

Rayner Stephens High School



Inclusion Quality Mark



Inclusion Quality Mark Report June 2019



Rayner Stephens
HIGH SCHOOL





8th May 2019

Ms Fay Beach
Headteacher
Rayner Stephens High School
Yew Tree Lane
Dukinfield
Cheshire
SK16 5BL

Assessment Date: 29th & 30th April 2019

Summary

Rayner Stephens High School (RSHS) is an 11-16 below average sized comprehensive high school with 644 learners on roll located in Dukinfield within Tameside that is co-located with Cromwell High School, a special school for pupils of secondary age with severe or profound learning difficulties and pupils with intensive autism and complex learning difficulties and with whom they share parts of the building and work collaborate together as appropriate. 50% of students are from disadvantaged backgrounds and attendance at the time of the assessment stood at 94.3%. The proportion of learners from minority ethnic groups or who speak English as an additional language is below the national average but is continuing to grow. The proportion of disabled learners or those with Special Educational Needs has been below national average but has significantly increased as the school has improved the processes for identification and intervention. There is significant deprivation within the majority of the wards the school serves.

A key focus of the school's mission has been on building greater aspiration and raising achievement - this is based on our clearly defined core values of ASPIRE to promote a culture of high expectations and quality provision to transform life chances and opportunities for their learners with uncompromising ambition for all we serve and especially for our disadvantaged learners. The foundation of the school culture is based on the core values of ASPIRE - Achievement, Success, Professionalism, Integrity, Respect and Endeavour an inclusive approach based on the whole child - designed to create a cohesive learning community through the promotion of learners' spiritual, moral, social and cultural development. Clearly planned opportunities to develop learners' understanding of fundamental British values are actively sought and provided to all learners. The inclusive approach to education with the positive use of the ASPIRE centre at the heart of school has had a real impact on learners' ability to access appropriate learning or timely intervention. The embedding of these values along with new robust systems in inclusion has led to a cultural shift across all aspects of the school which was recognised in the most recent Disadvantaged Learners Review April 2018 that stated; "The Headteacher and Senior Leadership Team continue to implement

Award Offices

Inclusion Quality Mark Award

Ling House
173 Slieveboy Road
Claudy
BT47 4AS
United Kingdom

Contact

Tel. 028 7127 7857
Fax. 028 7127 7856
info@iqmaward.com
www.iqmaward.com

Company Registration No.

07748285
Inclusion Quality Mark (U.K.) Ltd
Company Registered Address:
Grove House
Lutyens Close
Chineham
Hampshire
RG24 8AG

a clear strategic plan to improve the outcomes and life chances of disadvantaged learners at Rayner Stephens High School. It is evident that the provision for this key group has improved significantly over the last year with the transformational work on school culture providing a strong foundation for further improvement.”

The school, works, tirelessly to develop positive attitudes to learning and positive behaviour amongst its learners regardless of background or prior attainment profile. The evidence is clear that the vast majority of learners have embraced the ASPIRE culture and are increasingly proud to belong to Rayner Stephens and committed to play an active role in their community, a fact I can attest to from discussions, interactions and observation over the two-day assessment and was also evidenced by the Disadvantaged Learner Review in April 2018, who stated “Throughout the visit, learners were polite, well-mannered and engaged with their learning. No poor behaviour was observed, and staff and student voice confirmed that this was now the norm. This change has had a positive impact on all learners and is especially important for the disadvantaged cohort that were the focus of this visit.

Learners could not speak more highly of the difference this has made to their experience of school and they genuinely appreciate the efforts of all school staff on their behalf.” RSHS actively seek to develop the potential of their learners and provide high quality leadership and extra-curricular opportunities to allow them to flourish. It is happy, friendly and inclusive - a school with high expectations of its staff and learners with an emphasis on exemplary standards in all that they do. They are justifiably proud of the rapid and sustained level of improvements and achievements made and are very clear about their priorities for the future. They are an outward-facing school and seek external support and collaboration to ensure they take every opportunity to learn from others and support others. As a whole school community and they are ambitious for their learners and their community and have high expectations of their relentless drive to become a truly great school.

In July 2017 Rayner Stephens became an Academy in the newly formed AspirePlus Educational Trust. The academisation and formation of the AspirePlus Educational Trust occurred due to a set of circumstances in January 2016 where the previous school, Astley Sports College found itself in considerable difficulties. The Headteacher and members of the leadership team supported the leadership of the school from January 2016 and in the space of six months completed a full ‘root and branch’ change to all systems except attendance. The rapid and sustained improvements within the school led to the Local Authority and the Governing Body brokering a long-term formal arrangement between the two schools that led to the formation of the AspirePlus Educational Trust in July 2017 with Longdendale High school and the newly converted Rayner Stephens High School becoming the two co-founding academies in the Trust. Rayner Stephens High School was officially opened in September 2017 by the Mayor of Greater Manchester Mr Andy Burnham. The AspirePlus Trust is based on the two school’s core values of Aspire and has the mission statement: “We support and collaborate in our endeavour to provide a world-class education that allows our whole community to flourish.” The three areas within the mission statement of support, challenge and collaboration have been key to the cultural transformation that has taken place at Rayner Stephens High School and has also significantly benefitted teaching and learning and inclusion practice at Longdendale High School.

Everyone involved with the school works very hard to provide the students with a broad and balanced curriculum that has been designed to ensure progress. It is a vibrant, motivating school where the warmth of the staff and students is obvious as one is welcomed through the door. A school that provides a safe and engaging environment for learners and staff. Inclusion is an integral part of school life. Inclusive practice permeates the school at all levels, led by the Headteacher, and her Senior Leadership Team, who are role models to staff and students alike. This was evident in the conversations and discussions held with parents, members of the Governing body, a wide variety of staff, students and student leaders, and external partners – The Virtual Headteacher for Tameside and the Head of Pupil Support Services for Tameside whose relationships are built upon trust and respect.

Alongside a number of learning walks with focus on Form Time, English, Numeracy, Behaviour for Learning and Attendance, attendance at the Inclusion Forum. All demonstrated a common ethos of caring for one another and are determined to make their school successful in every respect. All staff are committed to ensure that the school values and ethos and are reflected in their passionate commitment to learning and recognition of the uniqueness of individual learners, driven by their Teaching and Learning and Inclusion Visions that are displayed in all classrooms. They are T & L vision – ‘Everyone is a resilient and ambitious learner. Classrooms are inspiring, challenging and we embrace curiosity’ and the Inclusion Vision – ‘Mutual respect through relationships and consistency’. Driven by their desire to offer the best possible education for all their students in partnership with parents and the local community. The school is naturally, highly inclusive, outward facing and promotes equality of opportunity exceptionally well so that no-one is ever left out.

Classrooms and corridors are bright and cheerful. Partnership with parents is good and improving rapidly, parents I spoke to during the assessment were extremely positive about the school and that it is an open and honest place, where they feel comfortable, listened to and valued and where not only will their children be supported but they know they will be supported as a family. Parents said that they always felt welcomed and that staff willingly discuss any issues and support their children. School communication with them is excellent and the school is proactive in letting them know how well their child is doing. In fact one parent I was due to meet but due to unforeseen circumstances couldn't attend emailed the school to give her views and ensure I knew the lengths the school had gone to and the inclusive plans they had put in place to ensure her child was fully supported and could access education fully.

School governors are highly effective and visit the school as often as possible and are well informed about the work of the school and the progress that the students are making. Governors support the school effectively and are knowledgeable about the strategic plan for the school. They understand their role and use this to drive and hold staff accountable for the progression of the pupils at all levels and needs. They know that their contributions are valued by the school.

The school is focused on improving the attainment and wider outcomes for all pupils. There is a rigorous monitoring process including observations, learning walks, scrutiny of student's work and of teacher's planning as the school continues its drive to provide the highest quality provision across the board. Within this framework there is also a commitment to staff well-being and nurture and a rigorous but supportive PM system. There are excellent relationships between the students, the staff and the Governors who are very much a part of the school. Every member of staff and adults who work in the school is a positive role model modelling the behaviour which they expect, which I clearly saw during the assessment and in conversations with staff, parents, students and Local Governor Advisors. There is very much a family feel to the school that continues to develop. Behaviour in classrooms, around the school building, outside was exemplary, students were courteous, mature and respectful to each other, to staff and to visitors.

There are excellent systems in place to support students and their families. It is very clear that the school 'knows itself' very well and has the highest expectations of all members of the school, including parents and families. The School has aspirational and inspirational leadership and is being devolved throughout the school through Senior and middle Leaders. This is coupled with highly professional, motivated and enthusiastic staff with a great passion for teaching and for supporting the development of all students, led by a Leadership team who are driving the school forward at a rapid yet sustainable pace to ensure the best teaching and learning for their students. Everyone is working towards the same aim with a team atmosphere and passion and determination that is evident across the school. There is excellent use of Pupil Premium funding and tracking to support students, alongside an excellent and developing level of support for staff and students at all levels. This is a school where students needs are to be at fore and where they are encouraged to do their best, irrespective of ability, disability, social background, ethnicity or gender, consequently they are beginning to achieve well or better than expected.

There is a calm but vibrant, feel to the school within an enjoyable, happy, nurturing and purposeful learning environment that sets the tone for learning and enjoyment for the staff and students. In my opinion from the evidence of the assessment the emotional and educational support for all and that includes both students and the staff is an excellent feature of the school and is a key element to its continued and future success and why it is now valued not only by the local community, but by the staff and the students. Staff morale is now very high and excellent relationships were evident throughout the assessment between staff, students and parents. Staff felt that there was a highly effective support network not only for students but also for staff and families which ensured the school was a happy place to be. There is very much a family feel to the school where everyone works to support each other to achieve the best for themselves and the pupils in their care. There is a continuous and evolving outstanding level of inclusive practice in the school that provides fantastic care, nurture and support for all in a carefully considered and ever-changing environment. Everyone involved should be commended for the level of their relentless focus on inclusion, supporting the needs of individuals and groups of students and each other that was evident throughout the two-day assessment.

After a thorough and rigorous assessment process I am of the opinion that **Rayner Stephens High School** fulfils the requirements and standards required by the Inclusion Quality Mark Inclusive School Award. There are only minor areas requiring development and the school is aware of these. I recommend that the school be awarded the Mark and be reassessed in 3 years' time.

I also recommend that the school should consider applying for Centre of Excellence status subject to the inclusion within its plans of the appropriate areas for development and the completion of the Centre of Excellence documentation and attend Cluster Group meetings and understanding that their involvement will form a significant part of their next annual Review, reflecting their capacity to maintain their Status. If the school chooses to pursue this status and it were to be awarded the school would be subject to annual review from this point forwards.

Assessor: Steve Gill

Findings confirmed by Inclusion Quality Mark (UK) Ltd:



.....

Joe McCann MBA NPQH
Director of Inclusion Quality Mark (UK) Ltd



Assessor's Comments

Element 1 – The Inclusion Values and Practice of the School

Rayner Stephens High school is an 11-16 below average sized comprehensive school. In July 2017 RSHS became an Academy in the newly formed AspirePlus Educational Trust. The school is committed to inclusion. This commitment comes directly from the leadership of the Trust, Headteacher and is fully supported by all Governors and staff. There is an excellent understanding of what inclusion means in its widest sense and all policies and practices and future plans are designed to ensure it is tangible and is effective. The school is open to its community, in that it welcomes all children irrespective of their particular learning or behavioural needs and they make sure they identify specific needs and put things in place to meet those needs.

All the decisions made by the school are underpinned by the core values of ASPIRE - Achievement, Success, Professionalism, Integrity, Respect and Endeavour that allows all staff to be inclusive in their practice and make sure that their actions are in the best interests of all learners in the school. This approach is continually revisited with all staff, learners, directors, governors and parents through communication with home, staff meetings and briefings, INSET and governing and directors' meetings. The school curriculum is based on access for all learners and to facilitate this, resources have been provided to hire the best personnel in all areas and provide effective CPD at all levels to ensure that learners have high quality teaching and leadership.

There is extremely effective leadership, management and organisation of inclusive practice across the school. Areas such as SEND are well organised, there is an understanding that inclusion means all students, no matter what the barriers to learning are. There is also an understanding that inclusion is about staff as well as students and all need to be included if they are to support them appropriately. Provision for students with SEN needs is well planned and organised. Similarly, pastoral care and support for vulnerable students and families is a priority.

It is clear to see from initial impressions of the school and through the evidence of the assessment process that the school and its staff recognise the importance of developing every student in its care from whatever starting point they are at. The school's values and inclusive practices are shared within the school by all Staff, Governors and Children through their vision for Inclusion, "Mutual respect through relationships and consistency." In fact, the school's values are fully embedded within the ethos of the school. It is echoed in their vision to be, "an outstanding school where the students are given every opportunity to succeed by developing to the fulfil their academic and vocational abilities, creative talents and sporting interests. We are a school where our challenging and diverse curriculum and innovative approach to learning and teaching, alongside our supportive pastoral care will secure achievement and success for all."

The curriculum is broad, balanced and inclusive, all students are encouraged to learn and have memorable experiences via lessons, extra-curricular activities, educational visits and residential visits. The needs of all students are considered when planning and carrying out activities and additional resources are provided when needed.



Individual needs are met within this highly inclusive and successful provision through a relevant broad balanced and differentiated curriculum. Reasonable adjustments are made where necessary and possible to allow all students to participate in learning opportunities.

Positive relationships and opportunities within the wider community helps develop self-confidence and are giving students a sense of community. It is clear to see that the staff and Governors firmly believe that every student deserves to be happy in school regardless of their individual circumstances and work hard to ensure that happens in practice. There is a firm belief that all students should be equally valued in school and they strive to eliminate prejudice and discrimination and develop an environment where all students flourish and feel safe.

Inclusion is absolutely at the heart of everything that happens at RSHS. A school that strives for all students to have a strong sense of belonging within the school and the community and one that from the evidence of this assessment I can wholeheartedly say that they achieve. To support this ethos the school curriculum radiates Inclusion, through acknowledging the community they serve and ensuring it's relevant for the students and families who access it. It is clear to see that staff work tirelessly to ensure that parent and carers are valued stakeholders in their children's educational experience. Every adult spoken to during the assessment made it clear that inclusion is the responsibility of every person within the school community.

Strengths:-

Inclusion is central to the school's vision and purpose and this sets the framework in which all work takes place in this extremely warm and welcoming school. The school and the trust work closely as a team, sharing staff and expertise, giving the school opportunities for training a shared set of visions and values.

Rayner Stephens High School actively seek to remove the barriers to learning and participation that can hinder or exclude individual students or groups of students. Equality of opportunity in school is a reality for their students enacting to the full their mission statement: "We endeavour to achieve and aspire to be successful."

The leadership and vision of the Headteacher, the senior leaders and SEND Leader linked to the Aspire Plus trust values and ethos ensures that all students are fully supported to attain their full potential.

Individuals are valued at this school and the happy, caring atmosphere is immediately evident when you enter the school. A place where very careful to ensure that all students feel they are valued.

There is a sense of common inclusive purpose amongst staff, who have the students' best interests at heart, and they are working very hard to meet their diverse needs.

The Inclusion values of the school embrace the needs of parents, carers and all staff members as strongly as it does students.



IQM Assessment Report



Parents and staff spoken to felt, their ideas and suggestions were now taken seriously. Parents speak very highly of the school and they are involved in the life of the school in many and increasing ways.

The school believe that pupils and families should be at the heart of their work and often go beyond what is expected to ensure they are included and supported.

Excellent transition practices are in place for students entering the school, for those transferring from year to year and for post-16.

There is now a very consistent approach to behaviour management resulting in high standards of learning behaviour throughout the school. Behaviour during the two-day assessment was exemplary.

There is a thorough system of data analysis and meetings with parents ensuring that students' needs are identified and that any students who are not progressing as expected are highlighted and targeted for appropriate interventions. The needs of students in receipt of the Pupil Premium are carefully tracked. The school is very sensitive in supporting the pupils who qualify for this funding as well as for all vulnerable children.

It was abundantly clear during the assessment that all adults working in the school are very happy, well-motivated and that they feel valued and supported. They demonstrate admirable responsibility for their pupils' welfare and progress, continuously seeking to improve their practice through high quality CPD provision.

Areas for Development:-

Continue to develop actions identified by the school as 'Future Plans' for this element.



Element 2 – The Learning Environment, Resources and ICT

RSHS is located in Dukinfield within Tameside with a capacity for an intake of 750 students, although their PAN number is due to increase to 180 for each year group with cohorts typically below the national average in terms of prior attainment. The school operates within one main building, located within the grounds is a double storey Science block, with an adjacent Sports Centre which is open to the public. They work closely with their co-located and neighbouring school a specialist provision Cromwell High School with a variety of cross school projects taking place. The school is adapted allowing for wheelchair access with internal lifts and ramps allowing accessibility, with Cromwell students accessing the dining facility each day. Where appropriate to the subject, most classrooms are carpeted to provide good acoustic conditions for students with hearing impairments. RSHS has a well-resourced inclusion team which professionally and appropriately supports several students with a variety of needs.

The core values of ASPIRE are well embedded across the school and the PSHE programme compliments these values along with high expectations and supports students to be aware of and positively value the differences between people as well as the similarities, and to be respectful and sensitive to one another's needs. The inclusive vision for RSHS is promoted via their core values, Inclusion vision and Teaching and Learning vision displayed around school and classrooms, this is evident through all classrooms. The Inclusion Team consists of a Deputy Head, two Assistant Heads, five Learning Leaders, Head of Family Liaison and Safeguarding, Senior Progress Leader, Senior Pastoral Leader, Pastoral Support Worker.

The school has a unique provision called the ASPIRE Centre that offers all students, including those identified with special educational needs, a range of alternative and complimentary interventions. This area of the school has been described as the hub of the school providing a much-needed space for the most vulnerable students. A dedicated specialist team of teaching assistants work within the ASPIRE centre and offer in-class support, the school has increased the capacity for targeted support in English and alternative courses through a HLTA. Students with an EHCP are given a key worker, flexible support, as well as providing in class support to collaborate with the class teachers, create resources and offer mentoring so the student's needs are met.

RSHS works very closely with a variety of external specialist support agencies such as, the school nurse, speech and language therapists, educational physiologists, experienced counsellors and teenage health professionals, who they call upon to offer support for the child when needed. They are also investing in mental health training for key support staff with a view to reviewing their mental health strategy and support for learners and staff over the next year.

For students who need a more intensive package of support it is available via their waves of support ensuring support is tailored to meet the needs of the students and is timely. The schools supportive and nurturing provision, whilst aspirational and challenging, provides a warm and caring environment, a fact I can attest to from the evidence gleaned during the assessment. In addition to the Aspire Centre, the school is further supported by alternative provision for those students who are identified as needing this support, with a high staff/student ratio, smaller classes and consistent,



specialist staff working in a quiet nurturing learning environment. During break-time and lunch-time vulnerable students can access the nurture room who are supervised by a Pastoral Support Worker providing a quieter area for socialising. The school provide breakfast clubs, break and lunch time clubs and the Aspire Centre is also open before school for those learners who require more 1:1 support to help plan their day. It is very clear that students feel safe and supported within the school.

As part of their continuous drive to improve the school has invested heavily in staff development; the CEO completing Executive Educators (Future Leaders), the Headteacher completing NPQH, the CEO and Deputy Headteacher have undertaken Ofsted 'Through the Lens Training,' with the Headteacher and Assistant Headteacher completing Ofsted Serco Training, the Deputy Headteacher has completed the Future Leaders. Currently there are 7 middle leaders on the NPQSL training, of whom 3 have completed during 2018 and 4 of whom have started this programme during this academic year. The Teaching Leaders Fellows Programme has been completed by three Heads of Department with two other middle leaders currently on the programme. Six middle leaders across the Trust completed the Aspire Plus Trust Leadership Training in the past academic year. Twenty members of staff are professional advocates where strengths have been identified within teaching and learning or Inclusion. The professional advocates have developed their mentoring and coaching skills in supporting their colleagues to improve their practice. There are currently 3 NQT's within school, 2 of those are part of the Teach First programme.

The school offers its own Teacher Development Programme which the majority of the staff have completed in the past three years. Further CPD opportunities are provided through the Teacher Development Groups that run at different times throughout the year where all staff engage in action research projects and share their findings and good practice through inset and weekly teaching and learning briefings. The Trust has provided opportunities for further CPD and has managed to secure £60,000 of fully funded CPD training for Teachers at all levels called the 'Transforming Teaching' programme this is delivered by the Ambition Institute and commenced in the summer term 2019. The school has also secured funding for the Accelerate course for teachers in their first 5 years of their career. Subject support has also been provided through this alliance for Health and Social Care, PE with a DFE pilot study and PSHE.

All classrooms are fitted with interactive whiteboards and there a large number of portable devices available for staff and learners to use. The school has recently invested in visualisers for every classroom to support teaching and learning and support the new feedback policy. Reading pens are available and used for learners where reading is concern, these are then used during exams to allow learning to access their exams.

Staff including senior leaders have a visible presence around school, a fact I can attest to having witnessed the calm, highly supportive, friendly and pleasant atmosphere that abounds throughout the school day. The unique nature and set of skills that each member of staff can bring is valued and utilised in an effective manner that directly impacts upon the outstanding inclusive ethos of the school. It was evident during my visit that staff and pupils take pride in their school, their achievements and their learning environment.



Strengths:-

The internal environment of the school is bright and welcoming. Careful consideration of the needs of learners has been taken to develop and provide a calm and attractive place where adults and students feel comfortable and valued, all areas of the school are accessible.

There are excellent shared and specialist facilities throughout the school and opportunities to use them. Appropriate learning environments in different areas have been created to offer nurture and support for vulnerable students.

RSHS provides a safe and engaging environment for all staff and students. The school's values, behaviour expectations and achievements of pupils are understood by all and this ensures that pupils have begun to develop a strong sense of belonging and a clear understanding that they are all valued members of the school community. This is exemplified by the development of a project-based learning curriculum in year 7 with links into community engagement. PBL is designed to support learners in developing global competencies and providing them with rewarding experience centres on the development of life skills, resilience and independence. Most of the projects will have a community focus and are designed to develop students' knowledge of both themselves and the wider world. The projects are process-led, facilitated by teachers and directed by the students themselves.

Staff including support staff are effective and are well deployed, are well trained and are involved in student planning, target setting and assessments. As well as a wide range of interventions available in school to support teaching and learning, social, emotional and behavioural needs. Provision is very well matched to need.

Classroom and corridors display student's work and where appropriate in classrooms include clear targets and there are celebrations of achievements and progress around the school and through daily assemblies and reward assemblies on a Friday. This supports student's understanding of what they need to do to succeed.

Classrooms are appropriately furnished and very well resourced with equipment provided for those with identified needs to ensure that everyone can fully participate in their learning. The provision of resources is carefully considered and monitored to ensure that they are appropriate and well used.

Good use is made of the excellent outside areas, both for outdoor learning opportunities and for extra-curricular activities and at unstructured times during breaks and lunch.

CPD is used effectively to develop staff knowledge, and training is tailored to meet the needs of the students.

The school's website is informative, engaging and interactive. It is a resource that is used by all members of the school's community.



IQM Assessment Report



There is an excellent and developing Inclusion team within the school that provides outstanding care, nurture and support in a considered and extremely nurturing environment. Everyone involved in inclusion at the school should be commended for their drive and focus on inclusion and the needs of individual students and groups of students.

This was clearly seen during the assessment process and evident in the support that students have access to through a variety of differing provisions both internally and externally such as, The Aspire Centre, the hub of inclusive practice within the school linked to its core values. The school also engages extremely successfully and works closely with numerous external agencies to support their pupils.

There is a great capacity to continue to improve due to motivated, highly skilled, and committed staff.

Areas for Development:-

Continue to develop actions identified by the school as **'Future Plans'** for this element.



Element 3 – Learner Attitudes, Values, and Personal Development

The school's core values are at the heart of the school and are integral in developing strong attitudes to learning and personal development. Students speak proudly of the school's core values: achievement, success, professionalism, integrity, respect and endeavour. The integration of such values into the life of the school has been a defining feature in their continuing drive for improvement. They have recently reviewed their attitude to learning framework with a new system in place for A2L which collates learners A2L across a variety of areas based on Active Engagement; Independent Learning; Classwork; professionalism; Homework and Respect. All staff have received Inset training on this process. All classrooms illustrate this data and all staff review this data with students at data collection points. All learners review their data and set targets for the term ahead. Although the A2L data is not yet fully embedded, feedback from the student council shows areas of good practice and they are also actively engaged in promoting A2L.

As part of their continuous drive to support success for their students they have raised the expectations around how learners are graded for attitude to learning. Previously learners would have been graded mainly due to behaviour choices of attendance work rate, and respect. To support the development of teaching and learning and learner progress the criteria has been developed to look specifically at a student's contribution to the lesson and their level of independent endeavour across four levels – Disappointing; Inconsistent; Pleasing and Exceptional. Due to this, the school has experienced a short-term decline in the number of learners with an overall attitude to learning of Pleasing or Exceptional, but this has allowed teachers and parents to better support learners in developing their skills and to manage their own learning. The focus areas for all year groups has been Active Engagement and Independent learning.

Feedback from the winter data point for year 11 illustrates an increase of 6% of learners having a pleasing to exceptional attitude to learning. In 12 subject areas, there is a positive improvement and a significant improvement in 5 of these subject areas. Learners are also showing a positive improvement in their active engagement, independent learning and classwork. A clear indicator of the school's drive and determination to ensure students become engaged and independent learners, full partners in their educational journey.

This key focus is promoted daily through the school's core values of ASPIRE. Learners start the day in a professional manner with registration period, where basic equipment and uniform is checked and each year group follows a comprehensive form tutor curriculum incorporating numeracy and literacy, current affairs, Fundamental British Values and Information and Guidance. As part of the form tutor curriculum, students are expected on a weekly and half-termly basis to reflect on their progress and their attitude to learning with their form tutor.

Year groups have individual reflection logs where they review their work towards their personalised targets and how they have demonstrated the Aspire Values. After each data campaign learners, complete target setting with their form tutors looking at their progress, attitude to learning.



In June 2016, a number of learners in Year 9 undertook Anti-Bullying training delivered by the Princess Diana Trust and in September 2016, the school launched their Anti-Bullying Ambassadors and introduced them to the school community via year group assemblies. The training each year has been disseminated and learners are keen to take an active role in supporting learners, tackling the rare instances of bullying and promoting the work they do.

The ambassadors have their own base at breaks and lunch whereby they can support learners by giving advice and referring conflict issues to staff members. RSHS has a bullying pathway in order to ensure any concerns are dealt with in a timely appropriate manner and it is shared with staff in the delivery of Safeguarding training, there is an up to date anti bullying policy. Anti-bullying ambassadors have supported and run events for anti-bullying week and through their training encourage and promote kindness throughout the school.

The development of student leadership has been a key focus in the school and has significantly developed over the past three years. The Head boy and Head girl lead a team of senior student leaders with responsibility for several different areas, these include media, inclusion, aspire challenge, charity and anti-bullying. The senior student leaders are supported by leaders in Year 10. Students in other year groups have several leadership opportunities including school council, tour guides for external visits and interviews, and transition leaders in Year 7.

All roles are appointed through application format and formal interviews. The school council meets half-termly as is a conduit for developing student voice. Each term learners are asked to comment on an area of school provision or school policy for example changes to the rewards system, attitudes to learning, the new school feedback policy as well as raising other issues that are important to them. Each form discusses the agenda and sends form representatives to year group meeting. The year representatives meet with their year leader and formulate their response. Two representatives from each year group attend the full council meeting where senior leaders in charge of the policies being reviewed attend and discuss the student voice.

All council meetings are followed up with a presentation to students. The current chair of the school council and other members of the leadership team represent the school as part of the Tameside Youth Council. Annual Safeguarding training is delivered to the whole staff body at inset every September. As part of the induction of new staff safeguarding training is delivered. Safeguarding procedures and policies are in place and safeguarding is quality assured termly. Within the school's highly regarded Inclusion team staff having been trained at a minimum of level 2 safeguarding and this includes a Designated Safeguarding Lead (Deputy Head teacher) and Deputy Safeguarding Lead who is a qualified social worker.

All staff are nurturing and promote positive attitudes towards learning, they encourage and support resilience in learning. This was clearly seen during the assessment on numerous occasions and is a strength of the school. The school is justifiably proud that the relationships across the school between students and staff are respectful and nurturing. Thus, ensuring an effective classroom learning ethos where students have more positive attitudes to learning.



Students seen and talked to during the assessment were friendly and considerate, often displaying thoughtfulness towards each other and to adults in school, clearly demonstrating the schools highly inclusive friendly and open culture. There is an excellent sense of care and respect that is evident across the school. During the visit the students were very well behaved, fully engaged in tasks and were a credit to themselves the school and their families and this was clearly seen with the students I met and talked with and during lessons and around the school.

Students know where help and guidance can be accessed and who to ask for support should the need arise. Students are generally very positive about their school experience and are enthusiastic about the curriculum activities, educational visits, visitors and extra- curricular activities available to them. Students have come to understand their own responsibility for their learning and achievement, they recognise how they are supported by their teachers in this.

Strengths:-

Students are very clear on what is expected of them and they feel very well supported by it. There is a very positive, happy atmosphere in the school and there is mutual respect between staff and students.

The school works very hard to create an environment where everyone can learn in an atmosphere of mutual support and respect. The school's inclusive values are reinforced continually. The individual needs of students are the primary concern of all staff, at all times.

Pastoral support and safeguarding arrangements are extremely thorough and ensure that all student's needs are catered for and that students are supported through any difficulties they may face.

As a result of this level of care and guidance, students overcome significant difficulties and enjoy school life, support is fully integrated and offers 'wrap around care'. The level of care, nurture and support of students is excellent.

All staff provide an emotionally literate environment with communication high on the agenda. The individual needs of students are the primary concern of all staff.

It was very clear that all Staff have an excellent knowledge of and understanding of the individual needs of their students.

They understand their medical, academic needs, social, emotional needs, family histories, because of the excellent inclusion and nurturing environment students feel safe and nurtured.

Care and compassion are embedded within the ethos of the school. Tolerance and understanding of others are enhanced through many opportunities to learn about their own and other faiths and cultures.



IQM Assessment Report



Areas for Development:-

Continue to develop actions identified by the school as 'Future Plans' for this element.

Consider using the 'BorrowBox' Library App for electronic devices or similar App linked to the schools local Library to enhance reading opportunities for students.

Consider using the Accelerated reader programme to support improvements in reading and for monitoring and managing independent reading practice while promoting reading for pleasure.

Consider using SSAT - Student Leadership Accreditation (SLA) that offers a formal way to champion and celebrate the leadership skills our secondary students develop in and out of school or PiXL Edge a framework for secondary schools to develop and accredit students in attitudes, attributes and skills essential for employability and life.



Element 4 – Learner Progress and the Impact on Learning

There was a refreshing candour in discussions about progress and the challenges that the school faces, linked to the school prior to becoming Rayner Stephens High School and joining the Aspire Plus Trust. Since September 2017 there have been significant improvements in the quality of teaching and learning with in-school data particularly in KS3 showing rapid improvement. The legacy of the previous poor curriculum offer coupled with teaching and learning over several years has had a significant impact on the results for learners and continues to be an issue for current learners in KS4. Senior leaders and other staff are realistic and yet retain an uncompromising drive to improve progress and attainment. They have worked hard to secure improvement and to minimise the impact of unsettling issues over the past few years. Staff have never lost sight of their core purpose of providing the very best for their students.

Throughout the academic year there is a range of data driven intentions that take place to specifically target different groups of learners. Interventions in all year groups for English and maths are impacting positively on disadvantaged learners. Progress is rigorously tracked, monitored and reported home 4 times during the year. Progress is tracked separately for all groups of learners e.g. Disadvantaged, more able, gender, SEND prior attainment bands etc. As a result, interventions are always timely, personalised and increasingly effective. The disadvantaged learners in the class of 2018 showed a 14% increase in the number of learners achieving 5+ in English and maths with a 10% reduction in the gap on this measure when comparing to the previous year. With an 8% increase overall, all students are making progress on key measures but the focus on disadvantaged learners is ensuring that the gaps are closing quickly.

At the heart of the drive to improve outcomes for this group is the development of teacher pedagogy and raising expectation within the classroom. CPD over the past 12 months, and for the foreseeable future, has been “increasing challenge for all, especially at the top end.” This has included increasing teacher’s toolkits to allow them to provide ample opportunities for learners to think, work independently and collaboratively, but most importantly in a way that requires the individual learner to take control of their own development. There has also been a significant increase in the development of exam technique. Assessments throughout school from Year 7 onwards have the look and make-up of terminal exams with teachers giving learners ample opportunity to develop their exam techniques that allow for optimum performance in Year 11. To ensure that the most able learners receive the support they need to maximise outcomes RSHS has introduced a number of mentoring programmes to provide individuals with one-to-one support and someone who monitors that individual’s progress on a weekly basis to ensure progress does not dip, and to ensure relevant interventions are put in place where under performance does occur. To support the work that is being undertaken in the classrooms they also ensure that the most able students also receive extra support through an enrichment programme from Year 7 through to Year 11 that includes regular trips to University to experience taster days and in school visits from professional guest speakers to raise aspirations. In Year 11, all most able learners experience the ‘Hotshots’ stress management programme, which ensures that high expectations do not manifest in mental health problems and provides learners with coping mechanisms during times of high anxiety.



The IQM Self Evaluation Report gives clear evidence of the schools inclusive practice, which I verified during the assessment. Support is deployed appropriately taking into consideration the needs of individual students and identified cohort(s) of students as can be seen above. Teamwork is a highly visible and palpable strength of the school.

Excellent and developing working partnerships between teachers and support staff were clearly seen during the assessment and are evident across the school and support the learning needs of all. There is an excellent quality of provision for all students at all stages of the school, that they should be commended for.

Strengths:-

Students who are eligible for the Pupil Premium are tracked very carefully to ensure they are challenged appropriately, through differentiation in lessons.

The staff as a whole and the Inclusion team in particular is passionate about its work and is extremely effective. All staff are well trained and are able to use a range of strategies to engage students in their learning and are keen to continue to expand their knowledge in this area.

Students are very positive about the school, their behaviour and attitude seen during the assessment was excellent and they are proud of their school. They appreciate the ethos of inclusion. They are friendly and open and proud to welcome visitors. They have a strong commitment to fairness and helping others.

Attendance is improving, on an upward trajectory and is heading towards 95%. The attendance team is totally committed to overcoming barriers to attendance and punctuality.

Due to the excellent care and guidance offered, students are able at times to overcome significant difficulties and enjoy school life, support is fully integrated and offers “wrap around care.” The care and nurture for students is outstanding, adults working in the school at all levels provide an emotionally literate environment with communication high on the agenda. The individual needs of students are the primary concern of all staff.

Students were clear incidents of Bullying are dealt with swiftly and effectively, students who are worried can access support, in a variety of ways, including the Anti-Bullying Ambassadors, they know who to see for support and parents feel their children are safe in the school.

The excellent relationships as evidenced during the assessment between staff and students is pervasive and secure ensuring that students are happy to ask for help when necessary or needed.

Early identification of specific learning difficulties is not seen as a barrier due to the rapid improvement in the quality of teaching and learning and excellent support.



IQM Assessment Report



Barriers to learning and specific learning difficulties are continuously monitored with interventions and support regularly reviewed. External support is sought where needed to develop strategies for learners so that progress can be made from each student's starting points.

Students are actively involved in the learning process and are well motivated and enthusiastic. They are keen to be successful and all achievements are valued.

Areas for Development:-

Continue to develop actions identified by the school as 'Future Plans' for this element.

Ensure that the established focus on academic progress is maintained and that this results in improved outcomes for all groups.



Element 5 – Learning and Teaching (Monitoring)

The school has high aspirations for all pupils and the school is working hard to continue to improve learning and outcomes for all through developing the quality of teaching. All members of staff at RSHS understand that high quality teaching and learning is the key to learner success and the biggest factor in determining learner progress and subsequent life chances. This has led to a significant improvement in teaching and learning across the school. A well thought out, strategic improvement plan has driven the improvements in teaching and learning across the school and addressed areas previously identified as requiring improvement. There is a whole school belief that having consistently well planned and differentiated lessons is the most effective way to ensure learners make good progress, alongside the provision of high-quality feedback identified as one of the most important elements in ensuring learners make good progress.

Throughout the academic year there has been a significant review founded by in-depth research of the previous marking policy. This has now been replaced with a new approach that places the emphasis on feedback and facilitates staff to use assessments to inform planning on a regular basis. The new feedback trial is aimed at creating an effective, sustainable and time efficient approach to providing feedback to all learners and is part of a wider piece of work on pedagogical approaches and assessment which will continue to develop with further changes expected to take shape in the coming months. The approach seeks to provide increased flexibility for teachers to use professional judgement around when to provide written comments to learners' work. The new approach also clearly defines new expectations around feedback including regular use of a learning analysis of learners' work to inform planning. It is intended that these aspects play an increasingly important role in how learners are supported to make progress.

Relationships across the school between students and staff are respectful. This is ensuring an effective classroom learning ethos where students now have positive attitudes to learning. Staff at all levels in the school are committed to delivering quality first teaching to all students. Staff demonstrate deep knowledge and understanding of the students' needs and how they learn, alongside strong subject, age and phase knowledge. All teaching staff demonstrate a clear understanding of the ways in which individual learn. Careful monitoring and evaluation have and is continuing to lead to trusting relationships between staff and students giving confidence and pride in achievement. Leaders and governors promote improvement effectively. There is regular and accurate self-evaluation leading to focused action planning. Actions have and continue to lead to more positive student outcomes. Safeguarding is highly effective, and updates ensure all staff are aware of current issues and school procedures. Governors hold leaders to account and are setting challenging targets for end of key stage student outcomes. Performance Management is used well to improve teaching and to identify and spread good practice. Outside agencies support the school for individual, specific needs to be met when and where appropriate. The school encourages all stakeholders and supports them to reach their full potential, something I would attest to from conversations with staff and students and during visits to classrooms during the assessment.



Strengths:-

Excellent leadership of teaching and learning is a significant factor in the rapidly improving provision at the school. Rigorous monitoring of all aspects is undertaken ensuring that all policies and procedures are now effectively implemented and that there is a focus on learning. Performance management procedures effectively support the drive for continuing excellent classroom practice.

Teaching seen during the assessment was good. Teachers have developed their practice through a love of what they do and through rigorous monitoring, evaluation and observations. There is now a real pride within the staff to ensure that student's experience the best teaching and they are enthusiastic about striving to be the best. Everyone I spoke to felt supported and challenged to be the best they could.

The quality of support seen in classrooms was excellent, all staff are keen to develop not only their practice but to ensure students make better than expected progress and there is an underlying commitment to lifelong learning for students and staff.

Excellent leadership is a significant factor in the provision at the school. Rigorous monitoring of all aspects is undertaken ensuring that all policies and procedures are effectively implemented and that there is a focus on learning. Performance management procedures effectively support the drive for continuing improvements in excellent classroom practice.

Teaching, nurture, support and care seen during the IQM assessment was outstanding. Teachers and support staff continue to develop their practice through a love of what they do and through rigorous monitoring, evaluation and observations. There is a real pride within the staff to ensure that student's now experience the best teaching and support, whatever it takes. They are enthusiastic about striving to be the best. Everyone I spoke to felt supported and challenged to be the best they could.

The quality of support seen in classrooms and in other areas of the school was excellent. All staff are keen to develop not only their practice but to ensure students make better than expected progress and there is an underlying commitment to learning for students and staff.

Classrooms and the outdoor learning areas are busy, vibrant and happy places where students are focused on and fully engaged in their learning.

The curriculum is now ensuring that students are motivated to learn. The provision of a range of extra-curricular opportunities designed to ensure that students enjoy learning and are engaged in active learning opportunities has a positive impact on their development. There are excellent opportunities for students to develop their spiritual, moral social and cultural understanding.

Students are focused in their lessons and are engaged in learning. Behaviour is very good as is the learning ethos in all classrooms.



IQM Assessment Report



Planning is differentiated and is now reflecting the needs, ability and interests of the students, taking account of different learning styles. A range of teaching strategies are employed by all staff and different support programmes are in place, which are clearly identified on planning.

Areas for Development:-

Continue to develop actions identified by the school as 'Future Plans' for this element.



Element 6 – Parents, Carers and Guardians

The parents that I met during the assessment were full of praise and support for the school. They commented very positively on how the school invites them in to discuss concerns and were very positive about how these were dealt with. They praised the school for the support they had received in helping them understand their children's needs. There is a shared aspiration for continued school improvement between staff, parents, learners and the wider community. As a school they recognise 'Parental interest in their child's education is the single most powerful predictor of achievement at age 16, (Attainment in secondary school report, Feinstein & Symons). The school's vision is, "Mutual respect through relationships and consistency." RSHS aim to be an outstanding school, which offers a world-class education, where the students are given every opportunity to succeed by developing their full potential through our close partnership working with our families and wider community, as soon as possible and parental engagement is key to this.

Inclusion is at the heart of the school and driven by their core values of ASPIRE. The staff are an extremely passionate team who strive to ensure that the needs of the whole child are met and believe this can only be done with the collaboration of their families, a fact I can attest to from discussions and the evidence gathered during the rigorous two-day assessment. As a school they endeavour to respond to every request by parents and carers the same day and at the latest within 48 hours and parents are encouraged to engage with staff in a variety of different ways, such as telephone, email, letter, meetings, text, newsletters and website links.

With a firmly held belief that face-to-face meetings are the key to successful relationships. Parentpay.com has recently been launched in response to parental requests for an electronic system to pay for school trips, events and school meals. A further advantage of this system is the ability of families to be able to monitor what their child buys and eats in the dining room, allowing them to support school in encouraging healthy eating choices. From Sept 2019, RSHS will use an insight to aid school in monitoring inclusion, behaviour and safeguarding in order that they can communicate more effectively with parents over such issues.

Inclusive provision for students identified with additional Special Educational Needs or Disabilities is provided through partnership working, with home, the student, and school and outside support agencies. For CAF, PIP, CIN, EHCP and A2LP, parents and young people are consulted with respect to their background history, current and future needs and aspirations. They receive invitations to attend action planning and review meetings and receive copies of actions agreed.

Once identification, assessment and intervention has taken place, students and families are regularly kept informed. In addition, other forms of agency meetings are organised as appropriate, such as Partnership with Tameside Police, Health Mentor, School counsellor, Branching Out, MIND, EWO and the Education psychology Service.

Parents and carers, along with young people, are always included in the decision-making process and outcomes are shared agreements from the meeting. RSHS actively seek and respond to the Parent voice through parent's evenings.



Parent voice has improved over the past three years and Parent evening attendance has increased year by year for both disadvantaged and non-disadvantaged learners. They hold termly coffee mornings for parents, which is organised and led by learners. These are extremely successful and growing in popularity each time.

It is clear to see that as a school and as a staff body they are committed to working closely with parents to ensure they are completely satisfied with their child's education and feel that their views and opinions are listened to and acted upon and to improving their already good practice.

The school is welcoming to parents and carers. Parents and carers are given guidance and opportunities to share in supporting their children's progress. There are opportunities for parents to engage in their children's learning and they are made to feel welcome in school. Parents spoken to were confident that their concerns are addressed and that they have access to relevant staff quickly, allowing early resolution of any concerns and felt confident that the staff team know and understand their children well, recognise their abilities and needs and cater well for their individuality, holding the school in high regard.

Strengths:-

The school's work with parents as partners and is an excellent feature and improving feature of the work of this school. The school staff take time to understand the individual needs of parents and seeks to help them wherever possible. Parents know that the school will listen to them and will provide advice and support for them.

Parents and carers are encouraged to come to all meetings where their child's learning may be discussed.

Parents are valued very highly as partners in their children's learning. As such they are invited to attend all activities, Parental voice is good and getting stronger.

Parents spoken to were very positive about the school's supportive and caring ethos. They value the attention the school gives to the individual needs of their children.

They find communication with the school is now excellent and the teachers are very approachable, enabling them to see a teacher when they need to.

Parents also mentioned the sensitive way in which the school meets the individual needs of all children, including those with additional needs.

Parents now appreciate the level of challenge that staff are presenting to their children so that they can make good or better progress.

They also value the communication from school enabling parents to understand what they can do to help their children succeed at school.



IQM Assessment Report



Areas for Development:-

Continue to develop actions identified by the school as 'Future Plans' for this element.

Consider ways of utilising Parental and pupil Questionnaires and disseminating to parents via social media and the website more frequently and on specific matters relating to school life, such as Parent View.



Element 7 – Governing Body and Management: External Accountability/Support

As a member of the AspirePlus Educational Trust, governance and accountability at RSHS consists of a variety of levels. Governance function comes from the Full Trust Board, Chief Executive and the Local Governing Advisory Boards. A comprehensive scheme of delegation, accompanying terms of reference for each layer of the accountability, governance structure provides the full detail on how governance operates. The purpose of the Aspire Plus Educational Trust Board is to ensure that the work of the Trust is effective in carrying out the vision, values and mission. Directors are responsible for an extensive range of functions as identified in the Scheme of Delegation.

The Trust's Local Governing Advisory Boards (LGAB) at each academy play a central role in local governance operations including: supporting with any operational management issues at individual academy level; communicating with staff, pupils and parents; celebrating the academy's achievements; providing an interface with the local community; and ensuring that each academy becomes a genuine hub of the community. LGABs are advocates of their individual academy community. They support and challenge the work of the Trust by representing parents, pupils, staff and the community and by working with the Headteacher to advise the Executive Team and Trust Board on significant issues relating to improvement. LGABs influence the strategic direction of the Trust.

Accountability at RSHS is strong and leaders at all levels, including governors, are well equipped to challenge and support underperformance. This is evidenced through all school approaches to Quality Assurance and Performance Management/Appraisal. Leaders are uncompromising in the drive to improve levels of achievement and personal development of all learners each year. This pursuit of excellence is clear in the determination to improve existing leaders through training, coaching, mentoring and support, or by replacing or re-designating leaders when it is considered necessary to accelerate the pace of improvement. Directors take an active role in monitoring appraisal, training and school visits. Directors have provided additional support when dealing with issues of performance. Monitoring through the QA process is evidencing a more consistent, robust and rigorous approach by senior and middle leaders in both curriculum and inclusion areas.

The school benefits from a very committed Trust Board and governing body that brings a wide range of expertise and experience to the role. Directors and governors enjoy an open and trusting relationship with the senior leadership of the school that has developed strength over time. They strive to maintain a positive relationship with the school but are not afraid to ask challenging questions, nor do they rest on internal evidence presented by school leaders, instead taking responsibility to conduct visits themselves or commission external scrutiny when required. As well as attending meetings throughout the year Governors also attend school events and special activities such as Parent Evenings, Open Days and Presentation Evenings. Directors and governors also attend training events to ensure that the school keep up to date with current educational thinking and statutory requirements.



During the assessment, I met with a The Chair of the LGAB, and four other representatives, who were extremely knowledgeable about the school and were able to verify the evidence contained in the IQM Self Evaluation Report. There is a clear synergy between the LGAB and the school leadership team, that is well executed because they are well aware of their responsibilities and SLT provide them with transparent and clear information on all aspects of the school.

Alongside this is a shared expectation and ambition for the school. They monitor and evaluate the school to ensure that best practice is always followed and help to create a safe learning environment that delivers the best possible nurture, care, support and education to all students. The LGAB is committed to an inclusive ethos that promotes the outstanding ethos of the school and hold senior leaders to account on all areas pertaining to student progress, actively endorsing and promoting the school policy on Inclusion. It is clear to see that RSHS is an inclusive school where equality is a core principle and the LGAB actively encourage and support this.

Strengths:-

The quality of Leadership and Management in my opinion is outstanding with a drive and vision to continue to strive for outstanding in all areas of the school. The highly effective Senior Leadership team lead by the Headteacher and supported by Leaders at all levels, have a very clear vision of what makes the school inclusive and how to ensure they are outstanding in all areas as soon as possible. This is clearly seen in the way the school, works with its partners to ensure that their students now have access to the best opportunities no matter their starting point.

The LGAB is very involved in the life of the school, they provide appropriate support and challenge to the school and share its inclusive values and high aspirations for all students.

LGAB has high praise for the school and its work. LGAB advisors spoken to were very proud of the school's inclusive values and excellent, supportive work with children and their families.

LGAB can support the school and are capable of challenge, being a 'critical friend', when necessary and appropriate. They are fully supportive of the school and the continuing drive to maintain standards and improve further. They support high quality monitoring, understand school data, support the headteacher and SLT in the inclusion of all students, parents and families in their school community.

Areas for Development:-

Continue to develop actions identified by the school as 'Future Plans' for this element.



Element 8 – The School in the Community and how this supports Inclusion

RSHS plays a key role in sharing good practice and impacts positively on the provision for students in the local area outside of the school. The CEO has shared the innovative 'Assessment without Levels' approach with Tameside Head teachers and is to lead the cross-phase steering group for the Local Authority. The school has previously supported the Pupil Referral Provision in the area with representation on the executive board.

They actively seek out collaboration with local primary schools, where they have been represented at primary cluster meetings, invite Primary Headteachers and Primary teachers to engage through visits to further develop transition and collaboration. Students from most local feeder primary school Yew Tree regularly visit as part of their half termly rewards programme to experience learning and activities in the secondary school setting and they regularly host the Tameside primary school singing events.

The school is working collaboratively with other local schools and post 16 providers such as Clarendon 6th Form College, Tameside College and Ashton 6th form college where students access taster days and to develop greater careers support across the area. Mr Johnathan Reynolds MP is on the Board of Directors and plays an active part in supporting the school. He visits to talk to students and meets with CEO Matthew Bowler to discuss staff views on local and national changes in Education. They are very proud of the external agencies and greater partnership links that have been developed and that they continue to foster.

As a school they are dedicated to supporting the whole child and family through their journey at RSHS and a key part of that is their work in the wider community to support students with a range of social and emotional issues. The school will launch a whole school mental health strategy in September 2019, they will seek the advice of parents and the community to ensure its success. They are currently part of a Greater Manchester Mental Health pilot and they very work closely with all their main partners in ensuring that their students are safe inside and outside school in the community, these include: Children's social care; Tameside Early Help Team; Healthy Young Minds; Educational Psychologist; Student Support Services (BLISS/EMAT/SENSORY); CLASS; Branching out – Young People's drug and alcohol service; School Nurse service; School Health Mentor; Tameside YOU-Think Team – Young people's sexual health; Off The Record Counselling; LGBT services; Local Housing Teams; Multi-systemic Therapy Team; GMP/PCSO; Bridges Service – Domestic Violence Team; Phoenix Team (Protecting students from CSE and Prevent – including Channel).

The ASPIRE centre is fortunate to have a trained social worker on site who acts as a Deputy Safeguarding Lead, Anti-Bullying Ambassador lead and one of the schools Mental Health key workers. They also have a key worker for all Looked after children and Young carers. The trained Social worker and Deputy DSL coordinates referrals to all outside agencies and monitors the most vulnerable students in the school. Students are able to access support daily through drop in sessions at the ASPIRE centre as well as personalised scheduled interventions. The school is engaged in the new DFE project 'Mental Health Champions' run by 'Place2be' to develop a mental health whole school strategy.



This will aim to raise awareness, support and understanding of emotional resilience and mental health and well-being. The project has included training for senior leaders, training for student ambassadors and training for a range of staff on Mental Health First Aid. This strategy will be launched in September 2019 and will include assemblies, workshops with year groups, and small group and 1:1 sessions for identified students and outreach workshops for parents.

In addition to this, the school has 1 Health Mentor and 2 trained counsellors in school every week working directly on a 1:1 basis with students. The inclusion team has also been involved in the Tots and Teenagers project over several years where students work in the early year's primary school setting for a period to support an individual child and help develop their own social skills. Students get an opportunity to attend work related learning placements aligned to their area of interest and aspiration in the local community.

The school is extremely lucky to host and own Astley Sports Village and they work very closely with them in providing class sessions in the gym, bespoke targeted work with small groups, on occasion's 1:1 support for the most challenging students in order to help them engage with school and the community. This facility also provides an opportunity for students to get involved in other partner sporting activities with links to various other clubs, e.g. Dukinfield Tigers. Staff also benefit from the facility by having free access to the gym and classes and the Director runs staff fitness sessions every Thursday after school for staff only.

The Student Council has forged strong links over the last few years with Willow Wood Hospice and indeed is the first school in the area to join in a focus group or fundraising ideas for young people. RSHS recently received their Gold star award for fund raising. Willow Wood also supports RSHS in termly coffee mornings and Christmas Afternoon Tea events. The student council has also started to forge strong links with Stonewall and LGBT this year as their chosen charities. This is something the students are passionate about and will be part of the schools Mental Health Strategy provision in September 2019.

The school is justifiably proud of the fact that they are an inclusive community, and this is embodied in their two greatest assets; students and hardworking, enthusiastic and highly motivated professional staff, evidence of which I saw on numerous occasions clearly over the assessment. Care, nurture and support throughout is outstanding and community relationships are strong.

Strengths:-

Students participate in a variety of clubs and after school activities and participate in a range of school trips to enhance their learning.

The school has good links with other schools, including local primary schools.

There are a full range of in school and off-site activities.



IQM Assessment Report



The school works with a multitude of different organisations and is highly regarded by all.

The school welcomes a range of visitors into school for enrichment purposes and members of the community provide support for the school at events, such as assemblies, concerts and celebration events.

The school uses community resources and class trips out into the wider community to support the curriculum, this also supports the development of the individual.

The school's leadership and staff have an astute understanding of their community and have an unswerving dedication toward it. Staff fully understand and provide for the need to prepare students for being part of the wider world and society.

Areas for Development:-

Continue to develop actions identified by the school as 'Future Plans' for this element and continue to develop and expand their work with external partners and the local community.