

**The Meadows  
Sports College**



**Aim High and Smile**

Self-Evaluation Form

Key Stages 3 & 4

Phase 1 (yr 7, 8) & 2 (yr 9-11)

Last Updated 14<sup>th</sup> July 2015

**Principal:** Mr. G.E. Phillips MA Ed

**Our Context:**

**Our Vision Statement**

Our shared vision is 'Here to build independent lives through our core school values of nurture, communication, opportunity and harmony'. These encompass British Values to ensure that all stakeholders are valued and respected.

Our curriculum delivery centres on personalised learning styles with all students having core elements (life skills etc.) and additional enrichment and enhancement activities offered to them. We focus on 'learning for life', developing skills and experiences which will allow each individual the opportunity to reach their own potential and live an independent life as possible.

As a school, we hold dearly the school values of:

- **Opportunity:** To be ambitious, achieve their full potential and work towards a fulfilling future where everyone is fully participating in and positively contributing to life in modern Britain
- **Harmony:** To be positive, considerate and supportive towards others through showing appreciation and respect of their own and other cultures, values and beliefs in a way that promotes tolerance and achieves mutual benefit for the greater good of everyone
- **Nurture:** To be happy, empowered and supported through democratic processes, systems and structures where the autonomy and strengths of the individual is supported, promoted and celebrated
- **Communication:** To be well informed and able to communicate their wishes and opinions ensuring that individual liberty and the right to view personal opinions within the rule of law is encouraged and respected for the benefit of the school and local community

**Attainment on Entry**

Our primary special feeder school provides detailed information demonstrating that attainment is well below national averages with most being judged as P1 - P4. This is confirmed through assessments undertaken both during the transition process and on arrival. Both schools use National Progression Guidance as a useful benchmarking tool – this aids consistency of monitoring and enables challenging targets to be set.

**Social and economic background**

The Meadows Sports College is a maintained special day school in Oldbury, Sandwell, for CPMLD males and females aged 11 to 16 with a Sixth Form 16-19. All students have cognition and learning difficulties which may include severe communication and sometimes behavioural difficulties. Many of the pupils have a range of complex needs, such as additional autism, cerebral palsy and various medical conditions, (some of which are acute), in addition to their primary difficulty.

Sandwell has a high unemployment rate, with associated social challenges.

Sandwell is almost twice the national rate, a high proportion of people claiming Incapacity Benefit and poor skills performance. (Source Research Sandwell). Despite these facts, we pride ourselves on making a unique and positive difference for our students and their families.

**Our School's Strength**

Our main strength lies in the outstanding quality of our staff. Progress for students across all Key Stages is '**outstanding**' when compared to students nationally from similar starting points. This is also clearly demonstrated through student's work which has highlighted exceptional progress in both communication and reading. This model has been used to ensure that all core subjects are in line with this. Behaviour and safeguarding have also been noted as **outstanding**.

The school has been instrumental in facilitating partnership working within the FLSE, driving cutting edge practice with Regional partner organisations.

We lead with emotional intelligence, putting staff, students and all stakeholders at the centre of our learning community.

Pupils on roll: **114**

	<b>Total</b>	Pupil Premium, exc. LACE	LACE	Male	Female	ASD	SEN PMLD	SEN SLD
<b>KS3</b>	32	14 44%	2 6%	26 81%	6 19%	2 6%	8 25%	24 75%
<b>KS4</b>	46	17 37%	5 10%	31 67%	15 33%	9 19%	19 41%	27 59%
<b>KS5</b>	36	-	-	25 69%	11 31%	7 19%	6 16%	30 84%

External Organisation Awards:

<b>Award</b>	<b>Date Awarded</b>
ROSPA Gold Award	May 2015
Basic Skills Award	2014
Investors in People	2014
Governors Mark	July 2015

**The Meadows Sports College**  
**Self-Evaluation Form**

Date: 14 2015

**SEF: PHASE 1& 2 (KS3 & KS4)**

**SCHOOL JUDGEMENT: KEY ISSUE 1: EFFECTIVENESS OF LEADERSHIP & MANAGEMENT**

1	2	3	4
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<b>Effectiveness of Leadership &amp; Management</b>			<b>EVIDENCE</b>
<p>1. <i>Driving teaching and learning forward</i></p> <ul style="list-style-type: none"> <li>• All leaders, including governors, are meticulous in checking the quality of teaching and provide extensive ongoing training for teachers. This enables them to improve how they teach, raises students’ achievement and supports school improvement. Both Phase 1 &amp; 2 are led by two strong, proactive, leaders, who together demonstrate outstanding leadership. In phase 1 and 2 all students and staff are leaders and take responsibility for raising standards by working to their strengths</li> <li>• Leaders focus relentlessly on improving the quality of teaching. This is supported by very focussed, bespoke professional development, which is tightly linked to individual staff appraisal objectives and the School Improvement Plan. As a result of this consistent drive over the past 2 years, we believe that teaching is now outstanding</li> <li>• Attendance is monitored by the student officer monthly and potential at risk students are flagged to phase leaders and SLT and appropriate support is put in place to the families. A cover supervisor is timetabled for home school sessions to deliver work set by the class teacher for students who are not able to attend school regularly as reflected in their statement / EHCP</li> <li>• Phase leaders annually facilitate a celebration of achievement where staff identify what we do well at in phase 1 and 2 and areas at which we could be even better</li> <li>• <b>Key Strengths</b> <ul style="list-style-type: none"> <li>○ The strong leadership of these phases has ensured that the new 2014-15 curriculum is being implemented at a high pace</li> <li>○ We are in a <i>strong position</i> to support other schools in the process of implementing “Life after levels”</li> <li>○ There is clear evidence from internal and external moderation (local and national), which we lead upon, that teacher judgements are <i>very secure</i> across phase 1 and 2</li> <li>○ There are <i>rigorous systems</i> in place to monitor all aspects; with a focus on teaching, achievement and behaviour</li> </ul> </li> </ul> <p>2. <i>Curriculum, including SMSC and British Values</i></p> <ul style="list-style-type: none"> <li>• The curriculum has been developed to ensure that the needs of all learners are being met. This has been reviewed to ensure that all learners are well prepared for the present and into adulthood</li> <li>• In phase 1 and 2 regular theme days and acts of collective worship including reflection time daily in tutorials along with playground buddies, student council/student voice and class responsibilities and rules ensure that SMSC is a key strength and includes the promotion of positive British values. Students experience activities that have a strong focus on supporting them to eventually fully take their place in modern British society. Students in phase 2 have been</li> </ul>			<p><b>Leadership folders with evidence</b></p> <p><b>Reports to governors</b></p> <p><b>Monitoring folder</b></p> <p><b>Meeting with Governors</b></p> <p><b>Curriculum subject books</b></p> <p><b>Policies Curriculum planning overview</b></p> <p><b>Teacher planning folders</b></p> <p><b>Partnership meeting minutes</b></p> <p><b>Safeguarding policies and framework</b></p> <p><b>Accreditation overview</b></p> <p><b>Achieved qualifications and awards</b></p> <p><b>CPD programme to support</b></p>

working with Changing our lives a National advocacy group for young people with disabilities on a community mapping project to personalize their aspirations which feed into the EHCP's

- Our embedded curriculum has supported our pupils to fully engage with and enjoy their learning. It has had an exceptional and positive impact on behaviour both inside and outside the classroom. The curriculum has been developed to ensure that our more able learners access a more challenging curriculum inline with the National Curriculum 2014 outcomes

### 3. *Safeguarding*

- Safeguarding meets all statutory requirements including SCR, Staff training and Safer Recruitment. The safeguarding policy is in line with nation requirements, including FGM and Forced Marriage
- Safeguarding is exceptionally secure and closely monitored regularly and thoroughly. Phase 1 and 2 leaders make safeguarding an agenda item in phase meetings and are quick to resolve any issues
- This is well supported by regularly updating staff training in, for example, HBV, FGM, Forced marriage, E—safety, Child Protection. This ensures that all students receive high quality teaching on all key aspects of safety including bullying, racism and aggressive language
- There are robust safeguarding procedures in place. The Deputy Principals and phase leaders are all level 3 safe guarding training. The Principal serves on the Sandwell Safeguarding Board
- All staff receive level 1 training annually. It is also in the induction procedures for new staff. This is well supported by regularly updating staff training in, for example, HBV, FGM, Forced marriage, E—safety, Child Protection. This ensures that all students receive high quality teaching on all key aspects of safety including bullying, racism and aggressive language. All staff and volunteers have current DBS checks
- All teachers and HLTA's have had Sandwell trip leaders training; additionally staff have had on-line of fire and ladder training. Support staff have had moving and handling, and safe administration of drugs training as required. Risk assessments are in place for classrooms and specialist areas on flame fast; class based activates are all risk assessed in planning and staff produce onsite and offsite risk assessments for individual students. Trips are vetted by EVC co-ordinator and the Principal through the robust evolve system

### 4. *Governance*

- Governors fulfil their statutory requirements, including safeguarding
- Governors have achieved the Governors Mark, July 2015
- Governors contribute well to the school self-evaluations and clearly understand the schools' strengths and areas for improvement, clearly understanding the strength and areas of development from student cohort data
- The governors provide a strong challenge to Principal and other SLT and hold them to account. This includes the use of Pupil Premium funding and staff appraisal
- Governors regularly visit phase 1 and 2 to find out about the exciting things that are happening within these phases and to keep them informed on new initiatives. Governors complete an evaluation form regarding their visit which phases find highly informative

### 5. *Partnerships with Parents and Carers*

- Partnerships with parents and carers are exceptional because we have an open door, holistic approach, with daily dialogue between school and families. As a school, we view this to be a true learning partnership. We acknowledge that unless we work together, student learning will not progress at a rapid pace

**Local working partnerships**  
**Multi-agency working partnerships**

**Parents Survey Spring 2015**

**SIA Report**

- (For parent feedback, see **Figure 1**, below)
- Parents and carers are proactive in supporting their children's learning and social and personal development through the use of 'take away' tasks

#### 6. Partnerships with other agencies

- Highly effective working partnerships with multi agency professionals ensure individual needs are met in a timely manner. All pathways are fully personalised through working closely with parents to establish the appropriate route through adulthood via meaningful EHC plans
- *Outstanding* Transition practice from primary to the Meadows and from phase 2 to 3 is exceptionally well co-ordinated by phase leaders and other team members including our multi-agency partners
- We work with a range of mainstream and other special schools across the Midlands to support and share effective practice, action research projects and to supply outreach
- Partnerships with health professionals are exceptional and impact on our pupils physical, emotional, communicative and general wellbeing outcomes

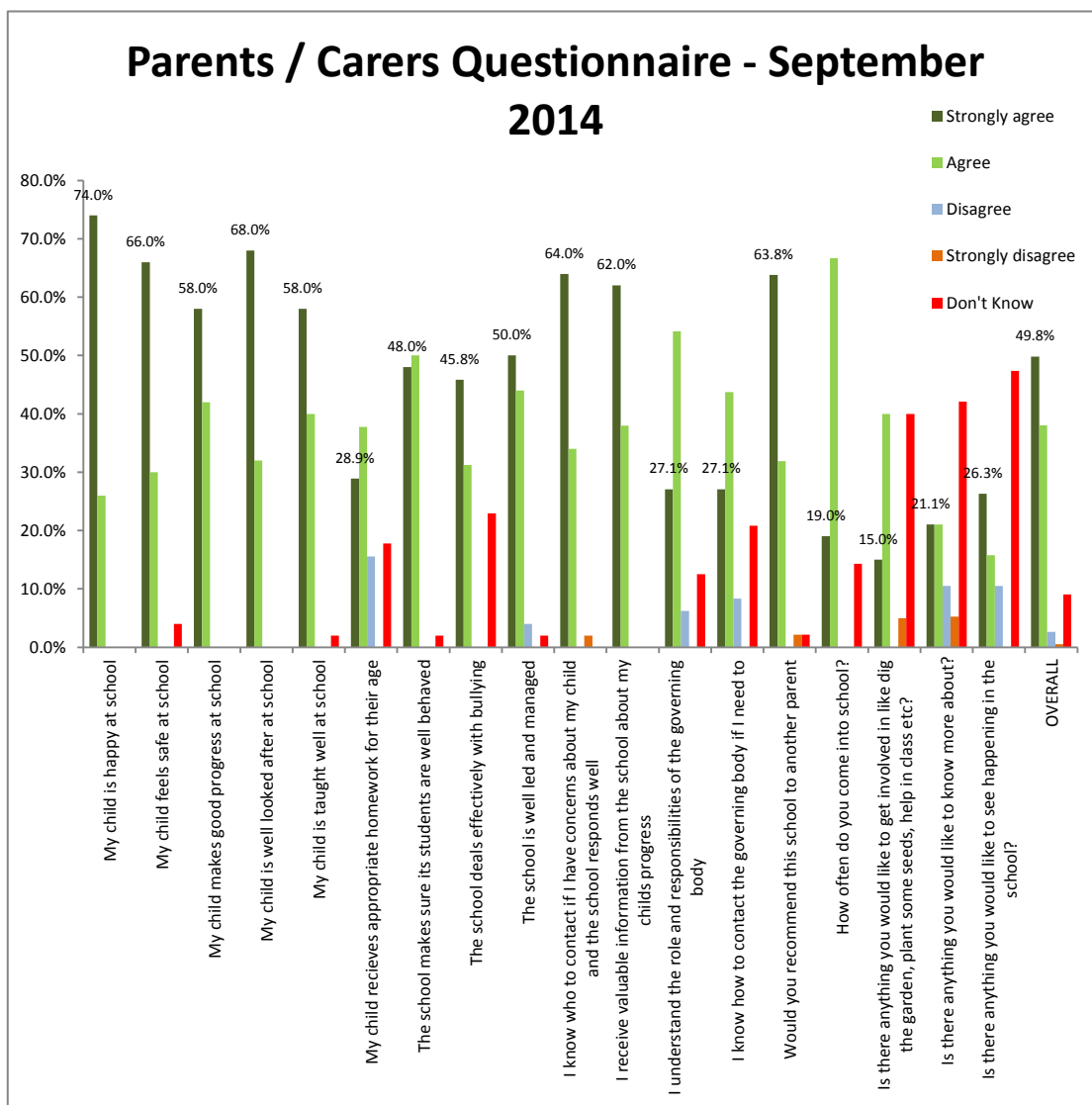


Figure 1

**What are the main priorities considering the information and evidence in this section:  
EFFECTIVENESS OF LEADERSHIP & MANAGEMENT?**

PRIORITY	LINK TO PHASE 1 & 2 SEP
1.1 To consider with all Stakeholders the possibility for September 2016 to transfer to Academy status.	LM1
1.2 Through community mapping identify organisations in the LA with a view of developing recreational & vocational opportunities for students. To train external organisations where appropriate. To develop onsite facilities to become a Forest School	
1.3 To ensure that number skills are raised in line with other subject areas by ensuring that teachers make number a key target in all learning opportunities.	
1.4 To continue on our journey to embed the new 2014-15 curriculum outcomes into our computing curriculum.	
1.5 To develop leadership through EI (Emotional Intelligence) for all staff.	
1.6 To continue to develop further, the range of appropriate homework/home learning opportunities to promote excellent partnership working with families to impact further on attainment in all core areas.	
1.7 Governors have identified the need for clarity in student's work which needs to clearly demonstrates progress over time and that annotation is precise in identifying next steps in individual's learning.	
1.8 Governors have identified the need for Bridging P8-L1 skills work by developing KPIs, the curriculum & assessment.	

## SCHOOL JUDGEMENT: KEY ISSUE 2: QUALITY OF TEACHING, LEARNING & ASSESSMENT

1	2	3	4																
*																			
<b>Quality of Teaching, Learning &amp; Assessment</b>			<b>EVIDENCE</b>																
<p>We are confident through the measures that we have in place e.g. accountability of all staff in their role through triangulation &amp; a 360 approach to tracking teachers against the Teaching Standards, which is moderated by the Principal on a termly basis.</p> <p>As a result, evidence of progress over time through students' work is now much clearer. Robust 360 internal monitoring systems and with external schools moderation which we lead, ensure data is reliable and reflects a true unbiased picture.</p> <p>Staff have high expectations for students and plan <i>very effectively</i> to meet the learning needs of each student. All adults are exceptionally well deployed to meet individual learning needs and ensure they accelerate their progress. Pupils are fully engaged in their learning and staff continue to assess their learning to ensure that they build upon their individual understanding and accelerate their progress. A strength of our teaching and learning is that students review their own learning and that of each other. It should be noted that the main focus of our planning is to develop individual skills for life for each learner. A key part of this is through working with the family of each learner, developing a robust partnership to extend learning into the home through homework, resulting in high levels of achievement and skill transfer.</p> <table border="1"> <thead> <tr> <th style="background-color: yellow;">Lesson Observations:</th> <th>Outstanding</th> <th>Good</th> <th>Requires Improvement</th> </tr> </thead> <tbody> <tr> <td>2014-2015</td> <td><b>60.00%</b></td> <td><b>40.00%</b></td> <td><b>0%</b></td> </tr> <tr> <td>2013-2014</td> <td><b>47.18%</b></td> <td><b>42.14%</b></td> <td><b>10.68%</b></td> </tr> <tr> <td>2012-2013</td> <td><b>27.8%</b></td> <td><b>66.7%</b></td> <td><b>5.6%</b></td> </tr> </tbody> </table> <p>The above data has shown strong improvement. This is a direct result of: Support Staff PDI's/Teacher Appraisals and scrutiny of individual student needs; internal and external courses have developed staff knowledge at all levels. This along with coaching of staff has led to soaring staff confidence which in turn has led to staff being more willing to take risks within the classroom. These innovative approaches have impacted well on student achievement. All staff expect students to achieve challenging targets. We take a holistic approach to teaching and learning and involve all stakeholders including parents and students. This has had a major impact on both individual achievement &amp; attainment.</p> <p>All staff have opportunities to network within the local authority and the wider school community to share good practice and to bring back new initiatives. Teaching &amp; learning is underpinned by school &amp; British Values and includes a multi-disciplinary/multi-modal approach to learning. This is strongly linked to the Teaching/Leadership Standards through Appraisals, a 360 monitoring approach and effective communication.</p>			Lesson Observations:	Outstanding	Good	Requires Improvement	2014-2015	<b>60.00%</b>	<b>40.00%</b>	<b>0%</b>	2013-2014	<b>47.18%</b>	<b>42.14%</b>	<b>10.68%</b>	2012-2013	<b>27.8%</b>	<b>66.7%</b>	<b>5.6%</b>	<p><b>Lesson Observations, monitoring visits and triangulation (lesson planning, data, observation and folder trawls.)</b></p> <p><b>Drop ins</b></p> <p><b>External SIP visits, observations and briefings.</b></p> <p><b>CPD programme – TWILIGHT linked to audit of need.</b></p> <p><b>Evidence of links with partner schools/colleges</b></p> <p><b>Planning Folders – schemes of work and weekly planning.</b></p> <p><b>Governor Reports</b></p> <p><b>Appraisal and PDI's including coaching.</b></p> <p><b>Lesson Observations, data/progress folder reviews from School Improvement Adviser &amp; Termly Report</b></p>
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What are the main priorities considering the information and evidence in this section:

**QUALITY OF TEACHING, LEARNING & ASSESSMENT?**

PRIORITY	LINK TO Phase 1 & 2 SEP
2.1 Through networking, in-house training and coaching ensure that a range of relevant and practical assessment. A range of assessment strategies are fully embedded so that staff have a toolkit which will enable them to further raise standards of learning through developing higher level thinking skills.	QOT 1 Whole school SEF 2.1 and 2.2
2.2 To maintain & identify opportunities to further develop partnership work with a range of schools in the local and the wider communities in order to further raise student achievement.	QOT2 Whole school SEF 2.4
2.3 Through networking, in-house training and coaching ensure that staff have skills to enable 'number' to be a major feature in all lessons across the curriculum.	QOT 3 Whole school SEF 2.1 and 2.3
2.4 To ensure the 50%+ of teaching is outstanding, through lesson structures that develop thinking skills which students apply knowledge to practical situations. (Based on triangulation & 360 degree monitoring) Observe teachers across subjects	QOT Whole school SEF 2.4

**SCHOOL JUDGEMENT: KEY ISSUE 3 PERSONAL DEVELOPMENT, BEHAVIOUR & WELFARE**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
*			

<b>Personal Development, Behaviour &amp; Safety</b>	<b>EVIDENCE</b>																
<p><b>ROSPA GOLD AWARD 2015</b></p> <p>Behaviour &amp; Safety is outstanding and students learn how to keep themselves safe.</p> <p>Monitoring of behaviour in lessons by school leaders over time demonstrates that pupils are keen to learn. This supports their accelerated progress.. Pupils’ behaviour around the school and at break times is exceptional, this is constantly commented upon by visitors, outside agencies and parents.</p> <p>The school follows the Proact Scip philosophy for behaviour support. This acknowledges that it is the schools responsibility to put in place appropriate measures in order that they are not excluded from any activity. Parents and careers agree to support this pattern of working, through the home school agreement. All stakeholders are offered training on proactive behaviour support measures. Visitors to the school regularly comment on the calm productive atmosphere leading to high levels of achievement for our students.</p> <p><b>98%</b> of parents in the Spring 15 survey agree that they believe behaviour to be good at the school</p> <p>All staff at least termly and additionally when required update students individual behaviour risk assessments/support plans these are stored on the school system. Parents are involved through the multi-agency meeting in contributing to these. New pupils who exhibit challenging behaviours on arrival soon develop strategies which impact on them being ready to learn.</p> <p>All behaviour incidents are recorded on the school system and an audit of need is created which informs future training. All interventions are recorded on the system and continue to show low level of interventions carried out. The Principal examines these on a daily basis. The Proac Scip Team meet weekly and when required to further ensure appropriate interventions and advice are in place.</p> <p>Regular drop-ins by the Principal confirm behaviours are managed <i>outstandingly well</i>. There is an <b>exceptionally positive</b> climate for learning.</p> <p>Additionally</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;"><b>Bullying</b></th> <th style="text-align: center;"><b>Racial Incidents</b></th> <th style="text-align: center;"><b>Exclusions</b></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">2012-2013</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> </tr> <tr> <td style="text-align: center;">2013-2014</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td style="text-align: center;">1</td> </tr> <tr> <td style="text-align: center;">2014-2015</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> </tr> </tbody> </table> <p><b>Safety</b></p> <p>The students are able to keep themselves safe and can support each other to do so. The phase 1/2 curriculum has a strong focus on students’ independence and in keeping them safe. This includes drug and alcohol awareness, stranger danger, swimming sessions, road safety, healthy eating and developing communication skills. Students are actively encouraged to have and show respect and tolerance toward others.</p> <p>100% of pupils May 15 communicated that they felt safe in school.</p> <p><b>96%</b> of parents strongly agree that they feel their child is safe at school</p> <p>In Phases 1 and 2, our learners are encouraged to actively engage with the core school values and British Values.</p>		<b>Bullying</b>	<b>Racial Incidents</b>	<b>Exclusions</b>	2012-2013	0	0	0	2013-2014	0	0	1	2014-2015	0	0	0	<p><b>Ofsted 2013</b></p> <p><b>Student /parent questionnaire</b></p> <p><b>External observations</b></p> <p><b>Internal observations and Drop-ins</b></p> <p><b>Behaviour policy and statistics.</b></p> <p><b>Behaviour/Incident book logs</b></p> <p><b>Governors’ reports.</b></p> <p><b>Risk assessments</b></p> <p><b>Home/School books</b></p> <p><b>Planning folders.</b></p> <p><b>SIA Report</b></p> <p><b>Parents Survey Spring 2015</b></p> <p><b>Attendance data</b></p> <p><b>SIMS incident/behaviour data</b></p> <p><b>Principal serves on Sandwell’s Safeguarding Board.</b></p>
	<b>Bullying</b>	<b>Racial Incidents</b>	<b>Exclusions</b>														
2012-2013	0	0	0														
2013-2014	0	0	1														
2014-2015	0	0	0														

To this end, the phase management is continuing to develop an ethos in which opportunities are actively sought to recognise and record students:

- Behaving well
- Socialising and sharing appropriately
- Enjoying their learning programme and making a positive contribution
- Helping others
- Making measurable progress

#### Attendance Actual

Attendance is monitored and where appropriate, work is sent home.

Year	July 13	July 14	July 15
7	91%	90%	
8	89%	88%	
<b>Phase 1 total</b>	<b>90%</b>	<b>89%</b>	
9	94%	89%	
10	95%	92%	
11	94%	90%	
<b>Phase 2 total</b>	<b>94.3%</b>	<b>90.3%</b>	

#### Attendance including Authorized absences

Attendance is monitored Year	July 13	July 14	July 15
7	99%	99%	
8	99%	99%	
<b>Phase 1</b>	<b>99%</b>	<b>99%</b>	
9	99%	99%	
10	98%	99%	
11	99%	99%	
<b>Phase 2 total</b>	<b>98.6%</b>	<b>99%</b>	

**3 staff trained to level 3 Safeguarding.**  
**5 ProAct Scip Instructors meet weekly to review behaviour records**

**Governors Visits  
 SIA Visits &  
 Report**

**What are the main priorities considering the information and evidence in this section:**

#### **PERSONAL DEVELOPMENT, BEHAVIOUR & WELFARE?**

<b>PRIORITY</b>	<b>LINK TO Phase 1 &amp; 2 SIP</b>
3.1 To maintain strong engagement levels with parents/carers and agencies to develop strategies to raise the attendance of students for whom this is an issue.	<b>BASS1</b>
3.2 All staff to be trained risk factors & presentation of FGM, Radicalisation, Forced Marriages and the Toxic Trio. (low economic factors, previous abuse, substance abuse)	<b>BASS2 Whole School SEF 3.3</b>
3.3 To proactively develop early intervention strategies with parents through clear communication channels, E-Safety, FGM, CSE, working collaboratively with social care.	<b>BASS3</b>
3.4 To train staff on the new risk assessment software – flamefast.	<b>BASS4 Whole School SEF 3.1</b>

## SCHOOL JUDGEMENT: KEY ISSUE 4 OUTCOMES FOR PUPILS

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Outcomes for Pupils													EVIDENCE
Year 9 Data (National Target given in brackets for Year 2012-13, with additional challenge from 2013)													<p><b>Historic data is collated into the appropriate files within school.</b></p> <p><b>Placement information is coordinated and led by the Phase Leaders, and filed in student folders.</b></p> <p><b>'I Can statements' are embedded with KPIs to show individual progress using the new Escendency Programme.</b></p> <p><b>External moderation takes place annually with other schools and termly in-house.</b></p> <p><b>On-going monitoring and assessment of current attainment is carried out through moderation meetings and data review</b></p>
<b>Cohort:</b> 14-15    13 pupils 13-14    20 pupils 12-13    13 pupils													
Year	English				Maths				Science				
g	LQ	Med	UQ	UQ +	LQ	Med	UQ	UQ +	LQ	Med	UQ	UQ +	
2014 - 2015	4% (20%)	52% (40%)	6% (40%)	38%	4% (20%)	55% (40%)	18% (40%)	23%					
2013 - 2014	8% (20%)	17% (40%)	51% (40%)	24%	17% (20%)	21% (40%)	20% (40%)	42%	27% (20%)	35% (40%)	14% (20%)	24%	
2012 - 2013	3% (25%)	16% (50%)	82% (25%)		14% (25%)	50% (50%)	36% (25%)		14% (25%)	57% (50%)	29% (25%)		
<p>Overall, achievement is <b>outstanding</b>. Analysis of individual progress outcomes supports that the majority of students make outstanding progress. There are no significant differences between different cohorts including Pupil Premium. In the lower quartile is one LACE child who despite numerous interventions by school staff and multi-agency staff is not yet making the required progress. This child has had significant events in his personal life which is felt has impacted on his wellbeing. (N.B. 1 child's data is not statistically significant).</p> <p>Progress in reading is outstanding because each student has a highly personalised reading programme. Students make outstanding progress in communicating their needs and expressing choices independently. We have continued to enhance this.</p> <p>In English, it can be seen that student progress has increased year on year. This is due to targets being set for learners in the Upper Quartile range, with regular review and intervention strategies in place as required to ensure that all learners achieve their potential.</p> <p>In Maths, there is a noticeable shift from the LQ end of the learning profile. The fact that there is nearly ¼ of the student population in UQ+ demonstrates the impact of challenging targets and appropriate intervention strategies.</p>													

**Year 11 Data**

(National Target given in brackets for Year 2012-13, with additional challenge from 2013)

**Cohort:** 2014 -2015     13 pupils  
 2013-2014     15 pupils  
 2012-2013     12 pupils

Year	English				Maths				Science			
	LQ	Med	UQ	UQ +	LQ	Med	UQ	UQ +	LQ	Med	UQ	UQ +
2014 - 2015	4% (20% )	52% (40% )	6% (40% )	38%	4% (20% )	55% (40% )	18% (40% )	23%				
2013 - 2014	27% (25% )	17% (35% )	31% (40% )	25%	38% (25% )	16% (35% )	15% (40% )	31%	13% (25% )	20% (35% )	7% (40% )	60%
2012 - 2013	26% (25% )	28% (50% )	46% (25% )		14% (25% )	50% (50% )	36% (25% )		35% (25% )	29% (50% )	36% (25% )	

Data indicates English achievement is outstanding 2014-2015. Analysis of individual progress outcomes supports that the majority of students make outstanding progress. There are no significant differences between different cohorts including FSM or LACE.

In Mathematics all females and LACE pupils are making at least expected progress. Males are performing less well than females. It is evident that pupils progress is sustained as they progress from one key stage to another.

**Accreditation**

**100% of learners achieved accreditation outcomes.**

The individual needs of Keystage 4 students are met and further developed through accessing appropriate accreditation which is both challenging and relevant and focuses on the core areas of English and mathematics.

We judge progress through accreditation routes using the following:

At Entry 1:

**Outstanding** levels of progress

Year 11 Learners, who are PMLD learners: 6 credits = AWARD

**Good** levels of progress

Year 11 Learners, who are PMLD learners: 3 credits = INTRODUCTORY AWARD

**Outstanding** levels of progress

Year 11 Learners, who are SLD learners: 25 credits = EXTENDED AWARD

**Good** levels of progress

Year 11 Learners, who are SLD learners: 13 credits = CERTIFICATE

meetings with senior leaders

Triangulation of data reviewed and agreed by SLT & moderated by the Principal

Governors Reports

SIA Report

Parent feedback through EHCP's/ Annual reviews and annual questionnaires.

Accreditation gained and associated reports from accredited bodies.

OCR PPU units started in 2013 – so this current data represents a 2 year cycle.

The PPU accreditation can be summarised as follows:

NB – steps are from the 10 step continuum.

Entry 1	Introductory Award	Award	Extended Award	Certificate
Y11 – 2014	Steps 1-3: (P1-3)	Steps 7+: (P7/8)		Steps 7+: (P7/8)
Cohort of 15 students	<b>5 students</b>	<b>2 students</b>		<b>4 students</b>

Entry 2	Introductory Award	Award	Extended Award	Certificate
Y11 – 2014				<b>(P8/L1 learners)</b>
Cohort of 15 students				1 learner

Entry 3	Introductory Award	Award	Extended Award	Certificate
Y11 - 2014			(L1/2 Learners)	
Cohort of 15 students			3 learners	

**What are the main priorities considering the information and evidence in this section:**

**OUTCOMES FOR PUPILS?**

PRIORITY	LINK TO PHASE 1 & 2 SEP
4.1 To further develop through research and training that staff are fully skilled in identifying and delivering programmes of study that give opportunities for all learners to access KS4 accreditation that is appropriate and challenging to the individual.	AOS 1
4.2 To further enhance data procedures in line with new practices & procedures in line with 2015 Ofsted Handbook, ensuring internal/external moderated data.	AOS 2 Whole School SEF 1: 1A
4.3 To ensure through strategies, interventions and training that 'number' is a key feature in all lessons. Number will be a key focus of assessment activities into 2015/16.	AOS 3 Whole School 1: 3A

4.4 The tracking of individuals and cohorts will be further enhanced through the phased introduction of 'onwards and upwards' a whole school system which allows vigorous drilling down of individuals to identify gaps in attainment and interventions to be put in place.	AOS 4 Whole School 1: 1A
4.5 To continue to ensure post-16 students have access to appropriate work experience opportunities.	AOS 5 Whole School 1: 3A