

## Respect Collaboration of Schools (Kingsmead, Bridge Street, Castle)

### Review of Progress against 2022 – 23 Objectives

In 2022 Governors decided that the objectives we have been working toward for a number of years now continued to have great relevance to our direction of travel and reflect the work we are all engaged to secure further school improvement.

#### **To maximise progress for all**

Key to our success here is ensuring our pupils attend and work well with others. Establishing these two aspects of education are essential and are pre requisites to ensuring progress. We thank parents for supporting our efforts to make improvements here.

To enable governors to fully understand work taking place to ensure every pupil makes progress we are provided with regular data showing progressing against targets .This data is supplemented by subject leaders coming and speaking with the Standards committee on a rolling programme each year.

At KS2 staff have been working to improve the curriculum offer to ensure it meets expectations and provides opportunity for every child to progress. Our Gateway provision ensures that on entry we can assess needs and ability to help teaching staff provide appropriate work.

Our Nurture and Additional Support provision ensure a very personalised supportive approach. We continue to invest on our pupils well -being by offering extensive therapeutic and health support services.

At KS4 staff work to ensure that every pupil gains a qualification in English and mathematics.

We have also developed our vocational and extra curriculum offer. This took a big step forward when we took over Darley Barn where we are offering a range of Forest School and outdoor experiences, including such things as paddle boarding, mountain bikes etc.

Our schools have all been impacted on by very high levels of admissions which has an impact on behaviour, something staff work hard to manage. As new pupils settle into our routines and embrace our ethos and culture they soon settle and flourish.

#### **To ensure our pupils are prepared for their next stage of learning**

Governors receive regular reports on reintegration back into a mainstream school. This is not the right pathway for all, but where it is, we support our pupils at the time of transition over the first year of a placement including Post 16 placements. We know that a move to Post 16 courses can be a real challenge for some Year 11 pupils, so we are developing our own Post 16 provision.

Many of our pupils have special needs and for these pupils the annual review of the EHCP is used to plan any phased transfer to the next stage of learning. We have

dedicated staff who support transitions, and that support remains in place for a year.

Over the year we have supported 12 students to transfer to other schools and 61 pupils (81%) of pupils have secured college places, apprenticeships, or training in the forces.

When year 11 pupils leave our schools, they are very successful in making a positive next step. The Government publish a NEET (Not in education employment or training) figures for each secondary school. Our figure changes almost daily and is dependent on our pupils' circumstances. If we feel a pupil is at risk of being NEET a personalised action plan is put in place to secure a placement and we have planned 'keeping warm' activities over the summer to reduce drop off rates and to support our pupils to sustain their offers of placements of further education or employment with training.

At the time of writing this report the NEET figure is 19% across all schools, our target is 5% or less. The end reality is likely to be 10%.

### **To further improve behaviour and attendance to support learning**

#### **Attendance**

Improving attendance has been and looks to continue to be a major focus for us in all our schools. Covid has had less impact, although establishing expected, acceptable behaviour patterns on returning to school has been more of a challenge.

Almost 100% of our pupils have improved attendance records compared to their previous schools. Where records of attendance are lower than we expect, governors are assured of the very comprehensive robust protocols and procedures to support improvements. When we met with pupils, they told us that the reason for their poor attendance is the distance they live from the school and the difficulty of getting to school if they miss their taxi. Governors are in debate with the LA over their decision to withdraw taxis for our pupils moving forward.

Our systems for tracking attendance allow for daily interventions where required including regular reviews with parents and carers. Family Support worker are key in this process.

Improving attendance remains a major drive in the school and we thank parents for the support they give.

#### **Behaviour**

Over the last year we have had a steady, sometimes high flow of admissions into the school. Our schools report that it takes some time for new pupils to embrace our vision and values. Until this happens, we have seen higher levels of aggressive behaviours. Governors are assured by the school leadership that staff are well trained to support pupils to behave appropriately and work to the mantra of "Connect rather than Correct" this supportive approach is appreciated by our pupils, but takes time and patience! Pupils continue to be awarded positive behaviour points with subsequent rewards.

Our schools are working to improve the policy to manage behaviour and are developing a more sophisticated tracking and recording system. They will continue to establish this in a consistent manner in all schools and governors will monitor this.

**Continue to develop rigorous processes to ensure that the Teaching over Time judgement is robust, and quality of teaching continues to improve so that all teaching is good or better**

The quality of teaching in all of our schools is high. This has been acknowledged by the Ofsted inspection in Kingsmead School and more recently Castle School.

The Leadership team quality assure and monitor this work over the year, looking at teaching, workbooks, and progress data. Over 90% of teaching is judged to be at least good.

We have a comprehensive training programme to support staff.

**Continue to review aspects of the provision to ensure our school vision can be delivered in terms of curriculum staffing, accommodation, and value for money**

Governors have received regular detailed reports on moves to restructure our schools. We have sought DfE approval for these significant changes and have, with the support of pupils, parents and other stakeholder re named our schools. On two of our sites (Bridge Street and Castle) we are embarking on major building programmes to provide space for more pupils and the curriculum we offer.

We are firmly of the belief that a move to our schools is for many pupils a very positive step, if not life changing. Our staff are experts in supporting pupils to manage their behaviour and emotional needs and support a move back to mainstream, if this is an appropriate step or when it is time into training or employment.

In all that we do we are mindful of ensuring we achieve value for money. The LA audit evidences that we work to expectations, including applying appropriate scrutiny to contracts ensuring they continue to give value for money. One contract which causes a great deal of concern is that which provides school meals to our pupil's satisfaction. Governors and staff are listening to pupils and doing their best to improve this service. Securing a contract we are all happy with is our School Business Managers biggest headache!

The Governor Resources Committee continue to monitor health and safety and site security and are provided with detailed reports as well as opportunities to monitor by site visit.

Regular fire drills are carried out on each site.

**To achieve a balanced budget and financial sustainability**

Governors continue to monitor closely the budget setting process considering information we receive from the school and LA.

Previously we have reported the great challenge we have faced in ensuring our budget balances. This year we are forecasting that these efforts, alongside restructuring our provision and a new service level agreement (SLA) with the LA has ensured financial sustainability. This will give us greater certainty of funding which brings with it an ability to appropriately staff our schools. To reduce costs, we centralise such things as finance, IT, resourcing and site management.

The new SLA will result in our schools growing, our structures and staffing plans have

accounted for, but will bring fresh challenges to keep us on our toes!

### **Continue to develop the effectiveness of governance**

Governance and Leadership of the provision remains strong. This has been evidenced by several external audits and an Ofsted Inspection at the Castle School which resulted in a good judgement.

Governors have continued to monitor the work in all schools either remotely or face to face. Over the year governor training has tended to be online. All governors have completed statutory safeguarding training.

This last year we have recruited two new governors, both bring a wealth of experience to our board. Skills people offer drives such appointments. All governors are volunteers, and we thank them and our clerk for the time they give to this role.

Annually each governor meets with the chair to review contribution and discuss how we can improve governance. This sits alongside the annual 360 review of the work of the chair. All such reflective practices are evaluated to establish action points.

The Annual Governor Day in May provides an opportunity to look at areas we may require additional information on, or to have time to look at aspects of school life we may not normally have time for in meetings. This is an invaluable opportunity, for which we thank pupils and staff. This year we met pupils at Bridge Street, meeting Kingsmead pupils earlier in the year. The insight this gives us is invaluable and we thank pupils for their time.

When meeting pupils it is evident how many of them are grateful for the second chance we offer and they are very confident that when they leave they will be able to make a positive next step in their lives. They, like we, are ever grateful for the skills and dedication of the staff who work with them every day.

### **Our new Priorities :**

- That our curriculum and teaching is appropriate, to a high standard and allows pupils in KS2- 5 to make appropriate academic, social and emotional progress
- That new protocols and procedures support individual improvements in attendance and appropriate effective management of behaviours
- To continue to secure the sustainability of the Respect Schools Budget
- To embed transformational changes in Respect Schools including development of AP provision
- Look to secure a beneficial route for Respect Schools moving forward
- To provide a better working environment at Kingsmead School and complete building projects at Castle School and Bridge Street School