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| **Quality of Teaching** | **2 - Good** |
| **Sub-criterion** | **Our key evidence** | **Impact**  |
| **Teaching overall**  | **2** | **Lesson observations** Learning walks (eg. literacy/ numeracy) **Evidence from scheduled monitoring activities** Staff CPD **Medical outreach feedback** | **2012/13: of 32 lesson observations 2 were graded 1 or ‘outstanding’, 26 were graded 2 and 4 were graded 3. There were no lessons graded 4. Learning gaps are closing with accelerated progress**Improved practice through whole-school literacy review/ working party developed numeracy policy**Embedded differentiation through working party, peer development through ½ termly data meetings**Embedded whole-school literacy policy. Numeracy and SMSC included in all planning. Coaching and teaching triads have improved quality of lesson obs**Spring 2013 voice activities show that all parents/ carers and students are happy to receive tuition and parents/ carers are up-to-date with progress** |
| **Pupils’ progress** **and learning** | **2** | **Whole school tracker** Year 11 outcomes**SEAL data**Target tracking: pastoral and academic**Student voice/ VAK testing**EETS 10/11 *77%* 11/12 *70%* | **Students are making accelerated progress in core based on rates of prior learning**Students attended and passed all external summer exams in 2013**Average of 16% gains in SEAL tests (up to end Spring 2013)**IEP targets & attendance drive rewards. Students more aware of academic levels and areas to improve. Attendance is strongly associated with making progress**Student feedback drives subject development/ VAK results used in planning**Student contact and support maintained post-16: *percentages for after 6 months* |
| **Climate for learning** | **1** | **Secure, safe and welcoming premises**Personalised curriculum (incl. vocational/ work experience/ volunteering - review**Student voice**Inclusion Quality Mark level 3 | **Improved average attendance (2012/13: 14%). Student voice and visitor feedback confirms quality of learning environment**Student engagement is good. Work experience placements usually become extended. Student monitoring data is largely positive. Students achieve range of qualifications which enable very good rates of progression**High majority of students say they like to come. Low incidence of damage**Inclusive practice is embedded |
| **Teachers’ expectations** | **2** | **Planning for differentiation**Shared vision**Embedded climate of sharing and challenge**Staff resignations/ absence -low**Open-door policy** | **Planning reflects in-depth shared knowledge/ strategies to engage students**Themed lesson observations enable focused development, eg. engagement acts.**Coaching triads develop skills across staff team. Twice daily meetings develop team and individual approaches to teaching/ support**Students gain trust and continuity. Staff cover one another within timetable **Staff develop by watching each other in practice** |
| **Teachers’ planning and****strategies** | **2** | **ATA team roles -observations**Improved on-entry data**Individual Education Plans**Student profiles | **ATAs assigned to departments and develop focused skills and knowledge**Enables accurate starting points so engagement is good and time is not lost**Focus students on their learning needs and teachers on planning for them**Overviews speed sharing of key information and aid student transition  |
| **Interventions****and support** | **2** | **Screening - lit/ num/ BES** Key tutor policy**Interventions logs/ SIMS**Vocational data | **Students needs are assessed and shared from induction so time is not lost**Key adult understanding/ support/ advocacy hastens progress**Students’ learning tracked and discussed daily. Calls/ reports are frequent**Students have access to appropriate vocational experiences/ courses: 2012/13 -working with 11 partners  |
| **Teaching of RWCM** | **2** | **Literacy Policy**Reading age testing twice annually**Reading logs**Mathematics Policy | **Literacy (written and oral) is embedded across all teacher delivery**Focused reading interventions have closed average reading gaps seven times faster than expected national ‘good’ progress**Individual reading is embedded in tutorials and designated lessons**Use of mathematics embedded in teachers planning - cross-curricular |
| **Assessment** | **2** | **½ termly tracking data**Assessment and marking policy**Literacy marking policy** | **Peer review of performance at ½ termly data reporting meetings has sharpened focus on student outcomes** Subject specific targets focus students’ learning **Whole school literacy marking links student learning across subjects as evidenced in classroom displays** |
| **Marking, feedback and homework** | **2** | **Student work**IEP targets**Student work - homework** | **Frequent, often daily feedback focuses students**IEP targets and subject targets are discussed in tutorials so that whole learning journey is monitored and encouraged by key tutors**Homework is now set and tracked for more able students which accelerates learning** |
| **To get to Outstanding** |
| * Continue to externally moderate lessons with LA advisory team to move more good to outstanding
* Embed a full schedule of monitoring and evaluating Q of support from the ATA team by acting upon outcomes of ATA lesson observations and action issues effectively
* Track new personalised and individualised learning to accelerate greater progress. (Student Profiles/ IEPS)
* Fully embed Maths across the curriculum. (external evaluation to moderate)
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| **Achievement** | **2 - Good** |
| **Sub-criterion** | **Our key evidence** | **Impact**  |
| **Pupils’ overall learning and progress**  | **2** | **School tracker**SEAL data shows progress in attitudes |

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| **Students making nationally expected rates of progress 2012/13** |
|  | overall | No change |
| English | 26/35 | 4 |
| Maths | 28/35 | 3 |
| **Students making faster than nationally expected rates of progress 2012/13** |
|  | overall | **Most students make rapid progress in their core learning during their time at HRPRS** |
| English | 26/35 |
| Maths | 23/35 |

16% positive change on SEAL re-tests. IEPs informed by base-line tests. Assemblies informed by student needs (see board in staff-room) |
| **Groups’ progress** | **2** | **Early intervention projects** Intervention project feedback**EET data**Analysis of distinct groups**Medical Outreach Tracker** | **8/11 students made significant progress (based on targets - see weekly reporting) on 3 intervention projects in 2012/13**Projects well-regarded by schools involved. Collaborative have key role and ownership in determining cohorts and themes needed (needs met)**EET after 6 months tracking/ support: 10/11 = 15 out of 18, 11/12 = 7 out of 10, 12/13 = 11 out of 12 (Sept 13)****Stakeholder voice (June 2013) shows 67% think students are well-prepared for post-16 (all others neither agree nor disagree)**

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| **Students, by category, making nationally expected rates of progress 2012/13** |
|  | boys | girls | FSM | Forces | LAC | CP | SEN | YJS | YC | MEA | Medical |
| English | 15/22 | 10/13 | 5/8 | 1/2 | 4/4 | 2/3 | 2/3 | 3/4 | 3/3 | 3/3 | 7/8 |
| Maths | 20/22 | 9/13 | 7/9 | 1/2 | 3/4 | 3/4 | 2/3 | 3/4 | 2/3 | 2/3 | 5/6 |
| **Students, by category, making faster than nationally expected rates of progress 2012/13** |
|  | boys | girls | FSM | Forces | LAC | CP | SEN | YJS | YC | MEA | Medical |
| English | 13/22 | 10/13 | 5/8 | 1/2 | 4/4 | 2/3 | 2/3 | 3/4 | 3/3 | 3/3 | 7/8 |
| Maths | 15/22 | 8/13 | 7/9 | 1/2 | 3/4 | 2/4 | 1/3 | 3/4 | 2/3 | 2/3 | 4/6 |

**2013: 10 out of 11 students (receiving tuition as outreach because of medical conditions) made nationally expected progress in core subjects. 5 out of 11 made faster than expected progress** |
| **Subject/Key Stage progress** | **2** | School Tracker **Results tables**  |

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| **Expected progress****2012/13** |  | KS3 | KS4 | shows most students make faster than expected progress in both key stages |
| English | 13/16 | 13/19 |
| Maths | 14/16 | 14/19 |
| **Faster than expected progress 2012/13** |  | KS3 | KS4 |
| English | 13/16 | 13/19 |
| Maths | 12/16 | 11/19 |

**Subject progress is good: Key Stage 4 students attended and passed all summer exams 2013 (maths, English, art, science and RE). 18/18 achieved health and safety level 2, 10/10 food hygiene, 6/6 BTEC Catering and 3 ECDL (ICT)** |
| **Skills – RWCM - across the curriculum** | **2** | **Literacy policy**Lesson observations/ planning**Reading programme**Numeracy policy | **Students using library and reading with key tutors as part of tutorials**Lessons ‘join up’ in minds of students through whole-school objectives. Some curriculum areas focus more on oral communication skills (PE/ ICT) - see planning - which gives cover of objectives across curriculum, avoiding contrivance**The majority of reading tests show significant improvements in terms of ratio of reading age gain (in months) compared to HRPRS stay (in months)** Numeracy is embedded across curriculum and students challenged with numeracy activities in different curriculum areas. 9 out of 12 students made significant progress in numeracy during targetted intervention projects: Autumn 2011, Spring 2012, Summer 2013 |
| **Attainment and closing gaps** | **2** | **Analysis of closing gaps**Rewards/ attendance tracking |

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| **Progress based on KS2 starting points** |
| Numbers of students making **accelerated progress at HRPRS** based on prior learning rates (KS2 SATs, baseline, exit result) |
|  | KS3SATs, baseline, internal testing | KS4SATs, baseline, external exam result |
|  | 2012/13 | 2011/12 | 2012/13 |
| English | 14/16 | 3/7 | 11/12 |
| Maths | 13/14 | 5/7 | 9/12 |

Gold awards have halved in summer 2013 due to increased challenge of combining attendance and achievement with new IEP targets rather than generic ones. Students are having to work harder |
| **To get to Outstanding** |
| * External scrutiny of base-line and exit testing
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| **Behaviour and Safety** | **2 - Good** |
| **Sub-criterion** | **Our key evidence** | **Impact**  |
| **Climate for Learning** | **2** | Engaging learning environmentLearning walks (noticeboards)**Induction process, IEPS, student plans, tutorial sessions**Student voice | Welcoming, non-threatening environment promotes learning (see achievement and attendance data)**IEPS are effective because students understand why they are with us, what they need to do to improve and they own their short and long term plans.**We act upon student voice to improve our provision (eg, school day, taxis, lunches, curriculum, learning needs) |
| **Parents’, staff and pupils’ views of behaviour and safety** | **1** | **Voice activities-students, parents/ carers**PSA caseload/evidence | **Trusting communication with all parties (Spring 2013: 96% of parents feel their child is safe with us, no students cite they are unsafe)****Only 6% of parents felt their child’s behaviour had not improved at the PRS. 88% of students state the PRS is better for them**PSA strategies improve lives of our young people.  |
| **Pupils’ behaviour** | **1/2** | **New rewards system**Incident logs, SIMS logsTarget setting**Embedded Restorative practices**Paid damage log | **Systems for rewarding behaviour, achievement and attendance (IEPs) are transparent and effective (see rewards tracking)**No major incident in 2012/13Individual targets areas for behaviours more consistently recorded and acted upon**Staff and students know that conflicts will be resolved through reparation**Challenge to all vandalism. There has been a reduction in damage to property (2012/13 - £5 bill for wasting paper, £1.50 for door bolt) |
| **Safety and mutual support** | **1** | Voice activities**Safeguarding monitoring****COMPASS ‘drop-in’ -diary****CAMHS referrals****School Health Team**PSA caseload / evidence | 94% of parents strongly agree/ agree that their child is well cared for at the HRPRS (spring 2013). Outreach parents: 100% of parents say they are well informed about their childNo students feel unsafe, or that people do not care about them at the HRPRS (2013: KS4 responses)**Early identification of vulnerability of students and effective signposting/ referrals****(Feb 2013: CFC - 3, CAF - 2, CIN - 2, CP - 0, LAC - 2)** |
| **School systems for** **behaviour management** | **2** | **Behaviours for learning policy**Imbedded system of restorative practice**Personalised curriculum**Effective data recordingPolicies into practice by all staffPersonalised IEP targets | **HRPRS is a safe setting for vulnerable youngsters (no major incidents since 2011)**Challenging behaviours are managed well across the team because the policy is owned by staff and students.**Students engage with learning**Low FTE exclusions (2009-2013 - 2 exclusions -1 x 2 days, 1 x 1 day). No Permanent exclusions |
| **Bullying** | **1** | **Bullying Log, Student voice**PSHE curriculumSEAL:- assessments /progress, assemblies**Equality/ diversity practices** | **All staff challenge bullying effectively. 2012/13 - few incidents of bullying (see bullying log)****Student voice (2013) data shows that of current students no students were bullied** **Only 1 racist incident since 2009, 1 homophobic incident since 2009. Culture of tolerance and respect** |
| **Attendance** | **3** | Working party including MC membersReview of Attendance policyRewards systemAttendance action plansESW team - evidencePSA - caseload | **We improve students’ attendance**The large majority have made significant gains when comparing entry/exit %Whole school attendance - 2012/13 - 75% (increased work with inreach ‘anxious’ students with long-term attendance issues) 2011/12 - 85%, 2010/11 - 83%Attendance comparisonof on entry/PRS: In reach **+14%** average improvement  Outreach **+48%**  |
| **To get to Outstanding** |
| * Scrutiny of attendance action plans – securing participation and accountability of parents/carers
* Peer mentoring programmes
* ‘Dyslexia friendly classrooms’ requires formal monitoring.
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| **SMSC** | **2 - Good** |
| **Sub-criterion** | **Our key evidence** | **Impact**  |
| **Personal insight and spiritual development** | 2 | **Assemblies analysis**Child-centred reviews **English (speaking and listening presentations)**PE curriculum**Drama project (developing the imagination)**Excursions/ trips (personal views, sense of belonging, valuing relationships)**RE curriculum** | **Valuing relationships, sense of belonging through shared experiences, reflection and understanding of feelings and emotions. 23% of assemblies in Autumn 2012 and 17% in Spring 2013 focused on empathy as a key theme. Outside visitors have led recent assemblies on blind dogs and tropical diving. Students are engaged and discuss issues**KS4 Students/ carers have felt empowered by this process. All feedback - extremely positive (personal views, sense of belonging)**Very positive report from AQA observations of students GCSE assessments**2012/13 - 8/11 students in KS4 ‘closing gaps’ (team participation and performance)**Students with issues of ‘anxiety’ - high rates of attendance, live performance, positive feedback about value, 2 day residential**Successful events Autumn/ Spring 12/13 eg. coffee morning in local village; volunteering at Army Welfare Service; fund-raising and buying defibrillator; partnership activities with SPLD school students**Progress made in new KS4 curriculum area. Students discuss key issues and develop their own opinion on them (truth, beliefs, world views)** |
| **Moral understanding and relationships** | 2 | **Making Men 6 week course for KS4** Drama project(empathy)**PSE curriculum (consideration of values)**Link work with Dales School **Volunteering activities (issues affecting individuals and communities)**Special Schools’ Partnership activities | **Developing an understanding of feelings and emotions in an environment that provides the opportunity to reflect and learn (moral choices)**Broadened student experience and increased sensitivity to the feelings of others**Recognition of shared standards in areas such as the world of work**Students have built relationships and addressed feelings of prejudice**Students have had chance to be open-minded and learn from others ( they have helped individuals and communities eg. purchase of community defibrillator, help with community village hall, help with AWS development**Students have learned about the challenges that others face  |
| **Social development and skills** | 1 | **SEAL Fridays - log** Volunteering Fridays – log **Target analysis through tutorial reports**Restorative practice **Working with local disability groups** Newsletters | **Students have encountered challenges in unfamiliar contexts eg. train journey and science exhibition in Newcastle**Community based work and work-related learning. Students have worked effectively - participating together**Students evaluate critically their own skills and personal qualities**Students consider the importance of rights and responsibilities and develop a sense of social conscience**Value diversity in all forms. Tolerance and acceptance**Students, parents and carers celebrate shared success |
| **Understanding and respect for different cultures** | 2 | Birbal Lama - partner school teacher from Nepal**Special events - log**Assemblies log**Trips log (arts/ creativity)**Newsletters | Learners have explored cultural diversity through contact with a tradition and value system that is different to their own - 3 week visit July 2012**Students have learned about diversity eg. Chinese New Year - February 2013**Demonstration of what true inclusiveness entails**Students have developed an understanding of creativity within humanity (eg. Bronze Arts award)**Sharing identity |
| **The school’s promotion of SMSC and community cohesion** | 2 | Range of partners for volunteering/ work experienceLog of activities | Assemblies are stimulating.Key tutor meetings promote SMSC.HRPRS is actively involved in a range of successful and rewarding community projects |
| **To get to Outstanding** |
| * Video interviews of our impact of SMSC
* Peer mentoring
* Student/Parent experiences - develop further
* An even more varied programme of working with our community
* A wider programme of cultural experiences
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| **Leadership** | **2 - Good** |
| **Sub-criterion** | **Our key evidence** | **Impact**  |
| **Impact on outcomes** | 2 | **Staff interviews - all staff full confidence in leadership team. Clear vision which is understood by all (SDP)**Self-Evaluation (SE) is accurate and challenging - SE whole school and Curriculum SEs**Q of T, Achievement, Beh and Safety, SMSC, Attendance, Health and Safety**Performance and progress of partner establishments**Progression beyond and sustainability of placements** | **The leadership team is highly pro-active, aspirational, creative and effective. The Service has rapidly developed. All staff are committed to the vision**All leaders can accurately describe their areas’ strengths, weaknesses and set challenging targets**Distributed leadership drives up standards. All staff act as leaders. There is a collegiate accountability and responsibility to our students which means that every student is successful as a result of their time with us**The quality of our leadership and management team has impacted positively on raising standards 2012/13 data: 16/19 successful reintegrations;9/9 successful transitions to new mainstream school; 6/6 successful transitions to special schools; **11/12 EET** |
| **Impact on teaching and learning** | 2 | **Student achievement**Q of T/L**Lesson observations, reviews, scrutiny and effective T/L policy**Effective management of performance of ATAs | 2012/13: 23/32 core exam results show students’ rates of learning had improved at HRPRS2012/13: of 32 lesson observations 2 were graded 1 or ‘outstanding’, 26 were graded 2 and 4 were graded 3. There were no lessons graded 4**All staff demonstrate their knowledge and understanding of new Ofsted framework because staff work in triads to moderate performance and quality**. **Timetabling enables teachers to share good practice**All ATAs influence the rate of learning in lessons (observations April 2013)One ATA has achieved HLTA status (June 2013) |
| **Performance management & professional development** | 1 | **Appraisal documentation and links to SDP**Indiv. Staff Action Plans, whole school responsibility 1:1 interviews**CPD logs - focussed training linked to SDP**Coaching Directory | **All staff have appropriate and challenging Appraisal targets which drive progress as evidenced by the distribution of SDP objectives**Effectively progresses the SDP through distributed leadership and ownership**Professional development raises standards, challenges and develops practices**Staff skills are shared and embedded effectively |
| **Curriculum** | 1 | Personalised curriculum**Range of provision: weekly student sheet**Qualifications**EET figures** | Students are inducted with a clear progression plan and IEP. Accelerated learning**Average improvement to attendance: 2012/13 - 14% in reach, 44% out-reach.****Progress data shows week-by-week plans are effective**2011/12 - All students achieved appropriate qualifications and destinations**Engagement is good and students’ progress: EET after 6 months tracking/ support: 10/11 = 15 out of 18, 11/12 = 7 out of 10, 12/13 = 11 out of 12 (Sept 13)** |
| **Literacy** | 2 | Literacy policy embedded**Staff training to deliver Literacy in their curriculum areas** | Literacy key focus in all lessons/ all staff develop students’ skills. Reading intervention is effective (7 times higher than ‘good’ rate, for 4 students)**Common approach to literacy objectives across entire curriculum**. **Staff are confident to develop literacy skills. Students are aware of the literacy foci.** |
| **Self-evaluation** | 2 | Lead teachers’ reviews/ Extended SLT minutes**Management Committee reports**Annual staff reviews**Link advisor report** | Effective and comprehensive schedule of monitoring and self -evaluation which drives up Q of T/L. Strategic and ambitious middle leadership drives SDP progress **The Management Committee have specific roles in evaluation, in line with the new Ofsted guidance. Governors visits** - **challenge our SE**All staff are leaders and have their own “drivers” in addition to SDP and appraisal targets.**Confidence and confirmation of our own SE** |
| **Expectations Ambition****Professional Standards** | 1 | Extended SLT minutes andindividual action plans**Stakeholder feedback**  | The key focus for all staff is to improve the quality of teaching and learning. The team is professional, highly motivated, lead new projects and share aspirations regardless of their status. Staff show initiative, creativity and versatility.**100% of returns reflect the professionalism of service. Confidence and confirmation of our own SE.** |
| **Engagement with parents and carers** | 1 | Voice activities**PSA working log****Key tutor evidence** | Spring 2013 88% of parents strongly agreed or agreed that their suggestions and concerns are taken into account (in-reach) (0% disagreed). Medical outreach - all parents strongly agreed that they are well informed.**PSA and Key tutors provide excellent lines of communication and support** |
| **Governance** | 2 | **Membership:- 2 members are governors at other schools, 2 are experienced Headteachers of large secondary schools**MC minutes and Link governors –programme of contact. | **The Management Committee are experienced, knowledgeable and understand Ofsted standards**Visits and contacts influence our work positively, challenge our performance, moderate SE, budget monitoring, SMSC, student voice |
| **Safeguarding** | 1 | Safeguarding AuditCP files/ record keepingSafeguarding training - CPD logSafer recruitmentPippy/ ASB/ school nurse | We meet all Safeguarding standardsAll staff are confident and pro-active in all safeguarding issues, procedures and follow policy. Twice daily meetings allow the team to respond to issues immediately. All practices relate to our work based upon ”Team around the Child”: child-centred reviews, student tutorials, “voice activities”, active engagement of other agencies to support us and our students. We are pro-active and responsive |
| **To be Outstanding** |
| * By Sept 2013 - produce a pay policy which effectively links appraisal to teachers’ standards and performance
* Make data clearer that relates rewards to quality of teaching (last 3 years data on pay progressions)
* To continue to ensure all leaders are afforded appropriate professional development
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