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Purpose of this document:

To provide stakeholders with a high-level summary of

1. The school’s context
2. Current self-evaluation against the Ofsted framework
3. Key sources of evidence of the school’s impact
4. Links between self-evaluation and the school’s development priorities.

	Ofsted – June 2018		School self-evaluation 2019
Overall effectiveness	2		2
Effectiveness of leadership and management	2	Quality of Education	2
Quality of teaching, learning & assessment	2	Behaviour and Attitudes	2
Personal development, behaviour & welfare	2	Personal Development	2
Outcomes for students	2	Leadership & Management	2

Context

- The Skills Hub (TSH) is a co-educational Alternative Provision (AP) that caters for students in the London Borough of Hillingdon who cannot attend mainstream school for a variety of reasons, predominantly permanent exclusion – those students access the main centre of the provision; those with serious medical issues – access peripatetic tuition via the Pupil Support Team. Approximately a 10% of students have a subsidiary status, whilst the majority are on the main roll of the school. Due to the nature of the provision and the range of students needs its cohort is transient. There are more boys than girls (57/25).
- Currently, there are 82 students accessing the main part of the centre, 25 at key stage 3 and 57 at key stage 4.
- Typically, many students join and leave the school at different times of the year.
- Many students have had one or more adverse childhood experiences, such as, but not limited to: subjected to a form of abuse, neglect, one or no parents and associated mental health difficulties within the family. This exposes them to a greater risk of experiencing poor physical and mental health, and negative social consequences in adulthood.
- For courses in construction students attend Young People’s Academy (YPA) Falling Lane, West Drayton, UB7 8AB.
- There is one student with a statement of special educational need or an education, health and care plan (EHCP). Most students have additional special educational needs. All students are recorded on SIMS as SEMH
- Just over half, 52% of current students are supported by the student premium funding, almost three times the national average.
- 45% of all students are from minority ethnic groups, well above the national average. The largest groups are from African and Black Caribbean heritages. The rest being from White British backgrounds at 55%
- Off-site training is made available for students to extend their learning experiences. The school offers the following activities:

- Hairdressing, construction and mechanics at Innov8 Training and Development Ltd, C/o Oakwood School, Clifton Gardens, Uxbridge, UB10 0EX,
- Motor vehicle maintenance at West Drayton Young People’s Centre, Holloway Farm, Harmondsworth Road, West Drayton, UB7 9LU (The School’s own provision)
- Approximately 20% of students are currently accessing/ have accessed/ or have been referred to the local Child and Adolescent Mental Health Services (CAMHS) because of their social, emotional and mental health needs. All students have access to further therapeutic support.
- As a result of particularly complex medical, emotional and behavioural needs, a considerable proportion of students have highly bespoke packages of interventions that enable them to have meaningful and relevant access to the curriculum to support good attainment, behaviour and safety.
- The school does not receive Year 7 literacy and numeracy catch-up funding.
- The Skills Hub was inspected in June 2018 and received a judgement as ‘Good’:
 - Since 2016 TSH has been part of the Orchard Hill College and Academy Trust. An outstanding college for primarily adult learners who have a range of complex needs and disabilities.
 - There is an Executive Principal of both TSH and the Young People’s Academy, a local special school for students with Social, Emotional and Mental Health needs.

Overall Effectiveness	Grade	2
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Taken from the Spring 2018 Inspection Report:

- The leadership team has maintained the good quality of education
- SLT have shown relentless drive and ambition for the school
- Governors and the trust share a highly ambitious and sustainable vision for the future of the school and have taken steps that are showing a life-changing impact for all students.
- SLT have identified the areas in which the school needed to improve and have set about making the changes necessary. This is starting to have an impact for all students.
- The school understands the needs and the challenges of your cohort of students and does not waiver in its effective determination to provide them with the best of life chances.
- Aspiration for the students is shared by the whole staff. They all agree that the school is better than at the time of the last inspection and that they are proud to work at the school. As a result of this care, students blossom into responsible members of the local community who support this community through, for example, their work with the elderly.

Quality of Education	Grade	2
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Intent:

Our curriculum is designed to deliver the central vision for our students – Providing the Skills for Mastery. These are the skills which will enable them to make successful transitions at each point in their school career, whether it be back to mainstream schooling, from KS3 to KS4 or their transition to further education, training or employment post 16. These skills should then be transferable to make them successful adults in the wider world as they progress through life’s challenges.

We provide a broad, balanced and relevant curriculum for our students. All follow a core curriculum, supplemented by foundation subjects and an ever developing enrichment curriculum. This allows for the knowledge, understanding and skills to be developed which will deliver our central vision outlined above. The CORE followed by all students comprises of: English language, Maths, and IT. FOUNDATION comprises: Humanities, English Literature, Religion, Ethics & Philosophy, PSHE & Citizenship, Child Development, Construction, Motor Vehicle Studies, Music Technology and PE. Intervention programmes are part of the curriculum offer in order to support and develop language, learning, life and social skills.

- All students achieve external accreditation ranging from entry level certificates, AQA Unit Awards, Arts Awards, Functional Skills to GCSEs. This ensures all students are duly recognised for their hard work and acquired skills across a range of subjects. At KS4 all students receive lessons in all core subjects and in addition a number of options relevant to their intended progression pathway. All students should leave TSH with qualifications in both

English and maths and a minimum of two other subjects. Predictions for 2020 indicate that 35 out of 41 will leave The Skills Hub with 4 or more nationally accredited qualifications including English and maths.

- This curriculum is supported by an enrichment curriculum offer designed to further personal development and social skills. In the school year 2018-19 83% of KS3 students made positive progress in their PSD Matrix, this figure was 67% in YR10 and 92% in YR11.
- Curriculum plans for each subject are prepared termly and all plans should include how they reflect the school's vision (well-being, independence, communication and achievement), British Values, SMSC and the PRIDE values. All plans include detail on how they reflect the school vision (well-being, independence, communication and achievement).
- Learning opportunities are highly differentiated and tailored to the appropriate ability and intended pathway of the student.
- The SMSC curriculum, discretely delivered, ensures that the following topics are covered throughout both KS3 and KS4: Mental Health, Extremism and Radicalisation, Careers, E-Safety, Bullying and Healthy Living.
- Relationship education is a focal point throughout key stages 3 and 4. Relationships and sex education - including consent - is delivered through the REP curriculum at all key stages. The delivery of RSE is supplemented through work undertaken by work by external agencies via workshops and 1:1 drop in clinics (KISS).
- British values are linked to the school's overarching values of 'Perseverance, Respect, Integrity, Diversity and Equality'. Staff look to reinforce these whenever relevant during lessons or tutorial. Accepting what it means to be British, unique, and challenging stereotyping is particularly relevant to the school's ethos.

Implementation:

Students are CAT tested along with teacher assessment on admission to assess a baseline score. On induction all new students are baselined for the core subjects English, maths. All other subjects baseline upon arrival in their class. This is to ensure that there are accurate assessments on starting points to measure progress over time. Whilst prior information is considered, students' educational history means that previous data cannot be solely relied upon to be completely accurate or indicative of starting points. Many students have experienced a disrupted education, some have spent a considerable amount of time out of school.

Formal Families Day happen three times a year. Solution teams, along with class teachers, meet the students with their families to discuss any pertinent issues such as any changes in the home environment or new information from school. With the student and their families, Skills Coaches then set targets for the new term. As a result, the school enjoys a close partnership with families and ensures a holistic approach to the student, their learning and their development as young people.

The quality of teaching, learning and assessment is monitored termly through a rigorous evidence based performance management system. (The TES – Teacher Evaluation Schedule)

Joint lesson observations with colleagues from local mainstream schools, alternative provisions and the trust as well as practicing Ofsted inspectors ensures quality assurance and sound judgement with regard to necessary steps for improvement. The current position shows that the quality of teaching, learning and assessment is typically good. TES data 2019-2020 gives a typicality rating of 2b (7.7) for the Autumn term and 2b (8.1) for the Spring term. Where teaching is less than good, rigorous support plans are in place and these teachers are improving. (Impact 2018-19) Learning walk judgements improved from a 2c (7.4) in the Autumn term to 2a (8.8) in Spring 1. This is alongside the overall teaching and learning judgement improvement referred to above.

Differentiation is effective and leads to good progress for the vast majority of students. Spring 1 2017/18 data indicates that 100% of the student cohort are meeting or exceeding their targets in English, REP, PE, Humanities and Mechanics. Autumn 2 data 2019-20 indicates that 91% of all students are meeting or exceeding target in English; 97% exceeding or meeting target in maths, 91% meeting or exceeding across foundation subjects.

Misconceptions and misunderstandings are recognised in a timely manner and staff are supportive in correcting these while maintaining the students' positivity. Students are keen to learn from their mistakes and deepen their knowledge and understanding. This is evident in their response to teacher feedback and the re-drafting of work that is an expectation of the marking policy via 'Take up Time' (TUT).

Evidence, for example from lesson observations and work scrutiny, shows that students typically understand what they are expected to learn and can demonstrate that they have achieved an objective through the use of consistent Assessment for Learning processes; for example, when RAG rating and discussing learning objectives and the intended outcomes. All teachers work from both their Curriculum Maps and Planning and Progressions to ensure that students are being taught in line with the 'directed' curriculum.

Moderation is conducted termly across both TSH and YPA (our sister provision) to verify grades and to ensure that marking is timely and informative and that students are making the expected progress within all subject areas because they know what they need to do to improve. As a result, students 'below target' in core and non-core subjects across key stages 3 and 4 is less than 10%.

There are robust systems for assessment of student progress which provide data in a wide range of areas. The analysis of this data forms a detailed student progress report. Dedicated Improvement Reflective Time (DIRT) meetings allow leaders to identify trends that are occurring with individual students and sub groups within TSH. As a result of this, senior leaders are able to support teachers to provide bespoke and timely interventions to enable students to make improved progress and/or get 'back on track.'

Data drops are completed every half-term. Written reports and RAG rated expected progress indicators are completed on a termly basis to inform the students, parents/carers and staff what the students have achieved and how they can progress. These reports are discussed at termly Family Days.

A small steps assessment platform (Doddle) is utilised at KS3. Students are given a decimalised 'step' of attainment, which is derived from a range of assessed skills, directly correlated to the 1-9 GCSE grades. This supports students, families and staff to have a clear understanding of current position according to each student's 'flight path' and to therefore plan accordingly.

Progress and journey towards attainment data is reviewed by leaders half termly to identify students who are not making sufficient progress. Interventions are then identified and discussed with class teachers to aid progress. 1:1 literacy interventions are timetabled to help support identified students.

Class context sheets are used by classroom teachers and shared with staff to show current achievement and teaching and learning strategies for each individual student to allow them to make good progress and achieve over time. Strategies and interventions for learning and behaviour are evidenced here and support teachers to enhance access to learning. As evidenced in lesson observations and learning walks, disruption to learning is minimal.

Year 11 students are entered for GCSE, iGCSE and Functional Skills qualifications in English and mathematics GCSE and Functional Skills in mathematics. This builds on self-confidence, esteem and gratification in order to award students with accreditations throughout the year rather than just in the summer exams series. Furthermore, it ensures that all students are accredited and recognised for their skills in English and Maths regardless of circumstances that may prevent them from taking a final examination in the summer term and gives them the necessary means to transition onto further education, training or employment.

Mock exams for Year were re-introduced in Spring 2019/20 and students engaged well with the process.

Lesson observations are completed and graded using three key themes; quality of TLA, outcomes and personal/social development.

Summative academic assessments are completed every half-term. Half-termly reports are colour-coded to track progress. This data is fed into termly reports which are sent home to parents. In the summer of 2019, our parent survey indicated that 95% of parents were happy with the content of school reports, 90% felt we kept parents regularly informed of progress and 85% believed their child made good progress at the school.

Impact:

2018/2019 Exam results highlights:

70% of students achieved GCSE English Language; 67% also achieved English Lit; 63% achieved GCSE maths; 96% (22/23) left with a recognised qualification in English and 78% (18/23) with a maths qualification. Overall, the average number of GCSEs per student was 4.88 and the average points score was 12.79 compared with 8.56 the previous year.

Indications for examination results 2020 are:

- 100% of students (41/41) will obtain a GCSE pass in English
- 100% of students 23/23 will obtain a GCSE pass in English Literature
- 100% of students (41/41) will obtain a GCSE pass in maths
- 100% of students 30/30 will obtain a GCSE pass in REP (12 full course, 18 short course)
- 37% of students (15/21) will achieve a level 4+ grade in GCSE English
- 10% of students (4/41) will achieve a level 4+ grade in GCSE maths

21 students attained 46 AQA Unit Awards in Autumn 1 2019 for a number of outdoor projects both in school and the wider community.

97% of current Y11s have positive destinations for September 2020. In order to support these transitions to be successful we will be utilising the additional funding grants from the government both prior to the start of term and over the course of the Autumn term. This data needs to be set against Hillingdon's NEET data that is comparatively high around 20% for the past three years.

Progress data for the Spring Term 2020 indicated that:

70% of all students are meeting or exceeding targets in English; 100% in maths and 82% across all foundation subjects. PPG students were performing just below their peers in English and across foundation subjects.

Grade submissions were collected from a range of evidence bases reflecting the work completed during the academic year. SLT quality assured these grades through meetings with year 11 teachers. Any discrepancies were addressed before submission to ensure they were as accurate as possible. All year 11 students and year 10 who were entered for Functional Skills Level 1 English are predicted to achieve all GCSE and Functional Skills qualifications studied.

In the student survey conducted in Autumn 2 2019 100% of respondents rated teaching and learning at The Skills Hub as 'Good.'

Areas of Focus:

Leaders continue to adopt a relentless approach to driving forward improvement in the overall quality of education, so that all students receive effective teaching and make progress. That all students follow a 'pathway' that is best suited to meeting both their short term and long term needs.

Current School Priorities for Development:

- Broadening the range of subjects and subjects available to study at KS4

- Developing the Enrichment Curriculum at both KS3 and 4
- Embed the 3 'I's' into all aspects of the teaching and learning offer, including the enrichment curriculum
- Developing and implementing clear 'pathways' on entry to TSH for each student that are known to all stakeholders
- Moving teachers who deliver consistently Good lessons to progress to delivering Outstanding lessons on a more regular basis
- Continue to increase the number of fully qualified teachers via support on the pathways into teaching programmes

Behaviour and Attitudes

Grade

2

Strengths:

- Behaviour reporting is rigorous and scrutinised by Leaders on a fortnightly basis which ensures consistency and precise intervention. As a result, incidences of a racist or homophobic nature are kept to a minimum (1 this academic year) along with the need for physical intervention (1 so far this academic year).
- Incidences of bullying, homophobia and racism are comparatively lower than other forms of negative behaviours. Over the past academic year, recorded incidents of racism, homophobia and bullying have decreased by 29% (Year ending 2019) – figures for the current academic year would be skewed due to COVID-19.
- Positive Behaviour continues to be recognised and in Spring 1 2020 there was an 18% increase from Autumn 2 2019 on reporting of positive achievement.
- 2019/20 academic year has witnessed 9 fixed term exclusions totalling 15 days respectively. All students involved in these incidents on their return had restorative meetings with parents/carers and other parties involved. Safeguarding issues are considered when a fixed term exclusion is sanctioned. Restorative justice is implemented in the school and is well received. The impact of this is that relationships are restored and students have a better understanding of why some behaviours are unacceptable and the impact that they can have on those around them: peers, staff and families. This term we have had 6 restorative meetings with students and staff. These meetings help each party to reflect on the impact of incidents with those involved and look for a way forward to avoid other incidents.
- Students are aware of who they can approach and where to go to for help and support as indicated in classroom displays and their responses to student surveys. 94% of students agreed that they felt safe in the recent Autumn 2019 student survey. 83% of students felt that bullying was effectively dealt with.
- Many students have a history of poor or erratic attendance at their previous settings. Leaders use a range of strategies to reduce levels of absence, including celebrating good attendance in awards assemblies. However, leaders recognise that students' attendance needs to be even better.
- Overall attendance continues to show improvement. When Persistent Absentees (below 50%) are removed from the overall data attendance stands at 89%, an improvement of 8% on the previous year. This drops to 80.02% (3% improvement on 2019) when all students are included.
- 'All staff are tenacious in their approach to improving attendance and know that the stimulating, broad and personalised curriculum makes students want to come school. Students report that they value this more even than the rewards that they receive as incentives to attend. The strong links to employability in the curriculum through opportunities to learn about hairdressing, motor mechanics or running their own business enterprise engages students and helps them to see the relevance of the learning and the point of attending.' Ofsted 2018
- There are always contextual factors to explain this (for example, a parent refusing to send their child to any school, the fear of youth violence linked to post codes). Case studies explain these further. Therefore, it is important that the local context is considered when making overall evaluations about attendance.
- Attendance is robustly monitored with a set of actions ensuring a consistent approach for all students; those accessing provision on and offsite. September 2018 a dedicated Attendance Officer was appointed to work

alongside the DSL to help drive up attendance to school. The impact of this can be clearly demonstrated by the figures above. Daily phone calls and texts are made on student absence, with responses recorded. The importance of good attendance and punctuality is strenuously highlighted in assemblies and reward activities. Students are periodically recognised for outstanding and most improved attendance at awards programmes. Patterns and trends, if apparent are highlighted to Leaders. Wherever practicable the school will endeavour to pick up a student and drop them home rather than have them absent.

- The school uses the Local Authority’s Participation Team for follow up support and/or investigation if issues of non-attendance persist. All attempts will be made to support parents with attendance with financial penalties a rare occurrence. September 2019 the Participation Team hours were increased by 40 hours from 20hrs to 60hrs over the academic year.

Areas of Focus:

To continue to improve attendance further by offering support for targeted students and their families. To develop and deepen staff understanding of our students’ behaviours/needs through training with both internal and external providers.

Current Priorities for Development:

- To ensure all staff have access to team teach.
- To improve attendance.
- To prioritise staff CPD to focus on meeting needs and a deeper understanding of our changing student profiles/behaviours.
 - Further develop ‘Behaviour for Learning’ through the establishment of personalised learning pathways

Personal Development	Grade	2
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Strengths:

- Leaders and staff give students’ emotional well-being and mental health the utmost priority. Leaders recognise that what works well for one student may not prove successful for another. Together with staff and external agencies, leaders devise and implement bespoke programmes of support for each student. This includes well targeted therapy. As a result, students are increasingly able to manage their emotions and behaviour as well as ask for help when they need it. This is borne out by comparative behaviour data. The Autumn figures for 2019 demonstrated a decrease in behaviour incidents of 21.5% on the Autumn term 2018. Numbers on roll were similar in both periods.
- ‘Work produced in RE and English shows that students’ thinking is mature when considering topics such as gender roles and religious tolerance. They respond well to difficult questions about relationships and really debate issues thoughtfully, acknowledging each other’s feelings.’ Ofsted 2018
- Students show confidence and self-awareness in relation to their learning and conduct, despite their complex social and emotional needs. This is facilitated by staff who have developed excellent relationships and who effectively role model high standards and conduct. As a result, students have developed positive social relationships and engage purposefully with their learning. 94% of students reported in a recent survey (Autumn 2019) that they knew what they were expected to learn and achieve in lessons. 94% also felt that they have at least one ‘significant adult’ identified that they can seek to talk to when they require individual support with a problem they are faced with. The ‘Personal and Social Development Matrix’ shows progression for each student across seven different areas. These include progress, meeting expectations, working well with others, happiness at school, confidence, skills for learning and skills for life. These 7 targets are measured on a scale 1-10 and solution teams grade these at the end of each term. For the academic year 2018/19 the percentage 92% of year 11 students showed progress across the 7 targets. 67% of year 10 students showed progress and 83% of KS3 students demonstrated over the 7 targets.
- ‘You accurately assess students on arrival at the school and carry out regular checks on progress every half term. You have recently introduced a new system to measure how well the social and emotional curriculum supports students’ personal development. The clear impact is demonstrated of the holistic development of

students through this newly introduced system and you are now refining it to make even better use of this information to support students' Ofsted 2018

- Subjects such as English and Religion, Ethics and Philosophy (REP) encourage students to debate issues, often topical, in a considered way. Due to students' high levels of tolerance and impeccable conduct they are able to demonstrate respect for others' ideas and points of view; both in the written and verbal format.
- Staff are trained to develop students' Spiritual, Moral, Social and Cultural understanding across the curriculum and the utilisation of this is evident in learning walks and lesson observations. As a result, students are more aware of the world around them and how fundamental British Values relate to it. Consequently, they show tolerance for other faiths, cultures and beliefs. The school's PRIDE framework (Perseverance, Respect, Integrity, Diversity, Equality) is embedded and referenced throughout and as such, supports good attitudes and dispositions and helps students to make positive contributions.
- Merits are read out daily in school assembly time which are linked to students' achievements in demonstrating one or more of the PRIDE values.
- The Enrichment curriculum is designed to promote the development of personal and social skills that will serve the young people well in preparation for adulthood. Qualities and skills such as: teamwork; communication; self-confidence; resilience and creativity are all promoted through enrichment. New activities this academic year include: boxing/gym; rock climbing and swimming. These were all included due to student demand.
- The school invests heavily in providing practical and emotional support for parents and carers to improve the personal development, behaviour and welfare of their children at home. This support enables students to attend school and feel safe within their learning environment.
- Impartial careers advice and guidance is in place via the Education Development Trust. Transitioning students have access to a careers advisor with follow up meetings and guidance from their solution teams/Skills Coaches. This can entail visits to potential colleges and assistance with applications.
- The school runs a number of in-house careers related events, these include: The Wonder Years, Careers Week, guest speakers from local industry, the school also participates in a number external events including Skills London at O2 and the Heathrow Jobs & Careers Fair (2019).
- IChange Day Autumn 2019 – motivational event at Heathrow terminal 2 for 14 Year 11 students. An empowerment day to enable learners to consider their life plan while developing a mind-set to overcoming barriers.
- As a result, NEET figures are low, 2 out of 23 in 2017/18 academic year 4 out of 25 in 2018/19. This data is favourable set against Hillingdon's NEET data (NEET and activity unknown), which is comparatively high (22.2% in 2015, 18.9% in 2016). The current Y11 cohort of 41 in 2019/20, are well-placed at this stage to not be at risk of being NEET 37 out of 41 have positive destinations.
- The school operates an open door policy for families. They are able to contact the school at any time by any means for help and assistance. This approach results in engaging a number of difficult to reach families and contributes to better progress for students.
- 'The role of the skills coaches, who mentor students, has led to strong relationships that have changed student attitudes to their own safety. There is a culture of openness where no challenging topic is off limits. Students feel confident to raise issues that may cause them anxiety and know that adults, including on-site therapists, will respond and support them.' Ofsted Report Spring 2018

Areas of Focus:

Strengthen the careers programme still further so that students have the necessary skills and resilience to become active members of the community post school.

Explore and develop pathway routes in the community appropriate for all students.

Current Priorities for Development:

- Ensure that the careers programme meets the Gatsby Benchmark Standards in full.
- Work with local providers within the new Hillingdon Career's Cluster to develop appropriate work related opportunities beyond The Skills Hub

- Sharpen the focus of the work of Skills Coaches via more targeted mentoring sessions
- Increase number of students returning to mainstream education

Leadership and Management

Grade

2

Strengths:

- The current leadership team sets high expectations for all staff and students, along with the Local Governing Body they have created a culture of excellence which is strongly linked to the school's Perseverance, Respect, Integrity, Diversity, Equality (PRIDE) values. All stakeholders are aware of, and buy into, the vision, ethos and direction of the school, supported by the motto 'Providing the tools for mastery'.
- Teaching across the school is typically good and where this is not the case a robust support and training system is in place to rapidly enhance it. A robust performance management process is in place that encompasses teacher monitoring, a coaching programme and Continuing Professional Development that incorporates all aspects of the Teacher's standards and quickly tackles under-performance.
- Self-evaluation is robust and continuous, involving all stakeholders, including students and families. The school's progress is monitored formally every half-term by senior leaders within the school and the OHC&AT Executive Team via a risk-based approach. This ensures that high level risks are identified and appropriate actions taken to mitigate these risks. Alongside this, data dashboards provide a clear overview on an ongoing basis on a range of KPIs. This approach, which is also adopted at LEADERS and governors' meetings, and tested via governor portfolio visits, ensures that leaders and governors have a precise picture of the school's performance at any given time. As a result, school improvement priorities are clearly identified and grounded in a relevant base of evidence.
- Student council meet regularly with representation from a range of year groups. Following an agenda, students bring items for discussion with requests for LEADERS. The current system is effective and the system of feeding back to LEADERS and decisions are turned around in time for the next student council meeting. This supports students to feel that their voice is being heard. Recent initiatives: a more extensive menu; guidelines for criteria for participation in enrichment/school trips; collating student feedback on the curriculum offer which has led to a wider choice of options at KS4; the establishment of school transport am/pm to Uxbridge
- TSH provides a broad, balanced and relevant curriculum. Currently 100% of students are on track to leave The Skills Hub with English and maths qualifications (41/41), of these 15/41 will achieve a level 4+ in English. Its strengths include a wide variety of opportunities for students to develop their knowledge, understanding and skills through active engagement and experience. Currently, 97% of students are meeting or exceeding targets in English, 85% in maths, 93% IT 91% across other foundation subjects (Autumn 2019 Progress data).
- For a small provision The Skills Hub provides a broad and balanced curriculum which continues to provide greater breadth of humanities, mathematical, scientific, technical, social, physical and artistic learning.
- On entry to the school and throughout their school career, students' curriculum and learning programmes are regularly assessed and adapted to ensure that needs are effectively met. Some interventions are short term and accommodate a social or emotional need that is currently causing a barrier to learning. Longer term adaptations to curriculum and learning programmes are carried out in consultation with LEADERS, key members of staff and the parent/carer.
- Student Premium funding is identified in class context sheets by teachers in order to implement specific interventions and teaching and learning programmes to suit the needs of each student. This is then used to track the progress of disadvantaged students' achievement. Further details of how this funding stream has had a positive impact on student outcomes can be found on the website.
- With regard to the Student Premium Grant, due to the very nature of its cohort all students are deemed socially disadvantaged. The additional funding is targeted at improving access to the curriculum and other interventions which support student progress.
- To strengthen our career's support to students we sponsored a member of staff in the attainment of an advice and guidance qualification. This is particularly useful when assisting students with action planning. To

ensure impartial and independent careers advice is delivered at The Skills Hub, the school works in partnership with the Educational Development Trust, who are also responsible for sourcing our work experience for all year 11 students. Students receive 1:1 careers guidance, group work, CV completion, support in arranging educational visits and planning career related activities. Each year 11 student has an action plan that is followed up by their designated Skills Coach. Students are supported in preparation for work related activities.

- From September 2020 The Skills Hub will be part of new Hillingdon cluster group which guarantee a set of work experience placements and school participation in a number of employability events.
- Careers events and other related activities, are a regular feature on the school calendar with an annual career fair hosted by the school. As a result, interests and anticipated destinations are captured early and regularly updated and reviewed to ensure that students and parents have a secured goal/placement for the end of year 11. As a result, NEET figures compare favourably with those locally.
- The positive behaviour policy is annually reviewed to ensure there is sufficient emphasis on success and achievement and that the school's 'can do' and proactive ethos is well communicated through the policy. This policy and associated procedures are having a discernibly positive impact, evidenced for example, by drastically reduced fixed-term exclusion figures.
- The school actively challenges bullying, racism, homophobia and discrimination of any kind. Much is done through assemblies, staff training and school events. Daily staff briefing allows for these issues, when they do occur, to be dealt with swiftly and with a collaborative approach. Conversations are facilitated through the use of specialist information from therapists, external media sources and display boards in the school. As a result, the quality of students' conduct behaviour is ever improving (see previous behaviour data).
- Promotion of equality and diversity is embedded within the school setting through all teaching and learning activities, including enrichment programmes. Teachers integrate these values when delivering the curriculum by identifying this within lessons and schemes of work, often via the exploitation of SMSC.
- Equality and diversity are embedded in the school through the school charter with a specific focus on PRIDE values: Perseverance, Respect, Integrity, Diversity and Equality. This is further reinforced through assemblies and in reflection meetings with students. Staff comments throughout the school day continually aim to re-focus the students on the five strands of the school charter and one particular strand is focused on each week. It is evident that students as well as staff do not tolerate prejudiced behaviour.
- Celebrations and acknowledgements of calendar events and current affairs are used as a platform to discuss equality and diversity and assembly content is screened to ensure a message is being delivered, rather than information only. This helps to reinforce students' understanding of British Values and promotes SMSC which is intrinsically linked with the school's own PRIDE values. October 2018 a new post was created for SMSC co-ordination across both TSH and sister school YPA to help ensure that SMSC permeates all aspects of curricular and extra-curricular school life.
- The promotion of students' Spiritual, Moral, Social and Cultural (SMSC) development is evident in all aspects of the school's work. Through the curriculum, students explore a diverse range of moral or topical issues, such as the emergence of knife crime and how this affects their local communities, the way in which different beliefs can influence individual choices and behaviour with reference to current world affairs and the impact of the changing political climate including the relationship with the UK and Europe post-Brexit.
- SMSC is monitored to be delivered in all lessons and is an integral part of TSH's ethos; the impact of this is evidenced in the quality of the students' excellent attitudes to learning and in the high quality of the relationships on display.
- Half termly SMSC and safeguarding audits are conducted to monitor how they have been included in lessons across the curriculum and are used to identify any gaps to be addressed in the following half term.
- British values boards are displayed in classrooms as well as communal displays that are linked to the school's overarching values of Perseverance, Respect, Integrity, Diversity, Equality, where staff can reinforce them when relevant during lessons or form times. Accepting what it means to be British and challenging stereotyping is particularly relevant to the school's ethos.
- TSH utilises therapeutic approaches to behaviour management which focuses on the students developing their own 'internal control' over time. Both students and staff are given Restorative Practice meetings to

reflect when moving forward. As a result, fixed term exclusions are only used in exceptional circumstances and staff are regularly reviewing what the current situation is, what is working well and how to move forward. 2019/20 academic year has witnessed 9 fixed term exclusions 15 days respectfully. The decision to fix term exclude is not taken lightly and safeguarding issues are taken into consideration when this sanction is used. On return a restorative practice is undertaken with the student, parents/careers and a member of SLT so as to reflect on the incident and discuss strategies to avoid this in the future.

- The school provides support for parents and carers to support the personal development, behaviour and welfare of children at home. Parents are regularly invited to themed coffee mornings that cover aspects such as safe travel to and from school and online safety.

Safeguarding

- The school's safeguarding and child protection policies are aligned to that of the academy trust. Policy and procedures are robust, compliant and consistently applied. As a result, the school has created a culture of vigilance. Students, families and the safeguarding governor typically report that they feel their children are kept safe and are well looked after by the school.
- The culture of safeguarding is strong because leaders and staff share an in-depth understanding of the risks that students may face in the wider community, including those related to gang involvement, drug abuse, child criminal exploitation (CCE) and child sexual exploitation (CSE). Leaders and staff maintain high levels of vigilance and do not hesitate to act on concerns that arise.
- 'The leadership team has ensured that all safeguarding arrangements are fit for purpose. Keeping students safe is at the heart of the school's work. You and your staff give safeguarding a high priority because you are very mindful of the potential vulnerability of students. Staff and governors are trained regularly to identify risks to the students and fully understand local context and the effects on the young people. Safeguarding records are kept meticulously.' Ofsted 2018
- Autumn term 2019 student survey reported that 94% of students felt safe at The Skills Hub and 100% felt safe travelling to and from The Skills Hub (a contributory factor to this has been the school shuttle, between The Skills Hub and Uxbridge town centre).
- All staff receive level one safeguarding training at the start of each academic year. New staff are made familiar with the reporting procedure within 24 hours of starting employment and complete level 1 training online. This also serves as a refresher for current staff who must complete the module as part of their mandatory commitment to on-going CPD. A half termly on-line training expectation and CPD programme covers certain aspects of safeguarding in more detail, such as: Prevent, FGM and child sexual exploitation. As a result, staff are acutely aware of the risks that students can be exposed to and are extremely vigilant, completing 'cause for concern' forms, raised to the DSL, in a timely and efficient manner.
- Students receive assemblies on topics related to Safeguarding, such as supporting your mental health, knife crime, cyberbullying, and rights and responsibilities. The school also invites stakeholders such as the Local Authority and the police to give presentations on relevant issues, such as youth violence, radicalisation, and having a voice in local and national politics.
- Referrals to social services are prompt and followed up. The DSL, Deputy DSL, other members of the Senior Leadership Team and Skills coaches have L3 training. They keep an accurate and current running log of safeguarding concerns, which is monitored by the Safeguarding governor portfolio holder with an additional oversight from OHC&AT's Director of Learning Support & Safeguarding at least once a term. An on-line reporting and recording system was introduced in September 2019 (My Concern).
- During the 2020 Pandemic all 'At Risk' students were offered places at TSH if it was identified as the safest place for them to be. All students were identified as 'vulnerable' and received daily welfare calls. Multi-agency work carried on remotely so that all CP/CIN and other safeguarding concerns were addressed with input from TSH safeguarding team.

- The Executive Head, Head of School and DSL work closely, alongside external partners such as the Child Sexual Exploitation team and the Local Authority Multi-Agency Panel to maximise support for students whilst ensuring that localised risks are a prominent feature of staff CPD.
- Leaders have liaised closely with the Local Authority's 'Prevent' team. This is to ensure that staff are up to date with the latest guidance to help them identify students who might be at risk of radicalisation. For example, staff have learned how to identify extremist traits and are now even more alert in spotting unusual behaviour.
- The Single Central Register is checked on a fortnightly basis by the Head of School and this is quality assured at least once per term by the Safeguarding Governor.

Areas of Focus:

- Keeping up to date with all government directives/guidelines in order that the school is prepared appropriately to meet the needs of all students in September 2020 in a safe and effective manner.
- Working closely with Trust leaders on the implementation of the above.
- Develop capacity in for greater distributed leadership at all levels throughout the school.
- To work with the new LGB to ensure further support, guidance and challenge for school leaders.
- Establish the proposed changes to the management structure in order boost staff performance at all levels and therefore increase positive impact on student cohort.

Current Priorities for Development:

- Embed new leadership/management structure
- Support the establishment of the new curriculum pathways at KS3 and 4
- Ensuring all outcomes for all students are in line with predication taken at the point of entry
- Closer collaborative work with SLT colleagues from YPA to ensure greater sharing of skills, knowledge and good practice
- Ensure portfolio visits from LGB are calendared and reported upon within the given timeframes