

The Skills Hub Summary Self-Evaluation Report

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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 2018		School self-evaluation September 2022
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, gang affiliation, illegal drugs, sexual exploitation, violent crime, 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.
- ❖ Gang related concerns are at the highest we have seen in recent years. We are being made aware of escalating high risk incidents during professionals' meetings involving several of our young people where weapons have been used, including firearms. The number of students with Social Care involvement has also grown considerably
- ❖ In 2022/23 Summer 1: 9 students accessed Team Around the Family; 25 students were referred to CAMHS, KISS and/or SORTED; 15 students seeing AXIS/YJS; 22 students currently considered to be at risk of CCS/CSE.

- ❖ Most 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 increasing 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. 2.99% (2/67) of students are in the process of an Education Health Care assessment.
- ❖ 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 comprised 51% of the student population. This is a significant change 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 students 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 The Skills Hub (The School's own provision)
Providence Road,
West Drayton,
UB7 8HJ

Mission statement: The Skills Hub aims to be a safe, compassionate and inclusive learning community that recognises the uniqueness of its learners and celebrates their success. We are dedicated to helping our young people develop the knowledge and skills that reflects the best of their abilities, that will enable them to sustain healthy relationships, become gainfully employed and lead enriched lives.

Within our community that recognises and celebrates the achievements of students and staff we are committed to:

- working with our students to build confidence in their abilities to succeed
- teaching our students to keep themselves healthy and safe
- providing quality education that meets individual needs
- helping our students, learn to understand and regulate themselves
- providing help for parents and carers to support and nurture their children
- empower our students to courageously take their next steps
- work collaboratively with schools across our borough where students are experiencing behavioural, emotional or social difficulties.

1. The Quality of Education Grade 2

Strengths:

Intent

- Our curriculum is designed and sequenced to deliver the central vision for our students – a safe, compassionate and inclusive learning community that recognises the uniqueness of its learners and celebrates their success. The knowledge and skills acquired 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; a safe, compassionate and inclusive learning community, where students are provided with many opportunities to develop knowledge 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.
- Curriculum associated trips and activities such as, STEM and theatre visits are planned to increase student's subject knowledge and the cultural capital for progression.
- The promotion of reading and knowledge of its importance is delivered in all curriculum areas in order that all young people leaving The Skills Hub have the skills to live with a strong sense of wellbeing, citizenship, and healthy self-image. Specific reading merits are given in the daily assembly as part of the rewards and recognition program.
- 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 background knowledge and 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.
- Assessments 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.
- 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.
- 3 members of our teaching staff are ECTs (Early Career Teaching) embarking on their second year of teaching (maths, science and PE). 1 unqualified (English) teacher will begin the assessment only route in 2022/23 and 1 other unqualified (Humanities) teacher will commence the process in 2023/24. The Deputy Principal will continue to support the ECTs and unqualified teachers in completing their QTS.
- Staff promote literacy and numeracy skills in all areas of school life, the literacy and numeracy policy provide a framework for delivery (see website).

- An overarching literacy and numeracy strategy for 2022/23 aims to embed the knowledge to develop the skills needs to deliver the curriculum intent (see website).
- Curriculum subjects such as English and maths deliver themed assemblies each week to reinforce weekly literacy and numeracy focus to build on and embed knowledge delivered in the curriculum.
- An Educational Psychologist (EP) contributes to the rigour of our assessment processes, for new and existing students. The school continues to utilise a consultant who provides targeted literacy interventions.

Implementation:

- Evidence from lesson observations and work scrutiny, shows that students typically have knowledge and 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, discussing learning objectives and the intended outcomes for the lesson. All teachers work from both their sequenced Curriculum Maps and Planning and Progressions to ensure that students are being taught the essential skills 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 achievement, 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 learning, as evidenced in lesson observations and learning walks, ensuring disruption to learning is minimal.
- SMSC and topics that link to 'real-life' concepts are used to contextualise student understanding and build on their learning. Teaching strategies are used to help students to remember long term the content they have been taught. Fortnightly and termly work scrutiny conducted by SLT monitors teaching strategies used in lessons and how students are expected to retain new knowledge into larger ideas.
- Teaching staff follow the Marking Policy to give students written feedback that builds on immediate verbal feedback given in lessons. In line with the policy, teachers are expected and guided to provide students with clear and direct feedback. Students are encouraged to reflect on their verbal and written feedback.

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.
- Year 11 students are entered for GCSE English and maths as well as a number of additional GCSEs. Overall outcomes in English and maths 2021-22 saw in Year 11, 83% (24/29) of students achieved a GCSE in English Language/Literature at grade 9-1. In Year 11, 66% (19/29) of students achieved a GCSE in maths at grade 9-1. In KS4 (year 11 and 10), 50% (15/30) of students achieved a Level1/2 functional skills English qualification. In KS4, (year 11 and 10) 60% (21/35) of students achieved a Level1/2 functional skills maths qualification.
- Overall outcomes, all subjects, for 2021-22 saw in Year 11, 93% (27/29) achieved 1 or more nationally recognised qualifications, GCSE (9-1) and/or Functional Skills (L1/2). In Year 11, 79% (23/29) achieved 3 or more nationally recognised qualifications, including GCSE (9-1) and/or Functional Skills (L1/2). In Year 11, 41% (12/29) achieved 5 or more nationally recognised qualifications, including GCSE (9-1) and/or Functional Skills (L1/2)

Current priorities for development are:

- Continues to refine areas of questioning, differentiation, feedback so that these aspects are further embedded across all subjects
- Ensure that teachers introduce subject content progressively and constantly demand more of students by equipping them with effective memory and recall techniques
- Continue to develop and implement strategies to teaching students to read for pleasure
- A review of the curriculum in preparation for the relocation to a new site in January 2023, including staffing and resources.

2. Behaviour and Attitudes Grade 2

Strengths:

- TSH provides a safe, calm, orderly and positive environment underpinned by a compassionate approach in which students can learn.
- School code of conduct and charter is a part of an extensive school student induction programme
- High expectations are commonly understood and are regularly referenced and supported by the leadership and all staff.
- 101 Behaviour Strategies are tools that form part of a person-centred approach to working with students. All new staff are briefed at induction and are supported in embedding the strategies into daily practice.
- 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.
- 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.
- Progress cards introduced to track student progress and behaviour is a form of positive reinforcement engaging students and parents.
- The detailed and regularly updated risk assessments and staff briefing ensure that staff fully understand students' behaviour, learning difficulties and special educational needs, and are not judgemental.
- Negative behaviours such as inappropriate use of language, misogyny and bullying is vigorously challenged by staff.
- Attendance is robustly monitored with a set of actions ensuring a consistent approach for all students; those accessing provision on and offsite. An Attendance Officer is part of the Safeguarding Team to improve 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.
- There are always contextual safeguarding 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).
- Positive phone calls, postcards and texts are regularly made to recognise and celebrate good choices.
- We have a culture of recognising attendance and achievement at awards programmes which are held half-termly.
- Staff are trained to develop students' Spiritual, Moral, Social and Cultural understanding across the curriculum and is audited termly.
- SMSC and FBV are feature strongly in assemblies and covered in form time. This contributes to their understanding of the world and supports them to develop empathy and 'other-awareness', which in turn facilitates positive relationships.
- Student Voice meetings provide opportunities for students to raise concerns, participate in decision making and influence matters relating to the whole school community e.g., lunch menus, school trips, extended learning curriculum activities and some involvement in staff appointments.
- Targeted interventions with identified students are conducted by staff and the school has cultivated strong links with outside agencies.

- Leaders actively promote a compassionate approach to help students build positive relationships with each other and staff and develop appropriate strategies to self-manage their behaviour. As a result, there are more positive relationships between staff and students, together with improvements in teaching and stimulating curriculum activities, incidents of low-level disruption are declining and more students are engaged in learning and remain in class for longer periods of time.
- Based on research conducted by Kristin Souers on trauma and adverse childhood experiences the school has introduced an intensive a trauma informed approach training programme that aims to up-skill staff in addressing an increase in students' complex needs.

Current priorities for development are:

- To improve attendance and drive the importance of punctuality so that student receive their full educational entitlement
- Continue to embed The Skills Hub 101 Behaviour strategies
- Adopt a whole school trauma informed approach to working with students

3. Personal Development Grade 2

Strengths:

- 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, helping to promote levels of tolerance and respect for others' idea and points of view.
- We are dedicated to helping our young people develop the knowledge and skills that reflects the best of their abilities post 16 and beyond.
- Promotion of equality, diversity and SMSC/FBV is embedded within the school setting. All staff integrate these values when delivering the curriculum and extended learning curriculum activities.
- All our students participate in PHSE and RSE learning that informs their understanding of the modern world and the cultures that make up their own communities and beyond
- PHSE and RSE provides a safe environment to develop age-appropriate understanding of healthy relationships through appropriate relationships and sex education. This is also supported by our partnership with Hillingdon Council's Keep It Safe 'n' Sorted (KISS) to talk about relationships, peer pressure, safe sex and sexual transmitted diseases.
- Equality and diversity are embedded in the school through the school charter with a specific focus on British values.
- The rich curriculum successfully balances academic subjects with practical and vocational pursuits. Leaders regularly evaluate the curriculum to ensure that it enables students to develop additional skills and interests. The Duke of Edinburgh Awards helps develop students to become more responsible and active students, whilst developing confidence knowledge and resilience.
- Residential trips have provided opportunities for students to establish bonds and develop understandings that are positive. They also learn how to keep physically healthy and maintain an active lifestyle.
- The Extended Learning Curriculum is designed to promote the development of personal and social skills while providing opportunities to acquire knowledge and skills that will serve the young people well in preparation for adulthood. The Extended Learning Curriculum is a vehicle for: teamwork; communication; self-confidence; resilience and creativity. Activities include fishing, boxing/gym; rock climbing, girls' group, library, art club and BMX. These activities are subject to student demand.
- 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, assistance with applications and work experience.

- All students are provided with opportunities throughout the year to engage with companies and organisations to discuss future careers. A Careers Fair held at Renaissance Hotel at Heathrow and organised by the school helped to focus students on their next steps so that they are better equipped for successful transition.
- 90% (27/30) Yr11 have been made conditional offers for September (2022) starts. 73% (22/30) have chosen to continue their education in a further education college, whilst another 2/30 will start specialist provisions i.e., Global Academy and one other an apprenticeship.
- A visit to St. Anne's College at Oxford University inspires and motivates students, helping them to raise their confidence and ambitions.
- Effective pastoral care by staff, including therapeutic interventions Canine Assisted Literacy (CAL), ensures that students' physical and emotional needs are well met. This support is very beneficial in improving students' self-esteem and helping them to understand how best to manage any anxiety and, so, learn successfully.
- The school is currently compliant with all eight of the Gatsby benchmarks.
- All Year 11 students are supported to research and identify suitable college placements beyond school.
- Merits are read out daily in school assembly time which are linked to student's achievements in demonstrating one or more of our core values.
- Weekly visits by SORTED (a young people's substance misuse service) ensures we are able to provide support for students who may be struggling with smoking tobacco or other addictive substances.
- The assessment of risk for all activities, including trips helps to keep students safe in and out of school.
- Strong relationships between staff and students allows for a culture of acceptance and trust regardless of previous experiences

Current priorities for development are:

- Continue to embed the Relationships and Sex Education (RSE).
- Further structuring of work-related activities at KS4.
- Further development of parental engagement to support student progress

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 All stakeholders are aware of, and buy into, the vision, ethos and direction of the school, supported by the new motto 'Excellence through compassion'. The school understands the needs and the challenges of its cohort of students 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" that is adaptable to meet individual needs and which: promotes the spiritual, moral, cultural development of students at the school and prepares them for the opportunities, responsibilities life experiences.
- 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.
- The leadership team has maintained a good quality of education as evidenced by our moving on data, our examination results and levels of attendance in comparison with their previous levels in their previous schools.
- High expectations for students are shared by the whole staff and passed on to parents by our termly Family Days
- 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.

- 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.
- 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.
- 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.
- 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.
- 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.
- The school is represented at the Local Authority High Risk Vulnerability Panel (both Operation and Strategic)
- Team Around the School meets 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.
- 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.
- 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.
- Students receive assemblies on topics related to safety, 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 and radicalisation.
- The Skills Hub has 83% reintegration success rate based on five successful placements out of six. The overall managed move retention rate for the borough is 21%.
- 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 principal is an active HASH (Hillingdon Association of Secondary Headteachers) and works closely with the secondary Headteachers on mutually supportive initiatives.
- 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.

Current priorities for development are:

- Continue to drive forward improvements in the Quality of Education, so that staff are able to ensure that all students receive effective teaching in all subject areas and achieve their potential
- Management of the move into the new The Skills Hub scheduled for January 2023
- Continue to grow leadership capacity
- Embedding the new core values
- Become a trauma informed school.