

Maplefields Academy

Self-Evaluation Form and School Improvement Plan 2023- 24

Overall Effectiveness – Outstanding

Quality of Education – Outstanding

Behaviour and Attitudes – Outstanding

Personal Development – Outstanding

Leadership and Management – Outstanding

Covid 19

As we move in to another academic year and protecting our community from Covid – 19 has become the new, but challenging normal, we are determined that our students access the outstanding education they are used to, whether they are physically in or out of school. At the start of last academic year, we acknowledge that the quality of education was ‘good’ due to the high levels of Covid – 19 running throughout the school. This impacted on the consistency of teaching in a small minority of subjects and we had not consistently reached our own outstanding threshold, despite interventions. We were keen to ensure students had access to a full and engaging curriculum when feeling well and when they were not able to attend school this impacted on their curriculum time. The Leaders set out key priorities to ensure that the quality of education and overall provision returned to outstanding. The plan was successful and we are now able to state that once again the quality of education at Maplefields is outstanding.

Characteristics of Maplefields Academy

- Maplefields Academy is an all through outstanding special school (Ofsted: 2006/2009/2013/2016/2023) in North Northants specialising in students with Social, Emotional and Mental Health Difficulties. In 2015 the school was the lead in Maplefields Teaching School Alliance. Since the closure of Teaching schools in August 2021, we have now relaunched as ‘Maplefields Training and Development Centre’ working in partnership with the Northamptonshire Teaching School Hub and supporting with the NPQ and ECT programmes with a specific focus on SEND. The MTD Lead holds NLE status and we are committed to supporting schools across the county and beyond with school improvement and CPD. The Academy has a history of supporting students and schools through effective outreach. In November 2022 the school continued this journey by leading the SEMH outreach for across North Northants. This is fully funding by the local authority.
- At the start of the academic year 2023/24 Maplefields currently has 114 students on roll with 106 boys and 8 girls.

- The school is heavily requested for places by parents and Local Authorities, however careful consideration is always made to ensure students are appropriately placed. However recently there has been such a demand that this has resulted in a number of tribunals and a number of direction letters from the Local Authority.
- Maplefields is expecting to receive £72,443 pupil premium. This is equivalent to 77 students (67.5%).
- A calm, nurturing environment enables students with a range of moderate and complex SEMH needs to raise their levels of communication, independence, positive self-worth and healthy relationships.
- Our most recent awards have supported the drive forward to give the best possible education to all of our students. These are; Anti Bullying Gold Award 2020; Northamptonshire Sport Special School Virtual School Games County Winners; Arts Award Centre; Duke of Edinburgh licensed provider; Virtual school games winners (July 2020 during Covid); TaMHs Bronze Award; Attachment and Trauma Sensitive Schools Bronze Award and Silver Award (2022); Gold Skills Builder Award (2022), Gold School Games Mark.
- The school has been offering highly effective SEMH Outreach for over 20 years and this academic year we have been commissioned to lead the SEMH outreach across the Local Authority (North Northants) supporting mainstream providers with early intervention and to better meet the needs of students with SEMH. A total of 456 referrals have been made to Maplefields Outreach Team - 297 Primary referrals and 159 secondary referrals. The Primary Outreach Team are in 75% of the primary schools (85 out of 113) and the Secondary Outreach team are in 100% of Secondary Schools in North Northants (21 schools).
- In April 2023 we received funding to set up a Saturday school. The 'Saturday Stars' was launched in May and we have a began our journey with opening 6 days a week for 10 weeks of the year to all SEMH students across the county. 39 students accessed the Saturday provision including 14 students from other mainstream and special schools.

Overall Effectiveness

- Maplefields is an outstanding school because it is highly successful in ensuring that students consistently make exceptional progress from their starting points and are well equipped for each stage of their education. Despite the barriers our students have faced we are relentless in our desire to support Maplefields throughout their educational journey both academically, socially and emotionally. Maplefields is committed to develop all students to achieve their maximum potential. It has high standards for learning and a commitment to wellbeing for all. All staff and Trustees are driven by the expectation that our students deserve the best. All internal and external validation confirms this to be true.
- The vast majority of students usually make and exceed expected progress over time from starting points. However, over the period of Covid this dropped. We have worked tirelessly to bring progress up to the high standards pre-pandemic and last academic year we have achieved this with 83% (Reading) 80% (English), 82% (Maths), 82% (Science) making expected or better than expected progress. Overall 82% of students made expected or better than expected progress.
- Teaching and Learning is Outstanding across the large majority of subjects and in the remaining it is at least good. Leaders have developed the Maplefields Outstanding Teacher and Teaching Assistant Programme that closely links to our Maplefields curriculum. This has supported the school in developing consistent and coherent implementation of the curriculum.
- In 2017 the previous Deputy Head moved to the Head Teachers post and Assistant Head moved to the Deputy position. With the Head Teacher starting her career as a Teaching Assistant at the same school shows highly effective succession planning throughout Maplefields time and has provided the school with consistency, sustainability and smooth transitions in time of change. Due to the early retirement of the Deputy Head at the end of the academic year 2022 this has allowed the Head Teacher to look at a restructure of the senior leadership team. The Assistant Heads have now been successful in to moving to Deputy Heads giving consistency

to the staff team and clarity of roles. Furthermore 13 out of the 29 (45%) teachers in place were trained and developed at Maplefields evidencing that succession planning is always a key priority.

- CPD remains key priority and a strong golden thread throughout the school. This academic year all three phase leaders have been successful in their application to begin the Senior leadership NPQ and one teacher will be completing the NPQ in 'Leading Teacher Development'. In total and not including the senior leadership team 5 staff are on the NPQ leadership pathway. In addition, the SENCO is completing her first part of a dyslexia course which will lead to her being able to diagnose.
- Earwig assessment has been developed and adapted with our cohort in mind to become bespoke to Maplefields. Subject leaders designed staged criteria in line with the National Curriculum to assess all students through a Stage not Age approach. Earwig has been embedded across whole school to track levels of progress of curriculum subjects and EHCP's from starting points. It allows the staff to evidence student attainment and progress through photographic/video evidence, which then support teacher judgements. This is then shared with parents/carers during report times.
- The school has experienced recruitment challenges in particular at the end of last academic year as the impact of Covid has encouraged staff to change their career or take early retirement. In September 2022 20% and 2023 10% of staff being new to the school at the start of the academic year, a robust, supportive package was put in place. As we continued throughout the year to recruit teaching assistants the induction developed over the year by empowering experienced teachers and support staff by leading this area and fine tuning the induction package.
- A transition to becoming an Attachment and Trauma informed school has been developed over the past four years. This has resulted in staff being upskilled and better equipped with an ever-increasing toolbox of knowledge and resources to better meet the ever increasing complex needs of the students. We have currently achieved the Silver Award and we are now looking to go ahead with achieving the Gold Award
- The Trustees have a clear strategic vision of the school with 'The Growth Strategy' which sets out the steps to growing and developing in to a centre of excellence for students with SEMH. This is in place and monitored through the Head Teachers report to the trustees.

Maplefields Growth Strategy

To continue to grow and develop in to a centre of excellence for students with SEMH

GOAL ONE	Family and Community Partnerships	Meet the ever increasing SEMH needs of the county by building on and growing the Maplefields Outreach support.	STRATEGIES	Develop links with the North of the county to fund the outreach opportunities, once successful to make further links with the West of the county.	OUTCOMES	The school has clarity on the county wide picture of SEMH needs across the authority and will be able to address and support the need for places
		Build on sufficient capacity within school to ensure we provide a highly skilled practitioners to support SEMH students in primary mainstream.		Improve the knowledge and skills of mainstream practitioners so that they can better meet needs within the mainstream environment and reduce the numbers coming in to Special.		
		Link with the Mental Health Support Team to develop a whole child approach which incorporates health and education to the outreach offer		Build strong learning relationships with other providers and the community that are ongoing, meaningful, reciprocal and transparent.		
GOAL TWO	Staff, Leaders and Performance	Attract, develop and retain the Maplefields workforce and develop a highly skilled and effective team for the future and continuously improve student outcomes.		To continue to 'grow our own' with a clear pathway from TA to Headship.		High quality teaching will be consistent across whole school leading to outstanding outcomes.
				To enhance collaboration and teamwork to support innovation, collective inquiry and continuous improvement.		High quality subject leadership continue to develop the quality of the curriculum leading to improved outcomes for the students
						Staff growing as leaders of the future.
GOAL THREE	Informing Futures	Extend student learning opportunities and prepare students for the future world		To research business opportunities, to widen the work experience offer for Post 16.		Meet the needs of the most complex of students
				To continue to assess need in particular with the most complex and research off site opportunities and extended learning opportunities.		Offer employment opportunities for the Post 16 students and support them for their future career.

Leadership and Management - 1

Strengths	Evidence
A clear vision of high-quality provision and curriculum is shared	<ul style="list-style-type: none"> To ensure sustainability of the leadership team and to continue to develop the school further. During this academic year all three phase leaders have been successful in their application to begin the Senior leadership NPQ and one teacher will be completing the NPQ

<p>through distributed leadership. A strong culture of learning and professional development exists within the school.</p>	<p>in 'Leading Teacher Development'. In total and not including the senior leadership team 5 staff are on the NPQ leadership pathway. In addition, the SENCO is completing her first part of a dyslexia course which will lead to her being able to diagnose.</p> <ul style="list-style-type: none"> • The closure of the TSA and the launch of Maplefields Training and Development has sustained our SEND work in the community and beyond. The MTD lead supporting the Northamptonshire Teaching School Hub with the implementation of the new NPQ's and the Deputy Head supporting the new ECT programme. We have recently been commissioned by North Northants to offer our SEMH Outreach across the county. This will enable the school to share knowledge and expertise with mainstream providers and better meet the needs of the community and prevent the high level of tribunals that Maplefields is experiencing. Over time the school will have a better understanding of future cohorts and be able to develop the school further taking this in to consideration. • Distributed leadership allows for curriculum leaders across all subject and whole school. All teachers are at different stages of their career however they are supported by the Quality of Education lead and those with more experience. Opportunities for high quality CPD and monitoring empowers staff and allows for leading a high level of education for all, clearer progression routes and improved outcomes. These are all shared, monitored and triangulated with the Trustees.
<p>A structured monitoring and self-evaluation process internal and external which leads to an accurate understanding of the strengths of the school and the priorities for development.</p>	<ul style="list-style-type: none"> • Planning for improvement: Analysis from whole school evaluation feeds into the school development plan. Success criteria and milestones enable us to monitor and evaluate our progress against our key priorities as well as being very clear about the impact of our priorities. The SDP promotes the school's ambitions and goals and is linked to the Performance Management schedule ensuring a shared vision. • Performance management and appraisals are embedded for all staff considering the whole school target of reading and challenging personal development targets following the self-assessment against the Teacher Standards and SEN job family targets. Through a highly effective CPD programme, linked closely to targets identified through the performance management process staff are increasing their levels of knowledge and skills and therefore students make better than expected progress based on their starting points. Under performance is challenged and addressed through targeted support. • Additional funding is planned and budgeted identifying key areas to improve the Quality of Education. This is closely linked with the latest research and developments from the EEF and the school development plan. The outcomes are monitored throughout the year to monitor impact of the money that has been spent. Annually leaders re-evaluate the impact of the actions and the outcomes of the students and identify next steps.
<p>Trustees are confident in the understanding of the school and challenging the leadership team effectively. Committees function well with a clear focus on visits.</p>	<ul style="list-style-type: none"> • The Trustees board is made up of Members and Trustees. The Trustee board is made up of three sub committees; Safeguarding, Quality of Education and Finance and Personnel allowing for Trustees to have areas of expertise in particular areas. This leads to added challenge and monitoring following the scheme of delegation. • Highly effective monitoring by SLT and the Governing Body ensure the analysis of information is monitored and triangulated to ensure timely planned interventions are put in place. This ensures there is continued improvements to the school and is evidenced by consistent outcomes for the students in all areas of the curriculum. • The Trustees have a clear strategic vision of the school with 'The Growth Strategy' which sets out the steps to growing and developing in to a centre of excellence for students with SEMH. This is in place and monitored through the Head Teachers report to the trustees.

<p>A highly effective system for concerns around students sits within stringent safeguarding training and procedures; our extended team provides additional and highly effective support directly through multi agency working.</p>	<ul style="list-style-type: none"> • All staff have received up to date safeguarding training including KCSIE 2023. • With a growing number of safeguarding concerns across the whole school the Family Worker is now a trained DSL to give added support to the safeguarding team. • To support with the growing level of Mental Health concerns additional layers of support have been developed with Mental Health First Aiders, Mental Health Support Team, therapists and CAMHs. • Monitoring of the concern data takes place and shared with Trustees. This allows for any emerging trends and will impact on CPD and the curriculum offer. • Training takes place during CPD and briefing sessions to keep staff updated and to ensure safeguarding is always at the forefront. • Last academic year a total of 37 MASH referrals have taken place over the year and we currently have an 81% success rate.
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Area of Improvement	What do we need to do?	Who?	Success Criteria	When?	Progress	Cost
To further develop new staff confidence in leaderships at all levels						
To continue to develop and grow the school through the implementation of the schools Growth strategy.						
To embed the Maplefields outreach across North Northants by implementing secondary outreach.						
To find additional members to join the Trustee board to take the total to 5 members						

To further develop the coaching culture through the explicit definition of the role of the buddy and the mentor.						
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Quality of Education – 1

Vision and Aims

- To motivate pupils who have so far found school a challenge by providing a safe, calm, caring learning environment which is stimulating through the richness of the learning environment and the caring, nurturing approach and encouragement given to each pupil by staff.
- To foster a sense of belonging and to provide the opportunity for all pupils to develop a sense of **self-worth**, confidence and control over their lives.
- To provide opportunities for all students to follow a broad, balanced and relevant curriculum, which includes the National Curriculum, and to encourage each pupil to succeed and achieve their full potential with accreditation, whilst learning to establish **independence** through working routines, managing their own behaviour and learning to make appropriate choices and accepting responsibility.
- To prioritise Basic Skills giving special emphasis to literacy. Our pupils generally arrive with poor literacy skills and we aim to improve their attainments and achievement in reading and writing using a variety of strategies, resources and learning styles. To build upon previous skills and experience to extend the knowledge of pupils, using practical activities and structured play where appropriate. To offer a progression, through small steps, for the development of skills and concepts.
- To provide, in addition, direct timetabled opportunities for pupils to learn social, behavioural and **communication skills** and self-awareness through structured teaching.
- To help pupils develop a respect for themselves and others in order to be able to follow rules and become integrated and accepted members of the larger community who are able to form positive, meaningful and **healthy relationships**. To prepare pupils for the opportunities and responsibilities of adult life.
- To promote effective and supportive relationships with parents, carers and all other professionals involved with the pupils in working towards our agreed aims and values. The school promotes the spiritual, moral, social and cultural development and those identified as British Values of all pupils together with equal opportunities to enable pupils to achieve the individual outcomes ensuring their safeguarding as our priority.



Implementation

Students have access to a broad, balanced rich curriculum which is based on the National Curriculum. This is adapted to meet the needs of the students. Our curriculum is designed to be challenging and relevant to every stage of the students learning journey.

- Our curriculum covers a wide range of core and foundation subjects. Including vocational options there is an offer of 19 subjects. 14 of these subjects have opportunities for a qualification at KS4. To further broaden the experiences we have introduced a one to one French tutor for those students that show an interest. We have now increased our GCSE options with the addition of Film Studies.
- Our KS1/2 curriculum covers 14 subjects and is topic based for foundation subjects (History, Geography, Art and DT). In addition, students have experiences through the Forest School, additional swimming and horse riding which focuses on development of the curriculum drivers and opportunities for cross curricular.
- Our KS3 curriculum covers 16 subjects. In Year 7 we support the transition in to Secondary with the Primary model and the students begin to be supported to the main secondary area with a particular focus on foundation subjects. After year 7 the curriculum is taught by subject specialists.
- Our curriculum is based upon the curriculum drivers which link to the SkillsBuilder framework. All areas of the curriculum give opportunities to grow and develop the student's skills and progress from starting points over time.
- Our curriculum always has reading high on the agenda. Three reading leaders have been recruited to support the lowest 20% of readers. These staff are funded through the National Teacher Programme and have completed their training. This has had a significant impact on reading with 83% of students making expected or better than expected progress.
- Reading is across the curriculum with the use of a diagnostic reading assessment, individualised teaching strategies are in place for all students that are above the phonic stage. This has been a key factor in students making expected or better than expected progress in their reading.
- Our curriculum is designed to be structured, sequenced and progressive and to build on previous skills and subject knowledge. There are opportunities for repetition to embed knowledge and these are woven throughout the curriculum from Green class to Post 16 to ensure we have a rich and logically sequenced curriculum.
- We offer a wide range of qualifications, which are carefully selected to appropriately challenge, based on every student's stage of their learning journey. These includes 6 GCSE's, BTEC, Entry level to Level 1 and 2, Duke of Edinburgh and Drama Arts Award.
- Our curriculum is continually reflected upon and refined to ensure we continue to meet the needs of all students at Maplefields.
- Our curriculum is adaptable to meet the needs of the students, those that require a blended approach at home or specialist support with off site provisions have the curriculum drivers and Skillsbuilder as a key focus.
- A carefully sequenced and logical PSHE/RSE/RSHE curriculum is adapted to meet the needs of the learners to further support the development of the student as a whole and supporting positive personal development both physical and mental.
- Assemblies are carefully planned to give the students a rich offer of topics and allow for further strengthening of the curriculum, with PSHE and RSE being a strong thread.
- Students are taught how to stay safe both online and in the 'real world' though a comprehensive safety curriculum which encompasses lessons, activities and safety days.

Teaching and Learning

Learning More, Remembering More, Applying More

- Our students are taught by well qualified and experienced teachers throughout the school. In Year 7 we follow the primary model with transitions to the foundation subject areas where they are taught by subject specialists.
- Cover supervisors are in place across the school to give consistency across the curriculum when teachers are absent.
- The school is linked with teacher training establishments to support with recruitment and improvements in the quality of SEND education for training teachers. The school has completed first and second training placements for a variety of providers. We currently have three trainee primary teachers; 2 salaried and 1 tuition fee.
- School leaders have a wealth of experience including school improvement work, NLE status, SLE status, Attachment and Trauma lead, Level 7 careers accreditation and all levels of NPQ.
- The school has close links with the Northamptonshire Teaching School Hub and helps lead and train ECT's in specialist settings. We currently have 2 ECT's in place, both are in their second year.
- Lessons are adapted to meet the needs of the students with effective chunking to scaffold working memory, quality retrieval practice, repetition and systemic checking and review to address any misconceptions.

Assessment

- A whole school bespoke assessment system is now in the embedding stage after being launched in September 2021. This allows individual steps of progress from starting points to be identified and analysed in all areas of the Maplefields curriculum and this is evidenced through teacher judgements, photographs and case studies.
- The use of a diagnostic reading assessment, individualised teaching strategies are in place for all students that are above the phonic stage. This has been a key factor in students making expected or better than expected progress in their reading.
- Maplefields analyses external data from a range of sources to effectively evaluate student performance. This includes Year 6 SATS results and what they should achieve at GCSE.
- A range of qualifications is available to all students ranging from Entry Levels to GCSE's.
- The Skillsbuilder framework allows the school to monitor progress against the curriculum drivers/skills and against EHCP outcomes.

Impact

- Teaching and Learning is outstanding across the large majority of subjects and is typically at least good. ECT's have strong mentors with a wealth of experience. The Teaching Standards are used to support and inform judgements on teaching and learning.
- The quality of teaching and learning in English, Maths and Science is strong and mostly outstanding
- Teachers know the students well and plan lessons carefully to ensure the needs of the students are met, making effective and maximum use of lesson time.
- All Teachers and Teaching Assistants use a range of reading strategies to support students from phonics through to GCSE. As a result, 83% of students met or exceeded in their reading.

- Teachers and Teaching Assistants have excellent relationships with the students and are highly skilled in de-escalation strategies to support the students with their EHCP needs.
- Teachers and Teaching Assistants check students understanding systematically throughout the lesson and adapt accordingly.
- Teachers and Teaching Assistants provide effective feedback to students in line with the schools marking policy.
- Teachers are well qualified and have a deep understanding of their subject areas.
- When students transition to Maplefields or their new year the behaviour data shows that there is a key settling in period at the start with the behaviour data showing the most incidents at the start of the year. As the year progresses and strategies are put in place and relationships flourish the number of incidents decrease over time in particular terms 3 and 4. There is a slight increase in term 6 when the school comes to the end of the academic year and the students show further anxieties around change. As change is a key area identified in the EHCP's we endeavour to make appropriate changes and support them with their anxieties during this transitional period. These trends have been consistent since the behaviour data began in 2010.
- The school decreased the amount of behaviour incidents and suspensions over time taking into consideration our growth in PAN from 104 to 114. During the period of covid and post covid the number of incidents took an unusual dip and reduced significantly. Since the return to 'normal' it was expected that the number of incidents would increase to the 'norm.' This is due to the adverse experiences and challenges our students and families had over this time. Our challenges continue with the cost of living crisis, a National recruitment crisis and the need of places for specialist SEMH provision in North of the County. Even with these barriers that the school is presented with the school has managed to keep in line with the number of behaviour incidents since before covid.
- Overall academic performance is now in line with pre Covid. Last year in English 80% of students made expected or better than expected progress, Maths 82% and Science 82%. Overall based on an average taken against core subjects, 82%% of students made expected or better than expected progress
- 79% of our students at Maplefields were able to make expected or better than expected progress towards their EHC targets during this academic year. Progress towards Skills Builder (our skills-based curriculum) was also measured; with students making 85% progress towards their Skills Builder outcomes. When factoring in the EHCP outcomes, Skills Builder data, Target Setting and Professional Judgements; 82% made expected or better than expected progress at Maplefields.
- In 2021/22 analysis of the outcomes identified the Covid gap being between pupil premium and non-pupil premium. With 76% of the students being pupil premium there were some key Pupil Premium students that were not making progress with their reading scores and therefore we identified this as a key area to offer further intervention to those students in highest need and to become more diagnostic in the way we unpicked the data. As a result, in 2022/23, 84% in of students made progress in their reading last academic year and 80% of Pupil Premium students met or exceeded in their reading. This year 83% of students made expected or better than the expected progress and we have now closed the gap to just 3%. However, 41% of the Pupil premium students are significantly below age related expectations evidencing that these students have significantly lower starting points than non Pupil Premium and therefore will progress at a slower rate.
- Analysis of the outcomes indicates there is little statistical significance between key groups, however this year we have identified ethnic minorities as a small group that have not outperformed their peers in making progress across the core subjects. Unpicking the data further identifies that this is due to a range of complex needs of individuals.
- Every School leaver at Maplefields in the last 5 out of 6 years has left with a qualification (ranging from Entry level 1 to GCSE or BTEC) to support them with their next steps. Notable highlights include GCSE grade 8's in English Language and Maths, as well as a grade 7 in GCSE English Literature. BTEC music also had a successful Level 2 Qualification as well as Level 2 and 3 in Sports Leadership. Pupils achieved Level 1 and Level 2 qualifications in Functional Skills English, Maths and ICT.

- Outstanding practice across the school prepares students for their next stage of education and future life. There were no students that were identified as NEET. The large majority transition to mainstream colleges. Since Covid we have relaunched the Post 16 Maplefields employability offer due to the missed education of some of the KS4 students during the pandemic. This has been a successful development which has supported some of the most vulnerable of students to build on their progress from the secondary and ensure that they are prepared for adulthood.
- Students and parents/carers regularly keep in contact to celebrate their achievements Post 16. 100% of parents/carers have said that their child is accessing a successful next step following the support and hard work provided from the staff at Maplefields.

- **All leavers:**

17 out of 18 (94%) of students have left Maplefields with a confirmed pathway to their next step of education/training or employment.

1 out of 18 (6%) will be remaining in the 6th Form at Maplefields.

- **Year 11 Leavers:**

11 out of 13 (84%) students have left Maplefields with a confirmed pathway to their next step of education/training or employment.

1 student (8%) will be remaining in the 6th Form at Maplefields.

1 student (8%) will be working with Prospects

- **Year 12 Leavers:**

1 student (100%) will be working with Virtual School/Prospects

- **Year 13 Leavers:**

2 out of 4 (50%) students have left Maplefields with a confirmed pathway to their next step of education.

1 student (25%) has left Maplefields with a confirmed place of Employment

1 student (25%) will be working with Prospects

Strengths	Evidence
<p>The curriculum is broad balanced and relevant and is enriched by creative approaches and fully encompassing experiences to teach a range of transferable skills and to promote the students love of learning.</p>	<ul style="list-style-type: none"> • The curriculum is always being reviewed and refined to celebrate all that we offer and achieve at Maplefields. Maplefields was able to achieve the SkillsBuilder Gold Award in our first year. This has developed our teaching and learning practice, the language used in our IBLP's and EHCP targets and has reshaped our enrichment time. This has led to a clearer framework to work from across whole school in relation to skills and has allowed us to effectively monitor the impact of the curriculum drivers. As a result, at the end of the academic year in 2021/22 79% of students made progress against their EHCP targets, which is in direct correlation to SkillsBuilder outcomes. • Curriculum conversations across the whole school to give the subject leaders the opportunity to hold deep and rich discussions around subject pedagogy, sequencing, progression and next steps. This has empowered subject leaders to reflect on their own practice and their subject as a whole. This also allows the upskilling of new staff through exposure to the curriculum conversation process, which brings all elements of the subject leader role together.
<p>Reading is promoted exceptionally well at Maplefields. 'Read, write inc' is</p>	<ul style="list-style-type: none"> • With 69% of students have literacy as a need on their EHCP we are relentless in finding opportunities for students to develop their love of reading. We offer a reading rich environment with highly effective reading spaces threaded throughout the school ranging from the Primary Library to the Reading room in secondary. Each classroom has a reading area and a collection of

used extensively across the school and is delivered in a meaningful and highly effective way by well-trained staff. Younger learners learn to blend sounds phonetically, helping them to learn key words during their reading journey. Reading is threaded throughout the curriculum including key words, vocabulary and comprehension. This is enhanced through wider experiences such as drama and theatre productions. As a result, students are becoming more confident and developing a love of reading.

reading material including magazines and War Hammer games to support students to develop their love of reading. The development of the Secondary Learning Lounge has allowed for greater access to reading rich environments. The feedback from the students was overwhelming and the space is used effectively for reading interventions, personal reading and break times.

- Maplefields has a diverse reading cohort with 42% of our students reading at age related expectations or above and 58% who are reading below age related expectations. This has increased from last year with 31% reading at age related expectations and 69% being below or significantly below. In 2023/24 of the cohort the reading picture across Maplefields is the following: 24% have a reading age significantly higher than their age-related expectation 18% are reading at age related expectations 27% have a reading age of -0.01 to -2 years below age related expectations 31% are reading at - 2.01 to -10 years below age expectations. Due to a robust reading strategy over time the number of students above age related has increased and the number significantly below has decreased.

	2022/23	2023/24
Significantly above age-related reading age	17%	24%
Age Related reading age	14%	18%
Below age related reading age	31%	27%
Significantly below age related reading age	39%	31%

- Reading in Primary is adapted to the student's needs. In 2023/24 50% of students remain at the phonics level and follow the Read Write Inc phonics package. There are reading opportunities in cross curricular subjects, during library time, one to one reading, daily story time and during morning activities. The phonics lesson takes on a carousel approach with activities at the right level and the sound they are working on. Reading books match sounds however they do have an opportunity to read and look at additional books in their library time learning how to use a book, turn pages, appreciate books and also develop their social skills through conversation about books. The 50% of students that are above the phonics level follow the English learning journey developing their skills in reading and writing. In Primary 83% of students made expected or better than expected progress in their reading.
- Reading continues to be priority and a whole school focus with all staff having a performance management or appraisal target. Whole school phonics training for all staff across whole school has taken place allowing for a consistent approach to reading across whole school and being able to support all students with the highest of needs.
- We use Read Write Inc at Maplefields and have done for almost 15 years and have further support from experts in RWI. We are relentless in our monitoring and want to ensure that we can continue and remain updated with any developments in reading. This will allow new staff to be fully trained in a timely manner, so that we can offer all Primary classes highly skilled and trained staff to lead the Read Write Inc sessions.
- Recruitment of three 'Reading Leaders' (Primary and Secondary) has allowed for a targeted approach and one to one reading sessions for students in the greatest need. 'Fresh Start' (RWI phonic programme for secondary) and Rapid Reader is being used

	<p>as an intervention with the bottom 20%. Some of our most hard to reach students are showing engagement and developing their love of reading. As a result, 95% of the lowest readers in secondary made expected or better than expected progress.</p> <ul style="list-style-type: none"> • GL assessment package is in place allowing the school to have an in depth and diagnostic understanding of each student's reading ability. This enables the school to track trends and identify teaching and learning strategies that can be used to further support students in the classroom. Staff across the curriculum are able to use this information to further meet the emerging reading needs of their students to ensure that the students continue to make rapid progress and meet their potential. • Attitudes to Reading Questionnaire took place in April 2023. The outcomes identified that; 77% of students in Primary say that they enjoy reading; 92% of students say that the teacher gives opportunities for reading in subjects other than literacy and Read Write Inc; 88% of students were proud of their reading; 96% of students felt they were getting better at their reading; 100% of students felt they were good at phonics; 89% of students felt that their reading was improving this year; 100% of students felt that the staff supported them in improving in their reading; 96% of students felt that were on the correct book. Overall the outcomes of the attitudes to reading questionnaire were positive. The students in Primary enjoy reading, are proud of their reading and feel that they are improving this year in their reading. From the student voice reading across the curriculum is a priority and embedded within the curriculum. The staff training this year has had an impact and the students feel that the staff support them in improving with their reading. A highlight being that all students felt that they were good at phonics. Furthermore, the students say they are on the correct book ensuring that the staff continue to identify the book that match the sounds that the students are on.
<p>Teachers are skilled in delivering and adapting the curriculum to ensure that students are appropriately challenged and their needs are fully met.</p>	<ul style="list-style-type: none"> • The key elements of Maplefields Curriculum are Curriculum drivers; Skills builder; Opportunities for reading; Attachment and Trauma informed; Informing Futures and Preparation for Adulthood. This allows us to meet the needs of the students and ensure we can implement a broad, balanced and rich curriculum. These are embedded in the curriculum through effective sequencing and progression in each subject area. Highly effective quality first teaching takes priority through adaptation of the National Curriculum; effective chunking to scaffold working memory; Retrieval practice; reading across the curriculum; building schema and offering extended learning opportunities. This is assessed through a stage not age approach with systematic checking and review. • Regular training of the Outstanding Teaching and Teaching Assistant Programme has continued to strengthen the staff skills and knowledge. The focus areas are linked to the monitoring, feedback and performance management targets. This has led to the following academic progress 2022/23: English – 80% made expected or better than expected progress, reading – 83% made expected or better than expected progress, Maths – 82% made expected or better than expected progress, Science – 82% made expected or better than expected progress.
<p>Teachers make an effective use of a range of assessment tools and information to inform planning and teaching, as a result last year 82% made expected or better than</p>	<ul style="list-style-type: none"> • A whole school bespoke assessment system is embedded across whole school after being launched in September 2021. This allows individual steps of progress from starting points to be identified and analysed in all areas of the Maplefields curriculum and this is evidenced through teacher judgements, photographs and case studies. • All leavers have a pathway to their next offer of education. Across Year 11, 100% of students continued on to their next steps in education or employment. 1 of the students remained in the Post 16 provision which has made the numbers in Post 16 low, however looking at the cohort, this will increase next academic year.

<p>expected progress in core subjects.</p>	<ul style="list-style-type: none"> 2021/22 was one of our most successful years. Over the previous four years 100% of our pupils left with a qualification, ranging from Entry level 1 to GCSE grade 8 in Maths, English and Science. This year there was a grade 8 in Maths, a grade 8 in English Literature and a grade 7 in English Language. In 2022/23 the students at Maplefields had another successful year. Notable highlights include GCSE grade 4's in English Language and Maths, as well as two grade 5's in GCSE Science. BTEC music also had two successful Level 2 Qualifications as well as Level 2's Sports Leadership. Pupils achieved Level 1 and Level 2 qualifications in Functional Skills English, Maths and ICT
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Area of Improvement	What do we need to do?	Who?	Success Criteria	When?	Progress	Cost
To continue to grow leaders at all levels including new staff and to further refine the role of the subject leader.						
To develop middle leadership and to support succession planning through the implementation of a phase leader whole school monitoring structure.						
To further deepen the infrastructure of each subject specific curriculum through the implementation of knowledge organisers and golden concepts.						
To analyse diagnostic assessment						

procedures in order to unpick relevant knowledge and the next steps of the students phonological understanding.						
To further refine and embed our systematic approach for training and coaching RWI across whole school.						
To reduce barriers to learning by achieving the dyslexia quality mark.						

Behaviour and Attitudes - 1

Strengths	Evidence
All absence is followed up in a timely manner. This is part of rigorous and effective policies and practices which enable effective monitoring and recording. Senior leaders and class teachers have a clear understanding of the reason for an absence and are proactive and effective in supporting particular learners in order to improve attendance and secure good outcomes.	<ul style="list-style-type: none"> Students who attend Maplefields have complex mental health difficulties which often leads to school refusal, high levels of anxiety and whose previous educational offer has either been significantly reduced hours or access to an offsite provision. Many of the students have been regularly suspended from school rooted in their low levels of self esteem around engaging with education and interaction with peers or appropriate adults. On average 70% of the students entering the school are considered as Persistent Absentees. The school recognises this barrier and is relentless in finding bespoke ways forward for each individual student to allow for success and students to reach their potential. The lockdowns had a negative impact on individuals mental health and routines. The school have and continue to work with individuals and their families to reengage with school and education, growing and developing our Mental Health Support offer. Flexible and supportive solutions are input and monitored with students that are struggling to attend due to their mental health/needs. Attendance is everyone responsibility. Monitoring is persistent with weekly attendance reviews, accessing EIPT and logging the attendance as a concern to ensure actions are timely. Attendance is shared with staff and rewards are in place to support with increasing attendance.

	<ul style="list-style-type: none"> • Daily support with follow up calls by class team to ensure a connection with home and a positive relationship with parents/carers. • Overall, we have managed to further improve our attendance this year from last year's attendance from 79% to 82%, showing that we are on an upward trend despite the barriers we face. • Many of students have transitioned to Maplefields from sometimes as little as 20 minutes of education a day. They are now attending full time and show progress from starting points. The school has had 20 new students start in September. Out of these 20 students 14 (70%) of these were Persistent Absentees in their previous school. Since they began Maplefields there are now only 8 students that would be identified as Persistent Absentees (below 90%). 18 out of the 20 (90%) students have increased their attendance from their previous schools or remained very similar to their previous percentage. With some of the successes ranging from 0% in their previous school to 91% at Maplefields. This picture is consistent with previous years. • When comparing student's attendance from last year to this year 61% have increased their attendance and 19% have remained similar. Therefore 80% of students have increased or remained similar. Last year 41% had increased their attendance. • Last Year 54% (62/114) of students attend Maplefields over 90% of the time. This year 57% (65/114) of students attend 90% of the time. • Attendance to offsite provisions as part of their educational offer was over 90%, some students accessing their offsite offer 100% of the time where previously their attendance was low or there was minimum engagement in school.
<p>Staff are highly effective in recognising and celebrating positive behaviour which supports in developing rich and nurturing relationships between learners and staff. As a result, learners are supported effectively with their individual needs and feel happy and able to engage.</p>	<ul style="list-style-type: none"> • Over time the Behaviour policy has been adapted to be in line with an Attachment and Trauma aware school. This has allowed for consistency across whole school and supported in developing the whole school ethos and more effectively meet the needs of all learners. • Increased awareness and further training on Zones of Regulation has support Students in accessing their individualised strategies, positively impacting on their emotional responses to situations and reducing the number of incidents, the number of PPI and the number of exclusions over time. • The Relationship and Reparation lead has worked in conjunction with the therapists to enhance the Individual Behaviour and Learning Plans maximising their use and effectiveness to all students. The targets are linked to the Skills Builder framework to ensure we are building on the skills in small steps and meet the targets of the EHCP. • The behaviour data is monitored rigorously to identify any key trends. Preventative actions are put in place to support the student's complex needs. • The school decreased the amount of behaviour incidents and suspensions over time taking into consideration our growth in PAN from 104 to 114. During the period of covid and post covid the number of incidents took an unusual dip and reduced significantly. Since the return to 'normal' it was expected that the number of incidents would increase to the 'norm.' This is due to the adverse experiences and challenges our students and families had over this time. Our challenges continue with the cost of living crisis, a National recruitment crisis and the need of places for

	<p>specialist SEMH provision in North of the County. Even with these barriers that the school is presented with the school has managed to keep in line with the number of behaviour incidents since before covid.</p> <ul style="list-style-type: none"> • When students transition to Maplefields or their new year the behaviour data shows that there is a key settling in period at the start with the behaviour data showing the most incidents at the start of the year. As the year progresses and strategies are put in place and relationships flourish the number of incidents decrease over time in particular terms 3 and 4. There is a slight increase in term 6 when the school comes to the end of the academic year and the students show further anxieties around change. As change is a key area identified in the EHCP's we endeavour to make appropriate changes and support them with their anxieties during this transitional period. These trends have been consistent since the behaviour data began in 2010. • During the Covid years of 2019/20 and 2020/21 the number of incidents were considerably lower than in previous years due to the lower numbers of students that attended school. Over the period of time there was a significantly higher student to staff ratio and therefore a higher level of support which over time has impacted on the decreasing amount of behaviour incidents. • On their return after covid the behaviour data shows that the number of incidents reduced considerably however this year as expected they have risen again to pre covid times. To support with this the school was timely in their actions and through the pandemic researched the best way to support the students after these challenging times we have all experienced. • We are in a Local Authority of which is failing and students that the school has clarified that we would be unable to meet need are winning on tribunals or being directed to take from the LA. This has therefore been a key factor of why the incidents has increased as there is significant violence identified on their EHCP's and that these students even with a robust transition also begin midterm/year which unsettles the students.
<p>Staff training, coaching and support in understanding and supporting emotional needs is extensive. This has led to the vast majority of staff being able to understand the meaning and influences that may cause behaviours that reduce the quality of life of all concerned and ensure that planning focuses on addressing the reasons for such behaviours. As a result, staff are highly skilled</p>	<ul style="list-style-type: none"> • AHT completion of the Attachment lead course which has developed whole school practice, vision and ethos. As a result, we have achieved the <u>Attachment and Trauma Sensitive Schools Bronze and Silver Award and we continue our journey with the Gold Award.</u> • Empowered TA's to feel more confident in their roles and to share their good practice across the school with the launch of the Attachment group. The staff questionnaire showed that <u>97% of staff said that the attachment training has positively impacted on their work and improved their interactions with students.</u> In addition, staff feel more confident in using strategies and resources with our students and therefore interventions are high quality and have a positive impact for individuals. • Four <u>Teaching Assistants</u> have now trained as MHFA alongside one ELSA. These have and will be delivering <u>training to whole school on Mental Health and ACES</u> cascading their skills, knowledge and excellent practice to the rest of the school and developing a shared vision and ethos for all.

<p>in managing student's behaviour with the ever increasing complexity of needs that are becoming apparent since covid.</p>	<ul style="list-style-type: none"> • Range of successful interventions being used and evaluated across the school and depending on need. This has supported in the developing of attachment friendly relationships, raised levels of engagement and supported with decreasing the number of behaviour incidents and exclusions over time. • AHT trained to deliver the Mental health leaders' course for senior staff and Headteachers offered through Maplefields Training and Development. This has supported the school in effective practice and sharing of good practice across the county and beyond. • A mental health layered offer is now in place to support students at every level. This consists of Mental Health First Aiders, The Mental Health Support Team, the Maplefields therapy team and finally CAMH's to better support and signpost students and families.
<p>Through assessment, planning and review, highly effective arrangements are made for those learners who have complex emotional needs including: adaptations to the learning environment; changes to the timetable and individualised curriculum, appropriate levels of adult support, specialist advice and provision of specific training.</p>	<ul style="list-style-type: none"> • The therapists have supported the staff body by developing staff knowledge, understanding and skills through staff training of small groups and whole school. This has led to an increased understanding of complex needs and therefore staff are able to increase the therapeutic offer across whole school all day, every day. This is evidenced through the progress of individual pathways for students with the most complex needs and the widening range of communication and reflection tools. As a result, increased engagement, progress against the curriculum drivers and 91% of students made progress towards their EHCP targets. • 5 students (4%) are currently accessing some form of extended offsite provision as part of their educational offer. This is looking to increase as we go further in to the academic year. Students on these plans are students that we identified as not being able to meet need however they were either directed to come to us through the local authority or went through the tribunal service. All provisions are tailored to the students individual EHCP outcomes and current needs of the students. Parents and carers are fully informed through every stage often process and as part of the review process, timely adjustments are made when needed. Student voice plays a significant role in both the review process and future plans. • Offsite and you are even more in mind. Highly effective safeguarding procedures are implemented at the start and throughout the process. High levels of monitoring include daily and timely attendance communications, termly visits to look at health and safety and quality, feedback from the provision after the session. Timely meetings are input to identify next steps, hear the voice of the child and their family. Any concerns raised are communicated immediately to the DSL. This has supported the individual student in raising levels of engagement, increasing attendance, making progress and supporting with informed decisions around their futures.
<p>A culture of praise, recognition and mutual support. Staff wellbeing is threaded throughout the school ethos. The workload group have supported with the development of the school priorities.</p>	<ul style="list-style-type: none"> • During the spikes of Covid absence in the school, staff worked tirelessly covering absence to support the students and the staff team to ensure that the school remained open safely. Our most recent spike being Term 1 2022. • Highly effective supervision and counselling is on offer to all staff with 47% of staff taking part. As a result, the vast majority of staff say this has a positive impact on their wellbeing and practice. • The Friday raffle allows one member of staff to leave earlier at 1pm. This has had a positive impact on staff with minimum impact on the timetable. • Wellbeing Fridays offers a time for thankyou comments for staff and students.

	<ul style="list-style-type: none"> • There is a reflective approach to workload for staff and we endeavour to identify the key purpose of any additional activity or task. The main priority always being based around how this will impact on the students at Maplefields. • New systems have been put in place to support with workload. The new assessment system is a key area that has developed this with the reduction of workload around assessment and reporting home to parents.
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Area of Improvement	What do we need to do?	Who?	Success Criteria	When?	Progress	Cost
To continue to keep attendance high on the agenda to ensure pupil attendance continues to be robustly monitored						
To continue with the attachment and trauma journey by gaining the gold award						
To further support the students' needs by implementing the role of mental health champion.						
To reduce incidents by refining our diagnostic processes to support intervention strategies relating to behaviour.						
To research in to using Thrive across the school.						

Personal Development - 1

Strengths	Evidence
<p>The school extends beyond the academic through providing rich extended learning experiences which are planned and link to the curriculum. After school clubs, trips and residential journeys promote and support the progress towards the curriculum drivers and skills builder. As a result, the learners fully engage with developing healthy relationships, growing in their confidence, developing their skills in independence and communication.</p>	<ul style="list-style-type: none"> • The Year 6 and Year 8/9 residential trips took place offering 3 to 5 days of learning experiences and supporting the students with their developments against the curriculum drivers. • Rich outdoor experiences are carefully sequenced across the outdoor curriculum beginning with the Forest School and moving through to the Duke of Edinburgh in Secondary. This allows for further enriching opportunities to develop against the curriculum drivers and give opportunities to prepare the students for adulthood. • The enrichment lesson allows for further opportunities for students across whole school to experience the wider curriculum and links to the SkillsBuilder framework leading to further opportunities to progress against the curriculum drivers. • Before Covid and with funding lesson 6 allowed for the students to access the extended day and for them to experience structured and planned learning experiences. This began with PE and then developed through to other areas of the curriculum including English and Maths. This has now developed in to the offer of 11 subject areas ranging from sports activities to GCSE English Literature. Last academic year 66 learners have chosen to remain at school. • The Lesson 6 has now transitioned in to the next stage of its development with the opening of a Saturday school called 'All Star Saturdays.' This is open to the community and supports students with SEMH within the county. This opened in May and a total of 21 students have attended and some of our most complex learners have attended.
<p>Alongside in school pastoral support, the school creates strong links with external agencies to support and nurture the emotional wellbeing and mental health of all of our children and staff, especially the most vulnerable. This ensures that all children are given the best opportunities to excel and flourish in later life and staff are supported at difficult times.</p>	<ul style="list-style-type: none"> • Strong take up of the school captains give students a position of responsibility, supporting with recruitment of staff, making change and strengthening the responsibility value as well as providing strong pupil voice. • We vigorously promote the positive mental health of our pupils and staff, working closely with outside agencies allows for a strong Mental Health offer with a supportive, structured and layered approach which consists of Mental Health First Aiders, Mental Health Support Team, a variety of therapists and finally CAMH's. This leads to clarity for staff, students and families to best support the emerging needs of the Maplefields cohort. Staff coordinate a variety of activities to support positive mental health for staff. All staff have access to supervision and for specific staff with higher needs counselling support is available. • Our therapy referral system, where staff are able to request an input from a therapist enables students to positively move towards managing their own behaviour.
<p>Pupils are taught to be responsible, respectful, active citizens through strong teaching of RE, RHE, RSE, PSHE, SMSC and British Values which run</p>	<ul style="list-style-type: none"> • A carefully sequenced and logical PSHE/RSE/RSHE curriculum is adapted to meet the needs of the learners to further support the development of the student as a whole and supporting positive personal development both physical and mental. • Assemblies are carefully planned to give the students a rich offer of topics and allow for further strengthening of the curriculum, with PSHE and RSE being a strong thread.

<p>throughout the school curriculum and moreover, encompassed within the school's curriculum drivers.</p>	<ul style="list-style-type: none"> • Students are taught how to stay safe both online and in the 'real world' through a comprehensive safety curriculum which encompasses lessons, activities and safety days. • When concerns arise through behaviours further bespoke interventions are input to support the student to understand, reflect and move forward with their identified area of need and personal development. • A robust bullying policy is in place and is followed. This leads to timely bespoke actions for each incident. Number of incidents and types of bullying are reported to the Trustees. Trends are identified and then external support is sourced to address any concerns and widen the knowledge and raise awareness.
<p>A comprehensive careers curriculum allows for rich and meaningful opportunities for students to encounter the world of work and link to the preparation for adulthood outcomes.</p>	<ul style="list-style-type: none"> • The growth of the careers, life skills programme and Preparation for Adulthood is threaded throughout the curriculum by vocational profiling, supporting our students with the skills they need to become positive members of the community by increasing opportunities for students across the 4 main outcomes of Independence, Employment, Health and Community Inclusion. • The building of relationships with local businesses has supported the school in offering work experience at Morrisons and Euro builders. Last academic year this has led to an apprenticeship for a hard to reach Year 11 student. • The 'Maplefields Job Hub' allows for additional job and responsibilities for all. Students experience the recruitment process and have the opportunity to experience a variety of roles in school. • Opportunities for work experience within school has been a success with 6 students across Secondary working at the bistro. This has now been developed and funding gained to open the 'Futures Café' in September 2023.

Area of Improvement	What do we need to do?	Who?	Success Criteria	When?	Progress	Cost
<p>To increase links with employers and community providers to allow further opportunities for work experience</p>						
<p>To further develop links with the community through the 'Futures Café'</p>						
<p>To further embed the MAPLES for students that are More Able, Passionate and</p>						

Leaders of Maplefields Academy						
To relaunch the role of the school captain						
To introduce a break and lunchtime curriculum to positively engage students.						
To further develop the Saturday school offer to Maplefields students and the wider community.						