



FRANK BARNES SCHOOL FOR DEAF CHILDREN

SCHOOL SELF EVALUATION

ACADEMIC YEAR 2023-24

Updated: September 2024

Context

- Community special school for Deaf children aged 2-11.
- Pupils from 18 London Local Authorities, travelling in each day
- Bilingual education philosophy (British Sign Language and English)
- Co-located with Kings Cross Academy (2-form entry mainstream school)
- Numbers on roll: 36
- 60% girls: 40% boys.
- Pupils eligible for FSM: 49% (highest national percentile).
- Pupils from ethnic minority groups: 84% (highest national percentile).
- Disadvantaged / Pupil Premium pupils: 47%
- Increasing number of pupils with medical needs: 14%
- All pupils are EAL (BSL first language), where 40% have BSL at home (deaf families)
- The school has a Healthy School Award (renewed 2022)
- Attendance data: 2022-23: 92.7%; persistent absentees: 41%
- Fixed term exclusions: 0
- 55% of pupils have an Additional Education Need in addition to their Deafness, predominantly Language and Communication needs

Last inspection (May 2023): Grade: Outstanding

School improvement priorities 2023/24	<ul style="list-style-type: none"> • Quality of education: <ul style="list-style-type: none"> *To raise outcomes in literacy (reading/writing) and BSL (handling specifiers) *To raise outcomes in Maths, particularly in Shape, Space and Measure *Provide staff training and introduction to shape-coding to support writing. *Develop teaching staff curriculum knowledge in Foundation subjects *To develop a better understanding of progression in the curriculum from EYFS to KS2 • Behaviour and attitudes: <ul style="list-style-type: none"> *To review behaviour management strategies and assess impact of any changes. *To continue to maintain accurate and effective records of behaviour. • Personal development: <ul style="list-style-type: none"> *To embed pupil targets and aspirations for the future in the curriculum and link to own development. *To initiate research into becoming a UNICEF Rights Respecting School *To research outdoor learning opportunities for younger pupils, e.g. short residential. • Leadership and management: <ul style="list-style-type: none"> *To continue to build on and improve on parental engagement and collaboration; *To carry out a peer review with a special school; continue to forge community links and partnerships with local and national community. * Ensure a robust mentoring and support for UQTs, ECTs and trainee TODs * To increase collaboration with KCA to further develop the partnership • Quality of education in Early Years: <ul style="list-style-type: none"> *To increase and improve outdoor learning provision. • Overall effectiveness: <ul style="list-style-type: none"> *To continue to maintain high standards of school leadership and management, and ensure pupils continue to achieve targets and raise outcomes.
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QUALITY OF EDUCATION – Outstanding

Strengths

Intent:

- The school's bilingual practice (BSL and English) is central to the curriculum delivery and teaching approach and is the defining characteristic of our philosophy and policy.
- The school has developed a creative cross-curricular themed curriculum for a number of years, which has been designed for teachers to use flexibly to plan their lessons to meet the needs of their pupils. Teachers use the Creative Curriculum (NC) and a personalised learning curriculum to plan cross-curricular activities in order to make meaningful links between subjects and consolidate learning.
- The curriculum has been reviewed by senior leaders in collaboration with class teachers to ensure that it is fit for purpose, i.e. that it meets the varying needs of pupils across the school, while ensuring that is broad, balanced and meaningful, and designed to ensure that pupils are taught the knowledge and skills required for future learning.
- A new BSL curriculum was launched in December 2023 and has been implemented to develop pupils' knowledge, skills and understanding of their first language to support their learning of English.

Implementation:

Quality of teaching and learning

- The majority of teachers were found to provide excellent teaching and learning practice by leaders and the school's LA professional partner. All teachers either met or partially met their targets linked to the Teacher Standards.
- Staff have high expectations for pupils' achievements. Pupil outcomes are amended and raised between annual EHCP reviews/pupil progress meetings if progress is being made rapidly, and recorded in the pupils' Provision Maps.
- Lesson observations, planning and book scrutiny demonstrates that the majority of teachers have robust subject knowledge and understanding of the varying learning needs of pupils.
- Pupils are engaged and included in lessons through use of appropriate learning resources, differentiated activities and effective deployment of support staff.
- Pupils' workbook scrutiny ensures coverage, differentiation and application of their learning.
- Teachers make good use of technology through the use of Interactive Whiteboards, iPads, and laptops across the curriculum to support and enhance pupils' learning, e.g. using green screen filming to make topics more "alive" through role play and demonstrating their knowledge and understanding in BSL; pupils are taught to maximise their IT skills using iPads and online learning platforms, i.e. Seesaw.
- Pupils are exposed to native/first language BSL users and Deaf role models to develop their language skills in BSL which supports their learning.
- Teachers use a structured approach to the teaching of English as a second language through the use of school's Literacy Toolkit, which helps them to bridge between BSL and English using colour-coding for teaching word classes

	<p>and scaffolding for writing. Pupils have developed more confidence in independent writing to raise outcomes in writing. Visual Phonics resources have been updated to support pupils' phonological awareness and development, and shape-coding is used as a tool to develop pupils' skills and understanding of English grammar.</p> <ul style="list-style-type: none"> • Teachers devise personalised learning programmes for some pupils with additional/complex SEN in close collaboration with supporting professionals to maximise the learning potential for each child. These programmes are delivered by 1:1 teaching assistants to ensure they make progress. • Staff utilise their skills make excellent use of resources to develop and provide a wealth of BSL stories, High Frequency Words, FBTV, FB News, Fun Facts, Science/Art /Maths videos, etc. for pupils to access on Seesaw. • Whole school subject days, e.g. Maths, Science and Geography days have been successful in pupils sharing their learning linked to similar topic and demonstrates understanding of progression from EYFS to KS2. <p><i>Assessment</i></p> <ul style="list-style-type: none"> • Senior Leaders have embedded robust assessment systems to ensure that pupil performance data is analysed termly and annually through EHCP reviews and termly through Pupil Progress meetings • Assessment procedures are underpinned by using Classroom Monitor attainment/assessment 'band' statements, baseline assessments and pupil trackers for core subjects which enable teachers to track individual pupil progress and plan lessons to ensure gaps are narrowed. • Teachers monitor and assess pupil progress formatively and summatively through use of National Curriculum performance descriptions and against the Engagement Model criteria for pupils working below the NC. • Standardised BSL productive and receptive assessments carried out by the Deaf Instructor are used to determine the pupils' BSL levels and are used to set targets for language development in BSL. The analysis of assessment data also identify strengths and areas for development across the whole school. • Termly collation of pupil attainment data on spreadsheets allows for more in-depth analysis of pupil progress. Attainment data is then inputted into an Excel spreadsheet to analyse data and identify trends over time. • Teachers, the SENCO, Deaf Instructor, SALT, PT and OT meet termly to review pupil progress termly and identify barriers to learning so that pupils' needs are quickly identified and targeted interventions are put in place. The information is fed into pupil Provision Maps which are updated each term. <p>Impact:</p> <ul style="list-style-type: none"> • EYFS: pupil attainment is variable, depending on individual need and ability, but all pupils make progress working towards the ELGs.
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KS1/2: Children's progress is assessed individually and progress expectations are categorised according to need and ability – progress is variable due to different starting points, language, learning, and other needs. Some children have made good progress and met or exceeded their targets.

- **Phonics screening check:** This test is not appropriate for our current cohort. Pupils in Year 1 are not working at the level expected to pass the Phonics Screening Test. Pupils have limited phonological skills impacted by listening, lipreading and EAL, but the school's Visual Phonics Programme continues to support this development.

In 2022-2023:

End of EYFS data:

5 pupils in Nursery: good progress in 4 areas of learning, more work is required for PSED, Literacy and UW

8 pupils in Reception: good progress in all areas of learning – 2 children emerging in all areas on par with their learning ability, more work required in Literacy and UW

End-of-Key Stage 1 and 2 data was reported in 2 different categories against different descriptors in the core subjects:

- Pupils working at the expected standard of the National Curriculum Assessments – Use Teacher Assessment (TA) frameworks.
- Pupils working below the standard of the National Curriculum Assessments and engaged in subject-specific study – Use Pre-Key Stage standards.

Below is end-of -Key Stage 1 and Key Stage 2 pupil data:

End of KS1 (Year 2)

*Expected Standards (ES)

	English Reading	English Writing	Mathematics	Science
Pupil D (TA Frameworks)	Met the ES	Met the ES	Met the ES	Met the ES
Pupil L (TA Frameworks)	Met the ES	Met the ES	Met the ES	Met the ES
Pupil J (Pre-KS standards)	3	3	3	Has Not Met the ES
Pupil A (Pre-KS standards)	2	1	2	Has Not Met the ES

	Pupil X (Engagement Model)	EM	EM	EM	Has Not Met the ES
End of KS2 (Year 6) *Expected Standards (ES)					
		English Reading	English Writing	Mathematics	Science
	Pupil D (TA Frameworks)	N/A	Working towards the ES	N/A	Met the ES
	Pupil K (TA Frameworks)	N/A	Working towards the ES	N/A	Met the ES
	Pupil M (TA Frameworks)	N/A	Working towards the ES	N/A	Has Not Met the ES
	Pupil S (TA Frameworks)	N/A	Working towards the ES	N/A	Has Not Met the ES
	Pupil A (Pre-KS standards)	5	5	6	Has Not Met the ES
	Pupil O (Pre-KS standards)	6	6	6	Has Not Met the ES
The Expected Standards (ES) are a benchmark for hearing/mainstream pupils, and are not necessarily applicable for pupils with SEND, where there is no national benchmark for attainment. Many deaf pupils have variable language skills with many not having early access to language or full access to BSL at home and therefore not working at the ES and need more time to catch up. For this reason, we are not concerned that a significant proportion of pupils have not met the ES. They are still making progress in line with their individual targets and expectations.					
Actions from previous year: To raise outcomes in literacy (reading/writing) and BSL (facial expression/manner/aspect)			Impact of actions: Data demonstrates good progress with most pupils meeting or exceeding their set targets; BSL therapy for targeted pupils and BSL curriculum lessons to develop target areas of BSL.		
Areas for development	<ul style="list-style-type: none">Continue to raise outcomes in Literacy, Numeracy and BSL through effective monitoring of teaching and learning.Embed shape coding in teaching of English writingTo set up a new spelling system and establish clear progression in BSL and English				

	<ul style="list-style-type: none"> • Staff training in Maths curriculum focussing on Shape Space and Measure • Further develop scientific enquiry through more experiments and critical thinking skills.
Next steps	<ul style="list-style-type: none"> • Staff to attend accredited Shape Coding course. • Develop teaching staff knowledge in foundation subject knowledge through CPD INSET training. • Ensure all staff have a secure understanding of our curriculum progress and links between learning at each key stage/year group.

BEHAVIOUR AND ATTITUDES – Outstanding	
Strengths	<ul style="list-style-type: none"> • Pupils' behaviour is excellent overall and impressive improvements are made with children with challenging behaviour. The behaviour policy details strategies to support and reinforce positive and effective behaviour management e.g. behaviour plans are developed for pupils with episodes of challenging behaviour, and external support is provided when requested, e.g. Deaf CAMHS) • All behaviour incidents are recorded on Arbor, and appropriate action is taken to address any incidents in line with the school's behaviour policy to ensure reinforcement of positive behaviour. • Differences are celebrated, valued and nurtured through the PSHE/Citizenship/Deaf Studies curriculum and whole school assembly programme, covering a wide range of themes and topics. • The school adopts "Golden Rules" for positive behaviour and staff are consistent in reinforcing positive behaviour and have high expectations for good behaviour. A house point system is in place for children to earn points (tokens) as a reward, and gives children an incentive to achieve well in both in their work and behaviour. • Consideration is given to pupils with neurodivergent needs and behaviour boundaries and approaches are commensurate with their needs. • The school celebrates pupils' good work and achievements in assemblies once a week, with a "good work" certificate assembly at the end of each half term. House Captains count reward tokens weekly and announce winning house for good work and behaviour. The winning house at the end of year is rewarded with a trip. • Bullying, harassment or discriminatory behaviour is not tolerated and dealt with quickly and effectively. • Attendance is just above school target, despite having more pupils with medical needs. • Pupils enjoy coming to school and feel safe, as evidenced in the annual pupil surveys. Pupils are motivated, confident and show pride in their work/performance.

	<ul style="list-style-type: none"> • Visitors' feedback and feedback from the School's Professional Partner always comment on the positive relationships between staff and pupils which demonstrate mutual respect that is evident in pupils feeling safe and confident. 	
Actions from previous year: To agree behaviour policy and behaviour management strategies across the school to ensure they are appropriate and commensurate for specific pupils with behaviour needs.		Impact of actions: Behaviour management strategies are more consistent, Staff have been trained in positive handling, Arbor is used consistently to record behaviour incidents.
Areas for development	Analyse behaviour patterns and incidents to identify triggers, etc.	
Next steps	Identify categories for severity of behaviour and set up in Arbor to analyse.	

PERSONAL DEVELOPMENT – Outstanding	
Strengths	<ul style="list-style-type: none"> • The school's vision and ethos includes ensuring that all pupils develop a positive Deaf identity, supported by role models in the Deaf staff, and the Deaf Studies Curriculum. • Pupils have opportunities to meet Deaf peers and adults through annual BSL celebration and recognition days and events (e.g. Deaf Festival Week) to develop a sense of belonging and community. • Pupils have clearer aspirations for the future, e.g. Aspirations Project • The school has achieved an enhanced Healthy School Accreditation in recognition of the school's promotion of healthy eating, exercise and curriculum (renewed in 2022). The school also provides a Learning Mentor through the Deaf Instructor to support the emotional needs of pupils. • Extra-curricular provision e.g. educational visits, artists workshops, school journeys, involvement in performance events e.g. Christmas Show production and workshops, Camden Choir Festival, Camden bi-annual music festival are important events in the school calendar which impacts positively on pupils' SMSC development. • We have set up lunchtime clubs including a running, bike and scooter club to promote pupils' physical development; a News Club to promote pupils' literacy, editing and publishing skills; and a signing choir club to promote collaboration with KCA and develop pupils' music skills. • The school promotes equality, inclusion and diversity through the PSHE/Citizenship curriculum and school ethos. Pupils are expected to be respectful and tolerant of others and celebrate differences. Pupils and staff engage in open and honest dialogue to promote this, and staff/ pupils with diverse identities (intersectionality) act as positive role models in our very diverse school community. • The RSE policy has been updated. The curriculum is shared with parents and delivered to pupils in Year 5 and 6.

	<ul style="list-style-type: none"> • Pupils are encouraged to celebrate their unique qualities - they are supported to become resilient and independent as far as possible through setting high expectations. • Pupil voice is a strength across the school as we ask for pupils' views, e.g. voting for class names, Christmas show titles, etc. • Pupils' engagement in School Council training and participation in Camden schools' annual debates, health questionnaires and assemblies encourages pupils to express their views on a range of issues. • A robust secondary transfer system is in place to support pupils and parents prepare for transition to secondary school, e.g. visits are arranged, parent meeting are held, pupils are prepared in advance. • Inclusive values are included in the Assembly programme, and through delivery of the curriculum, i.e. being honest, law-abiding, tolerant and accepting of others. • Pupils have age-appropriate understanding of how to keep themselves safe e.g. Assemblies focus on health, safety and wellbeing, and pupils receive weekly PSHE sessions using the Emotions Curriculum to support their personal, social and emotional development. • Online safety is included in the Computing curriculum and staff receive annual refresher training. The Headteacher includes a "Safer Internet Day" topic in the school assembly programme every year. • Parents are encouraged to visit school and observe their child in class to better understand their abilities/skills in school. 	
Actions from previous year: Teaching staff to ensure pupils know their own learning targets/objectives and pupils to have clear aspirations for the future.		Impact of actions: Pupils are able to express/explain their learning targets and what they need to do to improve.
Areas for development	<ul style="list-style-type: none"> • Continue to develop the School Council to ensure pupil voice is included to contribute towards school development/improvement. 	
Next steps	<ul style="list-style-type: none"> • School council to share feedback from whole school suggestions for improvement • LT to consider and support/implement requested changes 	

LEADERSHIP AND MANAGEMENT – Outstanding

Strengths

Senior Leadership

- The Leadership and Senior Management Team have a clear vision that is communicated and understood throughout the school and school community. This is demonstrated through visitors' mornings and through all the marketing materials, website, brochure, fliers, and events. Staff are reminded annually of the school's shared Vision and Values document, and have opportunities to review and contribute to annual school improvement planning.
- The Headteacher, Deputy Headteacher, Business Manager, Assistant Business Manager, Key Stage Team Leader and the SENCO constitute the Senior Management Team. The experience and stability of the team has ensured ongoing consistency and high standards in school leadership and management.

Staff CPD

- Staff CPD is robust and relevant/appropriate to the needs of the pupils and staff.
- Teacher and Support Staff appraisals are effective with constructive feedback given with areas for development which are addressed through CPD and training.
- An updated/revised proforma has been developed for teachers including a self-assessment template to reflect on their performance against the Teacher Standards and impact on pupil progress and achievement.
- One teacher continued their TOD training (2nd year) in September 2022; two teachers completed Year 1 of the ECF; and one teacher completed Year 2 of the ECF in July 2024.

Staff wellbeing

- Annual staff surveys are carried out to gauge staff views on school performance, pupil performance, staff training and wellbeing, with staff wellbeing team planning actions from feedback, e.g. termly end-of-term staff socials, actively reducing teacher workload, staff wellbeing team in place.
- Mental health first aid training for leaders and teaching staff has been provided to promote and support mental health awareness and wellbeing. Leaders/line managers are sensitive to staff needs and offer support through listening, signposting and guidance for further external support, e.g. Camden EAP.

Safeguarding

- All staff have annual safeguarding training and safeguarding is included on the agenda of the Governors' Curriculum Committee meetings each term. As a result, staff and governors are confident and familiar in safeguarding practice and procedures.
- All staff confirm they have read and understood Part 1 of the statutory Keeping Children Safe in Education document annually.

- New staff and volunteers are briefed on safeguarding procedures as part of their induction programme.
- The school completes Camden's Safeguarding audit/checklist annually and the SCR is checked termly and monitored by the Governor with responsibility for Safeguarding.
- Accurate safeguarding records are kept on file (via secure online MyConcern software) and all incidents are followed up in line with the school's safeguarding policy and procedures.
- The Headteacher, Business Manager & Lead Safeguarding Governor have all completed Safer Recruitment training to ensure that robust and rigorous recruitment procedures are followed. The Headteacher attends Camden DSL forum meetings once a term.

Business administration and finance:

- Robust systems are in place for financial management, including BACS online payments and cashless system.
- Administration systems are predominantly paperless and data is filed securely and electronically.
- HR processes are robust following policy guidelines and requirements for safe recruitment of staff.
- No GDPR breaches and annual training provided to staff, including induction for new staff and refresher training for all staff.

Policies and SIP

- Policies are reviewed and updated by senior staff and ratified by governors through rolling programme each term.
- The School Improvement Plan is reviewed termly for progress and development and shared with governors.

Parents

- We have reinstated a termly coffee morning for parents, including themes relevant to parents' needs.
- We are negotiating a new contract with Remark! to reinstate the Family Home-School Communication Project to enable families to develop their communication skills in BSL to support their children's learning at home. The service will also include signposting and advocacy for parents.
- Online platform "Seesaw" continues to be used successfully by all parents to access their child's learning at school, in which they can view photographs, videos or written work via the apps, and communicate directly with their child's class teacher. The system has significantly improved parental engagement.
- A regular programme of Deaf events is established to encourage parents to be involved in the Deaf community, including an annual Family Fun Day for families of deaf children across London hosted at the British Library. This is an opportunity for Deaf children and their families to engage in fun social activities on a weekend, and make new friendships within the Deaf community.

	<p><i>Governors</i></p> <ul style="list-style-type: none"> • The Governing Body works in partnership with the Headteacher, and supports the work of the school through delegated responsibilities and committees to ensure that statutory obligations are fulfilled and achievements/areas for development are fed back to the full Governing Body. • A programme for governors to regularly visit the school in both an advisory and supportive role is established, e.g. Governor visits and learning walks. 	
<p>Actions from previous year:</p> <p>Continue to maintain high standards of leadership and management. Maintain and increase pupil roll through effective marketing and collaboration with London-wide Local Authorities and SEN departments, TOD/SALTs, etc. Arrange a peer review with CCFL</p>		<p>Impact of actions:</p> <p>Pupil roll has remained stable over the last few years, and sometimes over-subscribed. Performance appraisals are robust to ensure high standards of teaching and learning.</p>
Areas for development	<p>Ensure the school website is continually updated. Collaborate with other deaf schools to share ideas towards an effective marketing strategy</p>	
Next steps	<p>Develop an effective marketing strategy to further promote the school</p>	

QUALITY OF EDUCATION IN EARLY YEARS – Outstanding		
Strengths	<ul style="list-style-type: none"> • Positive deaf role models that are bilingual in BSL and English- essential for early language and communication development • Learning environment is stimulating and facilitates independent learning both indoors and outdoors • Weekly trips support experiential learning, vital for language development and learning. • CPD and training is designed to improve practice in the EYFS • All staff carry out observations of pupil development and document this in electronic pupil portfolios 	
<p>Actions from previous year:</p> <ul style="list-style-type: none"> • To maintain high standards of teaching and learning through effective planning, collaboration, observations and tracking progress. • Improve and develop outdoor learning 		<p>Impact of actions:</p> <ul style="list-style-type: none"> • Revised assessment tracking system implemented for the EYFS – streamlined and user-friendly, reducing workload, e.g. no longer recording observations.

Areas for development	<ul style="list-style-type: none"> • To maximise the use of outdoor learning – ongoing
Next steps	<ul style="list-style-type: none"> • Regular mentoring, training and support for new staff in the EYFS • Ensure ongoing collaboration with supporting professionals to meet varying needs of pupils, esp those with additional complex and medical needs.

OVERALL EFFECTIVENESS – Outstanding		
Strengths	<ul style="list-style-type: none"> • Leadership and management is outstanding – School leaders are proactive, reflective and evaluative with high expectations for learning, progress and achievement. • School leaders' observations and feedback to staff on teaching and learning have been validated as consistent and secure. Teachers' curriculum knowledge and strategies for teaching Deaf children, including those with additional education needs, is excellent. Assessment systems have improved to include a holistic approach to track and monitor pupil progress by producing robust data to identify strengths and areas for development. • Staff have high expectations of pupils' behaviour, learning and achievements. Pupils are challenged and supported effectively through differentiated planning, activities and outcomes. • Safeguarding is effective - procedures and all incidents are followed up promptly and staff receive training annually. • The school collaborates with its partner school (Kings Cross Academy) to establish joint learning opportunities to develop mutual understanding between deaf and hearing communities. • Camden's Scorecard for the school demonstrates low risk in all areas across the board. • The school website is 100% compliant. 	
Actions from previous year: Embed curriculum and assessment systems Sustain high standards of IT use across the school.	Impact of actions: Curriculum grid is robust and fit for purpose. IT use and skills are highly developed to support learning and progress.	
Areas for development	Continue to maintain high standards of achievement in teaching, learning and staff development.	

EVIDENCE TO SUPPORT SUMMARY EVALUATION	
Ofsted inspection report:	May 2023
Quality of education:	<p>Teaching and learning policy</p> <p>Work and planning scrutiny</p> <p>Pupil progress meeting records</p> <p>School Improvement Plan</p> <p>Camden Professional Partner reports</p> <p>Pupil progress report</p> <p>Reading , Writing, Maths assessment data</p> <p>Lesson observation records</p> <p>Staff performance appraisals</p> <p>OT/PT/SALT reports</p>
Behaviour and attitudes:	<p>Behaviour policy</p> <p>MyConcern/Arbor behaviour logs</p> <p>House point reward system</p> <p>Pupil surveys</p> <p>Feedback from visitors</p> <p>Assembly policy and programme</p> <p>Attendance policy</p> <p>Case studies</p> <p>Safeguarding and CP policy</p>
Personal development:	<p>Healthy School Award</p> <p>Equality Diversity and Inclusion Policy</p> <p>Assembly themes/topics</p> <p>Emotions curriculum and PSHE/citizenship curriculum</p> <p>PE/Sports grant initiatives</p> <p>Deaf studies curriculum</p> <p>SEN policy/support</p>
Leadership and management:	<p>Performance Management/Appraisals</p> <p>CPD and training programme</p> <p>Staff, parent and pupil surveys</p> <p>Pupil progress reports</p> <p>LT/SMT meeting minutes</p> <p>Mentoring and support for NQTs, School Direct trainees</p> <p>School's Vision and Value document</p> <p>School policies</p>

	Headteacher reports to governors Governors meeting minutes Safeguarding audits
Quality of education in early years:	Pupil attainment trackers and portfolios Observation records of pupils' learning and development EYFS policy and handbook 6 week and 6 month reviews EYFS training records
Overall effectiveness:	Visitor feedback Pupil attainment data reports Governors meeting records