The Skills Hub
Summary Self-Evaluation Report

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Principal: Paul Chambers
Chair of LGB: TBC
Orchard Hill College and Academies Trust Executive Principal & Deputy CEO: Laurie Cornwell

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

Links between self-evaluation and the school's development priorities.

	Ofsted 2018		School self-evaluation September 2021
Overall effectiveness	2	Overall effectiveness	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 aged 11-16 who cannot attend mainstream school for a variety of reasons, predominantly permanent exclusion – those students access the main centre of provision; those with serious medical issues – access peripatetic tuition via Pupil Support Team.

❖ Approximately one in 10 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.

❖ Typically, many students join and leave the school at different times of the year.

❖ Most students have experienced a disrupted education, some have spent a considerable amount of time out of school.

❖ The large majority of students have had adverse childhood experiences (ACEs), 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.

❖ Just under a half 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.

❖ As a result of particularly complex medical, emotional and behavioural needs, a majority (see interventions register) 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.

- ❖ Most students have additional special educational needs. All students are recorded on SIMS as SEMH.
- ❖ There has been a recent increase in the number of girls in proportion to boys at TSH. Recent research found in 'Girls at risk of exclusion' /Paul Hamlyn Foundation identify an increase in the proportion of female exclusions to boys. At TSH, girls have comprised 40% of the student population over the last 2 years. This is a significant increase from 2019/20 when the percentage of girls was at 26%. This is compared to the 2020/21 statistic that girls nationally make up 27% of pupils on roll in PRUs.
- ❖ Over two thirds of current students are supported by the pupil premium funding, almost three times the national average.
- ❖ 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.
- ❖ Almost half of all students 40% (23/58) are from minority ethnic groups. The largest minority ethnic groups are from African and Black Caribbean heritages 28% (16/58). Students from White British backgrounds are at 60% (35/58).
- ❖ Since 2016, TSH has been part of the Orchard Hill College and Academy Trust (OHCAT). The Skills Hub works closely with Young People's Academy (also part of the Trust), sharing resources, INSET training and CPD for staff.
- ❖ Off-site training is made available for students to extend their learning experience for:
  - ▪ Motor vehicle maintenance at West Drayton Young People's Centre, Holloway Farm, Harmondsworth Road, West Drayton, UB7 9LU (The School's own provision)
- ❖ For courses in construction and hair & beauty students attend:
  - ▪ Innov8 Training and Development, Innov8 Vocational Centre, Clifton Gardens, Hillingdon, Uxbridge UB10 0EZ

Aim: We aim for our young people to lead a happy and holistically prosperous life by developing the skills for them to move successfully along their life journeys.

Vision: This includes academic outcomes that reflects the best of their abilities, being able to sustain relationships and employment and maintaining healthy households.

1. The Quality of Education Grade 2

Strengths:

Intent

- Our curriculum is designed to deliver the central vision for our students – Providing the Tools for Mastery. These are the knowledge and 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. We provide a broad, balanced and relevant curriculum for our students, and the curriculum is continually evaluated to ensure that it meets the needs of all students. The aims of the school are the same for all students. In a nurturing, safe and happy environment, students are provided with many opportunities to develop spiritually, socially, physically and academically. This will enable and prepare students to take their place as responsible citizens in the culturally diverse society in which we live.
- The promotion of reading in all curriculum areas in order that all young people leaving The Skills Hub have a strong sense of wellbeing, citizenship and healthy self-image.

Implementation:

- Students are CAT and reading age tested on admission to identify starting points on entry. New students are baselined for the core subjects English and 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.
- The quality of teaching is key to the implementation of TSH's curriculum.
- The quality of teaching, learning and assessment is monitored termly through a well-established and effective evidence-based Teacher Evaluation Schedule (TES). Teaching is assessed through lesson observations/learning walks, work scrutiny and summative data. This is a termly cycle.
- 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 tightly structured 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. Where teaching is less than good, rigorous support plans are put in place and are usually successful as evidenced by the TES schedule. Learning walks data for summer 1 was a 2c and a thorough, weekly CPD programme was put in place for summer 2. Lesson observations for summer 2 increased to a 2b. (See CPD schedule)
- Joint lesson observations with colleagues from local mainstream schools, alternative provisions and the trust 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 2020-21 gives a typicality rating of 2b (7.8) for the Autumn term and 2b (8.1) for the Spring term. The focus of the TES schedule for Spring 1 has been learning environments and work scrutiny, as both provided an insight into how students were being engaged within the classroom and at home at the height of the national COVID 19 lockdown.

Term Evidence base	Autumn 20-21	Spring 20-21	Summer 20-21
Lesson Observation	2a (8.7)	2b (8.0)	2a (8.8)
Learning Walk	2c (7.5)	n/a	2c (6.8)
Work Scrutiny	2c (7.5)	2b (7.8)	2a (8.7)
Data	2b (7.7)	n/a	2a (8.4)
Environment	2a (8.7)	2b (8.5)	2a (9.3)
Overall Typicality	2b (7.8)	2a (8.1)	2a (8.6)
Number of teachers included	7	7	5

Spring Term was an adjusted Teacher Evaluation Schedule due to Covid-19
Summer Term only included 5 teachers due to 2 staff resignations

- During government lock down restrictions The Skills Hub offered lessons to students' onsite as all were deemed to be vulnerable. These students took part in an adapted curriculum to meet both academic as well as personal and social development. YR11 students to part in revision workshops in preparation for GCSE and functional skills mock examinations.
- A suite of home learning bespoke activities were available who did not access the onsite provision.

- In Spring Term 2 attainment we were able to track progress based on engagement mock and functional skills results and completion of work set remotely. Progress data collected shows that even though students have had considerable barriers when working towards their end of year target grades, they have made progress during the lockdown.
- There are 4 new teaching staff employed for the next academic year (2021/22), 1 unqualified (English) and 3 qualified (Maths, Science and PE). 3 qualified teachers will be undertaking their Early Career Teaching (ECT) year supported by the Deputy Principal. The Deputy Principal will continue to support 1 staff member completing their QTLS.
- Staff promote literacy and numeracy in all areas of school life, the literacy and numeracy policy provides a framework for delivery (see website).
- An overarching literacy and numeracy strategy for 2021/22 aims to embed the knowledge to develop the skills needs to deliver the curriculum intent (see website).
- Curriculum subjects such as English, Maths and Science deliver themed assemblies each week to reinforce weekly literacy and numeracy focus.
- Reading ages are taken on entry to The Skills Hub in order to inform groupings, potential interventions, exam access arrangements and accessibility to the curriculum. Retesting on an annual basis helps measure the impact of the interventions and progress being made.
- We use an Educational Psychologist (EP), who this year has contributed to the strengthening of our assessment processes, for new and existing students. The school continues to utilise a consultant who provides targeted literacy interventions.
- Access arrangements are administered through the BST team and the EP. In the 2020-21 academic year 92% (12/13) of the students who engaged with the EP qualified for access arrangements.
- Evidence 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.
- Data drops are completed every 6 weeks (due to the transient nature of the student population a 6 week model allows us to monitor and capture all progress of students regardless of starting point). 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 Families Days.
- 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, behaviour and access arrangements are evidenced here and support teachers to enhance access to learning, as evidenced in lesson observations and learning walks, disruption to learning is minimal.

Impact
- All students are baselined on entry to TSH across all subject areas. The school's assessment model allows for even the smallest 'steps of progress' to be recognised. The accuracy of these assessments has been borne out in the KS4 Outcomes over the past 3 years, where there have been very few anomalies in terms of predicted outcomes and actual results. (Put progress data table in here.)
- All Year 11 students were specifically entered for national exams despite the severe disruption to their studies. TSH remains committed to ensuring that all students gain qualifications in both English and Maths before post 16 transfer. The results for the January 2020 Functional Skills series (this supplemented the November Functional Skills entry) were: 4/4 (100%) achieved level 1 English 5/9 (56%) achieved level 1 maths So far in this academic year – in Functional Skills English Level 1 Reading - 95.65% passed Level 1 Writing- 92.59% passed Level 1 pass (students who have attended both exams) 87.5% Level 2 attended 2/5 passed - 40%.

- Students continued to be engaged and motivated to achieve their examinations and accreditation. We ran mock exams, which were well attended, 100% for English Literature, English Language and 76% for mathematics.
- Detailed tracking sheets were produced by teachers covering a number of evidence bases to inform GCSE and functional skills grade submissions. 21/21 (100%) of students achieved 2 GCSEs in English and 21/21 (100%) will achieve a GCSE in maths. In English 9/21 (47%) of students achieved a grade 4 or above in 2 GCSE English qualifications. Evidence of teacher assessed grades had been quality assured by SLT before submitting and these were verified and awarded by the exam boards with no adjustments made to any teacher assessed grades.
- Exam outcomes for the past 3 years show that there are no identified groups as achieving less well than their peers.
- The Summer Student Survey showed that student attitudes towards teaching and learning were positive. Teaching is good on my course 79%, my teachers use different activities to help me learn 91%, I know what I am expected to learn/achieve in my lessons 88%, I know who to ask for help 92%, I am helped to improve my spelling punctuation and grammar 91% and I am helped to improve my numeracy skills within my subjects 87%.
- Although reading ages are below national expectations, students are generally confident to read out loud both in the classroom and in more public forums such school assemblies (September 2021, the school mean reading age 12 years and 8 months).

PRIORITIES FOR DEVELOPMENT – Quality of Education

Priority	Lead	Involving	Actions	How	Dates	Monitoring
A comprehensive review of the curriculum in preparation for the relocation to a new site in September 2022, this will include staffing and resources.	CL	LGB D/CEO SLT Whole Staff Students	Visits to new site - PC Analysis of outcomes in each subject area last two years - PC Academic profiling of current cohort - CL Aspiration profiling of current cohort – SC Research new courses, particularly proposed new technical based courses Staffing Audit – PC	Training days Review outcomes against subject areas Baseline data Student Surveys Mentoring Meetings Exam board websites Exam board meetings Visits to other schools Map staffing v proposed curriculum	Half termly Autumn 2 Ongoing Spring 1/2 Autumn 2 Spring 1 Ongoing Spring 2	Calendar Governor meetings SLT Meetings Middle Manager meetings with SLT SLT Meetings CEO Meetings

Students who may experience barriers to learning are effectively supported	LH SC	CL	Access arrangements are put in place for students where it is evidenced that they have a substantial disadvantage.	Introduction of the SENCo role at TSH and upskilling of teachers and LSAs	YR11 Autumn 1 and ongoing	SLT CEO Report ½ termly
Improve literacy and communication for all students providing them with the skills to make overall progress	LH SC	CL	Implement the school literacy strategy	Targeted interventions for students currently working below target reading age delivered by teaching staff and LSA	YR11 Autumn 1 and ongoing	SLT CEO report ½ termly LBH
Introduce a teacher evaluation pilot scheme underpinned by a theoretical approach for discussion and evaluation	CL	SLT	Review current arrangements for monitoring the quality of teaching and learning developing an alternative	CPD sessions Visits/research of alternative models	Spring 1	SLT CEO report ½ termly

2. **Behaviour and Attitudes Grade 2**

Strengths
- TSH provides a safe, calm, orderly and positive environment in which students can learn.
- 92% (22/24) of students agree that 'My teachers and teaching assistants are friendly' and 'My teachers use different activities to help me learn'. The same percentage of students agreed, 'I know what I can do next after I have completed my course'. *student survey Summer 2, 2021*
- Behaviour reporting is rigorous and scrutinised by Leaders on a weekly basis which ensures consistency and precise intervention, both from internal staff and external agencies. As a result, incidents of a racist or homophobic nature are kept to a minimum. (Refer to 2 case studies that could be shared that show the positive impact of interventions on student attitudes/behaviour.)
- Each student has an allocated Skills Coach who will work with them on behaviour plans created in conjunction with their Boxall profiles
- Incidents of bullying and homophobia are exceptionally low.
- 'Bullying is challenged' 79% (19/24), 'I know who to report bullying incidences to' 87% (21/24) *student survey Summer 2, 2021*
- The school rules and charter is a part of the school student induction programme
- Attendance is robustly monitored with a set of actions ensuring a consistent approach for all students; those accessing provision on and offsite. A dedicated Attendance Officer works alongside the DSL to help drive up attendance. 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. Positive phone calls home are made regularly to recognise and reward good choices. Whole school attendance for 2020/21 is 85%.

- Students are regularly 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.
- 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). Therefore, it is important that the local context is considered when making overall evaluations about attendance.
- The impact of COVID-19 on attendance has been minimal, we attribute this to the strength of our communications throughout the national lockdowns when families received daily calls from the school of both an academic and welfare nature.
- The school uses the Local Authority's Participation Team for follow up support and/or investigation if issues of non-attendance persist. This multi-faceted approach creates a stronger team around the family.
- 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.
- Assembly themes are based on the annual calendar but are chosen to encompass cultural diversity in Britain and abroad. Assemblies are also used to respond to current events and incidences to reassure and inform students of world events they may otherwise be unaware of. This contributes to their understanding of the world and supports them to develop empathy and 'other-awareness', which in turn facilitates positive relationships.
- Targeted interventions with identified students have been conducted by staff and SORTED (local confidential drug and alcohol counselling service). SORTED will also deliver CPD sessions with staff to improve staff knowledge of trends and updates. Sniffer dogs are also used at various points of the year to address any illicit drug issues. Curriculum work in Science and PSHE looks to address these issues and help our students make positive choices.
- 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 2020) 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.
- Behaviour monitoring data provides a weekly 'picture' on the types of behaviours causing concerns, the individuals responsible in each instance and this in turn drives our interventions.
- 101 Behaviour Strategies are tools that form part of a person-centred approach to working with students. All new staff have training on this and are supported in embedding the strategies into daily practice.

PRIORITIES FOR DEVELOPMENT - Behaviour and Attitudes

Priority	Lead	Involving	Actions	How	Dates	Monitoring
Embed and develop The Skills Hub 101 Behaviour strategies.	SC	AFul	Review of 1:1 session strategy and rationale that underpins delivery and student engagement	CPD sessions, modelling and student feedback	Autumn 2	SLT
Students demonstrate excellent attitudes towards	SC	AFul RC	Develop the role of the Solution Teams and the Skills Coaches	Engage and empower Student Council and Student Voice	Autumn 2	SLT CEO Report ½ termly

learning and their school environment as a result of a consistent approach to behaviour management and a culture of high expectations and standards.				Embed compassion theory		

3. **Personal Development Grade 2**						

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.
- All subjects provide opportunities for students to debate issues in a considered way. Developing enquiring minds is key to our mission to providing knowledge and skills for students to make a successful post 16 and beyond.
- This helps to promote levels of tolerance and respect for others' idea and points of view.
- Promotion of equality and diversity is embedded within the school setting. Teachers integrate these values when delivering the curriculum 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 (see website).
- 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.
- 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.
- 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. A termly SMSC audit provides concrete examples across all subject areas, of when and how aspects have been delivered. As a result, it provides students with the knowledge and the cultural capital they need to succeed in life, making them 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, and Equality) is embedded and referenced throughout and as such, supports good attitudes and dispositions and helps students to make positive contributions. The school charter that outlines our PRIDE values is featured in all classrooms.
- 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. Activities include fishing, boxing/gym; rock climbing, girls' group, library, art club and BMX. These were all included due to student demand.
- The enrichment curriculum also allows staff to identify further talents and interests that students may have and give them opportunities to develop these.

- In the Autumn 2 term a pilot program is taking place that includes a range of extra- curricular activities for students to access after the regular school day has ended.
- 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 is currently compliant with all eight of the Gatsby benchmarks.
- In academic year 2020/21 KS4 students took part in virtual work experience activities.
- NEET figures: 95% in continuing education for year 2021 and are being supported by the Transitions Coordinator and funded into February 2022.
- Merits are read out daily in school assembly time which are linked to student's achievements in demonstrating one or more of the PRIDE values.
- Strong relationships between staff and students allows for a culture of acceptance and trust regardless of previous experiences

PRIORITIES FOR DEVELOPMENT - Personal Development

Priority	Lead	Involving	Actions	How	Dates	Monitoring
Fully embed the Relationships and Sex Education (RSE).	CL	CH IC SC	SoW for PSHE to be developed and reflected upon with careful consideration of contextual safeguarding	Review of SoW by the teacher in conjunction with the DSL and Assistant Principal in order to adapt and reshape topics in line with contextual safeguarding/trends impacting the current cohort	Autumn 2	SLT
Further developing work related activities at KS4.	PAL	All teachers	Career Action Planning for all KS4 students Ensure career component is actively referred to in all subjects and in SOWs	Enhanced range of: Work experience (including virtual) Visits to careers fairs Employer engagement in school based activities Introduce: Work shadowing opportunities	Autumn 2	SLT
Developing the SMSC audit to reflect current practice and curriculum innovations.	CL	SC AR	Termly audit to be conducted by SC and AR which will cover the teaching staff, LSAs and Skills Coaches	Submission of evidence from delivered lessons, 1:1 sessions, themed assemblies, form time and enrichment that covers all SMSC strands	Autumn 2	SLT

Bullying and its involving forms is challenged and students know who to report bullying incidents.	RC	AFul SC	Introduce an anti-bullying campaign. Revisit Anti-bullying Alliance	Clearly identify what bullying looks like in form times and student assembles, robustly challenging incidents – reporting back to students where possible on outcomes	November 21 Autumn 2	Student Council SLT CEO Report ½ termly

4. 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'.
- Partnerships working, DSL, founding member of Hillingdon Health Network examining ways of determining an early help pathway for Skills Hub students to gain quick and easy access to speech and language assessments, CAMS and CDC. In addition, we have a dedicated school nurse on site one day per week.
- The Principal is an active HASH (Hillingdon Association of Secondary Headteachers) and works closely with the secondary Headteachers on mutually supportive initiatives.
- 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 rigorous 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 continuous and stringently reflective including students, involving all stakeholders, 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 is also adopted at SLT and governors' meetings and tested via termly governor portfolio visits. This 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.
- 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 leadership team has maintained a good quality of education as evidenced our moving on data, our examination results and increased levels of attendance in comparison with their previous levels in their previous schools.
- The school understands the needs and the challenges of its cohort of pupils and does not waiver in its effective determination to provide them with the best of life chances
- The school provides a "balanced and broadly based curriculum" which: promotes the spiritual, moral, cultural development of students at the school and prepares them for the opportunities, responsibilities life experiences
- Aspiration for the pupils is shared by the whole staff and passed on to parents by our termly Family Days
- 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 pupils.
- Safeguarding is effective, 95% of all (2019/20) Year 11 students proceeded into either further studies, employment or training.

- 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 and swift response. 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; gang involvement; drug abuse; child criminal exploitation (CCE); child sexual exploitation (CSE); sexual harassment, online sexual abuse and sexual violence. Leaders and staff maintain high levels of vigilance and do not hesitate to act on concerns that arise.
- 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, reporting on the 'my concern' online 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.
- During the 2020/21 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 Principal 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.
- Team Around the School meets periodically to examine barriers that may affect the welfare of young people attending The Skills Hub. The forum includes the Local Authority, Health Commissioning Team, Youth Justice Service, Safer Schools team and mainstream colleagues.
- The school is represented at the Local Authority High Risk Vulnerability Panel (both Operation and Strategic)
- 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 principal and this is quality assured at least once per term by the Safeguarding Governor.

Leadership and Management

Priority	Lead	Involving	Actions	How	Dates	Monitoring
Embed new leadership/management structure.	PC	SLT	Develop capacity for greater distributed leadership at all levels throughout the school.	Structuring an Extended Leadership that drives and supports innovation	Autumn and ongoing	SLT/CEO/ Governor meetings and reports

Work with the new LGB members to ensure further support, guidance and challenge for school leaders.	PC	SLT Clerk to LGB	Invite Governors to key events	Calendar portfolio visits Trust training days for governors LGB Meetings	Ongoing	SLT CEO ½ termly report
Ensuring all outcomes for all students are in line with prediction taken at the point of entry.	CL	SLT	Ensure students are assessed at 'point of entry' as part of the school September induction programme and at admissions. Information is centrally available to teaching staff and evidenced in planning and delivery	Progress data closely monitored Interventions targeted and impact tracked Baseline data accurate	Autumn 1 and ongoing	SLT CEO ½ termly report
Closer collaborative work with SLT from YPA to ensure a smooth transition to a new shared site facility for the 2022 academic year.	SLT	D/CEO Principal for YPA	SLT attend planning meetings Curriculum Staffing Training Funding Partnerships Strategies to include students and parents/carers	Joint SLT meetings Joint training	Autumn 1 and ongoing	SLT CEO ½ termly report