

Self Evaluation Report

Agreed



**Ramsden Hall
Academy**

Ramsden Hall Academy

URN: 142612

School Context

BRIEF SUMMARY

Ramsden Hall Academy is a residential special school for boys aged 10 to 16 who have an EHCP for Social, Emotional and Mental Health. We admit up to 100 boys from across the whole county, with transport provided by Essex LA.

Every student has an Education, Health and care Plan, (EHCP), with the majority identified with hidden disabilities, including Attention Deficit Hyperactivity Disorder, Autistic Spectrum, Oppositional Defiance Disorder, and Conduct Disorder. As a result, they are often misunderstood as having behaviour problems and their SEND issues have resulted in large gaps in their education. As a result we group our students according to need and learning styles in all areas. Many students have complex needs and come from a variety of backgrounds, but all have experienced some form of Adverse Childhood Experience (ACE), disadvantage and trauma, either through their families, or through their experience of education. The majority have attachment issues and some have experienced domestic violence, drug and alcohol abuse, criminality and neglect, both emotional and physical, 69% are identified as disadvantaged. Attendance has been low for many of them, currently pupils are demonstrating on average attendance 25% higher than before joining Ramsden Hall. We have 6 children who are CLA, 3 CPP, 3 CIN, 6 who are currently at high risk and receiving support from external agencies.

We are fully staffed on the Teaching team, and all subjects are led by subject qualified teachers. Our dedicated, experienced and stable staff team, are highly trained in areas such as Attachment and Mental health, and this year we have extended this through specific therapeutic training, including Trauma Perceptive Practice, Sensory Processing and Speech and Language needs. Our staffing includes an established engagement team, safeguarding team and Residential team. The safeguarding team is comprised of 5 highly experienced level 3 trained staff who support the Designated Safeguarding Lead to ensure that concerns are identified quickly, dealt with effectively and escalated to the relevant agencies where necessary. We also provide two part-time counsellors. We are aware that the referrals into the Academy are increasingly for children with very complex needs and EHCPs and we are working with the LA to ensure that funding is sufficient to meet those needs, including through a variety of therapeutic strategies. We are supporting 9 pupils who have been identified at AR as needing another placement, while the LA sources alternatives.

In September 21 the whole staff team revised the Academy mission in line with Trauma Perceptive Practice:

We aim to give all our pupils and their families the **hope, compassion, experience and qualifications** to enable them to **take their place in the World.**

We will

- build their **skills and confidence** so that they can learn to **recognise their emotions, self-regulate**, and develop strategies to **express themselves safely**
- ensure that everyone is **seen and known** as an individual, and offer them **tailored pathways** to meet their **individual goals**.

Everything we do is based on positive relationships, in line with the theories of Louise Bomber amongst others. Our ethos is based on the principles of Trauma Inclusive Practice, and as such we believe in connection before correction in line with the work of Kim Golding. We understand that in order for our children to achieve we need to work with them to regulate themselves, connect with them to build relationships, reflect with them to develop their reasoning and finally reconnect with them to repair and progress.

We believe that every student can have, and is entitled to, a positive future, and so we offer a variety of academic and vocational qualifications at differentiated levels to ensure that all students can achieve at their level and access their chosen destinations after Y11.

- Many of our pupils come to us having had difficulties with literacy at primary school. We understand that supporting struggling readers requires a coordinated effort across the curriculum and a combination of approaches that include phonics, reading comprehension and oral language approaches. Our curriculum is flexible and is designed around student needs and interests with practical and therapeutic elements wherever possible. We believe that our children learn better when they have access to sensory breaks and activities including art, food preparation, PE, design and technology, construction, animal care and Forest Schools.
- We aim to nurture confidence and give our students the chance to succeed where previously they may have failed, to fill the gaps from their primary education and to prepare them for life in the real world. Any of the students demonstrating the skills and attainment required to successfully reintegrate into a mainstream school are supported in the transition, one successfully

transitioned in Spring 21, another is currently working towards it. In the last three years every student who has completed Y11 has gone onto a college placement.

- The Academy works with families to put in place aspirational yet achievable targets for all learners and celebrate the achievements of students to reinforce their success and achievement, in line with their EHCPs. We operate vertical mentoring within an established house structure to focus on nurture at all ages, with students grouped according to need. These tutor groups meet twice a day and their tutor staff take a key role in liaison with parents and overseeing the students' social and emotional development. Families report that these relationships have supported their child's development - in a recent survey 92% of families said they would recommend the school to other families.

We have found that differentiated discipline, according to a child's previous experiences and developmental state, gives the best outcomes, and so our responses to stressed and distressed behaviour are consistent, but not rigid. Our highly experienced staff are trained in brain development, attachment, stress responses, co-regulation and building resilience. We support staff wellbeing through the Wellbeing group, Smart clinic and informal supervision as we know that calm, regulated, kind, and compassionate staff are more resilient and have more patience with traumatised children and families. Fixed Term Exclusions (FTE) have reduced by 56% when compared to this time last year, Overall there was a 22% reduction in negative behaviours compared to the Autumn term last year. Incidents requiring RPI were significantly lower (48%) than the same term last year. Incidents requiring RPI during the Autumn Term this year have reduced by 55%

We organize our learning groups on the principle of 'stage not age' as far as possible. Following the first lockdown we have continued with the groupings we established according to need, with pupils who show more ADHD and ODD behaviours in Red groups, and those with more ASD behaviours in Blue.

- Students in Years 6 – 8 benefit from our nurture base within our Ready to Learn area where English, Maths, Humanities, Life Skills and Forest Schools are delivered through a thematic, project based approach. The KS3 curriculum has been reviewed following the last Ofsted, and KS4 and KS3 staff are working together to ensure Y8 students are well prepared for the transition to KS4 in Y9.
- Our curriculum involves every aspect of school life and so we provide a range of trips and off-site activities, as well as the chance for older students to complete work experience, including onsite with our catering and site teams. We tailor trips according to pupils' interests, including trips to the zoo, the theatre. In the last two years levels of engagement in lessons have remained consistently above 90% in lessons seen on learning walks.
- Our experiences of providing online education during the pandemic supported us to develop our digital learning offer and children are now using programmes such as NearPod and Lexia to enhance their learning. Early feedback from the Trust T and L lead and from Learning walks shows that the use of IT in lessons is increasing engagement and hence learning.

In May 2021 we moved into our purpose-built residential block, Ramsden Lodge, and the extension to the teaching block which houses new dining halls, ready to learn and art areas. The main teaching block was constructed in 2009, and we also have an outdoor classroom, technology area and gym in various original outbuildings. This is all set in 14 acres of grounds, including a playing field, swimming pool, and woodland. Our site provides us with many opportunities as well as challenges, and since the last Ofsted visit we have constructed more fencing to provide a safe area, whilst still continuing to use the grounds for forest school, horticulture and animal care.

We work in close partnership with our family of schools within PLT, and are members of the Essex Special Schools Education Trust. Additionally, we have worked with the following individual mainstream schools: Woodlands, Chelmer Valley, Ormiston Rivers, Mayflower and Billericay schools. The school also has a PTFA Charity Number 1165446.

Residential provision

The residential provision is currently rated "Good" by Ofsted and we have recently opened facilities for up to 40 boys at a time. The provision is a choice for the boys and their parents, in consultation and agreement with the school, and operates on a flexible basis. We have an emphasis on activities and routines, making sure it is fun, but also give the boys appropriate structured freedom to interact with their boarding friends. We focus on the development of social skills and emotional wellbeing and residential students consistently show improved outcomes in terms of both attendance and achievement.

Quality of Education

JUDGEMENT



The curriculum has been designed to meet the specific needs of our pupils, all of whom have an EHCP identifying their specific SEMH needs. We have endeavoured to offer as wide a curriculum as possible, within the constraints of the size of our Academy.

- We have extended the vocational curriculum at KS4 to meet both pupil interests and staff expertise, incorporating different levels of qualifications in all areas to ensure that pupils can access qualifications at the right level, providing both support and challenge. This has enabled pupils to achieve qualifications from Y9 onwards; e.g. in English and Maths pupils can gain an entry level award, followed by functional skills at both levels 1 and 2, and GCSE. Allowing pupils to take functional skills qualifications online and on demand has increased the number of Maths and English qualifications accessed in KS4. In 2022 65% of our pupils achieved 5 GCSEs, including English and Maths, at grades 1-9, this is compared to 17% in SEMH schools nationally. We also saw a 29.8% increase in English Functional skills Level 2 qualifications.
- In order to meet our mission we are working with local colleges and employers to ensure qualifications meet entry requirements, as well as placing a focus on personal development and social skills according to individual needs. We focus on developing motivation, self-awareness, problem-solving, conflict management and resolution, collaborative working, how to understand and manage feelings and how to manage relationships with parents, carers and peers. motivation, self-awareness, problem-solving, conflict management and resolution, collaborative working, how to understand and manage feelings and how to manage relationships with families.
- We have increased the amount of teacher support for the coursework elements of vocational subjects and as a result increased Level 2 vocational qualifications by 350% increase in 2022.

Most of our pupils have experienced significant disruption to their education, and potentially trauma, and so our Ready to Learn curriculum has been designed to re-engage pupils with their learning by; building relationships built on trust and nurture principles, identifying any specific barriers to learning and crucially, gaps in prior learning.

- We use mixed age groupings and a range of educational and SEMH specific interventions to meet pupils needs based on their current level of development rather than just their chronological age, whilst still providing sequential progression and development of key skills and knowledge in preparation for Key Stage 4.
- Progression through the Key Stage 4 curriculum is clearly sequenced from Foundation and Entry Level qualifications through to Level 1 and 2 qualifications. We undertake a yearly curriculum review to ensure that our curriculum meets pupil needs, is clearly sequenced, and allows sufficient challenge
- Pupils in Key Stage 4 are offered a wide range of academic and vocational options that prepare them well for progression on to the next stage of their education or training. We recognize that pupil option choices and our Academy size may result in some narrowing of the curriculum and so offer a range of Alternative Provision opportunities and external work experience and visits to mitigate this.
- Remote education is still available for all pupils as homework, and for those awaiting new placements, or on modified learning plans.
- The weekly CPD programme involves regular opportunities to address any issues with the developing curriculum, and the pedagogy involved. AC members receive reports on the curriculum regularly from the HT and T and L lead.

Literacy is an area of focus, with a strategy in place to assess and meet reading needs, and to develop SLCN with all pupils.

- All staff have had training in reading for comprehension and specific staff are trained to deliver RWI Fresh Start or "That Reading thing" to identified children according to their learning preferences. Some children have not succeeded in reading when they come to use, despite years of synthetic phonics support at Primary school, and so we have to adapt to this and offer a range of interventions. We are beginning to see improved WRATs scores in reading (81% of pupils increasing literacy scores significantly). We expect to see increased engagement and enjoyment of reading as confidence improves and are extending the range of interventions to support pupils with a range of reading strategies according to learning styles.

- Staff are being trained in ELKLAN and we are developing a SLCN strategy as we are concerned that a large proportion of our pupils have undiagnosed SLCN that is contributing to their SEMH needs. We are working with ECC advisors to use the "Balanced System" to develop our SLCN strategy and are planning to integrate the "Speechlink" tool to both assess and plan for pupils with SLCN.
- We have developed a literacy strategy that focuses on individual needs and tailored provision to counteract some of the barriers that have developed earlier in their education.
- Staff are trained to ensure that reading materials at the right levels are incorporated into all subjects and that reading materials relating to pupil interests is available in classrooms as well as the library. The allocated time for the teacher in charge of reading has increased by 0.4 fte since Jan 22 to allow focussed support for identified children.
- Families have told us that they are unclear about our homework policy and so this will be a focus for the Summer term through tutor calls and at the Open afternoon in May.

We have mapped Character education across all subjects and are working with subject leads, tutors, pastoral staff and the community to ensure that pupils receive opportunities to develop character and access the cultural experiences that they would otherwise lack.

- We take pupils off site regularly for rewards trips and also for curriculum development, including sailing trips and residential holidays. Trips and visits are tailored to individual needs and interests, and also to introduce key life skills and experiences, from trips to restaurants and parks to attendance at theatre events.
- We have worked with ECC Music Provision to employ a Music tutor who is also offering GSCE music.

Our Curriculum is monitored through regular scrutiny of Schemes of work, lesson observations and work scrutiny involving all teaching staff and SLT on rotation.

- Subject leads all have strong subject knowledge in their areas; learning walks in this academic year show pupils are given work which matches the intent of the curriculum and is coherently planned in 98% of lessons observed this academic year.
- Teaching staff (including LSAs) work in subject teams to both moderate and review their curricula as well as review progress. This also allows staff with particular expertise to support others and ensure that the pupils experience is consistent. In 2022 we are focussing on developing consistency in the quality of learning, both within and across subjects, through subject leads mentoring staff and monitoring progress through observations and work scrutiny
- Pupil engagement and relationships with teaching staff were judged to be a strength or major strength in 100% of lessons observed on learning walks in the academic year 2021-22. The weekly CPD programme involves regular opportunities to address any issues with the developing curriculum, and the pedagogy involved.
- The Maths team are using a sequenced programme to ensure continuity from KS3 to KS4, and the English lead has led coaching with the KS3 English teacher to ensure adequate preparation for KS4. Work scrutiny shows that 93% of work seen shows good progress, with 7% identified for further support through line management and sharing expertise with other teachers.
- We carry out WRATs, and specific reading assessments on arrival and then twice yearly. Subject assessments are carried out on a termly basis and moderated both internally and externally. Teachers use assessments to plan and adapt their schemes of work and ensure gaps in knowledge and understanding are filled, and that skills are developed
- Previous skills audits have enabled us to ensure that staff specialisms are utilized in both delivery of the curriculum and also in CPD for other staff.
- We are using our NTP funding to employ a learning mentor to focus on a core group of vulnerable pupils as they transition from KS£ to KS4.

The impact of the curriculum is rapidly improving outcomes for Yr11 pupils.

- In 2021 46% of Year 11 pupils on roll achieved 5 9-1 GCSE or equivalent qualifications, including English and Maths. In 2022 this figure rose to 65%
- In 2021 23% of Year 11 pupils on roll achieved 5 9-4 GCSE or equivalent qualifications, including English and Maths. In 2022 this remained consistent, but did not increase significantly due to moderation of IT grades. In 2022 we are working with the Trust T and L lead to address this.

All pupils have identified SEMH needs and have experienced disadvantage. We report weekly to families on progress overall, including against EHCPs and monitor progress half termly with the pupils.

- Over 65% of pupils are eligible for PPG. Last year data showed lower levels of achievement in both English and Maths was lower for this group and so we have increased 1:1 support in these areas for identified children, as well as increasing support in vocational education, and counselling support.

Q1	How well can the leadership team (including curriculum leaders) explain the rationale and design of the curriculum?					
Q2	How deliberate has the curriculum design been?					
Q3	How clearly can the leadership team articulate the current priorities for the curriculum?					
Q4	How well do the leadership understand the strengths and areas of development of the key stages and subjects within the school? Are there any groups of pupils who are less well served?					
Q5	What is the school's assessment of the breadth of the curriculum provided? Are sufficient opportunities for "Cultural Capital" provided?					
Q6	How confident are leaders that the intent of the curriculum is implemented and that learning is sequenced effectively over time?					
Q7	How demanding is the "daily diet" of pupils' work?					
Q8	How effectively do teachers use assessment?					
Q9	How accurately do results reflect the quality of education provided by the school and the aims of the curriculum? Is there alignment?					
Q10	How securely is essential knowledge of literacy and numeracy developed and reinforced across the curriculum?					
Q11	How effectively does the school ensure all learners, particularly the disadvantaged, and the most able, make strong progress from their different starting points, including in English and Mathematics? How accurate is the tracking of these groups? What actions have been taken when targets have not been met?					

Behaviour and Attitudes

JUDGEMENT



Due to our pupils' SEMH needs, situations and behaviours arise that require sensitive, sometimes non-traditional but effective long-term behaviour management strategies. We understand that our pupils will require additional support to reach expected standards of behaviour. We have developed a strong culture to support our mission, which is based on the understanding of trauma informed practice and the research of Louise Bomber and Kim Golding. Pupils are challenged to take responsibility for, and regulate their own behaviour and provide opportunities for self and co-regulation. As a school we further support this by applying a range of consequences and rewards both consistently and fairly. The trust wide implementation of CPI Safety Intervention Foundation programme has seen every member of staff trained in levels and escalation of behaviour, the narrative and language around behaviour management, physical skills and restorative approaches to ensure calm, consistent responses from staff to a range of behaviours at differing levels.

- This is reflected in pupils' positive behaviour and conduct over time with some of our most frequent levels of negative behaviour reducing significantly in years 10 & 11. Our most frequent negative behaviour was recorded 20 times for year 11 students compared to 150 times for year 7 students during 2020-21 (**Evidence: RHA Most Frequent Negative Event 2020.21 by Year Group**).
- During the Autumn term 2021-22 recorded negative behaviours reduced by 22% when compared to the Autumn term last year. During the Spring term recorded negative behaviours reduced by a further 15% and a further 20% during the Summer Term 2021-22. (**Evidence: RHA Behaviour Report AUT 2 2021.22, RHA Behaviour Report Spr 2 2021.22, RHA Behaviour Report Sum 2 2021-22**).
- The overall rate of negative events has reduced significantly over the past 2 years from 0.262 in 2019/20 to currently 0.139 (**Evidence: RHA 2021.22 Termly Benchmarking Data**).
- Changes to the school policy and the environment have reduced the number of pupils outside the boundary and not responding to staff by 53% between the Autumn term 20.21 and Autumn term 21.22, this lower level of incidents were maintained throughout the spring and Summer term last year (**Evidence: RHA Outside Boundary (Did Not Respond) 2020.22**). Phone misuse has reduced by 62% between Autumn 2019.20 to Autumn 2021.22 (**Evidence: RHA Phone Misuse**). The persistent use of poor language had reduced by 21% from Autumn 2019.20 to Autumn 2020.22. However, we did see a spike in Autumn 2021.22 with six Ready to Learn pupils responsible for 54% of incidents, three of which started with us in September 2021. Incidents of persistent poor language reduced by 25% during the Spring term following this spike (**Evidence: RHA Persistent Poor Language**).
- During 2021-22 the total number of recorded positive events was significantly higher (+1526) than the recorded number of negative events. On average 1.5 positive events are logged per negative (**Evidence: RHA 2021.22 Termly Benchmarking Data**).

A clear understanding of attachment theory and a school built on establishing and maintaining positive relationships allows staff and pupils to identify both key and transfer adults that students will engage with and respond to in times of need and crisis using clear routines, scripts and responses to improve positive behaviours and reduce negative behaviours. A restorative approach and a number of established educational consequences allows students to understand, internalise and take responsibility for their own behaviour. We developed Pastoral Leader roles for KS3 and 4 in 2021 to support tutors in the analysis of patterns of behaviour, and the development of strategies to support identified children. As leaders we use this data to review policy and practice and use line management to support and challenge staff. Half-termly behaviour analysis/reports set targets and strategies for reducing negative behaviours and measure the impact (**Evidence: RHA Behaviour Report AUT 1 2021.22, RHA Behaviour Report AUT 1 2021.22 RHA Behaviour Report Spr 1 2021.22, RHA Behaviour Report Spr 2 2021.22, RHA HT Behaviour and Attendance Summer 1, RHA Behaviour Report Sum 2 2021.22**).

- 100% of the parents attending our last open afternoon who completed a parental questionnaire feel their pupils are safe, happy and well looked after at our school. When 59 parents were surveyed in April 2022 83% of parent felt their child is safe at school, 85% of parents felt that their child is happy at the school and 97% of parents feel that their child is well looked after at school. (**Evidence: OFSTED Parent Questionnaire OCT 2021, Parent Carer Questionnaire Summary Apr 2022**). The number of incidents of unsafe behaviour has reduced by 42% between Autumn 20.21 to Autumn 2021.22. 85% of Parents feel behaviour and any incidents of bullying is dealt with effectively (**Evidence: OFSTED Parent Questionnaire OCT 2021, RHA incidents of unsafe behaviour 2020- 2022**).
- Data shows us that 73% of our current cohort arrive to Ramsden Hall with attendance below 70%. Whole school attendance of the students currently on roll prior to starting at Ramsden Hall Academy is 44% and 85% of pupils arrive as persistent absentees (**Evidence: Attendance and Exclusion Report Sum 2 2021.22**). Currently, those students on roll are demonstrating on average a 22% improvement in attendance since joining Ramsden Hall Academy with a quarter of the cohort improving their attendance by more than 60%. There is a 63% reduction in

the number of pupils within the lowest attendance band (lower than 25%) and a 312% improvement in the highest attendance band (96% or higher) since joining Ramsden Hall (**Evidence: Attendance and Exclusion Report Sum 2 2021.22**).

- We are revising our staffing structure to include a family liaison worker and part-time driver so that we can offer more flexible support to families and personalised timetables to children with low attendance, hence improving their confidence and engagement with school.

We have a number of students on roll that are inappropriately placed and who are currently attending very little or unable to attend school. We have liaised closely with each of these pupils' Caseworkers; the Local Authority and Inclusion partners and each of these pupils are awaiting alternative placements. Attendance of this group is currently 20% which significantly impacts on whole school attendance. To support pupils returning to school following the COVID-19 pandemic we put place a number of re-engagement plans or personalised timetables. Many of these pupils have graduated from these plans but a number remain on these timetables to support their behaviour and attendance. The attendance of this group is 40.26% and again has a significant impact on whole school attendance. However, the attendance of this group to their planned timetables is 70.8% (**Evidence: Attendance and Exclusion Report Sum 2 2021.22**) Whole school attendance excluding these groups is 82.7%. For those residential students who board between 2/3 days a week attendance is over 23% higher than students that do not board and has been for the past two academic years (**Evidence: Standard 20 Visit**). We are increasing staffing in Residential to allow more pupils to access the provision and increase attendance.

- We ensure the safety and promote good attendance of all students both within school and those on alternative provisions to whom we have daily contact with. We have a clear effective system for monitoring student attendance that allows us to intervene daily. We promote attendance by issuing weekly and termly awards and have a specific whole school award for attendance in our annual awards ceremony. We work closely with ECC SEND and attendance partners to monitor this.
- Our electronic online behaviour system is accessible to all staff and enables behaviour logs to be updated immediately and continuously. All logs are updated before the end of the school day and reviewed during our daily de brief session. School policy is shared and discussed within these meeting and changes made to ensure effectiveness.
- The system enables us to log a variety of incidents including potential bullying and racist behaviour by monitoring victims and perpetrators to analyse frequency and possible patterns of incidents. We address these behaviours through our 5 step anti bullying and racism procedure (**Evidence: Anti Bullying Policy**) and have used the data entered to employ support from outside agencies such police liaison officers, EYPDAS, PREVENT, Youth Offending and the POWER project as well as to support safeguarding referrals. Since September 2021 we have employed two trained counsellors onsite offering support to 12 pupils. We have budgeted to employ a driver in the Summer term this year and a Family Liaison officer from September 2022 to support and engage with some of our most vulnerable families.
- We have a designated safeguarding lead that is supported by a team of six level 3 safeguarding trained members of staff including the residential lead and the senior leadership team as well as a designated safeguarding lead governor and trust safeguarding lead
- We have used fixed term exclusions effectively to reduce the number required by 21% between 2019/20 and 2020/21 and a further 42% in 2021/22 (**Evidence: RHA 2021.22 Termly Benchmarking Data, Attendance and Exclusion Report Sum 2 2021.22**) This is a direct result of clear monitoring, sharing information and proactively engaging parents and families early. We have significantly increased the number of parental meetings on site. Tutors, teachers, transfer adults and key workers are communicating regularly and in some cases daily with student's homes to offer support and implement strategies. There is a defined procedure for reintegrating pupils following fixed term exclusions, during which strategies are discussed. As a result, the number of Fixed Term Exclusions have reduced by 58% from term 1 to term 6 this academic year (**RHA 2021.22 Termly Benchmarking Data, Attendance and Exclusion Report Sum 2 2021.22**)

BITE SIZED QUESTIONS

O G RI I NG

B1	How successfully has the school built a calm and orderly environment? Is there a consistent approach from all adults to behaviour?					
B2	How effectively has the school promoted prompt and regular attendance?					
B3	What judgement would the school give that pupils feel safe from bullying, peer-on-peer abuse and the misuse of technology?					
B4	How effectively has the school used its powers to temporarily and permanently exclude pupils?					

Personal Development

JUDGEMENT



Personal development is at the core of everything we do, as part of our mission to ensure our students leave us ready to make a positive contribution to their communities. Staff are all trained in Trauma Perceptive Practice and it is embedded in our culture. We believe that the personal development of our students is everyone's responsibility, but it is led by the HT and a senior teacher who is an RE and PSHE specialist.

- SMSC and RE are mapped across the curriculum and in the enrichment opportunities available in the Residential. British Values and core values are also promoted across subjects, in assemblies, enrichment days and in daily tutor time.
- We recognise that many of our children arrive with gaps in their personal education and so this allows us to both identify these and compensate for them, hence contributing to our overall aim. In the last three years all students who completed Y11 went on to college placements and two have returned on work experience as LSAs in art and PE.
- The PSHE curriculum is designed to include British Values and the Essex Risk Avert programme with a focus on areas most relevant to our students and their families. We track social progress through PLT's Social Independence Scales (SIS). These show us that in the last year 24.4% are making expected progress, and 21.4% are making better than expected progress. This is lower than last year at 48% and 42% respectively, due to Covid and the high rates of absence for some of our children.
- We have reviewed policies to include peer on peer abuse, surveyed pupils, trained staff and revised recording on Sleuth to ensure that pupils are aware educated about harassment and consent and issues are dealt with effectively.
- We analyse all behaviour logs to spot trends and work with agencies such as the police service through the Prevent programme alongside external speakers from different faith communities, such as a local mosque and church to challenge stereotypes.
- Our wider curriculum includes education in strategies to challenge and prevent any form of bullying, including technology misuse. This is an integral part of the ICT programme and as part of our work towards the UNICEF Rights Respecting Schools Award; we survey students' views around safety and also follow this up through 1:1 mentor discussions and the Student Council. reinforced in the residential provision and through our work with families.
- The member of the Advisory Board for Safeguarding makes regular visits to the school and residential and talks to both staff and students to monitor safety. We also work with an external Section 20 Residential service and a dedicated S20 Academy Council member.
- We follow nurture principles throughout the provision, including healthy food in the canteen which is free for all, Food Tech lessons from Y6 onwards, and a wide range of sporting and outdoor activities including swimming, the gym and Forest Schools. The benefits are most apparent in students who attend the residential as they are nurtured to develop healthy food, sleep and exercise routines which then impact positively on their mental health, attendance, behaviour and learning. We consistently see increased social and academic progress in residential students compared to day students, and are increasing staffing to allow more boys to board as a result.

Many of our students are vulnerable and so we have developed a safeguarding team, including senior staff who are all trained to level 3 in child protection and the majority of staff are trained to level 2 in mental health first aid.

- We work effectively with external agencies to support families with very complex issues.
- This impacts positively to identify and support children at risk to access education where previously they have not been able to, resulting in improved well-being and emotional health.
- We have a qualified nurse as medical officer and liaise with the school nurse to deliver immunisation programmes and individual interventions.

We offer 1:1 counselling, and source specialist support where there are identified mental health needs. Pupils are engaging well with this and places are allocated according to trends in data, or SEMH needs arising from issues at home. We have increased the referrals to community early help support significantly since the start of the pandemic and are planning to increase the

range of therapies on offer according to needs, particularly in SLCN. We are working with ECC colleagues using "The Balanced System" to develop a strategy for this.

Some of our students have huge amounts of resilience as a result of their early life experiences. This can be directed into them developing character traits that will not be helpful to them in adult life, such as aggression and violence.

- We use what we know about their interests, likes and dislikes to work with them and their families to encourage the more positive aspects and allow them to express themselves safely.
- Activities that involve managed risk taking such as Forest Schools and Outdoor Education are built into the day and residential provision and pupils are taught how to keep themselves safe.
- We also have regular trips, including activities such as sailing and kayaking to take the students out of their comfort zones and enable their confidence and character to develop in different environments.

From Y9 onwards students begin work towards transition on to College or Apprenticeships.

- At this point some begin to attend Alternative Provision in vocational subjects such as Motor Vehicle Maintenance, or work experience in an area of interest, such as catering. These are carefully selected following Essex LA guidelines, and are monitored by a member of staff through visits and meetings. Where there are incidents that affect safety we work with the provider following our policies.
- They meet with a Preparing for Adulthood advisor from the Children and Young People with Disabilities Service, who also attends their Y11 AR and gives advice about the suitability of placements and travel etc.
- We arrange work experience placements through local businesses, or in the students' local areas as appropriate for individual needs.
- Throughout Y11 the Transition Manager supports students with careers guidance, college applications, visits, open days and interviews. This is then followed up throughout the following year with students and families to monitor their progress. Many of our ex-students visit us and support current Y11s in preparation for college. We also currently employ one as an apprentice LSA and one as a part-time member of the site team. We are currently training staff in vocational profiling to further develop the support we offer to children moving on to college or employment.

BITE SIZED QUESTIONS

		O	G	RI	I	NG
P1	How robust is the evidence that the promotion of pupils' spiritual, moral, social and cultural development is effective?					
P2	What judgement would the school give that learners are able to recognise and mitigate risks from all forms of bullying, radicalisation and the misuse of technology?					
P3	How robust is the evidence that priority is given to learners' physical and emotional well-being, including healthy eating, fitness and mental health awareness?					
P4	How successfully does the school create opportunities for pupils to develop character?					
P5	How successful is the provision of impartial careers advice or direction in enabling pupils to be ready for their next phase of life?					
P6	How rich is the range of personal development experiences that the school provides for pupils? What is the quality of these experiences?					

Leadership and Management

JUDGEMENT



Safeguarding is at the core of everything we do - students have to feel safe at school and trust that we care about them. Using Trauma Informed Practice principles, we focus on developing positive, predictable and safe relationships. All students choose their own pupil teams, and also have dedicated tutor teams who liaise with parents and carers. This ensures that student have access to a variety of trained adults that they can share any concerns with. Staff are also trained to look for signs of concerns that are not shared verbally by the students, and we monitor changes in behaviour and mood, as our children can't always tell us when things are wrong.

- All staff are fully trained and up to date with KCSIE and Prevent, and safeguarding forms a regular part of CPD and monitoring. This is led by our safeguarding member of the AC, our designated Safeguarding Lead and the Safeguarding team.
- All staff are trained to level 2 and receive yearly updates. Staff report concerns through our online management system, Sleuth, these are monitored by the safeguarding team who identify patterns and trends and also moderate our assessment of them and monitor the impact of strategies we put in place.
- We work together to support the whole staff with some very complex child protection cases, and we provide regular informal supervision to support this. We provide regular training, both online and face to face, with the latest on peer on peer abuse.
- The safeguarding AC member visits regularly and also supports in reviewing the policy and any safeguarding incidents and decisions as required.
- We work closely with external agencies, such as Social care and the police, the Youth Service, Youth Offending Teams, Prevent and Gang prevention services on individual cases to address concerns at an early date.

All recruitment follows KCSIE guidelines and includes the necessary checks. This is reflected in the schools' online SCR.

- Four senior staff are trained in safer recruitment, as is the HR lead who deals with applications.
- Interviews include safeguarding questions, and the recruitment process for the Residential Team includes recommendations made in the Warner report. Our staff need to understand and support our aims, as we can work in very challenging circumstances at times, and so all recruitment focuses on this.

Our mission was developed by the whole staff and is reflected in all our policies - from safeguarding to Teaching and Learning, and is shared by all our staff. We communicate it to all our stakeholders, including families and external providers, not only in what we say but in what we do. Our students understand that this is what we are aiming for but often their needs are such that they find it hard to articulate, but rather show us through the trust they place in us and their attitudes to school.

We have good relationships with a range of stakeholders, but families are key. They have often had negative experiences of school, sometimes from their own education, and so we work hard to break down those barriers and establish levels of trust and positive relationships. This goes from our reception team, through the tutors and residential key workers, to the SLT.

- We report formally to families twice a year, and also hold social events where they can visit in an informal atmosphere to see their sons' work. Feedback at these events is overwhelmingly positive, as is the weekly communication between families and tutors. The recent family survey was positive, but where feedback was less positive tutors are working with families to address concerns.
- We are developing our support for families through the family hub sessions in residential and through the family area of the website, and we are working to increase links with the local community through inviting them to open afternoons and through links with local organisations.

Where families have concerns we hold meetings with appropriate members of staff, or representatives of the LA or Trust as appropriate.

- We offer supportive strategies, such as a pupil accessing the Residential, Alternative Provision, changing groups or having some 1:1 tuition out of school.
- Where this is not possible in school, through long distances or lack of transport, staff meet families in local communities, or make home visits as necessary.
- Staff also transport students to AP, or home from Residential where families are not able to. We are increasing our transport offer to allow us to offer more flexible timetables.
- If it is not possible to come to agreement on concerns, the LA Statutory Assessment Service and SEND support service meet with school and parents to review the placement. We work with the ECC SEND Quadrant Lead, the school Inclusion partner and also the Attendance officer to facilitate changes to the placements where necessary.
- Where this is the case we support through 1:1 face to face or online tuition. Currently we are supporting 9 pupils who are waiting for new placements and have 13 on modified learning plans.

Our Academy Council has changed recently and we have worked with the Trust to increase membership to reflect the community and allocate areas of responsibility.

- The AC meets regularly with the HT, senior staff and Trust leads reporting on key areas, including the impact of PPG, behaviour, social and learning data, staffing etc
- Members visit regularly to work with staff and pupils, ensuring their understanding of key priorities and impact.
- The trust monitor the website and support AC members and the senior team in strategic development and planning

As a staff team we face many challenges and so we support each other to acknowledge and address this.







- Staff have a clear line management structure that supports professional development and accountability.
- Well-being is monitored through these and regular group and individual supervision with colleagues and external agencies such as the EP and counselling service.
- Staff questionnaires are issued twice yearly to assess where there may be any issues and then to address them where necessary. Following one of these questionnaires, we developed a staff wellbeing team, including a cross sample of staff, who meet regularly to review staff suggestions and implement improvements where possible. This group have also developed a staff wellbeing policy.
- Every member of staff is involved in the process of planning and selecting CPD opportunities, both through the internal programme and also through requests for external training.
- The Trust also provides an online counselling service, and occupational health and individual counselling is also available through the LA.

In the last two years two members of staff have completed their ITT, two completed NPQML, four have completed ELKLAN training, two have completed ECC's Trauma Perceptive Practice, Train the Trainer" programme, one is currently completing ESSET's Aspiring Leaders programme, one has completed a level 7 qualification in Health and Social care, and one has completed NPQH. Two middle leaders have recently started NPQs in leading teaching, and in leading behaviour and culture, and another has started her NPQSL.

BITE SIZED QUESTIONS

O G RI I NG

L1	What is the effectiveness of safeguarding in protecting children, including the way in which the school identifies children at risk and secures the support that they need? How would you evidence this?					
L2	How effective are the school's self-evaluation systems? Do all leaders, including governors/trustees fully understand the school's strengths and weaknesses? Does this information drive improvement?					
L3	How clear and ambitious is the school's vision? Is this shared and "lived" across the school?					
L4	How effective is the school's engagement with stakeholders and action upon their views? How can the positive impact of this be evidenced?					

L5	How effectively do governors/trustees hold senior leadership to account for their stewardship of the school, including the management of resources? What evidence supports this?	
L6	Where responsibility for governance is shared across a range of parties (trustees, local governing body, MAT, etc.) - how clear are the lines of accountability? How are these functions monitored?	
L7	How informed are leaders of the issues facing staff at all levels of the school, and how responsive are they to these issues?	
L8	How confident are leaders that the courses and opportunities available place children's best interests at heart? Are leaders able to evidence that there is no "off-rolling" ?	
L9	How effective is the identification and provision of teachers' professional development?	
L10	How familiar are leaders/governors/trustees with the statutory duties of the school (e.g. the Equalities Act, 2010 and "Prevent"?) How could they evidence compliance in policy and practice?	





















Early Years

JUDGEMENT

Outstanding	Good	Requires Improvement	Inadequate	No Grade
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BITE SIZED QUESTIONS

		O	G	RI	I	NG
E1	How well are children in the EYFS safeguarded and how does this contribute to their developing understanding and ability to manage risks and keep themselves safe?					
E2	How effective is leadership?					
E3	How well have leaders and teachers developed a curriculum that is used to plan appropriate, stimulating learning opportunities, enabling children to make good progress and achieve well?					
E4	Does planning ensure that each child is offered an enjoyable and challenging experience across all areas of learning and development, in a broad and balanced way?					
E5	How well do teachers develop, consolidate and deepen the knowledge, skills and understanding of the children?					
E6	How is assessment used to plan appropriate teaching and learning strategies, enabling children to make good progress and achieve well?					
E7	How well are Fundamental British Values implemented? How well do children behave, cooperate and share with each other, respect each other's differences and build their understanding of different families and communities beyond their personal experiences?					
E8	Does teaching enable children to develop the characteristics of effective learning so that they develop good attitudes and behaviours appropriate to good learners?					
E9	What is children's level of progress in the Early Years Foundation Stage?					
E10	How does the FS Profile compare with other similar schools and local/national expectations?					
E11	What do teachers do to promote emerging and confident readers and to develop a love of reading in children?					
E12	What do teachers do to build a strong base of mathematical competence in children?					
E13	How well does the school support children with SEND and those who speak English as an additional language?					

E14	How well is additional funding (e.g. Early Years Pupil Premium) used to support learning and what impact has there been?	    
E15	What is the impact of training and development on outcomes for children, particularly those who are in receipt of additional funding, such as Early Years Pupil Premium?	    
E16	How well are children encouraged to make smooth transitions into school and to the next steps in their learning, so that they build strong relationships and become confident, resilient individuals?	    
E17	How well do staff work with parents and engage them in children's learning?	    

Sixth Form

JUDGEMENT

Outstanding	Good	Requires Improvement	Inadequate	No Grade
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BITE SIZED QUESTIONS

		O	G	RI	I	NG
S1	How effectively is safeguarding addressed in the sixth form?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
S2	How does the school judge the impact of its provision in enabling learner progress in level 3 qualifications in terms of value added?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
S3	What is the school's judgement on its post-16 provision including its full delivery of the DFE's 16-19 study programme? How secure is the evidence on each of the four Ofsted judgement areas in relation to post-16?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
S4	How confident is the school in articulating reasons for a differing judgement for post-16 compared to its view on the whole school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
S5	How well does the school prepare learners for the next stage of their education or employment?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
S6	How well can the leadership team (including curriculum leaders) explain the rationale and design of the curriculum?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
S7	How confident are leaders that the intent of the curriculum is implemented and that learning is sequenced effectively over time?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
S8	How rigorous is the work undertaken by students in the sixth form?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
S9	How effectively do teachers use assessment?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
S10	How successfully has the sixth form built a calm and orderly environment? Is there a consistent approach from all adults to behaviour?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
S11	How accurately do results reflect the quality of education provided by the sixth form and the aims of the curriculum? Is there alignment?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
S12	How effectively has the sixth form promoted prompt and regular attendance?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Overall

JUDGEMENT



Ramsden Hall Academy (RHA) became a part of the Parallel Learning Trust (PLT) in April 2016. PLT sets high standards and have robust monitoring and Leadership systems that are shared across Trust Academies. The Trust Executive team comprises of a CEO, Executive Director and leads for safeguarding, Teaching and Learning, behaviour and CPI Safety Intervention.

Our collaborative leadership and organisation is exemplified through our Executive Steering groups. This provides leadership modelling and educational excellence for leaders and is transitioned to all Academy staff through training and the implementation of strategy to improve the quality leadership, education and personal development.

One of the key priorities for PLT is to raise the status of Governance and provide high quality training to enable colleagues to 'supportively challenge' academy staff. The desire is to improve our high standards of Governance and ensure that our academy is performing to its capacity. The PLT Board have hosted annual Governance conferences for training new and established members in governance. It has provided members with networking opportunities, shared practice across the Trust and leadership, and information on the latest research and initiatives in education and governance.

As a leadership team, our evaluation of, Leadership and Management, Quality of Education, Personal Development and Behaviour and Attitudes are Good. This is evidenced through our rigorous, robust monitoring and evaluation of teaching and learning by the leadership team. We have created and implemented a successful CPD programme for all staff.

We know our pupils and understand their needs. Our curriculum intent and curriculum development has been designed to meet our pupils' needs and to provide them with the knowledge and skills that are needed in wider society. This was substantially reviewed due to Covid-19. We are mindful and in constant review of their learning and of their level of 'Cultural Capital' knowledge and understanding. We are ambitious as an Academy and share the idea of continuous self-improvement with our pupils. We aim to develop and provide a quality education through constant review, evaluation and implementation of new ideas and building on the best practice. Participation and co-operation of pupils and parents is improving and we are working with the local community to develop local knowledge of our provision.

Our outcomes are improving in all key stages. The large majority of pupils are achieving their set targets in subject areas; and social and emotional areas of development. This is supported through robust assessment and progress monitoring, evaluation and intervention. Our destination data suggests that pupils over successive years are going on to further education and training and importantly sustaining their enrolment within education, training and employment.

Our Safeguarding is effective and compliant. We have strengthened this area through additional CPD for all staff and through training and developing the safeguarding team to level 3. We have developed our reporting systems and staff are trained in identifying and reporting, quickly and efficiently concerns regarding vulnerable pupils, child protection and criminal exploitation.