

Self-evaluation review

School: Alderwood

Leader: Angela O'Rourke

Date: 13.11.19

Context: At Alderwood Academy we provide a two to three term bespoke education for children and young people aged between 7 and 14 years old, with the aim of supporting pupils to return to either mainstream education or other suitable education provision. We aim to establish the underlying cause of exclusion from mainstream schooling, disengagement in education or issues surrounding struggles with belonging. Children arriving at Alderwood present with low self-esteem, issues with self-regulation and many of the children can broadly be described as having an attachment disorder of some kind while other diagnoses may include; Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD), Autistic Spectrum Disorder (ASD) or Developmental Trauma Disorder. This often manifests as behavioural difficulties in self-regulation, low self-esteem, issues in forming appropriate friendships or trust.

We establish high expectations for all our pupils by providing a safe and supportive environment focusing on the educational, social and emotional needs of each child. We strive to build positive relationships and provide individual support to each and every child, in all aspects of their school experience. Our intention for our pupils is to; Use and apply learnt skill and knowledge, Be successful learners, Make a contribution and become involved in the immediate and wider community, Improve their self-awareness and value achievement, Involve themselves appropriately in a group, Reflect on and communicate feelings rather than act them out, Ask for help and make use of it, Keep themselves and others safe, Build healthy and mutually trusting relationships, Be able to play.

Working very closely with local authority, local schools and other educational providers, allows us to ensure that supportive transition process is in place, enabling pupils to progress and reintegrate successfully and smoothly upon arrival and when leaving Alderwood Academy into permanent provision.

We are committed to ensure that the needs of young people are fully met, enabling them to leave us well on the way on their journey towards becoming healthy, confident young people, whilst benefiting from a positive and rewarding experience from which to build upon.

The school has undergone a significant transformation in the last nine months. During the Summer term, a new curriculum structure was designed and implemented. A new leadership team was appointed in September, following a period of interim leadership during the summer term. Staff turnover has also been significant, with three new teachers being appointed to the site in September. This has strengthened the provision and provided sufficient stability for the provision to move forwards rapidly. While many of the changes are in their early infancy, indications of their impact are hugely positive, with pupils' attendance improving, the quality of education improving and the work being done to strengthen the curriculum evident in practice. Leaders and Trust staff are working closely together to ensure that the momentum of improvements is sustained and the clear vision, structure and systems will enable leaders to execute ongoing improvements at pace.

	Grade	Comment and evidence base	Vulnerabilities	Actions
Overall Effectiveness	Good – with vulnerabilities	The vision for the setting is strong, with clear infrastructure that sits beneath this vision. Leaders have high aspirations for the setting and, where these are realised, provision is strong. However, there are pockets of inconsistency in the enacting of the vision which makes the setting potentially vulnerable. Leaders are working closely with staff to erode inconsistencies in practice and ensure that routines and expectations are well established. It should also be noted that the school is 9 months into a Rapid Improvement journey and, as a result, there are aspects of the improvement strategy that have yet to be completed. The judgement of 'Good' would be applied with the view that where provision is not yet securely good, it is clear from leaders' actions that it soon will be.	See below	<ul style="list-style-type: none"> • SEF review at the end of Autumn 2 • Improvement plan in place and monitored • Leaders to create space to ensure strategic role is fulfilled and momentum in improvements is sustained
Leadership and management	Good – with vulnerabilities	Leaders have invested time in developing and implementing a series of new policies and processes at the setting, including assessment, behaviour, feedback and safeguarding. These policies clearly represent the ambitious vision of the setting and are at the early stages of being embedded into practice. A significant investment of time and effort continues to be dedicated to ensuring that pupils are	<ul style="list-style-type: none"> • New policies not yet consistently embedded • Some policies need refining • Development of LEC 	<ul style="list-style-type: none"> • Consolidate and refine leadership responsibilities • Ensure that all leaders and teachers fulfil their professional responsibilities

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		<p>taught well and that the curriculum in the school is tailored to meet the needs of pupils. The clear commitment from leaders to inclusion is evident in practice and the school has committed to using Thrive as part of its ongoing provision. Leaders have taken time to establish clear lines of responsibility and the Headteacher is working closely with wider leaders to ensure that these responsibilities are being fulfilled. The school works closely with the wider community including the Trust, professional agencies, parents and local networks. A new Learning and Education Committee has been established to support and challenge the school, in conjunction with the Trust Board. Leaders have a good knowledge of safeguarding and systems in the school are working effectively to ensure that pupils are kept safe and families are well-supported.</p>	<ul style="list-style-type: none"> Wider leadership responsibilities need securing and monitoring 	<ul style="list-style-type: none"> Further embed new policies and processes Review how new policies are working and refine where necessary Establish the LEC Schedule LEC review of each component of provision Strengthen partnerships with leaders across the Trust
<p>Quality of Education</p>	<p>Intent – Good</p> <p>Implementation/ Impact – Good with vulnerabilities</p>	<p>Intent: The curriculum is certainly ambitious and pupils receive a broad curriculum offer. The model is highly structured and leaders have carefully considered how this has been constructed to ensure that all pupils secure fundamental aspects of learning and commit these to long-term memory. Due to the nature of the setting, teachers are flexible with how the model is adapted to meet the needs of individual pupils. Provision for pupils with SEND continues to improve, with a greater focus on adaptations to quality first teaching and clarity about how success is measured for pupils. A full range of subjects is offered across the site, with the exception of MFL, and the curriculum is planned to ensure that pupils receive a balanced diet of subjects with a strong focus on PSED aspects of learning. Careful consideration has been given to how the curriculum facilitates pupils with developing cultural capital and engaging with experiences that they otherwise may have missed out on. The concentricity of the curriculum design allows pupils to revisit new learning over time, ensuring that pupils have multiple opportunities to achieve success.</p> <p>Implementation: Where teachers' subject knowledge and pedagogy is strong, provision is securely good. There remain pockets of weakness in the subject knowledge of some teachers, where they are teaching outside of their own specialisms. This is being addressed through ongoing training and support, alongside a robust programme of Professional Growth, through the Trust level performance management process. Teachers think flexibly about how best to engage pupils in learning and are confident in using prior assessment information to inform subsequent planning. The environment has undergone a significant transformation and the focus is very much one of learning and celebration. Teachers carefully consider what pupils need to learn next and there is growing evidence of teachers challenging pupils, positively, in lessons. Reading is a specific strand of the Academy Improvement Plan and teachers are all currently engaged with a Trust-wide programme of support for improving subject knowledge and pedagogy about how to teach Reading.</p> <p>Impact: Leaders have reflected carefully upon the aims of the curriculum and have used this to ensure that assessments are closely matched to what pupils are being taught, as well as being set against national assessment milestones, where appropriate. Pupils books demonstrate that, in the main, they are building knowledge and skills through the learning experiences that form their daily</p>	<ul style="list-style-type: none"> Curriculum model in its infancy Application of curriculum model not yet consistent SEND provision needs refining Continued support required for improving some teachers' subject knowledge Some pockets of inconsistency in pedagogy Pupil Progress not tracked sufficiently closely to ensure that leaders understand the impact of the curriculum on pupils Expectations of learning in books is not yet secure 	<ul style="list-style-type: none"> Embed curriculum model Ensure staff follow expectations of how this is applied SEND and Inclusion review – what does provision for pupils with SEND look like and what is the impact? Continued support for pedagogy and subject knowledge, alongside professional self-study (TS8) Implement Pupil Progress meetings to review progress Monitoring of books, lessons and planning Review the impact of off-site provisions

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		<p>teaching diet. Where pupils are not making good progress, practice is being refined and planning is being adapted. Leaders are aware of any areas of deficit and challenge these swiftly and robustly. Teachers give careful consideration to how best to prepare pupils for reintegration into a permanent education setting and for wider life. As such, opportunities are planned to ensure that pupils see how what they have learnt will be useful in life and this helps them to engage positively with their learning.</p>		
Behaviour and attitudes	Good – with vulnerabilities	<p>Leaders have strived to create a positive environment for pupils to learn in. Expectations and routines are established but not yet consistently enacted, although work is being done to secure consistency in how these are applied across the setting. Significant improvements have been made in pupils' attendance and there are examples where the revised routines and expectations have resulted in a transformation in the way some pupils access school. The new approach to behaviour management is in its infancy and there are examples of this having a very positive impact on pupils' engagement with learning. Leaders are working hard to further embed this and ensure that all pupils demonstrate the behaviour that is expected of them. Bullying and prejudicial behaviour is tackled swiftly and leaders are refining the system for how these incidents are recorded and tracked. Pupils' attitudes to learning have improved considerably in recent times, with many pupils now demonstrating pride in their learning and a desire to engage positively with school life. School leaders are fully committed to reducing incidents of exclusion and this is evident in the nil figures for exclusion since the start of term.</p>	<ul style="list-style-type: none"> • Expectations of staff not always consistent • Pupils not all engaging positively • Some examples of inappropriate behaviour • Poor behaviour and language not always challenged consistently • Behaviour policy needs refining 	<ul style="list-style-type: none"> • Review and refine attendance strategy • Review and refine behaviour policy • Embed system for logging and monitoring incidents of bullying/prejudicial behaviour • Complete pupil survey • Complete staff survey • Complete case studies to exemplify impact of changes on pupils
Personal Development	Good – with vulnerabilities	<p>There is a deep commitment and inherent focus on learning beyond the academic curriculum. Thrive is used as a core aspect of the personal development of pupils. Careers and Character education has been carefully considered within the provision and this is reflected in the off-site opportunities available at the school as well as within the experiences that are deliberately planned into the curriculum. Pastoral support is a priority for the school and staff work hard to ensure that pupils feel safe and well-supported. The development of pupils SMSC values is addressed throughout the curriculum and the school has recently engaged with the Unicef Rights Respecting project to further work in this area. School values are at the heart of the provision and leaders are working hard to embed these into the culture of the school. British Values have been carefully considered within the curriculum design and curriculum leads are developing a system for tracking these to ensure that provision results in good outcomes in this area. Experiences of learning and the community are rich and diverse and pupils are learning to respect one another and themselves. The inclusive nature of the setting ensures that all pupils are valued and staff are working hard to ensure that interactions between pupils demonstrates the positive and respectful values that they are taught. Pupils are taught about relationships, well-being and healthy lifestyles.</p>	<ul style="list-style-type: none"> • Practice is not yet consistent • School values require further embedding • Some of the intended curriculum is not accessed due to attendance/PT timetable arrangements • Pupils do not always demonstrate the values they have been taught 	<ul style="list-style-type: none"> • Map BV/SMSC • Embed school values into culture and practice • Review SRE provision • Create an action plan for further embedding Thrive practice