



This report should be read in conjunction with the previous term's QA report

Please note: the final report should be returned to the relevant SSQA by **26th October 2018**. Please make sure that the final report does not exceed 4 sides, has been proof read, agreed with the school and that ALL sections are complete, including the most up to date data.

School name and contact number	NORTH RIDGE HIGH SPECIALIST SUPPORT SCHOOL		DfE number	3527061		
Head teacher	Bernice Kostick		Chair of Governors	Gary Whitely		
QA professional	Margaret Cunningham		Date/length of meeting	9/10/18		
Meeting attendees and roles	SLT: Bernice Kostick (Head Teacher), Gill Foord (Deputy Head Teacher), Elaine Redpath (Head of sixth form), Paul Rogers (Head of Key Stage 4), Shauna Thornton (Acting Head of Key Stage 3), Sarah Cooke (TLR lead for ASD pupils and assessment), Katie Roberts (Assistant Head Behaviour and attendance lead) Governing Body: Stephanie Lee- vice chair					
Last Ofsted grade and date	outstanding	School's current judgement of overall effectiveness	O / G / RI / I	% pupils eligible for FSM 2018/19		Pupil premium allocation 2018/19
Number of children looked after 2018/19 & in which year groups						

Summary of end of Key Stage outcomes: Pupils who made expected progress in 2017/18 towards achieving recognised accredited awards.

Key Stage 4 Independent / Supported Learners

	Met Predicted Grade			Exceeded Predicted Grade		Did Not Meet Predicted Grade		
<u>Candidate Name</u>	Maths	English	PSE	ASDAN	Arts Award	Sci	Evaluation	
Candidate 1	EL3	EL3	EL3	Bronze	N/A	EL2	Good	
Candidate 2	EL2	EL3	EL3	Bronze	EL3	EL2	Good	
Candidate 3	EL2	EL1	EL2	Bronze	N/A	EL2	Outstanding	
Candidate 4	EL2	EL2	EL3	Bronze	N/A	EL2	Outstanding	
Candidate 5	EL2	EL2	EL2	Bronze	EL3	EL2	Good	
Candidate 6	EL2	EL2	EL3	Bronze	EL3	EL2	Good	
Candidate 7	EL2	EL3	EL3	Bronze	N/A	EL2	Good	
Candidate 8	EL2	EL2	EL2	Bronze	N/A	EL2	Outstanding	
Candidate 9	EL2	N/A	EL1	Bronze	EL3	EL2	Outstanding	
Candidate 10	EL2	EL1	EL2	Bronze	N/A	EL2	Outstanding	
Candidate 11	N/A	N/A	N/A	Bronze	x	N/A	Expected	
Candidate 12	N/A	N/A	EL1	Bronze	EL3	N/A	Expected	
Candidate 13	N/A	N/A	N/A	Transition Challenge	N/A	N/A	Expected	

Outstanding – Achieving higher than expected level in 2 or more subjects.	Good - Achieving higher than expected level in 1 subject.	Expected -Achieving expected level in all subjects.	Below Expectation -2 or more grades below expected level
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Analysis

- 100% of students achieved results that were in line with or exceeded expectation.
 - 76.9% of students exceeded expectation.
 - 38.46% of students achieved Outstanding accreditation results.
 - 38.46% of students achieved Good accreditation results.
 - 23.07% of students achieved results that were in line with expectation.

Key Stage 4 Complex / Sensory Cohort

Met Predicted Grade

Exceeded Predicted Grade

Did Not Meet Predicted Grade

<u>Candidate Name</u>	<u>ASDAN Transition Challenge</u>	<u>Evaluation</u>
Candidate 1	Pass	Expected
Candidate 2	Pass	Expected
Candidate 3	Pass	Expected
Candidate 4	Pass	Expected

Outstanding – Achieving higher than expected level in 2 or more subjects.	Good- Achieving higher than expected level in 1 subject.	Expected- Achieving expected level in all subjects.	Below Expectation- 2 or more grades below expected level
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Analysis

100% of students achieved results that were in line with or exceeded expectation.

KS4-2018-19: Next Steps Academically

- Establish and embed a new timetable for the delivery of AQA maths and PSE accreditation in light of the review carried out in 2017-18. To ensure students follow a spiral curriculum that embeds learning as well as facilitates the administrative requirements of the specifications.
- In response to the science review carried out in 2017-18, to ensure the KS4 science accreditation has appropriate differentiation to meet the needs of all students. To change accreditation if required.
- To introduce a new Entry Level ICT accreditation / programme of study to replace the discontinued AQA Entry Level accreditation.
- To ensure all students make expected progress within PSCHE.

KS4-2018-19: Next Steps Vocationally

- To increase community links /work experience placements via the KS4 vocational day in order to further integrate film it, grow it and cook it activities into the local community.
- To devise the program of study for the second year of the KS4 vocational day.
- To establish an appropriate monitoring system (Classroom Monitor) for tracking pupil progress within the Vocational Day curriculum.
- To further develop the teaching and promotion of life /vocational skills within the projects and pedagogies used on the Vocational Day.

Key Stage 5

Key Stage 5 ASDAN Accreditation

Name	Predicted level	Entry level achieved	Cohort	ASDAN Personal and Social Development	ASDAN Employability	ASDAN Personal Progress	Comment
Student 1	1	1/2	Supported learner	16 credits	6		Expected
Student 2	1	1/2	Supported learner	4 credits	6 credits		Expected. student only completed two years in 6 th form.
Student 3	1	1/2	Supported learner	16 credits	6		Expected
Student 4	1	1/2	Supported learner	4 credits	6		Started mid Autumn Y13 Outstanding
Student 5	2	2	Supported learner	6 credits			Left end Y13. Completed one year
Student 6	2	2	Supported learner	12			Expected Only completed two years.
Student 7	1		Experiential			16 credits Certificate	Expected progress but outstanding result due to his unsettled year.
Student 8	1	1	Experiential			16 credits Certificate	Expected
Student 9	1	1	Experiential			15 credits Certificate	Outstanding. Student has had considerable health issues yet still achieved accreditation.
Student 10	1	1	Experiential			15 credits Certificate	Expected
Student	1	1	Exceptional			15 credits	Expected

11						Certificate	
Student 12	1	1	Complex	6 credits Award		18 credits Certificate	Outstanding. student moved from PP to PSD showing her greater understanding.
Student 13	1	1	Supported learner	16 credits (Certificate)			Expected
Student 14	1		Supported learner			44 credits Diploma awarded	Outstanding. student was predicted to achieve a diploma but then a planned operation took place resulting in her missing a term of school.
Outstanding progress is achieving one level above predicted level.				Expected progress is achieving predicted level.			

The evidence to support my analysis of the work produced for accreditation is supported by the moderation feedback on ASDAN Employability, PSD and Personal Progress. The moderation feedback on Employability states; "Good practice continues at this centre. Portfolios were well ordered and referenced, and evidence was easy to locate. Assessors clearly know the standards well had supported and guided candidates appropriately. They confirmed the amount of support given to candidates (e.g. support with structuring sentences, scribing) and what candidates had been able to do independently (e.g. selecting images to use in the evidence). Assessor feedback and confirmation of assessment decisions was recorded on evidence. All candidates drew evidence from meaningful work experience in a hospital." Personal Progress feedback has been consistently good. The report this year states; "Unit Transcripts provided clear, relevant, evidenced statements made with good linkage to the terminology of the Achievement Continuum." This is evidence of the teacher's ability to assess student and differentiate the qualification. The PSD report is equally complimentary stating "Portfolios were well organised and contained a range of appropriate evidence. There was clear evidence of each candidate's involvement in a range of activities to meet the criteria for each unit undertaken."

The Future

Students will continue to follow the ASDAN programme in Personal Progress, PSD and Employability. The units will be carefully chosen to match the employability skills they are developing. English and Maths will follow an AQA unit award scheme structure. Students will have their individual ASDAN units mapped at the start of 6th form to match the timetable they will follow. Students will continue to access a curriculum based on individual need.

Impartial careers advice will continue to be offered to enable students to make informed decisions. There will be a careers information board to highlight the importance of planning for the future to students in all key stages. This will be supported by messages about careers being passed on by form teachers and increased employer engagement in all key stages. Colleges and supported employment providers will be invited to school to present to students to inform their career plans. Students in Year 9 and above will continue to attend the student and parent information event.

The shop, café, class Nightingale, Macmillan, sports leaders and the voluntary trolley will continue to enable students to be a valued part of the community and develop skills for adult life.

The "Classroom monitor" system will have Level 1 added to some subject areas to reflect the progress some students are capable of making in practical tasks and employability skills. Classroom monitor will also be used to capture the learning journey for all key stage 5 students ensure that all skills that are taught can be evidenced and show progress over time.

Behaviour and attendance

	2016			2017			2018					
	School target	School actual	National	School target	School actual	National	School target	School actual	National			
% absence	7%	7.3%	5.2	7%	7.9%	9.7%	7%	8.17	tbc			
% PA	20%	19.6%	13.1	20%	25%	32.1%	20%	17.6	tbc			
	No. of	No. of	School	Nat. %	No. of	No. of	School	Nat. %	No. of	No. of	School	Nat. %

	pupils	days	%		pupils	days	%		pupils	days	%	
Fixed term excl.	2	8.5		8.46%	1	5		TBC	0	0	0	
Permanent excl.			0	0.17%			0	TBC	0		0	

Number of instances of Physical/Non Physical Interventions			
	2016	2017	2018
Physical	92	80	10
Non physical	752	756	63

School Self Evaluation: September 2018

Outcomes for pupils: evaluation and supporting evidence

Make specific reference to pupil groupings including CLA, disadvantaged, SEN and overarching ethnic groups.

Comment on the progress made by disadvantaged pupils from their starting points, especially the most able. Consider the progress made by the end of the key stage compared with that made nationally by other pupils with similar starting points (where available) & the extent to which any differences in this progress, and consequently in attainment, are diminishing

Up until July 2015 our data was based on Teacher assessment using B Squared small steps and CASPA- This data was compared with students who have similar need nationally. The vast majority of pupils in the school continued to make good or outstanding progress over time.

In September 2015 we introduced the new B Squared small steps levels. Our data is now only measuring progress from September 2015- June 2018. This is a small period of time and we will only develop data over time as we use our new systems. This is the case for all schools in the U.K.

Teachers input assessment termly which is then analysed by heads of department to check that all pupils are on track to meet their targets. Annual department data is then used to report on progress over the year.

We have also introduced our own customised assessment tracker using Classroom Monitor. A bespoke KS5 assessment was created and used for the first time in the 2017-2018 academic year. This has enabled pupils learning and skill development in vocational subjects to be assessed and tracked as well as in maths and English. The first year of data from this system shows that most pupils made good and outstanding progress. This progress data will develop over time.

The graphs in the pupil premium report illustrate how well pupils are doing at North Ridge even during the short period of time that we have used our new systems. There is clearly no difference between the progress of pupils receiving Pupil Premium and those who don't.

North Ridge's definition of outstanding and good progress is closely linked to North Ridge Progression Guidance 2016, previous CASPA data, analysis of school-based data and knowledge of individual pupils. This work has been moderated with 2 other Manchester Special Schools

Key Stage 3 outcomes:

PMLD Level P1- P4 9 pupils	Lower SLD P5-P8 23 pupils	Higher SLD Bsquared step 1 and 2 21 pupils
English: 67% outstanding 33% expected 0% below expected Maths: 78% outstanding 11% expected 11% below expected PSHE: 56% outstanding 33% expected 11% below expected	English: 52% outstanding 39% expected 9% below expected Maths: 61% outstanding 39% expected 0% below expected PSHE: 70% outstanding 30% expected 0% below expected	English: 29% outstanding 42% expected 29% below expected Maths: 33% outstanding 29% expected 38% below expected PSHE: 14% outstanding 53% expected 33% below expected

Key Stage 4 outcomes:

PMLD Level P1- P4 9 pupils	Lower SLD P5-P8 23 pupils	Higher SLD BSquared step 1+ 21 pupils
English: 25% outstanding 25% expected 50% below expected Maths: 25% outstanding 50% expected 25% below expected PSHE: 25% outstanding 50% expected 25% below expected	English: 29% outstanding 71% expected 0% below expected Maths: 29% outstanding 57% expected 14% below expected PSHE: 57% outstanding 43% expected 0% below expected	English: 45% outstanding 50% expected 5% below expected Maths: 25% outstanding 70% expected 5% below expected PSHE: 40% outstanding 15% expected 45% below expected

KS5 outcomes

PMLD Level P1- P5 BSquared 5 pupils	Classroom monitor vocational curriculum 32 pupils
English: 0% outstanding 40% expected 60% below expected Maths: 20% outstanding 40% expected 40% below expected PSHE: 0% outstanding 40% expected 60% below expected	Life skills 74% outstanding 13% expected 13% below expected Functional English 67% outstanding 24% expected 9% below expected Functional Maths 56% outstanding 27% expected 17% below expected Vocational skills 53% outstanding 16% expected 31% below expected PSHE 36% outstanding 45% expected 19% below expected

ASD

ASD pupils P4 – BSquared step 1		
English: 69% Outstanding progress 31% Expected progress 0% Below expected	Maths: 73% Outstanding progress 27% Expected progress 0% Below expected	PSHE: 58% Outstanding progress 42% Expected progress 0% Below expected

Next steps

To move progress from below expected to good or outstanding, North Ridge is taking the following steps:

- Full analysis of assessment data each term to monitor whether pupils are on track to make at least expected progress. This will enable Heads of Department to put strategies and interventions in place where necessary.
- Support to supply teachers to ensure all assessment is recorded.
- To purchase 'Engagement Steps' for pupils in the experiential classes so pupil's holistic learning journeys are assessed, rather than subject specific assessments.

<ul style="list-style-type: none"> • To purchase 'Autism Progress' for use in the ASD classes • To monitor all curriculums to ensure assessment is accurate and matches what is taught. • To continue to develop classroom monitor to ensure it is being used effectively and consistently. • To create a bespoke PE assessment on classroom monitor 	
School self evaluation judgement	O / G / RI / I
QA professional (Based on the evidence seen are you able to confirm the schools judgement?)	Yes

Effectiveness of leadership and management: evaluation and supporting evidence

Consider the extent to which leaders demonstrate an ambitious vision / have high expectations for what all children and learners can achieve / improve staff practice and teaching, learning and assessment / evaluate the quality of the provision and outcomes through robust self-assessment / actively promote British values / promote pupils' welfare and prevent radicalisation and extremism. Consider the design, implementation and evaluation of the curriculum / does it ensure breadth and balance/ what is the impact on pupils' outcomes and their personal, development, behaviour and welfare?

Effectiveness of leadership and management: Summary statement by QA professional – comment on the robustness of the school's self evaluation processes and the range of evidence used by the school, to reach their SEF judgement
Leadership and Management is Outstanding in all aspects.
 The school is extremely well led by a dedicated and inspirational Headteacher. Her vision for the school permeates every aspect of life at North Ridge. She is very well supported by a Governing Body who support and challenge as appropriate. Bernice has been able to offer support to another school through her work as an NLE due to the highly competent and affective Deputy and SLT.
 There is a very strong feeling of working together to improve outcomes for all pupils. The SLT demonstrated knowledge and understanding which enables them to help drive the school forward and to support the Headteacher in all aspects of leadership. Each leader has been given the opportunity to develop the necessary skills to ensure that outstanding learning is taking place across the school. They have developed a very supportive culture where they are able to be open about challenges but are always supportive to each other. The team have grown and developed and are now a very impressive strong SLT.

School self evaluation judgement	Outstanding
QA professional (Based on the evidence seen are you able to confirm the schools judgement?)	Yes

Quality of teaching, learning and assessment: evaluation and supporting evidence

In line with the National Curriculum, schools must consider the extent to which teachers and other staff have consistently high expectations of what each pupil can achieve, including most able and disadvantaged pupils. This must be placed in the context of evidence from observing pupils in lessons, talking to them about their work, scrutinising their work and assessing how well leaders are securing continual improvements in teaching.

Overall the school judges teaching and learning to be outstanding. A large majority of pupils make rapid and sustained progress. Most teaching is consistently good (55%) with a growing number of examples of outstanding practice (30%). Therefore in total a very large majority is consistently good/outstanding. The picture is that good lessons are solidly good with outstanding features. We have 1 teacher vacancy currently, and one maternity leave covered by agency staff. We have 3 new teachers who are still being supported to develop the North Ridge approach to teaching and learning.

A very large majority of teachers have consistently high expectations of all pupils. Most teachers plan and teach lessons that enable pupils to learn exceptionally well across the curriculum. Teachers show a deep knowledge and understanding of the subjects they teach and are able to plan effectively to deliver the curriculum to a wide range of special needs.

Pupils' learning styles and special needs are well assessed and understood by staff matching effective interventions to ensure maximum learning.

Pupils are very engaged in their learning and use self and peer assessment to improve their learning. as a result make rapid progress

Teachers plan and teach lessons that enable pupils to learn exceptionally well across the curriculum.

The impact of teaching and learning ensures that pupils are making rapid and sustained progress evidenced in our school data.

Teachers offer more than a single specialism, promoting cross curricular understanding of topics. This consistency ensures good relationships and high level of motivation and engagement in all lessons and activities.

During lessons teachers use high quality questioning and prompting to systematically and effectively check pupils' understanding in order to intervene as required to ensure maximum impact in learning.

Consistently high quality marking and constructive written and verbal feedback from staff together with pupils own self - evaluation ensures that they make rapid progress.

We are currently working with 3 other schools 2 are outstanding Manchester Specialist Support schools to develop comparative assessment data and moderation of judgements around progress pupils make following the removal of NC levels.

We have improved the quality of teaching and learning as a direct result of:

- Where there are lessons requiring improvement, comprehensive strategies of support are in place to move this to good.
- Training in enquiry based learning using Philosophy for children (Open Futures)(P4C)
- Training for staff in using systematic instruction as part of the work in developing practical skills
- Comprehensive CPD programme with a clear focus on teaching and learning strategies.
- Peer mentoring for teachers requiring support.
- Lesson observations quality assured by external partners.
- A significant focus on improving the learning environment and resources.
- High quality training on the teaching of reading (Guided reading/inference/phonics)

Our priorities for this year are:

- Embedding our ASD curriculum
- Developing further the Experiential curriculum
- Improving the quality of ieps and better matching them to the learning styles of each pupil
- Developing talk for writing and Elklan

Quality of teaching, learning and assessment : Summary statement by QA professional – comment on the robustness of the school's self evaluation processes and the range of evidence used by the school, to reach their SEF judgement

The culture of North Ridge School is one which is extremely thorough in all aspects of its work. All areas have a consistent approach to learning and very clear expectations are evident in all departments. Each Key Stage Lead demonstrated a thorough understanding of what Outstanding Learning looks like and were able to discuss with me in detail the criteria used to make their judgements. All members of the SLT have a very clear understanding and have developed a culture where high expectations for all learning is the norm. Any under achievement is rapidly picked up and sharp focussed interventions put in place. All interventions are thoroughly evaluated and monitored. All under performance is addressed challenged and support given as necessary. The approach taken by the school looks for a solution in a creative and individual way to a difficulty with any aspect of learning. North Ridge is an outward looking school and work closely with colleagues from other schools. Opportunities are taken to moderate learning as and when possible. All staff are very confident on what outstanding Teaching and Learning looks like and as a school it is evident that all are striving for this at every opportunity. Staff display a confidence and vibrance which is infectious and permeates every aspect of Teaching and Learning.

School self evaluation judgement

O

QA professional (Based on the evidence seen are you able to confirm the schools judgement?)

Yes

Personal development, behaviour and welfare: evaluation and supporting evidence

Make specific reference to how the school will be following up the points raised in the Manchester Safeguarding Self Evaluation review. Consider overall absence and PA for all pupils. Does the school have an open culture that actively promotes all aspects of pupils' welfare? Comment on the robustness of schools policies, procedures and record keeping, in relation to physical/non-physical interventions.

Overall, the school currently judges this aspect to be outstanding. The school has highly effective practice for managing and supporting pupil behaviour. Pupils' behaviour in all aspects of school life is exemplary. There is a clear culture of mutual respect which is evidenced by very high levels of engagement, courtesy, collaboration and co-operation. For the majority of students, behaviour in lessons is outstanding. Pupils enjoy their lessons, want to be in school and are engaged in learning, often in co-operation with others. Pupils are clear that everyone has a right to learn in lessons. They know also that this brings a responsibility to behave well. It is evident that pupils feel safe in school, their perceptions of safety are highly positive. This is reflected in pupil voice evidence and confirmed by parental views on safety. Pupils feel confident to express their opinions within a climate in the school of respect and understanding of rights and responsibilities. The quality of relationships between adults and pupils, as well as between pupils themselves, is such that open and honest discussion is possible around contentious issues. By the time students reach 6th form they show a very strong sense of a maturity and responsibility in the work place.

Since the school opened in 2006, the attendance continues to improve despite the challenges that an increasingly complex student population brings.

The outcomes have been enhanced as a direct result of high quality actions that have been implemented by all staff to improve behaviour, safety and welfare since 2006.

- Calm and supportive environment
 - Agreed code of conduct with high expectations of behaviour
 - Individual time tables, social stories, behaviour plans, risk assessments, positive handling plans
 - School council
 - Reward systems
 - Use of restorative language and approaches
 - Rights Respecting Schools Award – gold standard – awarded for the second time in July 2018- see report
 - Multi Agency Approach
 - PSHCE curriculum and promotion of British Values
 - Teaching of a safeguarding curriculum – including E safety, CSE, anti-bullying, Equality and the Prevent agenda.
 - Ongoing high quality training including Team Teach, Restorative Language.
 - Family support work including training, workshops e.g. Riding the rapids, individual case work focused on behaviour, safety and attendance
- Enquiry based learning

Priorities for this year:

We completed a pupil survey of their knowledge of safeguarding issues- as a result of this we are doing focused work around the PANTS rule. We will also be producing pupils friendly leaflets on safeguarding.

We will be encouraging pupils to communicate to the wider community around well- being, rights of the child and global issues.

Personal development, behaviour and welfare: Summary statement by QA professional – comment on the robustness of the school's self evaluation processes and the range of evidence used by the school, to reach their SEF judgement
The personal development for pupils at North Ridge is Outstanding. The structures that have been developed over time are focussed on enabling all pupils to reach their full potential. Due to the often complex needs of individual pupils staff have to be aware that individual pupils need very specialised approaches and experiences. North Ridge caters for each pupil in a personal and appropriate way which is quite inspirational to see. Evidence of analyses of behaviour logs was seen and a very clear analyses was given. At North Ridge there is a no excuses culture which permeates every aspect of school life. This leads to a very positive environment for all to be in and allows outstanding learning to take place. All behaviour issues are dealt with in accordance with the school policy. Again as with all aspects of work at this school the consistent approach and very clear guidance given enables most pupils to achieve and a large percentage to exceed their targets.

School self evaluation judgement of behaviour	○	School self evaluation of personal development and welfare	○
QA prof: (Are you able to confirm the schools judgement?)	Yes	QA prof: (Are you able to confirm the schools judgement?)	Yes

The Effectiveness of the 16 to 19 study programmes: evaluation and supporting evidence

We have a very strong 16-19 department. The curriculum is centred on a very strong core of practical based vocational learning. The team supporting the students in their learning are skilled and well trained. Some class based learning takes place on the school site. Students attend our satellite base at Abraham Moss where we run the Cup and Cake café and Second Hand Made shop. In addition to this our students run a trolley service to patients at North Manchester General hospital selling confectionary and newspapers. A group of students also volunteer with Macmillan completing a variety of admin work. There is a class based at North Manchester General Hospital on a supported internship programme. There is a work placement at Blackley cemetery enabling students to learn a variety of practical outdoor skills including painting and gardening. Students also work as sports leaders in local primary schools and on volunteer events. Our observations of the teaching and learning provide strong evidence of outstanding progress. The staff team are self- reflective practitioners who adapt their work following observation and feedback. Our sweep reports and lesson observation confirm our judgement. Learning is matched to appropriate accreditation and mapped into our assessment system using Classroom monitor. The feedback from the examination boards confirm our judgements of outstanding practice. Our previous QA reports and Ofsted inspection confirm these judgements

Priority this year:

- **Expanding the school by building a new sixth form centre on The Abraham Moss site. Ensuring the sixth form curriculum is developed further. Working towards the Quality in Careers Standard Award (Inspiring IAG STAGE 2)**

The Effectiveness of the 16 to 19 Study Programmes: Summary statement by QA professional – comment on the robustness of the school’s self evaluation processes and the range of evidence used by the school, to reach their SEF judgement

The curriculum for 16-19 is broad and gives pupils the opportunity to develop and prepare for the next stage in either education or work. The school looks to enhance its provision of Work Experience and staff evaluate thoroughly all placements. Pupils make very good progress in all areas and many exceed expectations. Once again due to the vision of the Headteacher the Sixth Form is encouraged to be outward looking and to strive to achieve even more for individual pupils. Staff are aware of the individual steps each pupil needs to make to achieve the next steps in their learning and they are able to ensure that the school provides all the opportunities and encouragement needed.

School self evaluation judgement

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QA professional (Based on the evidence seen are you able to confirm the schools judgement?)

Yes / no

Key priorities 2018/19 and issues to be addressed/monitored by the governing body

- **Developing pupils writing at all levels in all lessons to improve the quality and legibility of written work. Staff training on ELKAN**
- **Development of assessment using Classroom Monitor, B Squared Sensory assessment and b squared ASD assessment. Improving our IEPs**
- **Ict - Pupils learning safely at home using the school VLE and internet, development of use of AAC and PODD books, continue to improve the website**
- **Improve the curriculum for our pupils in our ASD provision and PMLD curriculum – developing a thematic approach to teaching and learning. Improve opportunities for educational visit.**
- **Continue to improve pupil and staff well- being and working towards healthy schools**

School areas for scrutiny:

- **Autumn- Humanities**
- **Spring- P.E.**
- **Summer- Writing/ Careers award, Healthy schools**

Other priorities discussed at the meeting - look at consistency of reporting by leaders, check breadth of 6th form curriculum and opportunities

Key focus for spring term visit with QA professional OR for SLT to follow up (Including detailed activities)

List the detailed quality assurance activities that will take place at the spring term visit, from which first hand evidence will be gathered to support QA judgements and school self evaluation.

Key focus:	
Activity 1	Quality of teaching and learning – moderation of lesson observations and scrutiny of self-evaluation evidence- Term 2019- MC
Activity 2	Review of 6 th form offer- quality of the curriculum and the offer to students- MC
Activity 3	Review of talk for writing and implementation of ELKLAN- To include meeting with key staff, review of key documents, lesson observations- MC

