder surveys, the findings of which and suggestions for improvement are discussed at SLT and Senior Middle Leader Meetings and reported to and discussed at Governors' meetings
- the Deputy Headteacher has held termly, minuted, parent forum meetings with a small group of parents regarding communication and matters connected to this
- both Deputy Headteachers hosted three parent meetings in the Spring term of 2025; this launched an ongoing initiative to engage with parents to drive forward school improvement in a collaborative way involving further meetings and an opportunity for parents to watch an assembly
- 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
- 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

6.2 leaders commit the school to engaging and working successfully with other schools and organisations in a culture of mutual challenge, reflection and support

- 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
- very close links with the local ESC Chessbrook with regular meetings to discuss support on offer and regular contact regarding key students

- 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 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

For more information about the impact of leaders work in this area see Strategic Leadership Section 2.1

6.3 leaders establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils and to meet their statutory duties

- links with external agencies to provide support to students include Service for Young People, Specialist Adolescent Service Hertfordshire (SASH), Targeted Youth Support, Herts Young Homeless, CAMHS, Step 2, Signpost, ARC, SARC, Children's Services, Safe Space counselling, Halo, Watford Football Club and HCC Families First

Overall SEF Gradings

Overall SEF Gradings	Exceptional	Strong standard	Expected standard	Needs attention	Urgent improvement
Ofsted Area of Focus	Met			Not met	
Safeguarding	X				
Comments: Leaders have established a robust, open culture where safeguarding is viewed as a collective responsibility. The Deputy Headteacher is Senior DSL and meets weekly with the Safeguarding Officer enabling leaders to maintain strategic oversight of all welfare aspects, including child-on-child violence and domestic abuse. Leaders ensure that all staff are highly vigilant, possess a deep understanding of safeguarding indicators, and follow internal systems with confidence and consistency. Statutory training is enhanced by half-termly “safeguarding spotlights” and quizzes which demonstrate a reflective approach by actively learning from incidents to refine school systems and ensure staff are up to date on local issues. There is a strong framework for monitoring staff conduct and providing the necessary supervision and support, ensuring all statutory duties (including Safer Recruitment and the ‘Prevent’ duty) are met in full. Leaders ensure pupils know how to stay safe and where to access support via PHSE lessons, regular assemblies and newsletter articles and a large Pastoral Team who are all DSLs. They have processes in place to ensure all pupils, including those pupils not currently on the school site, feel safe and heard, while maintaining clear, accessible communication with parents to support a multi-agency approach to welfare.					
Key Actions: - improve attendance and inclusion by continuing to work closely with families and external agencies to proactively reduce the number of pupils spending time off-site during the school day - address emerging risks by regularly updating the curriculum and providing relevant staff training to tackle evolving threats to student safety, with a specific focus on emerging online, digital and AI dangers - further amplify pupil voice by continuing to explore new ways to ensure every student feels their voice is heard and that their feedback actively shapes school safety and culture; and ensure student voice is analysed using demographic information such as vulnerability					
Inclusion			X		
Comments: Leaders identify pupils' needs swiftly and accurately, including tracking emerging, changing, or complex needs for disadvantaged pupils, those with SEND, and those known to social care. This process is facilitated by a large Pastoral Team and extensive Year 6/in-year admissions induction process. Leaders maintain high expectations and actively reduce barriers to learning. By following a graduated approach and incorporating a highly flexible and bespoke curriculum and a relationship-based approach to behaviour, tailored support is used effectively to improve both student well-being and academic progress. Staff are equipped with targeted training and support particularly around supporting pupils with SEND and using a therapeutic approach to behaviour. The qualified SENDCo, who is an Associate Leader line managed by the Deputy Headteacher, works closely with the Senior Leadership Team to drive positive change. Leaders use their experience, within a school with both an SRP and an unprecedented number of pupils with EHCPs, to actively contribute to the local area partnership's strategy, ensuring it directly improves outcomes for pupils with SEND. This has included hosting events for the DSPL9 hub and also for local SENDCos where our highly regarded practice has been shared. The school works effectively with external agencies to support vulnerable learners. Staff, led by our dedicated Safeguarding Officer, collaborate closely with children's social care and the Virtual School to ensure Personal Education Plans (PEPs) genuinely expand learning opportunities for looked-after and previously looked-after children. The school takes full responsibility for alternative provision. Leaders commission these placements appropriately, keeping the pupils' best interests, education, and welfare at the centre of all decisions. Furthermore, the school is a trailblazer in the local area in the field of “onsite” alternative provision, using a unique and creative approach to provide an accessible and inclusive curriculum within the school setting.					

Key Actions:

- review the Arbor labelling system to enable tracking of intersectional vulnerabilities
- formally embed the new SENDCo into the SLT decision-making structure, granting them operational authority over key matters including timetabling, budget allocation, and inclusion staff line management
- establish an evidence-based, Pupil Premium expenditure protocol that links all funding directly to specific, evaluated interventions (using frameworks like the EEF Toolkit) and measures its academic and qualitative impact termly to justify spend
- establish a process that actively measures academic and emotional impact off all alternative provision rather than just tracking attendance and basic welfare
- design and launch an Inclusion Strategy that clearly defines how inclusive mainstream funding is allocated
- conduct termly "Inclusion Reviews" for vulnerable cohorts including learning walks and data analysis to catch underperformance early and eliminate pockets of inconsistent teaching
- embed language of Achieve, Belong, Thrive as part of our whole school approach to Inclusion

Overall SEF Gradings	Exceptional	Strong standard	Expected standard	Needs attention	Urgent improvement
Curriculum and teaching			X		

Comments:

Leaders maintain an accurate and informed understanding of the quality of the curriculum and teaching across the school, drawing on this insight to deploy staff and allocate resources effectively. Curriculum and teaching meets the expected standard with many aspects of our provision meeting the strong standard. Leaders make astute decisions about how the curriculum should adapt and evolve, such as the implementation of fine-tuned, subject-specific setting in core subjects to ensure pupils thrive. The curriculum is suitable and well-planned for each subject, featuring appropriately sequenced learning that builds on prior knowledge to reach clear end points. This is evidenced by updated schemes of learning at Key Stage 3 that accelerate progress from the primary curriculum and ensure pupils are well-prepared for their future learning at Key Stage 4. A significant driver of our success is the high-quality, personalised staff training that ensures teachers have, or gain, the expertise they need for their specific subjects and phases. Our comprehensive CPD programme is evidence-informed and incorporates "Monday Magic Moments," "Friday Faculty Foci," and "Teacher Toolkit" sessions to facilitate the ongoing sharing of best practice. By deploying a Teaching and Learning Team of Lead Practitioners and Advanced Lead Teachers, leaders ensure that highly effective teaching is embedded across subjects, with 86% of lessons graded as good or outstanding as of March 2026. This robust approach to professional learning empowers staff to utilize a range of adaptive teaching strategies to support the specific needs of all pupils in their classrooms.

Key Actions:

- further refine the professional development programme to ensure that non-specialist teachers continue to gain the expertise they need to deliver a consistently high-quality curriculum
- continue to embed reasonable adjustments and adaptations across all classrooms so that teaching is consistently well matched to the needs of all pupils
- ensure that all staff accurately and regularly assess English language proficiency and use scaffolding and modelling to help pupils articulate what they know, enabling the school to appropriately refine the provision for EAL pupils
- strengthen the existing oracy work to ensure pupils consistently develop their language and vocabulary, both spoken and written, across all subjects
- support the deepening of teacher's sophisticated understanding of the differences between subjects to ensure learning is shaped carefully in anticipation of future learning

Overall SEF Gradings	Exceptional	Strong standard	Expected standard	Needs attention	Urgent improvement
Achievement			X		
Comments: The school provides a high-quality and inclusive education that enables pupils to learn the intended curriculum, secure important knowledge and skills over time, and make progress from their individual starting points. Across all key stages, pupils develop broad and deep subject knowledge that prepares them well for the next stage of education, employment or training. Leaders have designed a curriculum that is ambitious for all pupils, including disadvantaged pupils, those with SEND and those facing additional barriers, and have established effective systems to identify need, remove barriers and support achievement. Internal and external evidence demonstrates that pupils generally achieve well across a broad curriculum, with many subjects performing in line with or above national averages and increasing numbers of pupils meeting or exceeding aspirational targets. Pupils know more, remember more and can do more as they move through the curriculum because learning is carefully sequenced, supported by strong literacy and numeracy provision, regular assessment, and targeted intervention. The school has a clear focus on ensuring that gaps in knowledge are identified and addressed, enabling pupils to access increasingly complex learning and produce work that reflects the breadth and depth of the curriculum. Outcomes for disadvantaged pupils and pupils with SEND are carefully monitored, and while leaders recognise that some attainment gaps remain, there is strong evidence that these pupils are supported to make suitable progress and achieve relevant qualifications and destinations. The Sixth Form is a particular strength, with positive value-added outcomes, strong progression rates and an inclusive curriculum that enables pupils to achieve well and move successfully into higher education, apprenticeships and employment. Overall at Post 16, pupils achieve well, are well prepared for their next steps, and benefit from a curriculum that enables them to develop the knowledge, skills and qualifications needed for future success.					
Key Actions: - further strengthen the use of data to track pupils' progress and ensure the necessary monitoring systems are in place for all staff to use consistently - continue to develop the foundational knowledge and skills for pupils who are working below expected progress - focus on developing strategies to close the gaps with the Pupil premium, disadvantaged and pupils with SEND - ensure that all pupils make progress and that this is reflected in examination results over time					
Attendance and behaviour			X		
Comments: The school has established a clear, consistent and inclusive culture of high expectations for behaviour and attendance. Expectations and rules around our values and ethos are understood by pupils, staff and families and are applied across all year groups. Staff receive regular training and support to ensure that behaviour systems are generally implemented consistently, creating calm, orderly and purposeful learning environments. Relationships between staff and pupils are typically positive and respectful. The school's behaviour policy is underpinned by a relational approach, promoting accountability, restoration and personal responsibility while maintaining high standards. Behaviour incidents are recorded, monitored and analysed regularly (weekly at SLT) to identify trends and inform targeted interventions. As a result, the majority of pupils demonstrate positive attitudes to learning, engage well in lessons and contribute positively to the wider school community. Attendance is a strategic priority and is monitored rigorously. Leaders use timely and accurate attendance data to identify emerging concerns and intervene early. A graduated approach is in place, providing support that is proportionate to individual needs and barriers to attendance. The school works effectively with pupils, families and external agencies to improve attendance and reduce persistent absence.					

Key Actions: • embed a behaviour curriculum to ensure consistency in approach and explicit teaching of pro social behaviours that affect behaviour in lessons and around the school • further strengthen the use of behaviour and attendance data by implementing predictive monitoring systems that identify pupils at risk of disengagement before concerns become problematic • ensure relevant staff regularly analyse patterns by year group, demographic and individual pupil characteristics to enable timely, targeted interventions • establish pupil leadership roles linked to behaviour culture and attendance					
Overall SEF Gradings	Exceptional	Strong standard	Expected standard	Needs attention	Urgent improvement
Personal development and well-being		X			
Comments: Pupils develop a secure and detailed knowledge across personal, social, health and economic relationships and sex education through a sequenced PSHE curriculum that develops pupils' knowledge in line with age and stage related expectations. The personal development programme includes timetabled PSHE lessons with support and enhancement from a wide range of external speakers and enrichment experiences. Pupils have access to a wide range of extracurricular activities that help them to develop their talents and interests in areas such as the arts, STEM and sport. Leaders track participation in the personal development programme and actively encourage pupils that may have barriers to learning and/or participation so they can engage and thrive alongside all other pupils. Our careers programme is regularly reviewed and adapted to ensure our programme is relevant to each cohort in the school to prepare them for their next steps. The school meets all of the Gatsby Benchmarks each year, the curriculum is regularly reviewed and updated to meet the ever-changing needs of each cohort. We regularly invite external speakers into school from industry and other educational establishments to give the pupils a broad range of experiences giving all pupils options that they can identify with as they consider their next steps. Our ever-increasing number of school alumni visits show current pupils the diverse range of pathways that are available to them.					
Key Actions: • further enhance and monitor the PSHE curriculum to ensure all pupils are getting access to meaningful information relating to their life stages and can articulate how this links to their lives in an ever-changing world • ensure that non-specialist PSHE teachers have access to training and support when teaching sensitive topics • increase our links with local employers so pupils are increasingly well informed about the employment local to us					
Post-16 provision		X			
Comments: The Post-16 study programmes are of a high standard and highly inclusive. Leaders are confident that the curriculum is consistently well-taught and adapted where necessary. Furthermore, the Sixth Form team successfully tailors the curriculum to suit the needs of all pupils through distinct academic and vocational routes. This includes inclusive pathways, such as the 'Springboard into Sixth Form' programme, which benefits from strong sequencing and robust transition support. The ambitious curriculum is designed and delivered by subject-specialist teachers, enabling pupils to achieve well. Pupils make good progress across both academic and vocational pathways, performing in line with national averages. Additionally, the Post-16 provision collaborates closely with Work-Related Learning coordinators and several external agencies, ensuring all pupils receive tailored destination support to prepare them for their next steps. There are a wide range of leadership opportunities which are accessible to all pupils, complemented by strong links with alumni to foster a positive culture of leadership and personal development. Disadvantaged pupils and those with Special Educational Needs and Disabilities (SEND) are also highly supported to ensure they thrive.					

Key Actions: • further develop high standards of the delivery of the PSHE/RSE curriculum during CDC time so that pupils are well prepared for their next steps and later life that includes elements of finance, taxes and budgeting • continue to develop monitoring and tracking strategies to ensure the teaching at Post 16 is of an exceptionally high standard that enables all pupils to achieve consistently well • continue to work on the attendance at Post 16 with a particular focus on disadvantaged pupils and pupils with SEND to ensure all pupils thrive					
Overall SEF Gradings	Exceptional	Strong standard	Expected standard	Needs attention	Urgent improvement
Leadership and governance			X		
Comments: Leaders at all levels fully understand the unique context of the school and the challenges that our demographic presents. The detailed school and faculty improvement plans align and support the post Ofsted action plan and identify clear priorities to secure further school improvement. These are monitored closely by school leaders, Governors and Trustees. Clear actions to address aspects of provision identified as not securing the progress expected are made in a timely and effective manner. Governors and Trustees are fully involved in the life of the school and ensure that the inclusive vision, ethos and strategic direction are both clearly defined and realised on a daily basis. Governor days, visits and regular detailed scrutiny at relevant committees ensures this. All staff and governors are fully involved in the strategic direction of the school. The vision, ethos and culture of high expectation is clearly referenced around the school site and lived out by all stakeholders. Governors and Trustees not only bring an appropriate level of challenge to leaders and staff, but also fully support an embedded culture of positive wellbeing, annually reviewing and enhancing the comprehensive package of benefits available to all staff. Governors and Trustees support leaders across the school to be strong, professional role-models for others, reflected in their work, leadership and influence both within, and beyond the school community. There is a strong and fully embedded open-door culture at the school and regular meaningful opportunities for all stakeholders to share perspectives and ideas are provided. Annual surveys are scrutinised carefully and detailed analysis is used to evaluate the school performance and support ongoing improvement. A cohesive evidence-informed professional development programme is provided which aligns closely to the school improvement priorities. This enables all staff to develop their expertise year on year and also take responsibility for their own learning and development. Leaders at all levels always act in the best interests of pupils, paying close regard to disadvantaged groups; the school has an impressive reputation for being a highly inclusive school with staff who willing to work extremely hard to remove many of the complex barriers to learning for the pupils in their care.					
Key Actions: • further develop opportunities for all groups of stakeholders to meet with leaders and provide ongoing feedback and perspectives about all aspects of school improvement • further improve outcomes for all pupils (especially disadvantaged pupils and those with SEND), ensuring good progress from starting points is made • continue to ensure that all staff are well equipped and fully involved in supporting the ongoing journey of improvement at the school • continue to showcase the school's highly inclusive provision and creative curriculum design with other schools to support further system-wide improvement					