



Magdalen Court School

Belong, Believe, Achieve

Self-Evaluation Form

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Introduction

Magdalen Court School has continued to develop and make progress since the last Ofsted inspection in July 2019, and the material change to become a special school following an Ofsted inspection in September 2020.

Our staff work to make Magdalen Court School an outstanding learning community in which all pupils enjoy their learning, and feel valued, safe and that they **BELONG**. We **BELIEVE** in the ability of all, and we create an environment of respect, inclusion, equality, aspiration, and celebration. We enable pupils to **ACHIEVE** their potential, inspire them to develop positive, healthy lifestyles, and prepare them for adult life.

Vision Statement

We aim to be a 21st Century trail blazing specialist provision which endeavours to create an environment where each pupil's individual strengths, talents and aptitudes are nurtured and developed. We are an inclusive school which strives to provide a first-class education that encourages pupils to think independently and to develop their full intellectual, creative, and physical potential.

Section 1: School Context

MCS is a small specialist setting for pupils whose barriers to learning prevent them successfully attending a mainstream school. A large proportion of our pupils arrive in Year 7, many having social/communication difficulties which are often comorbid with anxiety and/or specific learning difficulties. Some pupils come to us later in their school lives, often after a period of school refusal.

The school has remained focused on its core values and heritage during a period of rapid change over the past two years. The school is in its embryonic stage of having become a specialist school (November 2020).

The experienced senior leadership team is ambitious, highly motivated, and dedicated to the continuing evolution of Magdalen Court School, so that it can maximise the potential of all pupils to achieve their aspirations.

The current comprehensive School Development Plan runs from Autumn 2020 – December 2021. It is inextricably linked to the outcomes of the 2019 Ofsted inspection, and the change from an independent school to become a specialist setting. This SEF is an evaluation of this timeline, taking account of the revised Educational Inspection Framework (2019). It will

inform the school's 3-year strategic development plan from January 2022 – December 2025, and the next cycle of the school development and innovation key priorities plan for September 2021 – January 2023.

The Pupils

97% of our pupils have Education, Health and Care Plans (EHCPs). Of our 81 current pupils (up from 62 in 2020 -2021), 40% are boys and 60% are girls.

- 3 of our pupils have (VI) which affects learning
- 3 of our pupils are looked-after children (LAC)

Attendance Academic Year 20/21

- Whole Year 90.57%
- Whole Year (including "C" authorised absence codes) 73.59%

Academic Year 21/22

Total number of pupils **82**

- Girls – **33 (40%)**
- Boys – **49 (60%)**

Summary of Main Improvements Since Last Ofsted inspection July 2019

Please also refer to the Material Change Ofsted inspection report September 2020.

The school offers a wide-ranging curriculum. This curriculum is well structured and supports pupils to increase their knowledge over time. The school offers a number of appropriate qualifications for pupils to work towards.

At the time of the 2019 inspection, the delivery of the curriculum did not meet the needs of pupils with special educational needs and/or disabilities (SEND). Teachers were not adapting the curriculum in line with the targets set out in pupils' EHCPs (Education, Health and Care Plans).

Due to the changing cohort, and increasing numbers of pupils with EHCPs, the decision was taken in March 2020 to apply for a material change to become an independent special school.

To meet the requirements of the ISS, and to align with the material change inspection action plan, the proprietor took action to increase the number of staff with suitable experience and expertise in working with pupils with SEND. This resulted in the appointment of a new headteacher, a review of the school's staffing arrangements, and extensive training for all staff. Currently, there are 48 staff (please see the attached organisational structure of the school).

In September 2020, Ofsted carried out the material change inspection, and the Department of Education confirmed in November 2021 that the school had been successful in meeting the requirements of the schedule to the Education (ISS) Regulations 2014 ('the independent school standards') that are relevant to the material change.

The headteacher is an experienced school leader who understands well the additional needs of the pupils in her school. She has developed staff expertise and ensured that the needs of pupils are met successfully.

Leaders now have systems of accountability for checking and evaluating the impact of the school's work. Trustees now check to see that the school is operating effectively.

Leaders continue to actively promote the well-being of pupils. Safeguarding arrangements meet requirements, and the curriculum supports the social and emotional development of pupils with SEND.

Nurture Ethos – Approach

The nurture practitioners provide inclusive support to the pupils who are struggling to access learning opportunities due to unmet learning needs. They play a key role in the effective transition of new pupils into school, and to those in school who are not as academically resilient. They work closely with the Head of Placements and with class teachers to ensure a successful transition for the Year 7 consultations and for any new pupils. They continue with this process to support the pupils to be ready for learning in the class setting, building on the pupils' academic and emotional resilience. The NP's deliver the targeted SEMH provision as identified in the pupils' EHCPs.

The needs for Nurture for the secondary aged pupils are also addressed in relation to self-image, peer relationships and social skills.

Multi-disciplinary approach

At Magdalen Court School, we have a multi-professional team consisting of Nurture Practitioners, a part-time Speech and Language Therapist, and an Occupational Therapist.

All our teachers and support staff work closely with internal and external professionals to include the Visual Impairment team, the Communications and Interactions team, and the SEMH team, to provide a completely holistic approach to meeting our pupils' needs.

The two Nurture Practitioner roles also play a key role in pastoral support, and they play a significant role in transitioning into school new pupils who have been out of learning for a considerable length of time due to their anxieties.

Parents and Friends of Magdalen Court School

The school has set up a group for parents and friends of Magdalen Court School. This is a registered charity that runs fundraising and social events. The AGM is taking place after the October 2021 half term to agree the constitution.

A parent questionnaire was completed at the end of the summer term, the outcomes of which are contributing to the updated School Development Plan.

Outdoor Adventure Curriculum (OAC)

The OAC has a fundamental role in the pupils' development. It has proven benefits in engaging pupils with SEND. Freedom to explore in a therapeutic stimulating outdoor environment promotes the pupils' wellbeing and develops their meta cognitive skills.

The OAC is run by two qualified Forest School and Outdoor Education leads. It teaches essential life skills, boosts confidence, and improves behaviour. It connects the pupil to nature, and is a platform for cross curricular learning that involves all academic subjects in a real-world context.

Regulating School

Many of the pupils at MCS have associated sensory regulation and emotional needs including anxiety. The OAC is varied and diverse, and it stimulates and encourages pupils with sensory sensitivities to explore all of their senses. The ambition is for Magdalen Court School to become a Regulating School, and the OAC curriculum forms an integral part of this vision.

Duke of Edinburgh (DoE) and John Muir Awards

From KS2 – KS4, many of our students have the opportunity to participate in the Duke of Edinburgh Scheme and the John Muir Award. The OAC curriculum offers vocational opportunities: some of our pupils may wish to become environmental entrepreneurs, or leaders in Outdoor Education specific activities such as Sailing, Kayaking, Climbing, and Mountaineering.

Physical Education

Physical activity is essential for our pupils in order for them to build and maintain muscle strength, range of movement, coordination, balance, and general good health. It also helps to develop our pupils' communication skills, teamwork and independence, and their mental well-being. We participate in a variety of Sporting and Sports Leadership endeavours, to include the Joint Sports Leaders Award and BETC Physical Education.

Student Council: Code of Conduct & Eco Schools Committee

Part of the Magdalen Court School ethos is treating others with dignity and respect, with a focus on kindness. We value the voice of the child, and to this extent we have a well-established student council.

The school council is made up of elected representatives from throughout the school. We also have a weekly "Kindness Bucket" through which pupils and staff can nominate acts of kindness. Examples of these are shared in the weekly whole school assembly, with the individual or group gaining the most nominations receiving the Kindness Cup to take home. The pupils have really embraced this.

Values and Code of Conduct

The pupils have collectively contributed to their own Code of Conduct and have created a school wordle reflecting the values and ideals that are meaningful to them. This is being simplified and will sit alongside the school motto and code of conduct at the entrance to the school and throughout learning areas.

Kindness threads throughout the whole school with weekly nominations of acts of Kindness from both pupils and staff celebrated in the weekly school assembly. The pupil with the most nominations receives the Kindness cup.

Section 2 – The Quality of Education (QoE) at the school is Good

In making this judgement, leaders have considered the extent to which:

- pupils make good and consistent progress across all areas of the curriculum
- learning outcomes are appropriately challenging
- work is differentiated for different levels of ability and special interests
- monitoring of teaching and learning results in targeted support feeds into the cycles of performance management, CPD and school teaching and school improvement

QofE 1: Ambitious Curricula

Implementation

Leaders adopt and modify curricula that are ambitious and designed to give all pupils the knowledge, skills, and cultural capital they need to succeed in life

Evaluation

Given the age range, span of abilities, starting points and SEND of the pupils, a variety of bespoke curriculum offerings has been developed to ensure education is both appropriate and challenging for all learners. The curricula meets all statutory requirements and is adapted to meet the learning needs of our pupil population.

The curriculum is regularly reviewed by the Senior Leadership Team (SLT) in collaboration with subject leaders and teams. The Trustees are kept apprised of curriculum changes and parents are informed of curricular approaches relevant to their child's age and stage. During the autumn 2021 term, all curriculum outlines are being reviewed to fit with the "3I's" approach to curriculum, identifying Intent, Implementation and Impact of each Curriculum Area and Key Stage.

The school leadership team is in the process of bringing this about and it will be a key element of the updated SDP.

The Magdalen Court School curricula are unique in that they:

- are heavily individualised for each learner
- focus on SEMH needs
- focus on social communication skills to underpin all learning
- focus on sensory regulation and being in a "Just Right" state to learn
- focus on strengthening relationships, a sense of belonging
- support the development of life skills
- incorporate shared goals under the four EHCP headings: Communication, Cognition and Learning, Social, Emotional & Mental Health, Sensory & Physical
- focus on pathways for adulthood: employment, independent living, community inclusion, and health
- are cross-curricula

Evidence

Emphasis is on learning through a differentiated curriculum to take account of individual pupils' needs and interests. In Primary (Key Stages 2), pupils follow the National Curriculum. In KS3, pupils follow the National Curriculum, which is differentiated to meet the wide range of needs, and pupils begin working towards Entry Level qualifications in the core subjects and try others before taking a qualification. In KS4, pupils continue to follow the National Curriculum, with the more able pupils progressing to GCSE level. BTEC modules are available to appropriately challenge learners of all abilities. Preparation for work is addressed with work experience opportunities available with careers a key focus. Throughout, teaching and learning is differentiated to individual needs, abilities, and interests. Social communication and sensory regulation underpin all learning. British values are embedded throughout the curriculum. There is an active school council to hear the pupil voice. There are many enrichment opportunities through educational visits and the Duke of Edinburgh programme.

[QoE 2: Planning and Sequencing](#)

Implementation

The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. All curriculum areas are being reviewed to fit with the 3 'I's as detailed in QoE 1. In 2021-2022 we plan to re-focus our endeavours on the teaching of literacy, numeracy and reading throughout the school, ensuring that the methods of instruction are appropriately differentiated for all learners.

Evidence

Long- and medium-term plans are being developed by the lead for curriculum, teaching and learning, in collaboration with the Key Stage 2 lead and subject leads, and the lead for assessment for learning. The Assessment for Learning Policy has been reviewed rigorously with a detailed action plan in place steered by a working group of experienced teachers across the key stages, to include the lead for curriculum. The SLT reviews both planning and pupil work (learning journey folders and work samples) to ensure that progress is being made and evidenced. Teachers meet with parents to set and then review shared goals. The seconded lead for assessment for learning reviews all pupil progress and meets with teachers to ensure that learning outcomes are appropriately challenging, and effectively taught, assessed, and evidenced. Moderation activities are held to ensure the accuracy of assessment judgements.

The effectiveness of teaching and learning is monitored through regular review of teacher planning, assessment, and pupils' work. Lesson observations are carried out and learning walks with specific focus points are used for quality monitoring. All staff are subject to performance management and all staff have received an appraisal and review which has informed the future CPD needs. These were completed at the end of the summer term 2021. The Headteacher has met with all of the teachers to agree the targets for the forthcoming academic year alongside any individual CPD needs to be implemented. Teachers have the opportunity to learn from peers through "Best Practice" sharing. Pupil progress is regularly monitored, and interventions are put in place where pupils need additional support to fulfil their potential. A rich and varied programme of enrichment activities supports regular classroom learning.

QoE 3: Adapted Curriculum

Implementation

The curriculum is successfully adapted, designed, or developed to be ambitious and to meet the needs of pupils with SEND, developing their knowledge, skills, and abilities to apply what they know and can do with increasing fluency and independence.

All pupils are baselined across English and Maths in the first half of the Autumn term. This information is used for target-setting. Shared goals are set in collaboration with parents. The working party for Assessment for Learning meet on a termly basis to identify any areas where insufficient progress is being made or where it appears that target-setting has not been sufficiently aspirational. Subsequent meetings with teachers seek to review targets and teaching and learning strategies.

Evidence

An annual improvement, planning and assessment timeline has been developed by SLT and is being shared with all staff. This is part of the review and action plan for assessment for learning. The SLT and curriculum lead regularly scrutinise teacher planning and pupil work. Learning walks and lesson observations identify areas of good practice and identify areas to be addressed through the programme of continuing professional development (CPD).

Staff are encouraged and facilitated to share good practice both formally and informally. Pupil progress data is reviewed in collaboration with teachers, and identifies which pupils need intervention to help raise attainment. This intervention is delivered by a dedicated team of teachers assigned specifically to working with those pupils who have targeted and specific teaching and learning interventions. Pupils make good progress from their starting points.

QoE 4: Pupils study the full curriculum

Intent

The curriculum is not narrowed. A broad range of subjects (exemplified by the National Curriculum) is taught in KS2 and KS3. The National Curriculum continues to be taught to those young people in years 11-14 who have the potential to achieve National Curriculum accreditation. A broad range of supplementary accreditation pathways are also available: Duke of Edinburgh, John Muir, Performing Arts, Junior Sports Leaders Award, BTEC, and PE. Design and Technology is planned for 2022-2023. A broad range of supplementary accreditation pathways are available.

Evaluation

The curricula throughout the school are regularly evaluated both as part of the SEF procedure and in response to external feedback: Ofsted inspections and national priorities. After the 2019 Ofsted, we made substantial enhancements to the secondary curriculum focused on literacy, reading, and numeracy.

Evidence

All of the teachers have just completed focused training around the 3 'I's approach and the EIF. Please refer to Statements of Intent and action plans from each of the subject leads.

A TLR Curriculum lead is in place from September 2021.

Each year, we gather information about the impact of enrichment activities throughout the school, to ensure that all pupils had access to a range of enrichment activities and that these are having a positive impact on all learners. We have a rigorous programme to include adventure curriculum, art enrichments, PE and sporting partnerships, career development, visual arts, drama and performing arts. Another area of strength is PE enrichment, which includes Sports Leadership programmes, schools' games, interschool championships, and swimming galas planned post pandemic for Spring and Summer 2022. Educational visits are designed to complement the curriculum. Use of off-site facilities enhances the curriculum. PSHE, RE, British Values, Rights Respecting School all serve to focus on wellbeing, equality and community spirit, building cultural capital in all learners. Independent living skills are taught, including personal hygiene, eating, drinking, food preparation and travel training.

QoE 5: Teachers have good subject knowledge

Implementation

Teachers have a good knowledge of the subjects and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise.

Evaluation (also supports QoE3)

While applying for the material change inspection from March 2020-September 2020, a focus has been in developing the SEND expertise of the teaching team and Nurture Practitioners. During 2020-2021, the focus was in embedding and evidencing the practise, and this will continue to be a focus in 2021-2022.

We now have a team of teachers who have significant SEND expertise, which they apply to the appropriate differentiation of teaching curriculum content. In September 2021, three new teachers joined the staff and two newly promoted TLRs were appointed to lead on curriculum and SEN outcomes. These staff have in place a strong support system of line managers and buddies who will support them to develop their skills and develop as reflective practitioners.

In 2020-2021, one formerly unqualified teacher completed his QTS year, with two more staff members completing their NQT year. Another staff member successfully completed the apprenticeship to teaching route to achieve QTS and is now commencing her NQT year. A fifth staff member is now competing her QTS.

Evidence

Staff have access to a comprehensive CPD plan throughout the year. See *CPD plan for 2020-2021 and 2021-2022* which is focused on assisting staff in developing their own resilience and supporting the pupils' regulation and mental health. A well-being lead is in place. Staff have access to supervision and support from a trained therapist and the school OT. Teaching pupils

with high level sensory and regulation needs is the subject of sharing good practice. Social Communication strategies are in place. The focus this autumn term is for subject leads to review curricula considering the new Ofsted Framework of *Intent, Implementation and Impact* as part of a whole school review of the curriculum.

QoE 6: Quality Teaching

Implementation

Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.

Evaluation

Marking and feedback policies for both KS2 and secondary are reviewed to ensure that teachers are providing useful feedback and identifying next steps. Pupil progress and evidence of learning are routinely reviewed and there are moderation activities to check the rigour of assessment.

Evidence

Regular review of planning, assessment and work samples is carried out by SLT and the seconded lead for AFL. The action plan for AFL is in place and recognises that this is not yet fully in place. These reviews confirm that the marking and feedback policy whilst being applied needs further rigour. Next steps are consistently followed up by teachers.

QoE 7: Long Term Impact of Teaching

Implementation

Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.

Evaluation

Strategies of over-teaching are used to ensure acquired skills and knowledge are fully embedded and generalised. However, for those Year 7 pupils transitioning into school after the summer term 2020 we adopted the Recovery Curriculum to support pupils to transition successfully back into full attendance. Blended learning will continue to be offered for those pupils who need a more bespoke approach. Pupils who have regressed will be gently and systematically supported to regain their skills and knowledge.

Evidence

Lesson observations show that pupil learning is based on accumulated learning and that previously acquired skills and knowledge are reinforced and practised to ensure they are

maintained. Annual Baseline reveals any incidents of pupils not retaining prior learning so that this can be addressed.

QoE 8: Assessment for Learning

Implementation

Teachers and leaders use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it a way that creates unnecessary burdens on staff or pupils.

Evaluation

The school have revised the Assessment for Learning Policy and practise and an action plan is now in place. There are examples where assessment is rigorous and based on real evidence, but this needs further work to be embedded. Decisions are moderated, are consistent and fair. A variety of assessment methods are used. The Marking and Assessment Policy has been reviewed, and teachers are being supported with the implementation of this. Pupils are informed how well they are doing and what they need to do to improve. They are also actively involved in their own pupil led assessment. This needs further work to embed.

Evidence

Lesson observations show that teachers are using appropriate questioning styles to confirm and clarify pupil understanding. This is a strength. However, we need to further embed and widen our assessment strategies.

QoE 9: Learning environment

Implementation

Teachers create an environment that focuses on pupils.

Evaluation

Active learning is encouraged as is cross curricular. The textbooks and differentiated teaching materials that teachers select reflect this. Learning spaces at Magdalen Court School embrace a nurture approach. Strategies and interventions to address the primary barriers to learning (social communication and sensory regulation) are personalised, reviewed and rigorously implemented, in order to ensure consistent access to learning.

Evidence

Classrooms are set up to be engaging learning spaces while still minimising external distractions. Work has been carried out following an environmental audit in Summer 2020 to

ensure learning environments are conducive to learning. The Outdoor Adventure curriculum is a significant point of difference at the school with a dedicated forest school site with a wide range of activities in place throughout the school year. Outdoor learning spaces to include a Regulating Garden will be part of the next 3-year strategic development plan to support the schools ambition to be a Regulating School.

QoE 10: Stretching and Challenging Students

Implementation

The work given to pupils is demanding and matches the aims of the curriculum being coherently planned and sequenced towards cumulatively sufficient knowledge.

Evaluation

Pupils are consistently challenged to do their best and to build on previous learning. Their progress towards shared goals is reviewed at the termly meetings with parents. Progress towards EHCP targets are assessed annually at the EHCP Review and IEPs are reviewed termly with parents.

Evidence

IEP evidence. Pupil progress is tracked and monitored by SLT and the TLR lead for Outcomes. Pupil progress is moderated within the Key Stage at both school level. Moderation will also take place through regional maths and Literacy groups.

QoE 11: Prioritising reading

Implementation

Reading is prioritised to allow pupils to access the full curriculum offer.

Evaluation

Reading is taught systematically. Reading is inherently linked to communication.

Evidence

Phonics is taught systematically throughout KS2. We are seeing improved results. Reading is taught systematically, and graded reading schemes are in use. Parents are encouraged to support their children with home reading. We are seeing improvement in KS Literacy assessments. STAR reader. Reading is widely encouraged across a variety of genres and is celebrated during Book Week. We have developed our library resources to include more fiction-based books.

Implementation

The sharp focus on ensuring that pupils gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning.

It is recognised that good phonics knowledge is the foundation to ensure pupils make progress in both reading and spelling. Most of pupils at MCS for various reasons, have found the traditional methods used to teach phonics knowledge, for example Letters and Sounds to be of limited benefit to them. It has been decided to introduce a systematic synthetic phonic programme called **Sounds Write** . This programme is validated by the DfE and is being used to further improve both reading and spelling. It is complemented by a games approach to consolidate learning. **TRUGS** (Teach Reading Using Game) produced by a Reads Successfully forms a large part of this overlearning, along with other word games. All LSA's have received training with this in a rolling programme so they can support the teacher's and pupils.

Accelerated Reader (AR) is being used to encourage pupils to practise reading and also ensure they are reading books at the correct level of difficulty. Staff are able to use AR as a means of measuring progress and early intervention can then be put in place if progress levels drop for a particular pupil. To foster and interest in using the written word for gaining information and as enjoyment, pupils are encouraged to choose a book for interest. This book is called a **shared book** and can be taken home and shared with parents who are encouraged to both read to their child whilst they follow the text discussing the story line and generally enjoying the written word together.

Evaluation

Communication underpins all learning at Magdalen Court School. Pupils' communication and interaction challenges are identified and resolved effectively. Pupils can develop communication skills in educational and social contexts. Pupils are more able to self-advocate, manage their health and emotional well-being.

Sounds Write is now established within the intervention teaching team as the approach to help pupils with their reading and spelling. Regular feedback is given by the interventions teachers to both class teachers and LSAs so that interventions are supported by what is taught and learnt within 1 to 1 work. For example, a pupil learning a particular phoneme would be given spellings in class relating to their phoneme and have their work marked in line with that phoneme. TRUGS allows previous knowledge to be revisited in a fun way and most LSAs have as indicated above been trained to use TRUGS and they are becoming more established in the classroom. One interventions teachers is an established Sounds Write teacher and another will have completed the four day intensive training course by the end of November 2021. The KS3 lead for Literacy and KS2 teacher will complete the same training by early 2022. They are also the Reading Champion for the school.

Evidence

All interventions are tracked, and outcome assessment data collected. Signs show that pupils are making greater progress and are more engaged with both reading and spelling. In Y7 TRUGS has really inspired some of the more reluctant readers to engage. Through playing games they are reading many words without even realising it.

QoE 13: Children make progress

Implementation

Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in results from national tests, which meet government expectations.

Evaluation

Pupils make continuous progress through the National Curriculum. They achieve their shared goals and EHCP Outcomes.

Evidence

Primary aged learners complete the Pre-Key Stage Assessments if relevant. Those pupils who are able, complete Phonics Screening tests and KS2 Standardised Assessments, JSL and GCSE examinations. All pupils, irrespective of their starting points and the nature of their curriculum are assessed continuously so that their progress can be evidenced, tracked, and celebrated.

QoE 14: Skills for Life

Implementation

Pupils are ready for the next stage of education. They have the knowledge and skills they need. Pupils with SEND achieve the best possible outcomes.

Evaluation

Pupils are well equipped to transition from their former school and between KS2, Year 6 to Year 7, KS3 to 14-18 and KS4 to post-school.

Work experience was arranged for all Year 10, 11, 12 and 13 students. This goes beyond the statutory requirement of offering this to only Year 10 and 12 students. The challenge of conducting this during the COVID-19 pandemic was extremely challenging however students were offered opportunities at childcare settings, equestrian centres, accountants, construction companies and youth interventions teams. This was a mix of more traditional work experience, initial meetings with experts in those industries and Zoom calls. Going forward specialist assemblies have been arranged with local industry professionals to inform students about technical education and apprenticeships in their relevant industry as well as school trips to enable students to experience first hand particular industries.

Careers lessons also form an important part of the schools careers provision and lessons support students in understanding and embracing the challenges ahead of them after school by allowing them to learn about interview techniques, how to make applications for a full range of academic and technical courses and how to present yourself to prospective employers and further education establishments.

On site visits from specialists in a variety of different industries were also set up to include in the Summer Term and a drop down day with the army engagement team gave our students a greater understanding of who they are, what they do and how they contribute to society. This was part of the whole school's careers provision. In order for our students to build those vital skills for life they had the opportunity to learn first hand about different career paths. The army delivered this through various fun, practical activities which aimed to develop communication skills, foster teamwork and grow self-confidence for our students. Every student in the school was offered the opportunity to take part as well given the opportunity to ask questions.

As part of the Careers programme we have a strong link with external agencies including Careers South West (CSW) who have successfully provided independent and impartial information, advice, guidance and practical help for our students guiding them to apply or to consider relevant courses. The Careers Lead meets termly with a CSW advisor to review students careers opportunities and the advisor also contributes to the EHCP annual review process.

The school has also strengthened their connections with further education providers and copies of prospectus can be found in the newly established Careers Resource Centre, which is managed by the Careers Lead. The Resource Centre is based in the school library and is readily available to all students at lunch and break times as well as hosting careers meetings with relevant parties.

Evidence

Teachers' knowledge of each pupil is strong, to facilitate smooth transition between phases. Transition activities and days are well planned to enable pupils to get used to their new environment prior to moving there. In 2020, owing to the Coronavirus Pandemic, many transition activities were re-scheduled carried out "virtually" for pupils new to the school. The Nurture practitioner leads play a key role in supporting those pupils who are not academically resilient and able to consistently engage in learning in the classroom. Adult outcomes are included in EHCP planning from the beginning of KS4 to facilitate post-school transition. The Independent Careers Advisor is involved from year 9. Families are supported through the process of applying for places and viewing suitable provisions through individual support. Pupils' confidence and self-esteem are developed through the Outdoor Adventure Curriculum, Drama, Sports Leadership and through opportunities to participate in the School Council.

QoE 15: Producing quality work

Impact

Pupils' work across the curriculum is of good quality.

Evaluation

Work Review and Planning review by SLT reveal any anomalies between pupil progress in Core Subjects and their progress in Foundation Subjects. Where this is identified, pupils are re-assessed, and teaching/learning strategies reviewed to ensure consistent success across the curriculum.

Evidence

- Scholar pack
- Work samples
- Feedback from Intervention Specialists
- Moderation samples

Section 3: The behaviour and attitudes (B&A) of pupils at the school are Good

In making this judgement Leaders have considered the extent to which the extent to which pupils' mental health and wellbeing is supported. There are few exclusions for misbehaviour, positive behaviour support strategies are embedded with a relational support focus and pupils feel safe at school and free from bullying. The atmosphere within the school community is characterised by dignity and respect.

B&A 1: High expectations

Implementation

The school has high expectations for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. Staff make sure that pupils relational support plans are implemented consistently.

Evaluation

Teachers and support staff interpret behaviour as communication and respond accordingly to individual needs. Staff are well supported to implement BSP behaviour support plans. Positive behaviour is consistently modified. Pupils understand and abide by the Code of Conduct which was devised by them and the Student Council in 2020-2021 and the personalised approach to Rewards and Consequences. Restorative approaches are used as appropriate.

Evidence

MDT meetings, school have introduced complex case reviews with SALT, OT, Relational support and Nurture Leads and teacher/LSA of pupil present. These form part of fortnightly meetings. There are regular meeting with the Headteacher, and the two relational support leads. Incidents are recorded to include debriefs and actions. These are monitored and forensically analysed, reviewed to reinform intervention strategies. Very close working with parents and staff and outside agencies as necessary are in place for the more complex cases. BSP support plans are in place with pupil and parents contributing and shared across the school, so all staff have knowledge of strengths and triggers, which impact on the pupils presentation in order to proactively address.

All staff are trained in strategies to support positive behaviour with an emphasis on relational practise, clear expectations, consistent routines, and a full holistic understand of the individual needs of the pupil in particular social communication, and sensory needs/interventions addressed with a bespoke and personalised approach. Staff are taught about attachment theory and the behavioural aspects of various disabilities. Attachment Based mentoring will be delivered to the whole school across 3 INSET days within this academic year. The school have their own SALT and OT who support staff CPD on focused themes and presentations. Where needed we contract with relevant professionals such as

the Communications and Interactions team to work with, assess and advise on supporting pupils who exhibit behaviours that significantly challenge. This is carried out in collaboration with parents and carers.

B&A 2: Zero tolerance to bullying

Implementation

Leaders, staff, and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination, and derogatory language occur, they are dealt with quickly and effectively and not allowed to spread.

Evaluation

Bullying is quickly identified and is not tolerated. Pupils subject to bullying are supported, with well thought out interventions and those who engage in bullying behaviour are supported to identify why they behave in this way and learn how to stop.

Evidence

Teachers, Nurture Practitioners, and support staff know their pupils well and identify potential bullying before it begins. Parents are contacted in the event of bullying and work together with school staff to develop supportive strategies to eradicate bullying. In teaching RRS, RE, PSHE and British Values the impact of respectful interpersonal relationship is taught. Themed assemblies take place and anti-bullying week, weekly nominations for Kindness and Code of Conduct are shared daily with pupils. Code of Conduct is collaboratively developed and consistently implemented. Pupils are helped to understand the consequence of their actions.

The Relational Support leads and Nurture Practitioners work closely with pupils to remove bullying behaviours. Pupils are taught about positive human relationships, equality, rights, and Kindness. eSafety is taught to guard against cyberbullying.

B&A 3: Pupils' attitudes to their education are positive

Implementation

Pupils are committed to their learning, know how to study effectively, are resilient to setbacks and take pride in their achievements.

Evaluation

Pupils are encouraged to focus on their learning and to give their best. Their achievements are celebrated.

Evidence

Pupils report that they enjoy attending school and learning. **Quotes** Feel safe

Pupil achievement is celebrated in the classroom, learning environment, at weekly whole school achievement assemblies and end of year. Pupils academic and emotional resilience is strong, and pupils persist with the challenges presented by their barriers to learning to achieve their potential. Pupils work together in group learning as well as individual endeavour.

B&A 4: Pupils have good attendance

Implementation

Pupils have good attendance, come to school on time and are punctual to lessons, and learning opportunities. When this is not the case the school takes appropriate, swift and effective action working closely with the parents and carers.

Evaluation

Pupil attendance can be impacted by anxieties for this cohort of pupils. With many having been out of school for several months and often more than an academic year. Transition planning for pupils new to the school is highly personalised and planned meticulously.

During the Academic year 2020-2021 the Coronavirus Pandemic did not negatively impact on attendance with the school only needing to close for one day. From January 2021 the school implemented a comprehensive testing regime for pupils and staff. Given the nature of the pupils needs with many having a diagnosis of autism the school, worked effectively to alleviate anxieties around this for a majority of the pupils who were able to manage the test and feel safe in school. For those small percentage of pupils who due to health or significant anxiety couldn't attend school the school was quick to respond with provision of home packs, online learning and virtual learning, Teachers remained in at least weekly contact with families with Nurture Practitioners playing a key role.

Evidence

Comprehensive transition plans are in place prior to commencing the school and for transition within the school for those pupils struggling with engaging. Close working with parents and carers by teachers and nurture practitioners and the MDT team.

B&A 5: Fixed term exclusions are used appropriately

Implementation

The school re-integrates excluded pupils on their return and manages their behaviour effectively.

Evaluation

Exclusions are rare.

Evidence

We work proactively and extensively with pupils and families to address behaviours that might otherwise result in exclusion. In one case throughout 2020-2021 the school has liaised closely with the family, SEMH lead teacher for Babcock, therapist /sensory to support the continued attendance.

Staff understand that many aggressive behaviours are not deliberate and are part of the pupils' special needs and that they need to learn strategies to regulate their own distressed behaviour. Sensory overload and changed to routine are known to cause distress for some pupils. Staff are effective in implementing routines and supports to help pupils know and accept when those routines need to be changed and when there is a need to prioritise emotional resilience over academic. There is also strong support for managing the level of sensory input and ensuring interventions are proactively in place to ensure sensory regulation.

The behaviour policy has been updated to reflect the changing needs of the cohort and is focused on relational practise. The staff team are undergoing Attachment Based mentoring training in the current academic year, so they are better equipped to support this approach.

[B&A 6: Relationships among pupils and staff reflect a positive and respectful culture](#)

Implementation

Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe, and they feel safe.

Evaluation

Pupils are closely observed for signs of being left out, at risk or upset. Action is taken swiftly in such situations to identify the root cause and prevent any escalation of pupil safety and happiness. Should the use of social media cause distress among pupils, when this occurs, school staff work closely with pupils and their families to reinforce the necessity for kind and respectful behaviour both in person and via social media.

Evidence

Pupils are aware of the rights of others. There is evidence of friendships and social contact carrying outside of school. Pupils are encouraged to be Kind, helpful and respectful always. Pupils have trusted adults to whom they can go if they feel unsafe (e.g Nurture team, class teacher, trusted LSA). Student Council allows a forum for pupil voice. Enrichment focused groups are in place. A Parent and Friends of Magdalen Court School group has been set up to organise a range of family activities throughout the year. There are a variety of motivational pair , team building activities across the curriculum ; Outdoor Adventure Curriculum, Drama and Performing Arts, Arts and PE.

Section 4: The Personal development of pupils is Good with Outstanding features

In making this judgement Leaders have considered the extent to which the school experience for pupils is holistic and supports their overall health and wellbeing.

PD 1: The curriculum extends beyond the academic

Implementation

The curriculum extends beyond their academic and provides for pupil' broader development. The school's work to enhance pupils' spiritual, moral, social, and cultural development is of high quality.

Evaluation

The school's culture very strongly expects that all people in the school community treat each other with dignity and respect. The school is fully inclusive and encourages active participation by all. Social, Moral and Cultural education is embedded in all teaching and learning.

Evidence

- Schools Mission, Vision, Values and Activities
- Cross Curricular teaching that promotes British Values, Human rights, Equality, Spiritual and Moral education, throughout the community and school community.
- Themed assemblies and weeks.
- DofE Accreditation and the John Muir award for KS2

PD 2: Supporting pupils to be confident, resilient, and independent

Implementation

The curriculum and the school's effective wider work support pupils to be confident, resilient, and independent, and to develop a strength of character.

Evaluation

Pupils are encouraged to be resilient and to develop confidence and positive self-image. They are taught to be compassionate and responsible citizens and to treat each other kindly.

Evidence

- Ethos Statement

- Kindness focuses in the weekly whole school assemblies
- Sports Leadership opportunities
- Student Leadership Opportunities
- Nurture support team

PD 3: High quality pastoral support

Implementation

The school provides high quality pastoral support. Pupils know how to eat healthy, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships.

Evaluation

Pupils are taught about healthy food choices. Pupils have opportunities to cook their own lunches and staff are sensitive to their individual diet choices and work closely with the pupils and their families to support them and their sensory needs. Pupils are encouraged to be regularly active. The PE, Outdoor Adventure team and teachers implement regular movement breaks and in particular focus on those pupils who have specified interventions. Special activities include walking, swimming, athletics and outdoor challenges on a weekly basis. Pupils are taught relaxation, mindfulness, and self-regulation. The SRE curriculum teaches healthy relationships.

Evidence

Competitive school games – internally. Access to a rich and varied activity programme twice weekly across PE, and Outdoor Adventure to include, wild water swimming, walking, climbing, team working at the Forest school site, kayaking, canoeing, sailing, Duke of Edinburgh across the whole school, John Muir award for the younger pupils, orienteering and more. Sports Leaders programme in place. Healthy lifestyle choices are explicitly taught (diet and exercise). Mindfulness strategies are explicitly taught. A regulating gardens project is in place. Pupils are supported to develop trusting relationships with staff. Nurture Practitioners provide proactive pastoral care. We work closely with mental health providers and specialise mentoring support when needed eg SWIS and CAMHS.

PD 4: Nurturing, developing, and stretching pupils' talents and interests

Implementation

The school provides a wide range of opportunities to nurture, develop, and stretch pupils' talents and interests. Pupils respond well to these and make good use of them.

Evaluation

The school community acknowledges that holistic education is essential. We focus on the wellbeing of all in the school community. We acknowledge each of these pupils anxieties and

need to trust those working with them and their peers. The Nurture ethos is embedded across the school

Evidence

Nurture ethos and approach is strong and threaded throughout the school.

Lunchtime activities. Joint Sports leaders award, Duke of Edinburgh- John Muir, Drama and performing arts offered across the school.

PD 5: Promoting equality of opportunity and diversity

Implementation

The school promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share across cultural, religious ethnic and socio-economic communities.

Evaluation

The school has a diverse population in terms of age, religion and belief, sexuality and so on. All are celebrated and none are discriminated against.

Evidence

Accessibility audit and Equalities Policy

Equality of Employment

Inclusive Practices

Celebration of diverse cultures and religious celebrations

MFL studies include cultural knowledge

Topics focuses on different cultures

RE is respectful of different belief systems.

Section 5: Leadership and Management (L&M) is Good

In making this judgement Leaders have considered the extent to which leadership is distributed and encouraged at all levels, the SLT works co-operatively with the Trustees. The SEF informs the Strategic Plan and the annual School Development Plans. Leaders are focused on achieving outstanding holistic education for all pupils, effective support for families and a supportive work environment for staff. In terms of management, they are responsible in fulfilling all statutory requirements and managing public finances responsibly.

L&M 1: Leaders have a clear and ambitious vision

Implementation

Leaders have a clear and ambitious vision for providing high quality, inclusive education to all pupils. This is realised through strong, shared values, policies, and practice.

Evaluation

The Strategic Vision is based on self-evaluation and translated into annual school development plans. The Board of Trustees in conjunction with the Headteacher have acted on the recommendations from the previous Ofsted Inspection in 2019 and the Action Plan (March 2019) to become a Specialist Setting. This was formalised in November 2020. This has been navigated and achieved during a period of rapid change and against the backdrop of Covid 19.

Evidence

The statement of Mission, Vision, Values and Ethos is clearly stated and understood by all. The current school development plan to the end of the Autumn term 2021 has been reviewed and will inform the 3-year strategic plan 2021 – 2024. The plan will inform the next cycle of the school development plan. The Trustees and SLT have a strong shared vision. The recent material change Ofsted Inspection report. The Proprietor meets regularly with the Headteacher and SLT. The Headteacher is a Trustee of the Parent and Friends of Magdalen Court School.

L&M 2: Leaders focus on improving teachers' subject, pedagogical and content knowledge

Implementation

Leaders focus on improving teachers' subject, pedagogical and content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff, build and improve over time. The school have commenced a focused whole school CPD around middle leadership and developing the curriculum as part of the school improvement journey.

Evaluation

All staff are supported to pursue continuous professional development and to develop their pedagogical knowledge. The CPD programme is determined annually, based on feedback

from the appraisals, the performance management process and information gained by SLT through lesson observations, learning walks, planning and work review.

Evidence

All teaching staff have commenced training specifically focused on the Quality of Education and the revised inspection framework, Intent, Implementation and Impact. This commenced in the summer term with a second session in September with the Headteacher and SEN advisor from Babcock.

- CPD records
- CPD programme 2020-2021
- Performance Management and Appraisal reviews
- Successful completion of QTS (3 in 2020 -2021)
- Applications and approvals for 2 Teachers to receive TLR. One focused on Strategic Curriculum Development
- Working with SEN Advisor Babcock DCC on focused piece of work

L&M 3: Leaders aim to ensure all pupils successfully complete their studies

Implementation

Leaders aim to ensure that all pupils successfully complete their programmes of study. The class sizes are small, and learning is differentiated and personalised. The staffing ratio is appropriate with support staff in place to support this and a highly skilled team of staff to include Nurture Practitioners, Speech and Language therapist, Occupational Therapist, Subject specialists.. working together in order to enable the pupils to reach their potential.

Evaluation

Trustees are regularly informed of Pupil Progress. The teachers and Nurture Practitioners are well informed about T&L initiatives and CPD.

Evidence

Parents have termly meetings to discuss progress and review IEPs. These have taken place throughout the school year.

Pupil Progress meetings.

Assessment weeks (Baseline in the first 6 weeks of the Autumn term)

Trustee visit reports

L&M 4: Leaders engage effectively with pupils and others in their community

Implementation

Leaders engage effectively with pupils and others in their community, including, where relevant, parents, employers, and local services. Engagement opportunities are focused and purposeful.

Evaluation

Parents evenings are held twice a year. In Autumn 2020 and Spring 2021 this was carried out virtually with a near 100% take up by parents and carers. The SLT held Meet and Greet sessions in the Autumn term – on site then Coffee mornings, evenings 6 each term by Zoom in the Spring and Summer 2021 term. Termly meetings to review IEPs – three times a year. Focused feedback on the outcomes of the Baseline Assessments and other relevant Assessments shared with parents and lead for Teaching and Learning and the Class Teacher. Half termly newsletters are produced. Pupils respond positively to school leaders and trustees when they walk around school. The Proprietor is actively involved in the school and set up the Outdoor Adventure Curriculum is now advising on this and providing QA and training to staff and the lead team. Parents feel that they can raise concerns with leaders, managers, and Trustees.

Evidence

- Parent Questionnaires
- Cards and letters
- High level of attendance from parents and carers at parent evenings and special activities.
- Positive relationships with outside agencies
- Trustee minutes and reports of visits to the school
- Photos and Boards
- Pupil Voice including reports and minutes from the School Councils to the Trustees
- Potential residential trips – these were disrupted during 2020-2021.

[L&M 5: Leaders engage with their staff](#)

Implementation

Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff including their workload.

Evaluation

There is a lead member of staff for Wellbeing. Staff feel comfortable and are confident to discuss issues with them. The CPD programme supports and enhances the wellbeing of staff. There is a focus on enhancing staff wellbeing and reducing workload. PPA is extensive and planned so that teachers across year groups can reflect, review and plan together on a weekly basis. Recruitment and retention of teaching staff, Nurture Practitioners and Therapists is good. Staff turnover is low. All LSA's have and continue to receive Group Supervision from a trained therapist. The DSL lead and assistant have access to weekly supervision from an experienced Social Worker of SEND pupils. Staff are receiving focused training and CPD around how to manage their own regulation and Just Right State in order to effectively carry out their roles and ensure their wellbeing and the impact of working with young people with complex needs is proactively managed.

Trustees met regularly with the SLT during the Summer of 2020-2021 to discuss the impact of the cost savings in the summer term of 2020. There has been a significant restructure and review of staff remuneration alongside a focused CPD plan as the school moved towards Specialist Status. Staff salaries are now aligned with the national pay scales for teachers and LSA's and acknowledges the skills set and level of expertise required to work within an SEN setting. This will ensure staff retention and a workforce that feel valued.

Evidence

The school remained open for the whole of the Academic Year 2020-2021. SLT worked closely with the staff team during the pandemic and worked flexibly to address staff needs and anxieties. There is a strong team ethic within the school and staff are confident to share any well-being concerns with the wellbeing lead. The LSAs' line of contact for this are the two Nurture Practitioners. The Headteacher and SLT meet twice weekly for staff briefings and updates. Kindness and Wellbeing is as much a focus for staff as well as pupils.

Staff Questionnaire on Wellbeing carried out by the lead. Mindful awareness of the impact of Covid 19 on staff and their families – flexibility built in to accommodate this and respond in a sensitive way. Dedicated staff room. PPA – this is uplifted and planned so that the Teachers can work together across Year groups, subjects. Lesson Planning – greater flexibility in format to reduce teacher workload and increase effectiveness. Record of Trustee visits. Staff wellbeing activities and supervision, and an integral part of the CPD schedule. Employee Assistance Programme in place. Return to work meetings consistently held with adjustments made as appropriate. Staff Risk Assessments in place and particularly during the Pandemic and ongoing. Twice weekly lateral flow tests in place from January 2021. Regular meetings around safety and concerns. All staff were able to access Vaccines in February and April 2021 which went a long way to create staff confidence and anxieties.

[L&M 6: Leaders protect staff from bullying and harassment.](#)

Evaluation

The school development plan explicitly states expectations in terms of staff wellbeing and protection from bullying and harassment. The Anti-bullying policy is reviewed annually. Managers and Trustees are accessible, compassionate and supportive and consistent,

Evidence

Code of Conduct

Complaints Policy

Incident and Injury reports

Wellbeing Lead

Comprehensive Employee Assistance Programme

Staff Wellbeing CPD's to include all staff having access to Adult Regulatory Sensory Profiling Assessment with individual plan put in place.

The Trustees are in the process of relocating the staffroom to North wing and upgrading the provision of staff areas for lunch and breaks

L&M 7: Governance is effective

Implementation

Those responsible for Governance understand their role and carry this out effectively. Trustees ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education.

Evaluation

Trustees have a shared Vision for Magdalen Court School and a clear set of targets which are regularly evaluated. Trustees have access to relevant training and during this very important stage of the school journey towards gaining Specialist Status have worked and continue to work closely with the SLT. Trustees have a positive relationship with school leaders and staff, in which they hold leaders to account for the Quality of Education.

Evidence

- Comprehensive school development plan Autumn 2020 – Autumn end 2021
- Action Plan for material change successfully in place with Specialist Status formally acknowledged in November 2021
- All of the standards of the ISS met.
- Ofsted report September 2021
- QA from DCC no further QA monitoring from DCC November 2020
- Trustees' meetings.
- Meeting Dates and Standing Agenda items in place for the Year