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# ACADEMY SEF SUMMARY

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FEBRUARY 2020

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OUTREACH TEACHING SERVICE

## Academy SEF Summary

### OUTREACH

### SCHOOL SELF EVALUATION

2019-2020

Updated: 12<sup>th</sup> September 2019 / Updated 15<sup>th</sup> December 2019 / Updated 13.02.2020

#### Context

#### Outreach – CONTEXT

- The Raedwald Outreach service is a traded service available to all Suffolk schools. A large proportion of our cohort are children in care and places (52 sessions per week) are funded by additional PPG via the Suffolk Virtual School. All other pupil places are funded directly by the school via a direct referral. The Outreach service is in addition to the education provided by the home school.
- The majority of our cohort are disadvantaged pupils. At present, none of our pupils have English as an additional language and approximately 50% have a SEN. Over 90% of our current cohort are white British. Whilst last year our cohort was predominantly made up of boys, this year we have a more equal balance of boys and girls. Our cohort is fluid and can change on a weekly basis.
- Do you have deprivation, if so how does this compare to national percentages? The majority of our cohort are children in care and in receipt of PPG (home school).
- Do you have mobility factors? What proportion of pupils have attended your school continuously? N/A
- Our Outreach cohort is fluid and changes weekly/monthly/half termly/termly as pupils are referred to us according to need whilst also attending/on roll at their home school.
- We do not have home school attendance figures due to GDPR. As stated above, all of our pupil are on roll at a home school and are referred to the Outreach service for additional support. Attendance to our 1:1 Outreach sessions last year was: TBC

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**Progress against previous inspection**

**Areas to improve**

**Progress**

Insert all areas your school needed to improve based on your most recent Ofsted report. N/A

Areas to improve based on previous SEF:

- 1) To develop an effective Outreach staff induction programme
- 2) To develop a system to monitor and track outcomes
- 3) SLT support for ACG to allow individual and provision progress
- 4) To establish a set procedure for monitoring and sharing attendance with stakeholders
- 5) To work in partnership with all RT centres to ensure consistent safeguarding procedures are in place.
- 6) Development of quality assurance of Outreach provision
- 7) To explore possible assessment tool
- 8) To build bank of KS2, KS3 and KS4 resources
- 9) CPD for all team members
- 10) To improve attendance of pupils with focus on those in residential care placements

Insert the progress your school has made against these areas

- 1) A Trust wide programme has now been introduced  
Update: 15.12.19 - All staff have now successfully completed phase 1 of the new programme. Feedback from staff has been positive.
- 2) A termly pupil report system is in place. BKSB for assessment (English & maths) has been set up as a 1 year trial and we are currently building our "mark book" on School Pod  
Update: 15.12.19: Term 1 of new progress report system now completed. Positive feedback from RT staff and service users.
- 3) This is in place. Leadership programme ran through summer term. ACG/TR weekly meetings. ACG/AR/AJ weekly meetings.  
Update: 15.12.19: Weekly 1:1 re safeguarding held with ACG/TR. Termly HEG review held with AO/ACG  
Update: 13.02.2020: Weekly 1:1 safeguarding now held with ACG/JC/CO. Close liaison and co-working between ACG and LEC member CA.
- 4) This is now in place. Outreach as admin support and a weekly system is in place for sharing attendance with schools, Welfare Call and SVS.  
Update: 15.12.19 Efficient system in place and led by admin support/overseen by ACG. Spreadsheet in place for logging the sending of weekly attendance certificates to schools.

5) Achieved. Safeguarding team across two hubs. ACG attends monthly Safeguarding Group meetings. Weekly safeguarding meetings held between TR and ACG

Update: 15.12.19: Ongoing monitoring. Successful NOV Safeguarding review held in October with AM/FD/ACG. Safeguarding on weekly team meeting agenda.

Update: 13.02.2020: Ongoing monitoring. DSL online training completed by 4 staff members.

6) System in place. Weekly team meetings held every Weds to share info and problem solve. Regular monitoring visits/learning walks/work scrutiny are conducted of outreach sessions. Feedback completed and shared with individual staff. Allows for concerns to be raised and addressed. ACG/TR weekly meeting to discuss.

Update: 15.12.19: Weekly meeting with the team are successful. Good attendance and staff encouraged to lead on specific areas eg. Assessment. Autumn term monitoring visits completed by ACG.

Update: 13.02.2020: Ongoing. Meetings continue to be hugely positive. Good attendance by all.

7) BKSb trialled in the summer term and a package has been bought for this year

Update: 15.12.19: All staff now training to use BKSb. All staff engaging with the programme and most pupils registered.

Update: 13.02.2020: New tracking spreadsheet being trialled across the team. Positive feedback and engagement from all staff.

8) Ongoing

Update: 15.12.19: Ongoing. PH overseeing the organisation of our resources online. ACG collating and storing resources from specific schools.

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9) New RT CPD programme underway. All Outreach staff have been nominated to receive specific “champion” training

Update: 15.12.19: Staff actively engaged in training process. Range of opportunities offered to staff this term. Excellent team attendance to Reading training.

Update: 13.02.20: Positive review meeting with LM re Reading. Action plan confirmed.

Staff “champions” scheduled to deliver CPD during team meeting.

10) Ongoing. Pupils allocated support staff to support attendance. Staff attend home to encourage attendance

Update: 15.12.19: Increase in home visits for non-attenders.

Update: 13.02.20: Excellent attendance to Outreach group. Staff supporting transporting pupils in/out which is supporting good attendance.

School improvement priorities

Insert current school improvement priorities based against the following headlines:

- Quality of education

- 1) Curriculum – Together with Lauren Meadows, we have reviewed the Outreach curriculum offer and confirmed that the curriculum offer is mostly led by our home schools. Our curriculum must dovetail with and compliment the curriculum delivered by individual home schools. However, our offer prioritises English, maths, PSHE/wellbeing and post-16 pathway planning. Our offer is mapped against the individual needs of our Outreach cohort and can offer additional subjects.

- Behaviour and attitudes

- 1) 1:1 support is available to improve attendance and behaviour for learning. This support works in collaboration with the home school.
- 2) To further develop our pupil self-assessment process to track and monitor behaviour and attitudes

- Personal development

- 1) We are working towards establishing a system for all pupils to complete entry and exit wellbeing assessments – to monitor and track emotional and personal progress
- 2) To develop the use of Thrive across our bespoke packages and ensure all staff have a clear knowledge and understanding of the Thrive approach
- 3) To introduce termly Thrive assessments to all Outreach pupils
- 4) To further develop our use of pupil voice.

- Leadership and management

- 1) To establish Trust Board governance structure and appropriate level of support and challenge
- 2) To establish secure leadership within Trust HEG group, including working within and across other RT settings

- Overall effectiveness

- 1) To improve further our pupil outcomes from KS2-KS4.

## QUALITY OF EDUCATION – GOOD

### Strengths

#### Intent:

The curriculum offer within the Outreach (including Child in Care) Programme reflects what students study at their home school. Thorough collaboration takes place on referral to ensure an appropriate package is offered to meet pupil need. Therefore, each student follows a bespoke and personalised pathway tailored to their individual needs be they academic, learning, social, emotional or mental health. From Key Stage 2 through to Key Stage 4, our cohort of young people are on roll at mainstream schools and/or alternative provisions.

Our team of skilled support staff and teachers enable learners to recognise their true potential, build on success and prepare for the next stage of their lives. Individual pupil offers are agreed between the home school, Suffolk Virtual School (where appropriate) and the Raedwald Trust Outreach Programme in order to ensure that the learner is following the most appropriate curriculum pathway.



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Implementation:

- Quality of teaching and learning – The quality of teaching and learning is good. Staff work 1:1 with our pupils and build positive relationships to aid learning. Staff have good subject knowledge; across the team we have specialists in KS3/KS4 English, maths, science and KS2 literacy and numeracy. At KS4, we offer Functional Skills and GCSE in line with the home school. “Best fit” allocation of staff to pupils form part of our personalised learning plans. For example, should a pupil’s main area of need be KS4 English and maths, then they would be allocated a teacher/teachers with specific subject specialism in order to receive good quality T&L.
- Assessment – Pupils are baseline assessed on entry (where applicable) using BKSBS and/or Thrive. Through this, the referral process and discussions with the home school, a specific area of need is identified and a learning plan is agreed. WE are looking to amend the referral paperwork to ensure the most accurate PAD is provided by referring schools/organisations.
- Pupils with SEN and/or disabilities – A broad and thorough training programme is currently in place and available to teams across the Trust. Training is available to all staff in order to build SEND knowledge, understanding and skills. This will up-skill the Outreach team and, in time, allow our SEND champions to share skills, information and resources across the team.

Impact:

Insert assessment data here including:

KS4 Data:

Name	SEND	School	English	Maths	A8	P8	#GCSE1-9	# Externally accredited qualifications	KS2 average fine level
1	K	Stowupland High School	GCSE 2	GCSE 2	10.3	- 1.36	3	1	3.4
2	K	Stowupland High School	GCSE 2	GCSE U	8	- 0.94	4	0	2.5
3	N	King Edward VI CEVC Upper School	FS1	FS1	N/A	N/A	0	0	N/A
4	N	East Point Academy	GCSE 4	GCSE 3	30	-0.4	7	1	4.3
5	K	Lindbergh							
6	K	Albany PRU	0	3	N/A	N/A	0	3	N/A
7	E	Thurston Community College	0	0	0	- 2.05	0	0	3
8	K	Pakefield School	0	2	0	- 2.73	0	0	3.8
9	E	Kesgrave High School	2	1	18	0.09	9	0	2
10	E	Ipswich Academy	6	4	45	0.54	7	1	4.6
11	E	Flegg High Ormiston Academy	0	0	0	- 3.28	0	0	4.2
12	K	County Upper School	2	1		N/A	N/A	0	N/A
13	K	Saxmundham Free School	FS1	FS1	0	- 3.75	N/A	N/A	4.5
14	E	Albany PRU	FS1	2	N/A	N/A	N/A	N/A	N/A

15	N	St Christopher's	E	2	N/A	N/A	3	4	N/A
16	N	Copleston	FS1	FS1	N/A	N/A	N/A	N/A	N/A

**KS2 Data:**

17	07/12/2007	K	Claydon Primary	100	WTS	98	4.28	-2.71	0.38
18	25/03/2008	E	The Everitt	PKS	PKS	PKS	-17.91	-20.16	-17.48

<p>Actions from previous year:</p> <ol style="list-style-type: none"> <li>1) Support for ACG on quality of T&amp;L</li> <li>2) To explore possible assessment tool fit for purpose within Outreach</li> <li>3) To continue to build bank of teaching resources – focus on KS4 English &amp; maths</li> <li>4) CPD for all Outreach staff.</li> </ol>	<p>Impact of actions:</p> <ol style="list-style-type: none"> <li>1) Monitoring system has been set up and trialled during spring and summer term 2019. ACG completed regular “drop in” monitoring visits of 1:1 pupil sessions. Template created for recording visits and sharing feedback with the team. Service users invited to provide feedback at the end of the academic year. Update: 15.12.19 - see above under “Progress”</li> <li>2) BSKB trialled and now up and running Update: 15.12.19 - see above under “Progress”</li> <li>3) Ongoing – Consultant Teachers allocated to specific subjects Update: 15.12.19 - see above under “Progress”</li> <li>4) New RT CPD programme underway. All Outreach staff have been nominated to receive specific “champion” training. Update: 15.12.19 - see above under “Progress”</li> </ol>
<p>Areas for development</p>	<ol style="list-style-type: none"> <li>1) To establish a clear system for recording and monitoring pupil progress Update: 15.12.19 PH has led on this with supervision and regular meetings with ACG to monitor progress Update: 13.02.20: Tracking spreadsheet now in pilot stage. Trialled by all staff and sent to LM for feedback. Finalised version to be confirmed by Easter.</li> <li>2) To re-design pupil report template to ensure pupil learning plans are clear and fit for purpose Update: 15.12.19 - Achieved – New template actively used from Sept 2019 onwards. Update: 13.02.20 - Outreach group templated amended slightly.</li> </ol>

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Next steps	<p>1) The team has been divided into groups to work together on specific subject areas. Cross centre collaboration has been established. Outreach staff are visiting leads at other centres re curriculum and assessment.</p> <p>Update: 15.12.19 - Close cross-centre working all term. Improved team collaboration since introduction of weekly meetings. Positive contributions by Consultant Teachers on English, maths, science &amp; PSHE. Improved bank of resources.</p> <p>Update: 13.02.20 - Reading action plan confirmed by Literacy champions SJ &amp; CC. Successful review meeting with LM on 11.02.20</p> <p>2) Meeting had with Lauren Meadows. Slight amendments to report template underway.</p> <p>Update: 15.12.19: Meeting held. Review of progress report system and changes have now been implemented. New monitoring and assessment system almost ready for roll-out in January 2020. Team training to be led by PH prior to roll-out.</p> <p>Update: 13.02.20: Positive feedback from LM re tracking spreadsheet.</p>
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## BEHAVIOUR AND ATTITUDES - GOOD

### Strengths

- Behaviour data & attitudes to learning – Team members complete observations of one another and observe positive behaviour and attitudes to learning. HoS completes regular outreach “monitoring visits” (learning walks) and records behaviour and attitudes to learning. Pupils and parents/carers are invited to complete termly questionnaires and self-assessments and are invited to comment on behaviour and attitude to learning. Results are used to inform next steps. Service user feedback is very positive. Service users are invited to provide feedback at the end of the academic year. Termly pupil progress reports are completed by the Outreach team which go to home schools. Reports comment on behaviour and attitude to learning.
- Exclusion data: fixed and permanent – N/A
- Bullying data 2018-2019 - Nil
- RPI data – 2018-2019 - Nil
- Discrimination data- 2018-2019 - Nil
- Attendance and punctuality data – TBC
- Evidence of improved attendance, reduced exclusions and increased engagement (see SVS feedback – 2018-19)

<p>Actions from previous year:</p> <ol style="list-style-type: none"> <li>1) To improve attendance of pupils with focus on those in residential care placements</li> <li>2) Implementing Thrive/wellbeing work.</li> <li>3) Pupil voice introduced</li> </ol>	<p>Impact of actions:</p> <ol style="list-style-type: none"> <li>1) Pupils allocated support staff/keyworker to support attendance. Staff attend home to encourage attendance. Key workers working closely with care placement and school to plan. Improved attendance. Update 15.12.19: See above under "Progress" Update 13.02.20: Improved attendance to Outreach group. Staff supporting transport</li> <li>2) Greater understanding amongst staff of wellbeing. Range of activities being used in 1:1 sessions. Range of resources available. Update: 15.12.19 - social/emotional wellbeing targets have now been added to our new assessment tracking file</li> <li>3) Pupils value the opportunity to voice their thoughts and feelings re education. Team able to tailor plans according to pupil's wishes. Increases pupil engagement. Builds positive relationships between staff and pupils.</li> </ol>
<p>Areas for development</p>	<ol style="list-style-type: none"> <li>1) Continue to improve attendance</li> <li>2) Develop system for assessing and tracking wellbeing</li> </ol>

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Next steps	<p>1) Keyworkers to explore strategies and problem solve re poor attendance – supervision slot introduced during weekly team meeting to problem solve and share ideas Update: 15.12.19 - “supervision slot” added to weekly team meeting once per half term. Opportunity to problem solve and share ideas and suggestions for improving attendance and engagement.</p> <p>2) Meeting had with Lauren Meadows – social/emotional wellbeing targets being introduced. Update: 15.12.19 - social/emotional wellbeing targets have now been added to our new assessment tracking file Update: 13.02.20: Positive feedback from LM re Wellbeing &amp; Behaviour section of tracking spreadsheet</p>
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## PERSONAL DEVELOPMENT – GOOD

### Strengths

- SMSC/British Values/Relationship, health and sex education – this is taught where applicable as part of the pupil’s personalised plan. See below.
- PSHE and equality – PSHE taught where applicable – PSHE forms part of a pupil’s personalised plan if there is an identified need. One member of the Outreach team is overseeing the delivery of PSHE and working alongside Parkside.
- Character education – all pupils follow a personalised plan in line with their home school curriculum. To date, we have been able to offer sport, creativity and the world of work.
- Pupil mental health and well-being – Pupils all allocated a keyworker who monitors well-being via regular weekly contact and pupil questionnaires. All staff familiar with signposting to relevant organisations for support. Collaborative working (CiC cohort) with P&T Services – ACG able to refer CiC cohort for therapeutic support. ACG holds half termly pupil review meetings with Imogen Howeth (Ed Psych). Some training has been provided by the Inclusion Facilitators to the Outreach team. Close multi-agency working – ACG attends professionals meetings where possible. PSHE delivered where applicable.
- Pupil voice – Pupil voice is strong. Pupils are asked termly to complete a pupil voice questionnaire which allows them to assess and comment on the education they receive from Outreach, their attitude to learning and well-being. Pupils score themselves as a form of self -assessment and this data is used to inform planning and review learning plans. Pupils also complete termly Safeguarding questionnaire which again inform planning and next steps.
- Preparation for next stage of learning/careers guidance – Again this is strong. The Outreach team has one staff member who is responsible for tracking post-16 pathway plans. All KS4 pupils receive 1:1 support regarding their post-16 pathways. A careers questionnaire is completed with all year 10 and year 11 during the autumn term. From this, we are able to identify gaps in the post-16 pathway process so far and therefore support accordingly. This may be in the form of college visits, work place visits, work experience and/or support with application forms. This year, three of our pupils requested for support to continue into year 12. Strong links between Raedwald Outreach staff and post-16 providers have been formed.

<p>Actions from previous year:</p> <ul style="list-style-type: none"> <li>• To develop PSHE resources and ensure all pupils on a bespoke timetable have a PSHE offer</li> <li>• To train staff where possible in SEMH</li> </ul>	<p>Impact of actions:</p> <ul style="list-style-type: none"> <li>• Range of PSHE resources available to staff – Health &amp; Wellbeing, Relationships and Living in the Wider World. Increased understanding of PSHE curriculum. All pupils on bespoke 1:1 accessing personalised PSHE.</li> <li>• Staff members actively engaging in CPD. One staff member now a Mental Health First Aider and Drawing &amp; Talking practitioner.</li> </ul> <p>Update 13.02.20: JP now running successful D&amp;T sessions with Outreach group. Positive feedback from pupils. JP also engaged in Mental Health First Aider training with KKB.</p>
<p>Areas for development</p>	<ol style="list-style-type: none"> <li>1) To develop a reward system to recognise pupils' achievements and contributions</li> <li>2) For pupils not attending their home school, to ensure explicit delivery of PSHE and British Values</li> <li>3) To develop PSHE offer</li> </ol>
<p>Next steps</p>	<ol style="list-style-type: none"> <li>1) To discuss with HEG options for reward system/budget Update: 15.12.19 - Pupil celebration event to be piloted in March 2020 for new outreach group. Reward postcards to be ordered in for Outreach. Update: 13.02.20: Reward postcard now in and actively used by staff. Positive impact.</li> <li>2) To work with CC to progress PSHE/British Values Update: 15.12.19 - bank of resources for Health and Wellbeing / Relationships / Living in the Wider World now available. PSHE to form part of each pupils' bespoke offer.</li> </ol>

Strengths	<p>Safeguarding</p> <ul style="list-style-type: none"> <li>• Outreach team (inc north Suffolk) DSL and ADSL in place. (CiC safeguarding procedure document)</li> <li>• All team members have completed Safeguarding training Level 1 (training records)</li> <li>• Weekly safeguarding meetings held between TR/ACG and weekly team meetings</li> <li>• ACG attendance to Safeguarding Group meetings (minutes)</li> <li>• ACG completed Prevent Lead training (training records)</li> <li>• SB completed Online Safety Lead training (training records)</li> <li>• Visits of children’s homes / foster placements – attendance at CiC reviews (BW logs)</li> <li>• ACG Safer Recruitment trained (training records)</li> <li>• Referrals to other agencies eg. Leaving care programme for 16+ pupils</li> <li>• Partnership working with P&amp;T Service – links with EPs, Inclusion Facilitators</li> <li>• Outreach staff attendance to meetings – CP, CIN, CiC reviews, social care, home visits, school led meetings, Family Network – logs on SchoolPod</li> <li>• Regular review meetings held with schools and parents/carers to monitor provision and adjust according to need</li> <li>• Clear safeguarding procedure in place in Outreach – team all aware of procedure to follow when not on a RT site. DSL/DDSL in place – serves all of Suffolk. CC allocated to north Suffolk. All team members.</li> </ul> <p>Health and safety, including premises</p> <ul style="list-style-type: none"> <li>• TBC – meeting due between ACG and central team</li> </ul> <p>Governance</p> <ul style="list-style-type: none"> <li>• As above</li> </ul> <p>Policies</p> <ul style="list-style-type: none"> <li>• See RT website</li> </ul> <p>School improvement plan</p> <ul style="list-style-type: none"> <li>• See RT website</li> </ul> <p>Continuous professional development</p> <ul style="list-style-type: none"> <li>• New RT CPD programme underway 2019-20. All CPD records for 2018-19 available.</li> </ul> <p>Staff mental health and well-being</p> <ul style="list-style-type: none"> <li>• Staff SAS available to all staff</li> </ul>
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	<p>Parents and local community</p> <ul style="list-style-type: none"> <li>• Outreach staff form positive relationships with parents/carers. Regular contact is had between the two and there is often increased contact between Outreach due to the nature of our provision and 1:1 pupil service. Parents/carer/service users invited to complete end of year feedback questionnaire (results available).</li> </ul>
<p>Actions from previous year:</p> <ol style="list-style-type: none"> <li>1) To introduce Outreach staff induction</li> <li>2) SLT support for ACG</li> </ol>	<p>Impact of actions:</p> <ol style="list-style-type: none"> <li>1) RT staff induction now in place. Update: 15.12.19 - see above under "Progress"</li> <li>2) Support system in place. Greater confidence within the team. Problem solving, sharing ideas etc Update: 15.12.19 - see above under "Progress"</li> </ol>
<p>Areas for development</p>	<ol style="list-style-type: none"> <li>1) To grow traded services within Outreach team. Build small group intervention packages. Update: 15.12.19: New traded service group due to start in January 2020 – April 2020 – pilot Update: 13.02.20: Highly positive first half term of Outreach group. Very good attendance and engagement. Schools have requested an extension to the project until May half term. Group currently being advertised for year 9 &amp; 10 for summer term. Annual contract with SVS for 2020-2021 to be renewed. Awaiting written confirmation from MC.</li> <li>2) Establish links with Essex and/or Norfolk Update: 15.12.19 - Bid submitted but declined due to new tendering process recently adopted by EVS.</li> </ol>

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Next steps

1) Build model of a small group (Outreach) intervention package and trial

Update: 15.12.19: Outreach traded group confirmed and due to start in January 2020.

Update: 13.02.20: See above

2) Bid submitted to Essex Virtual School

Update: 15.12.19: Bid submitted but declined due to tendering issues new to Essex Virtual School

## OVERALL EFFECTIVENESS – GOOD

### Strengths

- The curriculum offer within the Outreach (including Child in Care) Programme reflects what students study at their home school. Thorough collaboration takes place on referral to ensure an appropriate package is offered to meet pupil need. Therefore, each student follows a bespoke and personalised pathway tailored to their individual needs be they academic, learning, social, emotional or mental health. From Key Stage 2 through to Key Stage 4, our cohort of young people are on roll at mainstream schools and/or alternative provisions.
- Our team of skilled support staff and teachers enable learners to recognise their true potential, build on success and prepare for the next stage of their lives. Individual pupil offers are agreed between the home school, Suffolk Virtual School (where appropriate) and the Raedwald Trust Outreach Programme in order to ensure that the learner is following the most appropriate curriculum pathway.
- Behaviour data & attitudes to learning – Team members complete observations of one another and observe positive behaviour and attitudes to learning. HoS completes regular outreach “monitoring visits” (learning walks) and records behaviour and attitudes to learning. Pupils and parents/carers are invited to complete termly questionnaires and self-assessments and are invited to comment of behaviour and attitude to learning. Results are used to inform next steps. Service user feedback is very positive. Service users are invited to provide feedback at the end of the academic year. Termly pupil progress reports are completed by the Outreach team which go to home schools. Reports comment on behaviour and attitude to learning.

## Strengths

- Exclusion data: fixed and permanent – N/A
- Bullying data 2018-2019 - Nil
- RPI data – 2018-2019 - Nil
- Discrimination data- 2018-2019 - Nil
- Attendance and punctuality data – TBC
- Evidence of improved attendance, reduced exclusions and increased engagement (see SVS feedback – 2018-19)

## Safeguarding

- Outreach team (inc north Suffolk) DSL and ADSL in place. (CiC safeguarding procedure document)
- All team members have completed Safeguarding training Level 1 (training records)
- Weekly safeguarding meetings held between TR/ACG and weekly team meetings
- ACG attendance to Safeguarding Group meetings (minutes)
- ACG completed Prevent Lead training (training records)
- SB completed Online Safety Lead training (training records)
- Visits of children's homes / foster placements – attendance at CiC reviews (BW logs)
- ACG Safer Recruitment trained (training records)
- Referrals to other agencies eg. Leaving care programme for 16+ pupils
- Partnership working with P&T Service – links with EPs, Inclusion Facilitators
- Outreach staff attendance to meetings – CP, CIN, CiC reviews, social care, home visits, school led meetings, Family Network – logs on SchoolPod
- Regular review meetings held with schools and parents/carers to monitor provision and adjust according to need
- Clear safeguarding procedure in place in Outreach – team aware of procedure to follow when not on a RT site. DSL/DDSL in place – serves all of Suffolk. CC allocated to north Suffolk. All team members.
  
- SMSC/British Values/Relationship, health and sex education – this is taught where applicable as part of the pupil's personalised plan. See below.
- PSHE and equality – PSHE taught where applicable – PSHE forms part of a pupil's personalised plan if there is an identified need. One member of the Outreach team is overseeing the delivery of PSHE and working alongside Parkside.

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|  | <ul style="list-style-type: none"><li>• Character education – all pupils follow a personalised plan in line with their home school curriculum. To date, we have been able to offer sport, creativity and the world of work.</li><li>• Pupil mental health and well-being – Pupils all allocated a keyworker who monitors well-being via regular weekly contact and pupil questionnaires. All staff familiar with signposting to relevant organisations for support. Collaborative working (CiC cohort) with P&amp;T Services – ACG able to refer CiC cohort for therapeutic support. ACG holds half termly pupil review meetings with Imogen Howeth (Ed Psych). Some training has been provided by the Inclusion Facilitators to the Outreach team. Close multi-agency working – ACG attends professionals' meetings where possible. PSHE delivered where applicable.</li><li>• Pupil voice – Pupil voice is strong. Pupils are asked termly to complete a pupil voice questionnaire which allows them to assess and comment on the education they receive from Outreach, their attitude to learning and well-being. Pupils score themselves as a form of self -assessment and this data is used to inform planning and review learning plans. Pupils also complete termly Safeguarding questionnaire which again inform planning and next steps.</li><li>• Preparation for next stage of learning/careers guidance – Again this is strong. The Outreach team has one staff member who is responsible for tracking post-16 pathway plans. All KS4 pupils receive 1:1 support regarding their post-16 pathways. A careers questionnaire is completed with all year 10 and year 11 during the autumn term. From this, we are able to identify gaps in the post-16 pathway process so far and therefore supports accordingly. This may be in the form of college visits, workplace visits, work experience and/or support with application forms. This year, three of our pupils requested for support to continue into year 12. Strong links between Raedwald Outreach staff and post-16 providers have been formed.</li></ul> |
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## EVIDENCE TO SUPPORT SUMMARY EVALUATION

Insert all documents that you've used to evidence your judgements

Ofsted inspection report:

N/A

Quality of education:

Review – Lauren Meadows  
Monitoring visit record sheets, work scrutiny and formal lesson observations  
Pupil progress feedback sheets (daily record)  
Pupil work/file  
One Page Profiles  
Pupil reports  
Learning logs  
Post-16 pathway survey and result summary  
Service user survey and result summary

Behaviour and attitudes:

Pupil questionnaire & scores  
Parent/carer questionnaire & score  
SchoolPod  
Pupil reports  
Attendance

Personal development:

Thrive assessments  
Pupil questionnaire and scores  
Post-16 pathway survey and result summary

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Leadership and management:	Safeguarding audit Service Improvement Plan Service user survey inc SVS feedback report
Quality of education in early years (if applicable):	N/A
Quality of sixth-form provision (if applicable):	N/A
Overall effectiveness:	Good