

What other people have said about us

David Bartram OBE – SEND Review

Leadership of SEND has been strengthened and SEND provision at the school is now well led. The new SENCO is a member of SLT and has made very good progress with a number of the recommendations. This includes ensuring robust systems and processes are in place to deliver the school's vision for pupils with SEND.

Pupils with SEND behaved well in classrooms, demonstrating some good levels of self-control and positive attitudes to their education.

The SEND governor is highly experienced and provides both support and challenge to the school.

The school has developed its graduated approach to provision. Pupils with SEND are now able to access intervention and support targeted at specific areas of need beyond SEMH support

Adele Gladman – Safeguarding Audit

Safeguarding provision is excellent. The welfare and future wellbeing of pupils is at the centre of everything SIC does – from understanding the individual student; engagement and inspiring those attending SIC; addressing need in order to improve attendance and attainment; family support; and raising aspiration for the future.

SIC has a superb and experienced Designated Safeguarding Lead with a social work background. She is well supported in her safeguarding role by the Senior Leadership Team, a Deputy DSL, SENDCO, and Base Leaders.

Staff are demonstrably passionate about the children that they work with. This is equally true of senior leaders such as the Head, Deputy Head and SLT. They interact positively with pupils and speak about them with genuine fondness.

Nick Whittaker - School Improvement Partner & ex HMI Inspector

The early reading curriculum (including the teaching of structured synthetic phonics) is developing strongly in the primary phase. SSP is being taught with good fidelity to the scheme and pupils are making progress in this important area of learning.

The development of the subject curriculum has been prioritised by SLT. Subject content is increasingly well selected and sequenced and more pupils are building their knowledge and skills in a cumulatively sufficient way.

Assessment activity is increasingly purposeful and effective because it focuses on how well pupils are learning what is intended in the subject curriculum.

Parent Voice

My child is happy at this school = **92%**

My child feels safe at this school = **95%**

The school makes sure pupils are well behaved = **91%**

The school makes me aware of what my child will learn = **92%**

My child has SEND and the school gives them the support they need = **92%**

The school has high expectations for my child = **92%**

The school lets me know how my child is doing = **100%**

The school supports my child's wider personal development = **91%**

(Completely agree / agree)