

# **Summerfield Education Centre**



## **Self-Evaluation Form**

**December 2019/20**

## 1. Effectiveness of Leadership in and Management

Summerfield Education Centre believes that the current evidence is showing an improving picture.

- Since the last inspection, leaders have ensured safeguarding at the school is effective. Systems at all levels have improved and protect students well. Working relationships with a range of agencies enable efficient and thorough procedures to be followed. We have reduced those pupils in Alternative Provision by 85% and those who are in Alternative Provision receive regular monitoring visits, minimum half termly or more often dependent on need.
- Students are well protected from the threat of radicalisation and extremism. Close links with the Police and other organisations allow a culture of high alert to operate. All staff have received Prevent training again on April 3<sup>rd</sup> 2019 given by the Deputy Designated Safeguarding Lead. Pupils in Year 10 and Year 8 have received Prevent input by Jo Wood from the Solihull Prevent Team on 20<sup>th</sup> January 2020.
- Leaders actively seek opportunities to promote British values and all other aspects of pastoral development for students. This is becoming increasingly formalised and adapted to ensure students are provided with a wealth of opportunities to develop themselves emotionally as well as academically. PSHE, SMSC and British Values are planned into course delivery with increasing effectiveness.
- There have been significant developments to the curriculum. Leaders have appointed a Science Teacher, which now enables our pupils to access Science up to and including GCSE level in Biology according to ability. History is offered at GCSE level to pupils who have a significant interest in the subject area. History and Geography are built into the curriculum through drop down weeks. A History week has taken place in October 2019 including local history surrounding 'Peaky Blinders', reality vs fiction and a Black History Day for all year groups.
- Leaders have actively pursued a strategy of relationship building within school to create an environment conducive to learning. They lead by example in modelling such an approach with all staff and actively engage with parents and carers to further model respectful behaviour.
- An anti-swearing campaign 'Mind Your Language' has been introduced, by the end of the Spring Term we will be able to measure impact.
- Performance Management structures whilst being supportive and developmental are also robust and focussed clearly on driving up standards.
- Leaders have pursued a programme of prescribed CPD in order to address whole school requirements. Reflections from staff talk positively about the developmental opportunities they receive. An example of this is the Teaching Assistant Toolkit external training.
- The Management Committee have a clear understanding of the performance data of the school and are holding leaders to account with awareness and analysis,
- The school has developed a responsive curriculum that enables all students to progress appropriately. 8 out of 12 students from the summer 2019 cohort were successfully placed in a Post 16 setting, apprenticeship or employment with training
- Staffing is stable and is now beginning to reflect what the school needs to go forwards. Recruitment has meant that the key area of mathematics is fully staffed for this academic year. There are currently no vacancies at the school
- Pupil Premium Review has taken place on 15 January 2020. Areas for improvement identified below.

Key Priorities relating to the effectiveness of leadership and management at Summerfield Education Centre:

### **Develop and strengthen further all areas of leadership and management by:**

- Ensuring that Pupil Premium funding is effectively targeted, monitored and evaluated to ensure that disadvantaged pupils make better progress. This includes regular attendance, destinations at Post 16 and academic progress.
- Ensuring that leaders systematically evaluate the information they collect and take the appropriate action to bring about improvement
- Ensuring that all pupils have access to independent careers advice and guidance to prepare them well for the next stage of their education
- Continue improving the opportunities to achieve appropriate accreditation in English and mathematics

## **2. The quality of Teaching, Learning and Assessment at the Centre.**

- Summerfield Education Centre judges the quality of teaching to be improving with 66% of lessons judged at a standard of at least good during the recent PM observations and with no judgements of inadequate teaching. However, 3 members of staff were long term absent and will need observing during the Spring Term.
- A student centred approach in which teachers are considering the progress and attainment of all students in their class through the use of individualised Learning Maps. This is enabling the lesson to be tailored to the differing needs of the pupils.
- Observations have shown that students concentrate well in lessons where the lessons are well planned and because they are interested in the work given to them. Where teachers plan activities that build on student's interests and prior learning this is evident. However, this needs consistency.
- There is regular and comprehensive monitoring of the quality of teaching and learning in the school. Information is collected from a wide variety of sources, including observing lessons, learning walks, scrutiny of students' work and outcomes of key task assessments.
- Some teachers are questioning well. This is particularly evident in English lessons, where the teacher is able to draw more information from the students through skilful questioning.
- In all most all lessons, students are given plenty of opportunities to discuss their work and other topics.
- School Pod is used effectively to analyse student performance, allowing clear areas for development to be identified at both individual and whole school level. Intervention strategies are planned and staff timetabled during the day to work with pupils who need extra support to progress.
- Local Authority Review has taken place on 16 and 17 January 2020 – Awaiting report.

Key Priorities relating to the quality of teaching and learning at Summerfield Education Centre:

### **Improve teaching and learning and assessment so that it is at least good by:**

- Ensuring that all teachers use questioning consistently well to help deepen student knowledge and understanding
- Ensuring that all teachers help pupils understand how to improve their work during lessons.
- Effectively deploying teaching assistants so they can support pupils' learning better

## **3. Personal Development, Behaviour and Welfare:**

Summerfield Education Centre believes the evidence of current provision supports an improving picture:

- Safeguarding at the school is effective. Systems at all levels are robust and protect students well. Working relationships with a range of agencies enable efficient and thorough procedures to be followed. Students in Alternative Provision are monitored on a minimum of a half termly basis and those with additional needs more frequently by visits carried out by Summerfield Education Centre. Attendance of Alternative Provision is tracked on a daily basis.
- Students are well protected from the threat of radicalisation and extremism. Close links with the Police and other organisations allow a culture of high alert to operate. All staff have received Prevent training again on April 3<sup>rd</sup> 2019 given by the Deputy Designated Safeguarding Lead.
- Attitudes to learning are improving especially in KS4. The focus on building relationships with students is having an effect on students, however, there is still much developmental work needed to ensure their aspirations are sufficiently raised to impact outcomes. There is also still developmental work needed at KS3 whose behaviour contributes to the most incidents in school.
- Exclusions were high in the school for Autumn Term. The significant number of pupils with additional needs have contributed to this figure especially those with SEMH and ASD.
- Exclusions for the Spring Term 1 have reduced significantly due to 5 pupils with significant additional needs being correctly placed, the introduction on a Nurture Room and altering the school day for staffing whereby all staff planning and preparation time takes place at the end of the day, freeing up staff for interventions throughout the day.

- School Pod is effective in being able to deliver comprehensive reporting. However, issues arise if staff do not enter the conduct information in a timely manner.
- The rewards system has been exceptionally well received and valued by students and enables teachers to record positive incidents through the distribution of Points which are recorded. Students have enjoyed extra-curricular activities for rewards especially.
- Students continue to have a sound grasp of the potential risks they face and are continually supported through form time, assemblies and PSHE Drop-Down Days. This has been commented on through feedback from external visits especially Loud Mouth Theatre Group.
- Students conduct in lessons for KS4 is improving for the most part, with infrequent disruption to learning where it does occur it is managed well. 3 students access off site provision.
- Students are beginning to have an increasing input into the direction of the school through the school council.
- Staff continually model the need to be respectful and polite to other.
- Where less than respectful language is used it is challenged by staff, however, this needs further development. The launch of the Dare Not to Swear Campaign will take place during the Spring Term.
- Staff and the embedded support mechanisms are extremely quick to pick up on areas where a student may be suffering difficulties that might impede their mental well-being. This however is still seen as an area where the school would like to do more to truly reflect what we believe to be a safe environment for all students. Going forward, the school will work with students in further developing mental health support networks that are accessible and of value to students
- Bullying remains rare and is effectively dealt with. Students continue to feel safe and understand who they can approach if this is not the case. Recorded incidents of bullying are low and records of incidents held by the school reflect successful resolutions, normally through mediated outcomes. When it does occur it most normally does so in the form of name calling and stems from breakdowns in friendships, more often than not across social media platforms outside school but manifesting in school.
- Students and parents/carers receive updates on potential cyber bullying threats. The safeguarding team ensure that instances of cyber-bullying, which though rare almost always take place outside of school, are dealt with swiftly through mediation where appropriate or, if warranted, the involvement of other agencies including the police
- Students at the school take very seriously their role in being charitable. They have clear input into where the school focusses its fund raising efforts and are keen that the school contributes where there is a need, for example the MacMillan Cake Sale and Christmas Jumper Day.

#### Exclusion Data

Autumn Term 1 & 2 2019 - 74

Spring Term 1 2020 - 9

- Attendance data has been taken for the same period 2018/19 and 2019/20 – Autumn Term plus Spring 1
- Nationally, in Pupil Referral Units for 2017/18, the attendance figure was 75%. This makes Summerfield below as attendance for 2018/19 was 64.2% and for 2019/20 60.9%.
- For students classed as persistent absentees, the national figure for Pupil Referral Units is 76%. Summerfield at 83% for 2019/20 higher than nationally.
- Pupil Premium students' attendance for 2019/20 59.9% and they remain the key priority for attendance intervention and students with a SEND classification for 2019/20 60.39%
- For those pupils in Alternative Provision 2019/20 – 64.6%

Key Priorities relating to the personal development, behaviour and welfare of students at Summerfield Education Centre:

**Improve pupils' personal development, behaviour and welfare by:**

- Ensuring that pupils, including disadvantaged pupils and those who attend alternative provision attend school regularly
- Improving the attendance of those who are persistently absent
- Providing more consistent behaviour management strategies to reduce the use of exclusion and the need for physical restraint
- Giving pupils more opportunities to develop the skills they need to manage their own behaviour
- Developing strategies to reduce the use of inappropriate language by pupils

**4. Outcomes for students at the Centre:**

Summerfield Education Centre believes the evidence of current provision to support outcomes for pupils is improving.

**Strengths**

- The majority of students moved on to appropriate courses Post 16 with accredited providers
- Summerfield is currently fully achieving 4 of the 8 Gatsby Benchmarks with significant progress against the Benchmarks 3 & 4.
- There have been significant developments to the curriculum. Leaders have appointed a Science Teacher, which now enables our pupils to access Science up to and including GCSE level in Biology according to ability. History is offered at GCSE level to pupils who have a significant interest in the subject area. History and Geography are built into the curriculum through drop down weeks. A History week has taken place in October 2019 including local history surrounding 'Peaky Blinders', reality vs fiction and a Black History Day for all year groups.
- Pupils' progress in art is stronger than in other subjects. The teacher's secure subject knowledge, coupled with the precise feedback given to pupils on how to improve their work, has resulted in positive outcomes for pupils. Two pupils last year secured a good pass in their art and design GCSE examination.

Key Priorities relating to outcomes for students for Summerfield Education Centre:

**Ensure continued improvements in outcomes for all students and groups of students by:**

- Ensuring the proportion of pupils who achieve a qualification in English and Mathematics increases.
- Ensuring Leaders' assessment information is inaccurate.
- Ensure all pupils are making progress by making sure the standard of work in books is relevant to ability.
- Continue with the accelerated reading scheme for pupils and introduce the accelerated maths programme to raise standards in English and Maths.
- Ensure the progress of pupils in Alternative Provision is closely monitored.

**Strengths**

- Pupils in Year 11 are undertaking two sets of mock exams. The first set week commencing 20<sup>th</sup> January 2020 and the second set after February half term. A new tracking system is being established by our Maths Teacher to enable a breakdown of elements the pupils both know and do not know in order that the gaps can be addressed before the exams and progress can be made.
- Teachers and Teaching Assistants are receiving 'in house' training regarding, questioning, differentiation and effective marking.
- Both the Accelerated Reading and Accelerated Maths schemes are in place.

## **Overall Effectiveness:**

Summerfield Education Centre has begun to progress in tackling and meeting the AFI's Ofsted identified and in securing improved outcomes for students. With continued improvements in student outcomes, we forecast an increasing capacity in the school and developing an organisation that is forward facing and open to further improvements so we can predict a more positive judgment for the school.

In going forward, leaders understand there is still much work to do, firstly to secure the advances made and ensure we are consistently maintaining them and then, when all of the building blocks are in place, to progress to becoming a successful provider of education for our students.