



Self-evaluation form (SEF)
14 March 2024

Quality of Education

Area	Strengths	Areas for Development
Curriculum design (intent)	<p>There is an extremely well-defined curriculum offer for students who vary significantly in their needs and brain development.</p> <p>There is a strong Adapted National Curriculum offer, in acknowledgement that some of our students are as capable as their mainstream peers, as long as they are given additional executive functioning and processing time, scaffolding, emotional support, and opportunities for retrieval practice.</p> <p>All Adapted National Curriculum students study all national curriculum areas. These clearly defined curriculum offers are understood by everybody in the school.</p> <p>It is evident from what teachers do that they have a firm and common understanding of the school's curriculum intent and what it means for their practice.</p> <p>The Bespoke Curriculum focuses on students being able to first regulate and communicate, with the ambition that students can join Adapted National Curriculum offer at any point. There are examples of this happening successfully.</p> <p>The curriculum at all stages is designed with students in mind and not just an off-the-self product.</p>	<ul style="list-style-type: none">• To consider the viability of moving to year grouping in KS3 for 2024-25 school year (in order to optimise further sequential curriculum planning)• To revisit all SOWs and ensure that all concrete resources are available



Self-evaluation form (SEF) 14 March 2024

	<p>The curriculum has been carefully designed with the local context is considered and planned for. For example, given the context of all students having social communication difficulties, our social communication strategy, including communication boards, votes for school and our approach to fluent readers supports students to narrow their gaps in communication. We study certain areas of the curriculum in depth and more regularly than statutorily stipulated – in line with our particular context. For example, food - because many students feel they would like to do more at home and want to show their families they are able to do more. PE is taught to all KS5 students, even where it is not mandatory because on the SEMH and physical profile of our students.</p> <p>Curriculum intent is designed with clear endpoints in mind, focussing on access to a full and happy life within and beyond school. It shows clear commitment to developing our students' cultural capital. For example, the recently enhanced English curriculum (developed since it was judged by Ofsted to be good) takes the students around the world and through periods of time. It ensures that classics are studied, and where needed adaptations are made by using adapted texts so that students who are developmentally delayed still gain the same cultural capital as their peers.</p> <p>Employability is seen as an integral part of the curriculum design from EYFS to KS5. Quality assurance shows examples of where teachers carefully discuss why the learning in a lesson might support them when entering the world of work.</p> <p>The curriculum is enhanced by awareness days. These are carefully chosen to represent the world in which our students live as well as exposing them to other areas of cultural capital.</p>	
Curriculum delivery (implementation)	<p>Leaders provide highly effective support for all staff, including for the teachers teaching outside their main areas of expertise. This is a planned approach. The operational curriculum leaders are given the time they need to invest in their own CPD</p>	<ul style="list-style-type: none"> • To embed even more securely the assessment systems to be able to



Self-evaluation form (SEF) 14 March 2024

	<p>and to allow for the dissemination of such information to others. The school is committed to ongoingly develop best practice and to do so collectively with all teachers so, all teachers are taking on a role of “subject supporters”, developing and sharing best practice</p> <p>External quality assurance is regularly sourced and the school has a culture of actioning any feedback in a timely fashion.</p> <p>Quality assurance shows that teachers present subject matter clearly and have good knowledge of what they are teaching. They are skilled in challenging misconceptions. Where this is not the case, clear action plans have been agreed and have had positive results.</p> <p>The Deputy Headteacher and Assistant Headteachers (Curriculum Leaders) have purposefully chosen Schemes of Works software that support the teaching as well as the learning. For example, White Rose Maths has an explanation of core maths concepts which will support non-specialist teachers, particularly higher up the school. Feedback from teachers has been unanimous that they feel well supported in their high quality teaching.</p> <p>An integral part of our subject specialism includes the understanding of different SEN conditions. In order to support our learners in accessing the curriculum implementation, There is a high level of training and ongoing support to both learn about the conditions and understand how curriculum implementation needs to be tweaked to enable retention. Our in-house Multidisciplinary team is a crucial aspect in supporting learning to access the curriculum where cognition and learning is not their barrier. There is overwhelming evidence of success.</p>	<p>carefully analyse group data on a whole school level with comparisons between groups (There is careful class by class consideration so that time is not wasted when waiting for what will be a more effective system)</p> <ul style="list-style-type: none">• To evaluate impact of this year’s programme of Subject Supporters so that the subject specific content is led by these teachers as a core professional body across all areas of the curriculum and age and ability groups• To continue developing an induction programme so that staff joining mid-year get the same training as those who have been employed for the start of the school year. In doing so, expand the use of the
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Self-evaluation form (SEF) 14 March 2024

	<p>School Business Support team carry the function of administrative “EHCP coordinator” which ensures that the school is fully compliant with the statutory duties in respect of admissions, assessment, review and transition. All EHCPs are evaluated as per national requirement.</p> <p>Teachers act as chairs of EHCP reviews and so, advise and guide as well as take on agreed actions for implementation.</p> <p>EHCP targets are dynamically tracked via our Evidence for Learning application, so that they are always at the forefront of staff’ minds.</p> <p>Clear systems are in place in every classroom, so that all staff working in a classroom on a given day are aware of the students’ EHCP targets.</p> <p>Assessment is used meaningfully by leaders and all staff. Maths, English and Reading groups are created based on assessments so that students can be taught ambitiously and workload of teachers is taken into consideration.</p> <p>Since the last inspection the school has ensured that all students always learn at the highest possible level of challenge, and, when ready, are offered a wide range of accredited learning options, including, where possible, GCSEs. All staff have committed to in-house CPD and are in a position whereby maths and English are delivered by them to a high standard. This practice is fully embedded.</p> <p>Students and families are successfully supported to understand next steps through school-led initiatives such as the next steps fair, Supported Internships talks, EHCP transitional discussions, assemblies, CIAG, Family Teams, and through strong allegiance to the Gatsby Benchmarks.</p>	<p>National College online platform to include all internal training developed by Abbot’s Lea School.</p> <ul style="list-style-type: none">• To consider and cost up (where external providers are commissioned to deliver specific curricular or enrichment activities) block delivery of the curriculum in next year’s timetable to allow for an even deeper exploration of subjects.• To continue using more videos to show families evidence towards EHCP targets, making it consistent across the school, rather than dependent on the professional style of individual teams.
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Self-evaluation form (SEF) 14 March 2024

<p>Reading and oracy</p>	<p>There is an incredibly strong culture of reading and reading is at the heart of the school. CPD is provided on regular occasions for all staff, not just those teaching early reading.</p> <p>Every student is taught to read through systematic synthetic phonics. This is introduced at the earliest point whereby the learner is ready. For example, Gastalt language processors what until stage 3 which allows them to access phonics meaningfully.</p> <p>Outcomes for learners are exceptional.</p> <p>Every measure is taken to understand barriers to reading, including standard visual stress screening for all learners.</p> <p>Phonics is taught to senior students where they have never before gained such knowledge.</p> <p>A strong reading intervention offer is implemented for all students and progress is outstanding.</p> <p>Whilst in the last inspection reading was identified as a strength, the leadership team continue to evaluate best practice. This has culminated in a decision to change of reading scheme to harness the love of non-fiction reading by our students. We felt the previous reading scheme did not provide sufficient challenge for such texts. In addition, the reading scheme chosen has books with shorter texts on each page. This is a better approach for our students who have shorter attention spans as there are regular “hits of success” as each page is completed. This boosts motivation and engages young minds more successfully.</p>	
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Self-evaluation form (SEF) 14 March 2024

	<p>Staff show outstanding listening skills. They are able to wait appropriately for students to speak and are able to support student in their communication so as being able to listen to their key messages</p> <p>Staff are skilled at modifying their spoken English so that it is accessible for our students with social communication difficulties.</p> <p>Where standard English is not adopted by some members of staff, this is actively challenged to align it with expectations.</p>	
<p>Outcomes for learners (impact)</p>	<p>Family feedback tells us that their children know more and are able to do more as a result of being at Abbot's Lea School. Many report that ALS has transformed not just their child's life but also their family life.</p> <p>Over the past 3 years, all of our students moved on to meaningful destinations and so, we have 0% of our leavers classed as NEET. There is one student who required a move to mental health facility, as per CAMHS advice upon school leaving.</p> <p>ALS follows up students' destinations and engagement in next steps after students have left.</p> <p>We have numerous examples of students who were unable to communicate when starting at ALS and through outstanding teaching and learning practice, underpinned by specialist, therapeutic support, are able to communicate significantly better upon leaving ALS.</p> <p>Learners achieve exceptionally well at our school as evidenced by the value added based on their starting points and as captured in our Progress and Achievement Report.</p>	<ul style="list-style-type: none"> Recruit into the vacancy of the Careers Manager and ensure that the post holder plays a pivotal role in the operational leadership of raising aspirations and readiness for economic independence, employability and progression to further education, employment and/or training beyond ALS.



Self-evaluation form (SEF)
14 March 2024

Behaviour and attitudes

Area	Strengths	Areas for Development
<p>Expectations for behaviour and conduct</p>	<p>All of our students have a diagnosis of Autism, which presents as communication and interaction difficulties.</p> <p>All students have global developmental delay diagnosis and this presents as a delay in learning social norms of acceptable behaviour.</p> <p>Most students have a diagnosis of, or present with, social, emotional and mental health problems, including traits of Oppositional Defiance Disorder.</p> <p>Our school operates Positive Behaviour Support policy and practice.</p> <p>The school has high expectations for students' behaviour and conduct.</p> <p>SEND is fully accepted and yet is not seen as an excuse to lessen expectations. An example of this is the uniform policy that aims to make adaptations for sensory needs, rather than to lessen requirements for smart appearance and a sense of pride and belonging.</p> <p>Students show good behaviour and conduct. Where there are inconsistencies, these are challenged, always in line with our Positive</p>	<ul style="list-style-type: none"> • To ensure that, for any low level behaviours, escalation protocols are followed consistently by all staff, to enable leaders to support staff in the daily implementation of the policy and procedures, • To revisit Restorative Practice training for all new starters and refresher for the staff who had that training previously. • Consider options for in-house Alternative Provision for students who either do not attend or whose disengagement from class-based learning is difficult to improve within the current (highly successful) strategies.



Self-evaluation form (SEF) 14 March 2024

	<p>Behaviour Support policy which seeks to understand the root cause of inappropriate behaviour and address it accordingly. Impact from this is strong.</p> <p>Low-level disruption is generally not tolerated. Where there are exceptions to this, the leadership team have been quick to respond. Colleagues also share a culture of high expectations, which means where low-level problems occur, such as unacceptable uniform, or swearing it stands out, as it is not the norm in our school.</p> <p>Leaders support all staff well in managing student behaviour. This practice includes proactive support in the form of extensive training, coaching and supervision, as well as practical reactive support during crisis situations.</p> <p>Where staff flag particular issues, Leaders are quick to respond, taking feedback from debriefs and “lessons learnt” to address particular matters. Recently, the Leadership Team (in acknowledgement of staff suggestions) led a whole school Twilight about challenging low-level behaviours.</p> <p>External visitors have always commented positively on behaviours and attitudes. Therefore, the above statements should not be read as the school having an issue, but rather, there being a good culture because the school remains realistic about normal teenage developmental behaviours; anticipates them and prepares for them.</p> <p>Restorative practice is used well in the school and supports students to seek to understand situations from other points of view</p>	
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Self-evaluation form (SEF) 14 March 2024

	<p>There is a strong culture of solution-focussed debriefs to help solution find when students are behaving inappropriately.</p> <p>The Golden Rules are well understood across the school, they are encouraged and celebrated at all opportunities</p> <p>Consistent routines have been embedded so that students understand what is expected of them through the use of CHAMPS</p> <p>Since the last inspection, leaders and governors engaged extensively with the staff and identified key support needs for the team to be able to come fully onboard with the vision for the school and the associated philosophy of working and operational policies and practices.</p> <p>As part of this, it has been identified that leaders need to create more training and development, but also bespoke support for the staff to work with students with most complex and challenging behaviours. The school reviewed its organisational structure and changed its leadership team.</p> <p>This was a three-step process:</p> <ul style="list-style-type: none">- From September 2022, a new Positive Behaviour Support team was created. A PBS Leader position for an operational leader was created and a highly experienced and well-qualified professional appointed.	
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Self-evaluation form (SEF) 14 March 2024

	<ul style="list-style-type: none"> - From April 2023, the whole Multidisciplinary Team was restructured again and the PBS Leader became Head of Therapies, with the entire therapeutic team united under one umbrella. From April 2024, there will be additional capacity for SALT, which was identified as key to communication and interaction needs of students (and this being closely linked to behavioural presentation). - From September 2023, SLT was reduced to allow for that increased operational leadership capacity, whilst protecting frontline staff <p>The above changes have been transformative to the students' experience, staff' support and team unity.</p>	
<p>Environment (including dealing with bullying and discrimination)</p>	<p>Bullying, child-on-child abuse or discrimination are not tolerated.</p> <p>As such, there are minimal reported incidents on CPOMS. All incidents occurring are taken seriously and are followed up thoroughly. Issues are addressed quickly and effectively and this is felt by the vast majority of students. Where this is not the case, targeted follow up is offered to those students.</p> <p>Students benefit from and co-create the positive culture here, their impact is tangible. There are many examples of active contributions in</p>	<ul style="list-style-type: none"> • To ensure that the Zones of Regulations toolbox is used consistently where students identify as blue or yellow. • To ensure that all PIT time is well-understood and meeting the intended purpose – this must be included in all new teachers' induction and ongoing monitoring of practice • Continue to seek an assigned Community Police Officer to work specifically with ALS



Self-evaluation form (SEF) 14 March 2024

	<p>anti-bullying programme by students. For example – the MVP, the Margaret Brice award</p> <p>Through the curriculum students discuss how to create a positive school environment. This includes engaging in anti-bullying work, random acts of kindness and appreciation of peers' strengths</p> <p>There is consistent use of the Zones of Regulation and students are comfortable telling their peers how they are feeling. Peers are quick to offer support.</p> <p>Given the barriers our children face, they show exceptional resilience and self-control.</p> <p>Leaders are clear about expectations for an environment and routine conducive to positive behaviour and attitudes. These are set out from the very moment of recruitment</p> <p>There is a strong culture of acceptance and belonging. This is taught through our academic curriculum, our personal development curriculum and our awareness days and through the initiatives we lead in school. For example, students enjoy our girls' club and our LGBT+ group.</p> <p>Students feel safe in school. Where there are exceptions to this, it is followed up in a timely and through fashion. Where it is exposed that some students, due to their autism never feel safe, work is offered through our MDT and external NHS services.</p>	<p>on supporting students likely to engage in antisocial behaviour or criminal activity (to-date, ALS was de-prioritised by Merseyside Police due to not meeting threshold for school-based criminal incident level; this is in comparison to other schools in the city)</p>
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Self-evaluation form (SEF) 14 March 2024

Attendance	<p>There is a strong culture in the school with high expectations for attendance.</p> <p>Quality assurance shows that the school is rigorous in its boundaries for authorising absence. As such, the school authorised absence rates are lower than local and national data and unauthorised absence higher</p> <p>There is a clear system of promoting good attendance.</p> <p>All students receive a phone call on their first day of absence, to foster the sense of belonging. This happens even when we are certain the absence is genuine.</p> <p>There are fantastic examples of the school helping turn young lives around, especially where students with prior history of school refusal or phobia, or serial permanent exclusions from a number of settings, are now engaged and thriving.</p> <p>Multidisciplinary team has been affective in bringing students to school where their history of severe absenteeism was well-engrained.</p> <p>The school are meticulous in understanding the reasons for non-attendance and where actions can be taken, they do so. For example, we are about to introduce our in-house ADHD clinic, in collaboration with Alder Hey, so that students (who mainly live in the North of the city and whose families do not drive) do not need to miss a full day of school to attend a medication review. This will affect a huge number of students in our school and will have a positive impact on personal</p>	<ul style="list-style-type: none">• To prepare for the August 2024 changes to the national DfE Attendance Strategy and new statutory duties.• To ensure that all members of the school are clear about which students fall short of attendance expectations and what is being done about it• To successfully embed our in-house ADHD clinics in liaison with Alder Hey Hospital.• To engage with schools outside of the LCC to learn from any initiative hat we have not yet tried but which proved to have positive impact, to be committed to learning from them and replicating them, with necessary adaptations, to boost attendance at school
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Self-evaluation form (SEF) 14 March 2024

	<p>support for the children, team work with school and NHS staff and student attendance in general.</p> <p>The school has a low, very sporadic fixed term suspension rate, which is used to re-group after most complex crises and to seek to do all we can to meet students' needs. This is done with key staff, families and students involved.</p> <p>The school has no permanent exclusions since the Headteacher joined in 2016. The school remains committed to this and this vision is shared by all staff, who fiercely advocate for students with most complex needs.</p> <p>This is a sign of transformation since the last inspection when a third of staff believed that students who misbehave should be permanently excluded and that leaders commitment to these students is misguided.</p>	
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Self-evaluation form (SEF)

14 March 2024

Personal Development

Area	Strengths	Areas for Development
Wider curriculum incl. SMSC	<p>The school's <i>Philosophy of Education: The ASD Model</i> © extends beyond academic success, to the core components of the specialist therapeutic support, and development of life skills.</p> <p>This holistic philosophy is clearly set out and all members of the school community understand it. As such, the school's work to enhance students' spiritual, moral, social and cultural development is of a high quality.</p> <p>Students enjoy a range of rich experiences, some of which test even their families' beliefs in what they are capable of.</p> <p>Our international trip (to Germany in 2023) and recent residential team building trips (2024) with overnight stays are a phenomenal personal development and culture capital achievement for students, most of whom have never stayed away from home.</p> <p>Whilst a typical activity in many schools, the lengths that staff go to, to help students with SEND and medical conditions access them, is outstanding.</p> <p>The curriculum is planned in a way that ensures all learners get first-hand rich experiences.</p>	<ul style="list-style-type: none">• To systematically track that every student has had at least one extra-curricular opportunity outside of ALS provision each academic year.



Self-evaluation form (SEF) 14 March 2024

	<p>Data shows many students who reacted intensely to setbacks regularly, who now are able to employ self-regulation strategies</p> <p>All students, without exception, benefit from enrichment clubs.</p> <p>There are many extra-curricular opportunities that students enjoy in the school</p> <p>Students also take part in wider activities, contributing to their local and national area, including representing ALS at Schools' Parliament, taking part in UNICEF Child Friendly City groups, inform Liverpool City Region consultation on public transport, take part in nation-wide Oxwell Wellbeing Survey, as well as shaping post-16 support needs for those with additional needs. Wherever there is an opportunity to have a voice that matters heard, our students are at the forefront of such initiatives.</p> <p>The school is actively engaged in research and as such, our students are also research active – they contribute to fieldwork of others, and seek opinions of others through their own initiatives, or contribute to new fields of knowledge (latest example - UCL research).</p> <p>The school has a fully-sequenced and purposeful personal development curriculum from which every student benefits.</p>	
<p>Fundamental British Values</p>	<p>There is a strong culture of complete commitment to Fundamental British Values. This is taught through our academic curriculum, our personal development curriculum and our awareness days and through the initiatives we lead in school.</p>	<ul style="list-style-type: none"> - To ensure that the PREVENT Strategy training (including new definition of extremism launched on 14.3.2024) are embedded in new staff' induction training



Self-evaluation form (SEF) 14 March 2024

	<p>There is active Student Council, meeting with Governors and representing the school during recruitment events. There are interest groups (for example, students enjoy our girls' club and our LGBT+ group), discussions and debates and assemblies which address societal issues, promoting concepts of:</p> <ul style="list-style-type: none"> - democracy - the rule of law - individual liberty - mutual respect - tolerance of different faiths and beliefs. <p>These values are taught every day – formally and through staff' role modelling and incidental conversations and corrective coaching.</p>	
<p>Students' next steps</p>	<p>Students and families are successfully supported to understand next steps through school-led initiatives such as the next steps fair, Supported Internships talks, EHCP transitional discussions, assemblies, CIAG, Family Teams, and through strong allegiance to the Gatsby Benchmarks.</p> <p>Where, for some students, employment is not a likely outcome, the safeguarding team work with external agencies well and ensure that students remain fully supported after ALS.</p>	<ul style="list-style-type: none"> • To employ Careers Manager • To ensure 100% on all Gatsby Benchmarks • To revisit the implementation of an in-house Supported Internship programme for September 2024



Self-evaluation form (SEF) 14 March 2024

Leadership and Management

Area	Strengths	Areas for Development
Ambition	<p>Headteacher, her Leadership Team and the Governing Body are all strong and highly committed to the positive culture that enables students and staff to excel.</p> <p>The entire professional body of the school is committed unwaveringly to setting high expectations for the conduct of students and staff.</p> <p>Relationships between staff and students are exemplary.</p> <p>Staff embody the vision for the school and are positive, ambitious and passionate about their students.</p> <p>Staff are very well qualified and keen to continue to learn and enhance their own professional knowledge and skills, in order to excel in creating outstanding academic, therapeutic and life-enhancing education to our students.</p> <p>Leaders and governors focus on consistently improving outcomes for all students, including those who, apart from their special</p>	<ul style="list-style-type: none"> - To continue to ensure that in implementation of our vision of never giving up on students, we still support staff to hold a firm line on what is and isn't acceptable - To continue exploring options for brand new campus or enhanced accommodation for the school, in recognition of the oversubscription and increasing complexity of students' needs.



Self-evaluation form (SEF) 14 March 2024

	<p>educational needs and disabilities, experience additional disadvantage. They are uncompromising in their ambition.</p> <p>The school's actions have secured substantial improvement in progress for disadvantaged students. This includes core subjects of English and mathematics.</p> <p>The school is actively engaged in research and development of education, Autism, therapeutic practice and leadership development within its own walls and beyond.</p>	
<p>CPD support</p>	<p>ALS is a learning organisation, where all members of the community are expected to continue learning.</p> <p>Governors are active in their own development and the Leadership Development Programme enhances leaders' knowledge and skills. Coaching and clinical supervision, as well as ongoing external liaison and scrutiny/moderation are actively sought and, in turn, the school offers developmental opportunities to others who wish to learn from our expertise to improve theirs.</p> <p>There is a clear commitment from leaders to all staff' CPD support, both for academic excellence and for continuous upskilling of understanding and managing SEN conditions.</p> <p>The in-house MDT is a testament to the leadership team's dedication to support for staff who, on a daily basis, manage most complex student needs.</p>	<ul style="list-style-type: none"> - To evaluate the first year of School Direct placements and decide on whether this will be continued into academic year 2024-25 (subject to funding) - Continue developing bespoke learning opportunities to all staff, through flexible National College platform - Explore new research opportunities related to core development areas to further enhance our own practice and contribute to the field of education and special education beyond our school



Self-evaluation form (SEF) 14 March 2024

	<p>Equally, support for staff' development in the areas of speech, communication and language development is exceptional, resulting in outstanding teaching of English (including reading at all levels) across the school, taking into account some students who are pre-verbal or minimally verbal.</p> <p>Teachers support one another and there is a strong culture of collegiate learning and ideas-sharing. Creativity is highest when teams work together to plan innovative projects and initiatives aimed at enhancing learning opportunities for the students.</p> <p>Support staff are seen as an integral part of the workforce and include in all training.</p> <p>Support for ECTs is strong and unwavering. ECT mentors work seamlessly with line managers to support teachers.</p> <p>Where developmental needs have arisen, they have been shared transparently with a supportive action plan, in line with the principles of ethical leadership.</p> <p>The school (based on feedback, and as part of their retention and recruitment strategy) launched the School Direct pathway this year and two colleagues secured school's sponsorship to complete their QTS study pathway. Both are completing this work successfully and are in line to apply for any new teaching vacancies that may arise at school. Several support staff have now enquired about this support for next academic year and the school will approve this initiative for next year, subject to funding being available in the budget.</p>	
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Self-evaluation form (SEF) 14 March 2024

	<p>This shows the school values its staff and harnesses talent.</p> <p>Leadership Development Programme is rich and varied in style and content, catering for the development of senior and operational leaders, to ensure they are supported in their challenging roles.</p> <p>Numerous staff are supported each year with National Professional Qualifications, including Future Heads, NPQSL, and NPQEH.</p> <p>We work closely with Higher Education sector: University of Bangor (PBS), Liverpool John Moores University (Teacher Training, Social Care, Centre for Educational Leadership), as well as University College London (Speech and Language research).</p> <p>We take part in local, national, and international projects and each brings new learning to our school (HEARTS Project, BIG IDEA SEND, UNICEF Child Friendly City).</p>	
<p>Engagement with staff and students</p>	<p>Leaders engage effectively with staff and students. They regularly seek views and facilitate dialogue. Leaders act on feedback where possible.</p> <p>Leaders have implemented a Staff Change group and several suggestions have been taken forward from this group</p> <p>Leaders have implemented ALS in-house clinical supervision and feedback from this is highly positive in helping staff with the work related pressures and stress, as well as wider matters.</p>	<ul style="list-style-type: none"> • To actively explore how governors can meet staff' advocacy for more staff to support students' education and how this could be achieved amidst the funding crisis in education - To actively engage with staff on possible solutions for this, whilst accepting that there may not be an ideal way forward that meets all needs and wants



Self-evaluation form (SEF) 14 March 2024

	<p>Private employee benefits, including SMART Clinic access is purchased for all employees. Leaders have supported professional development at all levels of the organisation, including, but not limited to apprenticeships, NPQs, Future Heads Programmes and Instructional Coaching Leadership programmes.</p> <p>100% of staff report that they are NOT bullied in the workplace. This is not, and would be not tolerated.</p> <p>Where issues about workload are raised, leaders take this seriously and work with staff to look at suitable next steps. For example, last summer, Headteacher met with teachers to consult on directed time budget and implemented a pilot of more flexible working. The governors have listened to staff; feedback about the need for greater access to operational leaders and restructured middle leadership to create greater capacity for this level of support. This has been appreciated in recent survey results. This term, the Deputy Headteacher met with all teachers to discuss pressures on workload and is in the process of creating an action plan to be completed by the end of Term (with many actions already completed immediately).</p> <p>Despite funding pressures, leaders have prioritised frontline services and staff, for example by increasing operational leadership, increasing specialist support, retaining teaching and class-based support staff numbers and adding agency where gaps are present. Leaders have retained, despite budget pressures, 8.30 – 4pm</p>	<ul style="list-style-type: none">- To actively plan for the wave of increased referrals, increased complexities of students' needs and, with that, even greater pressure on financial, physical, infrastructural and human resources.
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Self-evaluation form (SEF) 14 March 2024

	<p>contracts for all class-based support staff so as to support class teachers with their administrative tasks.</p> <p>Leaders have worked tirelessly since the last inspection to ensure that all staff have an opportunity to voice their concerns, to be listened to and to have a forum for making suggestions about the future of the school.</p> <p>Current (2022-24) School Development Plan was derived after consulting with staff, as well as students and families.</p> <p>Overwhelming majority of staff have recently reported that they feel proud to work at ALS and even though some do not yet feel that the school is as good as it could be, they are completely committed to the students we serve and through that, they demonstrate that they share school leaders' vision and organisational values.</p> <p>Progress towards this was rapid.</p> <p>Leaders, governors as well as entire professional body of the school engages with students on key matters.</p> <p>Student Council, Head Student (vacant at present) and various consultation groups are often in discussions with leaders and governors, sharing their views, perspectives, ideas and requests.</p> <p>Termly Seeing is Believing parts of the GB meetings of Our Students Committee allows governors direct dialogue with the students, Our Team Committee provides discreet sessions for staff to meet</p>	
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Self-evaluation form (SEF) 14 March 2024

	<p>Governors and share their experience of working here and Our Resources Committee verifies that the public resources continue to enhance learning and working environment for the school.</p> <p>Leaders and Governors are visible – with daily contact with stakeholders by the leaders and weekly insight for the governors into the life of school (open assemblies, coffee mornings and Head's Weekly Reflections and newsletter publication)</p>	
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