

Self Evaluation - October 2023



INTRODUCTION

In this self-evaluation aspects of our provision we wish to improve, or change have been identified by being in italics. The key aspects highest up our agenda have been additionally marked with an underlining. These key aspects/priorities form our school improvement plan. The remaining areas for improvement or change will still receive attention and will be addressed in our day-to-day activities.

Quality of education	Grade: Outstanding	Leadership and management	Grade: Outstanding
Behaviour and attitudes	Grade: Outstanding	Personal development	Grade: Outstanding
Sixth Form provision	Grade: Outstanding	Overall Effectiveness	Grade: Outstanding

Quality of education – Grade: Outstanding

<i>An evaluative narrative</i>	<i>Key examples of evidence to support our evaluative assertions</i>	<i>Location of evidence</i>
<ul style="list-style-type: none"> The school's curriculum: <p>Curriculum design: Our well-designed curriculum is ambitious, balanced, and aligned with educational standards. We provide a clear progression of learning objectives suitable for the age and developmental levels of the pupils. Our curriculum covers a wide range of subjects, promotes critical thinking and problem-solving skills, and incorporates relevant real-world applications. Curriculum is designed to develop practical and functional skills that incorporates cross curriculum initiatives (literacy, numeracy, essential skills)</p> <p>Teaching methods: The effectiveness of teaching methods employed by the school plays a significant role in the quality of education. The school incorporates differentiated instruction, adaptive teaching, multi-sensory learning supporting by visual aids and verbal prompts. Collaboration and communication are integrated into class teaching and activities and the positive promotion of social communication and interaction wherever possible. Teaching Assistants and support staff are highly skilled in their role, encouraging and facilitating academic learning very effectively.</p> <p><u><i>To develop opportunities for pupils to re-visit, transfer and recall learning, in line with 'Deans for Impact – Science of Learning'</i></u> <u><i>To develop adaptive teaching methods in order to effectively support the more complex pupils coming into year 7</i></u></p> <p>Pupil assessment: A robust assessment system is in place for monitoring pupil progress and evaluating the effectiveness of the curriculum. Assessments are varied, fair, and aligned with the learning objectives. School uses a mix of formative and summative assessments and provides timely feedback to pupils. Staff use assessments to inform instructional practices.</p>	<p>KS3 functional/practical curriculum KS4/5 vocational curriculum incl. functional skills/GCSE qualifications Inclusion of Preparing for adulthood and practical learning sessions on timetable Essential skills (Skills Builder programme incorporated into lessons) Cross-curricular links and whole school initiatives (numeracy, literacy, thinking skills) CPD – in house training and research underpins decisions on curriculum design</p> <p>Established 'non-negotiables' for teaching lessons Curriculum working party Carefully structured long term and medium term plans Effective TA deployment in timetable and lessons Different KS4 accreditations on offer based on pupil attainment Research sessions Personalised feedback e.g. purple paper tasks</p> <p>Assessment and intervention week on school calendar Moving forward activities on purple paper aimed at modelling correct way to make good progress and provide high quality feedback On-going assessment spreadsheets Cat4 testing Self and peer assessment – Purple pen in books.</p>	<p>School website (currently being updated) Curriculum policy School website Planning folder Curriculum overview/ maps CPD – calendar, agenda, minutes, INSET PPM targets Updated assessment tracker statements</p> <p>Teaching and Learning policy Lesson/ Learning walk observations Planning folder Working party minutes Collated research sessions feedback</p> <p>School calendar Assessment tracker Onwards & Upwards Pupil reports Pupil books</p>

<p>Resources and facilities: The school is well resourced and maintained with facilities designed for a conducive learning environment that meets the needs of pupils. The school has excellent facilities and resources necessary for effective teaching and learning.</p> <p>Professional development: The school invests in continuous professional development for teachers and support staff, encouraging them to update their knowledge and teaching skills, and fosters a culture of collaboration among staff.</p> <p><i>To evaluate the impact of CPD more effectively</i></p> <ul style="list-style-type: none"> • Pupils wider development <p>Functional curriculum: The curriculum provides a broad and balanced education through the National Curriculum and accredited qualifications but delivered in a way that focusses on functional skill development necessary for enhanced participation in society. There is a deep focus on practical learning, independent living, life, vocational and employability skills all delivered in a therapeutic learning environment. The involvement of outside agencies to deliver sessions and support pupils broader development is key.</p> <p>SMSC: Spiritual, moral, social and cultural development is integrated into the overall curriculum. PHSCE and beliefs and values curriculum embeds SMSC values and global learning. This prepares our pupils for life in a multi-cultural society, as social aware, globalised citizens. British values are promoted through a range of learning experiences across various subjects, including PHSCE, P4A, RE).</p>	<p>Standardised Baseline Assessment tasks completed by all pupils.</p> <p>Library, ICT suite, laptops and computers in all classrooms , a Science lab, DT/FT rooms, Art room, Gym, Industrial Kitchen, Cyber Café, Vocational space, intervention rooms, sensory/quiet room, School Council chamber Forest school area, outdoor library, outdoor learning spaces, independent living room Two school minibuses to help enrich pupil experiences outside the classroom.</p> <p>CPD programme for staff based on school priority areas and appraisal targets In-house and external led training</p> <p>Preparing for adulthood and Practical Learning timetables lessons Duke of Edinburgh Bronze and Silver courses Focus on delivering practical activities to reinforce learning KS5 Employability lessons Essential skills programme Educational visits programme Extra-curricular clubs – MAKO Create</p> <p>International week and theme days L4 focus on local and national news events School council Outside agencies and providers deliver sessions across a range of curriculum subjects (police, school health, local employers etc) British Values focus to weekly 6th form assemblies Picture News</p> <p>CEIAG Yr 7-14 programme</p>	<p>Performance Management/Appraisal paperwork CPD record Evaluations</p> <p>Curriculum policy' Planning folder Evolve system Visitor logs</p> <p>Big Books School council minutes Visitor logs Planning folder</p> <p>CEIAG policy</p>
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<p>CEIAG: 'There is a clear careers programme from year 7 onwards and there are clear medium term plans for all years and all topics.....the programme covers occupational areas and career exploration, self-awareness, understanding of post-16 options and allows pupils to build a picture of their career aspirations and subject choices and the importance of employability skills' (Ashley High School Quality in Career Standard National Quality Award for CEIAG, assessors report, April 2021)</p> <p>Personalised Learning: A number of pupils access personalised learning programmes, determined by their Education, Health & Care Plans and individual needs. This might take the form of an individualised timetable, as part of a phased transition, access to alternative providers or placements.</p> <ul style="list-style-type: none"> • Teachers <p>Subject Knowledge: Teachers have excellent subject knowledge which ensures that teaching is outstanding or good and that pupils are engaged in their learning. Staff delivering new or unfamiliar subjects are able to work collaboratively to ensure that they are adequately equipped to teach confidently.</p> <p>Pedagogy: Teachers use a blended pedagogical approach to meet the needs of pupils and target key skills.(problem solving, communication, creativity) A blend including inquiry based learning, collaborative learning and experiential and differentiated instruction is used to achieve educational goals and also outcomes in the EHCP. Teachers effectively communicate information, encourage relevant conversations, consistently assess pupils' comprehension,</p>	<p>Work Experience placements Employer interactions Careers Days Mock Interviews Local employer visits/talks College and 6th form taster days Individual Career advice via school adviser Employability lessons</p> <p>Pupils at The Bridge Vocational Centre, extended work placements Pupils accessing remote learning vis NISAI. Personalised package online for non-attender Targeted intervention programmes – catch up numeracy, Lexia, Twinkl Phonics Staff complete home visits with a view to provide work for pupils currently not attending</p> <p>Teachers attend relevant subject based CPD Teacher self-assessment as part of the appraisal process identifies gaps in subject knowledge or areas to develop Teachers have curriculum development time allocated weekly to develop subject knowledge and keep up to date with changes Departmental and cross curricular meetings enable staff to work collaboratively Network groups within the authority. Other school visits Regular online training through SSS Staff upskilling and training other staff through training and sharing good practice.</p> <p>Planned research sessions for teachers help to develop understanding of metacognition and the science of learning. It also allows teachers the opportunity to discuss and share good practice. Long term and medium term planning incorporates a blend of teaching approaches and is logical and sequenced Key skills are displayed in all classrooms and referred to regularly</p>	<p>Work experience records Planning folder Individualised career plans</p> <p>EHC plans Individualised timetables NISAI portal Work placement agreements</p> <p>Training logs Course evaluations Appraisal forms Timetable School diary</p> <p>School diary T&L Policy Planning folder Lesson Obs Learning Walks</p>
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<p>identify any misconceptions, and adjust their teaching approach accordingly to address these misconceptions. The instruction follows a logical sequence, enabling pupils to grasp essential concepts and enhance their understanding.</p> <p><u>To investigate and develop technology enhanced learning to better meet the needs of pupils</u></p> <p>Feedback, retrieval and assessment: teachers understand the importance of high quality feedback, retrieval and assessment to enhance pupil learning, identify gaps and address these. Feedback takes the form of instant verbal feedback, written feedback and next steps. Self and peer assessment is encouraged and planned for. Regular opportunities for retrieval are included by teachers to assess learning and ensure future planning addresses gaps in learning or misconceptions and allows teacher to personalise learning to pupil needs.</p> <ul style="list-style-type: none"> All pupils, particularly disadvantaged pupils and those with SEND <p>As all of our pupils have SEND, the quality of education across the school is designed to support disadvantaged pupils and remove barriers to learning. Staff deployment and class sized are carefully considered. Additional support strategies, professional advice, training and collaboration enables all staff to identify academic and social, emotional and sensory barriers and address them appropriately. Our aspirational approach to education enables our pupils to develop the skills, knowledge and cultural/social awareness needed to fully prepare them for future success. Teachers have high aspirations of all pupils academically, socially and emotionally. Staff are aware of what individual pupil's barriers are, what works to support them, what their aspirations are and what is important to them</p> <p><u>Create a central spreadsheet with all needs/diagnoses/barriers identified</u></p>	<p>Lesson observations and learning walks focus on ensuring school 'non-negotiables' are incorporated into teaching approaches. T&L policy identifies pedagogical approaches to be used by the school with a clear rationale</p> <p>Teachers use an assessment tracker to continually track and identify gaps enabling them to adapt individual lessons to personalise learning. Opportunities for regular assessment are identified in medium term plans. Teacher feedback identifies next steps and level of support used enables them to track their progress towards these next steps. Progress week and retrieval/intervention week are timetabled termly. The use of purple paper for these tasks makes it easy to identify where gaps and misconceptions have been identified and addressed.</p> <p>This was acknowledged in our most recent Ofsted report (Nov 2019): 'This is an exceptional school where every pupil is supported to achieve their full potential. Pupils speak with enthusiasm about their school. They enjoy their learning and are proud of their many achievements.' Class sizes are small and where necessary there is at least one member of support staff in every lesson working alongside the teacher. Advice, collaborative work and training from on-site Speech and Language support, Emotional Support Assistant, Mental Health Lead, Occupational Therapy and School Counsellor. Examples are 'blank level questioning' training, 'cognitive load training', 'Sensory profile and plan' guidance.</p>	<p>Planning folder Assessment tracker School diary Purple paper tasks</p> <p>Ofsted 2019 Training log CPD evaluations Alternative Support Strategies folder Pupil information folder CPOMS HT Report</p>
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<p>Outcomes: All pupils access qualifications in core subjects appropriate to their cognitive ability. Pupils also access a range of vocational and functional qualifications and programmes. Pupil Premium outcomes are in line with their non-premium peers and the schools pupil premium plan identifies additional support to address any additional barriers that they may face. Pupils have access to a full CEIAG programme and in-house careers advice and are fully involved in determining their next steps based on their aspirations and realistic expectations. Transition for pupils to appropriate further education, training or employment is carefully planned for by our Transition Co-ordinator, Careers Advisor and Annual Review Lead.</p> <p>Reading/Phonics: Reading is prioritised to allow pupils to access the full curriculum. Reading for pleasure is encouraged to develop fluency and confidence and raise the profile of reading within the school. Reading materials are wide ranging so all interests and levels are catered for. In years 7 and 8 daily phonics is prioritised along with guided reading. Individual interventions are also timetabled for some pupils. Whole school phonics training ensures that all staff have appropriate knowledge of phonological awareness.</p> <p><u><i>To develop a consistent whole school approach to addressing phonological and phonemic misconceptions to support reading and writing</i></u></p>	<p>Pupil profiles, one-page profiles and annual review documentation are updated regularly and grounding plans are in place for individual pupils. During annual reviews, parents/carer's views are obtained, discussed and actioned</p> <p>New functional curriculum KS4/5 vocational curriculum Annual Pupil Premium plan and review shared with stakeholders Whole school CEIAG programme includes work placement, taster sessions, employability sessions, engagement with employers, college visits, careers day, mock interviews, 1:1 career advice, career guidance plans. Annual reviews focus on pupil aspirations and post 16 options and choices Detailed individual transition programmes for pupils going to new destinations Discussion of Post 16 options starts from Year 9 and continues each year and remains an integral part of the annual review process</p> <p>Opportunities for reading on timetable (including reading for pleasure) Pupils enrolled on 'Borrow Box' programme Book suggestion box in reception Engagement in author talks both in and out of school Literacy noticeboard to emphasise importance of reading and literacy skills Lexia programme as a targeted intervention Yr 7/8 daily phonics sessions, ongoing interventions and assessments Availability of whole school literacy resources to support teaching of literacy in a cross curricular way Ed shed spelling programme introduced across whole school Opportunities to develop reading skills for real life scenarios through the practical learning and P4A curriculum One to one readers. Phonics packs for pupils and resources made to promote independence. School follows Twinkl Phonics scheme of work. Staff have access to reading and phonics data via tracker</p>	<p>CEIAG reports Destinations Qualification analysis and summary PP Plan and review Practical learning and P4A big books</p> <p>Literacy action plan Reading assessment spreadsheet Phonics records Pupil Profiles CPD Training log Timetable HT Report</p>
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<p>Parent and community involvement: The involvement of parents and the community positively impact the quality of education. Parents have a range of opportunities to express views on their child's learning. Parents have a good knowledge of what their child does in school</p> <p><i>To re-establish the parent support group that was in place pre-covid</i></p> <p>Key Stage 4 and 5 outcomes are good in terms of accreditation and destinations. GCSE results are consistently good and pupils generally meet or exceed their predicted grades. 100% of pupils leaving Ashley High School had positive destinations and a number of these have returned to share their positive outcomes and experiences to promote learning</p>	<p>Phone calls, emails, annual review process, parents evening, FB page, surveys. Newsletter, reception screen, website and twitter. Curriculum maps, Class DOJO, texts home, parents evening, open mornings</p> <p>GCSE Results Leavers Destinations 6th Form destinations board</p>	<p>FB Page Class DOJO</p> <p>School Website Big Book of Careers Destinations</p>
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Behaviour and attitudes – Grade: Outstanding

<i>An evaluative narrative</i>	<i>Key examples of evidence to support our evaluative assertions</i>	<i>Location of evidence</i>
<p>Learning environment: School has a calm environment that is well-structured and organized with areas for group and individual work and relaxation areas. Classrooms, corridors, and therapy areas are well-organized, clean, and free from clutter. We have a low arousal environment that contributes to a sense of calmness and help pupils focus on their tasks. The extensive outdoor space allows us to provide sectioned off areas, relaxation areas and areas to play sport in or just provide space for social interaction and communication. The school has an autism friendly bell to reduce pupils anxiety. It also has autism friendly alert for fire drill and safety lockdown practice.</p> <p>Routines and expectations: The school has clear expectations around attitudes and behaviour of pupils. This is clearly communicated to all stakeholders and these expectations apply not only to pupils in lessons and on the yard but also extends to out of school visits, work experience placements etc. Clearly defined policies and systems are in place and are regularly and consistently communicated, and reinforced to parents and</p>	<p>Well resourced and structured classrooms, individual learning booths, relaxation areas, space for group work Quiet room, school gym, therapy rooms, outdoor gym equipment, intervention room, cyber café, quiet area by fish tank. Outdoor exercise equipment in 3 different areas of the school. Football/basketball court Benches on front yard Transition from lesson to lesson is orderly and calm Visuals in individual changing areas to help pupil independence Classrooms and practical areas have cupboards, resources etc clearly labelled to promote independence. Visual task planners, work schedules.</p> <p>Behaviour policy is in place (and on website) and all pupil, parents and staff sign a code of conduct. Behaviour system (including rewards and consequences) and school values are displayed in all classrooms Teaching assistants support transition around school and provide high levels of supervision both in lessons and during lunch/break time. Visual timetables and 'oops' signs to notify of changes</p>	<p>Plan of school</p> <p>Code of Conduct Behaviour statement of principles and policy Visuals and signage CPOMS records of meetings and reports</p>

pupils. These policies are also consistently applied by staff. Changes in routines are communicated with pupils as soon as possible to reduce anxiety. Support for pupils who find micro and macro transitions difficult is in place and personalised. Where necessary, individual plans are in place for pupils who need additional support around expected behaviour. These are drawn up with the support of other professionals.

Culture and Ethos: School values are embedded throughout the school. Pupils are expected to make a full and positive contribution to school and community which helps to prepare them for future success. School values of 'Aim High, Team Spirit, Honesty, Resilience, Respect and Responsibility' are central to the schools culture and ethos and are referred to throughout the school day. Staff, pupils and parents agree to a 'code of conduct' to reinforce this throughout the school community. This positive and respectful culture is recognised and celebrated in school and beyond. The positive reward system (using general attitude and work ethic) encourages pupils and uses rewards to motivate pupils. Experiencing success in lessons and throughout school also allows pupils to experience success which motivates pupils and gives them a positive attitude to learning. Pupils are encouraged to 'have a go', accept challenge and overcome their fear of failing. Pupils are encouraged to share their aspirations and are supported to achieve their realistic goals with attention paid to what they need to do to get there.

Attendance: There is a clear attendance policy that identifies roles and responsibilities and sets out expectations. Attendance is analysed half termly and communication takes place with parents to either celebrate good attendance or to offer support in addressing poor attendance. School work closely with parents, EWO and other agencies to promote and address persistent absence. This includes having a school attendance officer who works closely supporting parents. There is an action plan in place for the improvement of attendance and the reduction of persistent absence at Ashley High School. School encourage attendance through the use of the weekly reward lesson and the opportunity to win a termly £100 prize. Staff and pupils are encouraged to make appointments out of school time wherever possible. This ties in to our whole school work ethic. Punctuality is essential to ensure

Visuals/signage around school
Individual pastoral plans alongside with appropriate personalised visuals and resources
Individualised support for pupils put in place in consultation with PBSS, Educational Psychology, parents, MHST and other relevant agencies
Behaviour policy and Code of Conducts in place and shared with all stakeholders.

School Values promoted on school website, visually throughout school and referred to at all opportunities
Behaviour sheets and reward time demonstrate pupil success
Lessons are planned for experiential learning to motivate and engage pupils
One page profiles identify pupil aspirations and these are discussed at annual reviews.
Career plans help encourage pupils to work towards their goals and aspirations
Positive phone calls home and personal quick notes to support school behaviour policy.
Pupils collected from the yard in the morning at designated areas for each form. Some pupils are collected 1:1 to meet safeguarding and well-being needs. At the end of the day pupils are escorted from form rooms out onto the yard to their bus/taxi or parents. Pupils who walk are guided to the pedestrian area.
Staff, SMT and safeguarding team members are present at these times.

Attendance policy in place and on website
Attendance/punctuality data recorded accurately on SIMS daily
Letters are sent out half termly to celebrate good attendance and address poor attendance
SLA with EWO and regular meetings with attendance officer
Meetings, home visits etc are recorded on SIMS
Referrals to EWO and other services made as necessary
Attendance is rewarded through the behaviour system
Part-time timetables are used as appropriate to reintegrate non-attenders

Code of Conduct
Behaviour statement of principles and policy
Visuals and signage
CPOMS records of meetings and reports
Career plans
One Page Profiles
Credit/tracking sheets
Reward tracker
Reflection sheets

Attendance Policy
Attendance display
Action Plan
CPOMS logs
Minutes of meetings
SIMS

<p>consistent routines, supervision and minimised disruption. Staff and pupils are aware of their responsibility to be punctual and lateness is addressed.</p> <p>Safe Environment: Pupils feel safe as a result of building positive and supportive relationships with staff. Each pupil has key pastoral staff (Teacher and TA) as well as access to an emotional support assistant, speech and language support, and school councillor where needed. They feel safe and are always able to access someone to speak to. Bullying and discrimination, although extremely rare, are addressed and challenged swiftly and effectively. Educating pupils about bullying, recognising and dealing with it is addressed as part of the PHSCE and Preparing for Adulthood programme, pastorally during form time and is reflected in our school values. School addresses e-safety as part of planned, broad and progressive programme that is fully embedded for all children, in all aspects of the curriculum, in all years. Regularly auditing, review and revision of the ICT curriculum. E-safety resources that are varied and appropriate and use new technologies to deliver e-safety messages in an engaging and relevant manner. Children are made aware of how to use mobile phones and social media in a responsible way and are taught to identify dangers. Staff and Governors are Prevent Duty trained which means that all staff have a duty to be vigilant and where necessary report concerns over use of the internet. Incidents are dealt with using the school behaviour policy and Child Protection policy. School have a zero tolerance approach to SVSH in line with KCSIE 2022 document. Staff and pupils are taught to recognise, acknowledge and understand SVSH both online and off-line. As part of the PHSCE and Preparing for Adulthood curriculum, pupils are educated about consent and SVSH. All reports are taken seriously and dealt with swiftly and effectively in line with the school behaviour and Child Protection policies.</p> <p>Suspensions and exclusions: The exclusions policy is applied consistently and appropriately. The school reintegrates suspended pupils on their return and manages their behaviour effectively. Individualised plans and strategies are put in place to support pupils in their reintegration and also to address the reasons for suspension to avoid repeat occurrences. The school work closely with the LA and other agencies</p>	<p>Pastoral staff identified at the start of the year and referrals for further support are made through an in-house system Safeguarding survey identified how safe pupils feel in school and is done annually. A survey is also completed with parents annually to check that they feel that their child is safe in school. Bullying, discrimination and SVSH incidents and actions/outcomes are reported and logged P4A, PHSCE and ICT curriculum maps identify where safety is addressed Online safety courses, prevent duty and other relevant training undertaken by staff and governors Close working relationship/links with Police School Liaison/Youth Engagement officer School Link Governor for safeguarding is a police officer Staff risk assessments completed where appropriate and measures put in place Firewalls and remote access monitoring New mobile phone policy in place since September 2023 Filtering and Monitoring Link governor</p> <p>School exclusions policy is on website and links with school behaviour policy. Suspension paperwork in place and restorative/reintegration work is logged on CPOMS</p>	<p>E-Safety Policy Anti Bullying Policy Safeguarding policy, document and display Training log CPOM logs Curriculum maps Headteachers Report Safeguarding report Prevent Self Assessment and Risk Assessment Governor minutes</p> <p>Exclusions policy Suspension paperwork CPOM logs Headteachers Report</p>
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Leadership and management – Grade: Outstanding

<i>An evaluative narrative</i>	<i>Key examples of evidence to support our evaluative assertions</i>	<i>Location of evidence</i>
<p>Leaders have developed a culture of high expectations of all pupils in the school and understand the relationship between the quality of teaching and the quality of learning, and between the input a learner receives – teaching, resources, learning intervention, pastoral care etc – and the impact these have on the learning and progress made by the pupil.</p> <p>Staff professional development and appraisal process and the schools extensive CPD programme are aligned with school priorities identified in the SIP, professional standards, and are agreed with improving pupil outcomes in mind. Developing the curriculum is an ongoing process and teachers continually develop their knowledge and skills to produce high quality teaching across the school. The school has capacity to improve teaching and learning at all levels as a number of staff complete leadership programmes.</p> <p>Leaders encourage staff to work collaboratively with other agencies, professionals and partners in order to share good practice and develop expertise.</p> <p>Teaching and learning is consistently monitored across the school and confirms that teachers have expert subject and specialist knowledge. Subject co-ordinators and subject teachers regularly liaise and work collaboratively to ensure coherence across the curriculum.</p> <p>Leaders positively engage with parents and the wider community through a range of communication methods to support pupils' education. Parents, carers are provided with a range of systems to share their views and have a voice in their child's education. Relevant policies and documents are in place to ensure communication remains clear and boundaries are consistent.</p>	<p>Teachers and other staff supported by LMT when needed for incidences of behaviour problems which might disrupt learning in the classroom. LMT model expectations on a daily basis. Timetables therapeutic interventions. Behaviour working party, phonics working party, research sessions</p> <p>Culture of continual professional development and encouragement of staff seeking research opportunities which are in line. with the school priorities. LMT to implement working parties to ensure that staff research and development of pedagogic strategies. PM targets are agreed and are linked to school priorities. LMT consider staff wellbeing and workload when implementing new strategies</p> <p>Annual reviews, LA meetings, professionals meetings, links to other schools, maths hub, Special School Heads meetings, HASH meetings, Network meetings, NEET group, Panel meetings, CPD and NPQ programmes, Wade Deacon trainee teacher links</p> <p>LMT and Governors carry out Planned Learning Walks with a named focus. These happen termly. Curriculum plans and resources, assessment evidence and trackers are audited to ensure standards and consistency.</p> <p>Website, ClassDojo, FB page Reporting. Parental surveys, coffee mornings, open days School policies Record of attendance at annual reviews, parent's evening and other professional meetings</p>	<p>Code of Conduct Behaviour party minutes Timetabled interventions</p> <p>SIP Research sessions PM Documents CPD and directed time calendar</p> <p>PM documents HT report Weeklu governor briefings School calendar Meeting minutes/CPOMS</p> <p>LW feedback and analysis Governor feedback PM documents</p> <p>Communicating with parents policy DOJO, Website, FB Page</p> <p>Staff meeting minutes</p>

<p>Staff well-being is given high priority and leaders continually look for ways to support staff on both a professional and personal level. Leaders are aware of the positive impact of a strong culture and ethos on the school and in particular on staff morale and actively seek to promote core values and a sense of shared purpose.</p>	<p>This is always a consideration when planning or implementing any new strategies or procedure. Staff are consulted and have joint ownership of many initiatives. Work-life balance week. Co-ordinator timetabled meetings WP timetables meetings Research sessions – whole school</p>	<p>WP meeting minutes Code of conduct Research session and subject meeting minutes</p>
<p>Leaders are aware of the governments reduction of workload toolkit and actively seek to focus on activities that provide the biggest impact on pupil outcomes. Leaders are aware of their responsibilities to prevent workplace bullying and harassment. A behaviour code of conduct promotes the school values including respect, responsibility and teamwork.</p>	<p>Buy-in of supply to allow staff to plan an effective curriculum Organised and varied planned CPD opportunities including calendar of meetings set out at start of year Directed time at end of day Opportunities for collaborative planning Revised assessment policy reduces written feedback and focuses on oral feedback Planning document has been streamlined</p>	<p>School calendar HT report Codes of conduct Assessment policy Planning documents Directed time calendar</p>
<p>Assessment of pupils has been reviewed and revised to reduce the workload on staff and ensure that it avoids creating unnecessary burden.</p>	<p>Assessment trackers in place personalised and designed collaboratively by subject co-ordinators</p>	<p>Assessment trackers</p>
<p>Leaders have high expectations of all pupils including those that are hard to reach. There are a large number of additional support measures that are in place to ensure our SEN population access the curriculum and make good progress. There are also effective systems in place to support non-attenders and pupils with Emotional Based School Avoidance. Pupil Premium is also used to support pupil outcomes.</p>	<p>Assessment trackers for continued monitoring of progress Predicted grades in KS4 and 5 Pupils tracked against personal individual targets Nisai in place for non attenders and remote learning set up for pupils who may need to work at home for a time (injury, illness, anxiety) Interventions in place for Literacy, numeracy, phonics</p>	<p>Assessment trackers Pupil profiles Predicted grades on reports Intervention timetable CPOMS/Nisai records Pupil reports</p>
<p><u>Ensure that the use of Pupil Premium is founded not only on school based evidence but also on a research based approach.</u></p>	<p>Link roles identified in governor meetings and link governor visits are recorded on record of visit sheets Circle model of governance in place Governors visits school regularly and are involved in Learning walks, observations, link visits, interviews and social events (coffee mornings etc)</p>	<p>Records of visit Observations/LW timetable Governor minutes</p>
<p>Governors have high levels of experience and expertise. They are given link roles that are either statutory or linked to school priorities and hold leaders to account. They robustly monitor and evaluate aspects of school life including achievement, finance, safeguarding, curriculum and teaching and learning.</p>	<p>Safeguarding training is regular and thorough Regular item on staff meeting agenda</p>	<p>Safeguarding report Safeguarding board Visitor Lanyards</p>

<p>Leaders are committed to promoting a culture of safeguarding and ensure that pupils, staff, parents and visitors to the school are aware of their roles and responsibilities. Pupils are listened to and feel safe</p> <p>Arrangements are in place to educate and support pupils in knowing how to keep themselves safe online and offline. This includes work within school across the curriculum but also with relevant agencies and providers to promote pupil safety.</p> <p><i>Investigate additional methods to protect pupils who are receiving remote education</i></p> <p>Leaders ensure that staff are well trained in recognising and identifying any signs or suggestions that a pupil may be at risk and are aware of the systems and procedures that should be followed. All staff are aware of their roles and responsibilities with regard to safeguarding. A large and experienced safeguarding team work collaboratively and openly to ensure that pupils access the required support in a timely manner whether that be through in school support or external agencies.</p> <p>Leaders involved in the recruitment process are Safer Recruitment trained as are relevant governors. The school follows a robust policy for allegations about adults in line with Safeguarding and Child Protection Policy.</p>	<p>'Going for Gold' task ensures up to date knowledge and engagement Visitor lanyard system in place and all staff and pupils are familiar with this and able to challenge visitors</p> <p>E-safety culture throughout curriculum Lessons in online safety as part of ICT and P4A curriculum Pastoral support Safeguarding team work with agencies including police to support pupils online safety and parental needs School ICT and mobile phone policy.</p> <p>All staff receive timely training on safeguarding. Clear and rigorous safeguarding policy and procedures. Safeguarding team frequently meets to discuss case load and good practise. Use of CPOMS Large safeguarding team with whole school culture of vigilance, professional curiosity and challenge Good home/school links and pastoral support systems in place Links with LA safeguarding team, Virtual School and social care Attendance at DSL workshops</p> <p>All LMT are safer recruitment trained Staff governor is safer recruitment trained 2 x governors are safer recruitment trained Robust policies and procedures in place for allegations and low level concerns Premises Hire Policy in place so everyone aware of school safeguarding procedures</p>	<p>Going for Gold tasks</p> <p>CPOMS Medium term and long term plans CPD and meeting minutes</p> <p>CPOMS Safeguarding board CPD record of training SSS Learning platform</p> <p>CP and safeguarding related policies Low Level Concerns Premise Hire Policy Record of training</p>
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Personal development – Grade: Outstanding

<i>An evaluative narrative</i>	<i>Key examples of evidence to support our evaluative assertions</i>	<i>Location of evidence</i>
<p>The school consistently promotes the personal development of all individual pupils and is a strength of the school</p> <p>Curriculum: All subjects contribute to personal development as lessons are planned to incorporate opportunities for social communication and</p>	<p>Speech and language and emotional support in class via TA.</p>	

<p>interaction, problem solving, collaboration and a range of essential skills. The RE, PHSCE, RSE, P4A and Practical Learning curriculums are crucial in preparing pupils for adult life and becoming a valued member of society. Pupils are given opportunities to discuss moral and ethical issues (eg. Abortion, euthanasia, gender, sexuality etc) and lesson 4 allows pupils to regularly discuss current issues.</p> <p><i>To be able to use ClassDojo to share a virtual storyboard for whole school, form class and subject class activities and projects.</i></p> <p><i>To use ClassDojo to record class credits and warnings, so that parents will also be able to monitor behaviour, attitude and progress of their children via the app too. Hopefully, the information shared via the app will also stimulate discussion, praise and challenge each evening and parents will have an idea about the activities and lessons of that day.</i></p> <p>SMSC (Spiritual Development): The school promotes spiritual growth through Beliefs and Values and RE. Pupils learn about different religions which allows pupils to explore and learn about various beliefs, and practices. Opportunities for reflection are incorporated through the use of prayer, mindfulness or thoughtful quotes.</p> <p>Pupils are given opportunities to explore their own beliefs, values and sense of purpose. They engage in discussions, debates, and personal reflections to develop and articulate their own perspectives. RE and PHSCE lessons frequently involves discussions on ethical issues and moral dilemmas. This process allows them to discover their own values, make informed decisions, and understand the impact of their actions on themselves and others. The school encourages respect for different religious and non-religious beliefs. Big books allow pupils to reflect on their own learning.</p> <p>SMSC (Moral Development): There is a whole school approach to promoting ethical behaviour, integrity, and the understanding of right and wrong. Ashley School 'Values', 'Code of Conduct' and behaviour system reflects this approach and is pro-active in encouraging pupils to take responsibilities for their own actions and reflect on decisions they make. The school ethos promotes behaviour that is expected in adult life from a good citizen. This is actively modelled by staff. While some of our pupils, as a result of their diagnosis, struggle with understanding or demonstrating empathy, we support their understanding and development in this area. This is addressed</p>	<p>Mindfulness and relaxation sessions are delivered to support pupil's wellbeing as a whole school and individual class sessions. Independence skills are developed and promoted throughout the school by accessing a variety of activities in different settings e.g., within the classroom, snack bar, Cybercafé, fundraising days, wellbeing week and in the community.</p> <p>Grounding plans are in place to guide staff to support individual pupils via a whole school approach.</p> <p>All teaching staff have been issued with Samsung Tablets to record evidence and inform parents about positive behaviour, achievement and access within the school environment.</p> <p>School values are embedded throughout the school curriculum and ethos.</p> <p>School council provides pupils with a voice and the opportunity to develop their own moral compass.</p> <p>Skills builder promotes the value of team spirit and taking responsibility for their own behaviour and promoting self-esteem within pupils.</p> <p>Career Champions</p> <p>Class pastoral sessions</p> <p>Lesson 4 whole class discussions</p> <p>Beliefs and Values, RE and PHSCE curriculum covers broad range of topics</p> <p>Friendship Terrace to support social interaction and empathy with others.</p> <p>Growth Mindset</p> <p>Bronze & Silver room activities focuses on reflection</p> <p>Child led sessions focusing on real life morals. Pupils decide question to explore. EG-Is it always wrong to steal? Is it better to work on your own or as part of a team?</p> <p>P4A, PHSCE and RE planning is broad and personalised to suit the needs of our pupils</p>	<p>P4A and Practical Learning Medium and long term plans</p> <p>New curriculum Long term plans and maps</p> <p>Alternative support timetable and timesheets</p> <p>Big books</p> <p>Dojo</p> <p>Big books</p> <p>Long and medium term plans</p> <p>B&V, RE and PHSCE resources</p> <p>Timetable</p> <p>Lesson 4 resources</p> <p>Long and medium term plans</p> <p>SalT and Emotional Support records of sessions</p> <p>CPOMS</p> <p>Referrals</p>
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<p>in SaLT sessions, general discussion, counselling, pastoral sessions, de-escalation strategies, emotional check-ins and by variety of other methods. Staff develop positive and supportive relationships with pupils. P4C sessions encourages pupils to share and value their own opinions and develop skills for listening, discussion and flexibility of thought. Incidents of bullying and discrimination are extremely rare as pupils are taught through PHSE, P4A, RE and pastoral sessions the importance of equality and inclusion. As a result of some of our pupils difficulties in social awareness and lack of empathy, we adopt a STOP approach to aid understanding. (Several Times on Purpose). Whenever there are incidents of discrimination or bullying, we work closely with pupils and parents to address misconceptions and understand impact and legal/social implications. Staff have been trained in growth mindset approaches which is particularly useful to our pupils.</p> <p>SMSC: (Social Development): The school ethos and values promote 'team spirit' and 'respect'. These values are encouraged throughout school, at home and in the wider community. They are reinforced in P4C sessions, P4A, PHSE, Beliefs and values lessons and through cross curricular links in all subjects.</p> <p>School assemblies celebrate success and reward social and moral development.</p> <p>'Everyone has the right to say what they think and have their views listened to' is adopted as the mission statement for the school council. This is article 12 of the UNCRC. School council encourages pupils to work collaboratively with staff, governors and the wider community to foster positive, respectful relationships that impact positively on the school environment and the wider community. They have addressed issues such as charity fundraising, promoting school values, school activities, school recruitment and issues/concerns about the local community.</p> <p>There is a working party currently trialling the use of 'ClassDojo'. Which is improving our communication with parents.</p> <p>School use a parent app, twitter feed and FB group to communicate and foster positive relationships with parents. There is a weekly newsletter celebrating pupil achievements and school events. There is also a governor weekly update which keeps governors up to date on school events and important information.</p> <p>Social development is promoted through out of school visits, outdoor learning and practical learning. Pupils are involved in activities to raise their awareness of sustainability and global goals. (e.g. visits to recycling centres, conservation). Understanding of social justice is promoted through the</p>	<p>Individual and group SaLT sessions to address misunderstandings Individual and group Emotional support sessions to address common misconceptions Agencies and therapeutic support for pupils who need support as a result of incidents related to discrimination or bullying (eg work with local police, Get your Back etc)</p> <p>School Values Weekly school celebration assembly Individual rewards – lanyards, phone calls home, link to pastoral plans, attendance prize School Council encourages pupil voice and are involved in meeting with local MPS, the Mayoress and are invited to pose questions to prospective staff at interviews for the school Use of class DOJO Enrichment days Wide range of Educational visits linked to programmes of study SaLT sessions both as in class support and for individual pupils Behaviour policy and reflection room resources Record of pupil Bronze, Silver, Gold achievements Social stories Grounding plans One Page profiles Pupil work booklets in preparation for annual reviews Opportunities for reflection after incidents or misunderstandings Mediation sessions and conflict resolution with staff and pupils</p>	<p>Wall displays Assembly book Newsletter School Council minutes Dojo meeting minutes Dojo school story FB page Enrichment days Big Book EVOLVE visit logs Governor Weekly updates Pupil tracking sheets Behaviour Policy SaLT records One page profiles Grounding plans School website</p>
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<p>supporting of charities and links with local organisations such as the Widnes Food Bank, Air Ambulance Service and Wonky Gardens.</p> <p>There is a whole school approach to developing social skills, including communication, teamwork, and conflict resolution. Non-negotiables ensure that all lessons incorporate opportunities for social interaction and communication. An on-site SALT assistant works 4 days a week in school and supports both staff and pupils in developing communication skills. Our functional and practical curriculum allows social development and teamwork to be promoted in all lessons. Our behaviour policy allows pupils to reflect on conflict and things that 'went wrong' and our pastoral approach, including emotional support and school counsellor, enables opportunities for restorative processes and conflict resolution. Social stories are methods used to support pupils social development and understanding and address issues both at school and at home.</p> <p>Pupils are involved in writing their own one page profiles and grounding plans and are encouraged to think about their aspirations and future plans. They are involved in reviewing these, and recognise the steps made in their own personal development.</p> <p>SMSC (Cultural Development): The school promotes an understanding and appreciation of different cultures, traditions, and customs. This is facilitated through the RE, MFL, Creative Studies, PHSCE, P4A and Beliefs and Values curriculum.</p> <p>Theme days, school visits, food tasting sessions and activities linked to world news help pupils broaden pupils horizons</p> <p>P4c, P4A and class discussions throughout the curriculum broadens perspectives and encourages critical thinking about societal issues. Pupils develop an understanding of British Values of democracy, individual liberty, rule of law and mutual respect and tolerance. This is taught via discussion based learning during lesson 4 but also forms part of the P4A and Wider World curriculum. Class charters and School Council enable pupils to understand rule of law and democracy and also allow pupils to be involved in decision making.</p> <p>Essential Skills: School has embedded the Skills Builder Essential Skills into our curriculum. These are 8 essential transferable skills that help to develop confidence, self- esteem and resilience. Employers tell us essential skills are as equally as important as academic qualifications. By incorporating essential skills into all lessons, we are closing the skill gap between skills levels and employer expectations and therefore provide more opportunities pupils once they leave school. These skills are worked on and assessed through Practical</p>	<p>Curriculum promotes cultural development as seen in long term, medium term plans and cross curricular links</p> <p>School enrichment and themes days such as Macmillan coffee morning, Children in Need, Mental Health Awareness day etc</p> <p>Focus on pupils part in their own local areas and society in general and class discussions and lesson 4 activities to discuss and explore this</p> <p>School Council encourages cultural development</p> <p>Essential skills displayed in classroom and often included on staff lesson powerpoints</p> <p>Essential skills assessment criteria on Practical Learning tracker</p> <p>Essential skills in line with and linked closely to school values</p> <p>Displays incorporate essential skills</p> <p>Language of essential skills used regularly by staff and pupils to promote</p>	<p>Long term and medium term plans</p> <p>SMSC policy</p> <p>School Council minutes</p> <p>Big Books</p> <p>Cross curricular links</p> <p>Displays</p> <p>Displays</p> <p>Practical Learning tracker</p> <p>CPD record</p> <p>Notice board of essential skills champion</p>
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<p>Learning sessions but are taught and referred to throughout the curriculum. Staff have been trained by Skills Builder Partnership and the 8 essential skills are displayed throughout school.</p> <p>Mental Health and Emotional Well-being: Pupils develop strategies to support their own mental health and emotional well-being, including, regulating their emotions and building resilience. Pastoral support is highly effective. Timetabled pastoral sessions provide pupils with opportunities to prepare for the day ahead and settle after lunch time. 2 x Emotional Support Assistants are on site and provide additional support for a range of well-being issues (anxiety, resilience, bereavement etc) An independent school counsellor also works 1 day per week. This holistic system of support ensures that pupils well-being needs are met and school work with a range of external agencies to provide further support to both pupils and parents. A link governor has been appointed for well-being.</p> <p>Healthy Schools: School work with Halton Health Improvement team who provide support and deliver specific in school talks to pupils as well as offering a range of support to parents.</p> <p><i>To investigate Health Improvement Team's offer to school staff</i></p> <p>Healthy relationships (online and off): School follows statutory guidance on RSE and has a policy formed following consultation with parents. The PHSCE co-ordinator is trained to assess and deliver the curriculum and works collaboratively with staff to support them in delivering. Pupils are taught the skills and understanding to stay safe including online. RSE is delivered through our 'Preparing for Adulthood' programme and E-Safety forms a part of the ICT curriculum. (Including a pupil friendly E-safety policy) However, both relationship education and keeping safe on and off line are taught in a cross curriculum way and threaded throughout the curriculum. Additional work with our school therapy team and additional agencies, targets pupils who are at risk of exploitation, struggling with relationship issues or just need additional support. A link governor has been appointed for Digital and</p>	<p>Gold award for the teaching and delivery of essential skills Pupils are nominated termly for a skills champion for demonstrating evidence of essential skills.</p> <p>Pastoral support and individual plans Internal referral system for additional support School Counsellor, 2 x emotional support assistants SaLT assistant in school 4 days per week Referrals to external agencies – MHST, PBS, ICART, CAMHS etc Close professional links and relationships with external agencies 1 x family link who supports parents in dealing with pupil mental health and well-being at home as well as school Link governor Grounding plans and PHPs Referrals to MHST FCAMHS and CAMHS, School Nurse Drop in each month – provides support on sexual health, healthy relationships and personal hygiene via PHSCE ICART referrals CSE Toolkit</p> <p>HIT liaises regularly with GG around supporting pupils and staff Heath Improvement Team have delivered Alcohol awareness, Vaping & Tobacco, online gambling, healthy eating, Fizzy drinks and drug awareness sessions. Healthy School Awarded every year since 2014 RSPH Level 2 Health Champions course for 6th form pupils</p> <p>RSE policy in place and shared on website PHSCE receives up to date and relevant training and is able to disseminate to relevant staff RSA and E-Safety on P4A and ICT planning and maps Pastoral support to deal with individual needs around RSA and E Safety and cross curricular links to embed understanding Referrals made both internally and externally for additional support Staff aware of their responsibilities around filtering and monitoring and work closely with LM, IT provider and other staff to ensure this is consistent Regular information shared with parents regarding keeping safe online</p>	<p>Skills posters in classroom Case study on the essential skills website</p> <p>Grounding plans PHPs Referrals on system CPOMS Timesheets for alternative supports External referrals School calendar</p> <p>School Calendar Medium and long term planning Heathy Schools Award</p> <p>KCSiE updates training Meeting minutes for filtering and monitoring Referral forms CPOMS Long and medium term planning and cross curricular links Governor minutes FB Page School website</p>
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<p>Technical including Filtering and Monitoring. Parents information about how to keep safe online is shared on the school website and FB page.</p> <p>Careers: CIEAG is exceptionally high quality and is a strength of the school. By offering high quality Careers advice and guidance pupils and their families are able to make informed choices regarding aspirational post school provision. School are part of the Liverpool City Region Careers Hub and work closely with our Enterprise Co-ordinator and Enterprise Adviser to ensure that we continue to meet all of our Gatsby Benchmarks.</p> <p>Work experience for pupils in 6th form to gain access to world of work. We have also used work experience a way to personalise a curriculum for pupils who require more time learning outside the classroom. This has included pupils attending a local gym, a care home and a media company. The feedback that we have received from our employers has been very positive.</p> <p>Extra Curricular: School offer a wide range of extra-curricular activities both in and out of school which helps to boost pupil's confidence to interact socially with others; extend their social networks; and provide them with new skills and abilities. After school clubs run 4 days per work and we consult with parents to find out pupil interests. External groups also work with school to provide after school clubs, holiday clubs and activities out of school hours.</p> <p>Duke of Edinburgh Bronze and Silver including residentials are offered at KS4 and a range of other visits form part of the school year.</p> <p>School take part in a range of sporting tournaments throughout the year. A School Council runs weekly which provides leadership and development opportunities for pupils and helps them to promote the voice of the pupil body, problem solve and impact their community.</p>	<p>In school careers advisor who links with external agencies, providers and employers and has an extensive network</p> <p>Careers Champions have been appointed to help to highlight the growth areas within the local area and make it meaningful for our pupils.</p> <p>Work experience</p> <p>Careers plan on school website</p> <p>Compass+ Future Skills Questionnaires are used to help evaluate the careers programme</p> <p>The Career Co-ordinator is on a local multi agency employment group to develop an employment pathway for our pupils.</p> <p>Guess the Job Morning (Year 8)</p> <p>Year 11 Careers Day</p> <p>Speakers for Schools sessions</p> <p>Visit to the Catalyst Museum – careers in museums (Year 10)</p> <p>Visit to Daresbury Labs (Year 9)</p> <p>Whole school activities during form time for National Careers Week and National Apprenticeship Week</p> <p>Sports links with Everton in the community, Liverpool foundation, Widnes Vikings. Claremont Sports special school.</p> <p>Extensive list of holiday clubs, after school clubs and activities</p> <p>School based activities and local areas activities and support sessions for both pupils and staff are regularly advertised and promoted on school website.</p> <p>New strong links forged with Chestnut lodge which will create opportunity for sharing of resources, facilities and inter-school competitions.</p> <p>Bikeability and swimming on PE curriculum</p> <p>Sporting tournaments regularly scheduled in a range of different sports</p>	<p>Compass+ Reports</p> <p>Long and Medium Term Plans for PHSCE include sessions on Careers</p> <p>School calendar</p> <p>Feedback from the Enterprise Co-ordinator</p> <p>Careers reports</p> <p>Annual review documentation</p> <p>Destinations</p> <p>Sporting calendar of events</p> <p>FB page</p> <p>After school club register</p> <p>School calendar</p>
Sixth Form provision – Grade: Outstanding		
<p><i>An evaluative narrative</i></p>	<p><i>Key examples of evidence to support our evaluative assertions</i></p>	<p><i>Location of evidence</i></p>

<p>The curriculum is coherently planned and sequenced towards cumulatively developing sufficient knowledge and skills for further learning and employment. The impact of the taught curriculum is strong, and pupils acquire and develop high quality skills and produce work of a consistently high standard that matches the aims of the curriculum.</p> <p><i>A decline in numbers of pupil's attending 6th Form due to the excellent progress that pupil's make from Year 7 to 11 means that a review of 6th Form is required.</i></p> <p>The 6th Form consistently and extensively promotes learners' personal development. The 6th Form goes beyond what is expected so that learners have access to a wide, rich set of experiences that teaches learners why it is important to contribute actively to society. Preparation for Adulthood is at the heart of our 6th Form curriculum and EHC planning; and the programme and activities considerably strengthen the 6th Form offer. It P4A programme covers the following 4 strands</p> <ul style="list-style-type: none"> - Opportunities to access further learning and employment - Independent Living - Community, relationships and friendships - Health and Wellbeing 	<p>The 6th Form curriculum offers two pathways to allow the school to address the needs of pupils in an individualised way -</p> <ul style="list-style-type: none"> • Bridging Course (1 Year) • Preparation for Learning, Life and Employment (2 Years) <p>LTPs, MTPs</p> <p>P4A on timetable covering Employment</p> <ul style="list-style-type: none"> • Vocational Taster Sessions at The Bridge Vocational Centre in Runcorn and include Construction, Hair and Beauty and Motor Vehicle Maintenance. • Workplace Taster Sessions –take place in a variety of local organisations and are tailored around pupil's career aspirations. • strong links with a range of employers including Keep Moat Construction Site, Halton Stadium, Amazon Warehouse, Hillcrest Hotel, Tesco's, Halton Housing Trust. <p>Good Health</p> <ul style="list-style-type: none"> • Young Health Champions • Halton Health Improvement Team • RSPH Level 2 Youth Health Champion Certificate. • Drugs and Alcohol, Mental Health and access to health services are delivered through P4A sessions and via external agencies • SRE • Remedi deliver 4 sessions with pupils around the importance of healthy relationships. • Two pupils have been referred into the service for individual personalised support as a result of the sessions. <p>Independent Living</p> <ul style="list-style-type: none"> • Independent living skills • Personal Finance – financial and digital skills programme delivered by My Bnk and Level 1 Personal Money Management accreditation. • Travelling Independently 	<p><i>School Website - 6th Form Curriculum Offer, LTP, MTP's, Lesson resources, Destination Data, Assessment Data, Pupil work & Portfolio's, QA Feedback from Exam Boards, Parent and Pupil Survey's</i></p> <p><i>P4A LTP, MTP & Resources</i> <i>P4A Big Book</i> <i>School Website</i> <i>Assessment Tracker</i> <i>Work Experience Booklets</i> <i>Work Experience reflections</i> <i>School Website – 6th Form - 6th Form Pathways.</i> <i>KS5 Curriculum Folder,</i> <i>Annual Review</i> <i>Paperwork, EHC Plans.</i> <i>Parent and Pupil Surveys'</i></p>
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<p>The Work Experience programme is a strength of the 6th Form provision. It is valued by pupils, staff, parents and employers who all recognise the benefits that the programme brings to 6th Form pupils.</p> <p>The careers/work experience co-ordinator has made strong and successful links with a range of employers in the local community. This allows for work experience placements to be specific and meaningful for each individual pupil and the school has excellent relationships with employers who are increasingly recognising the common strengths associated with ASC can benefit the workplace.</p> <p>The sixth form prepares its pupils for future success in education, employment or training. It does this through providing unbiased information to all about potential next steps; high-quality, up-to-date and locally relevant careers guidance, and opportunities for good quality, meaningful encounters with the world of work. They have gained qualifications and skills to go on to destinations that meet their interests, aspirations and intended course of study. They have developed greater independence and awareness to help them make decisions about their lives.</p> <p>The 6th Form is proactive in visiting and communicating with post 19 education providers. There are extensive planned opportunities for pupils and their families to access information about the options that are available for post-19 provision.</p> <p>Sixth formers are successfully in FE completing their chosen courses. This is primarily down to the dedication that school shows to researching the next</p>	<ul style="list-style-type: none"> • ITT referrals are made for pupils in agreement with parents. Currently 53% of 6th pupils are independently travel trained (Jan 23). Community, Relationships and Friendships • Youth Federation have complete workshops on staying safe online and the dangers and opportunities that social media brings <p>Work placement block for 6 weeks in Year 12, 13 and 14, where possible, their placements in career areas that have been identified in their career planning and employability sessions.. Group work experience placements with adult support progressing to individual placements if needed</p> <p>Two pupils on a pre supported internship programme Some work placements have led to paid employment -Quality Save, Jelly Beans, The Range, McDonalds and Esposito's have all offered part time paid employment to pupils.. Large number of employers on board with programme</p> <p>The principles of the Gatsby Benchmarks underpin all aspects of the 6th Form provision. Regular and effective careers advice Timetabling of Careers Lead in Employability lessons</p> <p>Talks from apprenticeship and supported internship providers Transition programme with SaLT College visits, taster sessions and personalised transition programmes.</p> <p>0% NEET value for the last 3 years. Our former Sixth formers feel respected and valued for their talents and abilities. They are happy, they are progressing confidently in</p>	<p><i>Work Experience Placement Policy, Work Related Learning Policy, Case Studies, Employer Feedback, Work Experience Pupil Booklets, LTP, MTP, Lesson Resources, Big Book's, Pupil Evaluations, Parent and Pupil Survey's</i></p> <p><i>Compass Plus, LTP's, MTP's, Lesson Resources, Careers Big Book, SaLT Resources, Transition records, Photographs, Email's from former pupils, AR Paperwork, Career Reports, Destination Data, Parent and Pupil Survey's, Future Skills questionnaire results and analysis</i></p>
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<p>steps for our pupils and supporting them effectively to succeed once they have left the school.</p> <p>The 6th Form curriculum provides opportunities for learning in real life contexts in order to create engaging and experiential learning experiences for all pupils. They have the opportunity to apply their skills out in the community, through work experience, vocational tasters, workplace visits and voluntary work.</p> <p>Opportunities for SMSC & British Values to be explored through weekly debate sessions and Beliefs and Values Programme</p> <p>6th Formers make an outstanding contribution to the life of the school, they are represented on the School Council and act as role models for younger pupils.</p> <p><i>The Student Leadership programme is currently being developed and is an area for priority.</i></p> <p>Opportunities for pupils to develop their communication and social interaction skills away from the college setting are provided.</p> <p><i>Residential trips are a priority for 6th Form going forward.</i></p>	<p>college, they are continuing to discover their potential so that in the near future they can live and work independently.</p> <p>The Future Skills Questionnaire is used to evaluate careers provision and identify any areas for improvement.</p> <p>The Careers Co-ordinator attends multi agency meetings with the local authority to keep up to date with the latest provision and is currently working on strengthening employment pathways.</p> <p>The Vocational Studies and P4A programme allows pupils to explore and experience jobs in different sectors, including Gardening, Catering, Retail, Motor Vehicle Maintenance, Construction, Hair and Beauty, Joinery and Painting and Decorating.</p> <p>School facilities - Cyber Café and Gardening Area on the Ashley Site and the Workshops at The Bridge Vocational Centre</p> <p>The 6th Form Employability Vocational Profiling, Skill Development CV Building, Mock Interviews with employers Career Exploration, Application Forms, Career Progression Planning, Customer Service Skills, Health and Safety.</p> <p>Debate sessions Open questioning allows pupils to discuss, debate and form opinions. Opportunities to teach pupils respect, tolerance and celebrate differences are provided and links to British Values are made. Session of beliefs and values each week.</p> <p>6th Form School Council rep The Student Leadership Programme allows pupils to develop their skills and build their confidence to help prepare them for their next steps. Pupils currently work with younger pupils to support PE lessons and take on responsibilities for IT and Maintenance and of the school bikes and is being developed.</p> <p>6th Form social events include shopping trips to Liverpool One and the Trafford Centre, Meals Out, Bowling and the Cinema.</p>	<p><i>Vocational Studies & P4A LTP, MTP and Lesson Resources, Big Books, Pupil Portfolio's, Pupil Survey's, Pupil Evaluations, Minutes of multi agency meetings</i></p> <p><i>Picture News Resources, Big Book, P4A and B&V LTP's, MTP's, Lesson Resources and Pupil Books</i></p> <p><i>Pupil Leadership Wall Display, School Council Meeting Minutes, Career Champion Meeting Minutes</i></p> <p><i>Evolve, Photographs, Class Dojo</i></p>
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<p>Behaviour in the 6th Form is excellent. Pupils generally have positive attitudes towards their learning and make good progress towards their qualifications. 6th Form pupils are proud of their achievements, their education is valued, and success is celebrated.</p> <p>Attendance: There is a clear attendance policy that identifies roles and responsibilities and sets out expectations. Attendance is analysed half termly and communication takes place with parents to either celebrate good attendance or to offer support in addressing poor attendance. School work closely with parents, EWO and other agencies to promote and address persistent absence. This includes having a school attendance officer who works closely supporting parents. There is an action plan in place for the improvement of attendance and the reduction of persistent absence at Ashley High School.</p> <p><i>Attendance remains a priority for improvement.</i></p> <p>Pupils emotional and mental health is well supported. Pupils feel safe and know that there is a trusted adult to talk to if something is worrying them. The curriculum provides opportunities for pupils to access a range of learning around emotional health and mental wellbeing</p>	<p>Gold Award receive the incentive of an early finish on a Friday during reward time. Weekly celebration assembly and Student of the Week Credit/ Warning and Bronze, Silver, Gold tracker. Over 80% of pupils have received Gold Award for behaviour (Jan 24). Restorative worksheets</p> <p>Attendance policy in place and on website Attendance/punctuality data recorded accurately on SIMS daily Letters are sent out half termly to celebrate good attendance and address poor attendance SLA with EWO and regular meetings with attendance officer Meetings, home visits etc are recorded on SIMS Referrals to EWO and other services made as necessary Attendance is rewarded through the behaviour system Part-time timetables are used as appropriate to reintegrate non-attenders Discussions and work around good attendance and punctuality is built into Preparing for Adulthood and Employability lessons so that pupils understand the consequences of poor attendance in the workplace.</p> <p>Access to emotional support coach and councillor that is accessed via referrals. Pastoral support Employability sessions cover stress and ways to manage it Work via Health Improvement Team linked to 5 pillars of health. The Health and Wellbeing unit delivered through the PDP Asdan course also covers emotional health and mental wellbeing.</p>	<p><i>Behaviour Policy, Assembly Resources, Behaviour Data,</i></p> <p><i>Attendance Policy Action Plan CPOMS logs Minutes of meetings SIMS</i></p> <p><i>LTP's, MTP's, Lesson Resources, Big Books, Completed referrals, CPOMS logs, Parent and Pupil Survey's</i></p>
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Overall Effectiveness- Grade: Outstanding

<i>An evaluative narrative</i>	<i>Key examples of evidence to support our evaluative assertions</i>	<i>Location of evidence</i>
Ashley High School is an outstanding school. What makes us outstanding is our unwavering commitment to academic excellence, innovative teaching methodologies, and a nurturing learning environment.	Academic progress and exam results. Pupil work, purple paper tasks, T&L policy Case studies	Exam results Pupil trackers Policies Records of intervention

<p>The dedicated and highly qualified teaching, support staff and therapists consistently inspire and challenge pupils, fostering a love for learning and ensuring exceptional progress. The school's leadership demonstrates a clear vision, effective management, and a focus on continuous improvement. Rigorous assessment practices and personalized support contribute to outstanding outcomes, reflecting the school's dedication to the holistic development of each pupil.</p> <p>Moreover, our commitment to personal and emotional progress is evident through comprehensive well-being programs, fostering resilience and self-awareness among pupils. Strong partnerships with parents and the broader community create a collaborative and supportive network that enhances the overall educational experience.</p> <p>Our school takes pride in equipping pupils with practical life skills, critical thinking abilities, and a strong sense of responsibility, preparing them not only for academic success but also for a successful transition into adulthood and life beyond school</p>	<p>Functional curriculum specifically created to meet the needs of pupils with additional needs to help them succeed academically, socially and emotionally.</p> <p>Teacher training and professional development initiatives focused on improving teaching methods</p> <p>School culture and ethos (Ashley School Values)</p> <p>Pupil and parent view about the school's positive and supportive atmosphere.</p> <p>Range of extracurricular activities, clubs, or events that contribute to a well-rounded and engaging school environment.</p> <p>Attendance data</p> <p>Pupil well-being evidence of therapeutic support</p> <p>Range of academic interventions from highly skilled support staff</p> <p>Vast range of professional development opportunities for all staff to enhance their skills</p> <p>School Improvement Plan</p>	<p>Case Studies</p> <p>Attendance data</p> <p>CPD</p> <p>Long and Medium term plans</p> <p>FB page</p> <p>Website</p> <p>Big books</p> <p>Parent and pupil surveys</p> <p>Destinations</p> <p>SIP</p>
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