

Future First Independent School



Self-Evaluation

Last updated December 2015

The structure of our Self Evaluation has been made on the old CIF and inspection areas of Overall Effectiveness, Achievement of Pupils, Quality of Teaching, Behaviour & Safety and Leadership & Management.

We are currently in the process of amending and adding to our self-evaluation against the new judgment areas of;

- Effectiveness of leadership and management
- Quality of teaching, learning and assessment
- Personal development, behaviour and welfare
- Outcomes for children and learners.

OVERALL EFFECTIVENESS

Good (2)

Pupils benefit from teaching that is at least good and some that is outstanding. This promotes very positive attitudes to learning and ensures that pupils' achievement is at least good.

Pupils and particular groups of pupils have highly positive educational experiences at school that ensure that they are well prepared for the next stage in their education, training or employment.

Pupils' progress is not held back by an inability to read accurately and fluently. Those pupils who have fallen behind are being helped to make rapid progress in their reading.

The school takes effective action to enable most pupils, including disabled pupils and those with special educational needs, to reach their potential.

Other principal aspects of the school's work are likely to be at least good.

Deliberate and effective action is taken to create a cohesive learning community through the promotion of pupils' spiritual, moral, social and cultural development. There is a positive climate for learning.

Future First Independent School is a unique school (PRU) that provides its pupils with a creative, stimulating and innovative curriculum in line with but not in a mainstream setting. The social and economic background of our pupils is diverse, due to referrals from organisations from a city wide catchment area. Inner city Birmingham faces considerable poverty and unemployment. Birmingham has a comparatively high youth claimant unemployment rate. At 8.8 %, Birmingham's claimant unemployment rate is the joint highest of the core cities - significantly above the core city average of 6.6%.

The school is well led at all levels. We have an experienced and passionate Head teacher, and extremely dedicated and active leadership team and a positive and well skilled teaching force. We have a clear vision and high expectations for both students and staff. We are constantly seeking ways we can improve the performance of our school and set high expectations for all. Improvement over time is being secured through a new approach with a greater emphasis on securing high levels of literacy and retention of knowledge. The quality of Teaching and Learning continues to improve with an ever greater proportion being good or outstanding over time; greater focus on typicality is ensuring that student attainment is rising.

Governance is robust and challenging with the resources of the school being used effectively to raise standards. Trustees have a good understanding of the weaknesses and strengths of the school and ensure that all staff are held accountable for securing ever better outcomes for our students.

Leaders at all levels actively lead in this process as well as promoting collaborative peer to peer work so that best practice is disseminated across the widest possible body of staff.

Leaders at all levels have a sound grasp of the schools strengths and weaknesses through accurate Self Evaluation linked to clear actions for improvement.

The CPD programme is focussed on needs as identified strategically, through appraisals and lesson observations, whole school monitoring and departmentally. This is securing better Teaching and learning at all levels and the effective use of appraisal means that standards of practice across time are showing improvement. This robust system provides appropriate challenge and support for teachers on a consistent basis; under performance is able to be challenged rigorously.

The school has actively engaged in school to school support and works closely with other local to access excellent practice for development purposes and to share our own elements of outstanding practice.

Student's well- being is paramount to us and every measure is made to ensure children are happy, safe and well cared for. Students feel well supported and appreciate the clear focus on aspiration. Support for college and apprenticeship applications is good.

Rigorous tracking of students is ensuring that they are making greater progress and parents are kept informed of progress that they are making. Modifications to the process of setting and reporting on performance against targets have recently been made to ensure that all students continuously aspire to reach their maximum potential and are frequently involved in dialogue about their progress towards such targets.

Students are able to articulate their curricular targets and to discuss progress towards them. This is regularly monitored and supported through evidence in lesson observations, Learning Walks and Learning Conversations.

The quality of assessment routinely maintains a high profile within the school CPD cycle to ensure depth of understanding around how to assess/mark meaningfully and effectively.

Assessment is rigorous and consistently includes:

- Structured and guided Self and Peer assessment
- Modelling and exemplification with explicit reference to assessment criteria
- Quality marking with detailed written feedback
- Formal assessments under controlled conditions
- Correction of student work where appropriate
- Identification of SPAG errors
- Clear planned progression through homework tasks set and monitored carefully.

Parents and students are provided with tracking reports 3 times a year to monitor progress towards targets and inform interventions. The outcomes of tracking data are explored in depth by SLT to address any variation identified and to inform interventions.

Student behaviour is at least good with students becoming more active participants in their lessons while taking on ever greater responsibility for contributing to school improvement. Persistent absence and exclusions are all showing positive downward trends and attendance is now in-line with the national average with continued improvements seen so far in 2014-15. The students' wider contribution to the community is outstanding with many taking part in charitable or volunteer activities.

Pupils thoroughly enjoy coming to school because they are motivated by the wide range of interesting activities on offer. They also appreciate how the tutors engage them in co-operative learning and how they build solid relationships to bring out the best in each pupil.

Pupils join the school at any point in either year 10 or year 11. All pupils arrive with documented evidence of levels of low attainment well below their mainstream peers, particularly in literacy and numeracy, and some have a statement of Special Educational Needs. Many have difficulties with personal and social development, a significant number have a history of extreme inappropriate behaviour which has been difficult to manage in other educational settings. Some have a history of being excluded from school after school and have been involved in serious criminal acts. Most of our pupils arrive with low self-esteem, and many with negative experiences of teaching and learning.

Education at Future First is **planned** to be **inclusive** and **accessible** to all pupils despite their troubled backgrounds and thus it provides opportunities for reflection not only through the content of the curriculum but also through its delivery using **communication methods** and **media** that recognise that pupils have a range of abilities and educational needs. This range includes pupils with significant learning difficulties as well as pupils who are identified as being gifted and talented.

Staff and students have a strong focus on developing independence and reflective learning, the absence of which is a limiting judgment in formal lesson observations.

We believe that pupils thrive on being involved in their own education. They welcome being consulted about their education and being actively involved in shaping their learning experiences. We establish an active dialogue about learning and teaching between staff and pupils, which helps avoid misunderstandings and which creates common aims.

Real learning takes place when pupils become problem solvers. When they discover their own solutions, they will better remember what was taught

We believe that the benefits of discovery learning include pupils having a role in their own learning and developing their creativity as they work on problems. Pupils develop problem-solving strategies when they encounter unfamiliar territory.

Self-direction does not mean the learner learns alone or in isolation. While, that may be the case in any given learning situation, the critical factor here, again, is the fact the learner is driving the total learning experience, beginning with recognising a need to learn.

Pupils are also encouraged to involve themselves in co-operative learning. Co-operative learning at our school falls under the **pupil-centred approach** because learners are placed in responsibility of their learning and development. This method focuses on the belief that pupils learn best when working with and learning from their peers. It is a method of teaching and classroom management that emphasises group work and a strong sense of community.

This model fosters pupils' academic and social growth and includes teaching techniques such as reciprocal teaching and "The Responsive Classroom" approach which incorporates the pupils' social and emotional growth into their academic learning, stemming from the notion that pupils learn best through social interaction and when they are explicitly taught social and emotional skills along with their academic lessons.

We also use probing questions and encourage our pupils to ask questions. Better questioning skills ensure that higher order thinking skills come into play rather than lower order thought processes.

By modelling better questioning techniques our pupils better understand how and when to use them themselves. When pupils begin to develop higher order questioning skills (and all learners are capable of this) then the level of thinking needed is also improved. Pupils begin to find different solutions to problems, they begin to create their own questions and they start to use metacognition.

The level of questioning used to stimulate discussion, unless the teacher is trying to clarify a statement made by a pupil, ensures that questions are open-ended.

The inclusive classroom at Future First includes pupils with and without disabilities. Diverse pupil learners are identified early on, and the characteristics of learners are considered in the planning and instructional process. Inclusion includes cultural and linguistic diversity, such as English Language Learners; at-risk pupils, such as pupils with socio-cultural disadvantages and limited experiences; gifted and talented pupils; and pupils who exhibit specific skills or abilities substantially above others of their age and grade level. Even without a classification, "average" and "below average" pupils come to the classroom with unique abilities, needs, and interests.

Underpinning the concept of inclusive learning and teaching are values of equity and fairness. This means taking account of and valuing pupils' differences within mainstream curriculum, pedagogy and assessment.

The engaging curriculum has undoubtedly had a positive impact on standards, attendance and pupils' aspirations. The use of daily Focus Groups and the setting and reviewing of individual targets ensure that students are working on relevant and challenging targets to raise attainment. Students are motivated and their self-esteem is raised by celebrating achievement and progress. This is showcased through the Wizz Kid system which is a key focus on tracking attendance, punctuality, behaviour and academia. Other methods used to celebrate achievement consist of special recognition awards, daily and weekly feedback to parents and referrers. Achievement is good with elements of outstanding, especially given the nature of the pupils that we provide for. Pupils enter school with skills well below those expected for their age. Standards in English are lower than those in mathematics, but overall most pupils, including those with special educational needs, make rapid and sustained progress year on year from their starting points. This is aided by additional reading programmes built into the curriculum for students from Pre Entry levels through to GCSEC level. Consequently, by the end of Year 11, they have reached broadly similar levels to all pupils nationally. This has been the case for the last three years. Teaching is good with elements of outstanding. This is because teachers have strong subject knowledge, imaginative teaching methods and high expectations that are clearly communicated to pupils. The use of assessment to support learning is particularly effective. Consequently, teachers plan work that is extremely well matched to pupils' needs and is stimulating.

Our curriculum and timetable is driven by the needs of the children which ensure that they are well prepared for the next stage in their education training or employment. The school provides a dedicated impartial careers and guidance service; group and one to one sessions with students have broadened their options and knowledge of which career paths to follow. The preparation for working life syllabus bolsters and reinforces this through interview training, preparing C.V's and application processes. Students undertake taster sessions (master classes) in conjunction with University of Birmingham, and Birmingham City University. These sessions are designed for pupils to experience what learning is like at university. Pupils have also visited local college campuses which have provided guided tours and practical tasters.

The school regularly invites professionals from diverse industries and professions to talk about the world of work, possible routes in and current labour market information. Organisations such as The Royal Navy, West Midlands Police, medical professionals, charitable organisations and apprenticeship providers have all delivered seminar and activity based workshops.

Pupils' behaviour is good and sometimes exemplary. Their highly positive attitudes to learning make a significant contribution to their rapid progress in lessons. Around the school, pupils are consistently polite and considerate towards each other through an immense effort by staff throughout the school. The school promotes their spiritual, moral, social and cultural development exceptionally well. These key elements underpin the ethos of the school 'Empower the young, build on their strengths' along with a promise from all to uphold the spirit of the school. The self-development programme which is embedded throughout the curriculum is a constant which reinforces and nurtures these core values. Themes of the Week explore a range of key areas such as British Values, anti-bullying, religious festivals, sexual health and discrimination to name a few. Other extracurricular school projects aimed at developing students social skills and promoting community cohesion include charity fundraising and donation of food. Children show care and concern for others less fortunate than themselves both locally, nationally and internationally through fund raising, entertainment, donations and sponsored

events. A total nearing £5,000 has been raised to date and shared between Birmingham Children's Hospital, BBC Children in Need and Humanitarian Aid for Syria.

We have seen marked improvements in our school thereby improving the overall quality of teaching and learning in the school. However, the following areas need to be addressed.

Most of our families are very supportive of their children and the school. However, many have language barriers or other difficulties with helping their children with school work. This can make it difficult to engage many parents in creating the right environment for home learning. The offer of additional tuition has been made available and offered for those experiencing these difficulties.

The SLT has also identified that the school must further develop and underpin British values and citizenship along with a greater awareness of E Safety, in partnership with parents, to enable pupils to have respect for themselves and others and to interact appropriately as responsible citizens within the school environment, home and the wider community.

As a continued effort to encourage pupils to be ambitious and creative we must provide more opportunities to equip students with the skills, attitudes and expectations, necessary to function successfully in a changing society.

We will develop all our students better if we value and emphasise the importance of:

LEARNING

- An enjoyment of learning
- Knowledge
- Literacy, articulacy and numeracy
- Creativity
- Hard work
- Teamwork
- A can-do attitude to overcome adversity

SELF

- Self-discipline
- Excellent behaviour
- Smartness of appearance
- High self-esteem and self-respect
- Resilience
- Personal pride and safety
- A healthy lifestyle

OTHERS

- Integrity
- Respect
- Impeccable manners
- Kindness
- Honesty
- Empathy
- The appreciation of diversity

OBJECTIVES

We will meet the challenges ahead and achieve our mission by having very high expectations and standards and working hard to deliver the following objectives:

- Engaging and challenging lessons.
- High levels of literacy and articulatory
- High levels of numeracy
- High quality and very hard-working staff
- A relevant and meaningful curriculum
- Access to cutting edge technology
- The explicit development of student resilience
- Targeted under-achieving groups. No 'gaps'
- A well-disciplined and safe school
- High quality Student Support
- Celebration of achievement and success
- Strong and collaborative leadership
- Systematic monitoring , review and evaluation
- A supportive and challenging Governing Body
- High quality professional development
- Improved facilities
- Future financial sustainability
- Strong partnerships with home, the community and other schools
- Thriving outside hours activities
- An exemplary reputation
- The school of choice for alternative provision.

Achievement of pupils

Good (2)

Taking account of their different starting points, the proportions of pupils making and exceeding expected progress compare favorably with national figures. Where the proportion making expected progress overall is lower than that found nationally, it is improving over a sustained period.

Progress across year groups in a wide range of subjects is consistently strong and evidence in pupils' work indicates that they achieve well.

Pupils read widely and often.

Pupils acquire knowledge and develop understanding quickly and securely in a wide range of subjects. They develop and apply a wide range of skills, in reading, writing, communication and mathematics. This ensures that they are well prepared for the next stage in their education, training or employment.

The learning and progress of groups of pupils, particularly those who are disabled, those who have special educational needs, and those for whom the pupil premium provides support, are good.

Where attainment, including attainment in reading in primary schools, is low overall, it is improving at a faster rate than nationally, over a sustained period.

The overall quality of learners' experiences is good with some outstanding classroom practice.

Pupils are motivated and engaged in learning. Our pupils are keen to ask and answer questions and work collaboratively in groups.

Teachers share learning intentions and revisit these during and at the end of the lesson.

Almost all young people feel that they are given responsibility for their own learning. In an increasing number of lessons, our pupils are involved in setting and evaluating their performance against their own learning targets.

Targets are agreed during assembly in the morning. Focused learning objectives for daily learning are highlighted on the main whiteboard (used for Whole School activities) and pupils select appropriate targets from the whiteboard for themselves. A mid-day review is carried out after lunch during the mid-day assembly. At this point behaviour and performance is reviewed thus giving an opportunity for pupils to refocus and progress towards their targets as necessary. A final review is undertaken at a final assembly before the pupils leave. At this point pupils determine whether or not they have achieved their targets or if the target is such that it could not be met because it is on-going they will record this on their target sheets. The target sheet includes a timetable on one side and a day-by-day weekly pro forma for daily objectives set out on the other side.

The **Wizz Kids System** adopted by the School enables constant monitoring of behaviour and performance lesson by lesson. Pupils are awarded points for each lesson but behaviour is monitored during break times too. Pupils can achieve extra points for out-of-lesson commendations or have points reduced if the act inappropriately. Points are also gained or lost due to attendance/ non-attendance, punctuality and observance/non-observance of stationery and uniform rules.

Daily totals are then entered into a centralised database at the end of each working day. At the end of the week additional points are allocated once pupils have completed a Wizz Kids Test based on topics studied during the week. Pupils also have 1 to 1's with a member of staff where they discuss progress and tutors highlight areas for development. Notes on sessions are recorded by tutors and pupils also have an opportunity to record how they feel on a centralised system called the student voice.

Total points are then displayed for each previous week on a board in the pupils' designated recreational area. This acts as a reminder to pupils of their standing in the behaviour and performance charts. It also incentivises pupils to compete in a highly constructive way towards achieving recognition and receiving awards at the end of the school year.

Due to the nature and backgrounds of our pupils who fall into two broad categories: those that have recently arrived in the UK (EAL pupils) and others who display emotional and behavioural difficulties (EBD pupils) it has to be taken into account that we provide services as a Pupil Referral Unit (PRU). Some of our pupils also have special educational needs and/or criminal records and therefore these pupils have been referred to our school as they have had difficulties in mainstream education and are often permanently excluded.

We are tasked with trying to fill in serious gaps in their learning as well as having to deal with their self-development to meet very specific and intricate needs. High levels of effort and commitment on behalf of the staff is geared towards raising the achievement of pupils within a very short time-frame. Pupils are often referred to us in Year 11 or if fortunate in year 10. Learning is intensified and accelerated to try and assist our students in achieving meaningful qualifications.

On referral to our school, pupils undergo rigorous initial assessments and diagnostics in literacy, numeracy, ICT and preferred learning styles through the ForSkills website. Each pupil has their own account for individual assessment and monitoring purposes. The outcomes help us to identify current working levels in these areas. Results from these assessments are shared with and reviewed by teaching staff and mentors. Pupils also have access to this information and then they are grouped according to ability.

These results are entered into our ILP tracker and progress targets are set for the pending term. Progress is measured via Distance Travelled Assessments to establish whether set targets have been achieved. These assessment results are also recorded on a tracking system to monitor progress.

Weekly formative assessments, unit tests and half term mock examinations are also used to encourage and monitor attainment and progress.

Our pupils receive high quality feedback from teachers, helping them to identify areas for improvement as well as to determine their next steps in learning. There are very good relationships between staff and young people and pupils report that they are making good progress, that staff encourage them to do their best and that they can get help when needed.

Pupils' educational achievements and progress are strengthened through the **PIN** marking system. Pupils are praised (**P**), informed of areas of improvement (**I**), and guided towards next steps (**N**), for continued development. Staffs take part in evaluating marking and feedback and share good practice.

Progress across a wide range of subjects is good and pupils' work indicates a trend of sustained development including for reading. Given that pupils are here as part of alternative provision many of our pupils gain an appropriate qualification in Literacy and Numeracy. As a result of careful placement on appropriately levelled courses, a rigorous selection process and thorough induction, pupils frequently improve their behaviour, raise aspirations and re-engage in positive learning as a result of alternative provision.

Destinations Data shows that year in year out most pupils end up at college, in industry or on apprenticeships. We have had successes such as students HS who completed a Level 3 Diploma in Science with a triple distinction, student CA is now working as an apprentice in accounting which was always his goal after we helped re-focus his energies into positive learning. Student MW is now on a Level 3 Diploma in Aerospace Engineering after successfully re-taking his GCSE Maths at college as well as completing his Level 2 Diploma in the same field.

Student ZM is in employment as well as undertaking a part time administration course. These are just some examples of pupils who had learning difficulties and that have been transformed during their exposure at Future First.

Sustained development is being achieved as a result of the following.

Classroom based group reading sessions help monitor progress in reading fluently and builds self-esteem.

Our school's current curriculum encompasses a wide arrangement of dedicated reading time and support for pupils from Pre-Entry level through to GCSE. The ESOL/EAL timetable has five sessions purely dedicated to reading which encompasses visits to the library. The EBD timetable incorporates reading that ranges from reading of simple articles through to detailed readings of Shakespeare's plays and Heritage Poetry, children also encouraged to read at the school by selecting books from the on site library and writing reviews and feedback regarding what they have read.

Analysis of historical sources challenges more able pupils. Students are also encouraged to read widely on subjects of personal interest to assist them with their creative writing. For controlled assessments detailed research has to be undertaken and pupils often achieve a grade 'C' GCSE or higher for these components. English controlled assessments include two pieces of creative writing, one combined piece on a chosen Shakespeare play and chosen poems from Heritage Poetry and one piece on Different Cultures prose. Moderators reports are attached which commend the quality of work. Again most pupils achieve a grade 'C' GCSE or higher for these components.

In addition the Science controlled assessments include practical and safety tasks which require collecting and recording data in appropriate formats and commenting on results as well as drawing conclusions from evidence. The quality of pupils work has enabled some pupils to immediately enter level 3 courses (AS equivalent) in Science at colleges which accelerate their learning journey. We consider this an outstanding achievement within a short time-frame and especially given the nature and limitations of our pupils when they are first referred to us.

Our resources are selected to develop understanding quickly and securely in a wide range of subjects, for example:

- Targeted ability resources specifically designed to cater for ESOL on a broad range of relevant themes and topics.
- GCSE English covers both writer's language and detailed textual analysis. Specified reading includes Shakespeare, Steinbeck, Heritage Poetry and International prose. Comic book versions of plays are made available for those that find Shakespeare's use of language difficult. All students have access to a fully translated copy of the relevant play which also has the original language laid out side by side. Extensive resources are made available for each subject for pupils on their USB flash drives. This also encourages an eco-friendly environment.

- GCSE History which was being taught until recently covered historical sources from ancient Egypt and ancient Greece; writers include Plutarch, Arrian and Diodorus. Students are actively encouraged to develop skills of critical analysis to detect sources of bias and use evaluation skills. These skills will contribute towards their progression into post 16 career paths. Students are directed towards detailed and focused websites such as www.johndclare.net which has comprehensive reading and learning activities.
- GCSE Maths and GCSE Science promote engineering and scientific based discovery. Content and resources are chosen carefully to bring in functional and practical skills which can also be utilised in the future. A full set of animated presentations is used for GCSE Maths which enables students to interact or work at their own pace without waiting for others. Extensive resources are made available for pupils on their USB flash drives.
- Literacy and numeracy is encouraged across all subjects to embed learning. Those students with learning difficulties or SEN are provided with additional support through teaching assistants.
- A great deal of emphasis is given to good oral and presentational skills. Pupils in the year 2013/2014 were recognised as being 'effective and enthusiastic' by examination officers from two different examination boards. Pupils presented confidently without notes or pre-prepared smart-board presentations and this was all highly commended by examination officers who were present to witness our pupils' achievements. Examinations officers recognised the underpinning work carried out by our team and comparisons were made with grammar schools up and down the country. We believe that this is a phenomenal achievement by our pupils that participated in the activities which included individual presentations, group discussions and role-play.
- Through Preparation for Working Life pupils are taught to communicate effectively during interviews whether face to face or telephone based. All of our pupils who have attended interviews have gained positive outcomes. This has ensured that they are well prepared for the next stage in their education, training or employment.

The Key Stage 4 Tracker allows teachers to grade and set KS4 targets for pupils. This also allows parents and referrers to obtain a clear insight into their educational progress.

A recent introduction of Guidance for Presentation in pupils' books and Guidance for Marking is being tested and continuously being monitored. This guidance is secured to the outside and the inside of the front cover of pupils' books. We believe that this will instil pride in pupils to maintain high presentation standards and will make marked improvements towards achieving learning goals.

Pupils confirm that they feel safe and cared for. They feel they are treated fairly and with respect; they enjoy their learning and feel that the school is helping them to become more confident, and to make progress in their learning.

We offer our pupils a wide range of opportunities to engage in school life and life in the wider community. These include external awards, participating in charitable work, outdoor activities, clubs and sports.

Pupils have won prestigious awards for themselves and the school through their participation in projects and competitions with partner agencies.

Our pupils praise the out-of-class activities in art and participation in outdoor activities such as canoeing, kayaking, climbing, rambling, camping, archery, skiing, Zip-Wire, Leap of Faith and jungle challenges. Pupils are positive about the range of opportunities we offer. Most appreciate that they would not get these opportunities in mainstream education.

Our team works hard to ensure that no matter how difficult the logistics and the challenge pupils are cared for throughout their out-of-class activities. Pupils are encouraged but never forced to participate in anything they feel they cannot physically manage. They are continuously encouraged and motivated to meet targets they set for themselves.

We are working hard to increase the number of young people taking part in the wide range of activities on offer, and to track the number, gender, ethnicity and socio-economic status of young people participating in the activities, so that we can target the impact of these activities more effectively.

Such is the success of these activities that they are often over-subscribed but we are strategizing towards securing more funding and resources for these activities.

A key member of senior staff introduced a concept called the “**Wolf Brigade**” which provides for self-governance by pupils in matters of self-discipline and peer-to peer assessment as pupils progress meritoriously through the ‘ranks’ or are ‘demoted’ through their participation and behaviour in a set of incremental challenges. Two pupils achieved the highest ‘rank’ which was beyond our expectations but always within our aim which is to bring out the best in pupils. The solidarity and bonding that results from participation in the “**Wolf Brigade**” has been a phenomenal success and the legacy from the previous year has set the marker for future participants.

Evidence

- Pupils built raised beds in our new Eco-Garden in the school grounds. Pupils then grew a variety of flowers and different times of the year. This year pupils intend to grow their own produce to promote and/or to sell.
- Pupils raised large amounts for charity every year. In the year 2013-2014, a total of £4,500 was raised and shared between Birmingham Children's Hospital, BBC Children in Need and Humanitarian Aid for Syria. A number of pupils summited a number of peaks on Mount Snowdon under difficult conditions. At the end of the year a particular comment from a parent comes to mind; “You’ve made a man out of my boy – I’m so grateful”. **Evidence – letter from CA parent.**

- Some pupils have participated and summited peaks such as Cader Idris, Tryfan and Mount Snowdon including Crib Goch. Two pupils who wrote about their experiences on Cader Idris submitted their work as part of their creative writing in GCSE English in 2012-2013 and impressed Examination Moderators so much so that they felt that they had essentially brought their experiences to light on paper. **Evidence – Moderator’s Report 2012-2013 and showpiece work.**
- Pupils participate in a very wide range of day excursions, and also participate in taster sessions (master classes) in conjunction with University of Birmingham, and Birmingham City University. These sessions are designed for pupils to experience what learning is like at university. Pupils have also visited local college campuses which have provided guided tours and practical tasters.

We are dedicated towards full implementation of a curriculum designed to bring out the best in pupils and the overall quality of our curriculum is at least good if not outstanding.

Courses are being reviewed and adjusted to increase challenge, enjoyment, breadth and depth, progression, relevance, coherence, personalisation and choice. Interdisciplinary learning promotes relevance, and we are working to develop Literacy, Numeracy and Health and Wellbeing across Learning. We are constantly reviewing literacy within their curricular areas, to ensure that it is appropriate, and does not become a barrier to learning about the subject. Information about numeracy approaches has been distributed to parents, and we are also discussing shared numeracy language, methods and timescales. Pupils and staff participate in a very wide range of health and well-being activities, and the working group recognises the need to share this information more widely. Active learning and co-operative learning approaches are the foundation of our curriculum.

The overall quality of meeting learning needs is good. There are many aspects of very good practice. We continue to work with key stakeholders from health, social work, psychological services, schools and parents/carers, to implement the requirements of key educational legislation and adopting a multi-agency approach when catering for the needs of our children.

Staff are supported to ensure that barriers to learning are promptly identified and addressed effectively. For example, comprehensive information about each pupil’s needs is shared with staff through various mediums.

In addition, comprehensive general information and training regarding additional learning needs are also provided for staff, e.g. Child Protection, Health and Safety, managing challenging behaviour, English as an Additional Language, etc.

Support also includes case conferences, support with reading, spelling, paired reading programmes, language development programmes, in-class support by pupil support assistants or senior pupils acting as buddies and in house as well as external training.

Partner agencies also provide support for pupils such as for careers planning and dealing with health and/or self-esteem issues.

Attainment, attendance and exclusions of Children in Care are monitored, so that the Pupils can be better supported. Home visits are made to ensure pupils get the most out of their learning journey with us.

There is intensive support for targeted pupils before GCSE examinations including early morning pre-school revision classes.

ICT is used as an effective tool to support independence in learning e.g. smart-boards, resources on USB flash drives; interactive assessments, etc.

An increasing number of pupils are leaving school to go to positive destinations, and we are committed to improving this even further. We work closely with Social Work, Psychological Services, local colleges and other partners, to ensure that our pupils are supported into sustained positive leaver destinations. One of our aims is to develop employability skills in the widest sense by creating opportunities for learning, which develop work-place, and soft skills such as problem-solving, spotting and seizing opportunities, self-confidence and communication skills.

Refreshingly former pupils frequently re-visit our school and share their ongoing learning journey with us and with current pupils. Many pupils genuinely offer to work voluntarily with us in the future; such is the attachment towards our approach to learning, sharing and caring and it testifies to our relationship building skills. One student returned to see teachers recently at his mainstream school and left some in tears because of his demeanour and the way that he apologised for his previous behaviour and attitude. He shared his new found understanding of their commitment and care which he had failed to understand at that time.

Improvement through self-evaluation.

We are strongly committed to self-evaluation as a means of improving teaching & learning; overall improvement through self-evaluation is good and improving. The school has an improvement plan and procedures which are embedded in the school calendar. Self-evaluation through a wide range of methods is used to identify areas for improvement, e.g.:

- External audits by referring schools (e.g. Saltley School).
- Departmental and whole school self-evaluation using OFSTEAD quality indicators
- Departmental reviews by the Principal Teacher (PT), Senior Management Team (SMT) link and Head Teacher (HT) focusing on attainment, departmental monitoring and evaluation and the departmental improvement plan
- Professional Review and Development meetings and related Continuing Professional Development profiles
- Weekly/Monthly monitoring meetings with PT and SMT link
- Programme of class visits involving SMT as well as departmental visits.
- Consultation on the focus for class visits, linked to the school improvement plan.
- Interim review of school improvement plan and department improvement plans
- Departmental programmes of monitoring and evaluation of learning and teaching (e.g. class visits, sampling marking, cross-marking, review of teaching plans and schemes of work, lesson observations etc)
- Review of attendance, behaviour and progress, at weekly meeting of Deputy Head Teacher (DHT) and PT Pastoral Care
- Feedback from parents, carers and referrers following pupil reports and parents' evenings
- Meetings of pupils including consultation on school improvement priorities

- Evaluation of courses by pupils
- Meetings to reflect on improvements required, e.g. Senior Management Team, Leadership and Management Team, Joint PTs Pastoral Care/SMT, Subject Departmental meetings
- Joint Support Team, Working Groups
- Evaluations by parents after every parent event, e.g. course planning evenings, presentation evenings
- In the recent past, there has also been extensive consultation with pupils, staff, parents and other partners, about the school's Vision, Values and Aims, and also rules and regulations

The head teacher and senior management team are committed to working with all staff to plan and implement strategies for improvement. Self-evaluation focuses on teaching and learning.

As a result, we have identified improvement priorities which are described throughout this report.

Consultation is genuine and inclusive, involving staff, pupils, parents and other stakeholders.

Our expectations are high. We encourage creativity and innovation with the aim of improving learning.

We encourage leadership at all levels. Pupils act as 'buddies' for younger pupils. Equality is promoted and diversity is celebrated.

Most staff are members of school improvement groups to implement priorities in the school improvement plan. Staff voluntarily offer a wide range of sports teams, clubs and societies and various learning activities out of the core curriculum. Many staff have an 'open door' at lunch time and before and after school for pupils who wish to consult them or do additional work.

In short, we have a school culture where staff and pupils are encouraged, enabled and supported to take leadership roles.

We know that developing Literacy, Numeracy and SPaG are priorities. We will continue to develop active learning and interdisciplinary learning, matching the experiences and outcomes. We will also continue our work on developing appropriate forms of assessment and reporting, and prepare our Curriculum change. We will also share information about choices available to students more widely with parents.

In meeting learning needs and promoting a positive learning climate, we know that it is vital that teachers continue to use the correct strategies to meet the needs of pupils who are experiencing barriers to their learning. Working with our partners, we will also continue to address the needs of pupils who need to increase their chance of a positive sustained leaver destination.

Our third area for improvement underpins all that we do. We have identified the need to 'raise expectations, improve ethos and work ethic', and are discussing a range of strategies to do this. We know that a strong work ethic and high expectations are essential if we are to realise our vision:

We want Future First:

- to thrive as an ambitious, vibrant and caring community of learners and responsible citizens,
- always working in partnership with others to improve and meet the needs of every learner,
- where resources, knowledge and skills are shared and used wisely,
- and achievements are shared and celebrated

Quality of Teaching

Good (2)

Teaching in most subjects, including English and mathematics, is usually good, with examples of some outstanding teaching. As a result, most pupils and groups of pupils currently on roll in the school, including disabled pupils, those who have special educational needs, and those for whom the pupil premium provides support, make good progress and achieve well over time.

Teachers have high expectations. They plan and teach lessons that deepen pupils' knowledge and understanding and enable them to develop a range of skills across the curriculum.

Teachers listen to, carefully observe and skilfully question pupils during lessons in order to reshape tasks and explanations to improve learning.

Reading, writing, communication and mathematics are taught effectively.

Teachers and other adults create a positive climate for learning in their lessons and pupils are interested and engaged.

Teachers assess pupils' learning and progress regularly and accurately. They ensure that pupils know how well they have done and what they need to do to improve.

Effective teaching strategies, including setting appropriate homework, and appropriately targeted support and intervention are matched well to most pupils' individual needs, including those most and least able, so that pupils learn well in lessons.

Teaching in most subjects is good or outstanding. Where pupils struggled with concepts in mainstream schools they find through our delivery they are no barriers to learning, as we utilise innovative teaching strategies to capture their imagination, to bring subjects to life and to make them real and personable.

To create an inclusive learning environment we promote the diversity of our pupils whilst maintaining ethical and professional standards. Inclusion starts with the recognition of the differences between pupils. To set suitable learning challenges and to respond to pupils' diverse learning needs and overcome potential barriers to learning and assessment for individuals and groups of pupils, we use the "best fit" approach. We try to "match" or "fit" learners' needs to how learners learn best.

Working within a Pupil Referral Unit, we have to overcome barriers to learning and participation by providing resources and services to pupils that have been "excluded" either because of emotional/behavioural difficulties (EBD) or there is some other barrier to learning (e.g. "language" (EAL)). We understand that exclusion can result from difficulties in relationships, approach, attitudes towards learning or with what is being taught. Inclusion serves to minimise all barriers to learning.

Our challenge is to use the "best fit" approach at all times taking into account the nature and diversity of our pupils and to try and synthesise it with the requirements of the curricula. This means that each moment must be transformed into a learning opportunity which often requires intense involvement and accelerated learning strategies for achievement and to promote progression. Often we have very limited time to deliver the content required by curricula whilst simultaneously, identifying and addressing learners' needs as well as underpinning individual self-development and narrowing the attainment and learning gaps identified by screening and ongoing assessments.

Our Curriculum is thus regularly reviewed and modified as necessary to address the needs of the diverse ability range within the school. The Curriculum is also informed by some of the pervasive life skills we feel our pupils need to acquire to function properly in society.

The inclusion of a focused period of "Oracy" supports a drive towards improved literacy, speaking and listening and communication skills as well as promoting social equality. Some pupils may learn how to use language effectively at home, through the examples of their parents and through discussions with various people. However, most pupils referred to us have limited language skills often because they don't read quality reading texts.

We are working hard to improve literacy standards through a number initiatives such as reading programmes with teachers and volunteers as well as regular testing of reading ages with associated reading recovery programmes to close gaps between actual age and reading age.

We are raising the profile of high quality reading texts by introducing pupils to a range of texts available on USB drives in PDF format.

English texts are provided with strategies for detailed analysis e.g. side by side original texts and translations for Shakespeare's "Romeo & Juliet". To stimulate learning illustrated versions of "Romeo and Juliet" are also made available to pupils. Visual references make learning exacting and accessible for the most and least able so that pupils learn well in lessons.

Use of role play in English both for plays and for SLC enhances character recognition and challenges pupils to utilise diverse skills to bring characters to life.

We maintain very high aspirations for all pupils in all curriculum areas and ensure that they are stretched within their regular curricular provision as well as beyond it where needed. We hold "early-bird" sessions which are open to all pupils and guidance and support is given to address weaknesses in any subject which pupils require guidance, as well as to stretch all enthusiasts. Pupils with greater aptitude for Science or ICT can use this time to study extra-curricular topics or subjects.

Maths, Science and English use accelerated learning methods to try and narrow any attainment gap and to cater for gifted and talented pupils. In Maths and English this takes the form of early Maths and/or English GCSE entry for those Year 10 pupils who will achieve at least a C grade. Similar early entry is also possible for GCSE P.E. and GCSE R.E as well as a range of functional skills based subjects. In 2013 two Year 10 students were able to secure qualifications.

This strategy usually helps take the pressure off other examined subjects in Year 11. This also gives pupils an opportunity to study content in more depth in Year 11 and to achieve higher grades.

We find that most pupils arrive with weaknesses in the four operational areas of Maths and they often have difficulty with long multiplication and division as well as difficulties with fractions and decimals. We support these students with underpinning work which runs alongside their work towards a qualification either at functional skills level or at GCSE level.

Algebra is made more accessible by breaking down each area into bite sized learning pieces.

Pupils personal folders and work books are organised to facilitate accelerated learning e.g. for maths four main topic areas are sectioned to include work for up to 6 weeks at a time. This enables pupils of higher ability to work at their own pace and differentiate is included to recognise foundation and higher tier pupils.

Scientific investigation focuses on pupils' interest and also takes place in the field which allows pupils to make direct connections to the environment e.g. the impact of acid rain or pollution to the environment. Mountain trips include observations of lichen distribution and water quality.

Our broad curriculum offered the provision of GCSE Ancient History for more able pupils. Ancient Greeks and Ancient Egyptians formed the core study areas but less able students also benefited from dedicated classes which promoted inclusion.

Comprehensive source guides and text books were provided in history along with examination style associated homework tasks to allow pupils to accelerate learning. The detail and quality of the texts enhance pupils' reading abilities as well as critical thinking skills.

Historical trips gave pupils a feel for history by raising their inquisitiveness and recreating the atmosphere of by gone ages e.g. visits to Ludlow Castle and The British Museum. Historical artefacts and props (replicas) are used to promote understanding and discussion on change and continuity throughout the ages.

Extracurricular discussion groups are used to enhance knowledge and understanding and further explore key themes and debates initiated by classroom based learning.

Our pupils are highly engaged in and enthused by their core weekly lessons Self-Development (which includes aspects of Citizenship) and Religious Studies. RE lead to a short course GCSE qualification, the outcomes of which have been steadily improving especially given the very limited curriculum time of two periods per week. Through this as well as a rich extracurricular provision, pupils demonstrate maturity, community spirit and a strong social and moral conscience. We have now introduced to extra periods to cover Christianity as part of the curriculum.

Lesson observations in History have had some observers awestruck at the depth of knowledge of students in the academic year 2013-14. They felt that they were sitting in an A-Level class.

Lesson observations by an external observer and by an examination officer in a number of Religious Studies lesson and through cross-curricular activities in English SLC classes thoroughly enjoyed the enthusiasm of students who discussed "euthanasia." Pupils demonstrated teamwork, presentational and subject knowledge as well as mutual respect and a clear respect for their teachers. In each year where examinations officers observed pupils in Speaking, Listening and Communicating skills in Functional Literacy and GCSE English we have had outstanding feedback.

ICT is well used. Smart board technology is used for all lessons to make learning interactive, visual and highly stimulating. Lesson starters include video clips relevant to the learning outcomes.

P.E lessons incorporate healthy living which also link to self-development and science based lessons. Pupils are encouraged to understand food intake to maintain better healthy work life balance. Access to extra-curricular exercise based activities to bolster a healthy life style and self-esteem are in place.

Healthy eating is also encouraged through the daily provision of fruit and still water to all pupils.

Art is used to discover inherent creative qualities of pupils and provide another avenue for expression for a range of abilities.

Teachers understand that they are accountable for pupils' attainment, progress and outcomes and thus we plan teaching to build on pupils' capabilities and prior knowledge through structured lessons, use of assessments. Teachers have very high expectations of all pupils and are driven and committed to developing and deepening pupils understanding in order to achieve the best possible result (especially given that we are a PRU and often a last resort for pupils wishing to attain qualifications for working life).

Our lesson planning is detailed with clear differentiation for SEN, EAL and G&T needs. Skills are developed across the curriculum through careful lesson planning encompassing a range of techniques which are stimulating and informative. As a PRU self-development and challenging behaviour takes up a lot of our time but our efforts mean that our School has a clear ethos and we promote good behaviour at all times. Pupils are firmly grounded in what we expect of them and this translates into good pupil retention rates and attendance and punctuality when compared with pupils' previous learning providers.

Teachers set challenging objectives based on prior evaluations. Assessment is undertaken regularly and record-keeping is up to date. Assessment data is being used throughout the learning journey to inform subsequent planning for pupils' needs. Lesson plans show an increasingly varied approach to assessment, differentiation and group work etc. The pace of lessons is good. Teachers also design lessons that build on pupils' interests and set homework appropriate to the level of the learners and to take advantage of the School's extended services. Teachers take account of the role of parents and carers in supporting learners when setting homework.

Medium, term and lesson planning demonstrates secure knowledge and understanding of teaching requirements from curriculum or exam specification. Link learning sequences are used to scaffold a learning journey within lessons and sequence of lessons and lesson planning takes account of wider objectives, e.g. social and personal skill to promote independent and collaborative working.

A positive climate is created through enthusiastic teaching and a commitment to bringing out the best from each pupil. Teachers are passionate about their subject areas on a personal level which enables them to bring depth and quality to sessions and this has been noted by external observers.

Children are active in their learning, interested and engaged. Pupils' attitudes to teaching have consistently changed from negative to positive including better behaviour, alertness, focus, willingness to put in their best efforts and to progress in life.

Teachers have an awareness of social and emotional factors and cultural and linguistic factors. We take a "holistic" approach which helps us address issues of emotional intelligence as soon as they arise (e.g. by answering pupils' probing questions even if they aren't relevant to what is being taught). This allows pupils' natural curiosity to lead them towards a love for learning, better understanding and ultimately towards independence/self-actualisation through involvement.

Evaluations are built on assessment data and lesson observations record that teachers are demonstrating clear introduction and development of ideas. Teachers ensure that pupils are attentive at the start of lessons and are ready to engage.

Questioning pupils builds on answers given and pupils are asked to explain their thinking and reflect on their learning.

Probing questions are a particular strong point and teachers' strategies to get the best answers from pupils. Teachers have the ability to drill down according to the level of understanding of the pupil. This builds self-esteem because each pupil feels that they are participating effectively in the overall lesson. Teachers are good at building relationships of deeper understanding and trust with pupils which gives pupils the confidence to participate fully in all activities.

Effective use of plenary activities helps pupils to reflect on learning and to facilitate out of school learning.

Teachers also guide pupils to reflect on the progress they have made and their emerging needs through self and peer assessment. Teachers demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching by adapting teaching and by encouraging pupils to take a responsible and conscientious attitude to their studies.

Teachers have a secure knowledge of the relevant subject(s) and curriculum areas, and they foster and maintain pupils' interest in the subject and to promote progress, and to address misunderstandings.

They demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship. They demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject. They demonstrate a sufficiently secure grasp of the concepts, ideas and principles in their subject(s) to be able to teach the relevant school curriculum in the age ranges they are trained to teach.

Teachers actively seek ways of improving their practice including through wider reading and application. Teachers use guided reading, text analysis and the learning of key subject specific language to support development. Pupils' assessment records indicate that assessment incorporates language and literacy learning with marking supporting its development.

Assignments and tasks demonstrate critical evaluation of aspects of the curriculum and pupils' learning as well as deep evaluation of their own work.

Teachers are up to date with subject knowledge through audits and action plans and are motivated to impart knowledge and develop understanding through effective use of lesson time. They promote a love of learning through pupils' intellectual curiosity and they set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.

Teachers are encouraged and do reflect systematically on the effectiveness of their lessons and approaches to teaching and they are encouraged to contribute to the design and provision of an engaging curriculum within the relevant subject area(s) to endorse their high expectations.

Teachers willingly evaluate practice based on guidance from others and evaluate lessons consistently with colleagues' judgments as a means to actively seeking ways of improving their practice. They understand that evaluation leads to improvements in lesson planning and classroom practice.

Lesson observations consistently show that teachers are highly motivated and they demonstrate real enthusiasm for their subject(s) and teaching in general.

Pupils' assessment records show that they assess, mark and record the homework in line with policy and curriculum expectations. Records show that they give timely feedback to the learners through the PIN Marking System. They demonstrate an awareness of initiatives within a subject area and they know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively. They have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and they know how best to overcome these challenges to promote progress.

They demonstrate an awareness of the physical, social and intellectual development of children, and they know how to adapt teaching methods to support pupils' education at different stages of development to promote progress and to procure appropriate behaviour management.

They have a clear understanding of the needs of all pupils, including those with SEN; those of high ability; those with EAL; those with disabilities; and they are able to use and evaluate distinctive teaching approaches to engage and support them.

Teachers identify learners' needs including SEN, G&T, EAL, average and spread of prior attainment through differentiated objectives. Planning sets challenging objectives based on assessment of learning in previous lessons. Teachers select, prepare and use differentiated resources, examples, and analogies which promote inclusion e.g. cultures/gender.

Teachers work hard towards a balance of contribution sought from all pupils. Evaluations of strategies are used and targets for progress are continuously updated. Lesson observations show that teachers: engage and retain the active participation of pupils, manage pupil groupings to support inclusion, support individuals who are struggling and need support, extend and challenge high attaining pupils, explain clearly the main learning points, processes or concepts, and conduct a plenary that provides accurate feedback, challenges learners, and helps them to achieve.

Pupils' assessment records show that references are made to pupils' individual learning plans, targets and records of progress. Marking recognises an individual pupil's achievement and sets appropriate targets through the PIN Marking System.

Directed training tasks ensure that teachers are aware of learning theories, child development, models of progression. Teachers ensure that they know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements. Feedback from moderators and examinations officers has been good or outstanding.

Teachers make use of formative and summative assessment to secure pupils' progress and they use relevant data to monitor progress, set targets, and plan subsequent lessons. By giving pupils regular feedback, both orally and through accurate marking, and by encouraging pupils to respond to the feedback they ensure that the learning journey is supported for learning progress.

Data is critically evaluated and informs reflections. Teachers show an awareness of how the school uses statistical information and how this relates to the national picture.

Observations show that teachers teach skills and use terminology required for formal assessment to ensure that pupils are aware of assessment requirements. Teachers use question and answer techniques to gauge learning and encourage pupils to explain their thinking behind answers. Teachers give effective feedback to pupils, including formative feedback in both verbal and written form. They use observations, marking, testing and plenaries to obtain data on pupils' progress to assist the School to track the learners' journey.

Learners are encouraged to reflect on their learning and set/review targets for themselves or in collaboration with teachers. Teachers listen carefully to pupils' answers and respond in a way that is encouraging and presents challenges for all abilities.

Pupils' assessment records show that teachers are involved in marking and leveling written work tasks and they oversee, or share in, practice coursework and controlled assessments. Teachers use tests and mock exams to provide formative feedback and to monitor and assess progress over time.

Teachers observe pupils in activity and make appropriate responses e.g. immediate action, recording of observations to provide feedback.

Teachers utilise the PIN system to assess work on a regular basis which includes positive feedback and suggested areas of improvement along with next steps for progression. Mock exams are held regularly at the end of each term. Distance travelled assessments are conducted each term which provide accurate statistics on past and current levels of attainment. Weekly Whiz Kid assessments test knowledge and learning acquired during lessons.

Teachers have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.

They have high expectations of behaviour, and establish a framework for discipline within a range of strategies, using praise, sanctions and rewards consistently and fairly. Decisions are explained to ensure pupils understand why an action was taken. Teachers thus manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.

Teachers maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary. They use seating plans and planned working groups for monitoring and managing behaviour.

A lot of effort is put into reflecting on and analysing behaviour problems and evaluation strategies are discussed with colleagues to promote progress.

Observations show that teachers effectively use the schools' behaviour policies and procedures and they use a range of behaviour management strategies and at a range of levels graded to the problem.

Staffs communicate high expectations of behaviour within and out of lessons. They try hard to avoid confrontation and being drawn into an argument when disciplining young people and vary style, tone and language with different audiences. They use non-verbal communication effectively and transitions between activities are managed effectively.

Staffs consult with colleagues and work with others to contact parents/guardians when necessary and help to negotiate individual behaviour targets/strategies. They help maintain records of sanctions and rewards.

Staffs are involved in directed training tasks which help prevent critical incidents. They are also involved in discussion about school behaviour policy thus they make a positive contribution to the wider life and ethos of the school.

Staffs develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support. They deploy support staff effectively.

They take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues. Staffs keep CPD folders and logs up to date. Recently four teachers achieved their Level 4 Certificates in Education and Training.

They communicate effectively with parents with regard to pupils' achievements and well-being.

They actively participate in joint planning and to develop and share resources.

Teachers plan collaboratively in good time and in detail to work with volunteers and support staff to ensure that pupils benefit fully from support.

Teachers demonstrate that they are open to advice and respond positively to constructive criticism and they evaluate and act upon advice and suggestions.

Observations show that staff members participate in clubs and extra-curricular activities and take assemblies. They consult with pastoral staff to gain an insight into the pupils they teach. They know the needs of pupils in the class and direct support staff to work with pupils as appropriate.

Pupils' assessment records show that they communicate with parents about pupils' learning either verbally or through written communication following the school's policies and procedures.

Improvement

We understand that our roles are not static but evolve frequently and thus, not only do we have to involve and assess our pupils in different ways to bring out the best in them, but we have to continuously monitor and assess the effectiveness of our own teaching which *inter alia* means reflecting on teaching practices, reviewing methods and evaluating performance as well as adapting to an ever changing environment.

Thus a whole school tracking system is in place and regularly reviewed.

Staff and pupils are monitored carefully to ensure reading, writing; communication and mathematics are taught effectively. Pupils are given ample opportunity to demonstrate skills acquired during on-going weekly assessments and termly distance travelled assessment. Lesson observations take into account quality and effectiveness of teaching.

CPD is matched to targets and the school improvement plan (SIP).

Teachers are highly motivated to develop and improve their practice. A rigorous teacher effectiveness programme coupled with purposeful CPD provision, ensures all developmental needs are met. A well-structured system of line management facilitates colleagues in regularly observing one another's lessons and engaging in dialogue about strengths and areas for development. The overall quality of teaching has shown marked improvements in the last 3 years and this is also reflected individually within most subject areas.

We monitor teaching termly through Senior Leaders observations. Teacher effectiveness grades are also based on a minimum of 3 external observations per year or more where the quality of teaching requires improvement.

Individual feedback through the teacher effectiveness programme is given immediately and action points agreed. SLT meet to collate all results and strengths/weaknesses are shared with the staff.

This way training needs are identified quickly and are addressed through bespoke training.

All teaching staff also undertakes training in more generalised areas as well as subject specific content training.

Key Priorities

- To meet the challenges of the reformed GCSE curriculum to ensure there is no reduction in standards despite the increased demands of subject content.
- To further develop our in-house portfolio of CPD in order to support further improvements.
- To create a culture of research and development within the school community.
- To support staff in fully embedding new SEN code of practice in their teaching.
- Continue to improve the quality of teaching and learning with a particular focus on Literacy & Numeracy.
- We currently have 13 pupils who are identified as having English as an additional language or who are operating at a level of English requiring additional support:
- We have a higher than average proportion of pupils for who English is not their first language. The main second languages are Urdu, Punjabi and Somali.
- The majority of pupils, with learning difficulties or from lower than average start points, but for whom mainstream teaching is largely accessible, are supported at various levels including:
 - Strategic TA support and small group withdrawal catch up sessions.
 - 1-1 Maths tutoring.
 - Small group literacy catch-up.

How will we achieve it?

- High levels of communication between leaders and teaching staff, as well as school to school liaison to ensure excellent understanding of the new Curriculum and thorough preparation for changes.
- Embedding of a new rigorous target setting system and new annual review process which has a sharp focus on group's performance.
- Review KS4 tracking systems and introduction of new accountability measures to ensure teaching staff are regularly monitoring and tracking progression in a relevant and meaningful way.
- Ensure a smooth and effective transition from alphabetical to numeric GCSE grades using the opportunity to reinforce high aspirations and to communicate this effectively to parents, pupils, governors and all staff.
- Continue to sustain and develop a rich and relevant curriculum which balances due consideration of facilitating subjects and new accountability measures.
- Bespoke programme of development for teachers currently identified as 'satisfactory' in either classroom practice or exam outcomes.
- Whole school termly teaching and learning themes to be replaced with annual areas of focus to ensure higher impact on key priorities with weekly/ termly themes determined by individual

faculties. This process to begin with a high focus on literacy, articulacy and numeracy, all of which are to be embedded more meaningfully across the curriculum.

- By creating teacher learning communities
- By establishing regular high quality training opportunities
- By sharing outstanding practice.

Behaviour & Safety

Good (2)

Pupils' attitudes to learning are consistently positive and low-level disruption in lessons is uncommon.

There are few well founded concerns expressed by parents, staff and pupils about behaviour and safety.

There is a positive ethos in the school, and pupils behave well, attend regularly, have good manners and are punctual to lessons.

Pupils have a good awareness of different forms of bullying. There are few instances of bullying and these are dealt with effectively by the school.

Behaviour is managed consistently well. There are marked improvements in behaviour over time for individuals or groups with particular behavioural needs.

Pupils feel safe at school and at alternative provision placements and understand how to keep themselves safe.

Through skilled and highly consistent management of behaviour, and through our Wizz Kids Behaviour Management System, we have established a safe and stimulating environment for pupils, rooted in mutual respect. We demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

The safety of students is of paramount importance, with strong systems in place to ensure outstanding safeguarding. Safeguarding permeates through daily efforts by designated staff, whole school training, and good links with the community. During the Summer Holidays (2015) we installed CCTV on the premises to further add to the security systems in school.

The Pupil Questionnaire states that 100% of our children feel safe in school.

The Parent Questionnaire results show that 99% agree that the school makes sure it's pupils are well behaved and 100% said that the school keeps their child safe (Dec 14).

In 2012 our pupils' behaviour and safety is judged to be 'Good'.

Pupils make positive contributions to a safe, positive learning environment.

Pupils show high levels of engagement, courtesy, collaboration and co-operation in and out of lessons.

They are mostly well mannered, considerate, respectful and courteous to staff and each other.

Pupils are extremely proud of their school and their respect for it is reflected in the presentation of the learning environment. Classrooms are tidy and wall displays current, interesting and relevant. There is virtually no litter dropped and the whole school community is instrumental in ensuring the site is kept clean and tidy.

There exists a very strong culture of charitable action in the school. As a result students appreciate how fortunate they are and how important it is to help those less fortunate. This leads to a greater empathy with people beyond our community and the development of altruistic and caring young citizens.

A very strong and inclusive community exists at the school. Being a multi-faith & multi-ethnic community really adds to the value of the school community.

Daily assemblies (assembly rotas) are used which seek to promote the inclusive, comprehensive, diverse nature of the school and emphasise the school's values. There is a recurring theme of celebration at all levels, with various members of the school community taking the lead.

Effective teaching in Self-Development and in Religion and Ethics also contribute to the awareness of implementation of school rules.

Incidents of racist, sexist or homophobic bullying are rare. As a result, the school thrives in an environment free from prejudice and one in which a strong moral code underpins all that we do.

The school is keen to promote diversity and does so with great success. The persecution of any person with a protected characteristic is virtually non-existent and students are keen to promote their personal

diversity. The school celebrates diversity at appropriate times, for example Black History month, World Education Day and International Women's Day. Themes of week are current and relevant and are emphasised throughout lessons in the Week. Students are keen to participate, through building displays and assemblies. The whole school community participates and a culture of respect permeates through all such events. As a result, bullying and any form of derogatory language are rare. When such incidents do occur these are recorded and monitored, and restorative work carried out as appropriate to prevent further incidents.

There is an extremely low incidents of bullying be it physical, verbal or cyber, is dealt with quickly and effectively. E-Safety lessons have been introduced and students are aware of the risks of posting pictures and comments online through social media. Sanctions are firm for those guilty of bullying, but such children will also be offered support and restorative work to help them change their behaviour. Any victims of bullying are fully supported through the pastoral system.

Records of bullying are routinely kept and monitored.

We work closely with outside agencies adopting a multi-agency approach to support specific children and record any incidents on the behaviour log.

Staffs are comfortable to discuss issues of diversity and the students are both receptive and respectful. As a consequence, any incidents of a racist or homophobic nature are extremely rare.

All statutory policies with regard to safeguarding are in place and there is a comprehensive SCR which is regularly maintained in line with the latest guidance on keeping children safe in schools. All staff receive training in safeguarding and a central training register is kept to ensure 100% coverage. Staff also keep their individual CPD logs updated.

The school is robust in regard to Health and Safety with clear policies with records kept diligently.

Students are taught how to keep themselves safe in different situations, including online, through assemblies, Form time and work across the curriculum, particularly in SDP lessons. Students also benefit from learning about safety in Preparation for Working Life.

Any child believed to be at risk is supported in a timely and effective manner. This is verified by a range of parental surveys that confirm the school's view that we keep our students safe.

The school has a clear system of rewards and sanctions which has proved highly effective in reducing incidents involving poor behaviour. All behaviours and achievements are recorded and formative reports produced at various stages throughout the year. This allows the behaviour of every child to be closely monitored.

As a result, students are motivated to display good behaviour at all times, contributing to an exceptionally positive climate for learning.

Behaviour, both good and bad, is addressed in a timely fashion, allowing poor behaviour to be stopped and good behaviour to be celebrated on both a daily basis during assemblies.

Improved attendance and punctuality is celebrated through focus group assemblies and rewards such as special recognition, additional whiz kid points, or student of the month. This leads to a culture where good attendance and the resultant effects on progress are valued by all members of the school community. The Wizz Kids system incentivises students to behave well, to attend school regularly and on time. This system also gives an equal opportunity to students at all levels to compete for rewards and recognition.

Respect and good manners are promoted at every opportunity and students are quite clear of expectations in this area. The school's rules are very clear that disrespectful behaviour will not be tolerated, for example the use of poor language or rudeness towards a member of staff. As a result, behaviour around the school site is calm and orderly; students feel safe and valued at all times; teachers are able to carry out their duties effectively in an orderly and disciplined environment, where mutual respect is held in high regard. Students are very clear (Home School Agreement) about the importance of good manners and how it contributes to not only school life but work life and beyond.

Lesson observations clearly demonstrate that behaviour is good or outstanding in the classroom.

Students show enthusiasm and a high level of engagement during their lessons, inspired by a culture for learning and high quality teaching. Our students have positive attitudes to learning, with a culture of high aspirations and personal endeavour permeating through all learning opportunities.

Pupils speak politely to all adults and each other and there is little or no serious disruptive behaviour in lessons with the result that pupils make good or better progress. This is remarkable given that we are a PRU dealing with pupils who have been excluded from mainstream schools due to emotional and/or behavioural difficulties.

The harmonious atmosphere in the school is frequently commented on by visitors to the school and those that work within it.

Bullying and racist incidents are rare. There is now a very low incidence of temporary exclusions. Peer Mediators, from year 11, work effectively with adults to be both proactive and reactive in dealing with inappropriate behaviour.

The behaviour policy is reviewed at the beginning of each school year, and both school rules and classroom rules are agreed with pupils. Rules, rewards and sanctions are made clear to pupils regularly in assemblies, with the result that all pupils understand and comply with the agreed assertive discipline system.

The whole school adoption of zero-tolerance has had a positive impact on behaviour and understanding the feelings of others. Display boards, assemblies and lessons reinforce the weekly themes.

Adults have high expectations of pupil behaviour both in school and on school trips. Their behaviour out of school is always commented on favourably. Feedback to the children and Feed Forward then reinforces the school's expectations of outstanding behaviour.

The school's organisation and monitoring of playtime resources and rules has resulted in calm playtimes and fewer disputes. This also has a positive impact on the beginning of the next learning session.

The school Behaviour Policy and sanctions and the home-school agreement are also made available to parents.

Any particular behaviour issues that arise through the year, disruption during lessons and poor behaviour outside of lessons are dealt with promptly and effectively. As a result, this allows the quality of teaching and learning in lessons to be good or better.

In individual cases of unacceptable behaviour the school works closely with parents to set targets, consequences and rewards to improve behaviour. Almost all parents agreed that behaviour in school is good and most pupils felt that teachers dealt effectively and fairly with any incidents when children are not behaving appropriately.

Personal, social and health education sessions enable pupils to learn about how to keep themselves safe inside and outside school. The school uses a number of strategies and procedures as support mechanisms for the enhancement of pupil's personal and social development. Strategies include, circle time, assemblies, pupil voice and Self-Development sessions. We develop pupils' self-esteem and confidence to articulate their thoughts and ideas.

All pupils stated that they enjoy being in this school and almost all parents agreed that their child feels safe and well cared for at school.

Peer Mediators are available in the playground and recreational areas and are used effectively to help pupils befriend others. This support is well received by other pupils and recognised by visitors, Trustees and other external agencies.

Many children enjoy a healthy lifestyle at school. School is committed to promoting healthy living and has introduced daily fruit and water initiatives.

Physical exercise is a high priority in school. Pupils receive at least two hours of quality PE weekly.

PE is used effectively to promote participation in a range of sport activities via coaching sessions and participation in inter and intra school festivals. All pupils have participated in additional sports activities.

PE, Self-Development and Science curricula focus on healthy eating and the benefits of physical exercise.

Pupils regularly partake in activities at the Ackers Trust, including: archery, skiing, canoeing, kayaking, climbing, jungle challenges, zip-wire and leap of faith activities.

- Planning includes risk assessment and resources are planned to engage and stimulate. Activities are planned so that they are relevant to the pupils. Health and safety risks communicated to the pupils.

Children take pride in helping each other and their teachers.

They make important contributions to many different aspects of school life including forming our school rules. They are involved in maintaining and promoting recycling at the school. They also run fund raising events such sponsored walks and climbs to raise money for charitable causes.

Every opportunity is taken throughout the school to use the local environment and wildlife to enhance our curriculum and we also invite visitors from the local community to support pupil's learning.

Children are encouraged to be proud of their heritage. We celebrate key religious festivals from all the main religions.

- We have clear rules and routines for behaviour in classrooms, and we all take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.
- We have high expectations of behaviour, and have established a framework for discipline with a range of strategies, using praise, sanctions and rewards which are applied consistently, fairly and transparently.
- Teachers manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.

We maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

We treat pupils with dignity, build relationships rooted in mutual respect, and at all times observe proper boundaries.

We have regard for the need to safeguard pupils' well-being, in accordance with statutory provisions. We show tolerance of and respect for the rights of others and we do not undermine fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

We ensure that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

We work hard to raise awareness of the dangers to pupils on various matters such as:

- Prevention of Violence and Extremism – Challenge extremist narratives and identifying vulnerable pupils who could be subjected to grooming.
- Child Sexual Exploitation – Helping pupils understand the dangers of CSE and how to stay safe and access support or relay concerns.
- E-Safety – How to stay safe online at school and home. This topic also extends to ensuring staff are also safe via training and awareness.
- Female Genital Mutilation – Raise awareness of the illegal cultural practices which are a danger to females and have no place in our society.
- British & Universal Values – Help pupils understand the heritage and culture of Historical and Modern British culture within a multicultural and tolerant approach.
- Homophobia – Helping pupils understand that homophobic behaviour and that it is not confined to any one segment of society, and can be found in people from all walks of life.

Key Priorities

Impact

Through reputation and performance, to be the school of first choice for alternative provision, ensuring a full roll at all times, enabling maximisation of funding.

Increased sense of identity and belonging leading to greater motivation and improved achievement.

Reduction in incidents of bullying and improvement in mental health, in particular resilience, for all groups of students

How will we achieve it?

- Embed the 'Future First Way' in the culture of the school
- Embed enhanced transition activities, for example interviews with new parents
- Continue to regularly review the behaviour policy to ensure our students are well behaved, hardworking, and well mannered
- Increase student leadership opportunities
- Address motivation of boys by establishing barriers to learning and offering appropriate strategies/opportunities to overcome
- Raise the profile of e-safety and cyber bullying through better guidance and implementation during Self Development lessons and in focus groups.
- Raise the profile of homophobic bullying through Personal Development programmes and training for all staff in tackling homophobic bullying
- Continue to offer opportunities to students that will allow them to develop their resilience
- Programme and exposure to competition, for example Maths Challenge

Key Priorities

- Community beyond FF
- To enhance and promote the reputation of FF in the local community
- School litter programme.
- To educate the students to understand that they are responsible for their school environment. They will become aware and active adults.
- Student leadership opportunities.
- Pledge to offer the students opportunities to demonstrate skills beyond the classroom.
- To be active citizens who play a part in life
- Extra-curricular programme
- Students to gain skills/experiences that they would not realise in the classroom.
- Whole school charity focus. Students become aware of the importance of charity and the power of giving.
- Encourage dialogue and discussion with the students. To enable student voice.

Impact

How will we achieve it?

- Work with external parties in the local community.
- Support and get involved in local events.
- Support local charities with fund raising.
- Reinforce the necessity of good behaviour during assembly and in the classroom.
- SLT on tour after school to assist the students at home time.
- To introduce a rota for litter duty. All students will be expected to do one litter duty.
- To promote events throughout the year which challenge and encourage students to participate
- To analyse data and report to SLT
- To encourage pupils to participate in extracurricular activities
- Report end of year charity activities and funds raised.

Leadership and Management

Good (2)

- Key leaders and managers, including those responsible for governance, consistently communicate high expectations and ambition.
- Teaching is good and/or improving strongly as a result of accurate monitoring, effective performance management and professional development, which are closely matched to the needs of the school and staff.
- Self-evaluation is robust and the school's actions are carefully planned, concerted and effective.
- The well-thought-out policies ensure that pupils make at least good progress in literacy.
- Governors, or those in a similar position, systematically challenge senior leaders. As a result, the quality of teaching and pupils' achievement has improved, or previous good performance in these areas has been consolidated
- The school's curriculum provides well-organised and effective opportunities for learning for all groups of pupils, including disabled pupils and those with special educational needs. It promotes positive behaviour and a good understanding of safety matters and provides a broad range of experiences that contribute well to the pupils' achievement and to their spiritual, moral, social and cultural development.
- The school works well with parents, including those who might find working with the school difficult, to achieve positive benefits for pupils.
- The school's arrangements for safeguarding pupils meet statutory requirements.
- Governors ensure the efficient management of financial resources. This leads to the effective deployment of staff and resources.

The leadership of teaching and management of performance in the school is at least good with elements of outstanding.

There is consistency of ambition and high expectations from all leaders (including trustees) to achieve excellent standards of provision and better outcomes for all pupils.

A consistent, persistent and insistent approach to achieving the best possible for all of our pupils means that there is a relentless focus on teaching and learning backed up with excellent policies.

Honesty is expected from all staff and this ensures accurate self-evaluation and school improvement planning.

The school constantly strives to improve its performance. This is evident by achieving targets set out clearly in the school improvement plan. The school's multicultural community is fully inclusive and cohesive.

Leaders and managers working closely with teachers, parents and external agencies as well as with the trustees have secured significant improvement in key aspects of the school's performance. This has resulted in raised attainment over a sustained period of time. Parents and carers are highly positive about how the school cares for and supports their children's learning.

The vision, drive and clear sense of purpose of the Head teacher and the School Leaders (SL) permeates across the school resulting in an ethos where excellence is pursued by staff and pupils alike. This ambitious drive has resulted in a culture of continuous improvement in which boundaries are being continually pushed resulting in a school with a strong track record of continuous improvement in standards being achieved.

The school has a highly successful and sustained track record in managing organisational change.

Since the birth of our school in 2004 we have had to plan for growth in pupil numbers, staffing and considerable building development on site. Meticulous strategic planning, open and clear communications and a can do approach have been some of the key ingredients in managing these major changes successfully and effectively.

Over the past decade, standards achieved have been significantly improved. This is the impact of school leaders relentlessly pursuing excellence by monitoring very closely pupils' learning experiences. There is a clear sense of direction and ambition shared by leaders at all levels.

School Leaders work with other leaders in a resolute and persistent fashion in order to raise the standards and close the gaps within and between subjects.

Leaders and managers at all levels are ambitious for all the pupils at Future First and set very high expectations for their academic achievement and personal development. Pupils are encouraged to be ambitious and to aim high. For example, minimum individual targets for pupils are set at a high level and progress against these is relentlessly tracked to ensure that the highest standards are achieved by all. Where individuals or groups of pupils are at risk of not achieving their targets, a range of targeted support is provided and the impact of this is monitored.

Strategic leadership contributes effectively to the development of a positive ethos in which all pupils have access to a broad, balanced and relevant curriculum and which contributes to pupils' spiritual, moral, cultural, mental and physical development and in preparing pupils for the opportunities, responsibilities and experiences of adult life.

"The school has a particular strength in developing pupils' moral and social development and ensuring that they achieve as well as they can," (OFSTED January 2012).

School leaders analyse and interpret relevant national, local and schools data and researches and inspect evidence to inform policy, practices, expectations, targets and teaching methods for all pupils including SEN/EAL/G&T.

School Leaders collect and interpret assessment data gathered on all pupils and uses it to inform practice and to inform decision making and policy review and to create a provision map for the whole school.

School Leaders ensure that the objectives of the SEN/EAL/G&T policy are reflected in the school improvement plan, that effective systems are in place to identify and meet all needs and that these needs are then co-ordinated, monitored, evaluated and reviewed.

School Leaders work closely with pupils, subject leaders and class teachers to ensure that realistic expectations of behaviour and achievements are set for all pupils including those with SEN/EAL/G&T.

"Future First provides a good standard of education and care for all pupils and meets its aims effectively. It is highly successful in improving pupils' attendance; punctuality and conduct, including their behaviour and aptitude for learning," (OFSTED January 2012).

The strongly positive ethos and numerous opportunities through the curriculum ensure that pupils' behaviour and safety is of the highest quality. Behaviour is outstanding and pupils have an excellent understanding of how to stay safe. Our pupils within this culturally diverse school respect and value each other's cultures and interact very positively with each other.

Whole school use of the Behaviour Standards and a very clear and well understood through the Wizz Kids system. This ensures that behaviour is outstanding in lessons and as pupils move around the school and at break times. Assemblies and the school's message boards are used to regularly remind pupils about our very high expectations. Sanctions are applied consistently and fairly and there is a strong emphasis on praise and acknowledgement of achievement.

The school's Inclusion Policy is used to support pupils and teachers by occasionally removing for fixed periods pupils who have let themselves down in relation to our very high expectations of excellent behaviour. Restorative work is carried out as part of the process.

"Provision for pupils' spiritual, moral, social and cultural development is good. Over time, all pupils make significant progress in their attendance and punctuality, which is facilitated by the schools own 'Wizz Kids' positive recognition scheme. Clear expectations from staff; the close liaison with pupils' families and the good levels of individual support ensure that pupils' individual needs are met and barriers to learning are reduced. Pupils now want to attend regularly and understand the benefits of making an

effort and taking personal responsibility for their learning and behaviour. The school is highly successful in developing pupils' self-knowledge, confidence and esteem. Those pupils who are referred from other agencies progress well in their conduct, including their aptitude to learning and behaviour. All of the referring agencies which have placed pupils with the school comment positively about improvements in pupils' behaviour and their good progress. "Behaviour in lessons and around the school is good and well managed," (OFSTED January 2012).

School Leaders support staff in developing pupils' understandings of the duties, opportunities, responsibilities and rights of citizens.

The culture of the school is one of calm and orderly, with a strong work ethic evident in corridors at lesson time, and happy ethos evident at recess times.

Good manners and courtesy are a focus for the school and much work is done promoting these expectations, through assemblies, through the Head Teacher's messages on the schools Managed Learning Environment message board and from staff to student interaction. The importance of mutual respect and courtesy is spelt out very clearly in the Home School Agreement and in associated student support guidance and the School Prospectus.

School leaders set the standards and provide examples of best practice for teachers in identifying, assessing and meeting all pupils' needs.

To better meet the needs of the pupils and further promote high standards, pupils have access to a range of subjects. As a consequence of this, tutorial time and assemblies, the promotion of Social, Moral, Spiritual and Cultural awareness is highly effective.

Those that cannot meet the GCSE standards still have the option to sit functional skills exams in Literacy and Numeracy at Levels 1 or 2 depending on their ability. Those pupils that cannot realistically meet the standards for GCSE Science(s) can study for Entry Level Certificate encompassing core sciences.

School leaders effectively encourage all staff to recognise and fulfil their statutory responsibilities towards all pupils including SEN/EAL/G&T.

Leaders are tenacious and rigorous in ensuring that arrangements for safeguarding pupils are exemplary, all statutory requirements are fully met. Regular internal and external reviews of our procedures show that high standards in safeguarding procedures are maintained.

The designated officer (DSL) for child protection attends training as necessary and uses knowledge and experience to support the policy and its implementation in school.

Senior Leaders support staff by ensuring that all those involved have the information necessary to secure improvements in teaching and learning, disseminating good practice across the school.

School Leaders monitor the effectiveness of appropriate teaching and learning activities and target setting to meet the needs of all pupils including SEN/EAL/G&T.

School leaders take responsibility seriously for the professional development of all staff.

Leadership Development is a strong feature and the school takes a pro-active approach to instilling leadership skills.

Trustees make vital contributions to the work and direction of the school. They have high levels of insight and are rigorous in ensuring pupils and staffs are safe. In discharging their statutory responsibilities, they have very robust systems for evaluating the effectiveness of the school. They provide high levels of professional challenge, feedback and guidance to the school.

All reports so far have confirmed the school finances and financial systems and procedures are in good health.

Trustees engage very effectively with parents, pupils and staff as a whole and are well informed about the view of all stakeholders. They use these views to inform strategic priorities

Active strategies are in place to ensure high levels of parental engagement. An annual questionnaire is completed by the parents/carers of all year groups the results of which are communicated to parents, Governors and staff. From the results obtained, Key Stage Leaders devise strategies for improvement in any notable areas.

Levels of Attendance at Parents' days are high.

Trustees are made aware of the outcomes of Parents' Day Questionnaires.

Trustees also take part in and receive feedback from Learning Walks. The School Evaluation and Improvement Document is presented annually to the Trustees.

The SLT advises, contributes to and, where appropriate, co-ordinates the professional development of staff to increase their effectiveness in responding to all pupils including SEN/EAL/G&T pupils and it provides support and training to increase understanding of pupils' needs and underpins the importance of raising attainment.

Analysis of CPD provision in the school is reported to Trustees as is the analysis of exclusions data and Behaviour Standards data.

A highly effective leadership and management structure with clear roles/responsibilities means that leadership and management responsibilities are distributed to secure maximum impact on continuous improvement across the school. Lines of accountability are clear and rigorous performance management systems are in place. These are underpinned by a comprehensive programme of CPD for all staff. For example, the bespoke programmes in place including 1:1 coaching and mentoring have had a demonstrable impact on improving the quality of teaching.

All teaching colleagues have a common target in relation to academic standards.

A portfolio of in-house and external CPD programmes reflects the school's Leadership agenda of seeking sustained and continuous improvement in standards and progress – raising the bar and narrowing the gap. The in-house CPD portfolio includes the programmes on Teaching and Learning, Leadership and Management and Termly Learning Walks.

The curriculum offers breadth, interest and relevance to the pupils at KS4.

A rich curriculum combined with focused teacher training programmes including in-house training each alternative Friday evening ensures that standards of performance for all teaching is being positively driven by leadership and management. Teaching staff benefit from sharing learning and knowledge with an independent teacher training services provider. Skills are honed to ensure efficiency and consistency in lesson planning and typicality.

The SLT supports the development of improvements in literacy, numeracy and information and communication technology skills, as well as access to wider curriculum.

Staffs embrace the increasingly raised profile of literacy across the curriculum. There is positive buy into whole school initiatives (e.g. SPaG/literacy mats) and a consistently high focus on SPAG in English and other subjects.

School Leaders monitor closely how effectively gaps are closed in reading, writing and numeracy skills and proactively facilitate opportunities to address these gaps – 1-1, high impact days, focus groups, intervention sessions etc.

Reading ages are monitored through regular testing with high impact interventions in place to rapidly aid reading recovery. A range of staff involved in this including volunteers who read daily with targeted pupils.

All staff are given access to reading ages in mark sheets and are required to differentiate with this factor in mind – monitored via Teacher Effectiveness observations which explicitly demand attention to development of literacy and communication.

The school leaders help identify and develop study skills to support pupils in their ability to work independently and learn more effectively.

Self-evaluation is deeply embedded at all levels of the organisation. For example, the annual review and evaluation of academic standards involves all faculties rigorously analysing their performance data, carrying out a target grade analysis which leads to key strategies for improvement, the outcomes of which feed through into whole school development planning. Leaders evaluate progress against agreed success criteria.

Recent leadership changes introduced to ensure consistency throughout the school includes three focused assemblies: one in the morning (before the first lessons), one in the afternoon (after lunch) and one before pupils break up from school. These assemblies enable teaching staff to agree objectives with pupils and to focus and re-focus pupils throughout the day. This change was brought about as previous focus groups with form tutors were not producing desired results with any real consistency. Pupils were wasting precious time before crucial learning by making individual demands and not setting out objectives in a consistent manner. The whole school approach introduced consistency and all pupils now feel they are contributing positively towards whole school and individual learning targets. Pupils feel that there is equality and consistency and therefore there is less to distract them whereas before they were prone to comparing outcomes with each other through their own perceptions of experiences in the focus groups.

Lesson observations, work sampling, staff training (e.g. child protection, safeguarding, first aid, prevention of violence extremism, prevention child sexual exploitation etc. Help towards driving up standards.

School leaders support staff in developing constructive working relationships and to develop and maintain effective partnerships between parents and the school's staff so as to promote pupils' learning; communicate effectively; providing information to parents about targets, achievements and progress.

School Leaders also helps with the development of effective liaison with external agencies in order to provide maximum support for pupils including those with SEN/EAL/G&T.

The DSL attend reviews, case conferences and meetings effectively and judge when to make decisions and when to consult with others including external agencies for a multi-agency approach to supporting pupils and families.

School Leaders prioritise and manage time effectively, particularly in relation to balancing the demands made by statutory duties and acting as a resource for tutors as to support improved attendance, punctuality, behaviour and academic progress.

Annual budget process and the monitoring of budgets monthly, assures solvency. The Anti-fraud policy and staff code of conduct have all have aspects pertaining to probity. The robust paperwork results in clarity and engagement of the Trustees and assists in their role of budget monitoring and oversight.

All orders are signed by the Deputy Head so that patterns in spending (such as duplication) can be picked up.

Extended Assurance work has identified sound financial management practices. This means that we have external vetting of our processes and have very positive and sound reports that guide us on areas to develop, and are reviewed in successive audits.

School Leaders advise on the deployment of staff involved in working with pupils to ensure the most efficient use of teaching and other expertise. Staffing that meets curriculum analysis, and trustee involvement in all increases proposed, as well as in staff recruitment interviews at all levels also ensures best value.

Leaders establish staff and resource requirements to meet the needs of all pupils and sets out priorities for expenditure and allocation of resources to enable the objectives of the school to be met with maximum efficiency and to ensure value for money.

Staff and material resources are deployed in line with the aims and objectives of the school to ensure all pupils have equality of opportunity.

School Leaders help organise and co-ordinate the deployment of learning resources, including information and communications technology, and monitor their effectiveness.

Thorough financial control ensures resources are deployed to achieve 'Achievement for All'.

Where pupil Premium is allocated and used there is full accountability and transparency.

Strategies from tracking data are discussed and agreed at meetings.

School Leaders help maintain existing resources and explores opportunities to develop or incorporate new resources from inside and outside the school.

School Leaders ensure that there is a safe working and learning environment in which risks are properly assessed.

The litter picking initiative epitomises the culture, with staff and pupils working together at lunch on this to maintain a pristine school site. Any deliberate misuse is dealt with and taken seriously.

Very little vandalism or graffiti can be seen or happens in the school, and it is dealt with swiftly and taken seriously.

The school has very high standards for premises maintenance with a fast reaction time for maintenance issues and copious communications and monitoring as regards the general environment and its appearance and care.

An experienced maintenance person is on call at all times, so they can be responsive. As a result, the learning environment is clean, in good repair and fit for purpose, and this is often commented on by staff and/or visitors.

School Leaders establish and maintains links with the relevant agencies for child protection.

There is good engagement and partnerships with parents including those hard to reach.

There is a strong collaboration across the community and with a cluster of local and wider mainstream schools.

Areas for further development:

- Continue to raise attainment especially in reading.
- New interactive resources required for all GCSE subjects from companies such as SSS.
- Investigate online homework system from Ten Ticks.
- Investigate funds for Ackers.
- Put forward staff for driving mini-bus.
- Create a proper library space. Books have already been secured through donations.
- Investigate the possibility of establishing a Science Lab.
- Teaching and learning resources
- Recruitment of quality staff who will have an impact on academic and social development of pupils

Key Priorities

1. Articulate and communicate the school's strategic intent 2015 - 18
2. Communicate the newly articulated school mission, aims, values and objectives to the school community
3. Continue to grow leaders with a view to succession planning/management and to ensure a greater understanding of the demands of leadership in a school context.
4. Develop the Performance Management process to ensure consistent and rigorous self-evaluation leading to improved standards of practice.
5. Further develop management systems to ensure increased accountability around lesson observation feedback
6. Restructured line management by school leaders to further improve communication and accountability
7. To meet all the recommendations from the Extended Assurance work, which are cumulative and on-going, and are returned to in successive EA work
8. SLT Line Managers to continue to work to assure spending is front loaded
9. Additional training in relation to H&S
10. Site work according to our agreed programme to be undertaken over the summer and communicated to trustees and all staff
11. Develop School Leaders to further improve communication and accountability

How will we achieve it?

1. Appropriate opportunities will be taken to ensure all members of the school community are clear about the school's strategic intent, mission, aims, values and objectives.
2. Sustain and develop in house portfolio of CPD programmes and deepen and broaden our CPD knowledge
3. Teaching Schools Alliance. Encourage participation by colleagues as appropriate.
4. Monitoring by school leaders and finance office, and issues communicated to budget holders
5. INSET days and other ties capitalised on and any monies from central CPD
6. Work undertaken as per plan

Target date: On-going from 12/2015

Lead Person: Head Teacher