



JMHS

Self-Evaluation Form

February 2022

(Next update: September 2022)

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Education Inspection Framework: Statutory Requirements

- A judgement and statement must be made in the Leadership & Management section on how we keep students safe.
 - Inspectors will assess the extent to which we comply with duties set out in the Equalities Act 2010.
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Areas for improvement from the September 2017 OFSTED Inspection

- Teaching in option subjects, including business studies, ICT and design and technology, improves so that standards rise to match those evident in other subjects
- The progress of disadvantaged pupils continues to accelerate and the number that are persistently absent reduces

Teaching in option subjects, including business studies, ICT and design and technology, improves so that standards rise to match those evident in other subjects

1. The following improvements have been made to improve teaching in all subjects

a. From 2018-2022, the curriculum has been redesigned in all subjects based on the methodology listed below:

- Identify the key knowledge and most important concepts for each subject.
- Plan the best way to sequence teaching so that students gain an excellent understanding of the key knowledge and most important concepts.
- Divide learning into carefully sequenced modules or blocks of learning.
- Determine 'end points' for each module which encapsulate what students will know and will be able to do at the end of each module.
- Detail the small components of learning necessary to achieve the end points within each module.
- Identify the key vocabulary students will need to understand and use within each module.
- Sequence the small components of learning so that students are building upon and connecting to previous knowledge to maximise understanding and long-term memory of knowledge.
- Design teaching sequences to effectively teach the small components of learning and achieve the 'end points', including constant spiralling to revisit key knowledge to develop understanding and embedding key knowledge in long-term memory.
- Design resources and presentations to be used in lessons, including application and problem-solving tasks to be used in lessons and homework that reviews current or previous learning.
- Design assessments to measure how well students have learnt, remembered and understood the key knowledge and identify gaps in learning still to be addressed.

We have maximised the time available for collaborative curriculum planning so that each teacher has approximately 60 hours of scheduled curriculum development time each year. The improvements in the quality of curriculum have been supported by systematic feedback from line management and school improvement partner reviews which have judged the quality of curriculum design to be consistently good across all subjects.

The impact of these measures has been:

- Clarity about the most important knowledge and concepts for all subjects.
- Clearly defined key knowledge (including end points, small components of learning and vocabulary).
- More effective sequencing of learning, so that students build on previous knowledge.
- Increased collaborative working so that all teachers understand effective curriculum design.

b. From September 2021, develop the quality and consistency of teaching so that all JMHS teaching will have the following features:

- Simple, effective, research driven teaching with teaching methodologies we use, those we do not use and common traits of lessons at JMHS clearly defined.
- Continually striving to close the gap by supporting disadvantaged students and those with SEND to learn more, remember more and understand better.
- The importance of regular review of knowledge and deliberate practice increasing fluency and skills with the application of knowledge.
- A strong emphasis on helping all students become confident and competent readers who develop a love of reading.
- Developing expert teachers who have strong subject knowledge and pedagogical knowledge and apply this skilfully in the classroom.

Further details of this are included in our Curriculum, Assessment and Teaching Policy which can be viewed below:



The impact of these measures has been:

- Starts of lesson, particular starter review tasks, have been improved so that all students are engaged and work productively from the start of each lesson and previous learning is effectively reviewed.
- Expectations of SEND students has increased with the removal of differentiated tasks so they complete the same tasks and learn the same knowledge as others.
- Effective use of 'scaffolding' and 'adaptive teaching' so SEND students are consistently successful.
- More effective teacher explanation and modelling including using the 'I do, we do, you do' methodology for application of knowledge and problem solving.
- An increased emphasis on reading in lessons including use of text books, study guides and knowledge organisers in many subjects and students reading class novels in tutor time.
- Improved use of questioning using techniques including 'Cold Calling', 'No Opt Out' and 'Probing Questioning' to ensure all students are engaged and the teacher fully understands what students know and remember.
- Increased student workrate, and greater quantity and quality of written work completed.

c. From January 2022, we have implemented new whole school assessment procedures to include the following:

- Effective formative assessment every lesson including after the starter review task, after main teaching activities and a plenary assessment at the end of each lesson so that the teacher has a strong understanding of what students know and can do and can then adjust their teaching accordingly.
- The introduction of student knowledge checklists to enable students to rate their knowledge and understanding of key learning aims and to plan revision effectively.
- The introduction of half termly summative tests in all subjects with 50% of the marks for recent modules and 50% of the marks based on longer term recall. Analysis of these tests to determine areas where further teaching or support is needed for cohorts, classes, groups of students and individual students.

The impact of these measures has been:

- Teachers revisit knowledge gaps and address misconceptions.
- Students have an increased knowledge of what they are learning and how well they are doing.
- We have a better understanding of how well students are retaining their knowledge and understanding over a long period of time.

d. Over the past three years, we have further developed our whole staff training plan to include:

- Eight curriculum leaders training sessions per year on developing the curriculum and implementing effective teaching and assessment
- Each of the seven faculty training afternoons commencing with a 45-minute training session for all staff focussed on developing skill in a particular teaching or assessment technique included in our Curriculum, Assessment and Teaching Policy. Each training session is followed up with three hours curriculum planning time for each faculty.
- SLT learning walks to review how well the techniques are being implemented followed by clear and honest feedback for teachers.
- Each of the 5 INSET days commencing with two hours training focussed on effective learning, teaching, class management or safeguarding followed by four hours Curriculum Development time in faculties.
- One hour per week Curriculum Development time for each subject team after school.

The plan for 2022-3 is given below:



The impact of these measures has been:

- The considerable increase in time devoted to collaborative curriculum planning has resulted in improvements to the quality of the planned curriculum and its implementation.
- SLT learning walks focussed on the techniques covered in training afternoons have enabled more consistent implementation of policy and for teachers to have constructive and prompt feedback on the teaching, assessment and teaching resources. This has helped all teachers including those in the early years of teaching to improve their effectiveness against the teaching standards.

e. **From November 2021, we have introduced Curriculum Implementation Checks (CICs) for all subjects and teachers to check that the planned curriculum is being taught effectively and help us determine what students know, remember and understand and how we can improve the quality of the curriculum, assessment and teaching. How CICs work is summarised below:**

- Each teacher has 4-6 CICs each year which are usually carried out by the subject leader.
- The subject leader or line manager books a lesson for the CIC with the class teacher.
- The line manager stays in the lesson for approximately 20 minutes noting key features of the lesson and observations of students work in books.
- The line manager takes a group of 4-6 students out of the lesson to check their books and their previous learning of key knowledge this academic year, noting the quality and quantity of work that has been completed, knowledge that is secure and knowledge that needs to be revisited .
- The line manager meets with the teacher to discuss the teachers' views on the knowledge and understanding of the class, and gives feedback on the lesson visit, student books and their knowledge and understanding. They then discuss any areas for possible improvement with this class.

The current proforma used for CICs is included below:



JMHS Curriculum
Implementation Che

The impact of these measures has been:

- Teachers have received detailed feedback on what students know, remember and understand, particularly for SEND and disadvantaged students. This has enabled them to adjust their teaching and address gaps in knowledge and understanding.
- Subject leaders have an increased understanding of how effectively the planned curriculum is being implemented.

f. **We have strengthened line management so that:**

- The line management programme is aligned with the staff training programme and feedback is given on aspects of training delivered each half term.
- CICs and follow up actions are discussed at line management.
- Formal line management meetings take place once a fortnight for all staff with the agenda published and action points recorded for both parties.
- Curriculum Leaders receive high quality advice and training on effective line management.

The impact of these measures has been:

- The quality and consistency of line management have improved so that every teacher is receiving honest and constructive feedback.
- Line management reinforces key learning points from recent training thereby improving the quality and consistency of teaching.

2. The following measures have been taken to specifically improve standards of teaching in Business Studies

- Change of staffing so that Head of Faculty teaches Year 9 to Year 13.
- Creation of schemes of work and centralised bank of resources and homework tasks.
- External CPD sessions completed with a focus on effective implementation at Key Stage 4 through the Cambridge National in Enterprise and Marketing.
- Introduction of knowledge recall starters to embed essential knowledge into students' long-term memory.
- Creation and implementation of knowledge checklists per module.
- Creation and implementation of half termly recall assessments.
- Introduction of textbooks for all Year 10 to Year 13 students.
- SIP desk review (Jan 2021) to focus on development of the vocational faculty and the curriculum planning.

The impact of these measures is summarised below:

- This has led to an increase in uptake at both Year 9 and Year 12. Still yet to complete a full cycle without COVID-19 to analyse exam results.
- Schemes detail curriculum end goals per module and the small components of learning within them. Year 9 is now structured to be a stand alone transition year that provides students with the foundation knowledge ready to start the Key Stage 4 course in Year 10.
- Opportunities to discuss the best method of implementation and course structure with other teachers and exam board personnel to ensure students have a clear, well sequenced approach to learning.
- Students respond well to knowledge recall starters and through careful consideration of the questions asked it can provide students with the foundation knowledge needed for that lesson but also highlight any areas of weakness or gaps in students' knowledge which can then be addressed immediately.
- Knowledge checklists have been particularly helpful in supporting disadvantaged and SEND students in that they can see their learning journey and understand what they should be able to know by the end of the module. Students then use this list to conduct meaningful revision but also to RAG rate their performance in assessments. This is then both a useful indicator to students and staff of the next steps.
- Students now complete half termly assessments which allow students to demonstrate what they know and any misconceptions or areas to be retaught. The data is collated and analysed by the class teacher along with the knowledge checklists. If there are whole class issues, this then allows class teachers to revisit their lessons and improve how content is taught in these topic areas.
- All students are issued with a textbook to ensure that they have access to support material both in lessons and whilst completing homework.
- SIP desk review highlighted that the new 'Business curriculum overview demonstrates well-crafted curriculum intent statements and high aspirations for all students' as well as referring to cross curricular skills and targeting cultural capital for all.

3. The following measures have been taken to specifically improve standards of teaching in computer science, computing and ICT

- Change of staffing.
- SIP desk review (Jan 2021) with a focus on curriculum documents.
- Mapped the Key Stage 3 National Curriculum to ensure all criteria are being met or exceeded.
- Staff INSET afternoons and Faculty Training sessions spent evaluating and improving the curriculum.
- Redevelopment of Year 9 as a programming year to ensure smooth transition to Year 10-11.
- New post of another full-time member of the team from Sept 2022.
- Introduction of a new Double award course at Key Stage 5 to continue to cater to students' interests.

The impact of these measures is summarised below:

- New Head of Subject employed who has ensured better management of behaviour within lessons along with a more structured lesson approach. All Year 9-11 lessons now follow the same approach - recall starter then 'I do, we do, you do' approach with demonstrative programming tasks at the end. Head of Subject has attended all Curriculum Leader training sessions and is well on the way with developing and improving the curriculum and subsequent documents.
- SIP desk review highlighted that schemes of work for ICT 'all develop linearly with modules sequenced to build on prior learning and to cyclically re-visit previous content'. Areas for improvement included Year 7-8 schemes needing more clarity of small components of learning which has now been rectified.
- The requirements of the National Curriculum for Key Stage 3 have been mapped and accounted for to ensure that all students at Key Stage 3 are given a broad and purposeful learning experience. The scheme of work (teaching from September 2022) will be redeveloped to ensure lessons are relevant and keeping up with the developments in technology.
- INSET opportunities have meant that there is better communication between non-subject specialists and more focus has been spent on pedagogy and how best to impart knowledge and reduce low level disruption.
- Year 9 is now a stand-alone transition year to ensure all students are keen programmers and have the skills and knowledge to underpin a successful run at Key Stage 4.
- New post of another full-time member of the team. The new employee has a particular strength in programming and will support with Key Stage 5 teaching as there has been an increase in demand.
- The new double ICT award at Key Stage 5 has meant that students who have a particular interest in ICT and would like to go into that field in the future can now study a practical course worth 2 A Levels with an experienced subject specialist.

4. The following measures have been taken to specifically improve standards of teaching in design technology

- Appointment of a new specialist Head of Design Technology.
- Improved schemes of work in Year 7 and 8, where work is organised into smaller and more coherent sections, and to better equip students with technical skills and understanding.
- Lessons are structured so that students are taught content as a class more frequently than in previous years.
- Lesson starters are embedded in both practical and theory lessons, bringing structure and understanding to practical lessons, and subject knowledge, passion and design innovation to theory lessons.
- Plenaries also completed each lesson, summarising learning and checking student understanding.
- Individual lessons and small blocks of lessons require students to produce tangible outcomes which can be checked and assessed prior to moving on.
- Students are taught to use design software in detail from the outset at Key Stage 3. There is a bigger focus on precision and accuracy in design and manufacture.
- An improved programme of study in Year 9 prepares students with skills and understanding which better prepares them for the start of the GCSE programme in Year 10.
- The chosen OCR GCSE Art & Design 3D Design qualification better combines structured design work with practical elements which align more closely with what is taught at Key Stage 3.
- Design Technology at Key Stage 4 is taught by the Subject Leader alongside an experienced Teaching Assistant. (The Teaching Assistant is undertaking teaching training and should be qualified by the summer term of 2022.)
- The DT Technician is trained to set up and support lessons.

The impact of these measures is summarised below:

- Students are observably developing and securing skills and understanding to a better level before they attempt their final assessment pieces.
- The Year 7 and 8 schemes are now underpinned by mastery skills in traditional woodwork, product design, graphics and food technology, which has improved student skills, knowledge and confidence going into Year 9.
- Classes at Key Stage 4 are now working more cohesively such that more students are completing sections of their projects on time; there is a smaller gap between the students than in previous years. At Key Stage 4, students are able to work more independently and as a team without the need always to 'teach lead' practical lessons.
- Students are demonstrating an increasing level of confidence with their work as the lesson starters seek to address problems before manufacture.
- Regular plenaries consolidate the learning that has taken place, actively rewarding students' progress lesson-by-lesson.
- An increased number of students are producing high-quality design work before they commence the manufacture.
- Students are more engaged with the challenge of innovative design, problem solving and development. They show enjoyment and passion for their work.
- A slightly higher number of girls have opted for the GCSE than previously; design and CAD are given an equal level of importance to the woodwork component in DT.

- The Key Stage 4 course is increasingly producing better portfolios and product outcomes for Key Stage 4 students. Due to Covid19 there has not yet been a cohort assessed on Unit 2 (timed practical examination). However, students are ready to demonstrate their skills in this unit next academic year.
- Students are benefiting from the joint experience of a main teacher, subject specific teaching assistant and technician. At Key Stage 4, the quality of outcome has significantly improved due to the input, feedback and hands-on approach of this staffing structure. Students have been able to manufacture at a better pace as more advice and resources are available to them.
- Having a supportive, creative and experienced technician has transformed teaching. Consequently, practical lessons are taught better, with learning objectives being met.

The progress of disadvantaged pupils continues to accelerate and the number that are persistently absent reduces.

Strategies to improve progress include:

- Building upon the work started in 2016 to improve teaching and assessment, more recent whole school work on curriculum development has focused on improved structure, enhanced formative and summative assessment, and regular monitoring. This is designed to help ensure that all students can strengthen their knowledge and understanding, and remember more.
- Students who have been identified as under-attaining have been prioritised for one-to-one and small group catch-up sessions.
- Following some improvement in engagement and attendance resulting from the work of a dedicated support officer for disadvantaged students, Year Leaders have been allocated extra non-contact time in order to support these students.
- Early support (from summer term Year 10) for disadvantaged students by an independent Careers Adviser to identify a suitable post-16 destination, partly with the aim of motivating students to improve their engagement in lessons.
- More after-school activities and support sessions in a range of subjects, with priority being given to disadvantaged pupils.
- Some mentoring of disadvantaged students by school leadership team.
- Improvements to teaching in all subjects set out in page 2 to 5 particularly benefit disadvantaged students.
- The school "Inclusion Hub" offers a facility throughout the school week, including during break, lunch and after school, through which faculty and pastoral leaders can effectively target catch up work, respite time and key assessment time, towards vulnerable students on a timetabled or "when needed" basis. This has restored confidence and allowed some students to return to full mainstream education after disjointed periods of time. The centre is staffed by an experienced teacher who manages a series of one to one tutors and teaching assistants.

The impact of these measures is summarised below:

Progress

Progress of students at the end of Key Stage 4 in the most recent years where exams were taken is summarised as follows:

Progress 8			% English & Maths (Grade 4+)	
Year	Not FSM6	FSM6	Not FSM6	FSM6
2018	+0.24	-1.04	72	39
2019	-0.09	-0.27	68	53

Attendance

Attendance %		
Year	PP Attendance	PP PA
2017-18	91.3	26.2
2018-19	92.4	21.2
2019-20	92.8	14.1 (to Feb)

Key Stage 3 progress using school teacher assessment data

Points of reported progress between autumn term Y7 and summer 2021. Using our current progress scale, the expectation is that students make between 1.5 and 2 points of progress each school year.

English		
	Pupil premium	Not Pupil premium
Year 8	3.1	3.5
Year 9	4.5	4.8

Maths		
	Pupil premium	Not Pupil premium
Year 8	3.8	4.5
Year 9	5.6	7.0

Science		
	Pupil premium	Not Pupil premium
Year 8	2.1	2.3
Year 9	4.5	4.3

These data indicate that, for example, in English and Science between the start of Year 7 and the end of Year 9, Pupil Premium students are making around 1.5 points of progress each year. Based on this, there is no significant difference between the progress of Pupil Premium students and other students in these two subjects.

Quality of Education - Intent

- The curriculum is ambitious and gives all especially disadvantaged students and those with SEND the knowledge and cultural capital to succeed in life
- The curriculum is coherently planned & sequenced to give students the knowledge and cultural capital to succeed in life
- The provider has the same ambition for all learners
- Learners study the full curriculum and are taught a full range of subjects as long as possible

Current evaluation: Good with all the above points above being met, as evidenced by:

- The Key Stage 3 curriculum has been audited against the National Curriculum (NC). It meets and exceeds the NC in all subjects.
- All students in Key Stage 4 study English language and literature, mathematics, combined science or biology, chemistry and physics to GCSE.
- Over 97% in Key Stage 4 study at least either history or geography to GCSE (some who join the school later in Y10 and have not studied either subject at their previous school do not).
- Over 70% of students study at least one modern foreign language to GCSE.
- An extensive enrichment programme which covers the arts, sport, international visits, fieldwork, productions etc is available to all students. Participation in enrichment activities is monitored and increasing including disadvantaged students and those with SEND.
- Each curriculum subject has identified 'forward-facing knowledge' to be covered at the start of each course and then reinforced through constant spiraling.
- Identical 'end points' for key knowledge have been identified in all curriculum areas for all students so that there is equal ambition for all. Subject leaders have carefully planned 'small components of learning' together with scaffolding and support to enable all students to master and to be able to recall and apply this key knowledge.
- Each subject has carefully sequenced learning so that students can link new learning to existing knowledge and develop their conceptual understanding, as well as knowing facts and methods.
- Each subject has ensured that knowledge and experiences to develop cultural capital go beyond the exam syllabus and permeate their curriculum.
- Every subject has had a School Improvement Partner Review evaluating the quality of planning and curriculum design in the last 18 months with clear action points for improvement.
- Whole school INSET training lessons on the effective teaching of mixed attainment groups including support for SEND and disadvantaged students, is taking place on a regular basis.

Next steps:

- School Improvement Partner Review of the Key Stage 4 Curriculum is currently taking place. This will be followed up with an action plan for further improvements.
- This academic year the Sixth Form curriculum design will be formally evaluated across all subjects.
- Every INSET Day this year has dedicated whole staff and faculty sessions on how we can ensure SEND and disadvantaged students learn more and remember more.

- Continuous review and improvement of curriculum plans for Y7-Y11 by subject leaders and senior leadership team.
- All curriculum areas are finalising incorporating careers and equalities information into their intent statement.

For further details on curriculum design, please see the curriculum section of the school website.

Quality of Education - Implementation 1

- Teachers have good knowledge of the subjects they teach
- Leaders provide effective support especially for those teaching outside their main subject
- Teachers present subject matter clearly promoting appropriate discussion
- Teachers systematically check understanding, identify misconceptions & provide clear direct feedback
- They adapt their teaching without unnecessarily elaborate or differentiated approaches

Current evaluation: Good with all the above points above being met, as evidenced by:

- Over 97% of lessons are taught by suitably qualified subject specialists.
- The small number of teachers teaching lessons outside their subject specialism are given strong and consistent support with lesson planning, resources, assessment and teaching methodologies by working closely with a teacher who has excellent subject knowledge and using detailed faculty planned learning schemes.
- School Improvement Partner reviews have consistently identified subject knowledge as a strength across all subjects reviewed.
- School Improvement Partner reviews and Senior Leadership Team (SLT) lesson visits consistently identify teachers promoting positive discussion, using questioning and other methodologies to identify misconceptions and then addressing these through effective teaching.
- Planned approaches to directly address common misconceptions 'head on' are used especially well in mathematics, humanities and science.
- All new teachers receive an effective induction programme based upon the Early Career Framework, a series of weekly interactive sessions on 'how we work at JMHS' and regular meetings with their line manager who provides support and coaching.
- 'Life at JMHS' document is used to train staff on the effective implementation of JMHS expectations for teaching and learning.
- Consistent and clear line management structure is provided for faculty line management, which includes a strong focus on effective subject pedagogies.
- Collaborative planning of curriculum design and lesson planning including on the eight Faculty Training Afternoons each year are used to further enhance subject knowledge and subject pedagogy knowledge.
- Eight curriculum leader training sessions take place each academic year, which are used for presentations on effective subject pedagogy (eg using OFSTED Curriculum Reviews) and to share good practice. Training has focussed on simple and efficient methods to ensure the same outcome for all without excessive differentiation.
- ASPIRE learning strategy is being used to embed effective learning habits in students.

Next steps:

- INSET Days this academic year are particularly focussing on how we achieve high quality mixed attainment teaching that enables all students especially disadvantaged students and those with SEND to succeed.
- Subject departments are working in groups to share effective approaches to promote clear and effective teaching, check understanding and address misconceptions.
- Develop all students understanding of how to learn effectively through our ASPIRE standards.
- Making line management even more effective, so that feedback can be given on curriculum planning, implementation and impact, especially on the learning of disadvantaged and SEND students.

Quality of Education - Implementation 2

- Teaching is designed to help learners remember in the long-term content they have been taught, and to integrate new knowledge into larger concepts
- Teachers use assessment to help learners embed and use knowledge effectively or to check understanding and inform teaching
- Leaders do not use assessment in a way that creates unnecessary burden

Current evaluation: Good with all the above points above being met, as evidenced by:

- All subjects have sequenced learning so that new learning can relate to previous experience and is connected with larger concepts, following training and feedback from senior leaders.
- Larger concepts and key learning are revisited regularly to build more detailed knowledge incrementally. Care is taken to build gradually so that student confidence in their own ability and motivation are maintained.
- Weekly homework and short lesson starters are used to constantly revisit and build key knowledge.
- Teachers ensure key information is available to students to prevent overloading short-term memory.
- Assessment is used to help students gain confidence by knowing what they have learned and understanding the next steps they need to take.
- Assessment is used to help teachers identify areas where students or groups of students lack confidence and knowledge, and need additional teaching or support.
- Assessment is used by subject leaders to identify areas where the curriculum or teaching methodology needs to be amended to enable greater knowledge retention and better understanding.
- Assessment uses a variety of methodologies including diagnostic quizzes that are marked by computer programmes, student self-assessment and peer-assessment, use of mini whiteboards with verbal feedback, and teacher marking only when essential, to ensure that teacher workload created by assessment is not excessive.

Next steps:

- Use triangulated lesson visits/ work scrutiny/ students focus groups to identify how to help students remember more, learn more and understand better, especially disadvantaged students and SEND students.
- Increase collaboration between subjects (eg science and maths) so that teaching methodology is consistent across subjects (eg using formulas and algebra in science).
- Whole school review of how we use assessment at JMHS and how it might be improved by incorporating effective practice.

Quality of Education - Implementation 3

- The environment allows learners to focus on learning
- Resources reflect ambitious intentions & support the coherently planned curriculum
- A rigorous approach develops learners' confidence and enjoyment of reading

Current evaluation: Good with all the above points above being met, as evidenced by:

- Classes and seating plans are designed to enable students to focus fully and work effectively using 'Kagan seating plans' to enable all students within mixed attainment classes to succeed.
- Our ten classroom rules are consistently applied across all classrooms and enable students to listen actively during exposition, participate actively in group and paired work, and focus fully during quiet working times.
- Every classroom has good teaching resources including high quality interactive touchscreen monitors, visualisers and traditional whiteboards.
- Facilities have been recently enhanced for teaching of practical and vocational subjects including food technology, design technology, business studies, travel and tourism and computer science
- Every student in Y10 and Y11 has a good quality study guide or textbook to use in school and at home to assist them in their learning.
- The Y7 reading support programme enables students in Y7 more than two years behind with reading to catch up through a highly structured phonics and reading comprehension programme.
- Reading buddies and one to one reading with our librarian and learning support assistants helps students in all year groups develop confidence and enjoyment of reading.
- Daily reading implemented for those students who are below their chronological age for reading.
- An active reading strategy has been developed by the Head of English which is an integral component in the PSHE programme.
- Reading for pleasure is promoted through a calendar of events, spanning across the academic year organised by our Head of English and librarian including book clubs, author visits and a poet in residence.
- Our excellent school library is used by many students every week.

Next steps:

- Use our ASPIRE framework to help students focus and concentrate even better in class.

- Continue our classroom refurbishment programme so that every classroom has good flooring, recently painted walls, good quality working blinds and modern energy efficient lighting.
- Secure external funding to enhance our sport and performing arts facilities.
- Review and further improve the quality of textbooks we use.
- Review and further develop the cohesion our Reading improvement and Reading for pleasure strategies.

Quality of Education - Impact

- Learners develop detailed knowledge & skills across the curriculum & achieve well
- Learners are well prepared for the next stage in education, training, or employment
- Students gain qualifications that allow them to progress
- Students read widely & often with fluency and comprehension

Current evaluation: Good with all the above points above being met, as evidenced by:

- End of year exams and module tests indicate that students are developing detailed knowledge stored in the longer-term memory and that skill levels are increasing strongly as students move through the school.
- External assessments including exam results in 2019 and earlier indicated that student attainment at A Level and GCSE was above the national average whilst progress as indicated by Progress 8 was in line with expectation.
- Teacher assessments based on exam questions in the Spring and Summer terms of 2021 indicate that students were achieving higher marks on exam questions than in 2019 demonstrating enhanced knowledge and increased skill levels when compared with 2019 or earlier.
- Our Careers and IAG programme is closely matched to the 'Gatsby Standards' and is constantly being improved and enhanced.
- Every Y11 and Y13 student is given high quality one to one help in planning their next steps and ensure they secure a suitable course
- Reading strategies are explicitly taught and students experience a breadth of texts in lessons and tutor time.
- As a result of our systematic reading improvement programme, student reading scores as measured in objective tests are above average, with a decreasing number of students below their chronological age
- Conversations with students indicate that students read widely and fluently.

Next steps:

- Continually review curriculum design and the pedagogies employed so that student learning can be further improved.
- Actively and systematically teach students how to learn and revise.
- Fully embed our Careers programme within subject curriculums.
- Review and continually refine our reading improvement programme, so that nearly all students have reading ages at or above their chronological age.

Behaviours and attitudes

- High expectations of behaviour are applied consistently and fairly
- Learners' attitudes are positive, they are committed to learning, know how to study effectively, are resilient to setbacks & take pride in their achievements
- High attendance and consistent punctuality
- Relationships reflect a positive & respectful culture
- Bullying, peer on peer abuse & discrimination are not tolerated. If they occur, they are dealt with quickly & effectively and are not allowed to spread

Current evaluation: Good with all the above points above being met, as evidenced by:

- There are clear and consistent expectations of behaviour based on our classroom rules, expectations and routines which are consistently applied by all staff thus enabling focussed starts to lessons, very good behaviour and a positive ethos in class.
- The small number of classes where there can be problematic behaviour are identified as 'red classes', have frequent visits from senior staff and have class behaviour plans devised by the class teacher with support from the subject leader and year leader. These enable long term improvement in behaviour for these classes.
- High levels of structured supervision at break and lunch where students are supervised by their year leader, an SLT member, a teaching assistant and tutors within year group zones enable considerate behaviour and any problems to be picked up early.
- Staff behaviour training has focused on ten effective strategies and restorative approaches to behaviour resolution. This is resulting in a gradual but significant improvement in staff skills and confidence in dealing with problematic behaviour and building positive relationships.
- The Behaviour for Learning policy has been revised to reflect restorative approaches to addressing low level disruption and providing a firm but supportive framework for those with challenging behaviour to improve. As a result of these changes the number of students receiving detentions has decreased and there have been small but significant improvements in behaviour.
- Use of the Behaviour Recovery Room (BRR) and the full-time behaviour recovery officer has provided bespoke support to the most vulnerable students who have challenging behaviour. This has provided an effective alternative to exclusion and the restorative approach used in the BRR has resulted in improved behaviour for some of our most challenging students.
- Year leaders pro-actively work with students and their families where concerns arise with behaviour. In the most concerning cases Pastoral Support Plans are enacted which involve fortnightly meetings with parents or carers and support from external agencies. The majority of student with pastoral support plans have made long term improvements.
- Attendance in 2018-9 and earlier years was marginally above the national average and the number of persistent absentees was just below the national average. Whilst unauthorised absence was below average, authorised absence was above average. This may have occurred because we follow up every absence but might also indicate that we are too willing to authorise absence and that we could be challenging more. Our attendance officer and SLT lead on attendance are reviewing all procedures to put in place a more rigorous and challenging system to follow up absence.
- In previous years the number of disadvantaged students who were persistent absentees was too high. Our year leaders are developing a range of strategies to address this.

- The high staff presence circulating between lessons and a rigorous approach to tackling lateness ensure students are punctual.
- We strive to develop three key qualities for all members of the school - being 'conscientious, considerate and co-operative'. These qualities and our third school aim of 'building a community where we all support each other' are continually emphasised and contribute to the positive relationships that can be seen across JMHS.
- The assembly programme, PSHE programme and curriculum plans provide regular opportunities to consider discrimination, its causes, impacts and resolutions. Bespoke PSHE workshops delivered by Year Leaders provide extended coverage of key issues in terms of consent, harmful sexual behaviours, child exploitation and equalities.
- The school actively engages with trauma informed strategies such as the new emotional coaching programme and this contributes to staff forming positive relationships with students who have complex and difficult issues to deal with.
- The rare instances of discrimination, peer on peer abuse, or bullying that occur are tackled promptly and thoroughly by our pastoral team. Victims are supported with safety plans, whilst perpetrators learn the consequence of their actions.
- Pastoral and SEND team meet regularly to audit level of need and decide on appropriate intervention for students with challenging behaviour. They also use student surveys to ascertain the level of Peer and Peer abuse within the school and the possible hot spots in and around the school and community.
- Faculties are asked to outline their curriculum intent in terms of how diversity and equality is promoted through teaching and resources used.
- Weekly staff safeguarding and pastoral update bulletins seek to raise awareness about safeguarding issues and local protocols.

Next steps:

- Continue to communicate our high expectations, rules and routines to all students, parents and carers and apply these consistently and positively to further improve behaviour and attitudes.
- Continue staff training and coaching of individual teachers to further improve behaviour and class management.
- Implement our plan to reduce authorised absence and persistent absence for disadvantaged students and SENDS students.
- Considering best practice in providing behavioural support for students in school from a range of organisations.
- Continue to review our PSHE provision in its broadest sense.
- Review our Equalities and Diversity policy to enhance its provision and application and provide a consistent response and language across the whole staff for responding to equalities issues.

Personal Development 1

- The curriculum extends beyond the academic, technical & vocational providing for broader development enabling learners to discover their talents and interests
- The curriculum & wider work support development of character - resilience, confidence & independence and helps students keep physically & mentally healthy

Current evaluation: Good with all the above points above being met, as evidenced by:

- There is a strong cultural tradition at JMHS which includes excellent curricular opportunities in art, dance, drama, & music, with a broad range of clubs, ensembles, choirs, bands, shows and productions with high participation rates, and cultural visits to galleries, theatres etc.
- Many students take up the opportunity to participate in our reasonably priced language and cultural visits to France and Germany including disadvantaged students who are supported financially to participate.
- The extensive enrichment programme includes many activities beyond arts and sport including STEM, woodwork, gardening, cookery, Italian, book clubs and many others providing opportunities for students to pursue a diverse range of activities enabling them to discover new interests and hobbies.
- Participation in enrichment clubs and activities is being tracked from September 2021. We aim particularly to encourage/persuade disadvantaged students and SEND students to attend to improve their resilience, confidence, independence as well as physical and mental health.
- JMHS provides a wide range of leadership opportunities eg in the arts, sport and languages.
- The prefect scheme enables students in Y10 and Y11 to develop their leadership skills by working with younger students as reading and maths buddies, leading sports and arts activities, supporting primary transition and making significant contributions to whole school events.
- Every student has two hours per week physical education lessons which help students to develop their skill and ability in a wide range of physical activities and sports. In addition, all students have the opportunity to participate in recreational lunchtime sport on a daily basis and to attend sports clubs. All students participate in house sport.
- Most food lessons involve cooking and teaching students how to prepare nutritious meals using natural ingredients. Food and Nutrition is a popular GCSE option.
- We have fully embedded our revised Relationships and Sex Education programme in the curriculum particularly emphasising mutually respectful, consensual relationships using science lessons, PSHE lessons and additional sessions delivered by year leaders. Feedback from parents and students and an independent consultant who evaluated our approach indicated that this curriculum is a powerful tool in teaching respect and keeping young people safe.
- Hub provision supports students with emotional barriers to learning and attendance.
- The school pinpoints and advises parents and carers on mental health issues through its website and personally directing families to a range of organisations that can support in this area.
- The school works with a recognised local counselling organisation (CLD) to provide counselling programmes for any student referred on a wide range of mental health issues. We are also part of a regional CAMHS initiative to host CAMHS low level workers for one day a week to help support the curriculum provision for mental health and meet additional counselling needs. The school nursing service also provides counselling in school.
- Students in all year groups have given their feedback on provision and their self-evaluation of their own mental health through a series of student voice surveys.
- The school has trained a small number of older pupils in our sixth form to work as mental health mentees for some younger students.
- The school assembly programme has covered a wide range of mental health topics.
- The school promotes the online counselling service “Kooth” for all students.

Next steps:

- Through active tracking of participation in enrichment, increase participation of disadvantaged and SEND students, encouraging all to actively participate.

- Develop further screening/student survey and voice exercises to assess mental health, and use results from these to further develop our mental health strategy.
- Develop a new role for a School Mental Health lead role for a member of staff outside the pastoral team to review and improve all practises.
- Develop the website and other medias to provide timely and required support for parents/carers looking to help the young people in their charge with mental health problems.

Personal Development 2

The curriculum and wider work prepare students for life in modern Britain by promoting:

- Responsible, respectful and active citizens
- Understanding of British Values
- Appreciation of diversity
- Appreciating what we have in common
- Respect for the different protected characteristics

Current evaluation: Good with all the above points above being met, as evidenced by:

- British Values are systematically embedded at JMHS through the curriculum especially in citizenship, RE, history and geography, through PSHE work in tutor time, our assembly programme, House Competitions, and in lessons.
- Respect is a key component in the ASPIRE strategy where students earn House Points for displaying support and appreciation of diversity.
- Opportunities for appreciation of diversity and what we have in common are built into curriculum subjects particularly English, the arts and humanities.
- The assembly programme is planned to promote diversity and directly address issues concerning the different protected characteristics.
- There are many opportunities for active citizenship and volunteering including supporting younger students with reading and maths, running primary school events, becoming a school prefect and joining our student leadership team.
- All students are encouraged to become active, respectful and responsible citizens through our three key qualities of being conscientious, considerate and co-operative.

Next steps:

- Use student, staff and parental surveys and curriculum analysis to develop a strategy for further enhancing our strategy to help all appreciate diversity.
- Use the ASPIRE framework to give greater recognition and reward for respectful and kind actions and behaviour.

Leadership and Management 1

- Leaders have a clear and ambitious plan for providing high quality inclusive education for all which is realised through strong shared values, policies, and practice

The plan, progress, and next steps are summarised below

The school development plan aims to build on current strengths and address areas of weakness. The plan covers the three-year period from September 2020 until August 2023 and is based around the following five key priorities:

1. Continue to develop a coherent curriculum that helps students build knowledge incrementally through careful sequencing of learning and ensuring students can achieve mastery and apply their learning.
2. Further improve and refine routines and expectations, so that students work productively in a highly supportive environment. Invest in and develop the physical environment of the school to further support our key aim of excellent and enjoyable learning for all
3. Further develop our systems for providing excellent pastoral care for all students including support for vulnerable students, those with SEND and students with behavioural challenges.
4. Develop our teachers' skills in successfully teaching the curriculum, managing challenging behaviour and motivating students to be conscientious, considerate and co-operative.
5. Develop JM6 to become a dynamic and exciting sixth form where students experience excellent learning and teaching, can access a wide range of enrichment activities and receive excellent bespoke support and guidance.

We are achieving these aims through:

- Highly effective leadership, management and governance.
- Ensuring effective financial management including careful monitoring of spending, ensuring best value and maximising funding to improve our facilities.
- Policies and procedures that treat all members of the school equitably and respectfully.
- Supporting all our students and staff with developing their knowledge and skills in a positive environment where we all enjoy working together.

The progress on the first year of the plan is briefly summarised below:

1. Curriculum

- a. Curriculum overviews are clear and well written with strong and ambitious aims.
- b. National curriculum is fully met and exceeded in places.
- c. Sequencing of topics maximises recall.
- d. End points are clearly identified, but we need to be more precise with small components of learning.

Next steps:

- Be more precise with identifying small components of learning.
- Use feedback from curriculum reviews to refine and improve the Y7-Y11 curriculum this academic year.
- Develop our methodologies for monitoring curriculum implementation and impact.
- Ensure strategies for supporting SEND and disadvantaged students are clearly implemented in all subjects.

2. Routines and expectations

- a. Excellent outcomes with students consistently complying with COVID protocols and new routines.
- b. Strong improvements to learning environment particularly with ICT eg new touchscreens and visualizers in every classroom, maths block and mobile classrooms refurbished.
- c. No progress yet in securing funding for new astroturf pitch.

Next steps:

- Continue with classroom refurbishment and improving the school environment.
- Secure funding to improve sports and arts facilities.
- Use 'ASPIRE' strategy to further improve ethos in lessons.

3. Pastoral Care

- a. Year leaders enhanced role has been successful, they have better knowledge of students, have been able to intervene at an early stage and prevent the occurrence of problems.
- b. Allocating teaching assistants to year groups and use of year group hubs for support has been effective.
- c. A number of students with poor behaviour records before September 2020 have improved significantly.
- d. Catch up tutoring has worked well particularly for looked after children.
- e. Disadvantaged students were supported well through provision of laptops and through Skeleton School during lockdown.
- f. There has been improvement in SEND students' progress in lessons, but further work needs to be done.

Next steps:

- Build on the successes of 2020-21 with Year Group zones, staggered lunch, closer supervision and effective starts and ends of lessons.
- Continue to build the effectiveness of our year group system by supporting our year leaders and developing the role of form tutors.
- Develop our system for restorative justice.
- Develop and implement our strategy to maximise the progress of SEND students in mixed attainment classes.
- Reformulate our strategy to support disadvantaged students particularly concentrating on parental engagement, self-belief and inculcating good working habits.

4. Developing teacher and staff skills

- a. Training on using TEAMS during lockdown was highly effective as every teacher used TEAMS effectively during lockdown with lessons being well attended by students and rated highly by students and parents.
- b. Every subject leader successfully completed a 6- hour learning course about effective curriculum design in addition to attending other sessions led by the head or deputy headteacher. As a result, the SIP concluded that considerable improvements were made to curriculum design during 2020/21.
- c. All teachers were trained how to use the new touchscreen monitors and visualisers effectively. Visits to lessons confirm these are being used well.
- d. Behaviour management training focussed on effective classroom management and developing the skills to motivate challenging students. Lesson visits confirm small but significant improvements.

Next steps:

- Move subject training from a curriculum design focus to delivering the curriculum effectively through high quality teaching particularly to mixed attainment groups.
- Continue to build staff confidence working with IT and with effectively managing challenging behaviour.
- Line managers give detailed individual feedback to teachers following monitoring visits on curriculum delivery, teaching methodology, and student learning.
- Ensure there is a strong focus on effective teaching of mixed attainment classes and helping SEND students and disadvantaged students in these classes know more, remember more and understand better.

5. Sixth form

- a. Effective sixth form teaching including during lockdown.
- b. Greater involvement of Sixth Form Leadership Team in recruitment, but recruitment activities curtailed.
- c. Y11 masterclasses initiated.
- d. Overall recruitment was 39%, an improvement from previous years, but not yet up to our target of 45-50%.

Next steps:

- Complete first revisions of Sixth Form subject curriculums by July 2022.
- Increase resources for the Sixth Form Leadership Team and SLT support.
- Improve enrichment activities for the Sixth Form.
- Create joint events for Sixth Form and younger year groups.
- Create the culture of an 11-18 school.
- Embed successful masterclasses in all subjects.
- Increase recruitment into JM6 to at least 45% of Y11 numbers.

The SDP is continuously and clearly communicated to all staff and governors. We continually develop a strong culture of how we work here with students and parents to create a culture of continuous improvement.

Leadership and Management 2

- Leaders focus on improving staff subject, pedagogical and subject pedagogical knowledge
- All learners complete their programme of study. Leaders never allow off rolling or similar 'gaming'.
- Leaders engage effectively with students, parents, and other stakeholders.
- Leaders engage with staff, take account of pressures and manage constructively ensuring a reasonable workload.
- Protect staff from bullying or harassment.

Current evaluation: Good with all the above points above being met, as evidenced by:

- All curriculum leaders and other interested teachers completed a six-hour course last academic year on effective curriculum design.
- SLT members are leading half termly curriculum leaders training sessions this academic year on effective pedagogy.
- Whole staff and subject INSET sessions this academic year are focussed on effective strategies for mixed ability teaching with high expectations and the same outcomes for all.
- SLT line managers work with subject leaders to examine the latest research on effective teaching within subject disciplines to review and improve curriculum design, pedagogy, use of assessment and resources.
- Ten JMHS middle leaders have successfully completed the NPQML qualification over the past two years, the majority joining a JMHS led course. An additional seven staff under now undertaking NPQTL.
- SLT line managers use evidence-based curriculum research to support subject leaders with reviewing and improving curriculum design, pedagogy and assessment.
- All learners complete their programme of study. Where students are struggling to engage with school we use 'The Hub' to offer dedicated support from highly skilled staff. The Hub is led by a former Headteacher and enables students struggling with mental health issues, family bereavement, and extremely difficult home situations to attend school and continue to learn the curriculum whilst developing their resilience and preparing them to rejoin mainstream classes.
- In the very rare circumstances in which medical professionals recommend part-time timetables, we ensure through a carefully structured Pastoral Support Plan and work in The Hub that disruption to education is minimised and the student can increase hours and then return to full time education as soon as possible.
- Leaders engage with students through active supervision in year group zones, every day before school, at break and at lunch; through very regular lesson visits; through taking assemblies and through student surveys and focus groups.
- Leaders communicate and engage with parents and carers through comprehensive and regular newsletters; an up to date website; by being accessible via phone or email and through termly parental surveys that cover a wide range of topics.
- Leaders engage with parents and carers of SEND students, vulnerable students, Looked After Children and students who have challenging behaviour through very regular emails, phone calls (sometimes on a daily basis), face to face meetings and Pastoral Support Plans.

- Leaders engage with a very wide range of external agencies in order to provide the best possible support and education for JMHS students. These include social workers, the police, CAMHS, counsellors, sports and arts organisation, local primary schools, Ledbury Town Council, and many others.
- Where possible senior staff cover classes with challenging students where there is staff absence.
- Leaders engage with staff by constantly circulating and visiting lessons; by talking with staff during duties before and after school and at break and lunch; by ensuring regular line management and that line management time is put by to discuss staff ideas, concerns and well-being.
- Staff surveys are conducted at least once per term to obtain feedback on key areas of our work, views to how the school is working and how well they feel the school is led and managed.
- Student, parental and staff surveys are analysed and then followed up with improvements. Results and actions are shared and published.
- JMHS staff surveys consistently demonstrate high levels of satisfaction working at JMHS and pride in our school.
- New staff induction feedback consistently rates support at JMHS for staff as very strong.
- Senior leaders continuously check systems and policies to prevent excessive workload for staff and where possible to reduce workload and remove unnecessary tasks.

Next steps:

- Continue with high quality staff training on how students learn, effective teaching strategies and assessment.
- Particularly focus on school-based research on successful mixed attainment teaching and the learning of SEND and disadvantaged students in these classes.
- Use the seven Extended Leadership Team secondments this academic year to further develop capacity to improve.
- Use the Staff Wellbeing Charter to maximise staff wellbeing.
- Include staff wellbeing and mental health as a major item in staff surveys this academic year.

Leadership and Management - Governance

- Governors understand their role and have a clear vision and strategy
- Governors ensure the school complies with statutory duties eg safeguarding, inclusion, SEND and responsibilities outlined in the Equality Act

Context

Governors bring a broad range of skills and knowledge to the school, which include legal, business, financial and educational experience. Completion of a recent review of skills shows that the board is in a strong position with no specific gaps in expertise, allowing them to effectively target any new appointments with clarity of purpose and intent to further enhance the current skill set. New governors are supported by a thorough induction process and training opportunities are regularly offered to all governors.

The four committees Finance & Audit, Teaching, Learning & Progress, Premises, Health & Safety, and Personnel & Welfare operate alongside and support the work of the Full Governing Board, complementing and enhancing its work, ensuring rigorous challenge and accountability of school leaders and excellent communication from each committee to the Full Governing Board. The attendance of a staff officer at each of these committees ensures positive relationships and regular communication between the senior leadership and governors.

The board is well led by a strong chair, who ensures that time is used effectively in meetings to focus on the strategic role of the board. The chair is effectively advised and guided by a professional clerk.

The Full Governing Board have a clear understanding of their roles and responsibilities in relation to the three core functions of governance and carry these out effectively.

i) Ensuring clarity of vision, ethos and direction

Governors are instrumental in determining the vision, ethos and direction of the school.

This is evidenced by:

- Governors were fully involved in reviewing and improving the Self Evaluation Form (SEF).
- The collegiate approach between the senior leadership and governors in formulating the three-year School Development Plan (2020-2023) to include key areas of focus identified by governors; these areas of focus are major drivers for all board and committee agendas. Links to the School Development Plan are now included in all committee terms of reference, further strengthening agenda planning and focussing discussion and questions.
- Governors continue to be well informed on major developments such as that of the new curriculum by the senior leadership team. Subject reviews by the school improvement partner were shared and thoroughly discussed at governors' meetings giving governors a strong overview of the new design of the curriculum and future focus as laid out in the School Development Plan. Governors are fully involved in making decisions about the future curriculum.
- Regular presentations delivered at meetings keep governors well informed of developments.
- Governors ensure that all policies meet the needs of the school and evaluate their impact and effectiveness through governor visits.
- Governors are part of the recruitment process for key roles such as that of the new School Business Manager and Finance Manager.
- Regular keeping in touch meetings between the Headteacher and the Chair of Governors ensure that the chair is well informed of key information and well prepared for Full Governing Board meetings.
- Governors are fully involved in producing the capital development plan deciding how to use the school budget to improve the school site.

ii) Holding executive leaders to account for the educational performance of the organisation and its pupils, and the effective and efficient performance management of staff

This is evidenced by:

- Governors have a strong relationship with senior staff and conversations are open and robust. Members of the senior leadership team acknowledge and welcome the expertise and perspectives that governors bring, seeing their challenge and support as helping to build the

capacity of leadership and governance to provide students with an excellent and enjoyable education.

- The focussed shorter term annual goals in the current School Development Plan are clear. The regular Headteachers reports issued prior to each Full Governing Board meeting allow governors to give a high level of constructive challenge to leaders, so that school development is strong, effective and consistent with the long-term vision for the school.
- National data has not recently been available, due to the global pandemic, but in normal years governors examine and question data both at committee level and at the Full Governing Board. Additionally, the school improvement partner has led an annual session for all governors to help them interpret/read the data.
- National data informs the planning for the school development plan as well as the conversations governors have with the Headteacher as part of the Headteacher performance management review.
- Governors have been well-informed about the development of the new curriculum and this has formed the basis of discussions on agendas over the past year. The introduction of mixed attainment classes has been a key item for discussion and will be monitored by the Teaching, Learning & Progress committee during this coming year.
- The Pay and Salaries committee are well informed by Senior Leaders regarding the efficient and effective performance management of staff and the Headteacher's appraisal is well supported by the school improvement partner.
- The Personnel and Welfare Committee meet with the Assistant Head who leads on student support, pastoral care and safeguarding; minutes show that the Equality Act 2010, and other duties, for example in relation to the 'Prevent' duty and safeguarding are thoroughly discussed. The link governor for safeguarding meets regularly with the designated safeguarding lead with a specific focus for each meeting and these visits are recorded and reported both at both committee and Full Governing Board level.
- Records of link governors' virtual meetings with senior leaders during the past academic year show that statutory governor link roles such as safeguarding, SEND & Pupil Premium have continued to be fulfilled even though on-site meetings have been difficult to achieve, because of Covid restrictions.
- Agendas are well thought out and governor discussion and challenge is clearly recorded in minutes.
- Regular Headteacher reports to governors keeping governors well informed.

iii) Overseeing the financial performance of the organisation and making sure its money is well spent

This is evidenced by:

- The Finance and Audit Committee is well led and minutes show rigorous challenge from all governors
- Secure processes and clear agenda planning to include all key statutory requirements.
- Involvement in the appointment of the new Finance Manager.
- The Finance Manager attending all Finance & Audit Committee meetings.
- High level of consistent reporting from the Finance Manager to the Finance & Audit Committee and the Full Governing Board.
- Clear evidence of the commitment of governors in discussing and actioning advice from external and internal audit reports.

- Full Governing Board agendas show regular time for the chair of the finance committee to share key items discussed at committee level.
- The Capital Strategy Plan, which is regularly updated by the Headteacher, enables governors to have a clear oversight of the planned major expenditure by the school and to challenge and question developments appropriately and in detail.
- Regular reporting from relevant staff on how pupil premium and catch-up funding are spent and the impact this has on student progress.

Future steps

Governors see the potential and are well motivated for governance to become even more effective in the following ways:

- Further developing understanding of the current expectation of governance and what makes it outstanding. (An internal/external review of governance could support this.)
- Governors are aware of the benefits of visits to the school, but this has not been possible during the Covid pandemic. During this new academic year governor visits will resume, with some new governors being able to visit for the first time.
- Targeted training for key staff – the clerk is currently completing NGA Level 3 Clerking Certificate, and the clerk regularly informs governors of relevant training opportunities.
- The governors are developing an annual plan of business linked to the committee terms of reference and the school development plan.
- Agendas will continue to be driven by the school development plan.
- Annual safeguarding training for governors will include a section on peer on peer abuse.

Leadership & Management – Safeguarding

- Leaders ensure effective arrangements for safeguarding by identifying learners who may need early help or who are at risk
- Leaders help learners reduce the risk of harm through help or referral

Safeguarding is thorough with a strong culture of ‘it could happen here’ at JMHS with all staff clear that keeping children safe is their first priority

- All year leaders have studied and been awarded the qualifications to be designated safeguarding leads in addition to our DSL, Andy Williams. This means we have a total of eight staff with extensive safeguarding expertise. In addition, two members of the pastoral team have taken Graded Care Profile courses. The majority of Year Leaders have also passed the on line safety qualification with the National Online College. All staff have access to the Safer school’s online information app for online safeguarding issues.
- All staff have high quality safeguarding training delivered on INSET days by our DSL and Deputy DSL. This is supplemented by weekly safeguarding updates from the DSL.
- There has been a strong emphasis in whole staff training over the past two years on sexual exploitation and peer on peer abuse.

- MyConcern online platform is used to create chronologies and individual records of all safeguarding (including mental health issues and bullying) concerns.
- An average of 400 concerns are logged on MyConcern each academic year indicating that staff are thorough and take a precautionary attitude and when in doubt immediately record and pass on concerns.
- Regular SEND and pastoral joint focused meetings review key cases and vulnerable student in terms of referrals to agencies such as the Early Help hub and strategy guides (in effect, auditing year groups).
- Staff are able to screen classes for key vulnerabilities using presentation from SENDCO and DSL.
- MyConcern data is regularly screened for trends within cohorts of students and on an individual profile.
- THE RSE and PSHE curriculum is carefully planned to help students learn how to minimise risk to themselves and others.
- Year Leaders run regular focused PSHE/RSE workshops with all students on a range of safeguarding themes.
- All Year Leaders have completed online safety and positive handling training.
- We have reviewed and improved our training for staff on peer on peer abuse and incorporated student voice in determining our strategy.
- All members of the Extended Senior Leadership team have accessed and passed safer recruitment training with the Safeguarding company or National College.
- The school has recently moved to a model where an experienced safeguarding professional independently checks the single central record least twice a year.
- Staff (teaching and support) have completed a series of safeguarding policy awareness tests and gaps in knowledge subsequently challenged and filled.
- Safeguarding and policy training sign off procedures have been reviewed and tightened.
- Safeguarding Lead and Headteacher meet regularly to discuss serious incidents and cases.

Next steps:

- JMHS is developing vehicles to gather parent and student views on a range of safeguarding issues.
- JMHS is developing ways for parents and students to seek out further and specialist support.
- Develop even more systematic ways of reviewing concerns and checking all are dealt with and followed up as effectively as possible.
- Full safeguarding training rather than refresher to take place Summer Term 2022.
- Induction procedures for staff to be reviewed.