

ACADEMY SEF SUMMARY



9/9/2019

ST. CHRISTOPHER'S

Updated: 9/9/2019 10/12/19 6/2/2020

<p>Context</p>	<p>Having joined the Raedwald Trust on January 1st 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>
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St. Christopher's Academy

- Delivers high quality learning experiences
- Secures safe and engaging learning environments
- Empowers a supportive, skilled and nurturing staff team
- Forges focussed partnerships and collaboration which benefits pupil outcomes

Key Student Data (as at – 6/2/2020)

- Pupil numbers by cohort – 14 full-time students (over 25hpw)
- Pupil Premium – 12/14
- Free school meals – 12/14
- SEND – (EHCP X 14)
- LAC – 0 (2 Special guardianship order)
- 13 /14 Male
- 1/14 Female
- EAL – 2 (1 x Albanian, 1 x Kurdish)

This academic year the school have issued 0 FTE

- Attendance
 - Attendance against full time – **85%**
 - Attendance against offer – **89%**
 - PPG attendance against full time – **97%**
 - PPG attendance against offer – **97%**
 - CiC (SGO) attendance against full time – **89.5%**
 - CiC (SGO) attendance against offer – **98%**

Progress against previous inspection

Areas to improve	Progress
<p>St. Christopher's Ofsted Report (June 2013)</p> <ul style="list-style-type: none"> 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. <p>Alderwood PRU Ofsted Report (October 2016)</p> <ul style="list-style-type: none"> 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 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. 	<p>Consistent application of the behaviour policy and behaviour management techniques applied across the site and during off site activities. A significant reduction in PRI, 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.</p> <p>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.</p> <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"> • Quality of education <ol style="list-style-type: none"> 1. Standards of exceptional learning are delivered through focussed challenging personalised target setting 2. Develop further innovative pathways to ensure all pupils engage with an offer of full time provision • Behaviour and attitudes <ol style="list-style-type: none"> 1. Develop further innovative pathways to ensure all pupils engage with an offer of full time provision • Personal development <ol style="list-style-type: none"> 1. Strengthen opportunity to learn from pupil voice • Leadership and management <ol style="list-style-type: none"> 1. Deliver a trust improvement system providing a strong growth platform for inspirational leadership across the academy. 2. Create a culture of determined leadership across the trust, rooted in growth and possibility. 3. The LGB needs developing 4. Systems in place which promote a culture of professional dialogue with the Academy and beyond 5. High quality professional development and coaching is made available through the Trust to St. Christopher's staff 6. Trust wide safeguarding procedures secure, supporting and strengthening those in place at St. Christopher's 7. Ensure all St. Christopher's stakeholders have a voice and this is clearly recorded 8. Engage with local and national partners to learn from best practice • Overall effectiveness
	<p>Good</p>

QUALITY OF EDUCATION – Good

Lauren Meadows External Curriculum Review 9/7/19

Strengths

Intent:

The setting follows a thematic curriculum, where 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.

We have planned a two-year curriculum to ensure complete coverage of the Primary National Curriculum and offer access to all areas of it for the pupil who will be with us for a two-year placement.

We have adapted the Maths model of delivery, whereas before we planned the Maths individually to appropriately challenge the different groups, all pupils will now be covering the same Topic within Maths, such as Number, but the depth of coverage of that Topic is led by the ability of the individual pupil.

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

The HoS and two teaching SENCo's have been in regular communication with the LA Family Services Team to ensure the next steps for all of our pupils are well managed and plans are in place to ensure an appropriate and bespoke transition plan is in place for our pupils who will finish their placement this academic year. This communication has been supported by the Trust Pedagogical Lead.

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.

At St. Christopher's this term we have implemented a Careers programme that links into the termly theme. This Careers programme is a mix of vocational learning experiences such as Deben Care Farm and different employment encounters. We provide at least one employment encounter each half term. This term we have been visited by an Oral Hygienist and also been on a trip to Ipswich Fire Station

A new assessment programme has been introduced this term. The aim of the new assessment process is to assess new pupils over a two-week period at the start of their placement. The assessments cover Maths, Reading, Spelling and comprehension as well as a research project chosen by the pupil. We have liaised and shared resources with other sites across the trust to create a more user friendly way of assessing pupils and to give the teachers a more accurate and relevant overview of the pupil's abilities on arrival. Once pupils have begun their journey at the setting, teachers will continue to use the STEPS assessment framework for making judgements about how pupils are progressing against National Curriculum statements.

TPP offer includes

- Swimming – IBC Coach starting Feb 2020
- Bentley Riding School – Sessions Begin February 2020
- Brainy Dogs
- Music
- Positive Futures
- Suffolk Wildlife Trust
- Deben Care Farm/Life Skills

	<p>Impact:</p> <ul style="list-style-type: none"> • Each pupil has a target folder with 3 individual targets set by their class teacher. • 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. • Tokens awarded when any of the core values (Respect, Resilience, Engagement, Success and Reflection) have been demonstrated at any point during the school day. • Reward system is 'tuck shop' style with pupils taking ownership of what they would like to spend their tokens on • Positive feedback shared by parents when they completed a TPP Parental Feedback Form during the Christmas Parent/Pupil Event, <ul style="list-style-type: none"> • Attendance <ul style="list-style-type: none"> ○ Attendance against full time – 85% ○ Attendance against offer – 89% ○ PPG attendance against full time – 97% ○ PPG attendance against offer – 97% ○ CiC (SGO) attendance against full time – 89.5% ○ CiC (SGO) attendance against offer – 98%
<p>Actions from previous year:</p> <p>Topic Based Learning introduced</p> <ul style="list-style-type: none"> • Integrating curriculum areas around a topic • Hitting curriculum areas such as History, Geography, Art and D&T • Overarching theme for each Term. <ul style="list-style-type: none"> • Space • Life • Dreams 	<p>Impact of actions:</p> <p>Opportunity to target learning across those other curriculum areas.</p>

Areas for development	To ensure new member to the teaching team has the support in place to continue to deliver the curriculum offer and identify and CPD required
Next steps	<p>Register the pupils on the Primary Assessment Gateway opening 17/2/2020</p> <p>To liaise as a teaching team to deliver an appropriate package for all our pupils who will be completing end of Key Stage assessments. Staff to continue to attend the Reading Strategy meetings and feedback to site based staff the topic and how that can be delivered in centre.</p> <p>To ensure communication is maintained between St. Christopher's/Trust and the LA is regular and with the focus of ensuring the most appropriate destinations are identified for all of our young learner's.</p>

BEHAVIOUR AND ATTITUDES - Good

Strengths	<ul style="list-style-type: none"> • 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 there have been no FTE this academic year. • We have had 2 cases on bullying since September 2019. These two incidents have been involving the same perpetrator and victim. The school have communicated these incidents with the stakeholders and parents involved with the individuals and restorative work has been implemented at a school level to address the incidents. When incidents of Bullying have arisen in the past they have 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. • We have had only 2 incident of discriminatory behaviour this academic year. Both being racist incidents, with racist language being used. 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. Parents of both the perpetrator and victim are communicated with swiftly and appropriately. These incidents have been shared with our Trust PSCO. • All pupils arrive to school by taxi provided by School Transport.
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<p>Strengths</p>	<ul style="list-style-type: none"> • Attendance <ul style="list-style-type: none"> ○ Attendance against full time – 81.33% ○ Attendance against offer – 87.08% ○ PPG attendance against full time – 80.10% ○ PPG attendance against offer – 87% ○ CiC (SGO) attendance against full time – 88.5% ○ CiC (SGO) attendance against offer - 98% • 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. • Introduction of the Trust Wide Pupil Charter. As a Trust Our vision is to ensure improved outcomes for children and young people through the creation of a Raedwald Trust Student Committee. Our pupils had a very positive experience during the first meeting, where ideas were shared on how to continue to move the Raedwald Trust forward. 	
<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>All pupils are now accessing a full time offer 25hpw or more after successful reintegration timetables were implemented.</p>	

Areas for development	<p>To ensure the TPP activities continue to be varied and rewarding to maintain positive engagement from the pupils</p> <p>Make new staff aware of the Trust and site specific behaviour management policies and procedures</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>Establish across the whole team what each member feels the 'vision' for the provision is</p>
Next steps	<p>To continue to participate in the Pupil Charter and offer different pupils the opportunity to be involved within it.</p> <p>Ensure the new staff induction handbook is completed fully through trust wide collaboration</p>

PERSONAL DEVELOPMENT – Good

Strengths	<ul style="list-style-type: none"> • 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. • 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 • Road Safety • First Aid • Relationships • British Values • Personal Hygiene • Online Safety • Emergency Services • Anti-bullying
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	<ul style="list-style-type: none"> • This academic 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. • As part of our Careers Programme a Nurse came into to visit the pupils and share their story into the professions and answer questions from the pupils. This session was attended by all pupils and they engaged for the whole session and the pupil and staff feedback was positive. • The Trust PSCO is timetabled into a regular slot at St. Christopher’s this term. This has been really positive so far as it has been very useful to liaise with them and seek guidance on some issue we have faced here so far this academic year. The PCSO is beginning to become a familiar face in the site and pupils are starting to feel more comfortable with a police presence at the site. • 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
<p>Actions from previous year:</p> <p>Employment Encounters introduced within curriculum</p> <p>TPP Parental Feedback forms collated and data used to review the current offer</p>	<p>Impact of actions:</p> <p>Increased cultural capital of pupils and offers work based experiences to all.</p> <p>Swimming Coach to begin coaching the non-swimmers on a weekly basis.</p> <p>Additional TPP opportunities currently being explored in response to the TPP Parental Feedback forms.</p>
<p>Areas for development</p>	<p>To increase the opportunity for the pupils to be active during the day with some structured sessions/Gym Trail sessions</p>
<p>Next steps</p>	<p>To continue to offer an employment encounter each term. Following the Nurse visit we are currently planning a visit to a local Care Home linking into our current Topic Based Learning.</p> <p>To develop and upgrade the P.E resources using the allocated PE and Sport Premium, to increase engagement.</p>

LEADERSHIP AND MANAGEMENT – Good

Strengths

- **Safeguarding**

- 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. FD and AM completed the Safeguarding NoV in December 2019. Their feedback was positive and only 4 of the 17 areas of focus were amber after RAG rating and 13 were green. The four amber areas of focus have been used to create a site specific Safeguarding Action Plan.

- 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

- **DSL completed refresher training**

- **DDSL has continued to support across the Trust at different settings.**

- **Health and safety, including premises**

- 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.

- A member of staff has completed their Premises Training this term.

- Following the HaS NoV completed on 9/12/19 one actions was for a member of the Trust Business Team to return to meet Head of School to update the Fire Risk Assessment.

• Governance

- Colin Raedwald (LGB member) visited the site to do an initial overview of the provision in April 2019, Colin provided some excellent feedback from this 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. Colin returned for a follow up visit in November 2019 and stated that St. Christopher's has a friendly and welcoming environment with prominent displays. A safe setting is provided to the pupils and during my visit it was a bastion of calm. Good working and learning environment. Jane Tempest visited the site on and provided some positive feedback such as *'I was most impressed with the variety of the curriculum offering these pupils community activities to enhance their learning'* and *'I was very impressed by the environment and 'feel' of the building It was calm and the pupils I saw were well engaged in their lesson'*.
- Anna Hennell-James is St. Christopher's Safeguarding governor and she had a phone conversation with the Head of School in early December 2019. The discussion was around current safeguarding concerns St. Christopher's may be facing and how as a site St. Christopher's.
- The Learning Education Committee was formed this year across the Trust, with the initial meeting being held in November 2019. This meeting provided a forum for each site lead to present success stories as well as current challenges being faced and the opportunity for stakeholders to respond to these and ask questions about each site

• Policies

- St. Christopher's have kept up to date with implementing and updating Trust policies throughout the school year.

• School improvement plan

- 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.

• Continuous professional development

- 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. The new CPD cycle is in place across the Trust, all staff members at St. Christopher's have met with their reviewers and set targets to focus their CPD around this academic year. Feedback received by the Head of School about the new structure and process have been positive.

All staff have met deadlines to complete all Trust wide CPD, including PREVENT, CSE, Alcohol Awareness and FGM, which have all been completed this year. **Staff mental health and well-being**

- 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

<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>
<p>Areas for development</p>	<p>HoS to become more familiar with the fire safety regulations for the site and create an updated fire risk assessment which included carrying out regular site checks.</p> <p>To invite parents/carers to attend parents evening style sessions where the focus is individual to the pupil and the opportunity to look at books and discuss academic progress.</p> <p>To ensure HaS folders and up to date and site checks are completed when required.</p>
<p>Next steps</p>	<p>Liaise with SafetyBoss about guidance on producing an effective fire risk assessment.</p> <p>Head of School to complete Premises Training</p> <p>Member of Trust Business Team to work alongside HoS to update the site specific Fire Risk Assessment</p> <p>Safeguarding Trustee to follow up SG phone call from last term with a site visit.</p>

OVERALL EFFECTIVENESS – Good

Strengths

Quality of education

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. This two year rolling programme ensures all aspects of the Primary National Curriculum is delivered and on offer to all the students. **New teaching staff have been supported to familiarise themselves with all aspects of the delivery of education at St. Christopher's. Staff have been supported in planning subjects/topics unfamiliar to them and guidance using the SchoolPod system.**

Behaviour and attitudes

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. **There have been 0 permanent exclusion this academic year.**

Personal development

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. The new careers programme in place this year at St. Christopher's is giving all pupils access to vocational learning as well as a range of employment encounters. **There is a plan in place for all of the pupils who will be leaving at the end of this academic year, staff at St. Christopher's work hard to ensure this plan is appropriate and content of the applications are accurate if supporting the home school of our dual placed students.**

Leadership and management

FD and AM completed the Safeguarding NoV in December 2019. Their feedback was positive and only 4 of the 17 areas of focus were amber after RAG rating and 13 were green. The four amber areas of focus have been used to create a site specific Safeguarding Action Plan moving forward through this academic year.

Safeguarding training has been identified for new and existing staff members to ensure staff are clear on the procedures on reporting safeguarding are across the trust and any contextual safeguarding issues/concerns are discussed at daily briefings. The DDSL who attends the monthly Trust Safeguarding meetings ensures all highlights and actions points are relayed back to staff and actioned.

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 St. Christopher's Leadership Team have embraced the new Learning and Education Committee (LEC) introduced within the Trust. The HoS presented an overview of St. Christopher's at the primary LEC meeting, including strengths as well as current site specific conversations taking place to improve further and move forward. The HoS answered questions from various members to support the presentation and accompanying video.

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. A new member of staff was welcomed into the Trust and more specifically the St. Christopher's team. The HoS, St. Christopher's Admin team and the Trust Business Team used the Trust wide Induction Programme document to ensure the new member of staff had a smooth transition and understood the systems and procedures in place as well as undertake necessary CPD.

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. During this event pupil's achievement and attendance was celebrated. Additionally, staff were given the opportunity to provide feedback on the Third Party Provider (TPP) activities that their children take part in, this was then used to update our current TPP offer to ensure full engagement and impact.

<p>Actions from previous year:</p> <p>Topic Based Learning introduced</p> <ul style="list-style-type: none"> • Integrating curriculum areas around a topic • Hitting curriculum areas such as History, Geography, Art and D&T • Overarching theme for the Term, <ul style="list-style-type: none"> • Light • Dreams • Water • Time • Space • Life <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>Employment Encounters introduced within curriculum</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>Opportunity to target learning across those other curriculum areas.</p> <p>Two-year curriculum and curriculum outline documents have been uploaded to the school website.</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. Since the introduction and review process of reintegration timetables behaviour incidents, RPI and exclusion rates have fallen dramatically.</p> <p>All pupils are receiving at least 25 hours on site learning per week.</p> <p>Increased cultural capital of pupils and offers work based experiences to all. Extremely positive feedback from the internal WRL/WEX Audit and from parents in the TPP Parental Feedback form that was completed by the majority of parents/carers.</p> <p>All of the team at St. Christopher’s are all confident in how to record and share safeguarding. A guidance document regarding the effective completion of safeguarding slips on SchoolPod was created by FD and CO and used Trust wide.</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>
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<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>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 the 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>Teachers to continue to familiarise themselves with the NCA tools website and the procedures for end of key stage assessments.</p> <p>Review the Ofsted requirements around RSE in primary settings and agree a curriculum offer based around pupil needs.</p> <p>Head of School to work with teaching team to create a site specific assessment tool which tracks progress explicitly against only areas of study covered or that plan to be covered.</p> <p>Liaise with Trust Business Team about guidance on producing an effective fire risk assessment.</p>

EVIDENCE TO SUPPORT SUMMARY EVALUATION

<p>Ofsted inspection report:</p>	<p>https://files.api.ofsted.gov.uk/v1/file/2608583 (Alderwood PRU 2016) https://files.api.ofsted.gov.uk/v1/file/2244313 (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) Colin Kriedwolf – Governor Learning Walk – Raedwald Trust (November 2019) Jane Tempest - Governor Learning Walk – Raedwald Trust (November 2019) Martin Weston – WEX/WRL Internal Audit – Raedwald Trust (December 2019)</p>
<p>Quality of education:</p>	<p>Lauren Meadow’s Curriculum Review Colin Tapscott School Review Parental Questionnaire Feedback Spring/Summer 2019 TPP Parental Feedback Forms – December 2019</p>
<p>Behaviour and attitudes:</p>	<p>RPI Data Exclusion Data SchoolPod Behaviour and Learning Slips Weekly behaviour scores Weekly reports home Weekly achievement certificates</p>

Personal development:	British Values Display School Council Learning Logs – Careers/Employment sessions
Leadership and management:	Safeguarding Audit – Corrie Fileding Safeguarding Review – Fe Dunachie and Alicia Mann Health and Safety Audit – Safety Boss Fire Risk Assessment – Safety Boss LGB Member Visit Report – Colin Kriedwolf LGB Member Visit Report – Jane Tempest TPP Parental Feedback Forms
Overall effectiveness:	Good