

The Phoenix Academy Trust  
Self-Evaluation Form 2017

## Context of the School

The Phoenix Academy Trust opened on 1 March 2013, prior to this date The Phoenix School had been open since September 2003. The Academy has presently 39 pupils aged 11-16 years on roll. It is a mixed, specialist provision for pupils who have complex emotional, behavioural, social and mental health difficulties. Most have associated learning difficulties. Many of the pupils joining the Academy have had a history of failure, deeply entrenched negative behaviours, work avoidance strategies and a history of long term non-attendance at previous schools. Many of our pupils are also unable to make positive relationships with peers or adults and have very low self-esteem. All of our pupils enter the Academy with significantly below average attainment in comparison with their peers. Many of our pupils have parents who are on the margins of society and have great difficulties managing their own lives

Presently 82% of our pupils receive pupil premium and 17% of our pupils are 'Looked After' (4 boys and 3 girls) there are 31 males and 8 females on roll. 60% of our pupils have medical conditions; of those 43% have Attention Deficit Hyperactivity Disorder (ADHD), 26% have Autistic Spectrum Disorder (ASD), 14% have Conduct and Oppositional Disorders (CD, ODD), 5% have attachment disorder and 9% have dyslexia and 3% have other medical conditions.

The Phoenix Academy has a mission statement that prides itself on providing a safe, caring and stimulating learning environment where staff strive to develop all pupils to achieve their full potential. We are a successful academy and pupils enjoy coming to school which is reflected through a high level of attendance for the majority of pupils. Pupil attendance for the academy as from September 2016 to May 2017 is 90%.

The Phoenix Academy provides a broad and balanced curriculum which is differentiated for the needs of our pupils. We have an individually tailored programme for our Key Stage 4 pupils involving examination options, vocational accreditations and work experience placements. Referrals are submitted to the Academy primarily from Lincolnshire Local Authority and from other authorities with pupils who live in our geographical area.

From September 2008 to July 2015 The Phoenix Academy provided a unique home to school transport provision for our pupils through a service level agreement with Lincolnshire Local Authority enabling pupils to arrive at school in a calm and positive manner. The Local Authority did not re-new the contract with the academy which necessitated a staff reduction and re-structuring process in the summer of 2015. Due to the academy being informed in the autumn of 2015 that the Local Authority was reducing the number of commissioned places from 55 to 44 a further staff reduction and re-structuring programme took place in the summer of 2016 which led to the closure of Eagle Hall House our alternative vocational learning centre. The staff group was reduced from 45 to 22 members following the two restructuring programmes in 2015 and 2016.

'Stornaway' is an annex of the school situated near to the main school building. It is used as a vocational base for pupils to follow accredited courses including car mechanics, construction and horticulture. It is also used to provide a venue for staff to work on emotional and social issues in a more informal atmosphere with particular individuals and small groups.

We provide breakfast and lunch for all of our pupils to ensure that they are fed and healthy. Our behaviour policy and practice permeates all aspects of school life with all staff continually reinforcing acceptable behaviour throughout the day. Success is celebrated through praise assemblies and through the points system which is linked to certificates and our reward programme. Social, moral, spiritual and cultural development are intrinsic to our curriculum and are mapped across the school.

Promoting British values is a message that is reinforced throughout the academy on a daily basis. We ensure that all of our pupils have the opportunity to experience off-site educational visits which include residential trips each year. We are an open community which has regular input from a variety of professionals who stimulate learning through leading workshops with pupils to enhance learning.

We work closely with parents, the community and all professional support agencies and services to meet the needs of our pupils.

We support students from the local universities and colleges with work experience and project placements.

We are in partnership with Sky Sports and we have had many national sporting figures working with our pupils and giving many inspirational assemblies, workshops and lessons.

Through the partnership with other local schools pupils have been involved in many different sporting events both as participants and as helpers. Our work related to sport in the community for 2016 and 2017 has been recognised through receiving the School Games Mark - Silver Award.

Since the last inspection pupils have been involved with staff and governors in re-accrediting the academy in a variety of national awards which reflects our determination to create the best provision for our pupils, including:

Quality in careers standard (was Careers Mark Gold) 2015-Dec 2017

International Schools Full award 2016- September 2019

Eco-School-Green Flag award 2015- November 2017

Basic Skills award 2017-April 2020

UNICEF-Rights Respecting award 2014-July 2017

## Significant developments to address the recommendations made at the last OFSTED inspection

### **Recommendation 1. To strengthen leadership and raise student achievement by:**

Setting consistent expectations across subjects for how much progress students should make, given their starting points

Taking greater account of national expectations when analysing data to arrive at a clearer view of how well students have achieved and, therefore, how well the academy is performing

Using this information to target even more closely any areas where some students could make better progress.

The academy now uses two whole school assessment and recording software packages -Pearson's assessment and tracking tool and Classroom Monitor These programmes record and analyse all of the academic progress made across the academy in all curriculum areas and clearly display the progress that each pupil makes against their individual starting points; identifying those pupils not making expected progress at any time. Teachers can clearly see areas in which pupils need further development. There is also a traffic-light style assessment overview that shows those pupils making good (meeting expected target stage/grade) and excellent (exceeding target stage/grade) progress and those pupils needing further support to meet their target stage/grade.

The majority of pupils are expected to make 1 stage (6 sub-levels) of progress per year (in line with prior national curriculum expectations of 3 sub levels.) Some pupils are unable to achieve this due to their specific difficulties and therefore have moderated expected outcomes as appropriate.

In the monitoring and assessing progress policy it clearly sets out the procedure for both teachers and the SMT to analyse pupil progress and put appropriate measures in place if pupils are not making good progress, or if they need to be further challenged.

In Key Stage 4 all pupils now have learning pathways to examinations and other accredited outcomes (including GCSE grades 1-9) that are directly related to the stage that they are working within.

All curriculum leaders have adapted their base line assessments in each curriculum area to ensure that they give a clear indication of each pupil's ability and areas for future development within the stages on Pearson's assessment and Classroom Monitor.

All teachers now give more differentiated end of unit tests to assess pupil progress against their individual targets.

**Recommendation 2. To make sure that teachers marking and advice always makes clear to students what they need to do to improve.**

All teachers have received targeted training from the SMT on best practice regarding marking and ensuring that pupils are aware of how they can further improve.

Focussed work scrutiny has shown evidence in pupil's work books that teachers effectively mark their work and give clear guidance on how they can improve.

All pupils now have an adapted simplified target sheet in their work books that is signed by both teacher and pupil when a target is achieved. This form has the end of year expected stage (and/or grade) for the curriculum area and an inspirational end of year stage (and/or grade.)

All pupils fill out a progress discussion sheet with their teacher every term in all curriculum areas to highlight and record any progress made and any areas for their development in the future.

The effectiveness of leadership and management is judged by the Academy to be Good (2)

<b>The effectiveness of leadership and management is good because:</b>	<b>Evidence to support this judgement</b>	<b>Staff responsibilities</b>
<p>The SMT set high expectations of pupils and staff in terms of academic achievement, behaviour and personal development. Pupils are expected to achieve personal targets and accredited outcomes and fulfil their true potential whilst at the academy.</p> <p>The SMT lead by example to create a culture of respect and tolerance enabling the staff and pupils to develop positive, trusting relationships which enables effective support, learning and personal development to take place.</p>	<p>The mission statement and the class rules are displayed on the walls in each classroom.</p> <p>The home-school agreement in the admission package clearly states the expectations for all stake-holders. (DS)</p> <p>The celebration folders for all pupil's capture over time the examinations and achievements gained whilst at the academy. (SK)</p> <p>The behaviour modification reflects the fact that the majority of pupils achieve 'good certificates on a weekly basis.(DS)</p> <p>Staff meeting minutes, together with training records demonstrate SMT leading on good practice.(DS)</p>	Principal and SMT
<p>The broad and balanced curriculum provides a wide range of opportunities for pupils to learn and develop a variety of skills, knowledge and understanding.</p> <p>The curriculum also promotes pupils' positive behaviour and welfare, including their physical, mental and personal well-being, safety and spiritual, moral, social and cultural development.</p>	<p>The timetable is reviewed by the SMT on a termly basis and disseminated to staff on a daily basis. (SK)</p> <p>SMSC-mapping document on the G-drive ensures that all pupils' needs are met. (DB)</p> <p>Externally moderated national awards acknowledge the quality and breadth of the curriculum and our work in promoting SMSC. (DS)</p>	Principal and SMT
<p>The governors, SMT and all leaders, use the outcomes of self - evaluation to inform future planning. They base their actions and decisions on an accurate understanding of the school's performance and of staff and pupils' skills and attributes. This understanding is gained through constant vigilance, discussions at governors' meetings, daily SMT meetings, and through good communication with all stakeholders at the academy.</p> <p>The principal leads the staff in reviewing and developing the school development plan to improve the quality of teaching and to pursue excellence in all aspects of the academy.</p> <p>Governors, continually hold senior leaders to account for all aspects of the school's performance in SMT and Governors meetings as part of a continual self- assessment programme that evaluates outcomes across the academy; this includes ensuring that pupil premium funds and year 7 catch-up funding is used to ensure positive outcomes for targeted pupils.</p>	<p>Analysis and evaluation reports in terms 3 and 6 on whole school data with targeted interventions to improve outcomes for specific groups and individuals</p> <p>Minutes of scheduled Governors meetings. (DS)</p> <p>Principal's progress reports/performance management reports for the governors(DS)</p> <p>Minutes of staff meetings/SMT meetings/Management meetings</p> <p>Staffing structure, roles and responsibilities/pupil groups reviewed termly as a result of on-going whole academy evaluation process</p> <p>The academy development plan</p> <p>Minutes of training(DS)</p> <p>Pupil premium and 'catch-up' plans with outcomes(NT)</p>	Principal and SMT

The effectiveness of leadership and management is judged by the Academy to be Good (2)

<b>The effectiveness of leadership and management is good because:</b>	<b>Evidence to support this judgement</b>	<b>Staff responsibilities</b>
<p>There are designated governors who work with senior staff to develop policy and practice in specific areas of the academy. Leaders and governors use performance management effectively to improve teaching.</p>	<p>The list of working parties /governor responsibilities(DS) School council minutes show governors involvement(DS) The performance management system and line management list(DS) Annual development reviews for all non-teaching staff(NT) Record of finance meetings regarding outcomes of performance management (DS) Progress, assessment and recording policy(DS) SMT analysis report on progress terms 3 and 6(NT) Classroom Monitor and Pearson data (NT)</p>	<p>Principal and SMT</p>
<p>The SMT track pupil progress against their starting points upon admission to the academy and individualised SMART targets are agreed with the pupils. The SMT devise strategies for supporting pupils who find learning difficult and have a detailed understanding of each pupil's needs and the progress they are making. All teaching and support in the classroom is good or outstanding. A planned programme of performance management is directly linked to teaching standards with focussed lesson observations in terms 2, 4 and 6. The SMT ensure that good practice observed in classrooms and in work scrutiny are shared with all staff to improve teaching. SMT also identify areas for development and appropriate training is put in place to address these.</p>	<p>Pearson's Progress and Classroom Monitor data plus SMT progress analysis and evaluation reports in terms 3 and 6 show that progress is consistently good tracked against starting points. (NT) Pupil's workbooks show that individual targets are reviewed and achieved. (NT) All pupils have individual learning plans (ILP) linked to their EHCP detailing strategies to support them and to promote progress. This plan is reviewed in terms 3 and 6 and updated when necessary. (SK) Focussed lesson observation outcomes show that 56% of teaching was good and 44% of teaching was outstanding in 2015-2016. In 2016-2017 observation outcomes show that 48% of teaching was good and 52% was outstanding.(SK) Performance management reviews show that teachers have met specific targets related to pupil progress and areas for development and challenge linked to the teaching standards (SK) The SMT report back to staff through performance management meetings and staff meetings on observed good and outstanding practice and global areas for development</p> <p>Training has been given by SMT on the whole school assessment system (NT)</p>	<p>Principal and SMT</p>

The effectiveness of leadership and management is judged by the Academy to be Good (2)

<b>The effectiveness of leadership and management is good because:</b>	<b>Evidence to support this judgement</b>	<b>Staff responsibilities</b>
<p>There is a comprehensive system in place for targeted continual professional development for staff. This is driven by the identified needs of the academy, and of individual staff members together with government guidelines/law. Teachers value the continuing professional development provided by the school. SMT monitor the impact of the academy's CPD on teaching and outcomes for pupils.</p>	<p>CPD policy(DB)            CPD Action plan(DB)            Individual staff files(DS)</p> <p>Training feedback forms(DB)            Curriculum co-ordinators feedback(DB)            Term 3 and 6 analysis of CPD initiatives (DB)            Lesson observations moving from good to outstanding (SK)</p>	<p>Principal and SMT</p>
<p>Governors and SMT ensure that all Academy policies are reviewed regularly in order to provide a safe positive environment so that our pupils can make good and outstanding progress in their academic, social and behavioural development.</p>	<p>Governor's minutes            Policy folder</p>	<p>DS</p>
<p>Our curriculum is broad and balanced and tailored to the needs of our pupils. We provide a variety of teaching and learning methods to inspire and motivate our pupils to achieve a range of nationally accredited qualifications and to equip them with the personal skills that they will need to be a happy and participating adult; able to make relationships and be involved in the world of work. The curriculum also addresses the morality of behaviours, beliefs and decisions and aims to assist the pupils in managing and making safe positive choices with their emotions and behaviour.</p>	<p>Curriculum policies and programmes of study demonstrate a balanced curriculum reflecting the needs of our pupils (NT)            All pupils have individual learning plans for each subject area (SK)            SMSC-mapping document(DB)            International schools full award            Rights for Respect award UNICEF (MT)            Careers mark gold award (NT)            Eco-schools Green Flag award(JS)            Basic Skills award(TS)            Programme of co-ordinated community pupil involvement and experiences linked to outside agencies and individuals having input into assemblies and the curriculum (SK)</p>	<p>Principal and SMT            MT, TS, JS</p>

The effectiveness of leadership and management is judged by the Academy to be Good (2)

<b>The effectiveness of leadership and management is good because:</b>	<b>Evidence to support this judgement</b>	<b>Staff responsibilities</b>
<p>Leaders promote equality of opportunity and diversity, resulting in a positive school culture. Staff and pupils work together to prevent any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour.</p> <p>The curriculum strives to give our pupils the confidence and tolerance to understand the importance of equality and the acceptance of diversity in society. Leaders consistently promote fundamental British values and pupils' spiritual, moral, social and cultural development. Leaders protect pupils from radicalisation and extremism. Staff are trained and are increasingly vigilant, confident and competent to encourage open discussion with pupils</p>	<p>Equality and diversity policy(DS)            School council and the voice board(JJ)            Ambassador and peer-mentoring systems(KF/ND)            SMT analysis of whole school data regarding point system, respect merits, incident sheets etc.(MT)            Behaviour modification policy (rewards and sanctions)            Incidents of bullying have decreased by 5% from the academic year 2015-2016 to the academic year 2016-17. The number of physical management incidents has decreased by 15% from the academic year 2015-2016 to the year 2016-2017            Pupils have gained a 12% increase in the number of behaviour and social targets achieved in relation to their achievements in 2015 -2016(MT/JJ)            Recording systems for discriminatory behaviour -Pupil files(JJ)            Detention record-file in principal's office(DB)            Incident and home contact forms-see pupil files (JJ)            Assemblies(SK)            Governors, managers and staff have had e-safety training and 'Prevent' training by the police.            Pupil work within the ICT, PSHE and Ethics programmes of study (AK, NO, JG)            SMSC-mapping document(DB)</p>	<p>Principal and SMT            ND,KF,JJ, AK,NO,JG</p>
<p>All staff receive regular planned safeguarding training. All staff have passed the advanced safeguarding training course.</p> <p>All staff have an up-to date certificate in first aid.</p> <p>There is a designated staff health and safety officer to ensure that all first aid equipment is regularly reviewed and in date.</p> <p>Governors, SMT and all staff have had training on e-safety (grooming)and 'Prevent' by the police,</p>	<p>Safeguarding policy(DS)            Anti-bullying policy(DS)            Equal opportunity and diversity policy(DS)            Certificates of staff and governors (DS)            CPD records(DB)            Individual staff files(DS)            CPD-programme record and future plan for all staff(DB)</p>	<p>Principal and DS</p>

The effectiveness of leadership and management is judged by the Academy to be Good (2)

<b>The effectiveness of leadership and management is good because:</b>	<b>Evidence to support this judgement</b>	<b>Staff responsibilities</b>
<p>All staff are trained in fire safety.            All staff have been trained in using an Epi-pen by the local area nurse.            Governors and all staff have received training on drugs awareness by Addaction            All staff have received training from CAMHS            The Academy has two named safeguarding officers Mrs Bush and Mrs Johnson who deliver in-house training to all of the staff at least twice a year to ensure that all members of staff are aware of the good practice expected of them within the academy's safeguarding policy and procedures.            All are trained to be vigilant in identifying pupils at risk of harm and know the procedures to follow related to safeguarding.            Safeguarding is effective. Leaders and staff take appropriate action to identify pupils who may be at risk of neglect, abuse or sexual exploitation, reporting concerns and supporting the needs of those pupils.            Our comprehensive pastoral system ensures the well-being of each pupil. Parents and carers are supported throughout the year and at weekends and evenings through our helpline which is managed by our pastoral support manager            FRIENDS programme is timetabled for those pupils having acute difficulties managing their anger and emotions.            Managers arrange for professionals and agencies to come into the academy to work with pupils to promote safety e.g. Addaction, the police, youth offending, CAHMS</p>	<p>Records of safeguarding referrals with outcomes (JJ)            Incident forms with outcomes (JJ)            CPD record and plan (DB)            TAC and LAC review minutes show contributions and actions taken by the school to support pupils (JJ)            Parent questionnaires show that in 2015-2016 and 2016-2017 parents believed that we keep their children safe and that they are well informed of all issues relating to their child. (JJ)            Home-school contact forms show that issues are addressed promptly and effectively(JJ)</p> <p>The FRIENDS programme has helped to reduce the amount of physical management incidences related to the pupils on the program and has helped to increase their points and certificates over 2016-2017</p>	<p>Principal            JJ, MT</p>

## The effectiveness of leadership and management - Moving from good to outstanding

<p>1.To review roles and responsibilities of teaching staff to further develop the creative and performing arts curriculum within the academy</p>	<p>SMT to review current provision and staffing strengths To schedule creative planning meetings for staff To provide training if required and review the timetable commitments to accommodate creative and performing arts innovative.</p>
<p>2.To ensure that all governors are further involved in the life of the academy with planned lesson involvements, working parties and liaison with parents and pupils</p>	<p>Principal to arrange a schedule of opportunities for governors to be involved in observing staff working with pupils and to contribute their skills and experiences where appropriate. Parent support group to meet in the academy with this initiative to be led by parent governors.</p>
<p>3.To raise KS4 outcomes for our pupils</p>	<p>To further increase the GCSE and B'tec opportunities for all pupils. To develop the enrichment programme to include those pupils who are more able to raise their attainment and KS4 outcomes.</p>

The quality of teaching learning and assessment overall is judged by the Academy as being Good (2)

<b>The quality of teaching learning and assessment is good because:</b>	<b>Evidence to support this judgement</b>	<b>Staff responsibilities</b>
<p>All pupils are effectively base-lined on entry to the school to establish each pupil's starting point academically, behaviourally and socially. This ensures that teaching programmes are designed using informed assessments, accurate and current information.</p>	<p>Progress assessment and recording policy Academic 'baseline recording' document Pupils' ILP</p>	<p>NT, SK All teaching staff</p>
<p>Teachers promote high standards of academic attainment by giving all pupils individualised SMART and challenging end of year expected targets and an end of year aspirational target for each curriculum area.</p>	<p>Pupils' target sheets } Target discussion sheets } in every pupil's book in each curriculum area</p>	
<p>All pupils are made aware of, know and understand, the progress that they have made against their starting points and their individual targets, and what they need to do to further improve their work.</p>	<p>Diagnostic marking Positive feedback from lesson observations and work scrutiny</p>	
<p>All pupils are assessed in relation to their literacy and numeracy needs and have a differentiated learning programme in streamed groups related to their academic potential. All pupils receive targeted support within English and Maths lessons. Many pupils have scheduled 1:1 literacy and/or numeracy support sessions as part of their pupil premium plans in addition to receiving targeted support in class. Through these measures the reading ages of pupils have significantly improved overtime.</p>	<p>English and mathematics policies English and mathematics assessment tools (TS, JG) Reading/spelling age records over time Intervention rationale, schedule and records of progress Individual pupil premium plans (NT) Pupil ILP(SK)</p>	<p>NT, SK TS (literacy) JG (numeracy)</p>

The quality of teaching learning and assessment overall is judged by the Academy as being Good (2)

<b>The quality of teaching learning and assessment is good because:</b>	<b>Where can the governors find the evidence to support these statements?</b>	<b>Which members of staff are responsible for this area</b>
<p>Focussed lesson observations take place three times in every academic year for both teachers and learning assistants.</p> <p>Teaching is assessed by members of the SMT in how well they meet the needs of our pupils. The focus for each observation will also be assessed against the teachers' standards.</p> <p>Individual feedback is given promptly and good practice is shared with the staff group. Areas for development are identified and addressed through the CPD programme and through the performance management targets of teachers.</p>	<p>Focussed lesson observation programme and overview of outcomes (SK)</p> <p>Performance management and ADR targets achieved for teachers and learning assistants was 80% in 2016 and 86 % for 2016-2017</p> <p>School development plan</p> <p>Minutes of staff meetings (DS)</p> <p>Personnel files(DS)</p>	<p>SMT</p>
<p>A scrutiny of work programme by SMT takes place in terms 2, 4 and 6. This has shown that the quality of the marking, assessment and planning of all teaching staff has been consistently good and outstanding since our last OFSTED report.</p>	<p>Focussed scrutiny of work rationale, and program with records of outcomes file show that in 2015-2016 the outcomes were graded as 80% being good and 20 % outstanding and in 2016-2017 the outcomes were graded as 70% being good and 30% being outstanding.</p>	<p>NT, SK</p>
<p>Teachers set appropriate homework which is differentiated and challenging and linked to programmes of study. Homework is set on a weekly basis for all pupils and is uploaded onto the Academy website.</p>	<p>Homework record/Website (DS)</p> <p>Homework record-curriculum leaders' files</p> <p>Homework club-on break rota(DB)</p>	<p>Principal and SMT Curriculum co-ordinators</p>

The quality of teaching learning and assessment overall is judged by the Academy as being Good (2)

<b>The quality of teaching learning and assessment is good because:</b>	<b>Evidence to support this judgement</b>	<b>Staff responsibilities</b>
<p>Teachers identify and support effectively those pupils who start to fall behind and intervene quickly to help them to improve their learning. Informed planning by all teachers ensures that all pupils develop their knowledge and a range of skills across the curriculum.</p> <p>All teachers use a variety of teaching methods which include whole class discussion, paired and promote independent working.</p> <p>All pupils are involved with evaluating their own progress, and if appropriate the progress of others through planned self and peer-assessment. Teachers use a wide range of suitable resources and methods to enhance learning including visiting speakers, educational visits, and residential opportunities.</p> <p>Cross curricular lessons and theme days link different curriculum subjects and provide a platform for our comprehensive SMSC programme which permeates through our curriculum and school day aiding the holistic learning of the pupils</p>	<p>Lesson observations(SK)            Pearson's assessment tools and end of unit assessments(NT)            termly planning(NT)            Pupils' ILP (SK)            Progress analysis forms/future strategy planning completed by curriculum co-ordinators (NT)            Progress shown on school tracking system(NT)            Focussed pre- observation planning sheets filled out by LA with the teacher(NT)            Self –assessment/peer assessment sheets in pupil's books-All teachers            Pupils' target sheets and discussion records in each curriculum area</p> <p>Departmental meeting minutes            Curriculum development plans in leader's folders            Educational visit records(DS)</p> <p>Photographs and displays of pupil's work related to visitors to the academy and off-site and residential(DS)            x-curricular mapping document(NT)            SMSC mapping document(DB)</p>	<p>Principal and SMT            All curriculum co-ordinators</p>

The quality of teaching learning and assessment overall is judged by the Academy as being Good (2)

<b>The quality of teaching learning and assessment is good because:</b>	<b>Evidence to support this judgement</b>	<b>Staff responsibilities</b>
<p>Teachers challenge stereotypes and the use of derogatory language in lessons and around the school. Teachers promote equality of opportunity and diversity in teaching and learning</p> <p>Teachers expect high standards of behaviour and promote good attitudes to learning</p>	<p>Academy mission statement(DS)            Equality and diversity policy(DS)            Pupils involved in re-accrediting rights for respecting and international schools awards. (JJ/MT)</p> <p>The academy's behaviour modification policy including the reward and sanction system (SK)            The number of respect merits earned by pupils in 2015-2016 was 5,840, this has increased to 6,125 in 2016-2017            Pupil issue/contact sheets show that parents of both bullies and victims are informed of bullying, racism, stereotyping, inequality etc. and how it has been addressed (JJ)            SMSC mapping document (JJ/NO)            PSHE and ethics programmes of study-curriculum co-ordinators leader's file NO/JG            Teachers and Learning Assistant observations (SK/NT)            The peer mentoring programme helps to promote acceptance of others (KF/ND)            The assembly record shows that British values are promoted (SK)            All pupils have individualised behaviour and social targets</p>	<p>Principal and SMT            JJ, MT, NO, JG            (All Staff)</p>
<p>Internal and external moderation activities demonstrate accurate levelling and assessment.</p>	<p>B-Tec moderation            English GCSE moderation            Departmental meeting minutes</p>	<p>SK            Curriculum co-ordinators</p>
<p>The academy regularly informs parents about how well their child is progressing, how well their child is doing in relation to the standards expected, and what their child needs to do to improve.</p>	<p>Written reports in term 6            Interim reports in term 3            Open days in terms 2 and 6            The academy website and newsletters (DB)            Regular liaison with parents and carers for all pupils through weekly and if necessary daily phone calls. (JJ)            Annual review/TAC and LAC review minutes and EPEPs show that parents, carers and other professionals are informed of pupil progress and strategies to address any areas of development. (JJ/DS/MT)            Open door policy            Signed IPPs(SK)</p>	<p>Principal, SMT            (All staff)</p>

## The quality of teaching learning and assessment-Moving from good to outstanding

To further increase the number of lessons judged to be outstanding for all teachers so that the majority of lessons taught in the academy are consistently outstanding	Programme of peer to peer observation and support to be encouraged and best practice shared in curriculum development meetings SMT to team teach with all teachers on a weekly basis
To further enhance the information that we provide for parents to inform them on how to support their children to improve outcomes	Curriculum co-ordinators to provide parents termly with information on expected outcomes and details of how to support their children to improve their attainment. To provide more links to learning resources on the website

Personal development behaviour and welfare is judged to be Good (2)

Personal development and welfare is good because	Evidence to support this judgement	Staff responsibilities
<p>There is a behaviour modification system including a rewards and sanction system which runs through all aspects of the school day and the curriculum to ensure that pupils are given incentives and support to make positive choices about acceptable behaviour in school and the wider community.</p> <p>The majority pupils consistently behaviour is good.</p> <p>All pupils have challenging expected and aspirational individualised behaviour targets and social skills targets to achieve every two terms.</p> <p>All staff are supportive in encouraging good behaviour; early intervention by teachers and learning assistants addresses off-task behaviours and ensures that pupils are on task and making progress.</p>	<p>Behaviour management policy(SK)</p> <p>Point system/Respect merits rationale(DS)</p> <p>Positive pupil reports(JJ)</p> <p>Reward day schedule/photographs /chart(DS/CD)</p> <p>Weekly certificates(DS)</p> <p>Photographs show pupils in praise assemblies(DS/JD)</p> <p>Board with token and points displayed-outside middle office</p> <p>TV in foyer displays best scoring class, highest scoring pupil etc.(AK)</p>	<p>SMT</p> <p>JJ JD AK</p>

Personal development behaviour and welfare is judged to be Good (2)

<b>Personal development and welfare is good because</b>	<b>Evidence to support this judgement</b>	<b>Staff responsibilities</b>
<p>All staff are aware of each pupil's ILP related to their SEN, behaviour and medical needs to ensure that they are kept safe and supported appropriately</p> <p>There are cameras installed around the school to ensure the safety of all pupils, staff and visitors to the academy.</p> <p>Risk assessment</p>	<p>Uniform, day and lunch point record book(SK)</p> <p>Phone calls home every Friday- contact forms (JJ)</p> <p>Questionnaires from parents (JJ)</p> <p>Individualised behaviour and social targets/progress discussion sheets-tutor folder (NT)</p> <p>Middle team recording book addresses pupils who have difficulties during the day with resolutions and further actions when necessary.</p> <p>Risk-Assessment for each pupil are used to inform the pupils' ILPs(SK)</p>	<p>SMT</p> <p>JJ</p>
<p>The academy has a positive policy regarding the physical management of pupils where the emphasis is always on prevention and de-escalation of our pupils' negative behaviours and regular physical management training is given to all staff to ensure good practice.</p> <p>Any practice by staff which is observed to be outside of our policy is dealt with immediately.</p> <p>LAs monitor, report and suggest changes to their key pupil's ILPs when appropriate.</p> <p>In terms 3 and 6 or when necessary MT/LAs analyse all pupils' behaviour and report this data and suggested strategies to SMT who then amend the pupils' risk assessment and ILP accordingly</p> <p>This information may inform future CPD and/or changes to the academy development plan.</p>	<p>Record of physical management in the year 2016-17(JJ, MT)</p> <p>CPD record (DB)</p> <p>Analysis reports (NT/SK/MT/JJ and all staff)</p>	<p>Principal and SMT</p> <p>MT, All staff</p>

Personal development behaviour and welfare is judged to be Good (2)

Personal development and welfare is good because	Evidence to support this judgement	Staff responsibilities
<p>The majority of pupils have a positive attitude to learning, in relation to their needs and behavioural difficulties when being taught as a whole class or working on their own or in small groups.</p> <p>Pupils successfully attend work experience placements and behave well on off-site visits.</p> <p>The majority of pupils follow instructions and respond well to staff, some pupils require continual guidance or behavioural support from staff in order to maintain positive behaviour in the academy.</p> <p>The majority of pupils behave well at lunchtimes and break times</p> <p>The majority of pupils take pride in their work, their appearance and their school, this is shown by the comments that the pupils make in their annual reviews and by their respect for the building, the work of others in displays and contributions they have made to the different awards that the school has recently been re-accredited with.</p> <p>Pupils show respect for others' ideas and views in school council meetings.</p>	<p>Pupil achievements and accreditations(SK/JD)</p> <p>Academic, behavioural and social progress records from starting points is consistently good for the majority of pupils(NT/JJ/MT)</p> <p>Scripts/photographs/respect merits show that pupils contribute to assemblies (JD)</p> <p>Photographs and pupil work related to off-site cultural visits show that pupils behave well (DS/CD)</p> <p>Reports from employees and photographs show that pupils have successful work experience placements. (NT)</p> <p>Certificates gained each week show that the majority of pupils have gained satisfactory uniform points, day, lunch and lesson points each week. (DS)</p> <p>Annual review minutes/TACs and LAC review minutes(JJ)</p> <p>Certificates and feedback for external awards for the academy including Rights respecting, Basic skills, eco school-green flag award, careers mark, sports mark and international schools full award-certificates on wall in entrance/feedback –middle office (ES-JS, R for R-JJ, CM-NT, SM-SJ, IS-JG)</p> <p>School council meeting minutes(DB)</p> <p>Pupils' celebration folders display all accreditations achieved and excellent work together with many photographs reflecting pupil's progress and memorable experiences at the academy(JD)</p> <p>Pupil ambassadors meet and greet visitors and take an active part in charity events and fund raising for others. (ND/KF)</p> <p>Display boards are rarely damaged and show pupils classwork</p> <p>The peer mentor programme promotes empathy and acceptance</p> <p>community work feedback and photographs show that our pupils' contributions in the community are valued(ND)</p>	<p>Principal, SMT</p> <p>All staff</p>

Personal development behaviour and welfare is judged to be Good (2)

Personal development and welfare is good because	Evidence to support this judgement	Staff responsibilities
<p>Staff communicate with parents on a daily basis and there are no well-founded concerns expressed by parents, staff or pupils about behaviour and safety. Any issues raised by parents are dealt with immediately and effectively.</p>	<p>Incident log/contact forms(JJ) Phone communication records (JJ) Staff, SMT, Governors meeting minutes(DS) Annual review forms/TAC and LAC reviews Parent questionnaires reflect that parents believe staff address all issues effectively and value the quality of communication of staff at the academy. (JJ)</p>	<p>DS JJ All staff</p>
<p>Pupils have space and time away from their peers if necessary and/or time with the pupil support officer to discuss any issues that they may have. Middle managers deliver the Friend's programme to raise pupils emotional awareness</p>	<p>Friends programme (MT,JJ) Open door policy for all pupils to see the principal All pupils have designated form tutors and learning support staff The pupil support officers record of support, intervention and outcomes for individual pupils.(JJ)</p>	<p>SMT JJ/MT</p>
<p>All staff within the academy have gained their advanced safeguarding (Level 2) safeguarding certificate. The academy has two named safeguarding officers Mrs Bush and Mrs Johnson who deliver in-house training to all of the staff at least twice a year to ensure that all members of staff are aware of the academies safeguarding policy and procedures. Mr Lawrence (Governor) is the named governor for safeguarding and has gained his advanced safeguarding. Governors and all staff have been given 'Prevent', and e-safety training by the police All staff have gained a First Aid at work certificate by the St Johns Ambulance. CPD programme in place to ensure that this training is repeated every three years. All staff are trained in fire safety by 'Fire Safe' each year. All staff have received training on use of an Epi-pen by the local area nurse Governors and all staff have received training on drugs awareness by Addaction All staff have been given training by CAMHS on detachment disorder, functional behaviour and the role of CAMHS</p>	<p>Advanced safeguarding certificates Training record/mapping document in the CPD file for all staff show that all staff receive planned ,targeted training(DB)</p>	<p>Principal, SMT JJ</p>

Personal development behaviour and welfare is judged to be Good (2)

Personal development and welfare is good because	Evidence to support this judgement	Staff responsibilities
<p>All pupils know who to go to and what to do if they need help of any kind. Pupils can express anonymous concerns on the pupil voice board. Pupils can also raise issues with their form's school council representative who will discuss issues raised in school council meetings in terms 2,4 and 6</p> <p>The careers library provides a wealth of information on future opportunities and helpful contact information for agencies in the community.</p> <p>Pupils can also book an appointment with the school nurse who has regular scheduled 'drop in sessions' to the academy where they can talk confidentially about anything that is concerning them.</p> <p>Other helpful information is provided on the school website and on display boards in the corridors.</p> <p>The Academy has a home -school liaison officer who is available on the school out of hours help line in the evening and weekends for both pupils and parents s if they need help or guidance.</p>	<p>'Where do I go for help?' signed pupil sheet- in pupil folders(JJ)</p> <p>Voice board in library(JJ)</p> <p>Nurse-drop-in schedule-on information board in foyer(NT)</p> <p>Out of hours number displayed on the website (JJ)</p>	<p>NT, NO, JJ</p>
<p>Pupils are fully aware of different forms of bullying, including cyber-bullying and prejudice-based bullying through the comprehensive cross-curricular PSHE and ethics program. This includes assemblies, workshops and talks by our community police officers. All pupils are taught to understand what constitutes unsafe situations and all staff strive to make pupils aware of how to keep themselves and others safe in different situations, including in relation to e-safety, radicalisation, drugs, sexual health, relationships and road safety.</p> <p>Throughout the curriculum staff promote good decision making through discussions and examination of a variety of ethical topics</p> <p>All pupils study basic first aid in a St John's Ambulance course as part of the PSHE curriculum</p> <p>The academy has been designated a 'rights respecting school' since 2012. The award develops pupils' acceptance of difference and diversity, and provides them with a strong moral compass.'</p>	<p>PSHE(NO)/Ethics(JG)/ICT(AK)/First Aid JP programmes of study</p> <p>SMSC mapping document (DB)</p> <p>Assemblies-Assembly/visitors record file in middle office SK</p> <p>Pupil questionnaires (JJ) and pupil work across the curriculum on displays show that pupils are aware of different aspects of keeping themselves safe. (All staff)</p> <p>Rights respecting award(MT/JJ)</p>	<p>Principal and SMT</p> <p>All staff</p>

Personal development behaviour and welfare is judged to be Good (2)

Personal development and welfare is good because	Evidence to support this judgement	Staff responsibilities
<p>All bullying is addressed and recorded immediately in line with our anti-bullying policy and procedures. All pupils know who to go to and what to do if they are being bullied, or if they see bullying.</p> <p>The vast majority of parents and carers agree that the academy deals effectively with bullying and is vigilant in ensuring their child's personal welfare.</p> <p>The academy provides a safe environment.</p> <p>At times it is necessary to impose sanctions and fixed term exclusions to ensure the safety of all and to provide a positive learning environment for pupils.</p> <p>Pupil questionnaires reflect that pupils feel safe and supported in school.</p> <p>There are substantial improvements in behaviour shown over time for the majority of the pupils shown through the reporting systems and data analysis of the point system.</p> <p>Absences are followed up on a daily basis and parents and professionals are contacted each day.</p> <p>Pupils with a prior history of low attendance or not attending at previous schools now have an excellent attendance record at the academy. The small minority of pupils who are persistent non-attenders are rigorously addressed through our non-attendance procedures.</p>	<p>Bullying forms/Pupil incident forms Where do I go for help?' signed pupil sheet-in pupil folders(JJ)</p> <p>Principal's open door policy</p> <p>Information board-outside the middle office</p> <p>Anti-bullying policy(DS)</p> <p>Pupil/parent questionnaires (JJ)</p> <p>Detention and exclusion data(DS)</p> <p>Pupil questionnaires(JJ)</p> <p>Attendance policy and records-DS</p> <p>Pupil progress profiles</p> <p>Attendance in 2016-2017 is 90% showing a significant improvement on the 2015-2016 figure(DS)</p>	<p>DS and JJ</p>
<p>All pupils have timetabled careers lesson pupils. Pupils discuss their options and make choices with school staff and independent professionals about the next stage of their education, or training</p> <p>The academy has been awarded Careers Mark since 2009</p>	<p>Careers mark certificate(DS)</p> <p>Schedule of session with an independent professional(NO)</p> <p>Parent contact records regarding college options (NO)</p> <p>Transitional review minutes(MT)</p>	<p>DS, NO, MT</p>

## Behaviour and welfare-moving from good to outstanding

<p>To further develop the skills and abilities within the staff group to address the increasingly diverse mental health difficulties experienced by our pupils</p>	<p>To audit the staff skills and knowledge in relation to the mental health needs of the pupils To incorporate training for identified areas related to mental health into the CPD programme To further develop our resource base at Stornaway for therapeutic work</p>
<p>To further increase the attendance for those minority of pupils who are persistent non-attenders</p>	<p>To further develop bespoke programmes of study including vocational opportunities for pupils who fail to attend the academy. For the home-school liaison officer to extend our present good practice with direct involvement including home visits to support families and give guidance where necessary To review our procedures so that we can take issues as quickly as possible to the local authority so that they can take legal action if appropriate.</p>

## Outcomes for pupils is judged by the Academy to be Good (2)

<b>Outcomes for pupils is good because:</b>	<b>Evidence to support this judgement</b>	<b>Staff responsibilities</b>
<p>Pupils' attainment levels on starting at the Phoenix Academy are low and significantly below national levels particularly in literacy based subjects, however the vast majority make good and at times outstanding progress academically, socially and emotionally relative to their individual needs and starting points.</p> <p>In each class group pupils make good progress in maths, English and science relative to their starting points and needs.</p> <p>Pupils follow and achieve a bespoke variety of accredited qualifications which are matched to their abilities and needs. These include GCSEs, B'tecs, functional skills, vocational awards and AIMS Awards. Pupils are encouraged to study for GCSE exams through our options program if they are able to sustain the work during the GCSE course and have the potential to achieve this level of qualification.</p> <p>All pupils leaving school in the academic year 2015-2016 left with qualifications appropriate to their abilities.</p>	<p>The progress assessment and recording policy defines good academic progress as achieving 1 stage (6 sub levels) a year. Outstanding academic progress is defined by achieving more than 1 stage (6 sub levels) during a year on Pearson's assessment tracking tool for English, Maths and Science and on Classroom Monitor for all other subjects. (NT)</p> <p>For 10% of pupils with learning difficulties good progress is seen as achieving 3 sub levels per year and outstanding progress is seen as achieving more than 3 sub levels during the year.</p> <p>Progress overview sheet (NT)</p> <p>Accreditation record/list of accreditations offered at the academy (SK)</p> <p>Reading records (TS)</p> <p>Pupil reports (DS)</p> <p>Evidence in pupils' work books end of unit tests, and on displays indicates that pupils achieve well. (All teachers)</p> <p>Social, emotional, behavioural target analysis (JJ/MT)</p> <p>Social and emotional achievements-pupil progress profiles-on G-drive (SK)</p> <p>Pearson assessment and Classroom Monitor progress analysis (NT)</p> <p>End of term assessments/progress analysis-curriculum-co-ordinator's leader's file (All teachers)</p> <p>Progress overview board-in staffroom (DS)</p>	<p>SMT JJ, MT (All staff)</p>

## Outcomes for pupils is judged by the Academy to be Good (2)

<b>Outcomes for pupils is good because:</b>	<b>Where can the governors find the evidence to support these statements?</b>	<b>Staff responsibilities</b>
<p>Good progress is made relative to pupils' starting points against their individual targets. Progress is constantly evaluated using Pearson's assessment tool and Classroom Monitor (computer based academic progress monitoring and recording systems) and the social and behaviour tracking systems on the G-drive. All teachers constantly monitor the pupils' academic progress and LAs review the social, emotional and behavioural progress of their pupils, and provide an analysis of pupil progress to SMT every two terms identifying those pupils who are not making good progress or who need further challenge. They also inform SMT of the strategies that they will use to ensure that all pupils will make expected progress and inform SMT of the effectiveness of previous strategies.</p> <p>Teachers and LAs can also request a change or addition to the pupil's ILP at any time to address any identified needs which might be academic, behavioural or pastoral, or all of these to facilitate progress.</p>	<p>Progress, assessment and reporting policy(DS)            Academic analysis report (NT)            BES analysis(MT,JJ)            Agency meeting reports(JJ)            Interim and end of year reports (DS/NT)            Pupil's ILP            Pupil progress profiles</p>	<p><b>Mr Kilroy/Mrs Todd</b>            All staff</p>
<p>All pupils receive targeted support within ability streamed English and Maths lessons.</p> <p>Pupils receive pupil premium funding and have scheduled 1:1 literacy and numeracy support sessions as part of their pupil premium plans in addition to receiving targeted support in class.</p> <p>Where attainment is low in literacy or numeracy, pupils are placed into the literacy enhancement group which ensures 1:1 support both in class and in extra sessions during the week. Through these measures the reading ages and target attainment in numeracy and literacy of pupils have significantly improved overtime against starting points.</p> <p>Whole school numeracy and literacy strategies across the school reinforce basic skills in all subjects and reading is encouraged whenever possible.</p> <p>There are no significant differences in the progress of students from vulnerable groups or by gender.</p>	<p>Reading and spelling age records over time (TS)            Intervention records (TS/JG)            Individual pupil premium plans(NT)            Individual pupil progress profile(SK)            The academy has gained re-accreditation for Basic Skills award which recognises our good work in raising the attainment of our pupil's numeracy and literacy. (TS)</p>	<p>SMT            TS, JG</p>

## Outcomes for pupils is judged by the Academy to be Good (2)

<b>Outcomes for pupils is good because:</b>	<b>Where can the governors find the evidence to support these statements?</b>	<b>Staff responsibilities</b>
<p>The Phoenix Academy firmly believes in the education of the "whole" person, and monitors, assesses and celebrates students' wider achievements, e.g. behavioural, social development, communication skills, independence, sporting, artistic, performance, vocational, etc.</p> <p>All of our pupils make progress with their social skills, communication skills, morality and confidence through a comprehensive PSHE and ethics programme which is intrinsic to all that we do at the Academy. This includes residential activities, planned workshops and agency visits, together with a variety of community projects. The impact of these can be seen in the pupil's progress profiles and reports and their increasing participation in both school and community based events.</p> <p>All year groups are made aware of and prepared for the world of work and college through careers lessons, educational visits and taking part in workshops. In Key stage 4 there is a comprehensive work experience programme Pupils develop their knowledge, skills and confidence which enables them to cope with the transitions post 16 and during later life. Many of our pupils have very successful work experience placement</p> <p>This work has been acknowledged by the academy gaining Careers Mark successively since 2006</p>	<p>Each pupil's achievements are recorded in their pupil profiles            Assembly scripts/photographs(SK/JD)            School council minutes(DB)            PSHE work books (NO)            International schools full award certificate(JG)            House match fixtures, inter-school competitions(SJ/JP)            Visits to college/Work experience reports (NT)            Records of themed days, visitors to school, off-site activities, community work,            File in middle office            peer mentoring-file in middle office ND/KF</p> <p>Careers programme of study(NO)            Record of college visits(NO)            Pupil destination sheet (SK)            Careers Mark awarded to the academy</p>	<p>Principal            JD, NO, SJ, JP,            ND/KF            All staff</p>
<p>The academy works closely with parents, other professionals and outside agencies to remove any barriers to learning and to promote pupil's well-being and law abiding behaviours which enables our pupils to succeed.</p>	<p>Agency meeting minutes            Contact forms reflecting communication with social workers            CAMHS/youth offending scheduled visits            Police and Addaction workshops-folder</p>	<p>SK and JJ</p>

## Exam results for the academic year 2015-2016

There were 2 Looked After Children (LAC) Year 11 pupils and 8 pupils who received pupil premium for FSM.

### **Mathematics GCSE**

7 pupils sat GCSE mathematics and out of these 6 gained a grade A-G with 1 of these 6 gaining a grade C.  
4 of these pupils received FSM

### **English GCSE**

2 pupils sat GCSE English, one of these pupils was a FSM who gained a grade A-G

### **Science GCSE**

2 pupils sat GCSE science and both gained a grade A-G.

### **Art**

1 LAC and 1 FSM pupil sat GCSE Art, both gained a grade A-G.

### **Functional Skills Mathematics**

All year 11 pupils gained a maths functional skills pass relevant to their ability.

2 FSM pupils gained a level 2 pass, 1 FSM pupil gained level 1 and all remaining pupils including 5 FSM pupils left the academy with an entry level 1-3 pass.

Both LAC pupils achieved a functional skills pass in mathematics gaining an entry 1-3 pass.

### **Functional Skills English**

All year 11 pupils gained an English functional skills pass relevant to their ability apart from 1 pupil.

1 FSM pupil gained an English functional skills level 2 pass

1 LAC and 1 FSM pupil have gained an English functional skills level 1 pass and all remaining pupils left the academy with an English functional skills entry level 1-3 pass.

Both LAC pupils gained an English functional skills pass, 1 gaining a level 1 pass and 1 gaining an entry 1-3 pass.

### **Pupils from other year groups gained the following functional skills in 2015-2016**

9 pupils gained a maths functional skills entry level 1-3 pass in mathematics in year 9.

5 pupils gained an English functional skills entry level 1-3 pass in year 9.

4 pupils gained a maths functional skills entry level 1-3 pass in mathematics in year 8

1 pupil gained a maths functional skills entry level 1-3 pass in mathematics in year 7

**B'Tec ICT**

6 pupils including 1 LAC pupil gained a B' Tec level 1 award in ICT.

**B'Tec Sport**

4 pupils including 1 LAC pupil gained a B' Tec level 1 award in sport. B' Tec Sport

**B'Tec Cooking Skills**

5 pupils including 1 LAC pupil gained a B' Tec home cooking skills level 2 award. 2 other pupils gained a level 1 home cooking skills award.

**Aims awards**

In year 11 AIMS awards were gained by 9 pupils. 6 pupils gained a Level 1 AIMS award and 1 pupil gained an Entry 3 AIMS award.

## Progress data for academic progress from starting points

**Academic Year 2014/2015**

**% of pupils making good & outstanding progress**

	Overall	
	Good	Outstanding
<b>Mathematics</b>	76	6
<b>English</b>	62	12
<b>Science</b>	73	6

**Academic Year 2015/2016**

**% of pupils making good & outstanding progress**

	Overall		Free School Meals		Looked After Children		Girls	
	Good	Outstanding	Good	Outstanding	Good	Outstanding	Good	Outstanding
<b>Mathematics</b>	61	11	64	7	50	0	100	0
<b>English</b>	56	22	62	15	50	50	100	0
<b>Science</b>	67	5	64	7	50	50	100	0

**Academic Year 2016/2017**

**% of pupils making good & outstanding progress**

	Overall		Free School Meals		Looked After Children		Girls	
	Good	Outstanding	Good	Outstanding	Good	Outstanding	Good	Outstanding
<b>Mathematics</b>								
<b>English</b>	78	7	76	12	100	0	100	0
<b>Science</b>	87	13	89	11	75	25	50	50

## Outcomes for pupils-moving to outstanding

To increase the number of pupils achieving their aspirational targets across the curriculum	To raise the profile and celebrate pupils' achievements of their aspirational targets through the reward system, public praise assemblies and through informing parents For all teachers to consistently provide challenging extension work to those pupils who are more able
To raise Key Stage 4 outcomes to above national average for SEMH schools	To review the GCSE syllabi on offer and extend the range of GCSE's available