



LONGDENDALE HIGH SCHOOL

INCLUSION QUALITY MARK

CENTRE OF EXCELLENCE REVIEW

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Inclusion Quality Mark (UK) Ltd

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Summary

Longdendale High School is an average-sized thriving 11-16 school in Hollingworth, Hyde with 782 students currently on roll. The school is built on strong values that inform all that they do, they have high standards where everyone is challenged and supported to flourish and encouraged to work hard to fulfil their aspirations, with an expectation that every member of the school be the best they can be. This is allayed with high expectations of all staff, students and the wider community, working together work so that everyone can achieve and feel safe and happy, ready to go on to have an exciting future. 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. The school was last inspected in November 2015 and was graded good with the Effectiveness of Leadership and Management graded as outstanding.

Overall school attendance at the time of the review was 94.4%. This is part of an upwards trend and represents an ongoing improvement of over 3.4% since 2008/9. The proportion of students known to be eligible for the pupil premium at LHS in 2016 - 17 is 29.6%, which has decreased from 31% in the previous year, with the new Year 7 intake in 2016 at 29.9%. Current Year 11 however are above the cohort average at 36.6% (*information correct as of 30/01/2017*). 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) from the Office for National Statistics 2015 provides clear information on the significant deprivation within some of the wards the school serves. Over 35% of LHS 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 super output areas served by LHS this percentage increases to

almost 46.4%. A key focus of the school's mission has been on building greater aspiration and raising achievement, based on their clearly defined core values of **ASPIRE – Achievement, Success, Professionalism, Integrity, Respect, Endeavour** to promote a culture of high expectations and quality provision to transform life chances and opportunities for their students with uncompromising ambition for all they serve and especially for disadvantaged students.

The foundation of the school culture is based on the core values of ASPIRE. This is an inclusive approach based on the whole child - it is designed to create a cohesive learning community through the promotion of students' spiritual, moral, social and cultural development. Clearly planned opportunities to develop students' understanding of fundamental British values are actively sought and provided to all students LHS inclusive approach to education with the ASPIRE centre at the heart of school has had a real impact on students' ability to access appropriate learning or timely intervention. As evidenced most recently by Ofsted in November 2015, **'Pupils' spiritual, moral, social and cultural development is supported well. School leaders try their best to ensure that pupils are introduced to a wide variety of experiences to broaden their horizons, which in some instances are quite limited. Pupils learn about other faiths in lessons and have an awareness of what it means to be a citizen of modern Britain. For example, during the inspection, pupils listened attentively to their classmates as they led an assembly which had democracy as its theme.'** and clearly seen by myself during the IQM Centre of Excellence review.

The school works tirelessly to develop positive attitudes to learning and positive behaviour amongst their students regardless of background or prior attainment profile. The evidence is clear that the vast majority of students have embraced the ASPIRE culture and are increasingly proud to belong to LHS and are committed to play an active role in our community, again as evidenced 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.'** Where this is not the case there is significant and consistent intervention and positive cultural reinforcement to promote better learning habits by using the schools core values, rewards, incentives and where necessary sanctions, to ensure students meet the highest expectations. This successful basis of the school culture is evidenced in overwhelmingly positive student and parent voice. LHS seek to develop the potential of its students and provide high quality leadership and extra-curricular opportunities to allow them to flourish. The school is happy, friendly and inclusive place, a school with high expectations of its staff and students with an emphasis on exemplary standards in all that they do. They are justifiably proud of their improvements and achievements and clear about their priorities for the future. As I clearly saw during the review they are outward-facing and seek collaboration to ensure they take every opportunity to learn from others and support others where they are able. The school and its staff are ambitious for **their** students and **their** community and have high expectations of **their** relentless drive to improve to become a truly great school.

The number of SEND students with statements or Educational Health Care Plans has reduced significantly over the last five years from 17.8% of the school roll in 2014 to 0.4% in 2016. The percentage of students attaining the threshold measure, English and mathematics in 2016 is 60% (A*-C). The percentage of students achieving the EBacc in 2016 is 36% well above national average and a 4% increase from the previous year. Attainment 8 is also above national average at 50.3. Attainment in the English, Maths and EBACC elements are all above the national average. Performance table qualifying subject results for Class of 2016 show 17 subject areas above last year's national A*-C results, with a strength in Science subjects, all of which were above the national A*-C results demonstrating that the ***'The school's curriculum is indicative of its aspirational culture; for example, a far higher proportion of pupils than is seen nationally study a wide range of rigorous academic subjects. The curriculum is well suited to pupils' needs and abilities and sets them up well for the next stages in their lives. It allows them to consider a host of possibilities for further education or job opportunities.'*** As evidenced by Ofsted November 2015.

Projections for the current Class of 2017 based on the triangulated quality assurance cycle indicate that the current Year 11 cohort are on track to improve upon last year's achievements with 67% expected to achieve the English and Maths threshold measure at grade 4+, and 50% achieving the measure at grade 5+. EBACC results continue to rise with an expected 39% achieving this measure. Attainment 8 is likely to be around 48.1 – note that whilst this appears lower than the previous year, this is due to the change in GCSE point scores coming into force during 2017.

The 2016 disadvantaged cohort at LHS was 91% white British which is typical for the school. There has been a further improvement in the progress of the disadvantaged high prior attainers in the last academic year as evidenced in previous results. In the English and Maths measure, the EBacc measure, the science pillar, the languages pillar, and the Humanities pillar, disadvantaged high prior attainers out performed their peers nationally. These improvements have been made through having a school-wide focus on the teaching and learning of the More Able students led by the AHT for standards. Current in-school tracking data shows that 48% of disadvantaged students are currently on track to achieve the English and Maths threshold (at grade 4) which is an 11% increase on the same period in the last academic year. EBACC tracking for disadvantaged also has an improvement of over 50%, with students currently on track for 19% against 8% in Winter 2016. Winter data also shows a decrease in the disadvantaged gap in 12 subjects.

At LHS there is an expectation that students will learn in a disciplined and caring environment. The focus is on achievement and high standards with an understanding that students will achieve where there is good behaviour and respect for each other. Rudeness, bullying and poor behaviour which prevents others from learning is not tolerated. Parents and the local community support these values as evidenced by the school mission statement, ***'We endeavour to achieve and aspire to be successful'***. The school and its staff recognise the role they play in the development of ***their*** students; their character, attitude and the contribution they can make to their own community. Everyone is committed to ensuring that every student is healthy, feels safe, enjoys and achieves at school, wanting to

make a positive contribution, and having the ability to achieve economic well-being. There is a firm belief that this will foster positive attitudes to lifelong learning for students, their families and the wider community. An ethos and commitment that was clearly in evidence during the review and resonates with the school vision statement, ***'to be an outstanding school where the students are given every opportunity to succeed by developing to the full their academic and vocational abilities, creative talents and sporting interests, a school where our challenging and diverse curriculum and innovative approach to learning and teaching, alongside our supportive pastoral care will secure achievement and success for all.'***

Thank you for hosting my visit to carry out your first Centre of Excellence Review and for your excellent hospitality, it was a pleasure to meet the staff and students who were all very supportive of the school, I was impressed by the welcoming nature of the school, the friendliness and maturity of your students and the dedication of all staff, teaching and support. I really appreciate the efforts that were made to help me complete my review. The itinerary for the day was effective in allowing me access to a variety of staff, and students to discuss and thoroughly explore both your review of last year's actions and the Action Plan for the year ahead while also enabling me to build up a positive picture of inclusive practice at the school and see how things have moved forward since your assessment in September 2016. The review documentation provided for 2016 – 17 was thorough and detailed in the evaluation of targets but also in pointing me towards the evidence to support success and identifying areas for development. Everyone I met was helpful and spoke positively about their experience at the school. Please pass on my thanks to the staff I met and with whom I had interesting and frank discussions and the students I met who were mature, sensible and a credit to themselves, their families and the school, and in some articulate in the way they put their point of view across.

LHS is a very friendly, welcoming learning community the buildings are well considered and planned, to create a bright, well maintained and functional environment well suited for 21st century education that allows access to all areas of the school with the teaching and learning areas geared towards a focus on Inclusion. Staff and students move freely and in an orderly manner during key points in the day. The design and layout encourages social interaction between all users with classroom areas, including specialist teaching spaces being well equipped. Care has been taken to ensure that spaces suit the needs of the learners and walls are adorned with, students work and displays that enhance the building and contribute towards a very positive inclusive atmosphere. The school is a lively and inviting place to come to work and to learn. Students spoken to felt the school suited their needs well. Students are generally confident, enthusiastic, and well behaved, while staff are caring, nurturing and motivated in a well-resourced and well organised learning environment.

During the Centre of Excellence Review I saw the school at work and to experience first-hand the outstanding inclusive ethos and culture that is embedded in the school and in everything its highly professional staff do. It is ingrained and is tangible to all who visit. Students are valued for who they are and what they will become in the future. The school is working hard as part of their vision for continuing growth and success to develop

students as confident life-long learners, achieved through ensuring that the school that is fit for purpose, safe, secure and caring which fosters relationships based on respect, that there is a stimulating, creative and engaging curriculum that is both accessible and challenging for all students, which develops their skills, abilities and talents, by providing appropriate courses that meet the needs of all students and which makes certain they can move on to their next level of learning and through staff who are highly trained and motivated. A fact I can attest to during this year's review. The Staff at all levels are very positive about the school work exceptionally hard to ensure that the student's needs are met. There is a superb quality of support, care and nurture that continually evolves to enhance provision at the school for the students as individuals and as groups. Staff I spoke to in discussions or around the school was very positive about the school and work hard to ensure that the needs of all students are met. There is a lovely rapport between the staff and students at all levels. They are extremely hard working, motivated and professional. They are committed to ensuring every success for their students, where the school works hard to ensure every student is known and stretched to achieve their full potential.

Sources of data:

Prior to the review information was gleaned from the easily navigable school website including key policies such as The Anti-Bullying Policy, The Behaviour Policy, The SEND policy and SEND local offer document, Safeguarding Policy, Equal opportunities Policy, information about LHS Core Values and Mission Statement, information about Inclusion and the Aspire Centre, Transition Booklet, Anti-Bullying Ambassadors and The Smile team, the Governing Body, Parental information, Pupil Premium plans and reviews, the School Prospectus, the Ofsted Report from November 2015. Further information was gleaned from the school performance tables and 2016 exam results, information about The Student Union and the IQM COE Action Plan and review documents from 2016.

During the review a meeting was held with the Executive Headteacher Matthew Bowler, the Headteacher Andrea Jones to discuss the schedule for the day and to be briefed on updates from the last assessment. A meeting was held with HT Andrea Jones and AHT Jenny Willis to Discuss the schools IQM Action Plan and next steps going forward. A tour of the school with HT Andrea Jones allowed for some interaction with staff and students in lessons and an opportunity to gather further evidence of the schools superb inclusive practice. Further meetings and discussions also took place with a selection of staff to review the schools Action plan from 2016 – 2017 and to discuss the suggested Actions for Centre of Excellence during 2017 – 2018. Meetings were held with Claire Burton a teacher of English and Student Leader Co-ordinator and a representative number of Student Leaders including The Head Boy and Head Girl to discuss their feelings about the school and its inclusive practice and to get their insight on Student Voice. There was an opportunity to circulate with students during break time with Jenny Willis AHT, Julie Noble Senior Inclusion Leader, Emily Dransfield AHT, Sarah Shaw Senior Inclusion Manager, Veronica Davies and Julie Ellis both Pastoral Officers and an opportunity to visit the ASPIRE centre and break clubs, while also meet some of the schools Anti Bullying Ambassadors. Discussions also took place with Wendy Marshall Admin and receptionist, Victoria Payton

Exams Officer, Reprographics technician and Librarian to talk about their roles and how they contributed to the schools inclusive ethos, meeting with NQTs Sinead Warnock – Maths teacher, Catterina Maiolani – English teacher and Sally Hulston – MFL teacher, with Sally Ayre DHT to discuss Growth Mind-set and the schools action research Programme, with Sarah Shaw Senior Inclusion Manager to look at approaches to integrating new students, Sarah Linari DHT and Catherine France teacher of English to look at Adult Mental Health, Julie Noble Senior Inclusion Leader to look at the Mental Health and Well Being of young people and a further meeting with Sarah Linari DHT to look at the schools CEIAG programme.

As part of the process time was provided to review the progress made against the 2016-2017 Centre of Excellence Action Plan and a review of the actions was undertaken using the school's evaluation documentation with a variety of school staff. The school has been very thorough in the way that they have evaluated and reviewed last year's actions. The process giving me a complete picture of their excellent inclusive practice and giving great insight into what plans they have for next year and the reasons underpinning them.

The review of documentation provided by the school either prior to the review or during the day included The School Improvement Plans 2016 – 2019, Impact Evaluations and Summary of Approaches 2016, IQM Self-Evaluation document for the 2016-17 Action Plan, the proposed IQM Action Plan for 2017 – 2018, Professional Advocates Document 2016 – 2017, Documents to do with the school application for the Governor Quality Mark, Growth Mind-Set Action plan, Inspiring IAG Gold Award Assessment Report, Information about Mental Health and Staff Well-being including the school Mental Health and Well-Being Policy Autumn 2016, Enrichment and Community Plan 2016-17, Oracy Departmental Improvement Plan 2016-17, and the school Oracy vision presentation to Governors, information about Governor visits to the school and information about business mentoring scheme involving Brother. the and a variety of documents bought along by staff during the numerous meetings and discussions during the review and a variety of newsletters and documents to do with Able Students, Transition, Parental Guides, and approaches to assessment. The discussions with the staff with responsibilities for Inclusion provided helpful opportunities to reflect on the sustained outstanding practice seen and heard, as well as to agree the areas for focused development over the coming year.

Assessment Commentary on COE Action Plan for 2017 – 2018 (Review 1, 2, 3) (Assessors comments below)

Element 1 – The Inclusion Values of the School:

- To review the whole school PSHE provision to address homophobia and the issues of radicalisation.

LHS expressed an interest in becoming a Stonewall Champion School during their IQM assessment in 2016, but following investigation, the cost of becoming an Education Champion at £1500 was too expensive to commit funds to at the time given budget constraints and whole school priorities. However, they continued to provide support and education regarding sexuality and sexual orientation to all of students. Currently Stonewall are re-assessing their school programmes and hopefully after the re-assessment it will be cheaper for schools to be involved and get the benefit of being part of the Stonewall family and gain access to their full package. In the mean-time they are continuing to invest in key Stonewall resources to use for PSHE as well as school assemblies regarding tolerance and acceptance of a person's sexual orientation. LHS are also continuing to address issues relating to radicalisation and have explicitly planned for and explored topics for PSHE and or assemblies.

Element 2 - The Learning Environment, Resources and ICT:

- Further develop the environment, resources and ICT facilities in the school to support students and staff in ensuring all students can access the curriculum and make expected progress.

LHS are continually looking for ways to improve the environment of the school and as part of this process they are Developing a 'Market Garden' to enrich the technology curriculum and support life skills. At the time of the review the garden is in its early stages with funding through Tesco sustainable funding. It will be interesting to see how this has developed at the next review point and whether any of the vegetables grown have been used in school meals. The school are also looking to relocate a covered seating area and outdoor learning area to a more suitable location to provide students with additional covered social space during break and lunchtime. Currently the outdoor learning area is accessed for lessons, but is out of bounds at social times. Student leadership at the school continues to flourish, is exceptionally strong and has become an integral part of the workings of the school. LHS recognises this as an important aspect of their work and they will continue to develop student leaders, as they understand that in collaboration with students and also, they recognise the benefit of continuing to adapt and improve upon the opportunities for students to develop through leadership opportunities, as individuals and as a student body, which is an important part of shaping the school's future.

As part of this process The Student Union has now become a more self-sustaining and student led forum for the students to engage in democratic dialogues about the

workings of the school and how it impacts upon learners, meaning student voice is an integral part of decisions which affect their learning. Regular student lead Student Union tutor time activities are run in tutor times, meaning there is regular and meaningful dialogue between students about how their voice is being included in the school and are in a process of reviewing and developing with the student leaders and the student union the offer and organisation of the dining hall to provide students with a more efficient service. I will be interested to see how student voice continues to develop over the next twelve months at the next review point after my conversation with their representatives during the review process. There are also ongoing refurbishments to classrooms planned as set out in the building plan to ensure all learning spaces are fit for purpose and provide a stimulating environment. This will include the refurbishment of 2 ICT rooms as the school budget allows. There are plans to continue to improve the library environment by making it more colourful and appealing to students and to promote its wider use by utilising social media.

As with most older buildings wireless networks need constant adjustment and improvement to ensure the widest and best coverage. LHS are continuing to investigate ways to gain maximum benefit for students and staff from the wireless network and are looking at ways of improving the wireless capabilities of the whole network. The school have implemented the VLE and trained all staff and students how and why to use it. All students use their school log in and can access resources from home or anywhere with internet connection. As part of this continuous cycle of improvement they have now appointed a dedicated member of staff with responsibility for the school VLE with a brief to Look at how to continue to develop it further and make it more student, staff and parent friendly and so that it can be used more effectively, in a more worthwhile manner, with more functions as well as utilising the LHS INSIGHT-the student/parents/staff communication tool and deciding whether they can operate in tandem or whether INSIGHT can be subsumed by the VLE as a more effective communication tool. By improving the VLE LHS are hoping to engage parents and students more effectively in their education and progress, while also providing an effective, personalised and comprehensive revision resource on the VLE across subjects for all year groups for students to access independently. It will be interesting to see how this has developed and how it is being used at the next review point.

Founded in 2000, BlueSky Education is a performance management software solution for schools. It provides a supportive framework, helping schools to drive up standards, results and staff satisfaction. It gives all the key professionals in school a central point of data and inspiration, from teachers and Headteachers to business managers and trust leaders. The school are keen to continue to explore and develop further their use of BlueSky by way of CPD, Work Scrutiny and PLP. Monitoring and evaluation of the system will be carried out to ensure staff are using it to its full potential to support ongoing professional development in line with whole school priorities, and address any training needs. As an online tool to support performance management it will be interesting to see how it continues to be used and to see how it supports improved outcomes for students and staff at the next review point.

As part of the continued drive to explore the use of technology the school are keen to build on the use of e-readers and visualisers to support their students. They currently use of Kindles in the Aspire Centre for literacy interventions but are looking to expand their use across the school to support students with visual impairment and those who require support with reading to enable them to access the curriculum more readily. As part of this process they have been made aware during the review of CloudLibrary- The 3M Cloud Library allows you to borrow and read eBooks and eAudiobooks from your local public library for free. The local library needs to subscribe to the service and you will need your library card and PIN to access the content. Navigation and personalisation, makes it easier than ever to find eBooks or Audiobooks from your local public library. This app includes a fully functional reader allowing the user to read their eBook directly in the app, as well as bookmark and save the position of their book across devices. It also includes an Audiobook player, allowing the user to download, play and listen to their books offline. CL would allow students and staff to download books to their smart phones, tablets and to read without having to visit the school library or bring a book into school and could be used with kindles and on desktops.

LHS measured the impact of using TAs utilised for support in the classroom and the impact was not seen as effective. To increase their effectiveness TAs have been deployed in interventions whether 1:1 or for group sessions and for pastoral interventions supporting the needs of the whole child. To ensure that they remain deployed effectively there is an ongoing review ensuring that the deployment of TAs meet student needs and to support the learning and progress for all groups.

Element 3 - Learning Attitudes, Values and Personal Development:

To embed outstanding attitudes to learning in all students.

- Developing our students' mind-set to endeavour and demonstrate resilience as independent learners, who are confident and articulate.

A growth mind-set is a belief that we can get smarter through hard work and practice. This means that struggling with something difficult doesn't mean you're not smart—it's a chance to grow your intelligence. Growth mind-set is all about trying hard, using good strategies, and getting the help you need. Growth mind-set is used frequently in the field of education currently, but it's commonly misunderstood. It might seem like growth mind-set implies that everyone has the same potential in every domain, but that's not quite true. Instead, growth mind-set means everyone's intellectual ability can always be further developed. Growth mind-set is not about telling your students to never give up. A benefit of growth mind-set is that it helps you stay motivated to stick it out when things are difficult, but telling students not to quit won't do that alone. Students need to be convinced that their efforts will result in increased ability, because ability can grow, while also reminding them that they're learning when something is hard for them to do. LHS has begun the process of embedding Growth Mind-set across the school and an action plan for the development of Growth Mind-set is in place as an active document and the journey is ongoing and will be monitored and evaluated at

every step. The next stages in the process will be to launch it with parents and have a half termly focus for staff and parents. Growth Mind-set needs to be fully embedded with students and staff to support learning and progress. As an aid to strengthen the transition from KS2 – 3 Growth Mind-set will become part of the induction programme. It will be interesting to see how this has developed and to see the impact analysis at the next review point.

- To support all stakeholders with positive mental health.

The aspire centre has been the hub of inclusion in the school and have led from the front in providing specialist interventions that enable students with a wide range of mental health and emotional difficulties to attend school and access their education. The school has been part of a Tameside Pilot programme where the school has had a named mental health Lead who is a member of SLT to co-ordinate the whole school approach to mental health and well-being for staff and students. The next phase is for the Mental health lead to contact other schools to form a localised cluster group and disseminate information. Continuing to be part of local CAMHS Pilot project, also supports the continuing development of the role of the Mental Health Lead in school. LHS has secured additional funding to further support the continued development of mental health provision across school. The Well-being Team are working towards The Well-being Charter Mark Award in the Summer Term 2017 and are keen to further develop and embed the role of Well-being Advocates in school to support staff with mental health first aid. Mental Health training for all staff will be delivered during the year ahead, starting with the Inclusion team to ensure effective, timely and high quality support is provided for students as appropriate. LHS has in my opinion an outstanding provision for the support of mental health issues and well-being for both students and staff that is continually evolving and improving due to the insight and hard work of the staff involved, and they should be lauded for their efforts.

- Students demonstrating excellent attitudes to learning through their positive contribution and involvement in lessons, and the engagement with the school and wider community.

As part of the school drive to improve they are keen to improve and further develop students' oracy skills defined as the ability to express oneself fluently and grammatically in speech. The aim of embedding oracy across school is to empower students to work collaboratively with staff and each other towards shared goals, to embed creativity, confidence speaking and listening, to prepare students for higher education and the world of work and achieving personal and professional excellence, to improve teaching, learning and culture for the school and empower staff to apply it more consistently in their curriculum areas. Encouraging staff to use more student centred active learning. It will be interesting to see how far this has developed at the next review point and the impact it has had.

The Student Union and student voice is excellent and has now become a more self-sustaining and student led forum for the students to engage in democratic dialogues

about the workings of the school and how it impacts upon learners, meaning student voice is an integral part of decisions which affect their learning. Regular student lead Student Union tutor time activities are run in tutor times, meaning there is regular and meaningful dialogue between students about how their voice is being included in the school and are in a process of reviewing and developing with the student leaders and the student union the offer and organisation of the dining hall to provide students with a more efficient service. LHS are keen to drive further improvements and increase participation from different groups of students. To facilitate this skills development training sessions to be arranged each term and offered to Student leaders to continue to develop their individual and group leadership skills. While also continuing to look at the school's working policies to further embed student voice, as part of this it might be appropriate to use the student voice to rewrite policies so they are more student and parent friendly. During a visit to the Aspire centre during the review I was shown a one page policy that students had been involved in amending which was an excellent and brief document that was easily understood. Other key developments is that of moving the Key Stage 4 system of student leadership into Year 9, Developing a new approach to the Anti-Bullying Ambassadors Duty Rota, which aims to be more effective, by placing ABA's in all of the school zones and areas where they can observe and identify any support needs or identify any areas of difficulty. Sending the ABAs on an Anti -Bullying conference would also benefit them and the school in terms of developing confidence and providing networking opportunities with other schools within the region I will be interested to see how student voice continues to develop over the next twelve months at the next review point after my conversation with their representatives during the review process.

LHS have successfully embedded outstanding attitudes to learning for all students and is a key whole school focus. All students know their overall attitude to learning grade and what they need to do to make improvements if necessary. Students reflect on this weekly in their Journey to Success reflection booklets. By the end of the Autumn Term in 2016 90% of the school had an Attitude to Learning of good or better and that continues to improve. As part of the continuing improvements to this process the school are developing New ASPIRE rewards to be introduced for Learning Leaders as an additional tier under the Headteacher Award, Journey to Success booklets are to be reviewed and be developed further as part of improving student voice and LHS will continue to investigate alternative provision to support vulnerable students and those at risk of permanent exclusion. This could be in the form of partnership working with the A+ Trust to support step out provision, during the review the use of AP and models of excellent practice were discussed with best practice seen by myself being in - house provision at the school or nearby and centres of excellence in this respect were discussed. I will be interested to see how Attitude to Learning Passports and their implementation to support the choices of students without an IEP has developed at the next review point.

- Ensuring attendance of all groups of students is contributing to a successful school culture.

The school attendance team work exceptionally hard to ensure that students attend school and they continue to drive improvements to increase whole school attendance across all year groups and all groups of students so there are no significant gaps and all groups are at least in line with national average.

Element 4 - Learner Progress and the Impact on Learning:

To raise achievement by ensuring that all students make better than expected progress in all areas of the curriculum.

- Closing the gap in achievement for all groups of students (including disadvantaged and SEND).

As part of the schools drive to ensure all students make better than expected progress and ensure that gaps are closed they continually tweak and improve what they do innovating where appropriate and as part of the process they offer a programme of tailored CPD for all teaching staff and support staff in matching to need. They are redefining Inclusion briefings to include specific training on Matching on Need within school and for specific prior attainment bands. The disadvantaged student assessment tracker while still in its infancy will be embedded across the school so it becomes a resource used consistently by all staff to support planning and progress, as will Assertive mentoring.

- Raising the attainment and progress of all students in Mathematics, Humanities, MFL, Art and Technology.

In January 2016 LHS hosted a Cross phase conference inviting primary colleague to join with them to collaborate to improve KS3 transition through the curriculum. Further opportunities offered were CPD opportunity - English workshop for primary colleagues at LHS, Maths Year 5 pupil Treasure Hunt, Most Able STEM Challenge Project, Planned and resourced by LHS but taught by primary school teachers, LHS facilities for use by primary schools for Sports, Science, Technology etc. Part of this cross-phase work has led to a curriculum audit at KS2 and KS3 and has led to a decision to review the KS3 curriculum to ensure skills and challenge are developed to support students' progress, a curriculum approach which supports the KS4 approach and embeds effective assessment, particularly in light of the national changes to GCSEs and assessment. Further development is necessary in leadership roles to ensure robust and rigorous quality assurance and improvement of standards. There are also amendments to be made to the implementation of the new KS4 curriculum in light of GCSE changes and to support students to make at least expected progress or better and to share good and outstanding practice across the A+ Trust, such as The MFL Project, staff online CPD. During the Spring term months, a review of intervention will be undertaken to ensure the appropriate strategies put in place are supporting progress.

- To support learning and progress for all students through a highly effective transition and induction programme.

Transition arrangements at each stage are excellent, with excellent relationships with local Primary Schools and with the drive to improve practice to the highest levels. As part of the school commitment to keep improving LHS has a transition action plan that will be reviewed in the Spring term of 2017. LHS have already held a cross phase conference and are looking to establish a Primary School Head-teacher Cluster led by LHS to support transition and cross-phase collaboration, improving on the excellent practice that is already established. Another avenue that is key to this process is the development of a Summer School and as such they are looking to explore funding streams through the Inclusion Governors hoping to have it in place for Summer 2017. The school already holds the Inspiring IAG Stage Three Gold Award for CEIAG (July 2016) an outstanding achievement for which the school and the staff involved should be congratulated however they are keen to further develop CEIAG in school by ensuring that every opportunity is taken across the curriculum to make links to CEIAG. One example of this will be Enrichment week where planning is in progress to support CEIAG and transition from KS3-4 and KS4-5.

- To support engagement, learning and progress for all students across the curriculum through a highly effective and well-coordinated programme of enrichment.

To continue to drive improvement across the school LHS are looking to improve and develop Physical Education provision for boys particularly in terms of fixtures and the quality and frequency of clubs offered. Offering enrichment opportunities to students has many benefits to their performance in the classroom and it will be interesting to see how this develops and any impact analysis available at the next review point. During the review a discussion took place about schools in other areas where enrichment is embedded and where superb opportunities are offered for all as an entitlement very day of the week, including a Saturday Club for students in the area at KS2. Part of this offer is the whole school thematic enrichment week in the Summer Term, allayed to year 8 graduation which could be expanded to include Years 7,9 and 10.

Curriculum planning for KS3 to will include community and enrichment projects to develop life skills, resilience and independence and the school are looking to re-introduce the Duke of Edinburgh Award. Other schools seen by the assessor also run schemes for Students in Years 7,8,9 as a mii DOE. In Halton it is called The Mayors Award and is run by Catch 22 par of the Youth Service and is very successful.

Element 5: - Learning and Teaching (monitoring):

- To ensure that teaching across the school is good or better, and meets the needs of all students.

LHS is committed to the best possible outcomes for all their students and are committed to having the best teachers to ensure success they are working towards

90+% lessons being good or better, currently the figure stands at 79% an improvement since last year's review. As part of their ongoing quest for improvement they have launched Empowering Days as a means of sharing best practice and supporting the development of the quality of teaching. There will be three planned Empowering Days per academic year and each one with a key focus or theme and the schools Professional Advocates will support 2/3 staff with a particular focus that they need to improve on, as part of the process they will spend a day working with the Pas on the identified area with a 1 hour coaching session at the end. The school are also considering the use of video recording to enhance the experience and to allow participants to reflect on their practice It will be of interest to see the impact of the days at the next review point and an analysis of how successful they have been. The first Empowering Day will take place on February 15th and the focus will be Match to Need.

The Outstanding Teacher Programme (OTP) gives good and outstanding teachers a set of high level skills and strategies that enable them to become consistently and sustainably outstanding. The aim being to provide teachers with the ability to demonstrate higher level understanding of teaching and improve learning for their pupils, the ability to coach colleagues and pupils in their own school and in other schools to raise performance levels, the ability to create a proactive school culture where the quality of teaching and learning is openly observed, discussed, challenged and enhanced and increased professional satisfaction and create opportunities for further leadership and career progression LHS have invested in the Outstanding Teacher Programme there are four members of staff currently completing an OTP course written by staff at LHS as the OTP has been developed in house. The focus for one of the sessions will be Match to Need and Professional Advocates will deliver the session. The aim is to increase the proportion of teaching judged to be consistently outstanding. Whilst also ensuring that teaching and learning strategies are matched to need and that CEIAG continues to develop by ensuring that every opportunity is taken within lessons to make link to CEIAG.

Element 6 – Parents, carers and Guardians:

- Continue to strengthen the parent and carer partnership to support learning, progress and engagement.

LHS works 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, as evidenced during the IQM assessment in 2016. LHS are keen to improve the dialogue with parents and make things even better by continuing to develop the VLE to allow families to access the curriculum to support learning and will involve the use of parent voice to support how it will be used by them. As part of the process the current INSIGHT provision for parents and carers will need to be reviewed alongside the VLE to establish the most

appropriate platform. Parents and carers will be provided with login details to enable them to access VLE resources in order to support students at home.

LHS has begun the process of embedding Growth Mind-set across the school and an action plan for the development of growth mind-set is in place as an active document and the journey is ongoing and will be monitored and evaluated at every step. The next stages in the process will be to launch it with parents and have a half termly focus for staff and parents. The school see the involvement of parents and carers with the development of the Growth Mind-set as essential if it is to be understood and embedded successfully across the whole school.

- Widen out this approach to canvas the satisfaction of parents and carers in other areas such as peer conflict.

While parental engagement at LHS is very good they are keen to continue to improve family communication and will establish a school Twitter account and feed linked to the website, while also training staff to increase communication across school and the wider community, including students, families, to use twitter to update on whole school events and news.

LHS are looking to develop a pledge system for KS3 to support transition into KS4. This will include a KS3 Graduation Ceremony involving staff, invited guests, students and their families. An interesting discussion took place during the review about different systems that all fit in with a graduation Process that would fit in with the school Enrichment week during the Summer term, the school have been supplied with the details of one such system to look at. It will be interesting to see how it has developed at the next review point and to see how it has been received by all participants.

The school uses a number of parental surveys during the year that show very high levels of satisfaction with the way in which the school operates and supports and encourages students and their families. The results of the surveys could be more widely published in newsletters and on the website or disseminated via social media at key points of the year. LHS are continuing to look at further development of the parental satisfaction survey and it may be useful to look at external surveys such as PASS and PACE from GL Assessments.

- Parental engagement training session for student teachers.

In their continuing drive, work more closely with parents and families the school are looking to provide high quality ongoing CPD opportunities for all staff to ensure even more effective parental partnerships, this will include a Parental engagement training session for student teachers and NQTs.

They are also keen to Develop the role of Attendance Officer to not only drive attendance forward but to build on the contact with parents and families to become the liaison point and support parents who need help and support families in a variety of

different ways such as supporting them through CAF/TAF process, almost becoming an attendance and family worker. To facilitate this the appropriate training will be sourced and undertaken.

Consideration of LPPA was part of last year assessment and following investigation and an SLT Presentation from the AHT regarding what is involved and next steps, it was decided to go ahead as a consequence of this a Parental partnership action plan was implemented to reflect this. The application process to be started in the Spring Term 2017.

Element 7 – Governing Body and Management, External Accountability/Support:

- Create a new 5-year vision for the school.

LHS will continue to embed their vision for improvement across partner institutions and develop an approach to sharing the overarching vision for the ASPIRE+ MAT. It will be interesting to see how this has developed at the next review point.

- Develop improved approaches for sharing best Governance practice across the A+ Trust.

Due to the pace of change and the nature of the developments with academisation and the establishment of the MAT this area will need constant attention in all respects as the changes progress.

- Apply for Governor Mark.

LHS Governing Body are in the process of achieving The Governor Mark and have already completed the application form. As a body, they will continue to explore opportunities for collaboration with other institutions.

- Use regular skills audits to identify and address Governor needs.

A completely new structure of governance and accountability will be put in place as part of the ASPIRE+ MAT.

- Enhance the monitoring and evaluative processes connected with Governor visits in order to best support school improvement.

To further develop the use of work scrutiny as part of the governor review process. In 2016-17 governor review visits were refined to include a more focussed view of more inclusion such as Student leadership and attendance. It will be useful at the next review point to meet with the Inclusion Governors and others to discuss how things have developed since the initial assessment.

Element 8 - The School in the Community:

- Further embed greater collaboration within the Local Authority and across the A+ Trust on assessment practices.

Given the unknowns surrounding new number levels there will need to be additional work done and closer collaboration between members of the A+ Trust in response to and following the first set of results for English and Maths in Summer 2017. This will continue to be the case as more knowledge of the grading criteria develops and will strengthen ties and develop the continued sharing of good and outstanding practice.

- Develop further links with local businesses to support our students to develop their future careers and aspirations.

LHS are keen to continue to build on, Develop and embed their on-going relationship with Brother and in particular their highly successful mentoring scheme and partnership. Engage with the TASH programme of developing local business partnerships. It would be good to be able to have a conversation with some-one from Brother if possible at the next review point and to see whether or not business links have increased.

Recommendation:-

It was an absolute pleasure to revisit and review such a welcoming and friendly school where inclusion truly lies at the heart of all it does not only for students but for staff as well. This is clear to see from the friendly greeting you get as you walk into the school's reception and into the main body of the school and from the quality of pupils' work that is proudly displayed on walls in corridors and in classrooms. The school continues to grow as a totally inclusive, exceptionally positive and purposeful school community focused on high quality teaching and learning for all those involved, students and staff alike, as stated by the Executive Head-teacher in school prospectus, *'We have high expectations of all our staff, students and our wider community. Together we work hard so that everyone can achieve and feel safe and happy, ready to go on to have an exciting future'*. He further states, *'Our whole school community is happy and successful and has much to be proud of. We value our students as our greatest asset and their contribution to the school is magnificent – their determination, creativity and willingness to participate are the cornerstones of the success of the school.'*

From the evidence of the COE review and the previous assessment for IQM that is certainly the case here. It is a testament to the staff, governors and students of the school that they continue to focus on inclusion and constantly look to improve what they do and what they offer in the school to ensure everyone is catered for and grows as individuals. They provide an outstanding supportive environment for all to grow and have their contributions valued. The Executive Head-teacher, Head-teacher, Senior Leadership team and middle leaders all have a very clear vision for where they want the school to go. Continuous improvement in all areas of the school is key and everyone is working exceptionally hard to ensure this happens and continue improvements in their already outstanding inclusive practices, set alongside rigorous yet supportive accountability processes and very good tracking and monitoring of students. The school is always looking for the next innovation that will move

things on and make things better for the students and the staff. Well planned and continuous professional development and research opportunities underpins this work. An example of this is the Action research Project that has been introduced for all teaching staff in the school and is open to support staff if they wish to be involved as well. A set amount of twilight INSET time has been set aside and 10 hours of directed time for staff to focus on an area of the School Improvement plan where they have an interest and once it has been agreed to embark on research to provide an answer or solution. There is no set method to disseminate to others but at the end of their research their findings will be presented to others and hopefully another research project embarked on. It is in its infancy at this point but I am sure it will be successful and lead to changes and improvements in what the school does or offers. It will be interesting to see the outcome from one or two projects at the next review point and to see what impact they have had and to see it spread to other schools. LHS makes effective use of a range of professional partners and agencies to ensure that the inclusive ethos and atmosphere of the school is of the highest order. The Staff spoken to during the review were highly motivated and proactive in their efforts to improve what is offered to the students. The continuing improvement in the level of achievement and progress is a reflection of this caring, nurturing and inclusive ethos. Parental involvement is welcomed. There is very good culture of critical reflection that permeates the school meaning that existing strategies, programmes and schemes are robustly evaluated and refined where appropriate.

Additionally, the school continues to be outward looking and be innovative to seek new solutions to the challenges that are faced in achieving the goal of enabling all students to succeed to the best of their abilities, such as the outstanding Mental health and Well- Being pathways that are being developed for the benefit of students and staff (supported by The NUT) and the staff working in this area should be commended for their work, the outstanding CEIAG provision, The innovative use of Professional Advocates to support improvements in teaching and learning, the superb Inclusion team in the school that provides superb care, nurture and support across the school including The Aspire Centre, that is the hub of inclusive practice within the school, involvement in The Big Umbrella project across Tameside, Glossop and Oldham MIND practitioners offering support to a wide range of students from all year groups in school via 1:1 appointment, small group interventions.

Having completed a rigorous and thorough review and having discussed and agreed the targets cited above, I am of the opinion, that Longdendale High School should be re-awarded Centre of Excellence status for another year.

Further Developments agreed after discussion

Element 1:

- Continue to develop and expand links with other schools locally and nationally in the arena of Inclusion.

Element 3:

- Investigate the opportunity to participate in the nationally recognised 'Children's University Scheme'.

The Children's University aims to promote social mobility by providing high quality, exciting and innovative learning activities and experiences outside normal school hours to children aged 7-14 (and 5 and 6 year olds with their families) and engaging the wider communities as learning partners in the realisation of this. At the heart of its work is the ambition to raise aspirations – “... *aspire to inspire* ...” – boost achievement and foster a love of learning, so that young people can make the most of their abilities and interests, regardless of the background into which they were born.

Element 4:

- To investigate Philosophy 4 Children P4C and whether it is appropriate for LHS.

Philosophy for Children (enquiry based learning) offers a way to open up children's learning through enquiry and the exploration of ideas. Children learn that their ideas have value, and that the ideas of other children have value too. Through Philosophy for Children they realise that they don't always have to be right, but they gain the confidence to ask questions and learn through discussion. P4C improves children's critical, creative and rigorous thinking. It helps to develop higher order thinking skills, improve communication skills and helps children learn to co-operate with others. Children learn to reflect before speaking so that they are accurate in what they really want to say.

Element 6:

- Continue to develop parental feedback through surveys and questionnaires (adapting parent view) and disseminating via social media and the website.

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