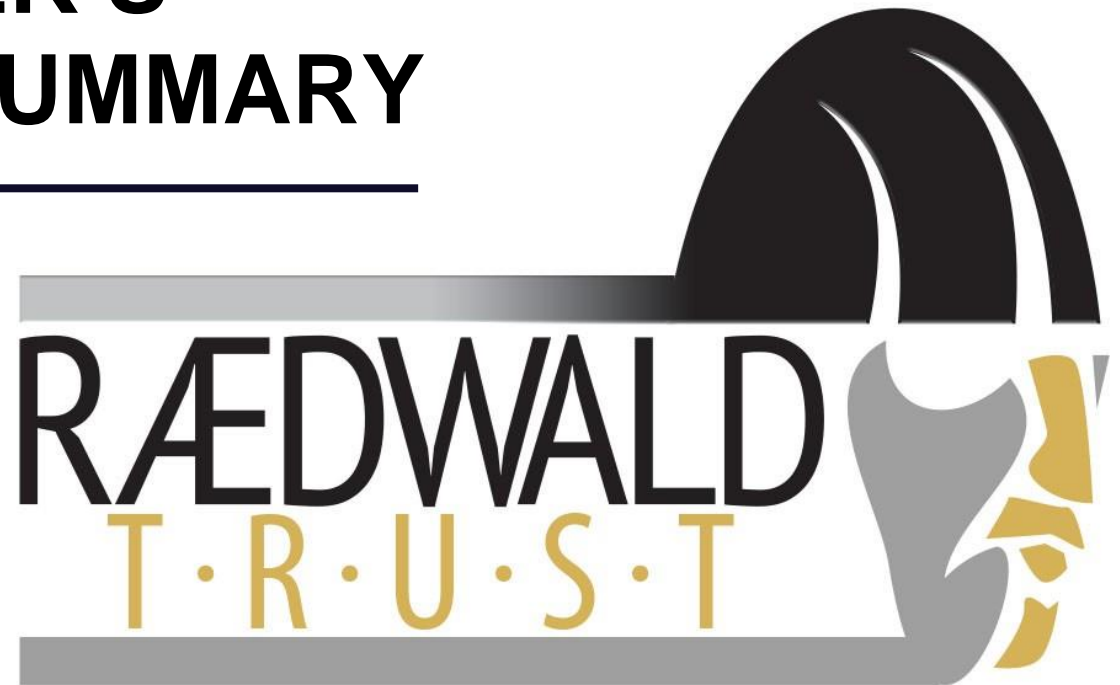


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# ST. CHRISTOPHER'S ACADEMY SEF SUMMARY

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SEPTEMBER 2019

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ST. CHRISTOPHER'S ACADEMY

Updated: 9/9/2019

Context	<p>Having joined the Raedwald Trust on January 1<sup>st</sup> 2018 St. Christopher's became the site for the specialist Bridge provision for pupils aged 7 – 11 in April 2018. Pupils at St. Christopher's are referred by the Local Authority and remain within the provision for a maximum of two years. In order to qualify for a place, pupils must have an Education, Health and Care Plan and be deemed appropriate by the Raedwald Trust Pedagogical Lead/Trust SENCO, Head of School and Head Teacher.</p> <p>St. Christopher's has a stable staff team, which now has effective layers of leadership, increasing capacity to improve further. Morale of staff is good and the team are now effectively following procedures implemented by Senior Leaders and have a shared sense of vision. A newly formed Local Governing Body, consisting of some previous Managers has been established, including other trust provisions First Base and Alderwood. Although it has only just been formed a skills assessment carried out by the Chair has identified that we have a strong and vastly experienced team, who will provide high levels of challenge, as well as support.</p> <p>The Bridge provision was judged as good as part of Alderwood PRU most recent Ofsted inspection (October 2016). St Christopher's Academy shares its URN with Montgomery Road Campus</p> <p>St. Christopher's Academy</p> <ul style="list-style-type: none"> <li>○ Delivers high quality learning experiences</li> <li>○ Secures safe and engaging learning environments</li> <li>○ Empowers a supportive, skilled and nurturing staff team</li> <li>○ Forges focussed partnerships and collaboration which benefits pupil outcomes</li> </ul> <p>Key Student Data (as at – 5/9/2019)</p> <ul style="list-style-type: none"> <li>○ Pupil numbers by cohort – 7 full-time students (3 reintegration timetables September 19)</li> <li>○ Pupil Premium – 10/11</li> <li>○ Free school meals – 10/11</li> <li>○ SEND – (EHCP X 11)</li> <li>○ LAC – 0 (2 Special guardianship order)</li> <li>○ 10 /11 Male</li> <li>○ 1/11 Female</li> <li>○ EAL – 1 (Albanian)</li> </ul> <p>This academic year the school have issued 22 FTE, amounting to 18.5 days. These FTE involved 9/14 pupils throughout this academic year with 4 of these pupils having 4 of more FTE each.</p>
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- Attendance
  - Attendance against full time – **85.49%**
  - Attendance against offer – **92.1%**
  - PPG attendance against full time – **82.91%**
  - PPG attendance against offer – **91.7%**
  - CiC (SGO) attendance against full time - **81%**
  - CiC (SGO) attendance against offer - **94%**

**Progress against previous inspection**

**Areas to improve**

**Progress**

St. Christopher’s Ofsted Report (June 2013)

- In a small minority of lessons, especially at Key Stage 3, the progress pupils make is restricted when staff do not apply the unit’s behaviour policy with sufficient consistency.
- Opportunities to encourage pupils to do more reading and writing in lessons, especially reading aloud, are not always nurtured.

Consistent application of the behaviour policy and behaviour management techniques applied across the site and during off site activities. A significant reduction in RPI, behaviour and exclusion data is seen from Feb – July 2019. All pupils read daily during their literacy session. Reading scheme incentive/checklist on display in each classroom which all pupils positively engage with.

Alderwood PRU Ofsted Report (October 2016)

- They continue to support leaders and staff who are new to their positions, to establish positive relationships with pupils quickly and sustain the good provision at Alderwood
- They continue to refine the administration around safeguarding so that it always reflects the good practice in the school
- The array of information on pupils’ progress is centralised so that all leaders, especially those who are new to their position, can use this to fully evaluate the difference they are making

Safeguarding is now all recorded on SchoolPod. All staff are able to complete the necessary slips and continue to follow correct procedures around safeguarding. The safeguarding team meet weekly to discuss all safeguarding concerns and actions to take forward.

	<ul style="list-style-type: none"> <li>• They continue to work with the local authority on ensuring that next-step specialist provision is found promptly for the few pupils whose special educational needs determines that mainstream provision is not appropriate.</li> </ul>	<p>A central assessment document has been created and all staff are able to/have been uploading data throughout the academic year. This document is available to all to view data/progress.</p> <p>Meeting held with the local authority to discuss all current pupils are their future settings. Annual reviews are scheduled for all Y6 pupils throughout the Summer Term to explore and discuss future KS3 settings.</p>
<p>School improvement priorities</p>	<ul style="list-style-type: none"> <li>• Quality of education <ol style="list-style-type: none"> <li>1. Standards of exceptional learning are delivered through focussed challenging personalised target setting</li> <li>2. Develop further innovative pathways to ensure all pupils engage with an offer of full time provision</li> </ol> </li> <li>• Behaviour and attitudes <ol style="list-style-type: none"> <li>1. Develop further innovative pathways to ensure all pupils engage with an offer of full time provision</li> </ol> </li> <li>• Personal development <ol style="list-style-type: none"> <li>1. Strengthen opportunity to learn from pupil voice</li> </ol> </li> <li>• Leadership and management <ol style="list-style-type: none"> <li>1. Deliver a trust improvement system providing a strong growth platform for inspirational leadership across the academy.</li> <li>2. Create a culture of determined leadership across the trust, rooted in growth and possibility.</li> <li>3. The LGB needs developing</li> <li>4. Systems in place which promote a culture of professional dialogue with the Academy and beyond</li> <li>5. High quality professional development and coaching is made available through the Trust to St. Christopher's staff</li> <li>6. Trust wide safeguarding procedures secure, supporting and strengthening those in place at St. Christopher's</li> <li>7. Ensure all St. Christopher's stakeholders have a voice and this is clearly recorded</li> <li>8. Engage with local and national partners to learn from best practice</li> </ol> </li> </ul>	
	<p>Good</p>	

**QUALITY OF EDUCATION – Good**

**Lauren Meadows External Curriculum Review 9/7/19**

**Strengths**

**Intent:**

The setting follows a thematic curriculum, where most aspects of the curriculum are planned carefully around areas of study that are relevant and engaging for pupils. These include topics such as Water, Time and Space, which each run for around a term. Careful thought has been given to how pupils' diet will be rich and varied throughout their time here and a rolling two-year programme is well-established. Long-term planning demonstrates the areas of study included within a given topic and medium-term planning sits beneath this, detailing intended learning outcomes. From this, teachers take responsibility for planning on a weekly basis. A non-exhaustive list of learning opportunities, experiences, visits and key questions is provided to support teachers with constructing their daily planning. In some of the units of study, teachers have identified relevant authors whose work could be studied. Leaders plan to build on this going forwards. The origins of this planning stems from the National Curriculum but a systematic approach to tracking curriculum coverage is not yet in place. This means that it is difficult for leaders to identify the way learning is sequenced within their provision and for them to consciously plan when and how pupils will revisit aspects of learning that may require further consolidation.

EHCP and identified outcomes are discussed on entry amongst the staff team and reviewed throughout placement

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**Implementation:**

Over the course of a week, pupils have a learning diet of daily Reading and Mathematics, two English lessons per week, one Science lesson, one PSHE and then other learning is set within topic-based lessons. Other aspects of learning, such as Swimming and Brainy dogs, supplements the curriculum to reengage pupils with areas of learning that they otherwise may not experience.

The first part of each unit is heavily focused on engaging pupils with the new topic through the use of visual arts. This gives pupils the chance to feel a sense of success in the new learning and to have their work celebrated across the school's displays, which helps pupils to feel valued and generates a sense of shared identity around learning. Trips, visits and visitors are an important part of the school's provision as these help to fill deficits in cultural capital for the pupils and families that the setting serves.

Baseline assessments are undertaken on entry to the setting, including Sandwell, YARC and BPVS. Information is requested from pupils' home schools but this is often of variable quality or usefulness. These assessments provide teachers with a starting point for supporting pupils. Once pupils have begun their journey at the setting, teachers use the Steps assessment framework for making judgements about how pupils are progressing

TPP offer includes

- Swimming
- RDA
- Brainy Dogs
- Music
- Positive Futures
- Suffolk Wildlife Trust
- Deben Care Farm/Life Skills

	<p>Impact:</p> <ul style="list-style-type: none"> <li>• Each pupil has a target folder with 3 individual targets set by their class teacher.</li> <li>• These are reviewed after each session, with either a smiley (2 points) middle (1 point) or sad face (0 points) awarded. Success with these targets are celebrated in an end of week assembly with certificates awarded and star of the week recognised.</li> <li>• Tokens awarded when any of the core values (<b>Respect, Resilience, Engagement, Success and Reflection</b>) have been demonstrated at any point during the school day.</li> <li>• Reward system is 'tuck shop' style with pupils taking ownership of what they would like to spend their tokens on</li> </ul> <ul style="list-style-type: none"> <li>• Attendance <ul style="list-style-type: none"> <li>○ Attendance against full time – <b>85.49%</b></li> <li>○ Attendance against offer – <b>92.1%</b></li> <li>○ PPG attendance against full time – <b>82.91%</b></li> <li>○ PPG attendance against offer – <b>91.7%</b></li> <li>○ CiC (SGO) attendance against full time - <b>81%</b></li> <li>○ CiC (SGO) attendance against offer - <b>94%</b></li> </ul> </li> <li>•</li> </ul>
<p>Actions from previous year:</p> <p>Topic Based Learning introduced</p> <ul style="list-style-type: none"> <li>• Integrating curriculum areas around a topic</li> <li>• Hitting curriculum areas such as History, Geography, Art and D&amp;T</li> <li>• Overarching theme for the Term, with weekly focus/question. <ul style="list-style-type: none"> <li>• Light</li> <li>• Dreams</li> <li>• Water</li> <li>• Time</li> </ul> </li> </ul>	<p>Impact of actions:</p> <p>Opportunity to target learning across those other curriculum areas.</p>

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Areas for development	<p>Leaders would benefit from completing the Statutory Assessment Health check to evaluate how they meet their obligations around end of Key Stage assessments, particularly as there will be a number of pupils in Year 6 in September.</p> <p>By reducing the breadth of assessment tools, it is likely that teachers would find this more useful for informing their planning and identifying how pupils need to be supported to move their learning forwards.</p> <p>Develop the RSE offer at St. Christopher's</p>
Next steps	<p>Meeting with Lauren Meadows booked in on 25/9/19 to discuss action points from her review further and to look into more effective ways of assessing within our setting.</p> <p>Review the Ofsted requirements around RSE in primary settings and agree a curriculum offer based around pupil needs.</p>



## BEHAVIOUR AND ATTITUDES - Good

### Strengths

- Through an engaging and ambitious curriculum and effective, consistent behaviour management we have seen a significant reduction in exclusions, RPI and behaviour incidents. This evidenced in our RPI data where we have reduced our number of RPI incidents by 91% since January 2019. The exclusion data shows from having FTE in January 2019, there have only been 5 from February – July 2019. There have been 0 permanent exclusion this academic year.
- We have had 5 cases on bullying since Ester 2019. These have all been dealt with following the correct procedure. 84% of parents/carers asked either agreed or strongly agreed that bullying is dealt with effectively within the school. No parents/carers disagreed and one wasn't sure as they're pupil hadn't been subject to any bullying.
- We have had only 3 incidents of discriminatory behaviour this year. Two being racist and one homophobic. Again these incidents have been followed up effectively and correctly by our safeguarding team and followed up with the relevant stakeholders involved with the pupils. We ensure that follow up work is done with the pupil to address these issues and provide the opportunity to discuss any uncertainties the pupil may have around such topics.
- All pupils arrive to school by taxi provided by School Transport.
- Attendance
  - Attendance against full time – **85.49%**
  - Attendance against offer – **92.1%**
  - PPG attendance against full time – **82.91%**
  - PPG attendance against offer – **91.7%**
  - CiC (SGO) attendance against full time - **81%**
  - CiC (SGO) attendance against offer - **94%**
- Staff logging all behaviour incidents and learning logs on SchoolPod daily. This helps identify trends within each pupil's school day and also provides the opportunity for the teaching team to reflect on their practice and identify areas of improvement to use within future sessions.

<p>Actions from previous year:</p> <p>We overhauled the reward system and used input from the school council</p> <p>Staff collaboration around introducing the reintegration timetables and outreach offer</p>	<p>Impact of actions:</p> <p>Pupils now have a sense of ownership of the reward system and can choose when they trade in their tokens and for what reward they would like. Pupils can see the result of making positive choices and they can include their peers within their rewards.</p> <p>Whole staff team are involved with the offer of each child and have an input into what is working well and what maybe is not. Outreach has provided some staff to use specialist set of skills and provide some pupils with the opportunity to experience success again and resulting in increasing the site based offer. Since the introduction of reintegration timetables behaviour incidents, RPI and exclusion rates have fallen dramatically.</p>
<p>Areas for development</p>	<p>To ensure the impact of the school council is seen across the whole site.</p> <p>To continue to use key vocabulary around making positive choices.</p> <p>To maintain consistency with behaviour management used by all staff to ensure clarity of expectations.</p> <p>Establish across the whole team what each member feels the 'vision' for the provision is</p>
<p>Next steps</p>	<p>Address points 3 and 4 on PD Day on 3//9/19. Activities have been discussed by the HoS and their assigned Coach through the CUREE programme.</p>

## PERSONAL DEVELOPMENT – Good

### Strengths

- Core values respect, resilience, reflection, engagement and success. These values are discussed after every session the pupil take part in as to whether they have met certain core values. This promotes a constant dialogue, especially around respecting other people around them and reflection, whether this being shown academically or socially.
- British Values has been covered in standalone whole school assemblies. A display board has been created within the school. A big piece of work we covered in the Autumn Term 2018 was around out topic of WWII and remembrance Sunday. As a school we all went to the local post office to make a donation and receive our poppies.
- PSHE Topics we have covered this year are seen below. As a teaching team we react to the need of the cohort in which area of PSHE is needed most at that time.
  - Healthy Eating
  - Online Safety
  - Managing Feelings
  - NSPCC
  - OneLife Suffolk
  - Access to School Nurse

	<ul style="list-style-type: none"> <li>• Anti-bullying</li> <li>• Road Safety</li> <li>• First Aid</li> <li>• Relationships</li> <li>• British Values</li> <li>• Personal Hygiene</li> </ul> <ul style="list-style-type: none"> <li>• This year we have built up links with outside agencies regarding mental health, this following on from safeguarding trends we were experiencing. We have built up good links with the Emotional Well-Being Hub, Diversion referral process, Mind, OneLife Suffolk and the NSPCC.</li> <li>• The school council continue to meet regularly and the pupils vote each term for their new student council. This process was introduced after a topic of democracy</li> <li>• Introduction of Gatsby Benchmarks within the unit and St. Christopher's have committed to providing the pupils with one employment encounter each term. This term we have attended a pizza workshop at a local restaurant and picked strawberries at a local farm and produced some smoothies.</li> </ul>
<p>Actions from previous year:</p> <p>Employment Encounters introduced within curriculum</p>	<p>Impact of actions:</p> <p>Increased cultural capital of pupils and offers work based experiences to all.</p>
<p>Areas for development</p>	<p>Develop the RSE offer</p> <p>Track the teaching of British Values across your curriculum, ensuring that these are inherent in programmes of study as well as being explicitly addressed in lessons and assemblies</p>
<p>Next steps</p>	<p>Teachers meeting in September 2019 to look at RSE guidelines and identity what we want our pupils to learn and how that is tracked.</p>

## LEADERSHIP AND MANAGEMENT – Good

### Strengths

- External Safeguarding inspection completed by Corrie Fielding (Success in Schools). The inspection scored 83.73% and had no failed items. There were 19 created actions which the HoS then made into a site action plan which was reviews regularly to ensure these action points were met. Internal Review completed by FD which was very positive. FD provided some minor points of feedback to improve practice further but was pleased that the Trust safeguarding procedures were being followed at St. Christopher's'. Safeguarding Team meet weekly for safeguarding meeting to discuss safeguarding from the week and any other safeguarding matters.
- Safeguarding/child protection policy site based annex: all processes and procedures are in place
- Evidence that you've met all statutory requirements evidence in both internal and external reviews
- Evidence and impact of staff safeguarding training shown through effective recording of safeguarding concerns and following actions
- Safeguarding incident logs are up-to-date, evidence through Safeguarding meetings
- Any incidents and allegations have been managed effectively through communication with Head Teacher
- Health and Safety Audit and Fire Risk Assessment completed by Safety Boss. Both inspections identified no points for further actions to be required (RED) and any improvement actions that were identified were collated to create the HaS Action plan for St. Christopher's

- Colin Raedwald (LGB member) visited the site to do an initial overview of the provision. Colin provided some excellent feedback from his visit. He commented The intensive support for pupils is clear and they are able to manage pupil behaviour which can be challenging as one might expect but the caring ethos helps the build a rapport with the pupils. The School environment is very welcoming and the displays are neat and engaging and provides a reassuring situation for learning and in a safe environment for the children. The Head of School is rapidly growing into the role as Head of School with effective support from Carey Fish. He is confident and enthusiastic and has ideas as to how the site can be better utilised
- St. Christopher's have kept up to date with implementing and updating Trust policies throughout the school year.
- The Head of School and Head Teacher have worked together creating an Academy Improvement Plan at the start of the school year. This has been updated termly and submitted to the central team. The feedback from the external reviews have shaped and guided the academy improvement plans throughout the school year.
- The Head of School met with all staff in January following the Trust putting into place the new pay and staff structure. Targets were chosen for each staff member in an initial meeting with the HoS and agreed actions to meet each target. HoS is currently closing down this review cycle in preparation for a new trust approach being implemented from September 2019
- Return to work interviews completed following absence which provides the opportunity to discuss possible staff mental health and well-being issues. Through the Education Support Partnership staff members can access the employee assistance programme which provides individual support and counselling for staff. Additionally, through the school support service staff can access free and confidential support under the trusts staff absence insurance.
- This year we have offered these support services to some members of staff, also we have referred through OT to provide support for our staff this school year.
- Morning briefings and de-briefs provide a regular forum for staff to discuss any issues they feel need sharing. At St. Christopher's we have a culture where we all feel comfortable sharing feedback whether positive or used in a constructive way to further improve practice.
- Parents attended a Macmillan Coffee morning in September, this event was well attended by both parents and stakeholders within the trust. Parents are sent home a parental feedback questionnaire each term and we always have a good return and positive feedback. A termly newsletter is sent home outlining the headlines of the term and providing the parents with key upcoming events and dates.
- Through the newly introduced key worker scheme the contact with all parents is at least weekly, however contact with home is often even more regular than that. The key worker scheme provides the parent with a key contact within the setting. This term we had an end of year celebration where parents came in and were able to look through their children's work books and have a cake and cup of coffee with all staff.
- One set of parents this year kindly made a donation to the school as a thank you for the support their child has received. This donation was used to update the sensory room which will benefit all of the pupils here.

<p>Actions from previous year:</p> <p>To ensure regular safeguarding meetings take place and all safeguarding decisions are discussed to ensure correct procedures are followed.</p> <p>Transfer of safeguarding recording process from paper to SchoolPod</p>		<p>Impact of actions:</p> <p>All of the team at St. Christopher's are all confident in how to record and share safeguarding.</p> <p>Staff are completing thorough safeguarding slips and submitting them to the DSL/DDSL and the team ensure relevant feedback is shared from safeguarding concerns.</p>
Areas for development	Fully participate in extended leadership priorities	
Next steps	Strengthened site leaders understanding of FOHR focus areas	

**OVERALL EFFECTIVENESS – Good**

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Strengths	<p><b>Quality of education</b></p> <p>The setting follows a thematic curriculum, where most aspects of the curriculum are planned carefully around areas of study that are relevant and engaging for pupils. These include topics such as Water, Time and Space, which each run for around a term. Careful thought has been given to how pupils' diet will be rich and varied throughout their time here and a rolling two-year programme is well-established. Long-term planning demonstrates the areas of study included within a given topic and medium-term planning sits beneath this, detailing intended learning outcomes.</p> <p><b>Behaviour and attitudes</b></p> <p>Through an engaging and ambitious curriculum and effective, consistent behaviour management we have seen a significant reduction in exclusions, RPI and behaviour incidents. This evidenced in our RPI data where we have reduced our number of RPI incidents by 91% since January 2019. The exclusion data shows from having FTE in January 2019, there have only been 5 from February – July 2019. There have been 0 permanent exclusion this academic year</p> <p><b>Personal development</b></p> <p>Core values respect, resilience, reflection, engagement and success. These values are discussed after every session the pupil take part in as to whether they have met certain core values. This promotes a constant dialogue, especially around respecting other people around them and reflection, whether this being shown academically or socially. The 2-year curriculum plan beginning September 2019 has links directly, cross subject into the British Values.</p>
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**Leadership and management**

External Safeguarding inspection completed by Corrie Fielding (Success in Schools). The inspection scored 83.73% and had no failed items. There were 19 created actions which the HoS then made into a site action plan which was reviews regularly to ensure these action points were met. Internal Review completed by FD which was very positive. FD provided some minor points of feedback to improve practice further but was pleased that the Trust safeguarding procedures were being followed at St. Christopher's'. Safeguarding Team meet weekly for safeguarding meeting to discuss safeguarding from the week and any other safeguarding matters

The Head of School and Head Teacher have worked together creating an Academy Improvement Plan at the start of the school year. This has been updated termly and submitted to the central team. The feedback from the external reviews have shaped and guided the academy improvement plans throughout the school year

Return to work interviews completed following absence which provides the opportunity to discuss possible staff mental health and well-being issues. Through the Education Support Partnership staff members can access the employee assistance programme which provides individual support and counselling for staff. Additionally, through the school support service staff can access free and confidential support under the trusts staff absence insurance

Through the newly introduced key worker scheme the contact with all parents is at least weekly, however contact with home is often even more regular than that. The key worker scheme provides the parent with a key contact within the setting. This term we had an end of year celebration where parents came in and were able to look through their children's work books and have a cake and cup of coffee with all staff

Actions from previous year:

Topic Based Learning introduced

- Integrating curriculum areas around a topic
- Hitting curriculum areas such as History, Geography, Art and D&T
- Overarching theme for the Term, with weekly focus/question.
  - Light
  - Dreams
  - Water
  - Time

We overhauled the reward system and used input from the school council

Staff collaboration around introducing the reintegration timetables and outreach offer

Employment Encounters introduced within curriculum

To ensure regular safeguarding meetings take place and all safeguarding decisions are discussed to ensure correct procedures are followed.

Transfer of safeguarding recording process from paper to SchoolPod

Impact of actions:

Opportunity to target learning across those other curriculum areas.

Pupils now have a sense of ownership of the reward system and can choose when they trade in their tokens and for what reward they would like. Pupils can see the result of making positive choices and they can include their peers within their rewards.

Whole staff team are involved with the offer of each child and have an input into what is working well and what maybe is not. Outreach has provided some staff to use specialist set of skills and provide some pupils with the opportunity to experience success again and resulting in increasing the site based offer. Since the introduction of reintegration timetables behaviour incidents, RPI and exclusion rates have fallen dramatically.

Increased cultural capital of pupils and offers work based experiences to all.

All of the team at St. Christopher's are all confident in how to record and share safeguarding.

Staff are completing thorough safeguarding slips and submitting them to the DSL/DDSL and the team ensure relevant feedback is shared from safeguarding concerns.

<p>Areas for development</p>	<p>Leaders would benefit from completing the Statutory Assessment Health check to evaluate how they meet their obligations around end of Key Stage assessments, particularly as there will be a number of pupils in Year 6 in September.</p> <p>By reducing the breadth of assessment tools, it is likely that teachers would find this more useful for informing their planning and identifying how pupils need to be supported to move their learning forwards.</p> <p>Develop the RSE offer at St. Christopher's</p> <p>To ensure the impact of the school council is seen across the whole site.</p> <p>To continue to use key vocabulary around making positive choices.</p> <p>To maintain consistency with behaviour management used by all staff to ensure clarity of expectations.</p> <p>Establish across the whole team what each member feels the 'vision' for the provision is</p> <p>Develop the RSE offer</p> <p>Track the teaching of British Values across your curriculum, ensuring that these are inherent in programmes of study as well as being explicitly addressed in lessons and assemblies</p> <p>HoS to become more familiar with eh fire safety regulations for the site and create an updated fire risk assessment which included carrying out regular site checks.</p>
<p>Next steps</p>	<p>Meeting with Lauren Meadows booked in on 25/9/19 to discuss action points from her review further and to look into more effective ways of assessing within our setting.</p> <p>Review the Ofsted requirements around RSE in primary settings and agree a curriculum offer based around pupil needs.</p> <p>Address points 3 and 4 on PD Day on 3/9/19. Activities have been discussed by the HoS and their assigned Coach through the CUREE programme.</p> <p>Teachers meeting in September 2019 to look at RSE guidelines and identify what we want our pupils to learn and how that is tracked.</p>

Ofsted inspection report:	<a href="https://files.api.ofsted.gov.uk/v1/file/2608583">https://files.api.ofsted.gov.uk/v1/file/2608583</a> (Alderwood PRU 2016) <a href="https://files.api.ofsted.gov.uk/v1/file/2244313">https://files.api.ofsted.gov.uk/v1/file/2244313</a> (St. Christopher's 2013) Lauren Meadows – Greenfields Education – Curriculum Review (July 2019) Colin Tapscott – Everyday Leader – School Improvement Report (February 2019) Corrie Fielding – Success in Schools – Safeguarding Review (December 2018) Fe Dunachie – Internal Safeguarding Review – Raedwald Trust (June 2019) Tom Escobar – Health and Safety Audit – Safety Boss (November 2018) Tom Escobar – Fire Risk Assessment – Safety Boss (November 2018) Colin Kriedwolf – Governor Learning Walk – Raedwald Trust (April 2019)
Quality of education:	Lauren Meadow's Curriculum Review Colin Tapscott School Review Parental Questionnaire Feedback Spring/Summer 2019
Behaviour and attitudes:	RPI Data Exclusion Data SchoolPod Behaviour and Learning Slips Weekly behaviour scores Weekly reports home Weekly achievement certificates
Personal development:	British Values Display School Council

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Leadership and management:	Safeguarding Audit – Corrie Filing Safeguarding Review – Fe Dunachie Health and Safety Audit – Safety Boss Fire Risk Assessment – Safety Boss LGB Member Visit Report – Colin Kriedwolf
Overall effectiveness:	Good