

| School | The Peak Academy | Principal | Richard Lewis | Date | Sep 2019-20 |
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| <p>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.</p> | | | | | |

| School Context |
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| <p>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 65 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. The majority of our pupils are in receipt of pupil premium funding. This has varied above the national norm for SEMH over the last 3yrs. Our approach and support is centred on attachment and trauma theories.</p> <p><u>Highlights</u></p> <ul style="list-style-type: none"> • Attendance 2018-19 – 90.54% • 100% yr. 11's in post 16 purposeful destinations, employment or training. • 0 exclusions since November 2014. Prior to this it was above 180 ftx per year. • Serenity - Bespoke curriculum model for vulnerable girls. This allows us to successfully manage a co-educational model with a majority male cohort. • National winners at the Engage in their future awards for sports person of the year and personal growth 2017. • 2017 Key stage 2 National winner for Engage in their future creativity awards • 2017 Key stage 3 National winner for Engage in their future creativity awards • 2018 key stage 3 National winner for Engage in their future creativity awards (poetry) • 2018 Key stage 4 National winner for Engage in their future creativity awards (story) • 2018 National winner for Engage in their future creativity awards (staff poetry) • School of the year finalists – Pride of Cotswolds awards 2018 • 2019 Key stage 3 winners for Engage in their future creativity awards (Poetry and short story) • 2019 Key stage 4 winner for Engage in their future creativity awards (Poetry) • 2019 15 staff and pupils 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 We have been selected to be part of the Timpson Attachment and Trauma Programme. We are working in Collaboration with the Virtual School 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
- **Teacher of the Year** 2019 Finalists – Pride of the Cotswolds awards
- **School of the Year** 2019 Finalists – Pride of the Cotswolds awards

Peak Academy aims to meet the needs of society’s most 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 seeking to stabilise and reverse the 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 Diagnoses

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| Communication and Interaction | 38% |
| ADHD | 26% |
| ASD including Aspergers | 10% |
| MLD | 23% |
| SLD | 13% |
| Oppositional Defiance Disorder (Diagnosed) | 9% |
| Additional Medical Complications | 13% |
| Pervasive Development Disorder | 6% |
| Prescribed Medication | 13% |
| Children In Care | 7% |
| Adopted from Care | 4% |

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|----------------------|----|
| Child Protection | 3% |
| Special Guardianship | 4% |
| Young Carers | 4% |
| Child In Need | 1% |

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.

Pupil Premium:

| School PP | National PP | National SEMH and PP 2016/ 17 |
|--|-------------|-------------------------------|
| 58.2% <i>tbc with new pupils 2019</i> | 28.8% | 43.2% |

The majority of our pupils are disadvantaged.

Overall effectiveness is currently **Outstanding** 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.

- The behaviour and attitudes is **outstanding**
- Safeguarding is **highly effective**
- The quality of education - teaching and learning is **outstanding**

Key features are;

Understanding pupils needs through a collaborative approach to informing and utilising EHCP outcomes, Opportunities to stretch and challenge, Vigorous assessment, marking and feedback, Detailed planning, Classroom management, well defined tasks, good modelling and excellent 1-1 support.

- The achievement of pupils, within the school's context is **outstanding**

Key features are;

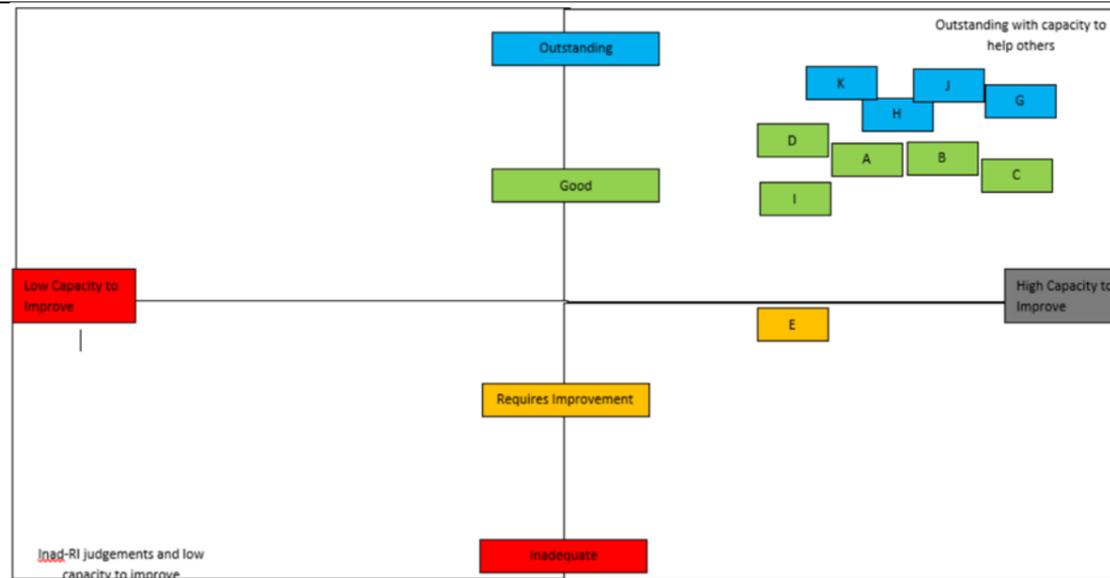
High performing outcomes.

Monitoring of Progress

Diminishing the difference with vulnerable groups

- The quality of leadership and management of the school is **outstanding**
- **SMSC is outstanding**
- Community Cohesion is **outstanding**
- British values is **outstanding**
- Supporting pupils understanding of radicalisation PREVENT is **outstanding**

| Quality of Education | Strengths | Areas for Development |
|-----------------------------------|---|---|
| | <ul style="list-style-type: none"> • An ambitious curriculum that gives all pupils the knowledge they need to succeed in life | <ul style="list-style-type: none"> • Continued focus on the impact of Attachment & Trauma disorder and improving pupils' resilience through independent learning which can affect progress outcomes in all areas of pupils' education at the school. |
| | <ul style="list-style-type: none"> • Pupils consistently achieve highly, particularly the most disadvantaged. Over 50% of pupils achieve FFT5 score in both English and Maths GCSE | <ul style="list-style-type: none"> • To ensure that reading, writing, communication and mathematics are taught effectively leading to positive outcomes |
| | <ul style="list-style-type: none"> • Pupils needs, prior attainment and EHCP outcomes being used effectively to plan and deliver individualised lessons to promote maximum progress. | <ul style="list-style-type: none"> • Ensuring that the skills required to succeed in post 16 education or training are being delivered for pupils' to not only go onto purposeful destinations but are also able to stay there. |
| | <ul style="list-style-type: none"> • Continued and directed CPD to support and develop pedagogy and practice across the school for both Teachers and TAs | |
| | <ul style="list-style-type: none"> • Clear focus on pupils' spiritual, moral, social and cultural development and physical wellbeing through the delivery of our PSHE curriculum, particularly evident in the Nurture classes | |
| <p>SUPPORTING EVIDENCE</p> | <p>The curriculum is a broad, balanced and ambitious one that provides opportunities for all pupils to access the knowledge and skills required in order to achieve success in examinations and tests. The curriculum is flexible in its approach to meet the needs of each individual learner and strives to provide exposure to a wide and varied range of experience, especially in KS3. KS4 curriculum supports pupils by preparing them for the next stage of their education, training or employment. A wide variety of qualifications and subject that meet the needs and ability of each learner to enable them to progress onto a purposeful destination.</p> <p>Teaching and learning is strong within the school based on the range of quality assurance measures we have in place including regular learning walks and formal observations as well as evidence from work scrutinies that have taken place within each subject area but also as a whole school initiative. Outstanding practice seen where there is evidence of clear classroom behaviour management, well defined tasks ensuring pupils understand what is expected of them and can complete appropriately with good modelling and excellent 1-2-1 support to keep pupils on track. This can be specifically seen within Nurture and Primary model groups. Through a comprehensive CPD programme all subject teachers know the standards expected for an outstanding lesson. With specific focus on knowing our pupils' and their needs through relationship building and EHCP targets, effective classroom behaviour management, detailed planning, opportunities to stretch & challenge all pupils and ensuring optimal progress in achieved through rigorous assessment, marking and feedback. The role of the TA within the school is another strength within the classroom as this enables teaching to take place, individual learners needs being met, and behavioural issues are minimalised. This has resulted in a calm and conducive learning environment that helps to accelerate the learning process.</p> <p>Example of our teaching matrix (May 2019)</p> | |



Outcomes

The well-constructed, well taught curriculum has led to excellent results this year. For the first time pupils have gained the required knowledge to be able to take up to 6 GCSE qualifications. 58% of all pupils achieved 9 or more qualifications (Min L1 or GCSE grade 1) including Maths and English, qualifications were achieved across a wide range of vocational courses such as Construction, Food Technology and Motor Mechanics all of which demonstrates the school's impact in preparing pupils for the next stage of education and their adult lives.

Notable successes include:

- Pupils taking GCSE Maths - 38% of achieved grade 4 or higher with all pupils achieving their predicted grade or better and 50% achieving their FFT5 score
- Both English Language and Literature taken for the first time with 100% of pupils achieving a grade in both. 57% of pupils who took GCSE language achieved their FFT5 score
- First time that the school has taken GCSE science (Double Award) with 100% of pupils achieving a grade of at least a 3. 43% of pupils achieved a grade 4 or more and 71% of pupils achieved their FFT5 score
- Art - 100% of pupils achieving a grade of at least a 3. 60% of pupils achieved a grade 4 or higher
- Supporting most able pupils - two Yr10 pupils took Maths GCSE early and achieved grade 4 and 3.

| Behaviour and Attitudes | Strengths | Areas for Development |
|-------------------------|--|--|
| | <ul style="list-style-type: none"> • <2 Consistently below 2 negative incidents per week. Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes. This has helped to create a calm and orderly environment in the school and the classroom. • Pastoral daily and weekly meetings identifying interventions and actions for key pupils. Setting of clear routines and expectations for the behaviour of pupils across all aspects of school life, not just in the classroom. | <ul style="list-style-type: none"> • Rewards and praise developed further to create a positive and respectful school culture in which staff know and care about pupils. Rewards dashboard and shop being used by pupils and parents. |
| | <ul style="list-style-type: none"> • 0 exclusions reflect the school's high expectations and the consistent, fair implementation of alternative strategies to support pupils and keep them in education. Given the complexity of the student cohort, the behaviour onsite is exemplary and a reflection of the effective systems and processes in place designed to meet needs. | <ul style="list-style-type: none"> • Opportunities for pupils to mentor and support each other. Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. Pupils actively support the wellbeing of other pupils. |
| | <ul style="list-style-type: none"> • Pupils recognise how their education equips them with the behaviours and attitudes necessary for success in their next stage of life. Student Council meeting observed – pupils were very willing to contribute to school life and were able to show pride in their school. One pupil said, 'the school dealt with his problems and did not focus on his behaviour.' Individual guidance and nurture were very apparent. | <ul style="list-style-type: none"> • House system made more overt with competitions organised to develop positive attitudes which can have a longer term impact on how pupils approach school life. Two house competitions organised per term focus on the school's values. |

| Personal Development | Strengths | Areas for Development |
|----------------------|---|--|
| | Values assessment updated throughout the year and used to inform reports for whole school challenges and outdoor ed. The impact of the school's provision for personal development is monitored during the pupils' time at school. | QA of PHSE work to ensure topics are relevant and helping to develop responsible, respectful and active citizens who can play their part and become actively involved in public life as adults. |
| | Pupils have access to a wide, rich set of experience throughout their time at the Peak. This takes the form of reward trips, challenges, forest school, outdoor education, visits/performances from outside companies, CTFC, work experience etc. Building resilience | Challenges planned throughout the year to develop resilience for pupils and staff also helping to develop pupils' confidence and resilience. Targeted support plans implemented and pastoral managers supporting pupils in and outside of lessons. |
| | Pupils understanding of people and communities beyond their immediate experience and development of SMSC and British Values is evident. There is a clear ethos and the Peak values permeate the site. | Pastoral support plans consistently being used for key pupils promoting the extensive personal development of pupils and personalised interventions planned. |
| | <p>All aspects of SEMH are developed through opportunities for every pupil at The Peak. Resilience is developed through timely exposure to a broad range of opportunities ranging from: Outdoor Education, Forest School, Residential opportunities, swimming, working with outside providers such as rugby/Football clubs and appropriate therapies and programmes which include Art, CRUSH and Counselling.</p> <p>The pupils' behaviour reflects the effectiveness of the strategies to promote high standards. Consideration has been given to transition points during the school day in order that pupils enter classrooms calm and ready to learn. There is a very clear points system which is related to rewards and sanctions and pupils' achievements are regularly celebrated. A good range of break time activity and supervision ensures pupils' behaviour is very good outside of lesson times and when work offsite. Pupils' welfare is given the highest priority and pupils report they feel safe in school. They know how to get help when required. They trust leaders and staff to take action when difficulties arise to prevent escalation'.</p> <p>Behaviour and personal development is outstanding. We monitor and celebrate our learning and social behaviours through robust systems. The academy's analysis of behaviour, including incident logs and records of rewards and sanctions support pupils in managing their own behaviour. We deem our line of control to be 2 negative incidents per pupil each week. The average negative incident per pupil each week is currently at 0.97 incidents with only 15% of lessons being disrupted which is on target for the year.</p> <p>There are opportunities for leadership through the Pupil Council and Prefect systems. The Pupil Council is of high importance and enables the pupil 'voice' to impact on the quality of all that we deliver here at the Peak Academy.</p> <p>Pupils have an input into the quality of Teaching and Learning and have taken part in a range of initiatives including; lesson observations and curriculum feedback. pupils influence the rewards system and have been in discussion with Caterlink to improve the quality of the food they receive.</p> <p>Pupils receive good preparation for future success in education, employment or training. They receive unbiased information regarding Post 16 provision in a range of ways which includes: EHCP meetings which have Post 16 providers present, Work experience opportunities, Post 16 provider visits, skills development from a range of outside collaborators, specific targeted curriculum time dedicated to completing applications and interview techniques.</p> | |

| Leadership and Management | Strengths | Areas for Development |
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| | <ul style="list-style-type: none"> All leaders set high expectations of pupils and staff. This has created a culture of respect and tolerance | <ul style="list-style-type: none"> The leadership team has had several changes over the recent years with Senior staff moving to support other secondary schools in the MAT and a restructure. However, standards have continued to increase which demonstrates the schools ability to deal with change effectively. The leadership team has a comprehensive view on the schools current performance. |
| | <ul style="list-style-type: none"> Governors carry out their statutory duties well and understand the boundaries of their role. | <ul style="list-style-type: none"> Senior leaders to ensure partnership work with other outstanding schools. QA assured rigorously against the highest standards. |
| | <ul style="list-style-type: none"> Our senior leaders provide outreach support for local schools in Gloucestershire and across the White Horse federation. | <ul style="list-style-type: none"> Develop middle leaders role when senior staff are supporting other schools. |
| <p>Safeguarding is highly effective. All staff complete courses and then tested on the latest safeguarding updates/procedures. QA assured by Sarah Turner consultancy and the LA safeguarding annual reviews. Furthermore, safeguarding updates is embedded in weekly CPD training.</p> <p>All leaders and managers, including those responsible for governance, consistently communicate high expectations and ambition as evidenced in governor minutes. All leaders are involved with professional support for other schools. This includes; teaching and learning support for NQT's, behaviour management support and interventions for pupils at risk of exclusion, home liaison and safeguarding advice and support and guidance for leaders. Teaching is consistently strong as a result of effective performance management and professional development, which are closely matched to the needs of the academy and staff, as evidenced in performance management files, coordinator files and CPD themes.</p> <p>Self-evaluation is thorough and accurate, and the academy's actions are carefully planned and concerted.</p> <p>The use of the Pupil Premium has effectively closed the gap between PP and NPP.</p> <p>The curriculum is broad and balanced and actively promotes culture capital, as evidenced through the variety of work we do and detailed on the web site.</p> <p>A rounded programme of reflection/ assemblies/ tutorials is utilised to help promote pupils' spiritual, moral, social and cultural development, providing clear guidance on what is right and wrong.</p> <p>The academy is working well in partnership with a number of external agencies and groups- such as Great Expectations, in order to extend the curriculum and increase the range and quality of learning opportunities for all pupils.</p> <p>Parent and carer engagement is strong, as evidenced in surveys and questionnaires, and the academy works hard to respond to their views, as evidenced in parent view.</p> <p>Procedures for performance management are effective and align with the Teachers' Standards, as evidenced through the monitoring of teaching and learning, appraisal and salary progression and CPD records, including training and support for teachers whose performance is less than good.</p> <p>Governors carry out their statutory duties well and understand the boundaries of their role. They show a strong understanding of vision, ethos and strategic direction of the academy and are able to evaluate well its strengths and areas for development, including the quality of teaching. They understand and take interest in all data tracking and provide significant challenge to senior leaders in order to improve pupil outcomes, as evidenced by minutes of GB meetings.</p> | | |

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| | <p>There are rigorous expectations and collaborative working with Alternative providers through clarity of approach. There are clear reasons for Leaders deciding Alternative provision is the best option for the pupils' concerned. Where possible pupils are reintegrated back onto the school site as soon as possible. The local Authority are always informed of any requirements for Alternative Provision.</p> <p>Progress is monitored for pupils on Alternative Provision in line with the assessment cycles for all pupils on our roll.</p> |
| <p>Priorities for the School Development Plan</p> | <p>To sustain whole school attendance to at least 90.5%. With the ambition to raise this to 91% Linked to SDP- K12, K13.</p> |
| | <p>To increase the rate of progress and raise the level of attainment of all pupils. Linked to SDP- K14- 10. School target of at least avg. 0.5 level of progress each year.</p> |
| | <p>To increase the reading ages of all pupils whilst ensuring the attainment gap narrows between non- disadvantaged and disadvantaged pupils. Linked to and SDP- K7 and S33 and associated to KI 4-10.</p> |