



The Phoenix School Self-Evaluation Summary (SES) 2015-2016

What
are we
doing

What is the
impact (what
does assessment
information tell
us)

What we
need to do
next

Overall effectiveness

The school has gained the following Awards since its opening: Investors in People, National staff Engagement GOLD, Healthy Schools, Inclusion Charter Mark, Community Cohesion, Basic Skills Quality Mark, RRSA Level 2, Active Mark, Eco School Bronze/Silver, Arts Mark, Health and Safety Mark, Sports Active Mark, R.E Silver Award, Sainsbury's Sports Silver/Gold, Forest Schools and the International Schools Award. Most recently the school has become an N.L.E and has Teaching School Alliance status.

The school offers extensive Extended School Opportunities throughout the school year including 3 weekly After School Club opportunities, Youth Club, Working Parents Club, holidays, weekend play schemes and Youth Club.

This is an Outstanding School – 'Parents and Carers are right to be delighted with what the school achieves for their children'. (July 2012)

'The capacity for sustained improvement is outstanding.' –

- continued high expectations /
- self-evaluation /
- quality assurance Development of School to School Initiative
- Aptgo.

Oversee the smooth transition into split site arrangements (Sept 2015)

Effectiveness of leadership and management

Our new structure within the Leadership team reflects our growing population and there are now 3 Assistant Head covering 3 distinct departments within school. Early Years (FS & KS1), Lower school (KS 2,3) and Upper school (KS 4/5)

HMI last reported that 'Leadership of the school is Outstanding.' HMI confirmed that 'effective and motivational leadership'. This together with the outstanding contribution made by leaders at all levels enhances pupils learning.

Clear responsibilities for Assistant Heads of Departments, Middle Managers, UPS teachers in line with Priorities within SIP Involvement within Local Authority School to School support initiative Involvement within Apt go School Self-evaluation project. Oversee smooth transitions onto 2 sites

Quality of teaching, learning and assessment

The school has recently achieved Teaching Alliance status, is a N.L.E and is working closely with the Peterborough SCITT to initiate a Special School programme from Sept 2015. The school has achieved a licence to run the National Outstanding Teacher/Improving Teacher Programmes.

'Exceptionally well planned activities, based on very effective assessment successfully meet pupils' specific learning needs'.

'Teachers are highly skilled and imaginative.'

Quality mentoring, focused meeting on very good/outstanding teaching, focused meetings on quality support for learning.

Personal development, behaviour and welfare

Behaviour – positive working practices reflected in and around school. A member of the leadership group has responsibility for behaviour throughout the school and 2 members of the staff are qualified Team Teach Tutors. Effective continuous professional development in behaviour.

Safety – The Head teacher, Deputy, Chair of Governors and Chair of Personnel have successfully completed NCSL Safer Recruitment assessments. The head and Deputy are LACPC trained and foster very good relationship with all safeguarding agencies. A significant number of our Governors are also LACPC trained. The school has undertaken PREVENT training. The school has thorough Risk Assessments/Care Plans: Attendance: as outlined within our documentation a proportion of our pupils with health or degenerative conditions have poor attendance. An increasing number of pupils will spend long periods of time in hospital receiving treatment. This is also reflected nationally following recent statistics on attendance

Our last HMI Inspection concluded that 'given their complexity of needs they behave outstandingly well'. Parents/carers had full confidence in the care that the school provided. At the Phoenix there is a very protective ethos in line with all safeguarding guidance. Our last HMI Inspection concluded that 'parents and carers could not speak more highly of what the school does to keep their children safe and to improve their behaviour. Since our last inspection we have further improved our efforts with the attendance of particular families in conjunction with LA officers, school Nurses and our own Family liaison officer.

Up to date training ongoing for all new staff.

Rigorous scrutiny of new pupils attendance.

Securing for NHS a commissioned School based school nursing service.

Induction for all new staff Dialogues with previous schools – early discussions.

Outcomes for children and learners

There is a robust system of monitoring and evaluating as evidenced through our termly Pupil Provision Mapping Framework. There is clear evidence of interventions and detailed analysis of all outcomes of these interventions. HMI last reported that 'monitoring is rigorous and leads to decisive action to maximise pupils' achievement.'

This judgement was further reinforced by our last HMI inspection when it was reported that 'pupils progress is outstanding relative to their low starting points.' And that 'most exceed the rate of progress expected nationally.'

Improved moderation within class teams and through target setting subject co-ordinators review of assessment portfolios/learning journals initiate new provision mapping framework. Plan and prepare Phoenix position on life without levels.

Effectiveness of 16 - 19 provision

We continue to utilize PIVATS to support classroom based assessment. All students work towards externally assessed accreditation, aiming to achieve an Award or a Certificate in Personal Progress at the end of Key Stage 4 and a Diploma or a certificate in Personal Progress at the end of Key Stage 5. These are all entry level qualifications. Students in Key Stage 4 are working towards the Bronze Achievement Programme and in Key Stage 5 to the Arts Award (Discovery/Explore).

'Sixth form students within their capability, leave equipped with the skills required to be as independent as possible at college.

To complete transition to new campus. Develop further Work related learning and Work Experience Opportunities. Further Improve Post 19 Transitions.

Quality of Early Years

Within the Early Years pupils make very good progress between their entry baseline and end of Key Stage summative assessment and these judgments are regularly moderated in school and externally. Success and achievement is measured through characteristics of effective learning which are recorded termly and at the end of each year in FS Profiles and annual reviews. Teaching in Early Years Foundation Stage is consistently very good to outstanding. All pupils access an individually planned play-based curriculum which equips them with skills to support their learning in future key stages.

'Children in Early Years Foundation Stage make rapid gains in their learning'. 'Teaching in the Early Years Foundation Stage.... is outstanding'. 'Children in Early Years Foundation Stage gain readiness to learn skills'.

The implementation of a baseline assessment methodology for Foundation Stage Pupils in September 2016. Refinement of ongoing assessment procedures, ensuring effective contributions are made to summative assessments by all staff.