

How Stone Soup Academy Improved **SEND Provision** Using **PAGS**

Ofsted Outstanding – 3 consecutive inspections, most recent 2025
Specialist Alternative Provision School, Nottingham


1% → 70%

Attendance
Improvement


7

Qualifications
Average per student


3x Outstanding

Ofsted
Inspections

“PAGS has been an amazing resource.
It should be used in all schools”

Younes Hanini - Principal



About Stone Soup Academy

Setting	Specialist alternative provision school, Nottingham
PAGS contacts	Younes Henini, Principal Michelle Bramhall, SEND Lead
Ofsted rating	Outstanding - third consecutive inspection, June 2025
Platform use	Whole school - SLT, teachers, teaching assistants, pastoral, admin and engagement teams using a shared SEND assessment and tracking system

The Challenge

Stone Soup Academy supports learners with complex needs in alternative provision. Before PAGS, SEND information was fragmented, difficult to access and hard to use consistently. Records were spread across paper files, emails, hard drives and multiple systems, making it difficult to build a clear shared picture of each learner or maintain a consistent approach to SEND assessment, intervention tracking and progress monitoring across the school.

Before we started using PAGS, the SEND data was all over the place. We used a paper trail, emails, hard drives, and different systems. To access information, you had to go to different places, and it was really time-consuming. The focus ended up on the paperwork rather than the children.

Younes Henini, Principal, Stone Soup Academy

This had a clear impact on day-to-day practice. With interventions managed by a single person and data spread across systems, it was difficult to create a consistent, school-wide approach to SEND provision. Progress was hard to evidence, and administrative demands reduced the time staff could spend working directly with learners.

Before and After PAGS

Before PAGS	With PAGS
Data scattered across paper, email and hard drives	Everything in one place, with a centralised SEND tracking system
Interventions managed by one person only	Whole school recording and delivery of interventions
SENCO could see 3 students per day	SENCO now sees up to 5 students per day
No consistent progress reporting	Every student receives a SEND progress report every term
Focus on managing paperwork	Focus on the children
SLT had no real-time overview of SEND	SLT access full student data and contribute interventions
Assessment, recording and reporting were time-consuming and fragmented	Over 1.5 hours saved per student per week across assessment, target-setting, recording and reporting

How Stone Soup Uses PAGS

Stone Soup uses PAGS as a whole-school platform, not a tool for the SENCO alone. Every member of staff who works with a learner records their work in PAGS and can access the full picture before a session.

How we use PAGS in our school is from the top to the bottom. That includes myself as SLT accessing all student information and doing interventions, through to teachers, teaching assistants, the pastoral team and the admin team. Everybody who works with the children records their work in PAGS and anybody can access it.

Younes Henini, Principal, Stone Soup Academy

The SEND Lead uses PAGS for assessment and target setting, producing evidence-based plans for each learner. Teachers access learner targets and strategies before every session. The pastoral and engagement teams record their interactions. SLT can see the full picture at any time and contribute their own interventions.

Students receive progress reports every term, with staff reviewing progress alongside learners – turning plans into active conversations rather than static documents.

I have worked in education for 20 years. By using PAGS that journey has been made a lot easier. Instead of seeing three children a day because of all the different hurdles we used to go through, I can now see up to five students a day. Before, interventions were not being recorded. Now the whole school is doing them.

Michelle Bramhall, SEND Lead, Stone Soup Academy

By centralising assessment, target-setting, recording and reporting in one platform, PAGS also reduced administrative workload. Stone Soup found that staff saved over 1.5 hours per student per week across these activities, allowing more time to focus on direct work with learners.

Results

The impact at Stone Soup is measurable across attendance, attainment and inspection outcomes.

1% to 70%

attendance improvement for targeted learners

7

average qualifications per student, including English and Maths

13

highest number of qualifications achieved by one student

3rd

consecutive Ofsted Outstanding inspection

June 2025

most recent inspection date

1.5+ hours

saved per student per week across assessment, target-setting, recording and reporting

Stone Soup's Ofsted Outstanding judgement in June 2025, their third in a row, cited progress in attendance, behaviour, academic success and destination outcomes. The school attributes a significant part of these results to the consistency of provision enabled by PAGS.

In our last Ofsted inspection in June 2025 we were recognised as Outstanding for the third time, due to progress in attendance, behaviour, academic success and destination. PAGS has been an amazing resource. It should be used in all schools.

Younes Henini, Principal, Stone Soup Academy

Why It Worked

Stone Soup's outcomes reflect a deliberate decision to embed a whole-school SEND tracking and assessment system, rather than limiting responsibility to the SENCO.

1. Whole-school ownership

Every staff member records in PAGS, creating a shared, consistent understanding of each learner.

2. Precision in intervention

PAGS highlights underlying developmental needs, enabling more targeted SEND interventions and helping staff focus on the right areas rather than just visible behaviours.

3. Built-in evidence

Every intervention, target and piece of progress is recorded and time-stamped, creating a complete SEND evidence base for inspections – without the additional workload.

The result is a school where SEND provision is consistent, evidenced and school-wide – and where learners who previously struggled to access education are achieving qualifications and improving their life chances.