**ContinU Plus Academy SEF 2018/19**

“The vast majority of our pupils have experienced trauma or mental health issues prior to referral – our primary objective

Is to enable our pupils to move forward, post referral, unencumbered by previous life experiences” – Sara Devo, Headteacher

**The CPA effect;**

* **We attend – 87% attendance;**
* **We behave – student’s behavior improves significantly over the length of their placement at the CPA;**
* **We feel – students reduce their overall stress, improving their mental health;**
* **We achieve – 77% of students leave with 5 or more Level 1 (or above qualifications);**
* **We progress – 100% of students have a positive destination in Employment. Education or Training**

**We will work it out…**

**“Loving, caring and educational” – Chelsea**

**“This school is the best thing that has happened to me” - Sarah**

**“This is a good school” – Ofsted, April 2015**

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| **Overall Effectiveness: Good** |
| **Evidence:**   |  |  |  | | --- | --- | --- | | **Measure** | **Evidence** | **Compared to** | | Effectiveness of leadership and management: Good |  |  | | Outcomes for pupils: Good | 77% 5 (or more) level 1 qualifications – Year 11 | 26.1% in 2015 | | Teaching and learning and assessment: Good | Students’ attitude is as expected or better in 61% of subjects | 30% in 2016 | | Personal development, behaviour and welfare: Good | Days lost to fixed term exclusion per student has been reduced to 0.21 days per year | 4.98 days per student in 2014 | | When compared to AP schools Nationally; pupil attendance is outstanding | CPA attendance is 86% (March 2019) | AP/PRU is 67.4% nationally | | Care of pupils is outstanding. | 62% of students reduce their overall stress and anxiety over the length of their placement |  | | The school curriculum, both academic and therapeutic, is structured to meet the varying needs of all pupils. | Percentage accessing part time timetables is 7% (5 students) |  | | Pupils make good progress, buy into the school ethos and learn to regulate their own behaviours over time. | Incidents of significant behaviour per student per year was 12.3 in 2018 | 28.4 incidents per student per year in 2015 | | Spiritual, moral, social and cultural (SMSC) development is good. |  |  | | Post 16 transition is outstanding with placement sustainability being at least good | 100% positive destinations for school leavers |  | | Staff attendance and quality of training is outstanding. | 95% staff attendance |  |   CPD calendar |
| **Areas for Improvement:**   |  |  |  | | --- | --- | --- | |  | **SIP ref** | **Staff** | | * To maintain continuous improvement, with a shifting cohort, in the mental health, resilience and cultural capital of our pupils | **OE1** | **SD** | | * To recruit and train a School Business Manager (SBM) in order to take control of school finances rather than use an external provider | **OE2** | **EG** | | * Increase the proportion of persistent absentees who are improving their attendance over time | **OE3** | **LH** | | * To reduce incidents of ‘pupil out of class’ to more effectively support teaching and learning and improve outcomes for pupils | **OE4** | **LP** | |
| **Effectiveness of Leadership and Management: Good** |
| **Evidence:**   |  |  |  | | --- | --- | --- | | **Vison and Ethos** | **Doc ref** | **Staff** | | Expectations of performance and outcomes are high, with targets used appropriately to set a good degree of challenge for all pupils. Leaders at all levels take full responsibility for provision and outcomes in their own areas. All provide at least good leadership.  The curriculum fully meets requirements and provides excellent opportunities for SMSC development. A range of school visits enables pupils to experience the world around them in new and innovative ways including recent trips to Madrid, Faro, Barcelona and the battlefields of France and Belgium. Developing moral, social and cultural awareness has had a significant impact on the behavior of pupils, the growth of positive relationships and understanding of the needs of others. Spiritual awareness is developing in school and timetable RE lessons, trips and qualifications including NCFE in mental health and wellbeing.  Parents are highly satisfied with the education their children receive. The proportion of parents rating the school as good or better is consistently high. | **1**  **2**  **3** | **SLT**  **RDA**  **JL** | |  |  |  | | **Staff Development** |  |  | | Since the last inspection the school has significantly improved the quantity and breadth of qualifications achieved by pupils. Targeted staff deployment has widened our curriculum offer and enabled some of our most vulnerable pupils to access education in more creative ways. Appropriate staff training, through an extensive and bespoke CPD programme, has positively impacted on the ability of the staff to meet the needs of our pupils.  The quality of teaching continues to improve and a rigorous performance management system allows leaders to identify ways in which individual teachers can improve their practice. The proportion of good and outstanding lessons continues to rise. Weekly meetings are held during which teachers discuss planning, teaching and learning is discussed and good practice is shared. Lesson observations are conducted regularly as part of the performance management process and struggling staff, where they exist, are quickly supported. Monitoring of teaching is comprehensive and leads to accurate evaluations. Subject leaders, where they exist, are given a significant role in raising standards within their departments.  The staff have high expectations and leaders are quick to focus minds on the extent of the challenges faced by our pupils. Targets are set for pupils but these are not always academic. Staff are committed to meeting these challenges ‘head on’ and to supporting the pupils in overcoming barriers. Communication is a key strength of the school with two whole school staff briefings held at the start and end of each day. Pupils who are capable of focusing on academic targets are challenged as individuals through a range of differentiated and personalised approaches. Leaders are responsible for ensuring that planning, teaching and learning take the needs of each individual pupil into account.  The performance management system has become more rigorous over the last 4 years and staff are now held to greater account by school leaders. Quality of teaching and learning (including planning and classroom management) has been a focus of these changes and staff have been supported in improving their practices through support packages that include both internal and external CPD. During this period, 7 members of staff have failed to display the qualities required to raise standards in our school. Leadership has engaged these staff in either formal or informal capability procedures as well as applying strict management controls in order to safeguard pupils, raise standards of teaching and learning and increase outcomes for pupils. This has led to 4 members of staff leaving to work in alternative sectors of education, 2 to resign to pursue other projects and 1 member of staff is currently (January 2019) undergoing the process of informal capability in order to receive an individual support package – this will  result in either improved performance or the commencement of more formal capability procedures. | **4**  **5**  **6**  **7**  **8**  **9**  **10**  **11** | **MV**  **EG**  **SLT**  **SLT**  **STAFF**  **STAFF**  **SLT**  **LH** | |  |  |  | | **Staff Workload and Wellbeing** |  |  | | Staff welfare is good and attendance is excellent. Leaders ensure that staff are treated fairly by having an open door policy allowing effective communication in order to support and balance workload with wellbeing. Staff enjoy each other’s company and a team ethos has been built. The whole staff group meet twice a day where concerns can be raised and addressed. There is no expectation for staff to open or respond to emails between 7pm and 7am. Leaders are acutely aware of the pressures placed upon staff and make every effort to limit after school meetings for the main staff body to one per week. Staff are invited to termly social gatherings as team building ventures. There is a clear and stress-free protocol for reporting staff absence. | **12**  **13** | **SLT**  **EG** | | **Off-rolling** |  |  | | The ContinU Plus Academy does not off-roll, any parental requests for home schooling are documented and in line with local authority procedure. | **14** | **LH** | |  |  |  | | **Governance and oversight** |  |  | | The reputation of the school has significantly improved since the last inspection leading to the forging of stable and positive relationships with a wide number of partners and creating financial stability in a precarious educational environment.  School governors have significant knowledge and experience of the educational system and the wider community. The Governing body plays a full part in identifying the school’s main priorities. Governors are linked to key areas of school life according to their expertise – they frequently measure progress towards targets and challenge the school to improve. | **15**  **16** | **JR**  **PE** | |  |  |  | | **Safeguarding** |  |  | | There is a culture of safeguarding in our school.  There are 2 full staff briefings at the start and end of each day) to ensure any concerns about children’s health, development or wellbeing are addressed comprehensively, reported fastidiously and acted upon promptly. Extensive documentation and tracking of internal safeguarding mechanisms and multi-agency working are available and securely stored on site. Pupil health and wellbeing is the highest of priorities – the SENCO team work closely with external agencies and attend meetings where they often act as advocates for our pupils and their parents. Statutory requirements are met and vulnerable pupils are protected. The school will challenge external agencies where and when necessary in order to fully support our pupils.  The Single Central Record is kept up to date and is checked rigorously and often. There are effective child protection and staff code of conduct policies in place that are well understood by everyone. All staff are aware of the procedures that need to be followed when concerns are raised about the safety of a child. There is a named and designated lead who is empowered to play an effective role in pursuing concerns and protecting learners. Learners can identify a trusted adult with whom they can discuss or raise concerns. Where learners have been at risk of harm the trusted adult has been instrumental in ensuring that they are safe.  Leaders, Governors and managers have created a positive culture and ethos where safeguarding is an important part of everyday life and is backed up by training at every level. Leaders and managers have created a culture of vigilance where learner’s welfare is promoted and timely and appropriate safeguarding action is taken when appropriate.  There is a clear policy and procedure for ensuring that visitors to the school are suitable and are checked and monitored as appropriate.  The school is has very strong partnerships with external agencies and is proud of the work that has been done to ensure the ongoing safety of our students.  School leaders and Governors are trained in Safer Recruitment.  Any allegations against members of staff or volunteers are made to the local authorities designated officer. | **17**  **18**  **19**  **20**  **21** | **SA/JL**  **SA/JL**  **SA/JL**  **SA/JL**  **EG** | |
| **Areas for Improvement:**   |  |  |  | | --- | --- | --- | |  | **SIP ref** | **Staff** | | * Provide more opportunities for spiritual development | **ELM1** | **RDA** | | * Enhance and embed a performance management structure to promote a greater culture of accountability leading to improved teaching and learning | **ELM2** | **MV** | | * Developing on-site teacher training to support recruitment, retention and succession planning | **ELM3** | **MV** | |  |  |  | |

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| **Quality of Education: Good** |
| **Evidence:**   |  |  |  | | --- | --- | --- | | **Intent – curriculum design, coverage and appropriateness** | **Doc ref** | **Staff** | | The Key stage 3 curriculum is designed to support our youngest pupils with emotional and behavioural needs and provide both therapeutic and academic support where needed. Pupil attendance in Key stage 3 increases dramatically when compared to their attendance at their previous school over the half term leading to their referral. The Key stage 3 curriculum is designed to target the individual needs of the pupils that led to their referral including behavioral, social and therapeutic support. Alongside the bespoke curriculum offered to Key stage 3 pupils that includes outdoor education, off site provision and ‘point of need’ interventions the CPA has a rich enrichment programme that includes diverse and empowering educational experiences.  Pupils in Key stage 3 that receive two consecutive green placement ratings trigger a professional conversation between parents, home school and the CPA where reintegration to mainstream education is considered and supported where applicable.  Year 9 pupils start qualifications and regularly complete Entry level English, maths and science before starting Year 10 as well as making progress towards NCFE and OCN qualifications in these core subjects at Level 1. Pupils have a wide range of curriculum options at the end of Year 9 and are subject to an induction period in these subjects at the start of Year 10 before these options are confirmed.  The Key stage 4 curriculum builds on prior attainment in Year 9 and assumes that pupils will remain at the CPA until the end of Year 11. All pupils study English, maths, science and art as part of their core curriculum offer and outcomes are at least good. High attainment in GCSE subjects remain the priority of our school. Key stage 4 pupils are challenged to complete additional Level 1 and Level 2 courses in core subjects as well as other vocational courses that are carefully selected to meet their needs post 16. A high proportion of our learners join in Key Stage 4 with considerable gaps in their learning.  We opened our Sixth form in September 2017 with the explicit aim of continuing to support our most vulnerable Year 11 pupils in upgrading qualifications, studying additional courses and undertaking work experience. The Sixth form has a bespoke curriculum which currently includes English, maths, health and social care, work experience and enrichment. The work we do with our Year 12 pupils is aimed at helping them to find appropriate and sustainable courses or careers post 17 – pupils have access to a dedicated careers advisor to assist with this.  The school curriculum has developed to include a designated reading lesson for every group. This has been a focus for the school since the previous inspection and has been given to designated members of staff to develop and quality assure. A love of reading is encouraged and apparent as opportunities to read a wide and diverse range of literature are given including daily newspapers at breakfast time, open library sessions at break times as well as promoting activities such as karaoke through enrichment. Reading remains an ongoing focus for our school.  Pupils with SEN are exceptionally well supported both in and out of lessons. The high level of differentiation ensures that pupils with SEN support have work that is well matched to their needs and they make excellent progress from their CPA baselines (of all subjects studied, pupils are making expected or accelerated progress 74% of the time). Pupils that struggle to access the curriculum at the CPA are supported either through interventions, off-site/alternative provision, 1:1 tuition off-site or even at home. Pupils with high stress and anxiety scores are given access to an educational psychologist and all pupils are welcomed by SLT, ELT, form tutors and support staff if their needs overwhelm their ability to engage with lessons. Pupils with a statement of SEN/education, health and care (EHC) plans are supported by dedicated, well trained teaching assistants (TAs) who provide exactly the right balance between support and letting the pupil do the work for himself/herself. The progress of such pupils is good as a result. | **22**  **23**  **24**  **24**  **25**  **26**  **27**  **28**  **29** | **MV**  **SLT**  **MV**  **MV**  **MV**  **JL**  **BDC**  **SD**  **JL** | |  |  |  | | **Implementation – curriculum delivery** | **Doc ref** | **Staff** | | Teacher/student relationships are incredibly effective in eliciting pupil responses in lessons. Self-esteem is a key issue with students at our school and teachers create safe and positive learning environments in which our students thrive. A deeper understanding of our pupils and of their individual needs allows teachers to work with them from a position whereby they do not feel threatened or anxious. Individual student task sheets are used and teachers question well having accounted for the feelings of the pupil – teachers adopt an immersive approach and, with the support of the learning coach, work subtly alongside pupils to support learning. Pupils are questioned to deepen understanding by teachers sitting at tables rather than from the front and in front of their peers – when this is done it is carefully considered beforehand. Pupils are assessed regularly and initiatives such as ‘Think Pink’ allow staff to target questions, and seek responses from, individuals so that questioning is suitable for a pupil’s ability. Pupils are given plenty of opportunities to discuss their work and other related topics. Staff and pupils alike are exceptionally, and rightly, proud of their achievements and of the school community. Many pupils wish to disregard links to their ‘home schools’ in favour of being considered as CPA pupils only.  Lesson observations have shown that teachers use individual task sheets to ensure that lessons are structured and delivered according to the diverse and individual needs of the pupils. Teachers are expected to provide engaging lessons that ‘hook’ pupils and help them to concentrate and participate fully in lessons. The RAISE system underpins positive behavior, attitude to learning and achievement in school and all teachers use this system as a linguistic tool in order to promote positive attitudes to learning. Teachers plan activities that build on pupils’ interests and prior learning. | **30**  **31**  **32**  **33** | **SLT**  **TR**  **SLT**  **LP** | |  |  |  | | **Teaching and Assessment – formative and summative** | **Doc ref** | **Staff** | | Teaching is good, teachers have high expectations of pupils given their starting points and are determined to narrow the gap between that has occurred prior to admittance. This is seen in lesson planning with individual task sheets prepared for all Key stage 3 pupils. Key stage 4 and 5 pupils are strategically chosen during ‘War cabinet’ sessions and task sheets are again applied here to support and scaffold their learning whilst showing progress through a lesson.  Monitoring and assessment systems are well established and contribute to the creation of a detailed picture of pupil progress in each class, subject and sub-group. Staff assess on a half termly basis and report progress by inputting data into SIMS. Results are collated and analysed and are used to ensure that a comprehensive picture of the progress of groups with only small numbers. Half termly ‘war cabinet’ meetings are held amongst school leaders and responses to pupil needs are discussed, interventions are planned and responsibility is taken for raising standards. Home schools and the Local authority are informed of pupil progress via ‘FOCUS’ sheets that provide a snapshot of pupil status and form the basis for calendared half termly Assessment and monitoring meetings with a specific representative from the stakeholders SLT.  Differentiation is pivotal in lesson planning as, although class sizes are small, the range of ability and need is great. Teachers plan and set challenging and engaging tasks that allow pupils to work at their own levels and in ways that suit their needs. The most able students are challenged further by staff and are subject to more intensive sessions with a dedicated subject specialist and have access to further enrichment opportunities as an individual cohort.  Teachers buy into the principles of the Assessment and monitoring calendar adhering to whole school strategies such as ‘Think Pink’ – ensuring that high quality feedback is given and that pupils have the opportunity to respond to it.  In-class assessment is highly effective in identifying any gaps that are opening in the progress of groups, so that these can be tackled quickly. Teachers plan the curriculum to build on what has gone before by using accurate assessments to ensure that inconsistencies in understanding are identified and addressed, and that when pupils are secure in their knowledge they are moved on as soon as possible.  Each half-term parents are sent a set of summary grades for each subject in the form of an interim report. Once a year, parents receive a more comprehensive report on how well their child is progressing and what they need to do to improve in each subject. This is accompanied by a written comment from either their Key stage leader or the Headteacher. Parent days are calendared and provide opportunities for staff to meet with parents to discuss the content of reports, pupil progress, behavior and attitudes to learning. In addition, meetings are held half termly with ‘home schools’ at which holistic reports on pupil progress are presented to designated members of SLT in the form of FOCUS sheets. These meetings always involve the same members of staff in order to maintain consistency of message and provide a streamlined information sharing process. | **34**  **35**  **36**  **37**  **38**  **39**  **40**  **41**  **42**  **43** | **PT/RDA/BDC**  **MV**  **SLT**  **SLT**  **TR**  **MV**  **MV**  **MV**  **MV**  **EG** | |  |  |  | | **Impact – attainment and progress, reading and destinations** | **Doc ref** | **Staff** | | Pupil progress through the school starts with the creation of a ‘progress path’ which is a snapshot of the pupil’s current attainment and gives an indication of how progress is to be tracked throughout their placement. A Key stage 2 target line and a target line based on pupil performance in CPA baseline tests (completed as part of the induction process) illustrates how the staff will aim to ensure that pupils make at least expected progress. A pupil makes expected progress if they make Nationally expected progress from our baseline. Pupils are deemed to make accelerated progress if they narrow the gap between this target and that set using Key stage 2 data. The level of current attainment for a CPA pupil at the start of their placement is regularly lower than it was at the end of Key stage 2 – this results in final predicted GCSE grades that are between 3 and 5 whole grades lower.  The reasons for this drop in attainment prior to admittance are myriad but include long periods out of education, trauma, social deprivation, multiple exclusion or changes in placement, the failure of mainstream education to meet their needs and significant mental health issues.  Outcomes for Year 11 pupils have improved significantly over the last 3 years as a result of positive improvements to curriculum, pupil support programmes and overall quality of teaching and learning. The table below shows the progress pupils have made over the past 4 years indicating that ContinU plus pupils are now leaving with both a wider variety of qualifications and qualifications of higher quality. The ambitious, broad and balanced curriculum offered by the CPA, the quality of teaching and learning and the care provided to pupils has been pivotal to these outcomes. Pupils suffered due to changes to examinations in 2016-17 as level of difficulty rose and the ability of staff to support was withdrawn. Coursework elements were removed from English and content cascaded down from A level to GCSE in maths increasing the barriers to learning for our pupils. Support qualifications were introduced in 2017 to ensure that all pupils left with qualifications in English and maths without reducing the entries for final GCSE examinations. Entry level science was introduced in 2018 along with a Level 2 controlled assessment qualification amid fears that similar changes were being made to GCSE science making it less accessible to our pupils. | **44**  **45**  **46** | **MV**  **SENCO**  **MV** |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | |  | **2014-15** | **2015-16** | Changes to exam specifications , content and level of difficulty increased, coursework elements withdrawn | **2016-17** | School adapts to NC reforms by introducing new and more appropriate qualifications in addition to GCSE subjects as part of a wider and more varied curriculum | **2017-18** | Level 2 science introduced for Year 10/11 pupils in order to ensure that pupils do not suffer as a result of increased content, difficulty and examination pressure in Summer examination series | | Average Qualifications | 3.65 | 4.41 | 5.31 | 6.4 | | 5 Qualifications (total) | 26.1% | 64.7% | 78.9% | 84% | | 5 Qualifications (above Level 1) | 26.1% | 47.1% | 42.1% | 77% | | GCSE EMS | 56.7% | 82.3% | 42.1% | 54% | | GCSE English |  | 100% | 47% | 85% | | GCSE Maths |  | 82% | 63% | 62% | | GCSE Science |  | 94% | 94% | 85% | | Level 1 Maths |  |  |  | 70% | | Level 1 English |  |  |  | 15% | | Level 1 Wellbeing |  |  |  | 69% | | Level 1 Careers |  |  |  | 77% |  |  |  |  | | --- | --- | --- | | **Whole School Progress** | **Doc ref** | **Staff** | | Progress across the whole school is measured against level of attainment recorded via baseline testing on entry to the CPA. The CPA is aware of Key stage 2 attainment and holds this in mind as an aspirational target. The process of making ‘accelerated progress’ refers to a pupil who is closing the gap between level of attainment on entry to the CPA with their expected outcomes based on the Key stage 2 targets. A pupil deemed to be making ‘expected progress’ is working at a level consistent with achieving a GCSE grade in line with their CPA baseline target. Expected pupil progress is illustrated on ‘Progress paths’ shown in all pupil workbooks and is based on a pupil making the equivalent of 2 sub-levels (old National curriculum) progress each year throughout their placement.  Due to the fluctuating needs of our pupils (new intakes, changes to home circumstances, stress, mental health and wellbeing amongst others) progress can go up or down depending on the current abilities and mind-sets of our pupils. The chart below shows how National progress has changed over the past 3 years. | **47**  **48** | **BDC/PT/RDA**  **BDC/PT/RDA** |  |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | 2015-16 | 2016-17 | 2017-18 | 2018-19 (January) | | Whole school National progress | 75% | 80% | 79% | 78% |  |  |  |  | | --- | --- | --- | | **Year 12 – launched in September 2018** | **Doc ref** | **Staff** | | Our first cohort of Year 12 pupils completed examinations in the Summer of 2018 with the aims of upgrading qualifications gained in Year 11, completing new qualifications and gaining experience through alternative provision and work experience leading to increased self-esteem, confidence and, ultimately, the offer and acceptance of a place in a suitable post 17 destination. | **49** | **BDC** |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | |  | SDQ improvement | English Upgrade | Maths Upgrade | % gaining additional qualifications (number) | Work Experience | Alternative Provision  (where appropriate) | Post 17 placement | | 2017-18 | 75% | 25% | 25% | 100% (2) | 50% | 100% | 100% | | 2019 (target) | 100% | 66% | 66% | 100% (5) | 100% | 100% | 100% | |
| **Areas for improvement:**   |  |  |  | | --- | --- | --- | |  | **SIP ref** | **Staff** | | * Pupil progress is to increase, in line with National expectations, so that they are making expected or accelerated progress in at least 80% of subjects | **QE1** | **MV** | | * Sixth form students are all to upgrade maths and English qualifications from Key Stage 4, achieve 5 additional qualifications and access a sustained school supported positive destinations placement | **QE2** | **BDC** | | * Year 11 students will leave the CPA with a growing number of Level 2 qualifications and access a sustained school supported positive destinations placement | **QE3** | **MV** | | * Widen the school curriculum to develop the skills, knowledge and experiences of ‘the whole child’ including the introduction of a Key Stage related ‘passport to success’ | **QE4** | **SD** | | * Further develop opportunities to develop and use reading skills – raising standards of literacy | **QE5** | **JL** | |

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| **Personal Development: Good** |
| **Evidence:**   |  |  |  | | --- | --- | --- | | **Attitudes to learning** | **Doc ref** | **Staff** | | Subject attitudes to learning have improved steadily since 2015-16 with pupils, especially in Key stage 4, better understanding the value of completing qualifications. Following the school Summer holidays, and a significant new intake of pupils, the focus of school is to settle, manage and integrate pupils onto new courses, key stages and the school as a whole. For this reason attitudes to learning start off lower as attendance, wellbeing and behavior are prioritized in order to create an environment where learning can take place. Results for 2016-18 show that attitudes increase to around 60% with a further 25% of subjects reporting that attitudes to learning are just below expectations. Timetabling, curriculum, class allocation, tutor group foci as well as whole school support programmes including academic and therapeutic interventions all contribute to the forging of positive attitudes to learning. | **50** | **MV** |  |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | 2015-16 | 2016-17 | 2017-18 | 2018-19 (January 2019) | | Average attitude to learning across all subjects studied | 30% | 60% | 61% | 44% |  |  |  |  | | --- | --- | --- | |  | **Doc ref** | **Staff** | | The RAISE system has been the backbone of the school since its inception and continues to support pupils in learning to be respectful, achieve positive learning outcomes, reduce instances of inappropriate language and develop the ability to self-regulate their behavior. This is encouraged and supported by staff and pupils are never in a position where they cannot ‘turn things around’ and achieve rewards by displaying positive attitudes. Between 2015 and 2018 the average RAISE points collected by all pupils was between 60 and 70% The expected final average for 2019 is approximately 85% which shows that pupils are buying into the RAISE system and that attitudes are improving as staff skill sets sharpen, the curriculum has become more suitable and wider opportunities for pupils increase. | **51** | **MV** |  |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | 2015-16 | 2016-17 | 2017-18 | 2018-19 (January 2019) | | Average RAISE points achieved | 65% | 68% | 69% | 85% |  |  |  |  | | --- | --- | --- | | **Changes in Behaviour Priorities Over Time** | **Doc ref** | **Staff** | | Behaviour and the way it is managed has changed dramatically at the CPA since 2014. Initially, the main focus of staff was on reducing the most serious incidents that had the potential to cause physical harm or damage to people and the school. Despite these actions each pupil, on average, was responsible for 27.4 serious incidents. This number of incidents was reduced by 58% by 2017 and serious incidents had reduced to the extent that the focus was now on low level disruption. By 2018 more incidents were tracked ranging from serious to low level disruption resulting in a small increase of 5% overall based on the previous year when fewer incidents qualified for tracking. This academic year ‘out of class’ has been added to the list of qualifying incidents in an attempt to raise engagement and support teaching and learning. We are expecting this to increase the number of incidents over the course of the year and a dedicated and trained ‘behaviour team’ has been created to better combat ‘out of class’. If purely behavioural incidents are looked at for the first term incidents of behavior has dropped to just 4.5 behavioural incidents each – an all time low. | **52** | **LP** |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | **2014-2015** | Only incidents rated 2 or 3 were monitored during this academic year – incidents rated as 1 (successfully deescalated by staff were not | **2015-2016** | The CPA continued to monitor incidents 2-3 following a 34% reduction from the previous year | **2016-2017** | The CPA continued to monitor incidents 2-3 following a 36.5% reduction from the previous year and a 58% reduction from 2014-15 | **2017-2018** | The CPA included all incidents (1-3) during this Academic year in order to begin to tackle lower level disruption – an increase of 5% was seen | **2018-19**  (projected) | The CPA included all incidents (1-3) as well as including ‘out of class’ (serious incidents and low level disruption had been shown to have reduced significantly) – reducing ‘out of class’ is now a priority for the CPA | | Average behavior incidents per pupil per year | 27.8 | 18.4 | 11.7 | 12.3 | 4.5  (just behavioural incidents  1-3)  21.7  (inc. out of class) |  |  |  |  | | --- | --- | --- | | **Fixed Term Exclusions** | **Doc ref** | **Staff** | | The school exclusion rate has, understandably, mirrored the rate of behavioural incidents. In 2013-14 204 days were lost to fixed term exclusions at an average of 4.98 days per pupil. At the end of 2018 only 38 days were lost to fixed term exclusions at a rate of 0.64 days per pupil – a reduction of 87% Early indications show that this will decrease further by the end of 2019. | **53** | **LP** |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19  (Jan 19) | | Fixed term exclusions (days) per year  Per pupil | 204  41  4.98 | 63  55  1.15 | 50  48  0.96 | 68  58  0.85 | 38  59  0.64 | 5  61  0.21 |  |  |  |  | | --- | --- | --- | | **Attendance** | **Doc ref** | **Staff** | | Attendance rates have been marginally short of 90% since 2014 with a record high in 2017 of 89.5% Data shows that by the end of 2017-18 68% of pupils had increased their attendance rates when compared to their home school attendance immediately prior to referral. The National average attendance for PRU/AP schools was around 67% in 2016 and data shows that year on year the CPA has achieved higher rates of attendance than similar schools. This is indicative of pupil happiness, security, wellbeing and an overall belief that the CPA will help them to have the best possible life – despite disengagement from education and personal traumas suffered earlier in their school experiences. | **54** | **LH** |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Year** | **Number on roll** | **Percentage attendance at home school prior to referral** | **Percentage attendance inc authorized** | **Proportion of pupils improving school attendance** | **Average PRU/AP attendance**  **(based on 2015/16 data)** | | 2014-2015 | 59 |  | 88% |  | 67.4%  (18.6% authorized absence) | | 2015-2016 | 61 |  | 88.3% |  | | 2016-2017 | 78 |  | 89.5%  84% (5.5% authorized absence) |  | | 2017-2018 | 73 | 75% | 84% | 68% | | 2018-2019 | 90 |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Bullying, racist and homophobic incidents** | | | | | | **Doc ref** | | **Staff** | | There have been 7 bullying incidents and 7 racist incidents so far this year. This is a slight increase on the year before but incidents of this nature have reduced when they are considered in terms of incidents per pupil. Lower levels of incident are being tracked and are rated as 1, 2 or 3.  There is very little bullying within the school as staff are trained to identify issues before they arise and take steps to de-escalate situations before they become serious or long-standing. Relationships between children and staff are of paramount importance and, where incidents do occur, restorative justice, relationship building and support is given to ensure that a positive environment ins maintained for all members of our school. Where incidents of bullying or racism occur staff act swiftly as this behavior is taken extremely seriously. Our behavior policy is central to reducing incidents of this nature and this is regularly updated and changes presented to staff as part of ongoing training. Consistency is key: pupils and staff know the CPA is a safe environment in which information sharing is encouraged and acted on effectively.  The PSHE programme including Key stage assemblies and RE curriculum provide directed learning and reflection time on racism, homophobia, bullying, extremism and radicalization as part of the Prevent agenda. | | | | | | **55**  **56**  **57**  **58** | | **LP**  **LP**  **RDA**  **LP** | | **Mental Health and Wellbeing** | | | | | | **Doc ref** | | **Staff** | | Alleviating overall stress, anxiety and mental health issues are key priorities within our school. The Strengths and Difficulties Questionnaire is an Internationally accepted method of assessing psychological needs and is completed by parents, pupils and staff at termly intervals in order to measure progress. CAMHS use and the DfE advocate this questionnaire as a means of judging the needs of a young person and of measuring the impact of school-led intervention and support.  The latest available data for SDQ levels was completed across Wales, academic year 2016/17. The average SDQ score for Overall Stress in a mainstream setting was 10. This is very significant in our context and demonstrates the level of anxiety our pupils are experiencing when they start at the CPA.  Since 2015 the CPA has shown that stress and anxieties have reduced as year on year the average starting SDQ scores get lower. The record high of 23.5 in 2015 gives some explanation as to why behavior incidents and exclusions were higher at the time. Reducing the stress and anxiety of our pupils and increasing their attendance has led to improved behavior and better educational outcomes – the CPA effect. On average stress and anxiety reduces by around 60% each year when you compare the SDQ score for pupils at the start of their placement with scores when pupils leave the CPA. SDQ scores are rated as red, amber or green with red ratings demonstrating the most significant stresses and anxieties. Increasing proportions of CPA pupils are moving from red to green over the length of their placement resulting in greater outcomes and increased proportions of pupils who are post 16 ready. Pupils not yet ready to leave are targeted by our sixth form and data shows that they make significant improvements during this additional year with us leading to more suitable and sustainable placements post 17. | | | | | | **59**  **60** | | **JL**  **JL** | |  | AVERAGE START SDQ | AVERAGE END SDQ | STRESS REDUCTION % | RED TO AMBER  % | AMBER TO GREEN % | | RED TO GREEN  % | | | 2015-16 | 23.5 | 16.6 | 63 | 9 | 2 | | 31 | | | 2016-17 | 19.8 | 15.2 | 62 | 19 | 5 | | 22 | | | 2017-18 | 18.8 | 14.7 | 62 | 0 | 7 | | 43 | | | 2018-19 | 16.5 | 15.8 |  |  |  | |  | | |
| **Areas for improvement:**   |  |  |  | | --- | --- | --- | |  | **SIP ref** | **Staff** | | * Develop an induction FOCUS sheet using SDQ as the central measure of progress tracking for new referrals leading to the improved quality/use of ILPs | **PD1** | **SD** | | * Develop an outreach programme to improve engagement and increase attainment by supporting and serving students unable to access regular provision | **PD2** | **MV** | |  |  |  | |