



## Applied Educational Solutions

### Developing the whole student

#### Applied Educational Solutions School Profile – 2017/18

##### Pupils:

Number on Roll	7 (5 boys: 2 girls) + 3 not on roll (2 boys: 1 girl) so 10 students attend
Pupil Premium	We do not receive PP
Ethnic groups	90% backgrounds other than White British (10%) (Black African = 20%; Black Caribbean = 50%; mixed White/Black African =10%; Irish Traveller =10%)
EAL	0% -all students speak English as their first language with no bi-lingualism.
SEND	10 students (100%) have SEND. 6 students (60%) have an EHCP all from Enfield LA 2 students (20%) are being assessed for an EHCP by Enfield LA 2 students (20%) have AEN – we are waiting to hear from the LA as they are on short-term placements
LAC/ CP/CiN	0% LAC; 0% CP; 2 students (20%) CiN

##### Staffing:

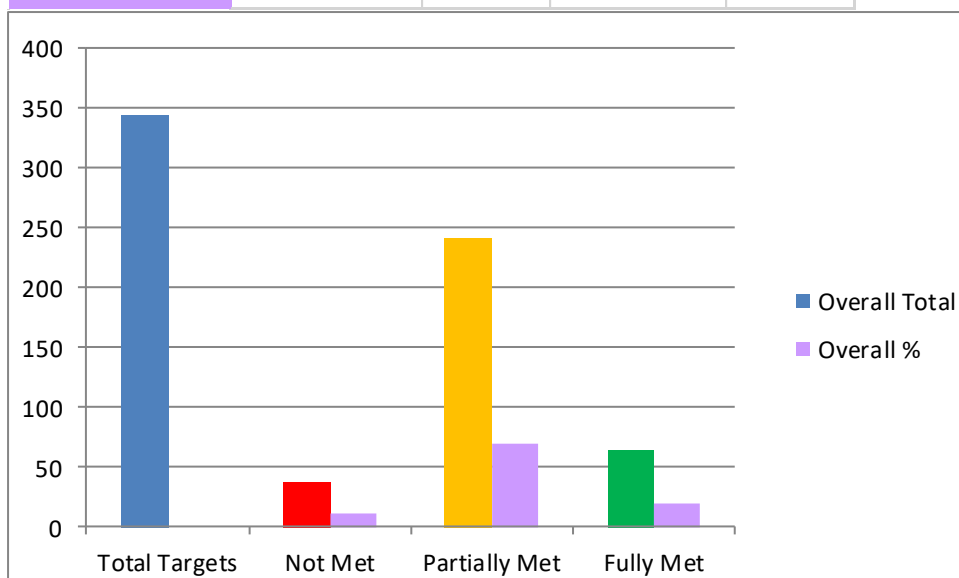
Teachers	2 (1 = part time) (including CO) 1 staff member is a qualified teacher in Spain but does not have QTS
Trainees	None
Agency	None
Teaching Support staff	3 TA's



## Non- Core Target Analysis 2016-17

Subject	Total Targets	Not Met	Partially Met	Fully Met
PSHE	53	4	34	15
Hiistory	40	4	24	12
Goegrphy	40	5	25	10
ICT	27	1	23	3
RE	36	4	28	4
French	19	9	7	3
PE	64	5	48	11
Business	16	3	12	1
Music	30	3	25	2
Art	20	0	16	4

	Total Targets	Not Met	Partially Met	Fully Met
Overall Total	345	38	242	65
Overall %		11	70	19



- Of the 391 targets set in these three subjects , 15% (60) were not met, 65% (253) were partially met and 21% (81) were fully met or exceeded.
- Of the 345 targets set in the non-core subjects, 11% (38) were not met, 70% (242) were partially met and 19% (65) were fully met or exceeded.

### Explanation of the data

- Results are based on a 0-10 Likert scale rating with the student starting at 0. **A rating of 0-4 is Red=target not met; 5-6 is Amber=target partially met; 7+ is Green =target met and exceeded.** Hence even with Red, students can make progress from 0, but can still 'fail' to meet the target.
- Even a student who moves from 0 to 6 has still not 'met' the target. Hence the 65% of core and 70% of non-core targets graded as 'Partially Met' still

represents a huge achievement for these students, who have moved to 5 or 6 on the Likert scale from an initial 0 rating.

- A key factor for the 15% of total core subject targets not being met has been the relatively high absence of 4 students at different parts of the year which has meant they have been recorded as not meeting their targets.

### **Behaviour Analysis 2016-17**

**Of the 94 behaviour targets set for 12 students during 16-17 academic year, 16% (15) were not met (Red), 48% (45) were partially met (Amber) and 36% (34) were fully met (Green).**

Incidents of challenging behaviour are divided into 5 areas- bullying, racism, homophobia, physical assault and damage to possessions and property. There were 85 incidents in total recorded during the academic year.

During the 16-17 academic year-

- Bullying- 23 incidents which reduced to 2 in the summer term
- Racism -No recorded incidents during the academic year
- Homophobia – 26 recorded incidents with half of these occurring in the summer term.
- Physical Assault - 22 incidents were recorded with 10 in the autumn term.
- Damage to Property -14 incidents were recorded with little fluctuation between the terms.

Homophobic incidents (which could be classed as a sub-set of bullying) usually involved students calling each other, a teacher or a lesson/item “gay.” In the summer term we had a student arrive (LW) who used much more sexualised language in his everyday discourse than his peers. It took him most of the term to work with us on acknowledging the inappropriateness of his comments and from there seeking to reduce them.

Bullying can be a factor when new students join as they seek to generate a hierarchy, find each other’s weaknesses for future reference and test the boundaries of the school. As the students are with us for longer periods then not only does this naturally settle but the pastoral and anti-bullying work we do starts to have a positive impact- PHSE lessons, restorative justice, meetings with parents and reflection time are all useful tools to use here.

In the autumn term 2017 there have been 21 days of fixed term exclusions between 5 students

GE -5

DA-2

JFM -4

KH – 3

LW -7 – he is no longer attending AES. The LA provided him with tuition to prevent him being permanently excluded for persistently urinating upon staff members.

## **Attendance Analysis 2016-17**

There have been significant rates of progress in attendance which in many cases is better than when the student attended their previous educational provision. The whole school average attendance was 81 %. This figure includes one student whose attendance was 14%, another whose parents refused to send him in for the entire second half of the summer term and another whose attendance overall was 61%. However, 81% remains a decrease on 2015-16 which was 92%, during which year we had fewer students on roll and of those we had the majority had attendance of over 95%.

**During the current academic year, the average attendance has been 62%.**

However, this figure includes 1 student who has not attended all term and two students whose parents refused to send their child into AES, in one case from the 2<sup>nd</sup> week in October onwards. **When the student who has not attended is removed from the data and the attendance figures used for the other 2 students for the weeks they were allowed to attend, are factored in, the overall average attendance increases to 78%.** We have 4 students whose attendance is over 92%

- The student who has not attended has been the subject of ongoing Education Welfare Service (EWS) involvements with his siblings and is due to recommence at AES in January 2018.
- One parent removed her child from school on 6/10/17 with the stated intention of getting her into an additionally resourced provision within a mainstream school. Her attempt to force the LA to do this has failed as no other school is willing to offer her a place and so she is returning to AES on 8/1/17. Her attendance when allowed to come in, was 96%.

## **Student Leavers**

A key element of the success story of AES involves the high numbers of students that are re-included back into education. Given that many of the students who come to us do so after being permanently excluded from mainstream or special school, is in itself extremely positive. However, what is just as positive are both the numbers of students who go back into mainstream provision and that all our students remain in school once they leave us. Taken together, these points are evidence of the transformative benefit AES has had on its students, how they have improved their social and emotional self-awareness, their behavioural self-regulation skills and, crucially, their self-esteem. **Students leave us believing in themselves as learners, which is why they are motivated to engage with and stay in their new school. We are very proud of this important benchmark of our success.**

**Since being registered as a school in December 2014, 25 students (20 M: 5 F) have left AES. Fourteen (10 M:4 F) have gone to mainstream school; 8 (7 M: 1F) have gone to special school and 3 have yet to be placed-** two are receiving home tuition and one was removed to an out-London authority at short notice by social services.

Of the 25 students, 19 had been permanently excluded (15 M: 4 F) and 2 (2M: 0 F) of this group had not been in education for more than 1 term.  
Of the 25 students, 3 (2 M: 1 F) returned to their referring school, 19 (15 M: 4 F) were placed in a new school setting.

## **Addressing the Ofsted Report February 2016**

### Achievement of Students at AES is Good

Ofsted said that - *“Systems for checking pupils’ progress are not reliable enough. The school does not make accurate checks on pupils’ skills and abilities when they enter the school across all subjects. Pupils make progress, but leaders do not know precisely how much progress they have made from their starting points.”*

What we have done to address this -

- Increased use of IT for learning and recording of learning
- Embedded the Chris Quigley curriculum resources
- Implemented an effective baselining approach.
- Implemented tracking and monitoring tools.
- Analysis of end of year tracker data to identify student areas of need and where teaching needs to improve and focus upon.
- **We analyse data on an individual level and use this knowledge to drive standards forward**

As a result of the above-

- Effective systems are in place to baseline on entry, set appropriate targets based on this, track progress daily, record summative progress fortnightly for core subjects, 6 weekly for non-core and behaviour targets and hence clearly identify how much progress each student has made.
- The 8 students (Sep 17) (10 students Dec 17) span a range of abilities from EYFS to upper key stage 2. All students have shown improved reading ages, academic progress in core and non-core subjects, improved performance and their behaviour is demonstrably better in key areas of need.
- Students are continuing to take learning risks and are accepting that ‘not getting it right immediately’ is part of learning and not a reason to give up.
- Students now have a month long baselining period to enable assessments and observation to occur and be reflected upon with the students.
- We are still grouping students by ability rather than age for literacy and mathematics and planning is highly differentiated, with personalised targets also reflecting areas of need demonstrated in summative assessment of the tracker targets from Chris Quigley.
- Our high adult:pupil ratio allows for focussed guided work and assessment. Clearly differentiated and responsive planning is used which draws on the comprehensive baseline assessment data on entry and then the ongoing progress each student makes each week. This ensures we are consistently aware of what our students can and cannot do. A range of learning styles is catered for with emphasis on pace, movement and visual support.

## **2. Quality of Teaching at the School**

Ofsted said that-“ *The quality of teaching, learning and assessment requires improvement because teaching is sometimes not interesting and engaging enough and time is wasted. Teaching does not sufficiently challenge the most-able pupils.*”

What have we done to address this-

- 1:1 & group coaching and support for Curriculum Delivery and Behaviour Management
- Visit to Octavia House SEMH provision to learn from their expertise.
- Purchase of new curriculum tools and resources to widen and improve our core offer.
- Being more focussed on planning teaching around the target areas set for the students.
- Monitoring pupil progress via development of the tracker which highlights areas of need i.e. areas of subjects wherein targets not being met. Focus teaching support on these areas.
- Use of more subject specialist teachers.
- Use of more stimulating resources which has resulted in less deadtime
- Consistent provision of appropriately challenging extension work for the most able.
- External evaluation of T&L -ex-inspector, governor (serving HT).

As a result of the above –

- The whole staff team now actively plans and delivers both lessons and parts of lessons as well as being responsible for specific elements of the curriculum. This has promoted a plurality of teaching styles and approaches which, after reflection, has enabled the best bits of each person’s expertise to be incorporated into a teaching approach which we feel gives our best to the students and allows them to learn effectively.
- Teacher appraisals have taken place and targets have been set to improve the quality of teaching and learning with the aim being 100% of all lesson observations are either good or outstanding. Thus far (December 17) all lessons observed have been rated as Good.
- During the academic year we undertake ongoing analysis of the targets which are not being met and seek to understand why that is and what changes need to occur as a result. For example, in 16-17 our students failed almost as many targets in MFL as they passed, which has resulted in us hiring in a specialist MFL teacher.

## **3. The Behaviour and Safety of Students at the School**

Ofsted said that, “Pupils’ personal development, particularly their social, emotional and behavioural progress, is reported anecdotally but is not always assessed, monitored or evaluated.”

What we have done to address this-

- Development of new behaviour support systems. Each student has a month with us as part of their baselining. From this, behaviour needs are identified and targets set. Introduction of tighter recording and monitoring of behaviour targets in the behaviour tracker. Enhanced assessment of behaviour progress via daily feedback against the target, recorded on the tracker and improved record keeping of evidence that the student has met that target.
- Commissioning and delivery of a bespoke therapeutic intervention for the students delivered by CAMHs therapists.
- All staff Approach trained and ongoing support provided as a staff team. **New staff member Approach trained within 4 weeks of joining (Sep 17)**
- Embedded use of bespoke PHSE sessions, designed and delivered by a staff member focussing upon issues identified by students and which link to our SMSC outcomes and Fundamental British Values work. These are very well regarded by students and have been a real success.
- A good programme of guest speakers, including a priest and a judge, which have been very well received by students.
- Engagement with Education Psychology and Education Welfare Officer.
- On going coaching and supervision from the Headteacher for all staff.
- Staff have renewed their Paediatric First Aid and First Aid in the Workplace qualifications.
- Staff have renewed their safeguarding training with the DSL and Deputy DSL completing their specific mandatory training refresher.

As a result of the above -

- As a school we are much better at tracking and evidencing improvements in behaviour. We have 6 weekly behaviour targets which are on student's desks and discussed with them and parents. Their response to these is monitored daily and summative analysis is recorded on our 'behaviour tracker'. This enables us to see who is meeting their targets and what support is proving effective.
- Each student now has a Pupil Progress folder containing evidence of how we feel they met the targets. This ensures our judgements are not "anecdotal."
- In the 16-17 academic year, **we refined our assessment process to include a RAG rating system. Of the 94 behaviour targets set for 12 students during 16-17 academic year, 16% (15) were not met (Red), 48% (45) were partially met (Amber) and 36% (34) were fully met (Green).**
- Students feel safe at AES. They consistently settle in well here. They are showing that they can now regulate their feelings and anger by asking for some time-out and sharing with staff when they are worried or upset on an increasingly consistent basis.

#### **4. Quality of Leadership and Management at the School**

Ofsted said that, "Governance arrangements are not in place. As a result, the school's headteacher, who is also the proprietor, is not supported well enough. Although staff are aware of their roles and responsibilities, the headteacher is absent for a significant proportion of time and this impacts on the leadership of the school."

What we have done to address this-



- Creating and completing the post-Ofsted action plan to ensure compliance e.g. sourcing and implementing a new curriculum and assessment system which has transformed how we operate as a school.
- Ensuring staff are on-board and fully motivated to work with the headteacher to address our shortcomings and ensure we have a successful re-inspection.
- Creation of an engaged and useful governing body.
- Development of bespoke interventions from outside agencies to target appropriate and scarce resources to our students e.g. with CAMHS and creative art teachers.
- Development of successful links with local schools who have referred more students to us than in previous years.
- Redoing the website to make it look and feel more like that of a regular school and more parent friendly.
- Positive relationships built between local settings and the school which has helped greatly e.g. in acquiring a new curriculum model and a web developer.
- Hiring a new staff member and developing the training provided to staff, not just mandatory such as Prevent but in areas relevant to our schools and student's needs such as how to write successful grant applications to charities.
- Visit to Octavia House SEMH provision to harvest what works well for them.
- Buying into the LA school support and training offer to ensure staff constantly feel empowered to meet the varied needs to our learners.
- Outside inspection by ex-inspector to provide sense check of our progress against the Ofsted report.

As a result of the above-

- The governing body has been appointed which supports the headteacher, offers challenge and monitors the development of the school. This is helped by the experience of the GB, one of whom is a serving headteacher.
- The school's self-evaluation provides a more accurate picture of the school's effectiveness, enabling leaders to make more rapid progress in driving forward school improvement
- The learning environment looks, feels and operates more like that of a 'traditional' school whilst providing the alternative interventions required by our students.
- The headteacher is still required to undertake work which takes him away from the school. The reasons are twofold- to ensure a regular income stream to the business and to keep up with the Health Care Professions Council (HCPC) practice requirements to ensure continued registration as a practitioner psychologist.
- However, much work has gone into developing the capacity of specific staff members to lead the school in the headteacher's absence. This includes the two particular individuals working as a team to share the academic and non-academic lead, knowing who to contact in case of a problem (as well as the headteacher) and on understanding the key areas of the school which require them to follow specific procedures e.g. what to do in the event of the restraint of a child, or a safeguarding incident or a child not being picked up by their parent/carer. Their collective ability to manage this aspect of the job has meant that the leadership of the school has been impacted very little and this has been augmented by the support offered by the governing body.

- The school is better managed as the headteacher has gained experience from the Ofsted inspection and implemented the action plan designed to address the points raised by the inspector. This has been an enabling process for the headteacher.
- Whilst the areas identified as requiring improvement have been addressed, the areas of strength have been maintained and enriched.
- The school budget is balanced and substantial relative investment in both staff and infrastructure have taken place.
- Teacher performance is carefully monitored and supported, under-performance is not tolerated (failed TA's have been 'moved on').

### **Areas for Development**

We are very aware as a school that there is still much work to be done. In the 17-18 academic year we have been particularly focussing upon –

- Developing further the assessments we use specifically for SEMH in the baselining period that we can then repeat to show progress e.g. after 6 months.
- Improving both the engagement with and quality of students written work. We are devoting more curriculum time to extended writing.
- Improving our MFL teaching offer. This year we have a staff member who is both a qualified teacher and a native Spanish speaker and who has been teaching Spanish to the students.