

School Self Evaluation 2025 - 2026



The Mildenhall School and Swift House

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Context	<p>On Track Education, Mildenhall School, is an independent special school. The Mildenhall School opened in April 2005 and now has places for up to 60 boys and girls (over two sites) aged 11 to 18 years. The school is currently recognised as 'Good overall' by Ofsted (2023)</p> <p>In September 2023 the company opened an additional site in Norfolk, Swift House. Swift House and The Nest primarily support pupils with Autism or Autistic traits.</p> <p>Swift House is accessed down a long driveway in the picturesque setting of a monastery. Swift House is a two-storey building, which has a large number of rooms that have been converted into individual classrooms, a library, a sensory room, a dining room, an art room, a Thrive room, a kitchen, a medical room and toilet facilities. Swift House has access to a play area and a kitchen garden.</p> <p>The Nest sits next door to Swift House and predominantly supports our KS4 cohort.</p> <p>The Mildenhall school supports both boys and girls with SEMH and other barriers to their education. All of our pupils, on both sites, have found it difficult to maintain a placement within a mainstream setting or within another specialist placement.</p> <p>Across both sites the school has 43 full time staff and 10 part time staff. We have two fully trained Thrive Practitioners and are currently training three additional members of staff.</p> <p>At this point in time, all our pupils have an EHCP but none of our pupils have English as a second language. All pupils are white British at the time of reporting. One pupil identifies as Japanese. The cohort is mainly made up of boys. There are only five girls on the school role.</p> <p>Currently there are two CLA and a number of CIN either with an early help worker in place or going through an assessment. A number of pupils are involved with CAMHS or pursuing the Right to Choose pathway.</p>
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Why did we increase our numbers?

In Suffolk 4.6% of all pupils have an EHCP. In Norfolk 5.6% of the school population have an EHCP. On Track realized the need to help more children and families in 2023 and again in 2025 the school increased its capacity from 32 to 45 and then from 45 to 60. In 2025 we also appointed a full time Family Liaison Lead to support those families who needed additional help due to poverty and/or mental health issues. South, East and West Suffolk all have a child poverty rate of above 20%. The Family Liaison Lead will also offer her support with attendance issues. We also have a full time SENCO and a qualified post 16 advisor. The pupils at Mildenhall have easy access to a school nurse, a Solution Focused Brief Therapy Coach.youth justice a Turning Point adviser and a community policeman.

The average attendance figure across both sites for the Autumn 2025 Term was 84%

During the Autumn Term there was a number of fixed term suspensions mainly for vaping, disruptive behavior and damage. Staff are hoping to reduce the number of suspensions during the Spring term through the development of our new behavior support project coupled with an alternative curriculum for those pupils who struggle to manage even very small groups of children. We strongly believe that suspending a child is not the answer in most situations.

Both sites will provide pupils with opportunities for success and achievement in both their social and academic skills. Both the Mildenhall School and Swift House, aim to develop positive attitudes to learning and to prepare pupils with the diverse skills and knowledge needed for a successful transition into further education, employment and beyond

Leaders at On Track Mildenhall are committed to safeguarding and promoting the welfare of children at the school. They are receptive to challenge,reflective of their own practice and strategic and proactive in their approach. The school has excellent safeguarding policies, systems, and processes.

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	<p>The Single Central Record is comprehensive, and well maintained and Safer Recruitment practices are exemplary. Staff have a deep knowledge of and commitment to their safeguarding responsibilities. Staff describe their confidence that safeguarding leads are accessible, supportive and open to challenge. Staff regularly receive safeguarding training and frequent updates.</p> <p>Staff at On Track Mildenhall are committed to developing deep and trusting relationships with students and are keenly aware of changes in the attitudes and emotions of individuals and are highly skilled at managing pupils' behaviour</p> <p>On Track's Directors regularly monitor safeguarding in the school through half termly meetings and reports from the Headteacher. They have a deep commitment to and knowledge of, the circumstances and progress of individual students.</p>
Progress against previous inspection	
Areas to improve	<p>Progress</p> <p>Some pupils have not yet formed independent reading habits. Some pupils do not have the stamina for reading lengthy texts.</p> <p>2025 - 2026 School Development Plan Both sites A more effective and measured reading intervention programme, targeted at low and weak readers, will be added to the curriculum offer. An intervention programme will be fully staffed and timetabled. Additional staff will receive training Both sites will encourage the use of the library on a regular basis. . Where appropriate, pupils will be given a reading stamina target which will be reviewed regularly Higher level intervention sessions to be offered if appropriate.</p>

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School improvement priorities	<p>Inclusion - The school will work towards achieving the IQM Award. The IQM Award (Inclusion Quality Mark Award) is a nationally recognized framework in the UK that validates and supports schools in developing and maintaining inclusive practices, ensuring equal opportunities for all students regardless of background, ethnicity, gender, or ability. It provides a process for schools to demonstrate excellence in inclusion</p> <p>The Curriculum - All pupils will make progress in spelling. All staff will highlight the Sound of the Week and source subject specific words with each Grapheme. All staff will be aware of and draw attention to, speed sounds within tricky key words. AC and NB will provide further whole school training on spelling and phonics. Nurture leads will be offered a selection of spelling games that could be used once a week with the sound of the week. Further spelling activities based on common spelling patterns/rules will be provided weekly to nurture leads to use in form time etc. Games have been bought that have a strong spelling element involved. Spelling assessments are to be analysed to create individualised plans for pupils, focusing on gaps in knowledge.</p> <p>Both sites will strive to improve their GCSE results for 2025/26 - The Mildenhall site will change the organization of the groups so that those pupils who have a better chance of achieving a grade 3 and above will be grouped together. All pupils will be entered for English and Maths GCSE examinations. Statistics and physics will be offered to some pupils at GCSE level and will be added to the time table. Teaching staff will start sending homework in year 10. Homework will be limited to core subjects -maths & English</p> <p>Checking homework will be a consistent part of a lesson each week. Additional intervention sessions will be provided.</p> <p>Oracy across the curriculum is being accessed. Once the audit is complete, training for all staff will be provided on how oracy can be delivered further across the school, in all disciplines.</p> <p>The School will achieve The Dyslexia Friendly Schools Award</p> <p>Personal development and wellbeing -</p> <p>Three more members of staff will train to become qualified Thrive Practitioners. The School will achieve The Thrive Excellence Award</p> <p>Leadership and governance - To identify and refurbish an additional building for pupils who are struggling at Mildenhall. To reduce short term suspensions. An additional building will be in use and a specialized curriculum put in place, giving additional support to those pupils who are vulnerable to suspension.</p>
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Stakeholder and Community Engagement -

To further develop parent and community engagement across both sites. The school has recently appointed a family liaison officer. Her role will be developed to include support for parents during the school holidays if required.

The careers coordinator and Nurture Group Leads will strive to develop community links and a work experience programme.

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SAFEGUARDING – Met – Safeguarding Audit December 2025

Strengths	<ul style="list-style-type: none">The SCR has been checked, and pre-appointment checks are in place for all staff, including teacher trainees on salaried routes, agency, and third-party supply staff. The SCR in this academy also contained record of checks completed on members and trustees of the academy trust. <p>The SCR contains evidence that all those working with pupils have been subject to an Enhanced DBS Check.</p> <p>The school checks to ensure that any contractor, or any employee of the contractor, who is to work at the school will have been subject to the appropriate level of DBS check.</p> <p>The SCR records evidence of permission to work in the UK.</p> <p>The SCR records evidence that Prohibition from Teaching Checks have been carried out for all teaching staff.</p> <p>School staff are aware that children may not feel ready or know how to tell someone they are being abused and are therefore keenly aware of changes in mood or behaviour.</p> <p>Safeguarding training is attended by all staff annually.</p> <p>The Safeguarding page of the school's website contains the names, and the contact details the DSL and DDSLs.</p> <p>The Headteacher reports to On Track Directors six times per year including information on any safeguarding concerns for individual students.</p> <p>The safeguarding team (Safeguarding Leads and Nurture Group Leads) review all cases weekly and keep a chronological record of their discussions and actions agreed on individual My Concern records.</p> <p>Checks made on alternative provisions in which students are placed are exemplary, thorough and comprehensive.</p> <p>There are excellent processes in place to follow up absences on the day, including home visits.</p> <p>Following feedback sought from parents, the school's Online Safety Lead is now providing parents with more manageable information on online safety.</p>
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Areas for development	<p>Over the next two years we will increase the security of the site with additional fencing to the front of the building with secure access controlled from the school office.</p> <p>To refurbish the newly acquired building in order to provide an alternative curriculum, keeping children safe and off the streets.</p>
Next steps	<p>To acquire quotes for additional security fencing</p> <p>To acquire quotes for the new building. To decide upon a contractor. To complete refurbishment</p>
Impact	<p>The Mildenhall School Site is more secure</p> <p>The number of school suspensions will show a falling trajectory.</p>

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INCLUSION – Strong Standard

Strengths	<ul style="list-style-type: none"> We offer a broad and balanced curriculum for all our children and young people teaching them skills towards helping them become independent. Nurture Leads and subject teachers are responsible for the progress of all learners within their classroom and lessons are always carefully differentiated to ensure success and progress for all. Adaptations and teaching strategies are set out in each pupils EHCP Provision Plan. We are committed to encouraging all children to become independent learners and to have a growth mindset with an 'I can' attitude to learning. A variety of resources are used throughout each classroom provision to scaffold learning and encourage independence. These include visual timetables, writing slopes and speech-to-text programmes to name a few. <p>We also use some intervention programmes which offer support, in addition to quality first teaching, to boost and support children's learning. These interventions are monitored by the SENCO and Intervention Lead. Interventions may target a specific subject area such as comprehension, reading or number skills but there are also social interventions to support and develop children's communication and social skills.</p> <p>The school's Inclusion Policy is clear and easy to understand. It is written in straightforward language, making it easy to understand the school's approach to supporting diverse learning needs and promoting inclusive practices across the school.</p> <p>The policy is easily accessible to all staff via iCloud. To ensure understanding, all staff are required to read the policy, and complete low level assessments to check understanding. Additionally, any points that are unclear are discussed in staff meetings. This ensures that all staff are fully aware of the policy and can implement</p> <p>The policy supports all pupils effectively. Also, the policy is easy to access through the school website, ensuring that pupils, families, and staff can readily refer to it when needed</p>
Areas for development	<p>To achieve the Inclusive Schools Award before September 2026</p> <p>All pupils to have their own Chrome book</p>

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Next steps	To continue to gather evidence towards the IQM Award To plan, with the directors, how the school can finance additional chrome books for all pupils
Impact	By completing the IQM, there will be a strong staff focus upon inclusion within the school. Staff will be thinking more about inclusive practice. All pupils will have access to a Chromebook in every lesson on both sites

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CURRICULUM AND TEACHING – Strong Standard

Strengths	<ul style="list-style-type: none">• The curriculum is pupil-centred. Each child has their own bespoke plan for the time they are attending the school, be that 5 years or just one year. These clearly show the structure of the planned learning and expected progress for each pupil split over each half term. These demonstrate an awareness of starting points for each child, based on assessment data and teacher appraisal from the moment the pupil arrives at the school. They summarise the new learning as well as the revisiting of prior learning, to ensure key knowledge is embedded in long term memory and built on at each stage of the learning. These are working documents and staff reassess these plans regularly and adapt and alter as required throughout the year. These plans are carefully colour coded for quick cross referencing to the detailed curriculum maps. This colour coding also indicates clearly whether or not the pupil is working at age expected levels. Each child has their own, user-friendly snapshot Roadmap, detailing the work they will be encountering for that half term. These have traffic light reflection points for pupils to discuss and rate their performance throughout the half term.• CPD is a blended approach with regular face-to-face training incorporating academic, Thrive and SEND specific training for all staff, alongside online platform based training. This year, a regular webinar package has been bought for all English teachers to access some specialist subject specific training regularly throughout the year.• Cross-curricular maps are produced each half term to give staff a quick reference document to find out what all pupils are studying across the curriculum. This enables teaching staff to plan in and embed some aspects of learning that have a cross-over into other subject areas. We ensure that the principles of British Values and SMSC underpin each subject area and embedded across the curriculum.• Communication, reading, writing and mathematics are planned for and embedded across the curriculum. Social communication skills interventions are timetabled across the school. Reading is prioritised in all lessons. KS£ classes have reading timetabled into their week. KS\$ have a DEAR session each week to encourage reading for pleasure.• Interventions: all pupils are assessed for visual stress, phonological awareness and reading levels. Those with recognised visual stress are provided with overlays and coloured paper. Those whose reading is notably below their chronological age, have a reading intervention plan put in place. This involves daily short bursts of reading to a trusted member of staff, where reading and comprehension are practised and assessed. New pupils have a Fresh
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	<p>Start Assessment shortly after arrival. If required, they are then put onto the Fresh Start phonics problem and supported through this by a trained member of staff. Frequent assessments are completed to assess progress and isolate areas for re-visiting. Handwriting interventions are also carried out where required and beneficial. Maths interventions are provided with the intervention specialist and a GCSE tutor. Maths teachers refer pupils that need extra support for inclusion in the programme. As much as possible, interventions are carried out in the classroom, where practicable, to ensure whole class learning is not compromised and pupils are supported to keep pace across the curriculum.</p> <ul style="list-style-type: none"> • A school wide vocabulary extension programme has been in place for many years. Word of the Day is used to help strengthen vocabulary knowledge as well as the underpinnings of common spelling patterns, including etymology. There is a focus on Tier 2 words, with subject specialists also having responsibility for suggesting key foundational terms to be included, both Tier 2 and Tier 3. • EHCP & inclusion. EHCP plans are broken down into action plans EHCP Provision plans that follow the graduated approach with SMART and stepping stone targets towards the end targets outcomes. All staff have access to these documents and nurture leads add regularly to these to monitor progress and inform adjustments and alterations as required. The SENCO collates progress and sets new targets each term. These also feed into EHCP reviews. Visual stress testing for all pupils enables overlays/coloured paper to be provided where required. Chromebooks and scribes are available for pupils who require such adaptations to enable them to access the full curriculum but also record their learning in different ways. 1:1 support is available where beneficial. Adaptive teaching is promoted by all teaching staff, to ensure expectations remain high, with appropriate support in place to facilitate success for all pupils. • A life-skills sub-curriculum is followed by all pupils. This covers subjects such as cookery, independent living and enrichment. Accreditations followed include ASDAN, BTEC and AQA units.
Areas for development	<p>Both the specialist English teachers left their posts at the end of the previous academic year. High quality replacements have been found. However, it will take time for them to be in a position to understand and contribute fully to the multi-layered planning documentation that we have in place. Support and training will be key to this being implemented effectively and promptly.</p> <p>Spelling is still an area that needs to be strengthened robustly. Staff have access to the speed sound charts, sound of the week is disseminated, a bespoke On Track dictionary is made available to pupils and staff. However, non-English specialist</p>

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	<p>staff seem to lack confidence in phonics and are often not naturally alert to spelling features and possible errors and their causes. Further training is needed for staff in these areas to improve support in the classroom for pupil spelling. Oracy is an area that needs development and strengthening across the curriculum. An audit is being taken to celebrate achievements as well as highlight areas for improvement.</p> <p>Training is planned for all staff.</p> <p>All curriculum maps need to have sufficient detail behind the summary long term plans. Some subject areas need to be strengthened in this area. Support will be offered to relevant staff.</p>
Next steps	<p>Working groups have been set up for development areas, including spelling, oracy and GCSE results improvement. These groups have regular meetings and set time bound targets to reach these outcomes.</p> <p>Training to be planned and delivered where appropriate on phonics and spelling strategies.</p> <p>Whole school CPD to be delivered on oracy and how this can be implemented more robustly across all subject areas.</p>
Impact	<p>The average spelling age of the pupils on both sites will show improvement</p> <p>Meaningful talk will be embedded in all curriculum subjects. Planning will include a reference to oracy skills</p>

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ACHIEVEMENT – Expected Standard	
Strengths	<p>Biannual assessment tracks progress over time for all pupils.</p> <p>Teaching staff monitor progress through subject specific spreadsheets.</p> <p>Termly lesson observations and regular learning walks and book-looks evidence quality of teaching, curriculum coverage, suitable work sheets, a variety of methods of demonstrating knowledge and skills, automaticity in key foundational knowledge and skills.</p> <p>National qualification data is assessed against starting points.</p> <p>A range of qualifications and awards are available including GCSE, BTEC, Functional Skills, ASDAN, British Values, First Aid, Mental Health, AQA unit Awards</p> <p>All pupils on both sites, are given access to the large construction workshop.</p>
Areas for development	GCSE grades to be improved, especially in maths and English language.
Next steps	<p>Homework now for year 10s and 11s in maths and English. Higher profile for out of school study within lessons.</p> <p>Greater communication with parents around progress in core subjects and homework</p> <p>Intervention to be offered to pupils where required. Maths intervention tutor to work additional hours.</p> <p>Physics to be made available to pupils at the Mildenhall school via The Swift House site</p>
Impact	<p>Some pupils will gain a GCSE pass in English and Maths at L4 or above. This will depend on the cohort</p> <p>Some pupils will sit the foundation GCSE in year 10 and then the higher GCSE in year 11</p> <p>All pupils will sit a GCSE exam in English and Maths and achieve a grade</p> <p>All pupils will gain a pass in FS Maths and English</p>

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ATTENDANCE AND BEHAVIOUR – Expected Standard

Many of our students have been out of education for a long time before attending On Track. Our school uses an induction process to aid the transition of new pupils in to our school - this has a high success rate for achieving integration. We can also tailor this to suit the different needs of each student. We currently have 56 students on roll, 2 of these have severe absence under 50%.

Strengths	<ul style="list-style-type: none">Our Family Liaison Officer has been working closely with those students (and their families) at most risk of persistent absence and has helped these students achieve higher attendance this term compared to last term. This is by using The Solution focus Circle to gain the student voice , regular home visits offer support to parents.Making a strong relationship with the student and family before they start at On Track by doing home visits and gathering information from the student and family as to what will help the student to achieve in school. Visiting and contacting the previous school or AP for information to make a smooth transition.Positive support by phone calls /text to parents to support them in the mornings as they try to get their children into school.We build good relationships with parents and carers.Termly support meeting with Educational Welfare Officer.A variety of strategies to support pupils who have persistent absence.Our Half Termly Award scheme to improve attendance has been effective: over the past year, we've seen an improvement in overall attendance among pupils with SEND.Half Termly meetings between the Attendance Champion , Family Liaison Officer and Nurture Group Leads ensure that achieving good attendance is a whole school approach.Attendance is discussed weekly at SLT meetings to show trends, improvement and concerns and actions around theseAnalysis of attendance trends to show where targeted support is needed.We have robust reporting systems for behaviour incidents and we monitor them frequently.Recruitment of a new Deputy Head who will oversee Pastoral support
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	<ul style="list-style-type: none"> • Recruitment of Behaviour Project Lead who can support pupils who are finding school challenging • Regular THRIVE sessions for all students by trained practitioners • Access to a Solution Focussed Therapist • Both sites have an understanding that the timetable needs to be flexible to meet the needs of children who are in crisis. • Referrals to other agencies
Areas for development	<p>To continue to improve whole school attendance</p> <p>To open a new building, adjacent to the Mildenhall school to support those pupils who find even a very small school, too challenging.</p> <p>To develop an alternative curriculum to include the Duke of Edinburgh Award Scheme</p> <p>Robust reporting tools to be available through engage</p> <p>To continue to build connexions with external agencies that could impact behaviour within the community</p> <p>To review the school's behaviour policy to reflect the modern/unique situations in school including the use of mobile phones and vaping.</p>
Next steps	<p>To refurbish the new building</p> <p>Targeted support for those students who are struggling to attend school and for those who may be at risk of becoming severely absent</p>
Impact	The whole school attendance figure will show improvement

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PERSONAL DEVELOPMENT AND WELLBEING – Strong Standard

Strengths

- Our curriculum for personal, social, health and economic (PSHE) education covers the issues most relevant to our school community, particularly online risks, and pupils feel able to discuss them openly in class
- We celebrate success.
- The School has a trained Mental Health Lead and a Mental Health Action Plan
- Pupils and staff feel valued and listened to.
- Families are supported.
- All pupils have daily access to a Thrive practitioner and weekly access to a school nurse, a Careers Lead and a SFBT counsellor.
- Our careers programme is based on the Gatsby Benchmarks.
- We work towards all our pupils gaining a post16 positive outcome.
- In order to improve our work experience, offer we will organise a work experience week in early July.
- We adjust and tailor personal development to make sure every group can participate and benefit fully, including pupils with SEND, pupils who are disadvantaged, and pupils who are vulnerable
- We value all our staff and promote the well-being of staff both individually and as team.
- Xello Careers Programme
- School Careers Plan
- L6 Careers Adviser offering 1:1. Information and Guidance at anytime
- Careers Adviser Attends EHCP Reviews.
- Careers Long Term Plans delivering Gatsby Benchmark 1-8.
- Careers Lead works with Pupils, Parents, College and local authority representatives to ensure a smooth transition to post 16.
- Annual Enterprise day. Each group is tasked to provide a service or product in order to make a profit.
- Career Lead liaises with Local Authority to highlight issues with post16 transport.
- Opportunities for pupils to engage with college and trainers 1 day a week in year 10 and 11.
- Visits to local post 16 Colleges and the University of East Anglia.
- Careers Lead meets once a term with Group Leads.
- All year 11s have a post16 offer and have maintained a placement by October half-term.

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	<ul style="list-style-type: none"> • Careers week English and Maths lessons delivering:- CVs, letter writing job applications, NI&Tax and personal finance and expenditure.
Areas for development	<p>To deploy an additional, Thrive Practitioner to Swift House.</p> <p>The School will achieve the Thrive Excellence Award.</p> <p>Post 16 and Careers -</p> <p>The Careers curriculum will be revised to include further opportunities for work experience and encounters with employers.</p> <p>To improve the offer of work experience and employer engagement. The school proposes to plan a work experience period in June. The introduction of a work experience week will strengthen encounters with employers, Gatsby Benchmark 5 and provide meaningful experiences of the workplace Bench mark 6. These opportunities will be closely matched to pupils interests and aspirations. Structured preparation by Group Leads will ensure pupils understand workplace expectation and develop relevant, transferable skills. Pupils will have the opportunity to reflect on their experiences supporting personal development and informed progression. Resulting in pupils well prepared for their next steps. The school will offer in house work experience and opportunities with school contractors. Considering some of the needs of our pupil's placements maybe supported by staff.</p>
Next steps	<p>The Thrive room open at Mildenhall to be used for 1:1 and group sessions</p> <p>Year 11 pupils will go to job fairs in March/May/June</p> <p>Xello will be used more by Nurture Group Leads with their year 11 pupils.</p> <p>Work Experience week to be an annual event and will embedded and expected by all staff,pupils and parents.</p>
Impact	<p>Careers guidance significantly improves individual life outcomes by increasing career readiness, boosting confidence, and enhancing mental well-being through reduced anxiety about the future.</p> <p>More pupils will secure their chosen post 16 placement</p>

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LEADERSHIP AND GOVERNANCE – Strong Standard	
Strengths	<ul style="list-style-type: none"> The leadership team has a strong understanding of our school's context, strengths and areas for development, informed by data and evidence. Our school improvement plan (SIP) is clearly aligned with data-driven self-evaluation Staff feel valued, and have opportunities to share their perspectives through meetings, participation in working groups and surveys Directors understand the school's context and improvement priorities, and challenge leaders effectively. Board meeting minutes and records of committee work show that governors ask probing questions, hold leaders to account, and strategically review key decisions Staff retention data shows low turnover, suggesting a good working environment and manageable workload. This is also backed up by staff wellbeing surveys, which report that staff feel able to manage their tasks and workload The Wellbeing of staff is a priority. The continuous development of the school is supported by the directors and the Head Teacher. This professional development programme enables all staff to effectively implement the curriculum The SLT are individually skilled in Health and Safety, The Curriculum, Post 16/careers, Esafety, Attendance, Wellbeing and Thrive, Family Support, Mental Health and Behaviour, Safeguarding and Special Educational Needs. The directors know each and every child.
Areas for development	<p>To further develop the Mildenhall site.</p> <p>To further develop the curriculum for those pupils who continue to struggle with the current timetable</p> <p>To amalgamate a more efficient system which captures the relevant data to make reporting more streamlined and accessible</p> <p>- to improve the school management system</p>
Next steps	<p>To gather in the quotes for the refurbishment of the new building before the end of the Spring term</p> <p>To appoint a full time class teacher at Swift House</p> <p>To train an additional Thrive practitioner</p> <p>To continue to develop the curriculum to always meet the needs of all our children.</p>

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Impact	<p>To continue to improve the school, making changes where necessary</p> <p>Swift House will be fully staffed</p> <p>Those pupils who cannot manage a more formal curriculum will have equal opportunities for learning and achieving within an additional building</p> <p>The number of suspensions will reduce</p> <p>There will be more emphasis on the Arts</p> <p>There will continue to be a culture of high expectation</p> <p>Staff will continue to feel valued.</p>
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Post 16	Expected Standard
Strengths	<p>There is a range of qualifications available to all pupils.</p> <p>Those that are able, are encouraged to sit GCSE's in year 10 at foundation level</p> <p>All Pupils have weekly access to a careers lead.</p> <p>All year 11 pupils are encouraged to visit a number of post 16 education providers/trainers.</p> <p>All year 11 pupils are encouraged to visit the university campus.</p> <p>All year 10 and year 11 pupils are offered a supported placement at college in order to prepare them for the next phase in their education.</p> <p>All year 10 and 11 pupils are encouraged to visit a number of career fairs.</p> <p>Destination data shows that pupils are well-equipped for the next stage of education, employment or training, and are able to go onto destinations that meet their goals and aspirations.</p>
Areas for development	<p>The work experience programme needs further development</p> <p>The Employer engagement scheme is in the process of further development</p>
Next steps	<p>Meeting to be held on 21st January 2026 to discuss areas for development</p>

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EVIDENCE TO SUPPORT SUMMARY EVALUATION	
Ofsted inspection report Ofsted Material Change Report Local Authority Audits	9 th March 2023 April 2025 All three Local Authorities completed an audit during 2025
Safeguarding	Safeguarding Audit December 2025