



School Self-Evaluation – September 2019

Overall Effectiveness of the school is good with much being outstanding

Outcomes:	These outcomes are an impact of the following provisions:	Evidence Base:
<p>The quality of teaching, learning and assessment is at least good across the school.</p>	<p>Consistent implementation of agreed teaching strategies. Monitoring, support and challenge from Senior Leaders. Monitoring and support from HoD. Where areas of weakness are identified, Senior Leaders act swiftly to bring about the improvements needs.</p>	<p>Monitoring of Teaching and Assessment.</p>
<p>The quality of leadership and management is outstanding.</p>	<p>Safeguarding of pupils is a priority. Governors and Leaders having high ambitions for all pupils and staff. Robust monitoring and self-evaluation by Leaders, leading to swift actions to bring about improvements needs. Middle Leaders now embedding into their roles to ensure high standards across all departments. The development of trusting relationships between staff, pupils and their families. Governance is strong. Leaders have reviewed vision with the school community and are planning introducing Dream Achieve Believe 2019-2020.</p>	<p>Governors minutes and supporting paperwork.</p>
<p>Personal Development, behaviour and welfare is outstanding.</p>	<p>All staff following School Values, showing that respect is the norm. High quality guidance for every pupil. Effective tracking systems to monitor PSD progress. Safe management of serious incidents. Positive Behaviour Management strategies are consistently applied, providing a safe environment for pupils to develop self-control and improve behaviour overtime. Pupils know and understand about keeping healthy and safe. Where areas of weakness are identified, Senior Leaders act swiftly to bring about the improvements needed.</p>	<p>PSD tracking</p> <p>Serious Incident tracking Minor Incidents tracking</p> <p>Work folders. Interventions to improve teaching.</p>

Outcomes:	These outcomes are an impact of the following provisions:	Evidence Base:
Progress of pupils is outstanding.	<p>Senior Leaders' actions have led to improved progress outcomes over the past 3 years and they are outstanding. 85% of pupils have met or exceeded their challenging targets in Reading, good progress in writing and maths where 75% Writing and 74% in Maths met or exceeded targets. Consistent implementation of school's agreed assessment and recording procedures, leading to secure teacher assessments.</p> <p>Progress reviews by/with teachers following every data submission, leading to planning of interventions to help children at risk of underachievement to catch up.</p> <p>Well planned interventions to build self-esteem and social confidence for disadvantaged pupils.</p> <p>There are few variations in outcomes between different cohorts and where these are identified; Senior Leaders act swiftly to bring about the improvements needed.</p>	<p>Progress tracking Work Folders Progress Folders Quality assurance of teacher assessment.</p>
Effectiveness of Early Years is good with much that is outstanding	<p>High quality advice, challenge and support from Senior Leaders. Head of Primary Department effectively supporting and monitoring EY provision.</p> <p>An ASD Friendly Learning, enabling pupils to be calm, alert and ready for learning.</p> <p>Consistent teacher strategies are applied.</p> <p>Teaching is well-matched to the age and prior attainment of the children.</p> <p>Effective CPD for EY team to develop communication and social skills through play/ child led activities.</p> <p>Regular monitoring, offering well matched support and challenge for teaching to improve and ensure the effective deployment of TA/LSAs in enabling all pupils to learn well and make rapid gains.</p> <p>Internal and external moderation of assessment levels.</p> <p>Monitoring of the Early Years curriculum by the EY, to improve differentiation, the range of activities provided and the provision provided for early years pupils.</p> <p>A well planned transition programme, working in partnership with families, multi agency professionals and previous settings.</p>	<p>Reports from Head of Department- Primary</p> <p>Teaching strategies folder Lesson observations Learning walks Moderation meeting with North Cluster; Baytree and North Somerset advisors Curriculum leader monitoring. SIP reports</p> <p>Pre-school Link programme Feedback from parents.</p>

Outcomes:	These outcomes are an impact of the following provisions:	Evidence Base:
<p>Effectiveness of p-16 study programmes is good.</p>	<p>Leadership of P16 is good.(interim lead 2019-2020 while sabbatical taken) Students are keen to learn, study vocational programmes and are supported to make appropriate decisions about their future pathways. Nil students leave school as NEET. School assessment framework is linked to qualification pathways The quality of teaching in most classes is consistently good with much outstanding. HoD and Senior Leaders are supporting teachers to improve. Progress of students is outstanding in reading and good in writing (where 91% in reading and 70% in writing are meeting or exceeding challenging targets) and Outstanding in Maths where 82% of students are meeting or exceeding challenging targets. Personal Development, Behaviour and Welfare of students is outstanding.</p>	<p>Destination reports.</p> <p>Monitoring of teaching and learning. Progress tracking</p> <p>PSD tracking Behaviour (minor incidents) tracking Serious Incidents tracking Attendance monitoring.</p>

1. Leadership and Management is Good with elements that are Outstanding, and we know this because:

Outcomes:	These outcomes are an impact of the following provisions:	Evidence Base:
<p>Ravenswood is a community that enables children and staff to excel, leading to all to try their best and improve.</p>	<p>The high expectations Leaders and governors have of all along with a belief in everybody’s capacity to learn, creating a “can do” culture throughout the school. Rigorous use of data to monitor progress and behaviour within year, leading to swift interventions to address any at risk of under-achievement. Leaders and governors are uncompromising in their ambition for the school. Leaders keep up to date about latest research and implement this knowledge as necessary. Leaders have /are building strong links with other schools in the South West sharing best practice and knowledge.</p>	<p>School values and aims Website Our daily work and guidance to pupils Staff handbook Performance Management linked to support and challenge. Setting challenging targets Progress tracking Behaviour tracking PSD tracking Parent handbook Training Day Programmes LCL program Challenge Partnership</p>
<p>Relationships between staff and pupils are exemplary; children feel safe and prepared to try new challenges.</p>	<p>Governors and a staff team showing:</p> <ul style="list-style-type: none"> • emotional stability, • team-commitment • resilience • empathy for our pupils and their families; responding in ways that show all are valued. 	<p>School values Staff modelling respect and courtesy as the norm Pupil voice (All About Me) Safeguarding Training and Procedures</p>
<p>The school’s actions lead to improved outcomes for all pupils, and especially for disadvantaged pupils.</p>	<p>Target setting with challenge based on pupils’ prior achievements. Progress tracking and behaviour tracking within school year. Swift interventions implemented for pupils at risk of underachievement. Governors making effective decisions in how to spend pupil premium; through well-targeted interventions for the most disadvantaged pupils e.g. social skills groups, socially talking, fine-motor skills, drawing and talking therapy and additional support at transition to Y7. PSD assessment and tracking. Staff showing a sustained effort and courage to find solutions; we strive to get it right for every child.</p>	<p>Progress tracking Behaviour tracking PSD tracking</p> <p>Reports on: Pupil Premium, Sports premium and Y7 catch up premium</p>

Outcomes:	These outcomes are an impact of the following provisions:	Evidence Base:
<p>Pupils' Progress has improved over 3 years and is now consistently outstanding.75% plus pupils are meeting and exceeding their challenging targets in Reading, Writing and Maths.</p>	<p>Leaders' actions have focused on: Embedding the skills of the high quality heads of department to:</p> <ul style="list-style-type: none"> • provide a consistent Learning Environment for pupils, helping all pupils be calm, alert and ready to learn and • ensure implementation of school agreed teaching and assessment strategies across the school, adapted appropriately according to the age and prior learning of children. <p>Providing well matched support and challenge for teachers to improve teaching, securing high quality teaching consistently. Focusing training on the effective use of adults in lessons to enable all pupils to learn well and make rapid gains.</p> <p>Designing and implementing highly effective systems for tracking:</p> <ul style="list-style-type: none"> • academic progress, • improvements in behaviour and • PSD <p>Robust monitoring and use of data leading to the swift identification of pupils at risk of underachieving and interventions being implemented so pupils can catch up quickly. Developing a curriculum that continues to engage, challenge and meets the needs of the pupils at Ravenswood.</p>	<p>Progress tracking HOD Reports</p> <p>Consistent teaching and assessment strategies. Lesson observations and feedback to teachers. Training Day Programmes</p> <p>Progress Tracking Behaviour Tracking PSD Tracking</p> <p>Progress Reviews by/with teachers.</p> <p>Progress</p>
<p>GOLD School Games Award for 5th year.</p> <p>All pupils improve their agility and stamina through accessing competitive sports within school and with other schools. They all have opportunities to extend their sporting interests through after school clubs and sign posted to community sports activities. p-16 students develop into Sports Leaders, helping them build skills and confidence in communicating with peers in other schools.</p>	<p>Governors making effective decisions in how to spend sports premium funding and the school providing well-targeted interventions including:</p> <ul style="list-style-type: none"> • Our SSSCo training others in teaching PE to improve provision for all pupils. • Providing, a programme of intra-school and inter-school sporting competitions for all children, informed by pupil voice. • Providing "Fit for Life" after school clubs. • Tracking of pupils' stamina. • Sports Leadership curriculum. 	<p>SSCo Reports</p> <p>Reporting to governors on use of Sports Premium funding</p> <p>Sports Leadership Reports</p>

Outcomes:	These outcomes are an impact of the following provisions:	Evidence Base:
<p>Leaders and governors have a deep, accurate understanding of the school's strengths and areas for development and they use this to keep the school improving.</p>	<p>Senior Leaders prioritise: Robust monitoring and self-evaluation of pupil outcomes and the school's provision, informed by the views of pupils, parents and staff and external reviews.</p> <p>Governors who take their responsibility seriously:</p> <ul style="list-style-type: none"> • Preparing well for governors' meetings, ready to challenge any area of the school's provisions and expecting to see plans to improve any identified areas of weakness • CoG – meeting regularly with Senior Leaders, termly learning walks, attending parents' evenings and meeting informally with pupils. • Safeguarding and CLA governor – termly monitoring visits • Health and Safety governor – termly meetings with Health and Safety committee and regular meetings with Premises team. • Governor attending School Council. • Safer Internet committee meet termly 	<p>Papers for governors' meetings</p> <p>Minutes of governors' meetings.</p> <p>Reports from SILP/Executive Head of Weston College Teaching School.</p>
<p>Teaching is highly effective across the school. Leaders and governors use incisive performance management that leads to professional development that encourages, challenges and supports teachers' improvement.</p>	<p>PM procedures which link closely with Teachers' Standards and set Career Stage Expectations, linked to pupil outcomes.</p> <p>All teachers having a performance objective to meet the ambitious pupil targets.</p> <p>Clear and regular feedback to teachers on what they do well and they need to do to improve, providing support and guidance in this improvement.</p> <p>Sharing pupil outcome data with teachers, so they can respond and intervene to minimise the risk of pupils' underachieving.</p> <p>Training Day programmes planned to deliver CPD focused on meeting school targets.</p> <p>Governors using PM outcomes to determine pay awards.</p> <p>Senior Leaders prepared to use formal interventions to support and challenge colleagues.</p> <p>School Challenge Partnerships supports development of SLT and teachers.</p>	<p>Quality of teaching and assessment folder.</p> <p>Progress Reviews by/with teachers.</p> <p>Training day programmes. PM folder Quality of teaching and assessment folder. School challenge partnership reports</p>

Outcomes:	These outcomes are an impact of the following provisions:	Evidence Base:
<p>Teachers are encouraged, challenged and supported to continually improve and to ensure teaching is improving to be highly effective across the school.</p>	<p>Consistent support and guidance for teachers and all staff on school teaching strategies and behaviour management. HoD providing consistent support and guidance for departmental staff. Sharing pupil outcome data with teachers with the expectation that they will plan interventions for pupils at risk of underachievement. Senior Leaders modelling and supporting staff to be open to new ideas, opportunities and experiences; receptive to the ideas of everybody within the community and being inventive to overcome barriers. They continually search for better ways of doing things, driven by a belief that improving outcomes for children is possible.</p> <p>SLT and Teachers are collaborating with other schools both special and mainstream to share best practice and further development.</p>	<p>Feedback to teachers.</p> <p>HoD 3 weekly reports.</p> <p>Progress Reviews by/with teachers.</p> <p>Staff response to CPD.</p> <p>LCL training. St peters school partnership</p>
<p>Pupils are inspired to learn and are well-prepared for their next stage in learning.</p>	<p>Our curriculum design and development of Schemes of Work, which:</p> <ul style="list-style-type: none"> • Provide breadth and balance for every child • Focus on practical learning with good opportunities for outdoor learning. • Introduces subject content progressively as pupils move through the school. • Can be adapted to meet the different learning needs, interests of pupils and can be extended according to the teacher's skill set. • Leads to GCSE, Entry Level and pre-Entry Level qualifications at KS4. • Includes vocational studies programmes at KS4 and p-16 and leads to Level 2, Level 1, Entry Level and pre-Entry Level qualifications at p-16. • Plan for SMSC development and the teaching of School Values. • Ensures pupils are taught about keeping healthy and safe • Ensures pupils are taught about SRE. • Ensure pupils are provided with high quality WEX opportunities across the school. 	<p>SOW for EYFS, KS1, KS2 and KS3 pupils. – cycles A and B.</p> <p>SOW being developed for KS4 and p-16</p> <p>Summary of curriculum for each term on website.</p> <p>Pupils' Work Folders. Pupils' Progress Folders. Report on WEX.</p>

Outcomes:	These outcomes are an impact of the following provisions:	Evidence Base:
<p>School values along with pupil's spiritual, moral, social and cultural development are at the heart of Ravenswood's work.</p>	<p>Appointment of staff who share our values and aspirations for children. Governors and Leaders modelling our values and supporting and challenging all staff to do likewise. Support and challenge to all teachers to maintain high quality teaching in all lessons. Schemes of Work which plan for opportunities for SMSC development. 2 or 3 times a week "Time to Talk" sessions for all pupils, with focus on developing oracy skills Assessment framework for Personal and Social Development Responding to pupil voice – School Council, p-16 council, All About Me reports. Teaching p-16 students Sports Leadership skills WEX, curriculum across the school. Special engagement weeks, including SRE, Safer Internet, Activities Week and planned visit.</p>	<p>Interview questions Lesson observations and feedback to teachers Time to Talk logs Sports Leadership Reports School Council minutes Behaviour Tracking PSD Tracking Schemes of Work</p>
<p>The ethos and culture of the school counters any form of direct or indirect discriminatory behaviour, and means all pupils and staff feel safe, and valued members of the school community.</p>	<p>Leaders and governors promoting equality of opportunity effectively, through:</p> <ul style="list-style-type: none"> • Empathy for our pupils and their families; responding in ways that show all are valued. • Promoting How we Behave Here, School Values and creating a culture where respect is the norm. • Developing a team approach amongst staff, supporting and challenging one another. • Anti-bullying work, and pupils and their parents knowing that all allegations of bullying, including cyber-bullying are investigated. • Working with police and other agencies in supporting pupils/families who are vulnerable to prejudice related incidents. • Developing a learning environment where pupils are calm and alert, with an Accessibility Plan for all future premises developments. • At governors meetings checking all decisions taken are in line with our Equality and Diversity Policy. 	<p>Equality and Diversity Policy and objectives.</p> <p>Reports to governors on bullying allegations and investigations.</p> <p>PEP meetings and forms for CLA pupils. Building Works Programme and Accessibility Plan.</p> <p>Minutes of governors meetings.</p>

Outcomes:	These outcomes are an impact of the following provisions:	Evidence Base:
<p>Safeguarding is effective, parents and external agencies have high confidence in the school's safeguarding provision. Pupils are listened to and feel safe.</p>	<p>High quality training and guidance for adults in Keeping Children Safe at Ravenswood; means staff are vigilant, confident and competent to deal with difficult situations.</p> <p>High quality training and guidance for adults in Pivotal Managing Actual and Potential Aggression with a focus on prevention and de-escalation, followed by debriefs and learn and review to minimise the risk of harm to people.</p> <p>Leaders and managers have created a culture of vigilance where pupils' welfare is actively promoted.</p> <p>Staff recognise and report when a child may be at risk of neglect, abuse, exploitation or radicalisation.</p> <p>Pupils who are at risk or are the subject of a multi-agency plan are well supported.</p> <p>Pupil Ambassadors work with the head teacher to ensure all pupils have a voice or have identified someone to talk to if worried or concerned.</p>	<p>Training Records – Safeguarding and Health and Safety.</p> <p>Recording of incidents, and use of RPI.</p> <p>Child Protection reporting and Logs.</p> <p>Monitoring of CP reports by DSL and Deputy DSL.</p> <p>Monitoring by Safeguarding Governor Reports to Governors. Independent Audit of Safeguarding Provisions.</p> <p>Annual Safeguarding Audit – report to NS.</p>

Outcomes:	These outcomes are an impact of the following provisions:	Evidence Base:
Pupils are at low risk of radicalisation and extremism.	<p>Senior Leaders take this responsibility seriously, being aware that some of our pupils are at risk due to their obsessive interests and poor social emotional understanding. We do this through:</p> <ul style="list-style-type: none"> • Appointment of staff who share our values and aspirations for children. • High quality Prevent Duty training for all staff, with regular update briefings. • Risk register of pupils who may be at risk of radicalisation. – monitored by Senior Leaders. • Staff who are highly vigilant and report concerns early. • Experienced DSL and deputy DSL who are prepared to report concerns and seek advice from multi-agency colleagues. • Staff having open discussion with pupils on moral behaviour, knowing right from wrong • Supporting staff to have open discussion with pupils about radical and extreme ideals in “Time to Talk” oracy sessions. • Risk Assessments are completed by DSL and deputy DSL to identify any pupils that may be at risk 	<p>Interview questions</p> <p>Training Records Update briefings Risk Register</p> <p>Child Protection Reporting and logs. CP reports to governors.</p> <p>RA Radicalisation</p>
Staff and governors work effectively with external partners and have been nominated for Community Awards for their services to vulnerable young people.	Staff and governors who show commitment “above and beyond” the requirements of their roles.	Governors minutes Volunteers days

Outcomes:	These outcomes are an impact of the following provisions:	Evidence Base:
<p>Governance is highly effective; they work effectively with leaders to communicate the vision, ethos and strategic direction of the school and develop a culture of ambition. They systematically challenge Senior Leaders and school procedures.</p> <p>They listen and respond to pupil and parent voice.</p>	<p>Governors are routinely present within the school and are known by staff, pupils and families.</p> <p>They are ready to support and challenge Senior Leaders about a range of matters, including:</p> <ul style="list-style-type: none"> • Variations in outcomes for pupil groups. They understand the impact of teaching, learning and assessment on the pupils currently in the school and expect Leaders to take appropriate action to ensure all pupils make good or better progress. • Safeguarding procedures • Health and safety procedures • Financial decisions, including spend on pupil premium, sports premium and Y7 catch-up premium. • Financial control. • Ensuring pupil and parent voice is heard. • Staffing structure, recruitment and retention of staff. <p>They make decisions about:</p> <ul style="list-style-type: none"> • performance related pay for teachers • spend on pupil premium, Y7 catch up premium and Sports premium. <p>and they hold the Headteacher to account to continually improve provisions across the school.</p>	<p>Minutes of governors' meetings published on website. Statutory information published on website. Safeguarding Monitoring reports to governors. Minutes of Health and Safety committee SFVS CoG – feedback from Parents' Evening and assemblies. Governor attending school council Website Reports to governors PM folder.</p>
<p>To secure outstanding leadership and management we now need to:</p> <ul style="list-style-type: none"> • Continue to let the school develop by implementing the school five-year plan. • Continue to ensure consistently good teaching, with much that is outstanding is secure across the school. September 2019 – our focus will be on induction support for 2 new teachers, to ensure that our teaching and assessment strategies are implemented consistently. • Ensure Middle Leadership is consistently of high quality across the school. Focus is now on supporting further development of their accountability. • Improve the teaching, assessment and progress of pupils' across our Topic areas • Continue to extend our Support Offer for colleagues in other establishments to improve outcomes of their children and young people with SEN. – by using our expertise to develop and provide training opportunities within the school. 		

2. Teaching, learning and assessment are good and improving, which leads to pupils making outstanding progress.

Outcomes:	These outcomes are an impact of the following provisions:	Evidence Base:
<p>Teaching, learning and assessment are good with much that is outstanding across the school.</p> <p>Senior Leaders are swift to address identified weaknesses in teaching.</p>	<ul style="list-style-type: none"> • Seniors leaders have shared knowledge and understanding of high quality teaching. • School agreed teaching and assessment strategies are consistently implemented, so pupils know what is expected of them. • Routine monitoring by HoD and Senior Leaders of teaching and assessment leads to inconsistent practices being identified swiftly. • Senior Leaders, and increasingly HoD, are ready to hold teachers to account if they are not following school expectations. 	<p>Reports from</p> <p>Lesson observations. Learning Walks HoD 3 weekly reports Pupil committee minutes</p>
<p>Rich information on the learning needs and prior learning of pupils is used to inform future teaching and guidance</p>	<ul style="list-style-type: none"> • Transition planning for pupils entering Ravenswood, including information from parents/carers, visits to school, visit to previous school • Transition planning for pupils moving up classes each, July Training Day. • Moving up day, July; for pupils and adults to get to know one another. Pupil Voice, All About Me collected and retained for September. • Secondary and p-16 Department handbooks/information – identifying the key differences from younger departments • Social stories provided for pupils on key information/possible triggers of anxiety. • Start of the year day, September; for pupils and adults to develop trusting relationships. 	<p>Education, Health Care Plans. Care Plans/provision maps Progress data CHPs/Risk Assessments All About Me – pupil voice</p>

Outcomes:	These outcomes are an impact of the following provisions:	Evidence Base:
<p>Pupils know what is expected of them, interventions are in place to guide learning. They are ready for learning and are confident of the support available when they finding learning difficult.</p>	<ul style="list-style-type: none"> • Well organised Learning Environments across the school. • Improving use by teachers of sharing WALTs and using WILFs to support pupil assessment throughout and at the end of lessons. • Teachers providing structures which help pupils to set their own challenges in lessons • Teachers demonstrate good knowledge and understanding of the learning needs of pupils. • They are improving in their effective deployment of adults in the classroom • All adults use questioning effectively, identifying misconceptions and acting to ensure they are corrected. • Effective tracking of pupils' progress leads to swift identification of any at risk of underachievement and interventions are put into place to help them catch up. 	<p>Lesson observations Learning Walks</p> <p>Tracking of Pupil progress Progress Review meetings</p>
<p>Pupils are generally calm, alert and ready for learning. They show good attitudes in their learning both to adults and to their peers.</p>	<ul style="list-style-type: none"> • Senior Leaders and HoD checking the school's expectation of ASD friendly learning environments. • Adults using BEST in all communications, showing respect as the norm • Adults managing pupils' low level behaviour in and out of lessons, with clear expectations that are consistently enforced. • Adults managing pupils' serious behaviours through preventative and de-escalation approaches, only using RPI as a last resort to keep others safe and maintain order. 	<p>Lesson observations HoD reports</p> <p>Behaviour tracking</p> <p>Use of RPI tracking</p>
<p>Time is not wasted on repeating learning which pupils have already achieved.</p>	<ul style="list-style-type: none"> • Teachers planning lessons effectively, based on the prior achievements of pupils. • They use a clear model of Review, Teach, Practice and Apply in their teaching; introducing subject content progressively and constantly demanding more of pupils. 	<p>Checking of planning Lesson observations Pupils' Work Folders</p>
<p>Pupils respond to the high expectations we have of everyone, they know their targets and increasingly are setting their own challenges.</p>	<ul style="list-style-type: none"> • Target setting evidences consistently high expectations of what each pupil can achieve including most able and disadvantaged pupils. • Effective tracking of pupils' progress leads to the swift identification and intervention for any pupil who is at risk of underachieving. • Training focus on sharing WALTs and using WILFs to support pupil assessment throughout and at the end of lessons. • Pupil voice, "All About Me" reports. 	<p>Progress Tracking Progress Folders Progress Reviews by/with teachers Lesson observations</p>

Outcomes:	These outcomes are an impact of the following provisions:	Evidence Base:
<p>Older and more able pupils use feedback on what they do well and how to improve. Increasingly, as teaching improves, we are seeing more pupils eager to know how to improve their learning.</p>	<ul style="list-style-type: none"> • Assessment within lessons and marking is used to check pupils' understanding systematically, offering well matched and timely support. • Older/more able pupils' respond to marking improving on their earlier work. 	<p>Lesson observations Monitoring of Marking - Work Folders.</p> <p>All about Me - pupil voice</p>
<p>Assessment is used to inform teaching</p>	<ul style="list-style-type: none"> • Pupils' prior learning against our assessment framework are the start point for planning of teaching • Reviews of prior learning are the start point for each lesson • High quality questioning is used to systematically check pupils understanding within lessons and teaching is adapted to ensure that all pupils succeed. • All work is marked, with in-depth marking of English and Maths weekly and other subjects three times during the term; beginning, middle and end. • Summative teacher assessment, drawing on at least 3 pieces of evidence of what pupils know and can do, is collated 3 times a year and transferred to Progress Folders. • Moderation exercises support teachers in consistently applying their professional judgements against our assessment framework. • Quality assurance checks of summative teacher assessments are done by the DHT and HoD and feedback provided to teachers, which is used to inform PM arrangements. • Local Authority Moderation visits for EY and KS1 • Nailsea cluster moderation events • Exam moderation visits/reports. 	<p>Progress data Planning checks Lesson observations Scrutiny of Work Monitoring by Curriculum Leads Quality Assurance Report on Summative Teacher Assessment.</p> <p>Feedback reports from EY and KS1 moderation by local authority. Feedback reports from exam moderators.</p>

Outcomes:	These outcomes are an impact of the following provisions:	Evidence Base:
<p>Pupils learn to use their reading, writing and spelling skills across the curriculum.</p> <p>They also use numeracy and problem-solving skills with increasing confidence across all settings.</p>	<ul style="list-style-type: none"> • The effective teaching of early phonics skills throughout the school is improving pupils' confidence and abilities in reading, writing and spelling. • English subject specialists teach GCSE and Functional Skills English, providing well-structured learning opportunities and challenge for our most able KS4 and p-16 students. • The consistent teaching of calculation procedures is improving pupils' confidence in numeracy and problem solving. • In addition to Maths lessons, 10 minutes Daily Maths challenges provide opportunities to learn to apply number skills. 	<p>Phonics tracking Lesson observations.</p> <p>Feedback from parents/carers at Annual Reviews.</p>
<p>Pupils try hard and recognise their own efforts and take pride in their work. They know their work is valued.</p> <p>They love the challenge of learning and over time become resilient to failure; they seek out and use new information to develop their knowledge.</p>	<ul style="list-style-type: none"> • School reward systems for PSHCE and for 3 pieces of Gold work. • Work Folders show pupils' effort and success and together with their Progress Folders, show how pupils' knowledge, understanding and skills develop and improve. • Effective formative assessment, both oral and marking, which helps pupils know that they do well and what they need to do to improve. • All adults are determined that pupils achieve well. Their encouragement and high quality guidance ensures everyone succeeds. 	<p>Tracking of rewards Gold Work Folders Work Folders Progress Folders Monitoring by Curriculum Leads Monitoring of quality of marking by Senior Leaders All About Me – pupil voice.</p>
<p>Pupils regularly take up opportunities to learn though extra-curricular activities.</p>	<ul style="list-style-type: none"> • Lunchtime clubs each day, designed around pupil voice. • Sports premium funding used to provide "Fit for Life" after school club each week. • Signposting to range of sports and community clubs and activities in their local communities. • Wider opportunities to participate in outdoor curriculum activities 	<p>Log of attendance at lunch time clubs Log of attendance at after school clubs All About Me – pupil voice Trip folder AQA unit awards</p>

Outcomes:	These outcomes are an impact of the following provisions:	Evidence Base:
<p>Parents are provided with clear and timely information on how well their child is progressing and are given guidance on how to support their child to improve.</p> <p>Parents are confident in the school, know and understand what their child is learning and develop a trusting relationship.</p>	<ul style="list-style-type: none"> • Meeting with parents/carers prior to child being admitted, sharing of information for Care Plans. • Parent Handbook and information on school website. • Staff taking time to build the trust of parents. • Informal communications maintained through open-door policy with teachers, Children’s Services Team and Senior Leaders. • Swift responses to concerns raised by parents/carers averting the need for them to complain. • Effective formal reporting systems across the school. • Coffee mornings run by department within the school • Opportunities to meet with the Headteacher during the school day 	<p>Parents Handbook Care Plan/provision Maps Annual Reviews End of Year Reports Parents Survey Conversations with CoG at Parents’ Evening. Written feedback from parents.</p>
<p>Learning activities are increasingly being shaped by pupil voice, reflecting and valuing the diversity of pupils’ experiences and helping develop their understanding of people and communities beyond their immediate experience.</p>	<ul style="list-style-type: none"> • Teachers are including pupil’s ideas in planning learning activities, what they want to learn, educational visits and special visitors into school. • School Ambassadors report termly to the Headteacher about pupils experience • School council feedback weekly about activities and developments 	<p>Planning of showcases and educational visits.</p> <p>PEP meetings. All About Me – pupil.</p> <p>Minutes from School council.</p>
<p>To secure outstanding teaching, learning and assessment we now need to:</p> <ul style="list-style-type: none"> • Ensure consistently good teaching, with much that is outstanding continues to be secure across the school. September 2019 we are supporting two new teachers to swiftly know and implement school teaching, learning and assessment procedures. We are supporting two teachers via the S2T teaching program. • Further develop consistency of all pupils knowing and understanding their learning targets and progress in each lesson. • Further develop career pathways creating more opportunities to experience the world of work and these pathways are embedded across the school. 		

3. Personal Development of pupils is outstanding and behaviour is securely good with much that is outstanding

Outcomes:	These outcomes are an impact of the following provisions:	Evidence Base:
<p>Attendance 2018-2019 is 90.5% which is .4% rise from last year.</p> <p>For young pupils, as their health improves, attendance improves. They enjoy coming to school.</p> <p>Attendance has dipped since 2017 This is due to an increase in persistent absence due to mental health issues.</p> <p>Most pupils are punctual and prepared for lessons; they bring the right equipment for PE and swimming lessons, for college courses and special activities.</p>	<p>Our generally high attendance is due to:</p> <ul style="list-style-type: none"> • Governors' policy of agreeing Holidays in term-time only for children with highest needs, and those where holidays were arranged prior to admission. • Monitoring pupils' attendance daily and first day absence calling parents • Interventions planned with parents to overcome any barriers and support the pupil to improve their attendance. • Advice given to parents to arrange medical and dental appointments in holidays, or at start or end of the day. • Close monitoring of attendance, reasons for absence and well-matched plans implemented to improve attendance. <p>Familiar routines established and communicated to parents/ carers through the home school diary, newsletters and parent mail.</p>	<p>Attendance Records Monitoring of Attendance Reports</p> <p>Timetables Newsletters Home school diaries</p>

Outcomes:	These outcomes are an impact of the following provisions:	Evidence Base:
<p>Pupils are confident learners. They make outstanding progress in their Personal and Social development as a school, leading them to have excellent attitudes to learning.</p> <p>Pupils make outstanding progress as a school in:</p> <ul style="list-style-type: none"> • emotional/ self esteem • peer relationships • relationships with school/ adults • social communication <p>Primary and KS3 pupils make outstanding progress in all areas.</p> <p>Disadvantaged pupils perform in line with their peers in the areas of Peer Relationships and Social Communication.</p> <p>Progress of CLA pupils in Social & Self esteem and Social Communication is outstanding and is better than the progress of non-CLA pupils. Progress of CLA pupils requires improvement in Peer relationships.</p> <p>Pupils show respect for others' ideas and views, and as they grow up they learn to discuss and debate issues with thought and care. Intervention groups take place across KS5 and pupils have grown in confidence when talking in groups, developed their emotional vocabulary, and have developed their skills in understanding the importance of valuing others.</p>	<p>High quality Personal and Social Development guidance. Effective PSD assessment tracking tool Effective spend of Pupil Premium on:</p> <ul style="list-style-type: none"> • Social emotional development, social skills groups. The pupils trust the staff that run these sessions and report that they feel safe to discuss and deal with issues they are having in these sessions. • 1:1 and small group socially speaking work/ alternative communication therapy sessions. • 1:1 drawing and talking therapy for pupils who require an individual therapy approach. <p>Multi agency support (involving MAST) for pupils with most complex needs.</p> <p>Effective teaching and guidance of How we Behave Here and School Values. 3 times a week "Time to Talk" sessions for all pupils to develop oracy skills. Effective use of pupil voice to inform school decisions, through school councils and school ambassadors.</p>	<p>Tracking of PSD Reporting to Governors on Impact of Pupil Premium spend</p> <p>Work folders</p> <p>Reports from external professionals Minutes of Team Around Child Meetings.</p> <p>Time to talk records. Minutes of p-16 council and school council.</p>

Outcomes:	These outcomes are an impact of the following provisions:	Evidence Base:
<p>Y11 and p-16 students pupils make informed choices about their next stage of education or training.</p>	<p>Vocational study programmes, delivered in partnership with Weston College. Promoting pupil voice and making choices throughout their school life. Impartial careers guidance based on Person Centred Planning and delivered by trusted adult familiar to pupils and their families.</p>	<p>Intended and Actual Destination Reports Person Centred Plans.</p>
<p>KS4 and p-16 students know and understand that their behaviour and attitudes shape their next stage for adult life.</p>	<p>Vocational study programmes, delivered in partnership with Weston College Person Centred Planning for their future pathways. Study programmes which focus on core skills and equipping them for future pathways WEX placements</p>	<p>SOW for study programmes. Person Centred Plans WEX records and showcase. School leaver presentations.</p>
<p>A large proportion of pupils enter school with a history of very challenging behaviours, which need different provisions. To better understand the impact of our provisions, we now track and analyse Minor and Serious incidents separately.</p> <p>2018-2019 –minor incidents.</p> <p>Behaviour across the school is consistently good and improves as pupils move through the school. Terms 1- 4 showed good behaviour, with outstanding behaviour in terms 5 and 6. In P-16 (apart from a very few students with very complex needs) have very few incidents.</p> <p>In depth analysis shows:</p> <p>In Primary, 44% of students show less than 0-1 minor incident a week. Pupils behaviour did improve over the year from requires Improvement to Good.</p> <p>In secondary, In KS3 the just over half of pupils</p>	<p>A safe and secure learning environment, where pupils feel valued and they want to engage in their learning. The school values being modelled by adults throughout the school day, showing respect as the norm.</p> <p>The orderly environment we provide, training pupils to respond quickly to instructions and requests from adults. High quality teaching of an age appropriate curriculum, engaging pupils in their learning and achieving success.</p> <p>Consistent implementation of Behaviour Management tools (e.g. traffic light system, PSD awards enabling pupils to self-monitor their own behaviours and to celebrate improvements swiftly.</p> <p>Understanding the difficulties pupils face during transition and using strategies to help them to build trust and cope with change. E.g social stories, visual schedules.</p> <p>Using tracking data to swiftly plan interventions to improve behaviour management.</p>	<p>Behaviour Tracking 2018-2019 Minor incidents tracking Reports to Governors on behaviour.</p> <p>Feedback from Ofsted 2017</p> <p>Feedback from parents of pupils new to the school</p> <p>Parent Survey Pupil survey</p>

Outcomes:	These outcomes are an impact of the following provisions:	Evidence Base:
<p>show 0-1 minor incidents a week.</p> <p>In KS4 pupils showed outstanding behavior by term 6, improving from good. The number of incidents per child lessened.</p> <p>In Post 16, no students showed more than 1 minor incident a week. CLA pupils showed outstanding behaviour and were ahead of their peers.</p>		
<p>Pupils with high anxieties and attachment disorder leading to serious behaviour incidents improve their self-control over time. Pupils feel safe.</p> <p>In depth analysis of serious behaviour incidents shows: Most pupils maintain their self-control and learn to manage their anxieties and worries in rational ways.</p> <p>The number of serious incidents across the school is very low in term 6 only 9% of students had serious incidents.</p> <p>A significant reduction in the numbers of pupils displaying serious behaviours: Primary reduced from 43% of pupils showing 1 or more serious incidents in term 1, compared to 13% in term 6. KS3 reduced from 44% of pupils showing 1 or more serious incidents in term 1 compared to 35% in term 6. Likewise KS4 reduced from 33% in term 1 to 10% students showing serious incidents in term 6. In P16 70% of students showed no serious</p>	<p>Adults showing empathy for all pupils and their families, so that all feel valued.</p> <p>The person-centred guidance and interventions, CHPs/Risk Assessments we give to individual pupils and classes to improve behaviour. Updated in line with latest MAPA training guidance.</p> <p>Adults are trained and use safe techniques to physically intervene if a child is at risk of harming themselves, others or causing significant damage to property.</p> <p>Training for all staff in October and November 2017 in using RPI and reducing the use of exceptional circumstances e.g. the Thinking room, so that it is only as a last resort led to a significant decrease in the use of both.</p> <p>Re-naming the Thinking room to the calming room, and changed its use to be more inviting. Amending plans so that RPI was not planned for in any pupil's CHP/RA.</p> <p>Reporting of all incidents of use of RPI and exceptional circumstances to parents/carers and to Local Authority.</p> <p>Electronically storing all RPI forms on a secure school system.</p> <p>Multi-agency approach in supporting pupils with most challenging behaviours.</p> <p>Being open to when we can no longer safely manage a child and working with the Local Authority and the family to find an "even better" placement for the child.</p> <p>Reviewed and developed transition planning for pupils moving up through the school- moving year 6 teacher up to year 7 with her class to minimise anxieties.</p>	<p>Feedback from Ofsted 2017</p> <p>CHP/Risk Assessments</p> <p>Training Records – MAPA Tracking of serious incidents.</p> <p>Behaviour incident forms</p> <p>Tracking use of RPI and exceptional circumstances Reports to governors</p> <p>Budget planning.</p>

Outcomes:	These outcomes are an impact of the following provisions:	Evidence Base:
<p>incidents in term 1 and also by term 6. 1 pupil who had more than 2 per week reduced to up to 2 by term 6.</p> <p>.</p>	<p>SLT debriefing pupils and staff involved in any RPI.</p>	
<p>Exclusions are rare.</p> <p>There were no exclusions at the school between 2013-2015. The behaviours of 2 pupils in 2015-16 (severe disruption and threat of harm to others) led to one fixed-term exclusion each). The follow-up PSPs led to improved parental/carer engagement.</p> <p>2 pupils has had fixed-term exclusions in June/July 2017 (severe disruption and threat of harm to others).</p> <p>2 pupils have had fixed-term exclusions in academic year 17-18. One pupil had two, in September 17 (serious damage to property) and November (serious disruption to the running of the school). The other pupil had one in may 18 (serious disruption and serious physical assault on an adult).</p> <p>1 pupil was permanently excluded in October 2017 (severe disruption to the running of school and damage to property)</p> <p>3 pupils were given a one day fixed-term exclusion during 2018-2019 (severe disruption to the running of the school)</p> <p>No pupils have been in Alternative Provision.</p>	<p>The school's ethos in –</p> <ul style="list-style-type: none"> • Only excluding pupils when it might lead to a more positive outcome for a pupil. • PSP meetings which focus on engaging parents/carers and developing a collaborative approach in planning effective intervention and support. 	<p>PSP Programmes Multi-Agency Meetings Behaviour tracking reports SLT meetings notes Meeting with Edward Timpson (Dept of Education)</p>

Outcomes:	These outcomes are an impact of the following provisions:	Evidence Base:
<p>Bullying is infrequent and is always investigated, leading to issues being resolved. Pupils and Parents are willing to report bullying incidents and are confident in the school to investigate and resolve any issues or concerns.</p> <p>There are no continuing incidents.</p>	<p>Promoting equality of opportunity and diversity exceptionally well. School values evident in all we do for pupils and staff. Multi-agency working when there is big concerns. Annual teaching and learning of progression of learning activities:</p> <ul style="list-style-type: none"> • anti-bullying week (term 2) • Safer Internet week (term 3) • PSHCE SOW • Social and emotional small group work (FIG) • Time to Talk linked to school and British values including anti bullying and e-safety • ICT guidance to parents on website, leaflets and through e-safety events. <p>Governor regularly checking the anti- bullying log. Cyber bullying support from talks with the police. Parents are invited into school after any cyber bullying incident to see what support may be given to prevent this in the future.</p>	<p>PSHCE SOW Bullying Log Governor monitors bullying log. Reporting to Governors on Bullying allegations and investigations.</p> <p>Parents Survey July 2019 New Pupil Survey Oct 2019 All About Me - pupil voice</p>
<p>Pupils can explain how to keep themselves healthy through healthy eating, fitness, making the right choices in friendships and relationships.</p> <p>Pupils can explain how to stay safe online and using mobile technology and social networking sites.</p>	<p>PSHCE scheme of work. PE Scheme of work, intra school and inter school sporting competitions. Effective guidance for all pupils around their personal and social development. Healthy snacks and Healthy school dinners. Sex and Relationships Education Week – term 6. Safer Internet Week - term 3, including a showcase event to share Safer internet tips with parents/carers. Safer Internet Leaflet and information on website. Individual guidance to parents/carers on safer internet usage at home is provided as required by the school.</p>	<p>PSHCE SOW PE SOW SRE SOW</p> <p>Safer Internet Leaflet Safer Internet information on website.</p>
<p>To secure outstanding Personal Development, behaviour and welfare we now need to:</p> <ul style="list-style-type: none"> • Continue to review and develop behaviour management, in accord with the increasing complexity of needs of pupils; supporting them to improve and sustain excellent behaviours. • Further review use of RPI to minimise the risk of holding children. • Using Pupil voice to ensure they are working towards their dreams. 		

4. Outcomes for pupils are good with much that is outstanding.

Outcomes:	These outcomes are an impact of the following provisions:	Evidence Base:
<p>Progress for 3 years in Reading, Writing and Maths is either Good or Outstanding</p> <p>June 2019 81% of pupils achieve or exceed their challenging targets in Reading. 75% of pupils achieve or exceed their challenging targets in Writing. 74% of pupils achieve or exceed their challenging targets in Maths.</p> <p>Progress in KS3 and 4 was good in Maths. Two class progress at KS4 were inadequate in reading. One class at KS4 was inadequate at Writing This was addressed by Senior Leaders and highlighted to governors. These pupils will be the focus of teacher during the next year.</p>	<p>A safe and secure learning environment, where pupils feel valued and they want to engage in their learning. The very high expectations we have of all pupils to make achieve challenging targets. Securely good teaching, which has improved through the past two years, and much is now outstanding.</p> <p>The high quality tracking of pupil progress in Reading, Writing and Maths, which leads to swift interventions being planned and implemented for pupils at risk of underachieving.</p> <p>Reliable, valid and comparable assessments against a framework which is designed to measure pupil progress and for the school to be held to account for the performance of pupils. Using robust quality assurance measures in securing high quality summative assessment.</p> <p>A broad and balanced curriculum which is designed to introduce subject content progressively.</p> <p>The training and guidance from Senior Leaders on implementing our agreed teaching strategies</p> <p>Improved Middle Leadership is now securing consistent implementation of school agreed teaching strategies, has led to securely good teaching with some that is outstanding.</p> <p>Effective spend on pupil premium, so disadvantaged pupils have well-matched support to gain in confidence and self-esteem and make progress in line with their peers.</p>	<p>Target setting</p> <p>Progress Tracking</p> <p>Lesson observations Learning walks</p> <p>Progress Folders Monitoring quality of teacher assessment reports Pupil progress meetings</p> <p>PM reports Schemes of Work Accreditation Pathways for KS4 and p-16.</p>

Outcomes:	These outcomes are an impact of the following provisions:	Evidence Base:
All Y11 pupils choose to remain in education and training.	Effective person centred planning for pupils at transition points. High confidence pupils and parents have in the school Individuals who choose pathways alternative to Ravenswood are supported through Education Health Transfer Reviews and transition support to move to appropriate colleges.	Person centred PCPs
<p>To secure outstanding progress across the school we now need to:</p> <ul style="list-style-type: none"> • Improve outcomes of KS3 pupils in Writing and Maths • Further improve Middle Leadership so they are monitoring, supporting and challenging staff teams around assessment outcomes. • Reduce the variability of pupils' outcomes in Maths, so they are in line with outcomes in Reading and Writing. • Reduce the variability of outcomes for pupils with PLAA pupils, so they are in line with their peers. 		

5. Early Years provision is good with much that is outstanding and we know this because...

No EYs pupil in September 2018 =2

Outcomes:	These are an impact of the following provisions:	Evidence Base:
<p>Leadership and management of early years is outstanding</p> <p>Young pupils feel safe at school and show a trust in familiar adults.</p> <p>The progress of EY pupils is outstanding.</p> <p>Parents are confident in the school.</p>	<p>High quality advice, challenge and support from Senior Leaders.</p> <p>Head of Primary Department effectively supporting and monitoring EY provision. An ASD Friendly Learning, enabling pupils to be calm, alert and ready for learning. Consistent teacher strategies are applied. Teaching is well-matched to the age and prior attainment of the children.</p> <p>Effective CPD for EY team to develop communication and social skills through play/ child led activities.</p> <p>Regular monitoring, offering well matched support and challenge for teaching to improve and ensure the effective deployment of TA/LSAs in enabling all pupils to learn well and make rapid gains.</p> <p>Internal and external moderation of assessment levels.</p> <p>EYs Lead meets with the other special school provisions regularly to share best practice across the provisions.</p> <p>Monitoring of the Early Years curriculum by the EY, to improve differentiation, the range of activities provided and the provision provided for early years pupils.</p> <p>A well planned transition programme, working in partnership with families, multi agency professionals and previous settings.</p>	<p>Reports from SILP</p> <p>Reports from Head of Department- Primary</p> <p>Teaching strategies folder</p> <p>Lesson observations Learning walks</p> <p>Moderation meeting with North Cluster; Baytree and North Somerset advisors Curriculum leader monitoring</p> <p>Pre-school Link programme Feedback from parents.</p>
<p>Teaching, Learning and Assessment in EY is outstanding and pupils make outstanding progress in all areas.</p> <p>Pupils feel safe and enjoy their learning.</p>	<p>Adults demonstrate good knowledge and understanding of the learning needs of pupils, All adults use questioning effectively, identifying misconceptions and acting to ensure they are corrected.</p> <p>Teacher plan lessons and play opportunities effectively based on prior</p>	<p>Lesson observations</p> <p>Learning walks</p> <p>HoD report</p>

Outcomes:	These are an impact of the following provisions:	Evidence Base:
<p>Pupils respond well to the routines and visual structures, enabling them to anticipate what will happen next and to review what has happened.</p> <p>Pupils show curiosity, explore new activities and develop resilience.</p> <p>Both EY pupils made outstanding progress from their start points (based on Developmental Matters) in most of the prime areas (good in moving and handling) and outstanding progress in all of the specific areas.</p>	<p>achievements of pupils.</p> <p>School teaching strategies are consistently applied.</p> <p>Effective tracking of pupils' progress leads to the swift identification and intervention for pupils at risk of underachieving.</p> <p>A total communication approach to teaching and learning and high quality play led activities to build on peer relationships and social communication skills.</p> <p>Effective implementation of specialist advice e.g. speech and language, or OT to enhance pupils' progress.</p> <p>Effective teaching of early phonics and numeracy skills improves pupils' confidence and abilities in early reading and calculations.</p> <p>EY curriculum, building on pupils' interest and their prior attainments and , emphasises the characteristics of effective learning, provides rich, varied and imaginative experiences enabling pupils/</p> <p>Effective partnership working with parents/ carers help us identifies and overcome barriers in pupils learning.</p> <p>Valid and reliable teacher assessment.</p> <p>Parents are provided with regular, accurate information on how their child is progressing and how they can support their child to improve.</p> <p>A well planned transition programme working in partnership with families and previous settings.</p> <p>A safe and stimulating environment in which pupils are free to explore a wide and changing range of resources.</p> <p>High expectations of each pupil based their start points.</p>	<p>Progress tracking Progress Review meetings</p> <p>Pupil learning targets</p> <p>SoW</p> <p>Multi-agency reports.</p> <p>Transition plans</p> <p>Lesson observations.</p> <p>Progress Tracking Progress Review meetings</p>

Outcomes:	These are an impact of the following provisions:	Evidence Base:
<p>Attendance of pupils improves as they grow and become more resistant to childhood illnesses.</p> <p>Pupils make good and better progress in their Personal Development.</p> <p>Pupils settle swiftly into school routines.</p> <p>Our youngest pupils are safe and feel safe with trusted adults.</p> <p>They learn self control and make good choices around sharing and being kind.</p> <p>Pupils are active, motivated and inquisitive learners who enjoy school.</p> <p>Pupils develop their awareness of the school's values along with spiritual, moral, social and cultural development</p> <p>Pupils develop their ability to manage their anxieties and their own behaviours.</p> <p>There are no incidences of bullying involving EY pupils.</p> <p>Parents are confident in the school.</p>	<p>Valid and reliable teacher assessment.</p> <p>Effective safeguarding and safety procedures.</p> <p>A well planned transition programme, developed by the Early Years Lead teacher, working in partnership with families and previous settings.</p> <p>From admission into school, effective partnership working with parents. Staff showing high levels of responsibility, nurture and predictable responses to develop pupils' awareness of school routines and structure manage pupils' behaviour.</p> <p>Provision of healthy snacks and using time to develop social- communication skills.</p> <p>Pupils attend a range of extra-curricular opportunities to improve their awareness of SMSC, the local community and sporting events such as swimming.</p> <p>Pupils attend lunch time clubs. Assembly themes are focused around school values.</p> <p>Support in managing behaviour by the Children's Services team. .</p> <p>Consistent Handling Plans/ Risk assessments developed for pupils who exhibit challenging behaviours.</p> <p>Effective collaboration with multi-agency staff to ensure holistic support for each child.</p> <p>Our anti-bullying work, and pupils and parents knowing that any allegations of bullying would be investigated.</p>	<p>Transition plans</p> <p>Learning walks</p> <p>Reports from primary HoD</p> <p>Trips list (evolve)</p> <p>Lunch time club tracking</p> <p>Assembly logs</p> <p>Parents' surveys.</p> <p>COG report on discussions with parents.</p> <p>CHPs/ Risk assessments</p> <p>Reports to Governors on anti-bullying, bullying log.</p>
<p>To secure outstanding EY provision we now need to:</p> <ul style="list-style-type: none"> • To continue to improve functional communication skills for our youngest pupils to reduce behaviour minor behaviour incidents • To support the youngest pupils to develop strategies to begin to manage their own anxieties/behaviours 		

6. The effectiveness of P-16 study programmes are good and we know this because:

Outcomes:	These outcomes are an impact of the following provisions:	Evidence Base:
<p>Leadership and Management Leadership and Management of p-16 is good and improving.</p> <p>Students enjoy coming to school, and are calm, alert and ready for learning.</p> <p>Students are confident to set their own challenges.</p> <p>Parents are confident in the school.</p>	<p>Good appointment of HoD with experience in leading and managing colleagues.</p> <p>High quality support provided for HoD as she settles into new role and understands the context of the p-16 provision, including what is working well and improvements needed.</p> <p>A practical based curriculum, responsive to students' interests, including block and extended WEX placements.</p> <p>Effective spend on pupil premium, so disadvantaged students continue to access interventions they received at a younger age.</p> <p>Promoting the effective use of Bursary payments to promote students' learning and personal development</p>	<p>HOD 3 weekly reports.</p> <p>WEX reports Feedback from WEX employers.</p> <p>Reports to governors on pupil premium spend. Report by Executive Head of Weston College Training School.</p>

Outcomes:	These outcomes are an impact of the following provisions:	Evidence Base:
<p>Teaching and Learning Teaching has improved and is good.</p> <p>Most P-16 students show excellent attitudes to learning, which has a strong, positive impact on their progress.</p> <p>They show respect for others' ideas and points of view and the most able discuss and debate issues in a considered way.</p> <p>They work in local businesses eg Waitrose Café, Greenslade Nursery, Noah's Ark Zoo Farm and contribute to the community through social action projects e.g. Shoe Box Appeal.</p> <p>They make informed choices about vocational courses on Transition Link Programme and about their pathways into adulthood.</p> <p>Students lead PE lessons for younger pupils and for Y6 pupils in local primary schools.</p> <p>They perform in regular festivals eg Shakespeare in Schools at Tobacco Factory, North Somerset Dance Festival at Weston Playhouse.</p>	<p>High quality guidance in helping students overcome anxieties and barriers in their learning. The age appropriate, effective teaching which now engages pupils in 2 classes. Head of Department and Senior Leaders supporting the implementation of school teaching and assessment strategies across the department.</p> <p>Valuing the contributions of all students through an inclusive approach. Sharing views through the student council forum.</p> <p>Vocational courses which help students learn to apply knowledge, skills and understanding to real situations in a variety of settings. Well-matched WEX placements which extend students learning.</p> <p>A person centred planning approach, where student voice informs provision.</p> <p>High quality Sports Leadership teaching.</p>	<p>Learning Walks Lesson observations Scrutiny of work</p> <p>Minutes of student council</p> <p>WEX reports Feedback from WEX employers.</p> <p>SSCo reports on Sports Leadership Lesson Observations.</p> <p>Performances and celebrations. Report by Executive Head of Weston College Training School.</p>

Outcomes:	These outcomes are an impact of the following provisions:	Evidence Base:
<p>Personal Development, behaviour and welfare of students is outstanding.</p> <p>They develop mature and responsible attitudes towards adults, one another and people in the wider community.</p> <p>They show an age-appropriate understanding of healthy relationships and lifestyles. and are confident in staying safe from abuse and exploitation.</p> <p>Behaviour of students is outstanding. Apart from the very few with mental health issues, they sustain excellent behaviours.</p> <p>Students are safe and feel safe at all times, they know how to keep themselves and others safe in different situations and settings.</p>	<p>Our schools values being modelled by staff at all times.</p> <p>High quality guidance from all staff.</p> <p>Effective teaching on tackling bullying, safe use of internet and social media and Sex and Relationships Education.</p> <p>Effective Small group work around Social and Emotional Learning</p> <ul style="list-style-type: none"> ○ Anger management ○ Building self-esteem ○ Developing self-control ○ Developing resilience <p>Effective assessment and tracking of progress in PSD.</p> <p>High quality PSHCE, SRE and Safer internet curricula, supported by high quality guidance, which is consistent, to individuals.</p> <p>Consistent Handling Programmes/Risk assessments for students showing challenging behaviours. Liaising with other professionals supporting the student, to ensure an integrated approach between school and home.</p> <p>Student voice being valued as adults and students work together to prevent bullying, online bullying and prejudice-based bullying. The rare instances of allegations of bullying are dealt with openly and swiftly, student voice is heard.</p> <p>Effective safeguarding arrangements across the school and in other settings such as WEX placements, college link courses.</p>	<p>PSD tracking reports</p> <p>SOW</p> <p>Behaviour tracking of minor and serious incidents.</p> <p>Bullying log and reporting to governors on bullying. Pupil survey July 2019</p>

Outcomes:	These outcomes are an impact of the following provisions:	Evidence Base:
<p>Progress of p-16 students is good and better.</p> <p>91% of students achieve or exceed their challenging targets in Reading and 70% Writing.</p> <p>83% of students achieve or exceed their challenging targets in Maths – an decrease from 85% the year before</p> <p>Attainments at the end of p-16 show students make outstanding progress from their start points in English and good progress from their start points in Maths.</p> <p>Students are confident to further their learning and move on to further education and training. There have been no NEET students since 2006.</p>	<p>Securely good teaching of Personal Progress and Higher level Functional skills courses, particularly in Reading and Maths.</p> <p>Senior Leaders are intervening to improve teaching as required, so students had chance to catch up.</p> <p>The highly effective person-centred planning for students in planning their next stage in education.</p>	<p>Progress tracking</p> <p>Progress Reviews</p> <p>Destinations reports</p> <p>Feedback from destination colleges.</p>
<p>To secure outstanding p-16 study programmes we now need to:</p> <ul style="list-style-type: none"> • Ensure pupils writing needs are addressed and they achieve as well as they do in reading. • Ensure high quality phonics lesson are taught by staff to pupil in a timely manner. 		