

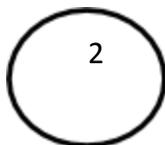


Nottingham City Secondary Education Partnership
Working Together

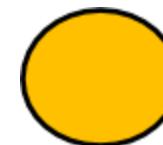
NCSEP EVALUATION REPORT 2016-2017

NAME OF PROVIDER: REAL Education	DATE OF EVALUATION: 21.6.17/22.6.17
EVALUATION TEAM: Jodi Stead/John McHugh	MODERATOR:

PREVIOUS QA OUTCOME:



NEW 2016/17 QA OUTCOME:



Gold

Context of visit: The visit incorporated meetings with the SLT, lesson evaluations at Sneinton and Mansfield for group provision, lesson evaluation of a1:1 session. Staff and students were interviewed and a work sample undertaken to correspond with the three lesson evaluations.

Provision Strengths: Leaders can evidence interventions and the impact that these have on all aspects of the business. Teaching and learning is the key focus. Teaching is good with students making strong progress in lessons. There is an excellent careers programme and a strong emphasis on health and welfare for students.

Key Areas for Development: Attendance is still an area that could be improved but provision leaders do have interventions in place; progress data for each vocational subject would be helpful to match data on English and maths.

Quality Assurance Breakdown:

QA Mark

EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT



QUALITY OF TEACHING, LEARNING AND ASSESSEMENT



PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE



OUTCOMES FOR STUDENTS



THE EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

GOLD		SILVER	BRONZE	COPPER
1.1	Capacity for securing further improvement is excellent. Leaders have created a culture that enables students and staff to excel. The improvement plan (SAR/SEF etc.) is used effectively to develop standards. E.g. it is RAG rated, there is a time frame, there are lead personnel, impact is measured.	Capacity for securing further improvement is good. The improvement plan (SAR/SEF etc.) highlights areas of good practice and recognises areas for development. There is evidence that the plan is being implemented.	Capacity for securing further improvement is not good. There is an improvement plan (SAR/SEF etc.) that is not being used effectively.	Capacity for securing further improvement is poor as there is no evidence of an improvement plan, self-assessment review, self-evaluation form etc.
Evidence	There is a Strategic Priorities Plan and due to the business model at REAL, there is REAL Education, REAL Independent Schools, REAL Alternative Provision School. Each has an action plan which feeds into the overall strategic priorities plan. All action plans are RAG rated, all action plans have an overall strategic priority (infrastructure, quality of teaching and learning, curriculum development, assessment tracking and progression). There is a time frame with a lead responsibility; resources required; intended outcomes; monitoring, review and evaluation; progress and impact. Leaders have linked themes together from all three action plans in order to ensure outstanding actions are carried forward for the next academic. Leaders meet every term to analyse each other's plans so that they are all held to account.			

GOLD		SILVER	BRONZE	COPPER
1.2	Leaders always focus on consistently improving outcomes for all students. This is done through highly effective partnership with commissioners and external agencies. Leaders regularly feedback outcomes and interventions used to commissioners.	Leaders mostly focus on consistently improving outcomes for students. This is done by working positively with commissioners and external agencies. Leaders regularly feedback outcomes to commissioners.	Leaders are not consistently focused on improving outcomes for students. Leaders have inconsistent working relationships with commissioners and external agencies. Leaders do not have a consistent method to feedback outcomes to commissioners.	Leaders are not taking effective action to improve outcomes for students. They have poor relationships or a lack of communication with commissioning schools and external agencies. Leaders do not feedback outcomes to commissioners.
Evidence	REAL work with six Local Authorities, all of which work independently and have their own systems and processes. Leaders were able to show tracking and monitoring that is used for one LA which was a daily sheet giving feedback on behaviour, work completion, attitude to learning and attendance. Leaders were able to show tracking and monitoring spreadsheets for two further LAs which again highlighted student outcomes to commissioners. Every commissioner and parent/carer receives a monthly REAL newsletter highlighting good news stories from a range of examples. On individual student reports to commissioners, all interventions are listed and analysed e.g. staff to work with student to complete careers interview to enable student to transition. A second example highlighted the introduction of an additional maths session to boost student progress. Staff appraisal has to show evidence of the outcomes for their learners which demonstrates that leaders and staff focus consistently on improving outcomes for all students.			

THE EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

GOLD		SILVER	BRONZE	COPPER
1.3	<p>Leaders have an accurate and comprehensive understanding of the provisions effectiveness, informed by the views of students, parents and staff. Internal QA is used to identify and promote good practice across the provision. Areas of weakness are identified and quickly eradicated.</p> <p>Leaders use performance management as an effective tool to raise standards by linking targets to staff CPD requirements. The comprehensive CPD programme is monitored and its impact analysed against student outcomes.</p>	<p>Leaders have an accurate understanding of the quality of education at the provision. Internal QA is used effectively to develop all areas.</p> <p>Leaders use performance management effectively to improve teaching and this is linked to a comprehensive CPD programme for all staff.</p>	<p>Leaders do not have a fully accurate understanding of the quality of education at the provision. Internal QA is used but areas for development are not tackled. Performance management does not focus on improving teaching and learning. There is a CPD programme but not all staff benefit.</p>	<p>Leaders have an inaccurate understanding of the quality of education at the provision as there is no evidence of internal QA processes. Performance management is not used and there is no comprehensive CPD programme for staff.</p>
Evidence	<p>Internal QA is carried out on a half termly basis where individual teachers work sample is scrutinised. E.g. work sample, lesson planning is scrutinised and outcomes from the session monitored. Middle leaders are responsible for a cohort of students and from this, they carry out their own QA on staff working with their cohort. This means, some staff are monitored by several middle leaders. In Spring One, senior leaders carried out a Deep Trawl on staff by concentrating on the learner and their whole REAL experience. Senior staff are now incorporating both systems of QA to ensure all aspects of teaching, learning and assessment are monitored and evaluated.</p> <p>CPD training is mainly delivered through twilight sessions and on-line Edu Care courses. Learning Preparation training is put on regularly throughout the year and staff who are RAG rated red are guided to attend these sessions. Sessions this year have been on: Learning Preparation, LGBT, Alternative Provision, Youth Justice, Motivational Interviewing, De-escalating behaviour techniques, Google, Dyslexia, MAPA training. There are designated twilight sessions throughout the year that staff have to attend.</p> <p>There is an E-Portal platform that is used for E-Safety for staff.</p> <p>As REAL work with so many commissioners, leaders keep a record of the number of QA visits/inspections that have occurred over an academic year. This year REAL have had nearly 40 external QA visits in one guise or another. This demonstrates that leaders do have an accurate view of the provisions effectiveness as they then formulate an action plan after each visit. Leaders also carry out unannounced drop-ins on staff to ensure day to day provision is consistently good or better. Data showed that over 85% of visits were RAG rated Green.</p> <p>There is a parents group and some parents sit on the governing bodies of the two Independent schools. There is a parent portal for parents to feedback comments to leaders on the main website. The parent portal signposts parents to safeguarding information, tutors profiles, dates etc. There is also a FaceBook page for parents where they can post questions/comments. There is a student ambassador who led a motivational speech to staff. Students have helped to write the updated Smoking Policy.</p> <p>There is an annual appraisal where staff set between three to five targets; all targets are about student outcomes. There are termly supervision/support processes for teaching staff and middle leaders receive half termly support. The process focuses on role of staff member, workload and learners they supervise. Case file audits are carried out and actions noted.</p> <p>Senior leaders carry out appraisal not the staff member's line manager.</p>			

THE EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

GOLD		SILVER	BRONZE	COPPER
1.4	The broad and balanced curriculum is well structured and offers students appropriate courses to help them in the next stage of their transition. This engages students in their learning and promotes good behaviour. There is a comprehensive SMSC and British Values programme which is monitored and its impact evaluated. Equality and diversity is promoted and evidenced. This gives students a broader understanding of community.	The curriculum is structured and appropriate to the APs offer. This helps to engage students in their learning. The range of courses help students prepare for the next stage of their transition. There is a planned programme for SMSC and British Values. Equality and diversity is promoted and evident.	The curriculum lacks structure and only engages some students. The range of subjects could be improved to prepare students for the next stage of their transition. Leaders ensure there are some opportunities to promote SMSC and British Values but this is done on an ad hoc basis. Equality and diversity is not consistently promoted.	The curriculum on offer is not appropriate for the needs of the students. It does not engage students. The range of subjects is narrow and does not prepare students for the next stage of their transition. SMSC and British Values are not made explicit to students. Equality and diversity is not visibly promoted.
Evidence	<p>REAL deliver GCSEs: English Language, English Literature, Maths, Triple Science, Art, History, ICT, Health and Social, Citizenship, Psychology, Business Studies</p> <p>Functional Skills: English, maths, ICT.</p> <p>BTECs: Construction, Sport and Active Leisure, Catering, Land Based Studies, Work skills</p> <p>IMI: Mechanics</p> <p>Rock School</p> <p>VCTC: Hair and Beauty</p> <p>NCFE: Digital Arts</p> <p>ASDAN and AIM awards</p> <p>PSHE has a subject lead who provides schemes of learning/lesson resources to staff across the organisation. There are accredited courses via ASDAN and AIM awards. There is a Head Teacher's report produced termly with all subject leads feeding back their evaluation on their areas to Governors. The report focuses on strengths, work completed each term, impact of work undertaken and areas for development. There is a PSHE tracker to show outcomes for students.</p> <p>Equality and diversity is promoted across the organisation e.g. LGBT staff training workshop; visits to Laxton's Holocaust Centre; PSHE resources cover many aspects of equality and diversity.</p>			

THE EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

GOLD		SILVER	BRONZE	COPPER
1.5	Safeguarding is effective. Leaders and managers have created a culture of vigilance where students' welfare is actively promoted.	Safeguarding is effective. Leaders and staff take appropriate action to identify students who may be at risk.	Safeguarding is effective.	Safeguarding is ineffective. The Provision's arrangements for safeguarding students do not meet statutory requirements.
Evidence	Safeguarding Checklist:			
	Single Central Record is accurate and updated regularly	Yes	DSL/Deputy DSL on site during evaluation visit	Yes
	Site is secure	Yes	Attendance registers up to date	Yes
	Visitors signing in book is up to date	Yes	Evidence that student absence is followed up effectively	1:1 learning manager follows up absence Group provision-site managers keep log of persistent absenteeism and list interventions taken
	Incidents of allegations? Evidence they have been followed up effectively?	Yes and Yes	ICT filtering and monitoring is robust	Team of staff to ensure this is done across organisation. An annual hacker is commissioned and actions implemented.
	New staff/volunteers have appropriate safeguarding training	Yes	Evidence of effective communication between commissioners/external agencies	Yes – examples given.
	Student risk assessments completed and shared with staff	Yes	Evidence that behaviour and anti-bullying logs are maintained and appropriate actions followed up	Yes
<p>REAL's intranet has a Safeguarding engine room for staff which reiterates all staff training, resources, policies and safeguarding procedures/key staff to contact. There is a link to serious case reviews and government research and updates. There are four DSO and five Deputy DSOs across the organisation.</p> <p>There is a token system in operation for authorising passwords and these change per hub.</p> <p>There is a running safeguarding log which lists everything associated with a safeguarding case. Examples shown and discussed. There is a significant incident reporting form which staff fill in and pass onto line managers. SIRFs are analysed by Directors.</p>				

THE EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

GOLD		SILVER	BRONZE	COPPER
1.6	Governors have a clear understanding about their role at the provision. They are confident to challenge senior leaders about the Provision's performance. Governors receive regular reports from senior leaders and act on them accordingly.	Governors are effectively involved in challenging senior leaders about the Provision's performance. Senior leaders provide regular reports to Governors.	Governors are involved in challenging senior leaders about the Provision's performance. However, they are not effective in bringing about positive changes.	Governors are not involved in challenging senior leaders about the Provision's performance.
Evidence	There are three arms to the organisation and each have their own set of Governors. There is a termly Head teacher's report that is sent to governors for discussion and accountability. There are staff governors, parent governors and governors have backgrounds from: education, social care, local authority, SEND expertise. Governors meet termly and have trustees from the charity at the meetings too. Governors are given the strategic action plans from each school within the organisation. Governors then make recommendations/actions for Head teachers. Two Governors carried out a safeguarding inspection at the Independent school in the last academic year. There are regular full board meetings and weekly senior leaders meetings.			

Registered Independent School		Acting within IS regulations	In breach of IS regulations	
1.7	DfE: RIS 891/6023	NCSEP weekly check on provision numbers shows REAL working within IS regulations for groups at AP hubs.		

EVALUATION GRADE	GOLD
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QUALITY OF TEACHING, LEARNING AND ASSESSMENT

GOLD		SILVER	BRONZE	COPPER
2.1	Teachers demonstrate deep knowledge of their subject area. Lessons are planned effectively; learning tasks are differentiated and varied. Learning is challenging with tasks matched to students' needs which maximises student progress.	Teachers use secure subject knowledge to plan learning that sustains students' interest. Most learning tasks are differentiated and varied which supports student progress.	Teachers' subject knowledge is not deployed effectively to engage students. Some learning tasks are differentiated and varied. There is an over-reliance on one teaching method. This can at times stifle student progress.	Teachers do not have secure subject knowledge. Consequently, students are not engaged with the learning. There is little evidence of differentiation and learning tasks are too similar across the provision. Learning tasks are not challenging and are not matched to students' needs. Students do not make clear progress.
Evidence	The Sneinton Mechanics lesson involved eight students. Each student was engaged on a different task, differentiated according to their ability, the course they were doing and how advanced they were in terms of IMI unit completion. One student was reconfiguring an engine, two were working on the cooling system and another was working on the brakes of a car. One was fitting a coil spring. Others were completing unit assessment sheets. The tasks are highly varied and clearly differentiated. The Mansfield site lesson were also well planned following a similar system. The lessons are well planned following the IMI unit requirements. The specific task was dependent on whether the students are doing Diploma or Certificate and also depending on which level they are working at. There is a job sheet produced for the day and vehicle tasks are allocated on a whiteboard. The objectives are set out there. Most students were highly engaged in their learning. During the 1:1 session, the teacher had planned an effective lesson with resources and challenge matched to the student's needs. The learning tasks were individualised for the particular needs of that student.			

GOLD		SILVER	BRONZE	COPPER
2.2	All teachers develop and consolidate students' knowledge, understanding and skills. They give sufficient time for students to review what they are learning and to develop further. Excellent use of pace in nearly all lessons, provides appropriate learning opportunities.	Most teachers develop and consolidate students' knowledge, understanding and skills. They give sufficient time for students to review what they are learning and to develop further. Pace in most lessons is well used to provide appropriate learning opportunities.	Some teachers do not have a consistent approach to enable students to consolidate their learning in lesson time. The pace in some lessons inhibits learning.	Teachers do not give sufficient time in lessons for students to consolidate learning and as such, progress is limited. Pace of lesson inhibits learning.
Evidence	There are good developmental pathway opportunities that are apparent at both sites through the planning and the teaching. Students analyse problems, diagnose faults and execute repairs in a largely independent fashion. There are opportunities to develop a range of skills including numerical, written, reading, communication, analytical, personal and practical. Assessment of learning is done in a variety of ways. There is tutor assessment, self-assessment, practical assessment as well as unit completion written assessments. There is good evidence of written tutor feedback with levels recorded and this was observed at both sites in the student folders. There are ample opportunities at both provisions for reviews of task progress, knowledge and skills. The majority of students were engaged in their learning and conducted the tasks at a good pace which kept them involved. During the 1:1 session, the teacher had planned tasks to consolidate the learning and the student was able to make good progress due to the effective pace of the lesson.			

QUALITY OF TEACHING, LEARNING AND ASSESSMENT

	GOLD	SILVER	BRONZE	COPPER
2.3	All staff manage student behaviour highly effectively with clear rules that are consistently enforced. Teachers are determined that students achieve well. They have consistently high expectations of all students. All teachers are quick to challenge stereotypes and the use of derogatory language.	Teachers incorporate the Provision's behaviour management routines consistently. Students respond with positive attitudes. Most teachers challenge stereotypes and the use of derogatory language.	Clear rules are not consistently enforced. Teachers do not adopt a consistent approach to encourage all students to work with positive attitudes. Derogatory language is sometimes tolerated.	Student behaviour is not managed effectively which impacts negatively upon learning. Teachers' high expectations for attitudes to learning and behaviour were not evident. Derogatory language is tolerated.
Evidence	The Sneinton provision has a system of providing a task 'B' for students who do not engage with a particular task. Understanding of wider social issues is conducted through a 'Breakfast Club' session during which topical issues from newspapers that are provided, are discussed. The observed behaviour at both provisions was very good and no examples of derogatory language were heard. The provision policy of de-escalation of incidents is followed, with 'time-out' to reset emotions. A similar process is followed at the Mansfield site where disengaged learners are talked to and tasks adjusted. Students have a say in what tasks are to be done. There is a 'chill area' for de-escalation of conflict. The majority of the students who were observed and talked to were interested and engaged in their learning and they had high expectations of their own involvement.			

QUALITY OF TEACHING, LEARNING AND ASSESSMENT

	GOLD	SILVER	BRONZE	COPPER
2.4	Teachers identify and support any student who is falling behind, and enable almost all to catch up. Teachers check students' understanding effectively in lessons, offering clearly directed and timely support. Teachers provide incisive feedback and students use this feedback effectively.	Teachers identify and support those students who start to fall behind and intervene quickly to help them improve their learning. Teachers usually check students' understanding in lessons, so offering timely support. Teachers give students feedback in the majority of lessons enabling the students' to make progress.	Teachers do not always intervene quickly enough to help those students who are falling behind. Teachers do not employ a consistent method in lessons to effectively check students' understanding. The provision's assessment policy is not consistently used across the provision and this affects the quality of feedback.	Teachers do not give sufficient time in lessons for students to consolidate learning and as such progress is limited. Weak assessment practice means that teaching fails to meet students' needs. There is a lack of evidence of feedback being given or acted upon.
Evidence	<p>Students work in ones, two or threes so those who are encountering difficulties are quickly identified. The nature of the tasks also makes it evident when students find problems with a task. Deliberate faults are inserted into the vehicle tasks in order to develop analytical skills as well as to act as a form of practical assessment. For the majority of students learning was effectively checked by the tutor. Two students at the Sneinton site did not appear to know what their task objectives were when questioned by the observer and they were consequently not engaged in their work. All of the other students (12 in total) were highly engaged across both sites. There was good feedback in evidence across both of the Mechanics provisions and this was seen in lessons through verbal feedback, through unit task assessments as well as through practical assessments. Constructive feedback is evident in all of the folders with student progress grids with unit completion (Levels) all signed off.</p> <p>For the 1:1 session, work was marked immediately so that the student had instant feedback. The marking was very effective as the teacher regularly encouraged the student to make more progress by setting targets or posing questions for them to think about and discuss at another session.</p>			

QUALITY OF TEACHING, LEARNING AND ASSESSMENT

	GOLD	SILVER	BRONZE	COPPER
2.5	Teachers embed reading, writing, communication and numeracy.	Teachers develop students' reading, writing, communication and numeracy.	Teachers miss opportunities to develop students' reading, writing, communication and numeracy.	There is a lack of focus on reading, writing, communication and numeracy throughout the curriculum.
Evidence	<p>In both provisions there is a small library for the students to use. These contain car manuals and other material as well as other more eclectic books. Staff read with the students and at the Mansfield site the details of this are effectively logged. Unit completion is clearly marked and logged in well-presented folders with a tracking grid so that the students can easily identify their progress as well as targets. A reading unit on interpreting technical information is in place. There is a colour coded tracking sheet on the workshop board so that students can easily see their progress. There are excellent opportunities provided for oral communication both with staff and when working collaboratively on a task. Numeracy is necessarily embedded in most of the tasks. Formative marking should be developed with a focus on extended pieces of writing which could be in the form of a unit completion report. Evidence from the 1:1 session clearly showed that all aspects of the above skills were being developed with the student.</p>			

EVALUATION GRADE	SILVER
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PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

	GOLD	SILVER	BRONZE	COPPER
3.1	Student attitudes to learning are excellent and they are proud of their achievements and of their Provision. There is an effective Student Voice programme which allows students to share their ideas and opinions with Provision leaders. Students' positive conduct reflects the Provision's effective strategies to promote high standards of behaviour. Incidences of low-level disruption are extremely rare.	Most students are engaged with learning and exhibit positive attitudes. These positive attitudes have a good impact on the progress they make. They take pride in their work and their Provision.	Most students are engaged with learning and exhibit positive attitudes about the Provision. However, some individuals disrupt the learning of others.	Too many students are disengaged and exhibit poor attitudes to learning. Their actions disrupt the teaching and learning of others. A significant minority of students show a lack of respect for each other or staff. Students ignore or rebut requests from teachers to moderate their conduct. This results in poor behaviour around the Provision.
Evidence	<p>Provision leaders have designed a new behaviour tracker; the SIRF will be RAG rated to feed into safeguarding log.</p> <p>From the Google Plus Secure Community website, there were lots of examples of students enjoying their REAL provision and taking pride in the provision.</p> <p>The majority of the students across both sites were highly engaged with their learning. The folders as well as the appearance (PPE) and behaviour of the students indicated that they took great pride in their provision. The six pupil survey forms indicated that all of the students had a high opinion of the education that they were receiving across both sites. All of the students were on course to achieve their IMI Certificate or Diploma. The majority of students who were spoken with displayed strong commitment to their learning. There is a student feedback form in place and the student voice is clearly an integral part of the courses. No incidents of disruptive behaviour were observed. Attendance was good at the Sneinton site with eight out of nine attending the provision with one suspended. Six out of ten attended at the Mansfield provision, two having finished the course and two were absent. This was followed up through REAL's attendance officer.</p>			

	GOLD	SILVER	BRONZE	COPPER
3.2	Students value their education and rarely miss a day at the Provision. No groups of students are disadvantaged by low attendance. Attendance is either near to the national average (95%) or the cohorts attendance has improved significantly since attending the Provision.	Students value their education. Non-attendance is decreasing and where students are absent or persistently absent, intervention is used effectively and there is follow up. No groups of students are disadvantaged by low attendance.	Attendance is improving or stable, however, some students or groups of students continue to have poor attendance. There is evidence of intervention.	Attendance is consistently low for all students or groups of students and shows little sign of sustained improvement. There is no clear evidence of any intervention.
Evidence	<p>Leaders put together an aggregated attendance percentage from September 2016-March 2017 which stands at 79.47%. LAC attendance was 67.4%; BME 91.6%; FSM 77%; EHCP 77.6%. Leaders have compared the attendance with national average PRU attendance 2014/15 at 68.5% compared to REAL Independent school attendance at 78%.</p> <p>For students with low attendance figures, there are interventions in place to improve attendance. A case study shows that leaders analysed students who had refused to attend sessions within a four week period; they met with the students to ascertain the reasons why and to put in place interventions to improve absence rates. In each case, barriers to attendance were different so each intervention had to be different. E.g. a bursary incentive; attendance order on a criminal order, amended timetables, staffing changes. In extreme cases, leaders will work with commissioners to instigate prosecution.</p>			

PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

GOLD		SILVER	BRONZE	COPPER
3.3	All students recognise the value of receiving lessons about healthy lifestyles. They have an age appropriate understanding of what constitutes a healthy relationship. They can identify a range of risks to their health and know where to get information from about reducing risk if they need it.	Most students recognise the value of receiving lessons about healthy lifestyles. They have an age appropriate understanding of what constitutes a healthy relationship. They can identify a range of risks to their health and know where to get information from about reducing risk if they need it.	Some students recognise the value of receiving lessons about healthy lifestyles. They have an age appropriate understanding of what constitutes a healthy relationship. They can identify a range of risks to their health and know where to get information from about reducing risk if they need it.	A significant minority of students do not understand how and why to live healthy, positive lives both physically and emotionally
Evidence	There is a well-being tracker for each student which incorporates: general health, diet, fitness; taking part e.g. social skills, empathy and respect, belonging to a community, cooperation; achievement includes self-awareness, independence and organisation, reflection and self-management, attitude to work; preparation for independence includes reflection and self-management, collaboration, self-motivation, attention; being responsible including safety awareness, safe practice. The student completes the well-being tracker each term with either their learning manager or a designated member of staff. Targets are set at the end of each review session. Students have access to sexual health sessions where signposting of services are highlighted. AIMS awards on offer highlight key health and safety units. These are differentiated for different age groups and show different levels for different abilities. There is a tracker showing which units students have accessed.			

GOLD		SILVER	BRONZE	COPPER
3.4	The Provision's open culture actively promotes all aspects of students' welfare. Students are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations. Students have an understanding of how to stay safe on-line. Students work hard with the Provision to prevent all forms of bullying, including on-line bullying and prejudice based bullying. Staff and students deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language.	The Provision's open culture promotes all aspects of students' welfare. Students are safe and feel safe. They have opportunities to learn how to keep themselves safe. E.g. understanding the risks of CSE. Teachers promote clear messages about the impact of bullying and prejudiced behaviour on students' well-being. Students work well with the Provision to tackle and prevent the rare occurrences of bullying.	Students are safe and they feel safe. However, there are incidents of bullying and/or prejudiced behaviour at the Provision.	Students or particular groups of students are not safe or do not feel safe at alternative placements. Incidents of bullying or prejudiced and discriminatory behaviour, both direct and indirect, are frequent.

Evidence	<p>Students in Key Stage 2 use the Cultural Ladder which is shown in the termly report. This is tiered, relevant to age group and targets are set if there are gaps. E.G. Year 5 “Children are becoming self-aware of their roles in their families and wider communities.”</p> <p>There is an AIM award in CSE with appropriate resources produced to aid student understanding about how to keep themselves safe. PintSize theatre company have been in to deliver LuvU2 about the dangers of sexting.</p> <p>Bullying is reported via the SIRF and there have been some examples this academic year. Restorative justice is used to deal effectively with any cases and to ensure it is not repeated. Daily reports pick up any incidents of disagreements which could escalate into bullying. Commissioners and parents are invited in to provision.</p> <p>The AIM award covers on-line safety for older students. There have been lessons on the dangers of different types of social media.</p> <p>Students do work with provision leaders to prevent bullying e.g. within PSD time.</p>
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PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

GOLD		SILVER	BRONZE	COPPER
3.5	All students have access to careers guidance. There is a high quality planned careers programme which prepares students for the next stage of their education, employment or training. This is reported to commissioners and the programme is monitored and evaluated regularly.	There is a planned careers guidance programme to enable students to make informed choices about the next stage of their education, employment or training.	Careers guidance is available but there is no planned programme which hinders students making choices about the next stage of their education, employment or training.	Careers guidance is not available.
Evidence	<p>Each student has a careers interview followed by an action plan for students attending the schools. It is offered to commissioners as part of the students package. Many LAC students receive this.</p> <p>There is a planned careers guidance programme for each year group from year 9 upwards.</p> <p>There is a work experience tracker and a designated member of staff leads on work experience.</p> <p>There is an AIMS award and a BTEC Work Skills qualification for students to develop their understanding about choices for transition. Each student completes a booklet.</p> <p>The programme is monitored and evaluated via the Head teacher’s report. Leaders have to report to the Board about destination information.</p> <p>Destination information for 2015/16: 59.1% into education, 11.4% training; employment 15.9% and NEET 13.6%</p>			

EVALUATION GRADE	GOLD
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OUTCOMES FOR STUDENTS

GOLD		SILVER	BRONZE	COPPER
4.1	Progress is tracked and analysed for all students across all areas and attainment is broadly in line with home school expectations, or, if below, is improving. This evidence is shared with commissioners to track individual progress.	Progress is tracked and analysed in all areas and most students are making appropriate progress considering their different starting points. There is evidence that this data is shared with commissioners.	Progress is tracked across most subjects. There is evidence that some students are making progress considering their different starting points.	There is little or no evidence of progress tracking.
Evidence	<p>There is an individual progress report on each student. This data is shared termly or half-termly if requested. Daily monitoring reports also highlight progress. There are 55 NCSEP learners accessing group or 1:1 provision. This data was seen on site for the groups and the majority of students are making expected progress. KS4 English progress: 68.4% at expected or above expected progress; KS2/3 English progress: 38% expected or better for writing; 53% expected or better for reading. KS4 Maths progress: 78% at expected or above expected progress; KS2/3 Maths progress: 95% expected or better.</p> <p>For the 16 NCSEP learners in the groups, one student has not made progress, four students are below target and eleven are on or above progress targets. This equates to 69% of NCSEP learners making good or better progress whilst accessing REAL group provision.</p>			

GOLD		SILVER	BRONZE	COPPER
4.2	Progress is tracked and analysed. The impact of interventions shows that the gaps between groups matches, or is improving towards that of other students with the same starting points.	Progress is tracked and analysis shows interventions are in place to close the gaps between different groups of students where appropriate.	The progress of students is tracked but there is a disparity between different groups of students. E.g. FSM, SEND.	Progress of different groups of students is not tracked or analysed.
Evidence	<p>Summer 2016 cohort data: LAC learners were 1.6% of NCSEP cohort achieved 8% in accreditations. FSM 43.6% in cohort achieved 50% in accreditations; EHCP students were 43.6% of the cohort and achieved 28% of accreditations. Actions by leaders include: increase in exam access arrangements for students, more mock exams opportunities, additional CPD for dyslexia awareness. Use of PCP in the EHC transfer process. Now interventions are in place, leaders are confident that gaps will close even further.</p>			

OUTCOMES FOR STUDENTS

GOLD		SILVER			BRONZE		COPPER	
4.3	Giving their starting points, nearly all students are exceptionally well prepared for the next stage of their education, training or employment and have attained appropriate qualifications or skills.	Most students are well prepared for the next stage of their education, training or employment and have attained appropriate qualifications or skills.			Some students are prepared for the next stage of their education, training or employment and some have attained appropriate qualifications or skills.		Too many students have not attained the qualifications or skills appropriate for them to progress on to their next stage of education, training or employment.	
Evidence	Summer 2016 cohort = 414 accreditations and 67 AIM awards achieved.							
REAL Achievement Data 2015-16								
		EL1	EL2	EL3	L1	L2	Total	
Functional Skills English		6	4	34	18	4	66	
Functional Skills Maths		5	10	41	22	7	85	
Functional Skills ICT		1	2	4	6	6	19	
							170	
AIM Awards	E3	Level 1	Total					
	18	49	67					
BTEC	L1 Award	L1 Certificate	L1 Diploma	L2 Award	Total			
	32	25	19	4	80			
GCSE	Foundation	Higher	Total					
	56	6	62					
IMI (Mechanics Qual)	L1 Award	L1 Certificate	L1 Diploma	Total				
	0	4	11	15				
RSL (Music Qual)	L1 Award	L1 Certificate	L2 Award	Total				
	5	5	5	15				

Data for NCSEP group learners shows that 13/16 learners completed their qualifications. 12 students achieved Level 1 and one student achieved Entry Level 3. This equates to 81%.

EVALUATION GRADE

GOLD