



Inclusion Quality Mark (UK) Ltd

8th February 2016

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Longdendale High School
Spring Street
Hollingworth
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Assessment Date: 4th and 5th February 2016

Summary

Please thank the staff, pupils, parents, external partners and governors who took the time to talk to me and celebrate what you do as a school community during the two day assessment. The school has a very warm and welcoming atmosphere, as soon as I stepped through the door on both days I was warmly greeted by your staff and made to feel very welcome. I would like to thank Fay Beach and her team who ensured that everything was ready for the IQM assessment and who produced an exemplary evaluation document that was exceptionally thorough and a portfolio of evidence which was clearly matched to each of the elements and linked to the SER. This allowed me to gain a detailed understanding of the school and its pervasive and ingrained inclusive ethos prior to the visit. Furthermore, the detailed and effective schedule for both days allowed me to meet a wide variety of adults and pupils who demonstrated exactly how inclusive the school is, also allowing me to thoroughly explore in some detail each element of the IQM standards and building a very positive picture of inclusive practice at Longdendale.

Everyone I met was helpful and spoke highly positively about the school, their involvement and their experience of the school often at great length, not only pupils and staff but also parents and external partners. None more so than the students who I would especially like to thank as they were unfailingly polite and courteous, but also bright, articulate and eloquent about their time in the school and offered their opinions on a range of topics concerning their education. They were a credit to themselves, the school and families. They were keen to point out that they felt like the school had a family feel and that they were included in decision making where appropriate. The school culture is based on the core values of ASPIRE (Achievement, Success, Professionalism, Integrity, Respect and Endeavour), an inclusive approach based on the whole child. Echoed by the sentiments of the Executive Head-teacher and his team who believes in the philosophy '*No stone left unturned*' in their approach to get the best for and out of their pupils, a statement that goes to the heart of this truly inclusive school. Crucially pupils also felt that the teachers and support staff know them very well fostering positive relationships and an environment in which as individuals they can flourish and grow.

During the two day assessment I saw the school at work and experienced the unique culture and ethos of inclusion that is clearly visible in every area of the school. The school lives

and breathes inclusion, it permeates the school and is ingrained in the structure at all levels and is at the heart of everything that happens and is apparent from the moment you walk through the door. The staff are happy to share their school with visitors and celebrate their vision for an inclusive and successful school. Every student is valued for who they are and staff at all levels go the extra mile to ensure that students' needs are met. The hard working, motivated and dedicated staff are rightly proud of their students and of the work that they do to promote excellence and of the outstanding level of care that they provide for all pupils! There is an outstanding sense of care and nurture within the school that ensures that students are given the best opportunities to succeed. It was a pleasure to meet such enthusiastic, professional and dedicated members of staff and to see the pride they felt when telling me about their roles and what they do on a daily basis, supporting each other, their pupils and, when needed, their families. Everyone I met was proud of **THEIR** school and the outstanding efforts that are made to ensure everyone is cared for and achieves success.

The school's core values of **ASPIRE**, and the clear mission statement '**We endeavour to achieve and aspire to be successful**' underpins everything that they do and demonstrates that inclusion is at the very heart of the school. Making every effort to ensure that all pupils succeed, knowing and feeling that they matter. They provide the very best care, guidance and support through the outstanding Aspire centre to ensure that students feel safe and can grow as successful learners and caring citizens. All students are given the power to take control, manage and direct their own learning and therefore develop their future careers and aspirations. The school has a relentless focus on driving school improvement forward and on objectively evaluating their work on inclusion. Inclusion underpins their philosophy and approach, and is shared effectively through whole school meetings, briefings, school improvement plan, learning walks, through communication with parents, carers and pupils and in discussion with the governing body. The school's overarching aim is their commitment to meeting the needs, ambitions and aspirations of ALL pupils, staff and other members of the school learning community. To do this, they have invested in high levels of specialist staffing to fully facilitate access to the curriculum for all and work with staff to ensure that they have the knowledge, skills, ability and capacity to support the inclusion agenda.

Parents, carers and external partners from the LA and the local sixth form college spoke very highly of the school and felt that they went above and beyond what was normally expected. Parents in particular pointed out, that the school recognises each pupil as an individual and puts in place appropriate support where needed, and as one parent said '**helping you and your child to fix it yourself by giving you the tools to change and be successful**' also that pupils are given many opportunities to succeed and be the best that they can be, while encouraging lifelong friendships with their peers'. They were keen to say that they felt that this was a true 'community school' and that where issues occurred they were dealt with swiftly and successfully.

The school is very well led by the executive head-teacher and his Senior Leadership team who are committed to securing the best not only for their pupils, but for all staff who work in the school. As part of the A+ trust their vision is being expanded to encompass and support other schools within the trust and Tameside. Morale throughout the school is justifiably high for both staff and students, with staff clearly committed to ensure every possible success for the students entrusted to their care, academically and emotionally and socially. The executive head-teacher has a clear vision of what he wants to achieve and

what he wants for the school that is fully supported by all staff and an excellent Governing Body.

The Executive Head-teacher's vision is supported by the Leadership team in the way they manage departments and faculties, leading from the front, establishing the vision by implementing school policy and innovation. There are clear leadership roles identified and everyone works hard to provide a learning environment that excites, stimulates and challenges students within a secure and caring community. A team approach that pervades the whole school, where SEN support, pastoral care, student intervention together with excellent guidance and true inclusive practice combine to great effect. Having spent two days in the school discussing inclusion with a wide variety of stakeholders, I have an impression of a school of committed individuals who are part of *'The Longdendale team'* who are rightfully proud of their hard won achievements so far, but with a continued commitment and vision to ensure outstanding outcomes for all who attend or work in the school. It has been a privilege to spend time in such an outstanding inclusive school. Longdendale consistently goes above and beyond what is expected in every area of school life. Parents are extremely grateful for the support and re-iterated numerous times that Longdendale is the only school in Tameside they would consider. A considerable accolade for the school!

Overall school attendance for all year groups 7 – 11 was 94.4%. This is part of an upwards trend and represents an ongoing improvement of 3.4% since 2008/9. PA is the lowest in the school's history at 4.9%. Again part of a downwards trend and represents an improvement of 6% since 2008/9. KS3 attendance regularly breaks school records and continues to be at the highest levels in the school history finishing the school year at 96.1%, representing a 2.7% increase since 2008/9. This demonstrates a significant impact on attendance since the launch of the ASPIRE core values. 100% attendance is on a steady upwards trend. Attendance of 95% and below has improved by 12.9% since 2008/9 and is part of a steady upwards trend. The gender gap continues to be minimal at 0.5%, and an improvement year on year. Punctuality has improved across the school over the past 5 years stabilising at a level of around 2.5%. The attendance gap for Disadvantaged students has narrowed from 5.1% in 2013/4 to 4.8% in 2014/15. The FSM gap has narrowed even further by 1.1% to 5.3% in 2014/15. The Disadvantaged gap at Key Stage 3 is especially pleasing at 1.8%; this figure has improved each half term and is below the national average. Absences are carefully analysed and the attendance team works extremely hard to support the improvement of students' attendance. There is clear evidence of the positive impact of these strategies and the trend continues to improve beyond the expected national average. Fixed term Exclusions have more than halved over the last 3 years, with fewer permanent exclusions, and where there are issues as the Assistant Director for Learning from Tameside LA stated *'the school works exceptionally hard to enhance the young person's capacity to modify their behaviour successfully over time'*. The very highest standards of care, guidance and advice are given to each individual to support them as they move into post 16 education and training, through a variety of different routes.

Longdendale High School is an 11-16 comprehensive high school. It is an average-sized secondary school maintained by Tameside Local Authority. In 2013 the school became a co-founder of the A+ Trust, a formal collaborative educational trust aimed at improving educational opportunities and outcomes for students in Tameside resulting in raised aspirations and social mobility. Working with four other local secondary schools, a special school and a local sixth form college the Trust has supported and challenged all schools to become good or better by 2016. The proportion of students known to be eligible for the pupil

premium at Longdendale in 2015-16 is 31%. The proportion of students from minority ethnic groups or who speak English as an additional language is below the national average but is also growing. The proportion of disabled students or those with special educational needs is slightly lower than that found nationally. Data on Super Output Areas (SOAs) provides clear information on the significant deprivation within some wards the school serves. Over 35% of Longdendale students live in the bottom 30 % of national lower SOA. Unemployment is high in Tameside with 15.5%, of working age adults receiving out-of-work benefit. In some of the lower SOAs served by Longdendale this percentage increases to almost 46.4%.

The Executive Head-teacher, SLT and Governing Body have a relentless drive to raise standards of achievement and success for all pupils. The governors have an accurate and comprehensive understanding of the school's strengths and areas for development and are well able to hold SLT to account on all aspects of school performance. There is extensive provision of extracurricular activities and opportunities for students to develop their leadership and wider personal skills.

The percentage of students attaining five A* to C grades, including English and mathematics in 2015 was 67% with the percentage of students achieving the EBacc at 32%. Both of these measures are well above national average. Calculations on Progress 8 measure indicate that 2015 results will be a slight positive. GCSE results for Class of 2015 show that 20 subject areas are above last year's national average, including all core subjects. The improvements in attainment and progress for the whole cohort have been based on a 13% rise in attainment for non-disadvantaged students alongside a significant 22% increase for disadvantaged students between 2011 and 2015 (Nationally this cohort only improved their attainment by 2.5% in the same period). This improving trend is projected to further accelerate in 2016 as current in-school data is evidencing improved progress in all year groups with the aim of closing the gap to national completely by 2017. Projections for 2016 indicate that the current Year 11 cohort will achieve: 72% 5 A*-C including English and Maths; 75% 3LOP and 41% 4LOP in Maths. The achievement rates in English are also projected to rise with the class of 2016 tracking towards: 91% 3LOP and 55% 4LOP. The 2015 disadvantaged cohort at Longdendale was 100% white British this is typical for the school. Nationally, disadvantaged white British children are the lowest-performing children at age 16, with only 31% of this group achieving five GCSEs. In 2015 43% of the school's disadvantaged students achieved five or more GCSEs at A*-C including English and Mathematics –12% higher than the comparable national figure. This is projected to rise to at least 51% in 2016. Between 2014 and 2015 the achievement of disadvantaged students rose in 20 GCSE subjects including all core areas. There has also been a significant improvement in the progress of the More Able cohort in the last academic year as evidenced in the 2015 results. Through the support the school offer SEND students, there has been a positive impact in the reduction of the SEND gap. In Year 11, the SEND gap for students achieving 5+ A*-C grade (including English and Maths) reduced from -54% to -29%. -29% SEND gap is a positive reduction since 2014 of 17%. Gaps in lower year groups are small due to the impact of targeted intervention. In addition, this year, 42% of SEND students achieved 5+ A*-C (including English and Maths), which is a significant increase of 23% from 2014.

The key strengths of the school:-

- Inspirational and forward thinking Executive Headteacher whose vision for inclusion has transformed the school, supported by his Leadership team who have a clear picture of where the school is going and how to get there. Supported by the staff, pupils, governors

and LA.

- The A+ Trust adds value to what the school does and is a strength as well as for the wider area of Tameside ensuring that outstanding practice is disseminated across the trust and is becoming a template for other institutions and driver to focus on raising standards across the trust and Tameside.
- There is an outstanding Inclusion team in the school that provides outstanding care, nurture and support across the school, in a carefully considered and nurturing environment. Everyone involved in inclusion at the school should be highly commended for their relentless focus on inclusion and the needs of individual students and groups of students. This is evident in the support that students have access to through a variety of differing provisions both internally and externally such as, The Aspire Centre, that is the hub of inclusive practice within the school linked to the core values and also external provision although this has decreased as the number of pupils accessing the provision has reduced significantly. The school also engages extremely successfully and works closely with numerous external agencies to support their pupils.
- Transition arrangements at each stage are very good and with the drive to improve practice to the highest levels.
- The Governors are highly effective with a wide range of expertise and experience and are fully able to offer appropriate support and challenge, they are relentless in their efforts to improve and ensure that the school moves forward to be outstanding. They have a clear focus on inclusion.
- There are well planned curriculum opportunities that provide a full range of pathways, to ensure students are catered for with vocational opportunities available to support students as necessary enriching their life chances.
- Performance Management Structures and Line Management Structures are both supportive and challenging. Self-review is thorough and robust and accountability is high but supportive.
- Staff at all levels feel included in decision making processes, feel supported, included and feel valued and part of the success of the school. As part of this process the school are developing a staff welfare support programme.
- The school listens to students, staff and parents. Student voice is valued and very good, pupils I spoke to felt valued and issues raised were and are addressed swiftly by staff. They were articulate and felt they were listened to and the school responded to their needs. They appreciate the efforts of the staff and they are proud of the school, especially the growing number of students who successfully transition in from outside during the year.
- Parents are supportive and feel very positive about the school and everything it does to support their children, they have a strong parent voice through a variety of avenues, such as surveys at various points in the year and the use of 'INSIGHT' which is accessed via the high quality website.
- There is an emphasis on high quality teaching and a drive to improve teaching and learning even further beyond the current 70+% good or better lessons to 90% and above. This is supported by an excellent learning culture across the staff and excellent systems

put in place to share good practice such as the use of 'Professional Advocates'.

- There is an excellent rigorous system of staff appraisal and performance management across the school, coupled with a thorough self-review process that is both robust and ensures accountability without being oppressive.
- One of the strengths of the school is its' highly motivated, professional and enthusiastic staff who are prepared to go the extra mile to ensure students are and will be successful. They feel supported, valued and listened to by the Executive Head-teacher, SLT and middle leadership. There is a culture and ethos of support for all ensuring that there is progression for staff at all levels.
- There is an excellent focus not only on pupils' welfare and well-being but also an increasing and expanding focus on staff welfare and well-being.

I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark. There are only minor areas requiring development and the school is aware of these. I recommend that the school be awarded the Mark and be reassessed in 3 years' time.

I further recommend that the school be awarded the Inclusion Quality Mark Centre of Excellence award subject to the inclusion within its plans of the appropriate areas for development. If it were to be awarded the school would be subject to annual review from this point forwards.

Assessor: Steve Gill

Findings confirmed by Inclusion Quality Mark (UK) Ltd:



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Joe McCann MBA NPQH
Director of Inclusion Quality Mark (UK) Ltd

Element 1 The Inclusion Values and Practice of the School

Strengths:-

The school has the highest ambition for all pupils and expects them to participate and achieve in every aspect of school life, this was clearly seen as I toured the school and spoke to staff, pupils, parents and governors and in the discussions held over the two days of the assessment. Longendale aspires to be a truly outstanding school where everyone is given the opportunity to succeed by developing their full potential. A school where the challenging and diverse curriculum, innovative approaches to learning and teaching, and truly outstanding supportive pastoral care will secure achievement and success for all. The school aims to set suitable and differentiated challenges, identify and respond to students' diverse needs and overcome potential barriers to learning for individuals and groups of pupils. All students and staff are welcomed, irrespective of race, religion, disability, impairment and need. Every adult working in the school shares the responsibility to identify and remove barriers to learning for all pupils, through early identification of need and outstanding teaching and learning.

The school is committed to offering an inclusive curriculum to ensure the best possible progress for all students, including SEND students and those identified as most able and talented by empowering them to achieve success in the classroom and beyond making positive contributions, realising their dreams and living fulfilling lives. This will be achieved by working in partnership with governors, parents and the wider community to serve the needs of all pupils. If a member of staff or parent/carer feels that a pupil is experiencing difficulties at the school, the difficulties will be discussed and the best course of action will be decided. The closer the school and families work together the more successful any help support strategies and interventions will be. By such demonstrating professionalism in all that they do pupils are expected to have the same standards that the staff model.

The inclusive ethos of the school is based on mutual respect and collaboration. This is encapsulated by providing a nurturing, supportive and safe learning environment in which pupils feel secure, and where self-esteem, confidence, integrity and respect both for self and others can be promoted.

The school's mission is to provide an education which seeks to approach all pupils on the basis of their individual needs, building self-respect and motivation, rewarding progress, providing opportunities and engendering a real zest for life-long learning. Such an education that meets the needs of each individual is transformational and is central to future personal happiness. Their core purpose is to ensure that all pupils receive a first-class education, achieving the very best that they can in a supportive and vibrant school community. The school is a place of very high expectations where everyone is challenged and supported to flourish and endeavour to fulfil their aspirations. The core values of ASPIRE that are outlined above promote the ingrained inclusive ethos of the school at all times. They are at the heart of all decisions made in the school and provide the moral compass for the work that goes on in the school. It is clear from the two days I spent at the school that the school and everyone connected to it want every young person to succeed, knowing and feeling that they matter. The very best care, guidance and support is provided by staff at all levels both internally and externally to ensure that they feel safe and can grow as successful learners and caring citizens. All pupils are given numerous opportunities and the power to take control,

manage and direct their own learning and develop their future careers and aspirations, this was made very clear when I spoke to a variety of pupils during the assessment.

Pupils value the relationship they have with their teachers, support staff and their peers, it is a significant strength of the school, providing a ‘family feel’ to the school. All adults working in the school model the school expectations, are excellent role models for their pupils and have the highest expectations of all pupils in their care. Pupil achievement is celebrated at every opportunity in a variety of forms.

It is clear from the two days I spent in the school that it provides a very safe and highly organised environment which both stimulates and challenges the pupils. In turn they make excellent progress, particularly in terms of academic achievement, social interaction and communication. Pupils develop a love of learning, supported by highly skilled staff. Areas of need are quickly identified and solutions put into practice. Their inclusive approach to teaching and learning ensures that good practice is demonstrated and shared with all stakeholders and partners.

Strengths:

- The leadership and staff of the school are committed to inclusion. Inclusion is at the forefront of planning and delivery of lessons and in the implementation of policy. The Longdendale ‘Expectations for a Good Lesson’ is used to inform lesson planning and to ensure that learning is personalised to meet the needs of all students. There is an expectation that all teaching will challenge learners of all ages and abilities.
- The commitment to staff development that in the past three years has involved collaboration with a ‘National Leader of Education’ as well as delivering both the Outstanding Teaching Programme and the Improving Teaching Programme to 23 staff. While providing a wide range of opportunities for staff development into leadership pathways, such as NPQH, the Future Leaders programme, the NPQSL and middle leaders working on a bespoke NPQML course.
- Whole school focus on teaching and learning that is matching provision to need. All subject areas have identified strategies to implement, monitor and evaluate teaching and learning throughout the year that will ensure that the needs of all students are met in lessons, leading to progress that is at least good across the school and over time outstanding.
- The school has an Inclusion team that is the hub of the school, which effectively manages and organises the inclusive practice in the school. There is a highly skilled and dedicated staff team at all levels in the school. Support and Mentoring provided by staff to pupils and peers and in particular by the inclusion team is outstanding.
- There is rigorous and thorough analysis of data in the school so that no child is left behind.
- The school maintains a sharp focus on the development and continuous improvement of effective classroom practice, creating environments where good teaching is a constant.
- There is enthusiasm and a shared pride for all the school undertakes and achieves.

- The use of Pupil Premium is highly effective and targets support to raise attainment, close gaps as well as raise aspirations
- The provision for SEN across the school is excellent, valuing each student as an individual. It is very well managed by a highly visible and dedicated team. As a consequence, pupils with additional needs make very good progress, compared to pupils nationally.
- Pupils make good progress in relation to their individual targets because they are known and met, because progress is rigorously monitored. The visible culture of praise leads to motivated pupils who want to learn and achieve to the highest standards.
- The school makes excellent use of outstanding expertise within the school, supporting staff to continue to improve and uses external agencies that can provide additional support for their pupils as and when needed.
- Safeguarding and child protection have a high profile and are effective, the welfare of pupils is actively promoted, pupils feel safe and are listened to.
- Transition across all key stages is excellent and is a model of good practice.

Areas for development:-

- Consider becoming a Stonewall Champion School.

Element 2 - The Learning Environment, Resources and ICT

The school operates within one main building, with a dedicated dance studio and dedicated changing facilities within the Outdoor Pursuits Centre to one side of the main building. In line with the accessibility policy the school has been adapted as appropriate over the years and to become more DDA compliant. The school has recently received significant investment which has allowed for many areas of the school to be refurbished; the dining hall is now a far more welcoming and pleasant space for students to eat and socialise, the music rooms have received extensive refurbishment and has allowed for additional dedicated teaching spaces to be created, many of the classrooms have been given much needed attention and the ASPIRE Centre has been remodelled to ensure dedicated intervention rooms are available. Every effort has been made and continues to be made to make the school a light and airy space for young people to learn in. Displays around the school are well maintained and regularly updated, in wider spaces inspirational quotes adorn the walls. This was evident during my tour of the school and in numerous conversations with students who are proud of their school. Longdendale actively promotes a culture of learning and this is demonstrated through the vibrant displays around the school to further foster the school ethos of ASPIRE. Ofsted in 2015 stated; ***'Pupils speak proudly of the school's core values and the integration of such values into the life of the school has been a defining feature in driving improvement.'***

The school's unique provision, the 'ASPIRE Centre', offers all students, including those identified with special educational needs, a range of alternative and complimentary interventions. The school has invested significantly in this area in the past 3 years to completely redevelop it and to improve the teaching spaces and environment for the most vulnerable students. A dedicated specialist team of teaching assistants and pastoral workers work within the ASPIRE centre and also offer in-class support. The school has increased the capacity for targeted support in English and alternative courses through appointing an additional HLTA in the past 12 months. Students that have a statement of special needs or an Educational Health Care Plan are given a key worker, one to one lessons, as well as providing in class support that collaborate with the class teachers, creating resources and offer mentoring so the student's needs are met by all of the team who work alongside them. The Aspire team also work closely with various specialist support agencies such as, the school nurse, speech and language therapists, educational physiologists, experienced counsellors and teenage health professionals. The school's outstanding provision has also been broadened to provide a mental health professional from CAMHs to work with small groups of students to support emotional and social barriers to learning. Students spoke highly of the Aspire Centre, of the staff who worked in there and of their influence in supporting them around the school ensuring they are successful.

The supportive and nurturing provision of the school, whilst aspirational and challenging, provides a warm and caring environment. In addition to the Aspire Centre, the school is further supported by an outreach team who provide bespoke learning and alternative provision to those students who are identified as needing this support. The teams follow a specific and personalised timetable of activities each day following a full or part time timetable. There is a high staff/student ratio, smaller classes and consistent, specialist staff working in a quiet nurturing learning environment. A breakfast club is provided where students can plan their day and set their own targets for the day ahead, alongside break and lunch time clubs where they can relax and meet friends or complete homework with access to

ICT equipment. At Longdendale students feel safe and supported and know that the staff want them to succeed. This was clearly evident across the two day assessment and was endorsed by all pupils I met with both formally and informally.

The school has recently had significant investment in its ICT infrastructure which underpins the delivery of the curriculum. The students have access to 163 ICT devices, 71 laptops, 80 desktops and 4 android tablets for the use of staff. They also have a number of laptops available for students to use across the school. This investment in ICT infrastructure is ongoing. Wireless ICT coverage across the building allows students and staff to access wireless technology from internal points within the school. All classrooms have interactive whiteboard technology that staff use as an effective teaching resource. The school has clear policies for students and staff regarding e-safety and lessons are taught through ICT lessons, PSHE and there are other individualised programmes for students identified as being especially vulnerable when using the internet.

The school learning resource centre in school provides library skills lessons that are delivered in partnership with the English Department as part of students' transition to high school. The newly appointed LRC Technician will work with departments to link the curriculum across year groups to ensure members of staff are able to request specific texts to be ordered to support the learning of the students. The library is available for use throughout the day, but also before and after school, alongside internet and ICT access for students to use. Class readers are also used to offer additional support. Library resources are ordered to incorporate varying topics and, where possible, print sizes to meet the individual needs of students and library staff are available to work with young people to help them to access any resources within the area. There is also a specific section in the library which focuses on CEIG. Students are able to suggest titles that they would like to be purchased through the Eclipse software package. All students have access to revision guides and support materials are being developed for access via the VLE. There is a system of rewards and achievement for young people within the school based on Vivos, that the pupils I spoke to liked and were actively engaged with.

Strengths: -

- The learning environment has been improved and developed providing enhanced teaching accommodation, with better access to facilities and easier circulation of the school, although some access points are still a little tight in parts of the building.
- All classrooms are well equipped with IWB and a range of resources.
- Around the school there are focussed displays on corridor walls, in larger spaces and also in classrooms that show recent learning that has taken place.
- Lunchtime is split so that pupils do not spend too much time queuing and also ensuring that the dining area is not crowded.
- The school is very welcoming and its inclusive ethos is apparent immediately a visitor enters reception.
- There is an outstanding Inclusion team in the school that provides outstanding care, nurture and support across the school, in a carefully considered and nurturing

environment. Everyone involved in inclusion at the school should be highly commended for their relentless focus on inclusion and the needs of individual students and groups of students. This is evident in the support that students have access to through a variety of differing provisions both internally and externally such as, The Aspire Centre, that is the hub of inclusive practice within the school linked to the core values and also external provision although this has decreased as the number of pupils accessing the provision has reduced significantly. The school also engages extremely successfully and works closely with numerous external agencies to support their pupils.

- There is a clear and well implemented access plan that has been refined to accommodate individuals with disabilities.
- The Learning Resource Centre is used effectively to promote reading and the LRC staff work very closely with curriculum areas to promote reading.
- High skill level of all staff (teaching, assessment, tracking and analysis including use of teaching and learning aids).
- An excellent capacity to improve even further, due to the excellent professional skills, trust and commitment of all staff.

Areas for development:-

- There are no areas for development other than those already identified by the school as '*Future Plans*' for this element.

Element 3 - Learner Attitudes, Values and Personal Development

The school supports excellence in inclusion by promoting positive behaviour in every classroom and ensures that pupils achieve because they feel happy and safe. The school is very clear that all pupils have the right to feel happy and secure when they are at the school and they should not be bullied or frightened by others. The ethos is to treat others how they would like to be treated themselves. The behaviour and attitude of pupils is very good. They display very positive attitudes and they are keen to achieve their very best. During my visit it was very noticeable how quiet the building was during lessons and the friendly buzz during breaks and lunchtime. The pupils are generally ambitious and supportive of each other. Students show real understanding and tolerance for each other and are not frightened of differences. Respect for others and appreciation of different needs are part of the school culture and ethos. The school's core values are at the heart of the school and are integral in developing strong attitudes to learning and personal development. There is a 'can do' attitude across the school. The behaviour of the pupils and students is well managed and supported so that they can access the curriculum and the environment safely. This was endorsed by Ofsted in November 2015 ***'Pupils speak proudly of the school's core values: achievement, success, professionalism, integrity, respect and endeavour. The integration of such values into the life of the school has been a defining feature in driving improvement.'*** and ***'Pupils have good attitudes to learning. They feel that improvements in teaching have led to much better standards of behaviour.'*** ASPIRE is not a slogan or motto that the school uses to market the school but is the moral compass of the school and is embedded and ingrained in everything that the staff and pupils are involved in at the school. It pervades all areas of the school and underpins what is driving the school towards outstanding.

Attitudes to learning is a key focus for the year embedding outstanding attitudes to learning and developing pupils' ability to endeavour and show resilience as independent learners, while also creating a collective responsibility within the student body for their own learning, promoted daily through the school's core values of ASPIRE. As part of the form tutor curriculum pupils are expected on a weekly and half termly basis to reflect on their progress and their attitude to learning with their form tutor. Year groups have individual reflection logs where they review their work towards their personalised targets and how they have demonstrated the Aspire Values. After each data campaign students complete target setting with their form tutors looking at their progress, attitude to learning and more recently engagement in extra-curricular activities.

They are also given an overall attitude to learning grade based on the individual grades awarded by the individual class teachers. Each grade is given a point score and average attitude to learning grade is calculated. Each pupil in school is expected to know their overall attitude to learning and where pupils have an inconsistent or poor attitude, that they have clear targets on how to improve. Current attitude to learning data for the school shows that 89% of the school population has an overall attitude to learning of excellent or good, with 9% having an inconsistent overall attitude to learning and only 2% having an overall attitude to learning that is graded poor. Pupils are clearly seen as individuals and they have close relationships with staff and support workers. However, there are also many other adults who can be asked for support and help as required. Pupils were able to tell me how they can access school support to meet their needs, even if those needs are just temporary. The school helps pupils become more resilient and to deal with anxiety in a positive way. The pupils I met had a very clear understanding of the school policies on behaviour, anti-bullying,

harassment and inclusion. They knew what to do in different situations and what the consequences of misbehaviour are. Relationships between pupils, teachers and support staff are very positive and they really value and appreciate all that is done with them and for them. Classroom behaviour is well managed and when things do go wrong they are sorted quickly by using the clear procedures in place within the school. Pupils feel the behaviour policy is applied fairly and is very effective. They are able to learn and thrive in a safe and harmonious environment. Pupils were able to tell me how targets are set and they are given guidance about what they have to do to improve their work and make better progress. They said that teachers gave up a lot of their time to provide additional support for pupils who needed extra help. They spoke about the feedback they get from teachers which they find very helpful.

Pupils with an inconsistent or poor attitude to learning have clear plans and intervention programmes to support them that are facilitated by tutors, learning leaders or members of the ASPIRE inclusion team dependent on their individual needs. Pupils with a poor or inconsistent attitude to learning due to behaviour have a tight package of interventions delivered through the ASPIRE centre, with a range of interventions dependent on the specific needs of the individual students. They include structured break and lunch activities, additional homework support, one to one and small group sessions; short term tailored timetables and phased integration packages. Such interventions have a significant impact on pupils and have led to the successful integration of a number of students on managed moves. Middle leaders have access to their department or year group's attitudes to learning at individual class level so that they can monitor and support pupils and staff where necessary. The level of support given to pupils and the opportunities given to improve through this structured approach are of the highest order. During the two day assessment on a number of tours and Learning Walks and at lunch time the school was very quiet, with very few pupils on the corridors during lessons and a quiet purposeful atmosphere both in lessons and in larger spaces at break and lunch.

The school has a robust behaviour policy based round the core values and the language of choice, chance and consequence. Poor behaviour is rare and continues to be reduced year on year, so that the pupils are focussed on their learning. Improvement in the school's inclusive provision has led to a significant reduction in alternative provision placements. Exclusions have reduced significantly. Students with a poor or inconsistent attitude to learning due to behaviour have a tight package of interventions delivered through the ASPIRE centre. These interventions have had significant impact on the pupils and have led to the successful integration of a number of pupils on managed moves.

The school has a comprehensive system for safeguarding procedures which is quality assured each half term. All staff members have regular Safeguarding training, including prevent. Incidents of bullying are very rare and there are robust systems in place to support pupils. In September 2015 the school launched the 'Anti-bullying Ambassador programme run by the Princess Diana Trust and the Smile team for KS3 students. ***'Pupils selected as anti-bullying ambassadors have a high profile in the school and can give many examples of how they have helped fellow pupils when they have had difficulties.'*** Ofsted in November 2015. The team has a base in school and has delivered a range of student led activities for Anti-bullying week that included the assemblies to all year groups on the theme of "See something, say something", and have created activities in tutor groups. They have held a Smile and Kindness Day - the theme of the day was about thanking others where pupils were asked to compliment others on what they admired and respected about them in their qualities as a person. The week was also celebrated with a Balloon Launch where the School's Anti-

Bullying Ambassadors and Smile Teams released blue balloons to celebrate their efforts in ensuring a caring, kind, bully free place to learn and work, for all of the school community.

Strengths:-

- Pupils are very positive about the school. They appreciate the ethos of inclusion. They are friendly and open and proud to welcome visitors. They have a strong commitment to fairness and helping others.
- Attendance is very good and is heading towards 96% and above. The attendance team is totally committed to overcoming barriers to attendance and punctuality.
- As a result of the care and guidance offered, pupils overcome significant difficulties and enjoy school life, support is fully integrated and offers “wrap around care”. The care and nurture of pupils is exceptional. All staff provide an emotionally literate environment with communication high on the agenda. The individual needs of pupils are the primary concern of all staff.
- Here is a wide variety of curriculum enrichment opportunities and, as such, enrichment activities and other special events give a clear focus on inclusion.
- Pupils are very clear that bullying is very rare and dealt with swiftly and effectively. They know who to see for support and parents feel their children are safe in the school.
- Excellent relationships between staff and pupils are pervasive and secure relationships with teachers ensure that pupils are happy to ask for help.
- Learning Support provision is excellent.
- Achievement is appreciated and celebrated with pupils effectively involved in reviewing their own performance.
- The behaviour and attitude of pupils is very positive and they are very proud of their school. Sanctions are clear and consistent and are effective.
- Pupil Voice is highly effective and pupils are actively involved in all areas of school life.

Areas for development:-

- There are no areas for development other than those already identified by the school as ***‘Future Plans’*** for this element.

Element 4 - Learner Progress and the Impact on Learning

Pupils at Longdendale progress well from their different starting points and the progress and achievement of pupils are good. Endorsed by Ofsted November 2015 *'Pupils make good progress in most subjects and do outstandingly well in English.'* The percentage of students achieving 5 A*-C including English and Maths is significantly above national and has improved significantly over the past 4 years. This is as a result of a precise focus on all pupils making at least expected progress in all subjects resulting in 2015, 20 subjects performing above national averages; improvements made to the overall quality of teaching; and the provision of a curriculum which meets the needs of all learners.

There is clear accountability through the QA, improvements made in the quality of teaching and the structure and provision within the curriculum, achievement and progress have improved significantly over the past 3 years and are expected to rise further in 2016. The percentage of pupils achieving the EBacc measure remains consistently above the national average (32% in 2015, compared to national average in 2014 of 24%). Achievement and progress in English remain significantly above the national averages. (2015: A* - C 83% school, 67% national (2014); 3+ levels progress 82% LHS, 70% national (2014); 4+ levels progress 48% school, 32% national (2014)). The percentage of non-disadvantaged pupils achieving expected progress in English has risen from 66% in 2011 to 88% in 2015 and disadvantaged pupils have also risen from 47% to 67% in the same period.

Significant improvements in the progress and attainment of all pupils in maths are clear in all year groups currently in school. The percentage of non-disadvantaged pupils achieving expected progress in maths has risen from 53% in 2011 to 75% in 2015 and disadvantaged pupils have also risen from 24% to 38% in the same period. Similar improvements have been made in achievement and progress for disadvantaged pupils, as a result of a highly inclusive and focused approach on the impact on the achievement and progress of disadvantaged pupils. Expected progress in English has risen by 7%, expected progress in maths has risen by 5%, the percentage of disadvantaged pupils achieving 2 Cs in Science has risen by 21%. The percentage of pupils eligible for the EBacc has increased year on year and is significantly above other schools in the local area. Attainment of disadvantaged pupils in EBacc subjects has also increased in A*-C grades since 2013. History has increased by 25%, Geography by 21%, Spanish by 19% and German by 25%. At the same time there has been an increase in the number of disadvantaged pupils achieving A* and A grades.

Projected data for the class of 2016 suggests further improvement in all key measures. Interventions in all year groups for English and maths are impacting positively on disadvantaged pupils. As a result of improvements in Teaching and Learning and a strategic focus on staffing of key groups disadvantaged pupils access to good or better teaching has significantly improved from 2013/4 to the current academic year. Enrichment for all pupils in lower years is tracked with a specific focus on disadvantaged pupils (Sutton Trust - Subject to background 2015), % of pupils not currently involved in enrichment is low and specific pupils are targeted to increase engagement.

Attendance for Disadvantaged pupils has improved; there has been a reduction in persistent absence as well as a reduction in the gap. Gaps in lower school have remained extremely low in years 7 to 9 with interventions having a positive impact on pupils in higher year groups. Through the fantastic support offered to SEND pupils in the school, there has been a positive

impact in the reduction of the SEND gap. In Year 11, the SEND gap for pupils achieving 5+ A*-C grade reduced from -54% to -29%. The -29% SEND gap is a positive reduction since 2014 of 17%. Gaps in lower year groups are small due to the impact of targeted intervention. In addition, in 2015, 42% of SEND pupils achieved 5+ A*-C (including English and Maths), which is a significant increase of 23% from 2014.

The school has a strategic approach to improve the progress of the More Able pupils, with focussed learning walks and with feedback at SLT meetings and next steps are planned based on emerging issues. Feedback on current data is fed back at SLT meeting for line-managers to discuss and at the QA meetings with Curriculum Leaders. Updates are provided to all teaching staff on the progress of More and Most Able pupils at staff briefings highlighting targeted students for intervention. Any teachers with 'challenge' identified as area for development have been linked with a Professional Advocate with that Area of Strength for good practice observations and support. As a result, 27% of pupils achieved at least 3A*/A in 2015 and this is an improving trend, supported by current in school progress data. Progress is rigorously tracked, monitored and reported home 5 times during the year. Progress is tracked separately for all groups of pupils such as Disadvantaged, More able, gender, SEND, prior attainment bands etc. As a result, interventions are always timely, personalised and increasingly effective.

Strengths:-

- Pupils make good progress in relation to individual targets. There is high quality assessment of pupil progress. Progress is rigorously monitored and individual plans are fine tuned to ensure success. A culture of praise leads to highly motivated pupils with mentoring targeted effectively to ensure that targets are not just met but exceeded.
- The gaps in achievement between disadvantaged pupils and other pupils in the school and nationally are closing rapidly, as are the gaps between boys' and girls' performance.
- Pupil Premium and Catch-up Premium funding is directed very carefully to ensure disadvantaged pupils make accelerated progress and gaps are closing.
- The staff as a whole and the Inclusion team in particular is passionate about its work and is extremely effective. All staff are well trained and are able to use a range of strategies to engage pupils in their learning.
- Excellent practice in transition work at all points ensures that individual needs are identified early and intervention is effective.

Areas for development:-

- There are no areas for development other than those already identified by the school as '*Future Plans*' for this element.

Element 5 - Learning and Teaching (monitoring)

All teaching staff demonstrate a clear understanding of the ways in which individual pupils learn. Pupils are provided with challenging learning situations with clear targets and individual support. Careful monitoring and evaluation builds on to the excellent relationships between staff and pupils giving confidence and pride in achievement. The current data shows that 76% of lessons are good or better. The evaluation of the quality of teaching is good, with teaching and learning at the heart of everything the school does. Teaching has improved significantly over the past 4 years as a result of high expectations for all pupils, high quality and tailored CPD, and robust quality assurance and appraisal. All members of staff at Longdendale understand that high quality teaching and learning is the key to pupil success and the biggest factor in determining pupil progress and subsequent life chances. This has led to a significant improvement in teaching and learning across the school. A well thought out, strategic improvement plan has driven the improvements in teaching and learning across the school and addressed areas previously identified as requiring improvement. There is a drive to move teaching and learning to outstanding as soon as possible. The Executive Head-teacher and senior staff focus strongly on securing better teaching for pupils. They maintain high expectations of both staff and pupils and the emphasis on quality first teaching is continuing to secure better achievement. Good teaching is addressing the gaps in pupils' knowledge, skills and understanding and resulting in good and outstanding achievement. Teachers are consistently securing good and better progress as a result of their careful matching of work and challenge to help pupils progress further. Teachers regularly mark pupils' work and offer feedback according to the school's marking and feedback policy and this is scrutinized and monitored at faculty and SLT level to ensure consistency. The school believes that consistently good teaching delivered with outstanding experiences, complimented by exceptional care, guidance and support, with a scaffold of systematic monitoring, will deliver the desired outcomes for their pupils.

The impact of this has been recognised by Ofsted on 2nd November 2015 ***'Strong subject knowledge and high expectations are, for the most part, the norm. Most teachers use questioning skilfully to probe pupils' understanding and they create a climate where pupils feel free to ask for help when they do not understand.'*** Possibly the biggest impact on pupils' progress is the quality and frequency of marking and feedback. As such there has been a major focus on the development of marking and feedback across all subject areas. Each department has a departmental policy defining their approach to marking and feedback, which is based on the whole school policy. Books are marked regularly, giving feedback on what pupils have done well and what steps they need to take to ensure further progress. Marking is diagnostic and detailed, with opportunities for students to respond. The introduction of RAMP (Re-do and Make Progress) as a consistent approach for student response and improvements has ensured that marking and feedback impacts directly on students' progress. During a number of Learning Walks over the two day assessment this was clearly evidenced in pupils' books and they were able to articulate its benefits in terms of their own learning when asked. Pupils said they enjoy having the time to understand how they can improve their work and then to demonstrate that they have understood what is required of them.

During this year, the whole school focus for teaching and learning is matching provision to need. All subject areas have identified strategies to implement, monitor and evaluate this throughout the year ensuring that the needs of all pupils are met in all lessons', leading to

progress that is at least good across the school. This is further supported by the Longdendale ***‘Expectations for a Good Lesson’*** which is used to inform lesson planning and to ensure that learning is personalised to meet the needs of all pupils. There is an expectation that all teaching will challenge learners of all ages and abilities. ***“As a consequence of more challenging work and better paced lessons, increasing numbers of students are demonstrating a real enjoyment in lessons and there are high levels of engagement.”*** LA visit May 2015.

Excellent Quality Assurance procedures at both middle and senior leadership level enable close monitoring of teaching and learning, leading to consistency and improved outcomes for all pupils. There is a clear recognition that some pupils may need additional support in order to fulfil their potential. Pupils experiencing difficulties are identified and assessed as early as possible. This is achieved via staff referral as well as receiving referrals from parents and pupils themselves. There is a very comprehensive screening system that takes place during induction and highly effective liaison with primary school SENDCOs during the transition period. Twice a year reading and spelling assessments are undertaken to determine pupils’ reading/spelling ages and standardised scores, allowing identification of any pupils who may need further testing. Any pupils that are identified as SEND, and need long term intervention to support them during their time at Longdendale High School, are included on the Inclusion Register. Pupils on the Inclusion Register have an IEP allowing their class teachers to have a number of key strategies that can be used in lessons to support the pupil. Pupils’ IEPs are reviewed on a regular basis, often working closely with outside agencies to fully support SEND pupils such as MAAT Team, CLASS, MIND, an educational psychologist, Visual Impairment Team, Hearing Impaired Team, speech and language therapists, Branching Out and Tameside Sexual Health Team. Every SEND pupil has a personalised IEP, which is regularly reviewed and updated. Teachers use these to inform lesson planning to ensure the curriculum is accessible for all and that all pupils are supported to make at least expected progress. A variety of strategies are used and this ensures that the pupils accessing this provision are making better than expected progress and closing the gap to their peers.

There are a number of other teaching and learning interventions to support SEND pupils, including: Literacy Tutorial Programme, Maths Tutorial Programme, Spelling Intervention; Writing Intervention, Better Reading Partnership, Paired Reading, Handwriting Intervention, EAL Reading Intervention; EAL 1:1 provision; 1:1 teaching and KS4 Intervention for English, Maths and Science. There are also a number of teaching and learning interventions, including: transition support, social skills groups, anger management support, emotional intervention and self-esteem intervention as well as Breakfast Club, Break Club and Homework Club to the SEND students too.

The school provides effective Alternative Provision, both full and part time for a small number of pupils, because of improved quality of provision in school. The number of pupils accessing this intervention has reduced significantly from 17 in 2012-13 to just 7 currently. The school also provide opportunities through Tots and Teenagers and the Prince’s Trust as a Level 2 qualification delivered by staff in school. The Inclusion team have regular contact with parents/carers. This can be through formal meetings such as annual reviews for statemented/EHCP pupils, CAF meetings, PEP meetings and Parents Evenings. At times the school involves other agencies in meeting the needs of SEND pupils and in supporting their families. The wide ranges of services used are: The Safeguarding Team at Tameside Children’s Services, The Early Help Team, The INSPIRE Team, CAMHS and the school nurse.

Self-evaluation processes throughout the school are rigorous. The Head-teacher and SLT take responsibility for the School Improvement Plan and Self Evaluation Form and ensure that this is based on a robust self-review programme that provides strong evidence for future planning. SLT, teachers and Governors are familiar with the self-review systems and understand the importance for the school to know itself well. Accountability structures (Line Management) are in place and those members of SLT and middle leaders I spoke to felt they were challenging but also supportive. The many staff at all levels I met during my visit confirmed that morale in the school is very good and there is no culture of blame. Instead there is a collaborative and co-operative approach.

Strengths:-

- There is an effective package of strategies to improve learning and teaching. It is targeted and focuses on key areas. There is a real drive to improve the quality of teaching to above 90% good or outstanding as quickly as possible. This is backed by a rigorous system monitoring the quality of teaching through Work Scrutiny, Learning Walks, Pupil Voice and Lesson Observations.
- Planning is rigorous and well-focused on pupils of all abilities through differentiated tasks that provide stretch and challenge. Pupils are increasingly focussed towards not just meeting but exceeding their targets.
- Pupils are increasingly involved in self and peer assessment.
- Pupils are able to access in class support and one to one support that is well planned and effective. Alongside this there are a variety of curriculum enhancement and enrichment activities, which also ensure all pupils have the opportunity to improve and develop.
- Self-evaluation and self-review is excellent, the school knows itself very well and where it is going in the short, medium and long term.
- There is a highly skilled staff group that works tirelessly to improve their pupils' and life chances potential and at the same time is supportive of each other.
- Pupil and staff welfare is both a priority and an outstanding feature of the school ensuring everyone feels safe and nurtured and working to achieve their full potential in a happy environment.

Areas for development:-

- There are no areas for development other than those already identified by the school as '*Future Plans*' for this element.

Element 6 - Parents, Carers and Guardians

The overriding culture at the school is one of respect and collaboration with the school working hard to place parents at the heart of all it achieves. Parents and carers have confidence in the school and are appreciative of the support given. This is evidenced in surveys which confirm views on several areas of school life. The school works well with parents, carers and guardians to support them in taking an active role in school life, helping to develop their pupils to be the leaders of tomorrow. To assist this partnership, the school provides parents with regular updates, progress reports and high quality opportunities to meet staff and discuss the needs of their own child at different stages. Inclusion is embedded through all of the school's literature and the school website. *'At Longdendale High School there is a shared aspiration for continued school improvement between staff, parents, pupils and the wider community.'* Ofsted November 2015. Parental partnership is at the heart of everything the school does. The school ethos is based on mutual respect and collaboration. Their vision is to be an outstanding school where the pupils are given every opportunity to succeed by developing their full potential through close partnership working with families and the wider community agency network.

Communication between the school and parents/carers is good. Parents feel welcome when they visit the school and they receive appropriate phone calls and emails to inform them about their child's progress or behaviour and to celebrate their achievements. Parents say they get good feedback about the progress their child is making through regular academic reports and attendance at Parents Evenings. On the rare occasions when bullying does occur it is always dealt with swiftly and efficiently. Conversations with pupils and parents bore this out and parents especially praised the swift way in which their concerns are addressed. Pupils were very vocal about the support they could expect if there were issues and they knew who to see for support. The school works closely with parents to support pupils with special educational needs during the year. Parents are always contacted if assessments or referrals indicate that a young person has additional needs. The parents are spoken to and consulted with, alongside the pupil, in respect to their background history, current and future needs and aspirations.

Inclusion is interwoven into the school's ASPIRE culture. They are passionate about ensuring that the needs of the whole child are met and they believe this can only be done with the collaboration of the Longdendale families. Inclusion begins with the transition process from primary school to secondary school. Transition is extended beyond the child to their families. Literature welcoming families, produced by current parents, offers tips on transition and support on the processes and shared concerns and worries about this big step through the Transition booklet. All literature takes into account possible parental barriers, such as EAL and low literacy levels. The school's excellent website has a translation link and their core values have been translated into the different first languages of the parental community.

The school endeavours to respond to every request by parents and carers the same day. With many different ways families are encouraged to engage with school, such as telephone, email, letter, meetings, text, and website links. Information about their child's progress, achievement, success and attendance can be accessed through vivoclass.com and Insight. Longdendale publishes a series of parent friendly booklets designed to inform parents and carers in more detail about elements of school life such as assessment and recording. More recently an additional brochure has been published for families explaining the reasons for

Longdendale's success moving to Good with Outstanding features (What We Have Achieved 2015-16).

Insight is accessed through a portal on the website or a downloadable app. It provides secure access to parents of their child's information, for things such as attendance, timetables, school reports, exam timetables and letters. In years 7 and 8 parents' evenings can also be scheduled by families themselves using the on-line booking system. This system was introduced as a response from parental voice. Vivoclass.com is an online electronic rewards platform. As with 'Insight' parents and carers are given their own logins enabling them to monitor their child's rewards and view what they have been rewarded for. Celebrating success is an integral element of the core ASPIRE values, In addition to Vivos, the school shares pupils' achievements through the newsletter, certificates, badges, website newflash, press releases, presentation evenings, postcards and parental invitation to celebration assemblies.

Another example of the school working with parents is the recent launch of Parentpay.com in response to parental requests for an electronic system to pay for school trips, events and school meals. A further advantage of this system is the ability of families to be able to monitor what their child buys and eats in the dining room, allowing them to support school in encouraging healthy eating choices.

Longdendale is a subscribed member of P.E.N the Parental Engagement Network and as a result benefits from resources, shared expertise and national research that supports further parental engagement in school life. Where families find it difficult to attend meetings in school they are offered alternative venues such as the library in Hattersley, home-visits for parents with disabilities and also an offer to collect parents using the school mini bus. Due to this, Parents' Evening attendance and engagement has increased significantly over the past 5 years.

Inclusive provision for students identified with additional Special Educational Needs or Disabilities (SEND) is done through partnership working, with home, the pupil, and school and outside support agencies. For CAF (Common Assessment Framework), PEP (Pupil Education Plan), CIN (Child In Need), IEP (Individual Education Plan), IHCP (Individual Health Care Plan) and A2LP (Attitude to Learning Passport) parents and young people are consulted in respect to their background history, current and future needs and aspirations. They receive invitations to attend action planning and review meetings and receive copies of actions agreed. Once identification, assessment and intervention has taken place, pupils and families are regularly kept informed. Additionally, other forms of agency meetings are organised as appropriate, such as the Safer Schools Partnership with Tameside Police, Health Mentor, Branching Out, MIND, EWO and the Education Psychology Service. Parents and carers, along with young people, are always included in the decision making process and outcomes are shared agreements from the meeting.

The school actively seeks and responds to Parental voice. Ofsted Parent view was recently scrutinised by Ofsted 2015 and found to be overwhelmingly positive, with **80% of respondents agreeing or strongly agreeing that 'Longdendale responds well to any concerns that I raise'**, and **88% saying that 'they receive valuable information from the school about their child's progress.'** Internally the school has adapted the questions from the Ofsted survey with internal parental evaluations. From a significantly larger sample taken over a longer period the results for the same questions were **85% and 97% respectively.**

Parents I spoke to said they feel part of a team with the school. They said the school looks after their children socially, emotionally and academically! Parents told me they are fully consulted about what happens in the school and particularly regarding their individual children. Children want to do well and their teachers inspire them. Relationships are really strong. Parents said the school is very flexible and adapts to the needs of the child rather than the other way around. Parents and pupils I talked to think very highly of the school.

Strengths:-

- Parents expressed their appreciation for the support the school offers them. The Inclusion/Aspire team is seen as a source of strength and help for families when needed.
- The various Parental Groups and the regular use of surveys at Parents Evenings and at key times of the year ensure that feedback is gained throughout the year and issues are acted upon.
- Concerns are dealt with quickly by staff, both pupils and parents know who to speak to and that incidents are dealt with swiftly and effectively. Permanent exclusions are falling, FTE are falling rapidly.
- Students and parents feel that staff are approachable and know families and the community very well.
- Parents are actively encouraged to be part of the learning experience of their child. Excellent communication is based on transparency and trust between home and school.
- The school makes every effort to include parents in all aspects of school life and parents feel assured that they are valued and appreciated.

Areas for development:-

- Continue to develop actions identified by the school as '*Future Plans*' for this element.
- Investigate whether or not the 'Leading Parent Partnership Award' (LPPA) would be a way of validating the work done with parents.

Element 7 - Governing Body and Management - External Accountability/Support

During my visit to the school I was able to meet the Chair of Governors, a Teacher governor and a parent governor and have a wide ranging discussion about the way in which they contributed to the school and its inclusive ethos and practice. The school has a strong, effective, knowledgeable and stable governing body with representatives from the local community, parents, and business. They are extremely well trained and knowledgeable about inclusion. They provide both a challenging and support role within the school. This was borne out by Ofsted in the recent 2015 inspection who stated, ***Governors are exceptionally astute and knowledgeable; they bring their wider experience of life and education very fruitfully to bear in the exercise of their duties. They have contributed highly effectively to the strong culture of accountability that has helped the school to move forward. – Governors set high expectations for staff and they are ambitious for the further development of the school*** ‘. Accountability in school is strong and leaders at all levels are well equipped to challenge and support underperformance. This is evidenced through approaches to both Quality Assurance and Performance Management/Appraisal. Leaders are uncompromising in the drive to improve levels of achievement and personal development of students each year. This pursuit of excellence is clear in the determination to improve existing leaders through training, coaching, mentoring and support or by replacing or re-designating leaders when it is considered necessary to accelerate the pace of improvement. Governors take an active role in monitoring appraisal and training and school visits by Governors have provided additional support when dealing with issues of performance. Monitoring through the QA process is evidencing a more consistent, robust and rigorous approach by senior and middle leaders in both curriculum and inclusion areas. The sustainability of high quality leadership at Longdendale has been key to the mission focus of the school and Governors and Leaders have ensured that quality succession planning is in place. This area of strength has also been highlighted in the recent LA and A+ Trust review visits which were requested by the school to provide external validation of the school SEF – all visits conducted were entirely in-line with the internal self-evaluation. The excellent standard internal accountability structures are reflected in the recent Ofsted grading of ‘Outstanding’ for Leadership and Management. During the two day assessment all of the staff spoken to were extremely enthusiastic and motivated. There is a unity of purpose to everyone involved in the school, including SLT and Governors. Everyone is determined to improve teaching and outcomes for students and continue to work towards outstanding. Performance management is rigorous and consistent and linked to the school improvement plan for both teaching and non-teaching staff. Senior leaders ensure that all improvement actions are born out of thorough self-evaluation. Learning walks are undertaken throughout the year to share good practice and as a means of raising standards.

The Governors of Longdendale High School are dedicated and work well together as a team, united by their commitment to the school and with responsibility for its long-term success. The governing body recognise three core functions, to set the strategic direction of the school, to hold the Executive Head-teacher to account for the educational performance of the school and to ensure financial health, probity and value for money. They bring a wide range of expertise and experience to the role. Governors enjoy an open and trusting relationship with the senior leadership of the school that has developed in strength over time. They strive to maintain a positive relationship with the school but are not afraid to ask challenging questions and nor do they rest on internal evidence presented by school leaders, instead taking responsibility to conduct visits themselves or commission external scrutiny when required.

As well as attending meetings throughout the year governors also attend school events and special activities such as Parent Evenings, Open Days and Presentation Evenings. Governors also attend training events to ensure that they keep up to date with current educational thinking and statutory requirements. Governors are regular visitors to the school during the day and plan a series of focused visits each year aligned to school priorities. These visits are important and allow governors to witness the work of the school at first-hand.

In monitoring the quality of provision within the school Governors and Leaders take account of: Pupil Voice, Parent Voice, Staff Voice, internal data tracking, external examination results, RAISE online and evidence from an extensive range of school-based Quality Assurance processes. School Leaders also ask other significant stakeholders to review their own self-evaluation through application of inspection processes. The School Governing Body conduct regular focused visits to the school to examine progress around the school's key priorities and develop deep understanding of the context of the school through on-going Committee scrutiny. Governors also have been involved in the visits by the Local Authority Standards and Performance team who have been requested to apply inspection approaches in five formal monitoring visits, and the A+ Trust partners in applying the Ofsted inspection peer review model.

To further develop the consistency and effectiveness of leaders at all levels a strategic approach to leadership training was undertaken with significant impact at all levels. Changes in personnel and external developmental training have been key in the huge strides taken in this area. Comprehensive external training has been provided for 31 leaders since the last inspection and a member of the senior team is designated to evaluate the overall impact of each programme. Each participant has to complete an impact initiative in school or for very senior leaders external QA or inspection style activities and these have all been agreed in line with our whole school key priorities for this stage of the school's improvement journey. These externally delivered programmes: Teaching Schools Alliance, NPQSL, NPQML, Future Leaders, Teaching Leaders and Ofsted training have supported the school's development in key areas on consistently improving outcomes for all students but with a particular focus on key groups particularly disadvantaged students as well as provision for the most able; raising boys' achievement; sharing good and outstanding teaching practice more widely across school. The overall high quality of teaching is now increasingly and reliably evident in external GCSE results and in current internal tracking data.

In 2013 Longdendale became a co-founder of the A+ Trust, a formal collaborative educational trust aimed at improving educational opportunities and outcomes for students in Tameside resulting in raised aspirations and social mobility. Working with four other local secondary schools, a special school and a local sixth form college the Trust has worked to support and challenge all schools to become good or better by 2016. There have been improvements in progress and attainment in most partner schools and results show the Trust average to be significantly higher than the Local Authority more generally. The Chair of Governors sits on the Educational Board of Directors for the A+ Trust and is thoroughly involved in the QA activities conducted within all Trust schools. The A+ Trust Executive sets and monitors targets for each member institution having agreed what constitutes good or better for each school. The strategies/levers to deliver the targets include: consistent performance management processes, standardised quality assurance systems, Governor training focussing on challenge and monitoring, data analysis of similar schools, benchmarking exercises, followed by 'Best Practice' visits to most improved schools. Following on from Ofsted 'Through the Lens' training and SERCO Ofsted training, all schools in the Trust have conducted peer review visits

of partner schools. The outcome of Longdendale's visit was particularly successful with very positive judgements made with the school's approaches to appraisal, quality assurance and assessing without levels all being established as best practice within the Trust. As part of the A+ Trust the school has recently appointed an executive leader for maths from the highest performing maths faculty in the trust who will provide support to the Assistant Head-teacher in leading the Maths team by accelerating improved outcomes for students in maths at Longdendale in 2015-16. The school also works closely with the Local Authority which has challenged and supported the school through QA monitoring and evaluation. The LA has also provided training to support the development of middle leaders' skills and assisted with the launch of the school's new approach to embed positive attitudes to learning.

Strengths:-

- Governors work closely with SLT and provide challenge and support they know the school very well. Their commitment to inclusion is a real strength. They are committed to the Inclusion ethos of the school. Governors are skilled and experienced and they serve the school very well.
- The link governor for SEN and Inclusion is fully involved with the Inclusion team and is very knowledgeable and up to date on the SEN reforms and the inclusion agenda.
- GB Committee agendas and minutes show evidence of inclusion discussions.
- The quality of Leadership and Management is excellent and continues to drive improvement. The effective Senior Leadership team led by an excellent Executive Head and supported by Leaders at all levels have a very clear vision of what is making the school so successful and inclusive and they have a clear vision of how to get to outstanding.
- The governors feel able to support the school and are capable of challenge and being a 'critical friend', when necessary and appropriate, they are fully supportive of the school's continuing drive to maintain high standards and improve further. They support high quality monitoring, understand school data and support the Executive Head and SLT in the inclusion of all students, parents and families in their school community.
- School leadership is excellent throughout led by an excellent and visionary Executive Head-teacher, with the drive and vision to be the best. This is clearly seen in the way the school works with all its partners to ensure that their pupils have access to the best opportunities no matter their starting point.
- The A+ Trust with the Executive Head of Longdendale soon to become CEO and Longdendale as the lead school adds value to what the school does and is a strength as well as for the wider area of Tameside ensuring that outstanding practice is disseminated across the trust and is becoming a template for other institutions and driver to focus on raising standards across the trust and Tameside.

Areas for development:-

- There are no areas for development other than those already identified by the school as '**Future Plans**' for this element.

Element 8 - The School in the Community

The school takes pride in being 'a community school' where parental and family involvement brings a range of benefits and, in particular, has impact on the students in their care. The school is a special place in which to learn and work and they are justifiably proud of the fact that they are a diverse and inclusive community, and these two aspects are embodied in their two greatest assets; great pupils and hardworking, enthusiastic and highly motivated professional staff, evidence of which I saw on numerous occasions clearly over the two day assessment. Longdendale School continues to be imaginative and proactive in providing real community experiences for the pupils. By being well prepared the school has been able to provide educational visits which have provided challenge and accessibility to the pupils. The school uses their website and relevant literature to promote its philosophy and good practice, while also promoting activities and its achievements in the local newspaper. The website is both comprehensive and informative. It gives a picture of the day to day life of the school and includes elements that reflect the promotion of cultural diversity and equality. Surveys are also used to collect information about the school and how it is doing from parents, students and community members. The school is active in the local community and fully utilises community resources to prepare students to become positive citizens. They take their role very seriously in working alongside local schools, as part of the A+ Trust and as part of Tameside both at a primary and a secondary level, to support the development of young people so that they become happy, successful and active members of the community both now and in the future.

Longdendale High School takes a key role in sharing good practice and impacting positively on the provision for students in the local area outside of the school. Staff members from all departments work closely with departments in other schools to further develop best practice in education and share ideas for further development of education for the benefit of all. The school takes a leading role in the A+ Trust having shared the school's appraisal documentation, data systems and quality assurance which have now been adopted by the trust. The school is well aware of the range of community resources available to enhance learning and personal development opportunities and they utilise these to the benefit of pupils, staff and parents. There is a formal framework in place and space for multi-agency work working with a range of organisations to support the school's pupils. The English department is taking a lead role in the development of English provision throughout Tameside working with the local authority to share good practice through training and good practice visits. The Executive Head-teacher has shared the innovative '*Assessment without Levels*' approach with Tameside Head teachers and is to lead the cross phase steering group for the Local Authority. The school has also taken a key role in shaping the Pupil Referral Provision in the area with representation on the executive board, the latest review and in the appointment of a new Head of Service. The school actively seeks out collaboration with local primary schools and has been represented at primary cluster meetings and invites Primary Headteachers and Primary teachers to engage through visits, training and cross phase moderation to further develop transition and collaboration. Teachers of English, Maths and MFL take an active part in shaping the KS2 curriculum through the A+ Trust, the Local Authority and the Family 3 network members of staff are represented on leadership and department committees aimed at sharing good practice throughout the local area. The school is working collaboratively with other local schools to develop greater careers support across the area. The school is also developing international links for example through the Suman Centre in Manchester where the school host teachers from China who visit with the purpose

of sharing good practice and engage the school pupils in activities from different countries and cultures.

The local Member of Parliament Jonny Reynolds MP used to be a member of the governing body and still continues to play an active part in supporting the school. He visits to talk to students as part of their citizenship course and meets with the Executive Headteacher to discuss staff views on local and national changes in Education. The school encourages pupils to engage with local government and politics, during the last election 5 of the local candidates came into school to address pupils in assembly and to participate in smaller question and answer sessions. The school is very proud of the external agencies and greater partnership links that have been developed and continues to foster these. They are dedicated to supporting the whole child and family through their journey at Longdendale and a key part of that is the work done in the wider community to support pupils with a range of social and emotional issues. *'No stone is left unturned.'* LA Visit 2015.

There are currently 20 CAF for vulnerable students and families being run through the school as lead professional, with a range of staff within the inclusion team who contribute dependent on their specialism and the family need. They consult with Tameside's Public Service Hub and are the sole school representative for the education sector in the pilot *'Clean Room'* where multi agency provision for the most complex and vulnerable children and families is discussed and action plans developed. This invitation was based on their innovative and effective approaches to supporting students and their families. There is a fortnightly inclusion forum in-house where vulnerable pupils are discussed and referrals to external agencies are made when appropriate. The school has exceptionally strong and well maintained links with a variety of external agencies such as Tameside Early Help Team, CAMHS, Branching out – Young People's drug and alcohol service, Tameside YOU-Think Team – Young People's sexual health, Multi-systemic Therapy Team, Tameside Youth Forum for safeguarding, Phoenix Team (Protecting students from CSE) and Prevent – including Channel to name but a few.

The ASPIRE centre is fortunate in having a trained counsellor on site who acts as one of the Safeguarding Officers, the Mental Health key worker and Looked After Child key worker. They also have a key worker for all Young carers who coordinates referrals to all outside agencies and monitors the most vulnerable pupils in the school. Pupils are able to access support daily through drop-in sessions at the ASPIRE centre as well as personalised scheduled interventions. The school is engaged in the new DFE project *'The Big Umbrella'* run by MIND *'Mind Schools Programme'* to developing emotional resilience and awareness raising of mental health and wellbeing. The project has included assemblies, large workshops with year groups, and small group and one to one sessions for identified students and outreach workshops for parents. As part of the A+ Trust they have also appointed a mental health nurse practitioner who will provide support when directed by the school. The inclusion team has also been involved in the Tots and Teenagers project over a number of years where students work in the early-years primary school setting for a period of time to support an individual child and help develop their own social skills. Longdendale High School currently has 7 students who are accessing Alternative Provision at external learning provider sites. Pupils get an opportunity to attend work related learning placements aligned to their area of interest and aspiration in the local community.

The school actively works to promote local youth groups and organisations such as the Glossop and Hattersley Cadets, the Life Centre Hattersley and the National Citizens Service

on the '**Challenge**' project which delivers community based projects. Years 9, 10 and 11 pupils are given the opportunity to take part in the Duke of Edinburgh Award through school where the volunteering element is aimed at improving the local community, pupil projects have included volunteering at local charity shops, animal shelters, help the aged and local church groups. The Humanities department has developed links with the Peak District National Park to enrich the pupils learning, a group of year 7 pupils has created a Youth Ranger group and has developed forest skills and learned about the national park. Through the project they have completed a John Muir Award which focuses on discovering, exploring and conserving an environmental area. The next project will be an Arts based project looking at the national park and will focus on photography and bushcraft.

The school is looking to develop further links with other organisations in the local area. The school has links with the Ashton-Under-Lyne British Legion with a Year 8 pupil winning the competition to design the area's Remembrance Day badge, members of the school council were also represented at the annual remembrance day celebrations run by the two local churches. The school has also developed links with Legasee a charity that focuses on oral history, recording videos and audio footage of conflicts in the past. The project involved examining the Korean War and making a documentary interviewing Korean War veterans. As part of the project the pupils worked with the charity researching and preparing interview questions on the Korean War and then filmed the interview with two veterans that had served in the war. The interview will be part of an exhibition in Manchester on the Korean War. The school participates in the Prince's Trust Award. The school is heavily involved in charity activities, with student charity leaders that co-ordinate events that take place throughout the year. The charities which the school raises money for are local organisations such as Ruben's Retreat and Ronald McDonald House.

Longdendale High School is a true community school which opens its facilities to the local community Monday to Friday for a wide range of activities. They provide training facilities for a number of youth and adult football teams and the sporting facilities are used to host tournaments on an annual basis. Fitness clubs run nightly for example, Zumba and karate and the indoor sports facilities are used for basketball, roller hockey and by the model plane society. It is clear from speaking to governors, parents, pupils, Local Authority Executive staff that the school is very much a community school and is very well regarded in the local area and the wider environment of Tameside.

Strengths:-

- The school sees itself as an integral and important part of the local community and is working closely with parents, governors and other local community groups to ensure this becomes an even closer partnership. They feel pride in being a true community school. The school is committed to building strong links with the surrounding community and is supportive and respects the differences in terms of people living in the community.
- Primary school partnership work and transition are excellent.
- Students are actively involved in enrichment activities. Leading to a tangible culture of community participation.

- The school sees the community as an important partner in the education of the students and makes good use of its many links to enhance the curriculum and support particular groups of students.
- The staff fully understand and provide for the need to prepare pupils for life beyond school and being part of the local community.
- Within the A+ Trust the school acts as a hub to share and develop its staff as well as having a positive effect on the actions and practices of other schools.
- The willingness of the school to foster links with organisations that can help support pupils and the strong links with local schools show a willingness and eagerness to collaborate and should be commended.
- The school listens to the local community and consults on relevant issues, ensuring good relationships are maintained. It regularly takes part in local competitive sporting matches, tournaments other community activities. Pupils have a good understanding of where they and the school fit into the local and wider community, they have numerous opportunities to learn about other countries, cultures and faiths.
- The staff and pupils raise funds for local causes and support charities through fundraising activities throughout the year.

Areas for development:-

- There are no areas for development other than those already identified by the school as '*Future Plans*' for this element.