

School	The Peak Academy	Principal/ SEMH Director	Mr Richard Lewis Vice Principal – Mr Andy Vinton	Date	01-09-20
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This document provides a contextual overview of the school together with a self-evaluation of the strengths and areas for development within the school. The aim of this document is to demonstrate a clear understanding of the priorities for the school and as a such informs the Intent for the School Development Plan.

School Context:

The Peak Academy is a school that specialises in the support of pupils with Social, Emotional and Mental Health (SEMH) needs. We currently have over 70 pupils on roll. This is predominately for pupils in Gloucestershire however, we make provision for surrounding counties who elect to send their pupils, from age 10-16. Gender split is predominately boys. 50% of our pupils are in receipt of pupil premium funding. This has varied around the national norm for SEMH over the last 3yrs.

Highlights:

Attendance 2018-19 – 90.54% 2019-20 T1 –T3 – 90.65%

100% yr. 11's in post 16 purposeful destinations, employment or training.

Serenity – A bespoke curriculum model for vulnerable girls. This allows us to successfully manage a co-educational model with a majority male cohort.

Everest – Bespoke nurture led curriculum to support pupils not yet ready for the main school provision.

National winners at the Engage in their future awards for sports person of the year and personal growth 2017.

2017 Key stage 2 and 3 National winners for Engage in their future creativity awards

2018 key stage 3 and 4 National winners for Engage in their future creativity awards (poetry and story)

2018 National winner for Engage in their future creativity awards (staff poetry)

2018- School of the year finalists – Pride of Cotswolds awards

2019 Key stage 3 and 4 winners for Engage in their future creativity awards (Poetry and short story)

2019 15 staff and pupil winners for the Engage in their future creativity awards (Poetry and short story)

2019 2 pupils shortlisted for the National Engage in their future awards

2019 National winner at the Engage in their future awards for personal growth

2019 GHLL Healthy school's awards

2019 Selected to be part of the Timpson Attachment and Trauma Programme. Working in Collaboration with the Virtual School GCC and Oxford University Research Centre to raise awareness and increase understanding of the impact of Attachment and Trauma in education.

2019 Pilot school for Tute online mental health project

2019 Teacher of the Year 2019 Finalist Mrs Lewis – DSL – Pride of the Cotswolds awards

2019 School of the Year 2019 – Pride of the Cotswolds awards
 2020 18 pupils and staff winners at National Engage in their future awards

The achievement of pupils, against the school's contextual P8 is outstanding – **contextual P8 figure in top 10% Nationally against other SEND provisions (2018-19).**

Peak Academy meets the needs of complex, vulnerable, volatile and disaffected children. These additional needs have resulted in multiple permanent exclusions from primary, secondary and special schools within the county and beyond. Therefore, the capacity to transform a child's life for the better, and equip them to enjoy active citizenship, is at the heart of education at Peak Academy.

Children with rare chromosomal disorders, who survived prematurely, who are affected by prenatal drug and alcohol misuse, who have multiple disabilities, are part of a new generation of children with complex learning difficulties, and disabilities such as neurodevelopmental disorders, psychological and psychosomatic disorders. The co-occurring and compounding nature of these complex and chronic difficulties requires a personalised learning pathway that recognises children and young people's unique and changing learning patterns. We have refined our focus to take into account the impact of Attachment and Trauma on the majority of our pupils and are working to deepen our knowledge to address this. This does not apply to only our Children In Care Additionally we are seeing a deterioration in the acquisition of Speech and language; receptive and expressive so have increasingly focussed on integrating classroom strategies to address this.

Currently at Peak Academy there are young people diagnosed with the following conditions: Pervasive Developmental Disorder, Neurodevelopmental difficulties, ADHD, ASD, Disorganised Attachment difficulties, Dyspraxia and severe Anxiety. Generally, our pupils have a mix of conditions. Below outlines our diagnosis against the cohort. In addition, we have seen an increasing number of pupils entering the school with medical conditions and the current cohort includes Factor XII deficiency, Myoclonus Dystonia and Anti-Thrombin III deficiency.

Overview of additional diagnosis:

Communication and Interaction	38%	Additional Medical Complications	13%	ASD including Aspergers	10%	Prescribed Medication	14%	SLD	13%	Adopted from Care	3%
ADHD	26%	Pervasive Development Disorder	6%	MLD	23%	Children In Care	13%	Oppositional Defiance Disorder (Diagnosed)	9%	Child Protection	3%
Child In Need	8%	Young Carers	8%								

Other behavioural traits include: Self-harming/self-defeating behaviours, lack of self-esteem/self-confidence or symptoms of depression, poor sense of identity, poor sense of empathy, lack of ability to communicate thoughts, feelings and emotions without acting out and displaying them through physical behaviours, transference/projective identity/bullying, victimisation/self-isolation, bizarre physical and verbal communication when feeling challenged or threatened, sexual actions and comments, some dangerous behaviours, ritualistic behaviours, poor self-reflexion skills, anxiety, poor relationship with food, poor ability to create and sustain meaningful relationships, attention seeking behaviour, easily unsettled by challenging situations emotionally, socially and educationally; soiling and smearing, antisocial behaviour, substance misuse, pose a risk to themselves or others.

Our main SEN type identifies that the population of the school are statemented and have Education, Health and Care Plans (EHCPs) with social, emotional and mental health needs. Actually, the vast majority of our pupils come with far more complex needs. Furthermore, the vast population of the school has a high indicator that cognitive ability on entry is much lower than the national level. Parents of these pupils also often fall below national levels for their own cognitive ability and educational standard achieved. This impacts the ability from home to support and drive the importance of a good education.

With this in mind our ambition is to raise educational outcomes for all pupils to leave with a range of qualification including GCSEs, Functional Skills, BTECs, Entry Level, Wider Key Skills and other relevant qualifications. Our aspiration is that pupils will work towards the Peak Values (Excellence, Humility, Respect and Trust). Our pupils learn and respond differently and that's why the Peak Academy is developing meaningful pathways to build a child's resilience through personalised learning and support.

Overall effectiveness is currently good with outstanding features because pupils' benefit from consistently good teaching and the academy community ensures that pupils are achieving well. The academy takes effective action to enable most pupils to reach their full potential. There is a positive climate for learning and strong community purpose. The community of purpose is supported by secure understanding of attachment and trauma.

Quality of education is good with outstanding elements
 Behaviour and attitudes is good with outstanding elements
 Personal Development is good with outstanding elements
 Leadership and management of the school is good with outstanding features
 Safeguarding is a strength

Quality of Education	Strengths	Areas for Development																																				
	<ul style="list-style-type: none"> Defined curriculum Intent at whole school level and subject specific. This defines curriculum progress plans that focus on skills and knowledge. The curriculum is varied and caters for all needs (Nurture; Primary; KS3 and KS4), offering a variety of GCSE, vocational and functional skills qualifications. 	<ul style="list-style-type: none"> Structured system for quality assurance of all vocational courses and exam systems. Re-mapping of when functional skills will take place in KS4 																																				
	<ul style="list-style-type: none"> Pupil outcomes have consistently improved over the past 3 years in terms of progress and attainment. <table border="1" data-bbox="519 924 1113 1239"> <thead> <tr> <th colspan="4">Contextual Value Added</th> </tr> <tr> <th>Combined Overall</th> <th>2017</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Number of Pupils</td> <td>14</td> <td>8</td> <td>11</td> </tr> <tr> <td>Attainment 8 Overall</td> <td>0.76</td> <td>0.93</td> <td>1.53</td> </tr> <tr> <td>Progress 8 Overall</td> <td>+0.08</td> <td>+0.13</td> <td>+0.91</td> </tr> <tr> <td>Attainment 8 Maths</td> <td>1.21</td> <td>2.38</td> <td>2.48</td> </tr> <tr> <td>Progress 8 Maths</td> <td>+0.13</td> <td>+1.23</td> <td>+1.37</td> </tr> <tr> <td>Attainment 8 English</td> <td>1.03</td> <td>0.86</td> <td>1.55</td> </tr> <tr> <td>Progress 8 English</td> <td>+0.37</td> <td>+0.14</td> <td>+1.01</td> </tr> </tbody> </table>	Contextual Value Added				Combined Overall	2017	2018	2019	Number of Pupils	14	8	11	Attainment 8 Overall	0.76	0.93	1.53	Progress 8 Overall	+0.08	+0.13	+0.91	Attainment 8 Maths	1.21	2.38	2.48	Progress 8 Maths	+0.13	+1.23	+1.37	Attainment 8 English	1.03	0.86	1.55	Progress 8 English	+0.37	+0.14	+1.01	<ul style="list-style-type: none"> Catch-up of skills and knowledge as a result of COVID-19; specific use of medium-term plans and identifying what is needed linked to curriculum progress maps. Reading and writing (literacy focus in each lesson) as a result of declines from COVID-19. Continue to develop the WHF 6 Principles of learning, with a particular focus on explanation and feedback. Introduce CAT4 assessments for new Year 7.
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<ul style="list-style-type: none"> The quality of teaching is consistently good with outstanding practice delivered in a number of subject areas including Nurture, Primary and DT. The use of questioning is a particular strength; used to continually assess pupil learning and adapt approaches in conjunction with needs identified on EHCP's 	<ul style="list-style-type: none"> Development of science across the academy with new member of staff. From initial work (pre COVID19) embed pedagogy around recall of subject knowledge using practice (e.g. low stakes testing) and sequenced explanations (e.g. interleaving). This will lead to improvements in long term memory Introduction and implementation of new assessment, marking and feedback policy. 																																					
<ul style="list-style-type: none"> Links with Post-16 education consistently lead to 0% NEETS 	<ul style="list-style-type: none"> Implementing the 8 Gatsby Benchmarks to support careers development across all year groups. 																																					
<ul style="list-style-type: none"> CPD has developed to incorporate whole school approach and more bespoke support for staff allowing for a more tailored approach. This has led to new practice in the classroom supporting pedagogy on sequencing and long-term memory/ retrieval of knowledge. 																																						
<ul style="list-style-type: none"> EHCP outcomes are effectively utilised to support personalised learning which results in excellent outcomes 																																						
Personal Development	Strengths	Areas for Development																																				
	<ul style="list-style-type: none"> All 9 attitudinal factors of the Pupil assessment of self and school are of 'High satisfaction of school experience' against national benchmarks 	<ul style="list-style-type: none"> Increase scores across all year groups but specifically Year 7 for Perceived learning capability and General work ethic. 																																				

Overall percentiles									
PASS Factor	1	2	3	4	5	6	7	8	9
	Feelings about school	Perceived learning capability	Self-regard as a learner	Preparedness for learning	Attitudes to teachers	General work ethic	Confidence in learning	Attitudes to attendance	Response to curriculum demands
Percentile score	55.2	31.8	47.3	30.6	73.7	36.3	49.0	65.9	45.2

- Development of pupil's character is exemplary, due to the rich experiences on offer, this includes;
- Pupils development of the Peak Values exhibited through their attitude towards staff (PASS survey)
- Highly effective staff relationships
- The school council proactively associates itself with school priorities and works as a community of purpose to improve outcomes for pupils. This supports the development of responsibility and reasoning and develops their ability to give opinions, which in turn supports problem solving in learning. For example- the pupil council listened to the pupils and ensured the school installed a extra water fountains and set up a system to QA the catering and improve the quality of food.

- Staff have extensive knowledge of attachment and trauma; this supports the development of resilience and self-confidence. In turn this helps pupils to engage with society.
- Strong links with external agencies and providers (cadet forces, NCS, scouts).

- Links with Post-16 education consistently lead to 0% NEETS

- Future development of house competition and roles.
- Collaboration between mentoring team (pastoral team) and T&L team. Pupils to have targeted support plans.
- Social development of activities onsite and offsite to increase tolerance of other pupils, building empathy and humility.

- Qualification recognition for completion of PHSE Tasks - NCFE
- GHLL Award for delivery of PHSE to help QA
- A review of current resources for PHSE
- Mental and Emotional Health – workshop for awareness and strategies put in place to support pupils after covid –19

- Development of whole school Careers, building up towards Gatsby Benchmark
- Continue to develop relationships with post16 providers to ensure pupils have sustainable access to suitable provision for moving into adulthood.

Behaviour and Attitudes

Strengths

- Pupils have consistently positive attitudes and commitment to their education from extremely low starting points, as a result of:
 - Consistent behaviour management.
 - Highly effective and robust pastoral systems and procedures
 - Highly effective use of behaviour data
 - Excellent relationships with staff
 - Rich and varied experiences
 - High expectations and support

- Over time pupils demonstrate high levels of self-control due to the range of interventions including the school Counsellor which leads to low exclusion rates. For example;
 - PeX is zero since 2014
 - 11 FTE's since 2014

- In the absence of levels of self-control and positive attitudes towards education on entry, the school has a highly effective rewards system to support them to succeed and lead fulfilling lives.

Areas for Development

- Team teach training updated for all staff
- RRN affiliation – staff buy in on the 3 pledges
- All levels of leadership have an extensive understanding how to use sleuth
- Line of control to be 1.5 per pupil and reduce the proportion of the top 3 incidents identified through sleuth

- Use PASS analysis to identify targeted support plans for pupils.

- Positive reinforcement through media. -Twitter/website/FB/Newsletter
- House system used for positive reinforcement of values.
- Involve Pupil Council in Rewards to ensure appropriate currency.

	<ul style="list-style-type: none"> Attendance is 90.62% for all pupils between September 2019 and March 2020 (start of lockdown); 91.12% (excluding 11 FTE) 	<ul style="list-style-type: none"> Liaising with parent/ carers with regards to attendance expectations post lockdown and available support.
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Leadership and Management	Strengths	Areas for Development
	<ul style="list-style-type: none"> Principal/ SEMH Director coordinates collaborative work across all WHF SEMH provision to share resources/ ideas/ provisions. Including leadership support, strategy and direction. 	<ul style="list-style-type: none"> New leadership to swiftly develop a comprehensive understanding of school systems
	<ul style="list-style-type: none"> Safeguarding is robust and highly effective 	
	<ul style="list-style-type: none"> Leaders have developed clarity and purpose for inclusive education. This supports pupil learning and staff development 	<ul style="list-style-type: none"> Secure all areas of learning and provision are in place and reviewed to ensure full catch-up for pupils as a result of COVID 19. Plans/ risk assessments are in place or any future lockdown
	<ul style="list-style-type: none"> Strong links/ communication with parents and external agencies support holistic care for pupils. Excellent feedback from parent surveys 	<ul style="list-style-type: none"> Development of staff 'wellbeing first aid'
	<ul style="list-style-type: none"> Pedagogy is continually reviewed and adjusted to meet needs and new/ best practice that supports pupil learning and progress (see summary data above) Governors are robust, they understand their role and carry it out effectively; they hold leaders to account. 	
Priorities for the School Development Plan	1. Secure all areas of learning and provision are in place and reviewed to ensure full catch-up for pupils as a result of COVID 19. Plans/ risk assessments are in place or any future lockdown	
	2. Catch-up of skills and knowledge as a result of COVID-19; specific use of medium-term plans and identifying what is needed linked to curriculum progress maps.	
	3. Introduction and implementation of new assessment, marking and feedback policy.	
	4. Development of PASS survey – recognising feelings about the school, self -regard, preparation for learning, Attitudes to attendance.	
	5. Development of whole school Careers, building up towards Gatsby Benchmark	
	6. RRN pledges and strategy involving all stakeholders	