

Leadership Conversation 2023/24

General information			
School name	Lisburne School		
Headteacher	Samantha Benson	Chair of Governors	Joan Pritchard
QA professional	Max Turton	Date of meeting	30/10/2023 1 ½ hours
Meeting attendees and roles	Samantha Benson (Head Teacher); Gill Levis (Deputy Head Teacher) Jacqui Ames (Headteacher Norbury Hall Primary / A Partner School)		
Last Ofsted grade and date	1	School's current judgement of overall effectiveness	1
School's current judgement of quality of education	1	School's current judgement of behaviour and attitudes	1
School's current judgement of personal development	1	School's current judgement of leadership & management	1
School's current judgement of Early Years	1		

Conversation Points and follow up actions priorities 2023/24 and rationale	
Priority	Rationale
<p>To continue to prepare for and ensure an effective transition into the new school building. Those other priorities outlined below link directly into this key area of work including:</p> <ul style="list-style-type: none"> • Oversight of new school construction process • Appointments, training, and induction of new staff members • Phased programme for co-ordinating all aspects of schools' transition from three educational sites to one building • Ensure appropriate provision for additional pupil numbers • Focus on emotional well-being and preparation of pupils and parents for a smooth transition. • Continue to meet mainstream and LA training commitments. 	<p>Whilst the School Handbook 2023-24 details all of the key targets and priorities outlined within the context of both the School Improvement Plan (SIP) and subject specific / school area / aspects of provision action plans, preparation for transition into the new build represents a highly significant strategic and logistical priority for all school leaders including governors.</p>
<p>Provide agreed programme of expertise, guidance and support to ensure successful establishment necessary of the Four Rivers Trust</p>	<p>The school's governors have agreed that Lisburne School should enter a close partnership with three other partnership schools with a focus upon building collaborative leadership capacity and management efficiencies prior to conversion as a member of the proposed Four Rivers Trust. The schools offer a diverse range of experience and expertise, collectively aligned through their close focus upon curriculum development and inclusion.</p>
<p>Additionally, school leaders use a comprehensive range of data to identify core priorities focused upon improvement of pupil outcomes in relation to Quality of Education; Behaviour and Attitudes; Personal Development; Leadership & Management and EYFS. Although those 2023-24 core priorities are clearly documented in the Staff Handbook p21-22 and further detailed in a series of action plans which follow many are also addressed through the various points of focus presented within this QA document.</p>	

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Context and Outcomes of end of year 2023. QAP to complete for each key stage.

Consider the outcomes in core subjects that pupils achieved as a result of the planned curriculum.	
	Comment
Quality of Education	<p>Comments drawn from the Ofsted Inspection Report June 2023</p> <p><i>“Leaders are at the forefront of developments and research in special education. They find different ways to cater for the needs of each pupil. Teachers and teaching assistants are committed to implementing leaders’ vision to develop pupils into unique, courageous and creative learners. Staff are highly skilled. They benefit from extensive specialist professional development. Leaders give staff the support that they need to teach all the subjects in the curriculum consistently well.”</i></p> <p><i>“Leaders and staff set no limits to pupils’ achievement. Pupils progress exceptionally well in many areas of the curriculum.”</i></p> <p><i>“Pupils develop their musical and sporting talents well. Members of their leadership teams make their views known. Recently, the eco-council selected the fruits and vegetables that they wanted to grow in the school’s new polytunnels. During the inspection pupils celebrated the summer solstice and the Glastonbury Festival. They created their own pyramid stage and engaged in craft and teamworking events with their parents. Leaders have threaded learning about healthy relationships and personal care through the curriculum.”</i></p> <p>The school can present a comprehensive range of rigorously triangulated evidence to indicate that the Quality of Education is Outstanding. Key priorities identified to ensure that this position is sustained are concerned with further raising children’s attainment across all subjects through focus on Communication (S&L), Geometry and Topic (progression of drawing skills) across the whole school.</p>
Personal Development	<p>Comments drawn from the Ofsted Inspection Report June 2023</p> <p><i>“Pupils are exceptionally happy at Lisburne school, where they flourish. They develop deep and meaningful bonds with each other and staff. They can talk to any member of staff if they are worried or concerned. This contributes to them feeling very safe.”</i></p> <p><i>“Leaders’ work to enhance pupils’ personal and social development is all encompassing. Staff equip pupils with the social skills and strategies that they need to interact confidently with others and to attend appointments such as with the paediatrician.”</i></p> <p><i>“Pupils take pleasure in outdoor learning. They enjoy growing plants, building dens and making campfires in the school’s wooded area. They look forward to their annual residential learning, where they hone their rock climbing, archery and canoeing skills.”</i></p> <p>The school can present a comprehensive range of rigorously triangulated evidence to indicate that the effectiveness of personal development is outstanding. Key priorities identified to ensure that this position is sustained include the use of class “buddies” to support effective transitions through the school itself; a clear focus on effective and inclusive transitions between schools and in preparation for pupils moving from three different sites to the new build; strategies to enhance pupil voice and confident communication with a range of audiences; focused training and development of staff skills so that there is a deep and consistent appreciation of the school’s core values and principles; focus upon curriculum provision effectively linked to personal development.</p>

<p>Behaviour and Attitudes</p>	<p>Comments drawn from the Ofsted Inspection Report June 2023</p> <p><i>"Pupils are highly respectful. They celebrate cultural and religious diversity and learn that they should not treat people differently because of what they look like, where they are from or what they believe in. Should bullying take place, leaders deal with it swiftly and effectively."</i></p> <p><i>"As soon as children start in the Reception class, they learn how to express themselves and manage their emotions and feelings. Pupils' behaviour is typically impeccable during assemblies. This was evident during the inspection when pupils sat in a large circle in the hall. They remained calm and focused as they used different signs and symbols (Makaton) to explain the meaning of the word 'resilience'. Because of their ability to self-regulate and staff's expert understanding of their behaviour, disruption in lessons is rare."</i></p> <p><i>"Leaders expect pupils' behaviour to be exceptional. Pupils respond well to leaders' and staff's exceedingly high expectations. They are positive role models and proud school ambassadors."</i></p> <p>The school can present a comprehensive range of rigorously triangulated evidence to indicate that the effectiveness of behaviour and attitudes is outstanding. Key priorities identified to ensure that this position is sustained include continued promotion of new local and national safeguarding initiatives and statutory guidance, training and accountability; moderation and quality assurance of focused upon implementation of positive handling, support and communication plans to ensure consistency and good pupil progression towards targets; continued strategies and approaches to promote high levels of attendance and reduce PA; to embed Restorative Approach practices throughout the school community; to embed individualised behaviour and communication strategies; sustained support for all staff and particularly ECTs, Level 6 and new staff implementation of strategies including zones of regulation approach and de-escalation; and to check all risk assessments are in place and signed appropriately by SLT / LA in preparation for transition to the new build.</p>
<p>Leadership and Management</p>	<p>Comments drawn from the Ofsted Inspection Report June 2023</p> <p><i>"Leaders, governors and staff have created a high quality, well organised and unique curriculum. They strengthen it with a range of rich and exciting visits and learning experiences. Leaders offer a secure and stimulating school environment in which pupils, and children in the early years, thrive."</i></p> <p><i>"Pupils shine in their various leadership roles. They plan their own events to raise money for a range of worthy causes. Pupils enthused about their recent excursion to London, where they visited Buckingham Palace, rode the London Eye, toured the Houses of Parliament and ate and socialised in a restaurant."</i></p> <p>The development of pupil leadership has been further enhanced through the introduction of school council meetings now all focused through pupils' alignment with clearly defined curriculum pathways - Extended Formal, Formal, Structured Formal and Pre Formal. Protocols and areas of focus have been established for each pathway to ensure that all pupils will have opportunities to feel proactively involved in discussions and decision making at an effectively supported and appropriate level.</p> <p>The school can present a comprehensive range of rigorously triangulated evidence to indicate that the effectiveness of leadership and management is outstanding. Discussion with the Head Teacher and the Deputy Head Teacher was supported by a wide range of thoughtfully selected data and a school year handbook indicative of the care, concern and detail provided for all staff to ensure that they can enable pupils to achieve the very best possible outcomes. Leaders overlook no opportunity to ensure that the school's mission and key principles for effective learning are threaded through every aspect of school life.</p>
<p style="text-align: center;">Summary statement, including strengths and agreed next steps</p>	
<p>Lisburne Primary Special School is a highly inclusive and inspiring place to be. Pupils, and children in the early years, feel very safe and thrive because of strong relationships with the staff who know them extremely well. It is a school where all children feel valued and are provided with the support, care and learning experiences necessary to ensure that they can flourish and enjoy success.</p>	

Consider the outcomes in core subjects that pupils achieved as a result of the planned curriculum.	
Core Curriculum Offer	
English	<p>Comments drawn from the Ofsted Inspection Report June 2023</p> <p><i>From the early years, pupils have access to books which are written by a diverse range of authors. Older pupils who spoke with inspectors talked enthusiastically about books on many different topics, including human and civil rights. Leaders' early reading and phonics programme engages pupils well. Staff implement the programme skilfully. They are careful to ensure that the books that pupils read match the letters and sounds that they know. Children in the early years, and pupils with sensory needs and processing difficulties, often immerse themselves in books through dance, drama and highly imaginative storytelling.</i></p> <p>SEF evaluation of key strengths:</p> <ul style="list-style-type: none"> • Use of a total communication approach throughout the school is well embedded. • Training based around staff requests sourced through the appraisal process includes focused on areas such as phonics provision and DEAL. • Learning environments and resources provide a wide range of communication devices and aids including communication books, AAC devices, core communication boards all carefully selected to meet pupil specific needs. • Bespoke curriculum from EYFS to end of KS2, appropriately adapted and differentiated to meet pupil needs. • Generic planning format provides a consistent approach to planning which encompasses opportunities for outdoor learning, challenge, awareness of pupil voice, appropriate adaptation and response to sensory needs. • Key staff trained in specific areas to support communication including Makaton, ELKLAN. • English books and other forms of focussed assessments evidence good pupil progression, highlight next steps for learning and offer clear identification of start and end points. • Use of technology in English writing sessions has enhanced pupil motivation and writing stamina. <p>Key priorities / actions for further improvement</p> <ul style="list-style-type: none"> • To continue to develop pupils' love of reading by maintaining purposeful reading provisions in every classroom, provision of regular timetable opportunities for DEAL, Sign and Shine, Phonics, Sensory stories and shared reading. • To build communication of pupil voice through site mixing and other opportunities to enhance confidence through addressing a range of audiences (Governors, visitors, senior leaders).
Maths	<p>SEF evaluation of key strengths:</p> <ul style="list-style-type: none"> • Bespoke Maths planning tool with coverage focused through a blocking approach provides clearly detailed steps for progression. • Generic planning format provides a consistent approach to planning for inclusion of outdoor learning, challenge, awareness of pupil voice, appropriate adaptation, and response to sensory needs. • Effective use of Classroom Monitor, Tapestry and the small steps progression framework Cherry Garden assessment tool ensures provide detailed evidence of all children's progress and achievements. Awareness of progression and next steps for learning are further enhanced by regular

	<p>subject leader and team review of pupils' learning and wider moderation.</p> <ul style="list-style-type: none"> • 5 principles of learning, 9 protected characteristics, 3 school core values embedded throughout all maths learning and support development of pupil independence. • Bespoke, hands on, practical approaches enrich and challenge children's learning experiences and help the children to remember more of what they have learnt. • Good progress in maths is apparent in all curriculum phases EYFS, Pre-formal, Formal and Extended Formal • Effective use of technology to enhance children's motivation and access. • Problem solving priority has helped to embed teacher and pupil awareness of transferable skills and opportunities for children to apply these in other areas of the curriculum • Highly effective provision of staff training to consolidate subject knowledge and pedagogy. • Maths books and other forms of focussed assessments evidence good pupil progression, highlight next steps for learning and offer clear identification of start and end points. <p>Key priorities / actions for further improvement</p> <ul style="list-style-type: none"> • Develop Geometry skills and understanding across the school. Staff meetings/ training/ workshops will enable staff to ensure children have opportunities to apply geometry in real life situations drawing upon practical, open ended resources to facilitate development of geometry skills and independence. 	
<p>Science</p>	<p>SEF evaluation of key strengths:</p> <ul style="list-style-type: none"> • Completed audit of both Overdale and Offerton site resources. • Further purchase of science resources to support teaching and learning at Overdale. • 5 Types of Scientific Enquiry threaded through the objectives used across all classes following the formal curriculum. • Assessment data focused upon 5 Types of Scientific Enquiry drawn from Classroom Monitor has been collated and analysed. • The agreed planning tool is embedded in all formal classes. • Science topics provided through a two-year cycle with the Curriculum Hub gathering ideas for planning presented by staff and children deciding collaboratively what the intent of each topic should be. • Science as a subject is now timetabled on a termly basis. <p>Key priorities / actions for further improvement</p> <ul style="list-style-type: none"> • To develop a set of objectives linked to scientific enquiry skills and seasonal change that support consistent pupil outcomes. • To ensure that children have access to high quality, engaging resources made available across the school. 	

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	<ul style="list-style-type: none"> To support staff professional development and enhanced pupil outcomes by introducing a curriculum focused around KS1 science topics 	
<i>Summary, including strengths and agreed next steps</i>		
<p>Leaders have designed a highly effective and ambitious curriculum. The quality of provision across the school's core curriculum reflects leaders' determination that every pupil should benefit from a rich and engaging learning experiences. Leaders have expertly created clear learning pathways that exactly pinpoint the knowledge, skills and understanding that pupils must learn to achieve future success. This well-thought-out and well-designed curriculum supports exceptional pupil achievements.</p>		

<i>Governors</i>	
	<p>The Governing Board is very experienced and highly effective. In addition to a regular programme of curriculum meetings and senior leadership reports, subject leaders in English, Mathematics and Topic present termly to governors. Every half-term governors attend a training day designed to address a specific theme or topic through provision of information, discussion with leaders and practical workshops focused upon, for example, curriculum developments or pupil behaviour. Consequently, governors are well informed about the school's key priorities for development, school implementation of action plans and the impact of these upon pupil outcomes.</p>
What part will governors play in monitoring the impact of the curriculum?	<p>Comments drawn from the Ofsted Inspection Report June 2023</p> <p><i>"Governors balance challenging and supporting leaders and staff. They are knowledgeable about the needs of pupils with special educational needs and/or disabilities (SEND). They know exactly how well pupils are learning. Parents told inspectors that they are 'amazed' at how well their children are learning and developing."</i></p> <p>A governors' steering group has been established to inform oversight of school leadership and planning for the move into a purpose-built new build.</p>
How will governors know how well all pupils are achieving in all subjects?	

<i>Curriculum Offer</i>	
Priorities	
<p>What are the strengths / weaknesses of the curriculum?</p> <p>Are there any subjects at an earlier stage of development / implementation?</p> <p>What plans do leaders have to ensure that any weaknesses are addressed quickly?</p>	<p>Leaders have designed a highly effective and ambitious curriculum. It reflects leaders' determination that every pupil should benefit from rich and engaging learning experiences. Leaders have expertly created clear learning pathways that exactly pinpoint the knowledge, skills and understanding that pupils must learn to achieve future success. This well-thought-out and well-designed curriculum supports exceptional pupil achievements.</p> <p>Children enter the school in EYFS, which is currently based on two of the school's sites, Overdale and Holly. Some children will stay with the EYFS class for one year, others may stay for two depending on need, this enables them to access an appropriate and effective continuous provision, encourage independence and develop communication skills. In some instances, children may join the school in later years, having transferred from other settings.</p> <p>Once children leave the EYFS, they will follow one of two Curriculum pathways; some children move along the subject specific, formal curriculum route (which then splits off into 3 sub-pathways), whilst others follow a non-subject specific pre-formal curriculum. The decision regarding learning pathways is made based on a range of factors, such as the child's levels of need, attainment and engagement. These pathways are not necessarily predetermined, and in some cases, children may move from one pathway to another as they progress through the school.</p> <p>At present, the school has 12 classes following its subject specific curriculum with children accessing a range of subjects, including Maths, English, Phonics, Science, Topic,</p>

Curriculum Offer	
	<p>Computing and PE. Leaders have developed a curriculum based on DfE guidance for national and pre-national curriculum subjects.</p> <p>4 classes are working on the pre-formal curriculum, which is broad, balanced, and relevant for those working on the Engagement Model. These children work on a therapy driven curriculum. This curriculum has been influenced by Flo Longhorn, Joanna Grace and Peter Imray and the Branches model for assessment through Cherry Garden.</p> <p>All children, over the school's three sites, have access to specialist support from a range of outside agencies, including SALT (Speech and Language Therapist) OT (Occupational Therapists) Sensory Support Service and Physiotherapy as appropriate. Children also have access to a wide range of life-skills and enrichment opportunities both on the school site and within the wider community.</p> <p>Leadership of the curriculum across the school is a notable strength. Leaders draw upon a robust and comprehensive programme of monitoring and evaluation to identify curriculum strengths and outline detailed action plans for further development.</p>
<p>Has key knowledge been identified in every subject, for every year group and for every topic / unit? Is this knowledge progressive over time?</p>	<p>The school core curriculum Hubs, currently composed of teaching staff drawn from all three school sites, ensure that key knowledge and essential skills development is carefully identified to meet children's needs and support their progress over time.</p>
<p>Has key knowledge been sequenced coherently in all subjects? Have leaders made any deliberate decisions about the order in which knowledge is learnt?</p>	<p>Additionally key knowledge and skills for assured learning through both the pre-formal and formal curriculum routes is coherently organised. Decisions about the order in which knowledge is learnt in a range of subjects is often informed through close collaboration between pupils, their teachers and curriculum Hub leaders to ensure that learning is engaging, motivating and coherently sequenced over time to help children learn and remember more effectively.</p> <p>Although key knowledge is identified in every subject for all year groups, setting practitioners and teaching staff are constantly adapting and refining curriculum content to ensure that all children can enjoy access to their curriculum entitlement and experience success whilst doing so.</p>
<p>How do leaders ensure that pupils remember curriculum knowledge in the long-term?</p>	
<p>How has the curriculum been adapted so that pupils at an early stage of reading development can acquire the same knowledge as their peers?</p>	<p>Reading and enjoying books and stories has a high profile in school. School provision for the development of phonics and early reading skills was recognised as a significant strength during the last Ofsted inspection. Reading continues to be a focus across the school with an emphasis on reading for pleasure and encouraging an immersive approach to reading through a range of creative strategies such as DEAL. Sign and Shine, sensory stories, SERi and shared reading.</p> <p>Across the school, all teachers have been trained as Elklan specialists who understand how to adopt those approaches necessary to support children's language and communication development. These skills are embedded throughout the staff team as part of the school's <i>Total Communication</i> approach and have been recognised through Elklan accreditation.</p>
<p>How well is the curriculum designed to meet the needs of all pupils, inc. early learners, pupils with SEND and those who are disadvantaged? How is teaching adapted to meet specific needs?</p>	<p>Comments drawn from the Ofsted Inspection Report June 2023 <i>Leaders work with an extensive range of external providers and parents and carers to make sure that pupils receive the support that they need. School experts in specific needs are committed to ensuring that pupils learn well. For example, specialist equipment, including touch-and-text-to-speech devices, is available to give pupils access to the curriculum. A range of school-based therapists, including occupational therapists, physiotherapists and speech and language therapists, successfully remove barriers to pupils' learning.</i></p> <p>Teachers are very skilled in terms of ensuring that the curriculum is carefully adapted to meet the needs of all pupils and help them to overcome barriers to their learning:</p>

Curriculum Offer	
	<ul style="list-style-type: none"> • Children access the curriculum at a developmentally appropriate level and receive additional support in to move forward independently and make good progress in their learning. • Where social and emotional development is delayed, the school staff team focus on development of their social interaction skills to support children's ability to play or learn alongside others. • A key principle for learning woven throughout the curriculum is focused upon development of children's independence, confidence, self-esteem, resilience and practical problem-solving and life skills. • Class sizes are minimised where appropriate especially where a child's needs are more complex and require more carefully targeted individual or small group support.
<p>How is curriculum knowledge assessed? Is this the same for all subjects? How do leaders ensure that assessments are concentrating on the knowledge retained and recalled, rather than overall performance in lessons? How is assessment information then used?</p>	<p>Assessment is used very effectively to ensure that all staff know exactly where pupils are in their learning. Robust assessment processes inform teaching and learning, and the school collects a wide range of data and evidence to build a broad picture of the development of the whole child. Teachers are experts at using the information that they have about each pupil to break down learning into even smaller, manageable steps which are then monitored electronically and rigorously moderated to ensure consistent and accurate judgements. The school works with and supports other schools throughout the LEA to ensure consistent and accurate judgements for children working within Pre-National Curriculum Standards. Some children continue to access individual learning programmes and the school provides an engaging and appropriately bespoke curriculum which meets their needs.</p> <p>Key aspects of the school's assessment processes are clearly detailed in the School's Handbook published annually to support and inform all staff. Further training and a robust programme of moderation, monitoring and evaluation helps all staff including those new to the school / teaching profession or both are confident in their judgements about pupil progress and outcomes.</p> <p>Key features highlighted in this section of the Handbook include:</p> <ul style="list-style-type: none"> • Continued close work with different therapy providers to ensure the whole child is considered within the assessment framework. • Teachers and TAs working closely with therapists to identify programmes and incorporate these both within the curriculum and individual IEPs. • Termly evaluation of all interventions and adaptations evidence that the majority of pupils either make above average or exceed levels of progress in line with cohorts nationally. • School development of a new assessment scale in line with DfE recommendations shared with other LA schools. • Use of Classroom Monitor as the assessment tool for Y1-Y6 with more sensory learners working on the Engagement Model using "Branches" assessment tool. • EYFS assessed using Development Matters with DfE baselines completed for all children and individual pupil attainment assessed in relation to observation checkpoints. • A complete review of the data is completed regularly throughout the year in formal pupil progress meetings and less formally with class teachers and SLT with a full evaluation and review shared in the summer. Initial analysis of this data shows that pupils' average points progression across the school in both Maths and English is excellent. The data also informs targeted teaching and interventions for pupils who may need further support.
<p>What CPD have staff received to support their implementation of the school's curriculum? (Broad as well as subject-specific) How do leaders support inexperienced / struggling teachers?</p>	<p>School CPD and staff training programmes are well constructed and highly supportive of staff development at all stages of their career development. The quality of the school's CPD provision is particularly well evidenced in the encouraging way in which a significant number of staff, appointed in preparation to meet increased pupil admission numbers in advance of the move into the new building, have quickly settled into their new roles; the provision for seconded teachers from Dial Park Primary in preparation for their intended roles as key members of the proposed school Resource Base development; Lisburne Primary School's outreach work.</p>

Curriculum Offer	
Do ALL staff access curriculum CPD or is it just teachers?	Leaders understand that it is crucial for all staff to access an effectively designed programme of curriculum CPD. Because of the quality of support and training they receive, most staff settle quickly and respond well to the challenge of working at this special school.
How do senior leaders and subject leaders monitor / evaluate the quality of the curriculum? What is this telling them?	Performance management systems and procedures for all staff are well embedded and underpinned by national professional standards. Appraisal is largely driven by focus on the school's annual improvement priorities. A strong programme of mentoring and professional development informs a very effective distributed leadership model coherently focused upon raising standards and providing stive with the support and challenge which helps them to consistently improve. Expectations are highly ambitious and a robust monitoring timetable is in place to check that these are being met and where further improvements might be made.

Governors' reflections	
Is there a link governor, trustee or committee that focuses on curriculum / quality of education?	<p>The Ofsted inspection report emphasised the very positive and significant role which governors play in terms of school improvement. They provide well founded, collaborative support whilst ensuring school leaders are effectively held to account for developments throughout the school. Governors play a proactive role in strategic decision making and attend a range of externally available and internal training opportunities to ensure they remain alert to key elements of SEND education challenges and processes.</p> <p>The school is involved in a wide range of innovative initiatives including the anticipated move to a purpose-built site and the intention for Lisburne School to become a key partner in the proposed Four Rivers Trust. They are very knowledgeable and can confidently articulate how these measures will extend the school's capacity to improve outcomes and inclusive curriculum access for wider groups of children.</p>
How do governors hold leaders to account for the quality of education? Are there any improvements that need to be made?	
What are the key curricular actions, taken by leaders and governors, that have had the most impact? Can these be clearly articulated?	

Summary statement, including strengths and agreed next steps
<p>The curriculum has been effectively constructed to ensure that all pupils are enabled to become resilient and persistent learners who enjoy co-operating and learning with others. Children are empowered to develop their own voice and preferences to sustain their emotional well-being. Every child is valued, and a highly inclusive curriculum is thoughtfully adapted so that all children can experience success. The curriculum enhances children's independence and offers challenging and enriching learning experiences which are often led by the children themselves. Effective communication strategies between professionals and in terms of relationship development throughout the school community is a notable strength.</p> <p>The strong safeguarding culture is integral to all that the school does. Leaders and staff are well trained and the procedures in place to identify and report concerns are well understood by staff. Leaders and staff are acutely aware of the potential risks and dangers that pupils face. Stringent safeguarding policies and procedures are in place, which staff adhere to fully. Staff are expert at identifying potential signs of neglect and abuse. They record and report any concerns that they have about pupils immediately. All staff are familiar with the latest government guidance on keeping pupils safe in education. Leaders regularly update staff on matters relating to pupils' safety and welfare. They also work with a wide range of external specialists to make sure that, when necessary, pupils receive the extra help that they need. Throughout the curriculum, staff focus on helping pupils to understand safe and unsafe situations.</p> <p>Although agreed next steps and priorities for development are outlined at the top of this document sustaining excellent pupil outcomes whilst preparing for transition into the new build represents a highly significant strategic and logistical priority for all school leaders including governors.</p>