

## Ravenscliffe High School and Sports College - Self Evaluation Summary, January 2020

SECTIONS	SUMMARY EVALUATION	
<b>Quality of Education</b> <b>Grade: 1</b>	<b>Strengths</b>  Teachers are subject specialist in the main and promote their love of their subject effectively. The calibre of a majority of the non-teaching staff team is considered to be a real strength of the school. We have supported a number to progress into a teaching career. Teachers plan interesting and engaging lessons which enable pupils to focus on their learning and achieve. Classroom staff have very high expectations of their pupils. Teachers have thorough and detailed knowledge of their subjects and their specific and varying needs. This enables them to promote high quality learning. Teachers are currently reviewing their Outcome driven curriculum offer. Teachers create a very positive climate for learning and pupils respond extremely well to this. Pupils are keen learners who take advantage of opportunities to extend and consolidate their learning. They show resilience and determination, both in lessons and extra-curricular activities. Staff demonstrate expertise across the ability range which we will continue to be carefully managed as the school has transitioned to split site and changes in key personnel, due to retirement. Relationships with outside community organisations including 45+ local businesses, remain a priority.	<b>Areas for Development</b>  Further develop a Staff/Governor Succession Plan 2020-2022. Continue to secure strong links with other outstanding schools (special and mainstream) and successful businesses both at a local and national level. Review curriculum offer to all students and relevant accreditation available within it. Further refine and develop the implementation of the Ravenscliffe Progression Scale and Next Step outcomes focussed provision, alongside other relevant data recording, to ensure pupil progress can be easily demonstrated. Review and document our curriculum offer, to include identified teaching groups: Formal. Semi-Formal and sensory by September 2010
<b>Behaviour and Attitudes</b> <b>Grade: 1</b>	<b>Strengths</b>  Pupils have exceptionally positive attitudes to learning across the curriculum. Their behaviour around school is impeccable. Highly effective systems for managing pupils' behaviour are consistently applied by staff and physical support of students is seen as a last resort. Staff understand that their aim is to provide whatever support is necessary to ensure that pupils achieve as high a level of independence as possible. Pupils are exceptionally well prepared for life after school, with at least 2 students leaving to move into paid employment every year. There is a very strong emphasis on all aspects of pupils' welfare. Individuals are provided with high quality careers advice and guidance and this enables them to make well-informed choices. RHS remains a Case Study school for CEIAG nationally. As a result of the 'school's exemplary provision in ensuring pupils' safety, pupils have an excellent understanding of how to stay safe and they look after each other extremely well. The quality of pastoral care is exceptionally high. Staff are committed to supporting pupils and their families so that any barriers to achievement are overcome. Pupils have a very thorough understanding of the different forms of bullying. Any rare incidents are dealt with swiftly and effectively. Charity work has a very high profile. The school and its supporters raise £10,000+ every year for charity. Overall attendance figures are consistently high at approximately 93.5%-95%. No permanent Exclusions since before 2011. Only 1 FT exclusion of 4 days in July 2019.	<b>Areas for Development</b>  Maintain the high attendance levels of students and staff. Report this half termly to governors.  Ensure consistency of approach in management of behaviour and clear recording of incidents when needed.  Ensure all staff are bi-annually refresher trained in Team Teach, Moving and Handling and Safeguarding and PREVENT where appropriate.  Complete an annual review of the school Pupil Behaviour and Discipline Policy with representation Safeguarding, Team Teach, Governor, SMT and CMBC Safeguarding Adviser, in autumn of each year.
<b>Personal Development</b> <b>Grade: 1</b>	<b>Strengths</b>  "The progress made by pupils currently in the school is outstanding. From their starting points, pupils achieve well in a range of subjects" OFSTED 2017. This remains a strength. Parent satisfaction levels are high. No complaints have been lodged since before 2011. The school has a national reputation for its Independent Travel, Careers Offer and link to Gatsby Benchmarks, Vocational curriculum, horticultural, school meal service and Sensory	<b>Areas for Development</b>  Ensure all students access Independent travel and Springboard placements where appropriate and aspire to make students as independent as possible.  Ensure that disadvantaged pupils

	<p>curriculum. Café at the Track remains a beacon of excellence in developing student work experience</p> <p>The introduction of CORE and basing teaching towards EHC outcomes has had a marked impact.</p> <p>In all year groups, internal data via the RHS Progression Scale and student evidence shows that they make outstanding progress across the curriculum.</p> <p>Much attention is paid to preparing students for future education and the world of work. Almost all pupils move on to further and higher education, employment or training.</p> <p>Independent Travel training remains a high profile at RHS.</p> <p>Assemblies, corporate acts of worship and engagement with the local and wider community remain a strong focus at RHS.</p>	<p>continue to make outstanding progress.</p> <p>Maintain the positive atmosphere in RHS on 2 sites that so many visitors identify via questionnaires and feedback.</p>
<p><b>Leadership and Management</b> <b>Grade: 1</b></p>	<p><b>Strengths</b></p> <p>Senior leaders, successfully continue to lead the school's drive to maintain overall effectiveness at outstanding. Line management by senior leaders is a considerable strength.</p> <p>Governors provide a strong level of support and challenge to school leaders, exploring aspects of the school's work in detail. The school benefits from the expertise of governors with a broad range of leadership skills.</p> <p>Appraisal systems for teachers are very effective. There are very secure links between teachers' pay awards and pupils' outcomes.</p> <p>Professional development activities are planned carefully to ensure that staff are supported in meeting their 'outcome reviews.'</p> <p>The management of teaching and learning is highly effective. A range of evidence is used to determine strengths and areas for development, both whole-school and for individual staff. The overall quality of teaching is improving as a result of staff work collaboratively and sharing good practice. Communication across designations is very strong.</p> <p>The quality of middle leadership is strong; middle leaders make a substantial contribution to whole school improvement and are seen as 'leaders of the future.'</p> <p>Leaders and governors have a detailed and accurate awareness of the school's strengths and weaknesses. Frequent monitoring and evaluation lead to the identification of the most important priorities for improvement.</p> <p>Effective spending of the pupil premium has led to improved outcomes for this group; this remains an ongoing focus area.</p> <p>Pupils enjoy a personalised curriculum that enables them to be successful and progress on to the next stage of their learning.</p> <p>There is an outstanding range of residential and extra-curricular activities that makes a significant contribution to enriching pupils' educational experiences.</p> <p>SMSC development is extremely well promoted across all aspects of the school's work. Pupils have a very clear awareness of British Values due to outstanding provision in this area.</p> <p>Safeguarding interventions are pupil-centred and effective, but this is an area of ever increasing workload.. All staff are appropriately trained and consequently are able to take action, as necessary, to identify and protect vulnerable pupils.</p>	<p><b>Areas for Development</b></p> <p>Continued implement key actions from Staff Survey November 2017 including Performance Reviews for all non-teaching staff every 18 months.</p> <p>Further improve the quality of middle leadership with a greater emphasis on the leadership of teaching and learning within subject departments, encouraging professional support and development of skills amongst all teachers.</p> <p>Continue to successfully manage the leadership and management implications of going split site in September 2018 and as changes to SLT become apparent in 2019/2020</p> <p>Successfully secure the funding needed to complete the build and equip challenge linked to RHS@SH and the expansion of Skircoat Green in 2020-2021.</p> <p>Continue to recruit well trained and enthusiastic practitioners who wish to deliver the very best opportunities to the students.</p> <p>Continue to offer a significant package of in-house and external training and support for all newly appointed (and longer established) staff.</p> <p>Continue to ensure that all staff are entitled to a work/life balance and that a sense of fun and community is at the core of our daily offer on both sites</p>