

School Ethos

Everyone has a personal best

Everyone can find something to aim for

Everyone can achieve something special

Everyone should have the support and opportunity to strive for their goals

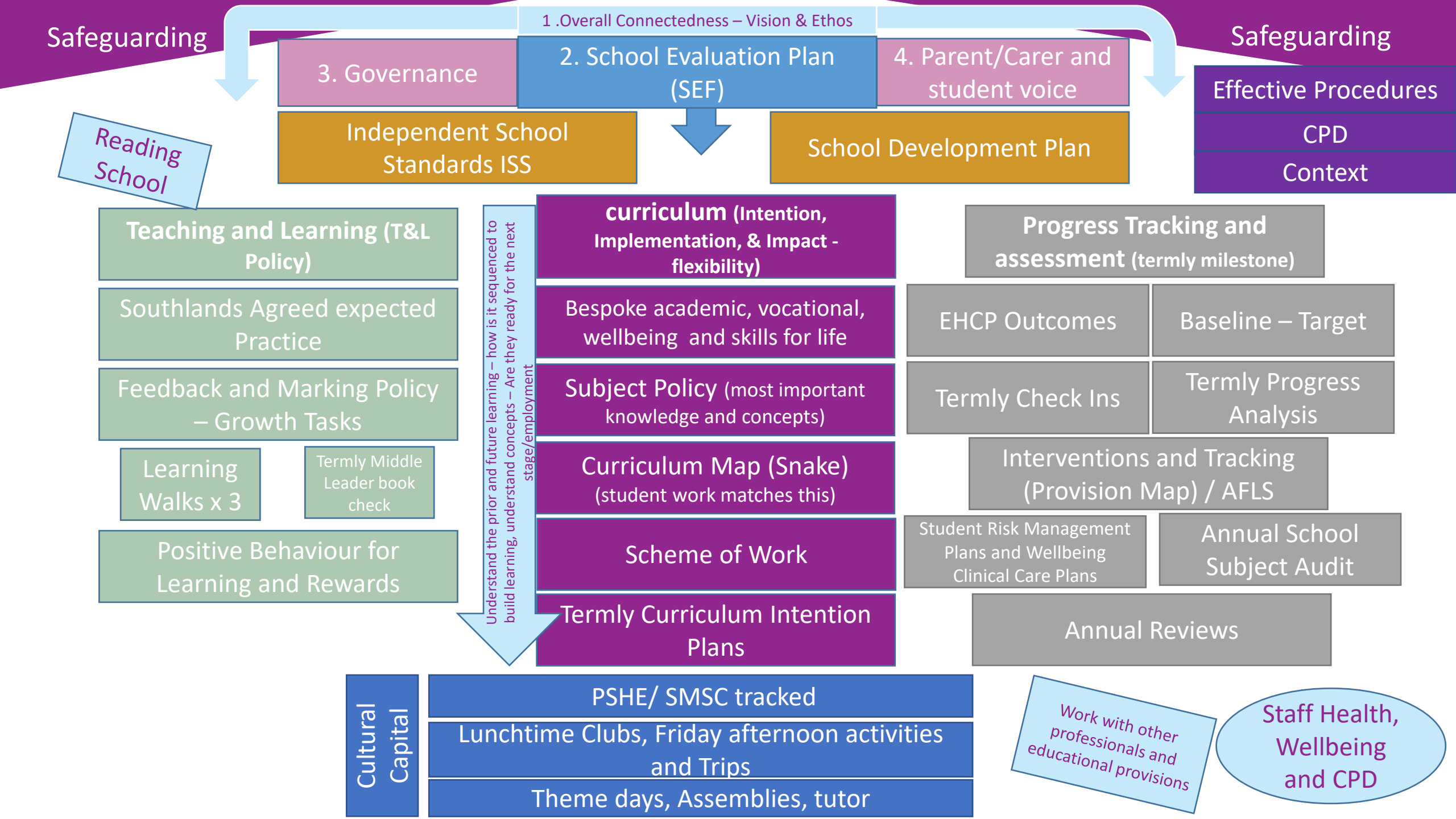
No matter what their situation or the challenges they may be facing

School Vision

Every learner at Southlands will be given opportunities to develop high self-esteem, respect for others and positive and socially responsible behaviour, enabling them to enjoy success and purpose in their wider communities.

We will achieve this through our unwavering commitment to the highest standards with shared responsibilities between learners, parents, carers, educational providers and other public and voluntary organisations. At Southlands we are “one team” across the educational, residential and multidisciplinary settings and all staff who work at Southlands understand we are collectively responsible for the academic and social development of every young person. Southlands staff are committed to promoting positive mental well-being to all, students and staff alike.

At the heart of this vision is our School's expectation that all our partners share our ambition and our commitment to work collaboratively, so the needs and aspirations of the children and young people in our learning community is at the centre of everything that we do.



School Evaluation Form (SEF)

- Site led reflective review of actions, strengths and areas for improvement - Ofsted use to see how SLT and Govs view the school.
- Context of the school, vision and key information such as students on roll, leavers and destinations, school profile, curriculum and ethos and environment
- Last judged in Nov 19 to be Good
 - Knows its pupils, understands need, high expectations, polite and respectful students, rich provision for PSHE
 - To improve - make explicit the structure and intent of the curriculum from Yr3 to Yr11 and better address the use of language around site
- Leadership and management - Good
 - Action points - improved challenge from Govs, more effective monitoring of staff performance and wellbeing, scrutinise and monitor safeguarding practice
- Quality of Education
 - Action points - continue to review curriculum effectiveness - explicit intent from Yr 3 - 11, develop 360 deep dive reviews, develop analytical progress tracking, strengthen P16 pathways, improve self study
- Personal Development
 - Continue to develop the visibility of SMSC and BV, improve access to alternative therapies and community groups and develop a P16 pathway that preps students in a more step by step approach
- Behaviour and Attitudes
 - Continue to improve education attendance, promote positive attitudes and bespoke strategies, develop analysis of behaviour data and better address language around the school

- Strengths

- A school that knows its pupils
- Adaption of activities to how students best learn
- Rich provision
- Planning to meet students' needs, challenges, understand and support behaviours
- Cohesive and uncompromising vision for students effectively articulated
- Improvements in teaching and learning are a major focus
- Unparalleled focus on safety and welfare of students
- Academic Accreditation with positive results
- Highly flexible curriculum - linked to intent, implementation and impact
- Specialist and knowledgeable teachers and TAs
- Independent and comprehensive careers advice (EBP)
- Comprehensive SMSC and BV throughout the curriculum
- Effective student council
- Learning outside of the classroom
- Attendance is good and where there are challenges this is followed up supportively
- Behaviour is generally good and is comprehensively tracked on Behaviour Watch
- Positive environment

3. Governance

- 3 meetings per year - recently updated structure - improve support and accountability, clarity of vision, ethos and strategic direction
- Critical to action and planning - supportive challenge
- Bring clarity to operations, adds robustness to regional support
- Covers
 - Voice of the Young People and parents/carers
 - Reports from the Regional Lead, Principal, Head of Edu and Care, clinical outcomes, commercial performance, occupancy and marketing and estate
 - Case Studies

4. Parent/Carer and student voice

- This is the golden thread running through the SEND code of practice - parent/carers is mentioned 728 times over 292 pages. 'In particular, parents know their children best and it is important that all practitioners listen and understand when parents express concerns'
- Weekly feedback
- Tutorial / mentoring / everyday conversations and relationships
- Student Risk Management Plans and Well-being Clinical Care Plan
- Discussion / consultation on progress, issues, changes
- Parents / carers days and visit to school
- Newsletter
- Celebration events
- Meet and greets each day
- Communication aids to support understanding