

Summary Self-Evaluation Report



Date of this version: November 2022

Principal: Annabelle Thomas

Purpose of this document:

To provide stakeholders with a high-level summary of:

1. the school's context
2. current self-evaluation against the Ofsted framework
3. key sources of evidence of the school's impact
4. links between self-evaluation and the school's development priorities.

	Ofsted April 2019		School self- evaluation November 2022
Overall effectiveness	4	Overall effectiveness	3
Effectiveness of leadership and management	4	The quality of education	3
Quality of teaching, learning & assessment	4	Behaviour and attitudes	3
Personal development, behaviour & welfare	4	Personal development	2
Outcomes for pupils	4	Leadership and management	2

Context

- Unified Academy caters for boys aged 9-16 who have social, emotional and mental health (SEMH) difficulties. Some students have moderate learning and attachment difficulties which makes it hard for them to build and sustain positive relationships. Also, a high proportion of students have witnessed two or more adverse childhood experiences (ACEs).
- It also specifically supports students with a variety of learning challenges, including dyslexia/specific learning difficulties, attention deficit hyperactivity disorder and autistic spectrum condition.
- All students have an education, health and care (EHC) plan.
- Some students access off-site Alternative Learning Provisions (ALP) to extend their learning experiences at: Sporting Chances; Winchmore Tutors; Mechanics; and the Secret Garden Sanctuary.
- All students are referred to the school by three local authorities, Bromley, Surrey and West Sussex. Unified Academy is funded for up to 92 students.
- A large proportion of students are involved with the child and adolescent mental health services (CAHMS) – because of their SEMH needs.
- Almost all students are of White British heritage.

- **Our Vision - Supporting each other, achieving together.** At Unified Academy we use a highly personalised approach, that caters to the different needs and abilities of our students on order to secure the best possible outcomes for them. Our aim is that they develop high aspirations for the future with the skills and knowledge to achieve them so they are able to positively contribute to wider community.
- **Our Values** - We are unified in our values to be:
 - **Curious** - We are curious to experience and discover the world around us
 - **Respectful** - We are respectful or ourselves, each other and the community
 - **Compassionate** - We are compassionate of the needs and feelings of others
 - **Inspired** - We are inspired to achieve our full potential and see new possibilities
 - **Empowered** - We are empowered to make positive choices so that we can contribute to our community

Overall effectiveness	Grade	3
------------------------------	--------------	----------

- The school's ethos has been strengthened to reflect its refreshed culture and values, as a result, students are now proud to belong to Unified Academy.
- Senior leaders know the academy's strengths and weaknesses well and what is required to improve.
- Line-management structure, regular meetings and a comprehensive staff training programme have been established for all staff. As a result, staff increasingly understand the expectations of them individually and as a team and know how to seek support and guidance.
- In addition to line management meetings, regular supervision/reflection meetings have been introduced, including student focused solution circles. The intended outcome is for a staff forum to share good practice across the school.
- The curriculum offer has been strengthened to ensure that it is broad and balanced and promotes students' spiritual, moral, social and cultural development as well as their academic progress and personal development, in a safe environment.
- Safeguarding is effective and there are continued improvements to attendance and exclusion rates as evidenced in the data.
- External careers advice has been sought for all students through the Educational Development Trust to ensure that all students have appropriate identified destinations for their next steps and reduce the likelihood of them becoming NEET.
- All year 11 students are given the opportunity to take part in physical visits to college sites to aid their transitions.
- Newly appointed transition coordinator has proven to be highly effective at supporting students and families with the transition to post 16 placements.
- In 2021/22 17 year 11 students have gained college placements in courses including Motorsports, Art and Design and Construction with others gaining apprenticeships in Vehicle Maintenance and Lifeguarding.

□ The quality of education	Grade	3
-----------------------------------	--------------	----------

- Strengths:**
- Intent**
- The curriculum aims to provide students with a wide range of opportunities to develop their cultural capital, preparing them for life as educated and responsible citizens.
 - Staff have contributed to create a revised curriculum that is planned and sequenced to ensure all students develop knowledge and skills and are well prepared for their next steps and life in modern Britain.

- Regular teachers' meetings including schemes of work surgeries, marking and moderation and subject specific meetings enable staff to continually review and evaluate the effectiveness, progression and impact of the curriculum.
- Our curriculum is based on the national curriculum and is enhanced and adjusted as required to enable all learners with SEND to receive a broad and balanced offer. Knowledge and skills development are carefully matched to students' needs ensuring life skills and independence are key foci.
- We provide a full curriculum offer from KS2 to KS4. As each student's interests develop, we provide additional option subjects that enable them to have a greater choice as well as to achieve their very best.

Implementation

- In addition to senior leaders, external subject specialist consultants have been engaged to coach and mentor staff to improve their subject knowledge, schemes of work and teaching pedagogy. As a result, teachers are becoming increasingly confident and clear about presenting their own subject knowledge and are beginning to use more effective teaching methods that engage students in their learning.
- Teachers provide interesting activities that enable students to explore ideas and apply them to different situations. Students respond well to these approaches, which helps them to deepen their knowledge and understanding. Formative assessment is developing steadily to inform students of the progress they should make and what specific steps and interventions are required to improve.
- Staff teams have received training in memory techniques and strategies to improve students' memory.
- Doodle has been implemented this academic year to ensure that assessment data is collected and analysed in all subjects. Training sessions are scheduled throughout the year to improve staff confidence in making accurate assessments and using the data for target setting as well as to inform planning and pinpoint where support and challenge is needed.
- Leaders have revised baseline assessment systems and introduced Cognitive Abilities Tests (CAT4) across the school after identifying weaknesses with existing systems. Baseline assessments for spelling and termly reading assessments have also been introduced to enable leaders to identify groups of students who are making less than expected progress and initiate specific interventions as required.
- Specific training has been given on incorporating the needs of the EHCP within everyday teaching. This training has better improved staff understanding of the EHCP process which enabled class provision to be better matched to suit the needs of students.
- All classes have a high staff to student ratio (1:3) which enables teachers to plan learning opportunities based on the students interests and enthusiasms. Teachers are empowered by leaders to use a range of resources to inspire students learning. Our school environment allows staff the freedom to explore areas of outdoor learning, so that students benefit from a practical approach.
- Overall, staff have established positive and productive relationships with students that allow them to challenge poor effort and praise achievements at all levels.
- Personalised experiences and effective support enable students to develop their meta-cognition and overcome barriers to learning. Effective teaching motivates students to identify strategies to overcome their learning difficulties and to achieve well.
- Schemes of work include links to careers and the world of work ensuring that students are well prepared for life after Unified.
- Students have regular opportunities to develop their literacy and numeracy skills in all subjects.
- Most students have been baseline tested and areas of weakness identified. This information is shared with staff to inform planning and differentiation. Typically, students join school with reading ages 3-5 years below their chronological age.
- Leaders are continuing to develop a positive reading culture across the school. Accelerated reader has been introduced and students are now able to access a digital library that is tailored to their individual reading levels and interests in addition to physical reading material in the 'Reading Hub'.
- The development of our 3 reading offers: Universal (Accelerated reader), Targeted (That Reading Thing) and Specialist (Phonological Awareness Training) allow differentiated levels of support for all students when teaching them to read. (see reading overview for more detail)

- The introduction of 'word of the week', establishment of the school 'Reading Hub' (library) as well as specific literacy and reading focus days (e.g. world book day) has started to raise the profile of reading across the school.
- As part of our universal reading offer, students participate in regular 'Drop Everything and Read' sessions within tutor time. Engagement in reading is monitored through weekly myON Core Reports, accelerated reader reports and a reading hub log. This ensures students develop their confidence and fluency in reading as evidenced through learning walks, work scrutiny's and star reader growth reports.
- Phonics sessions – staff have received initial training in phonics letter sounds and syllables. Currently, CAL interventions include supporting students with their literacy development both within lessons and 1:1 working with students to complete star reader assessments and developing student reading confidence.
- Staff have received training on explicit vocabulary instruction, literacy across the curriculum, differentiation, questioning and use of visual strategies to support learning. The impact of these has been monitored through focused learning walks with staff requiring additional support and coaching in these areas being identified.
- From September 2022, a group of teachers and teaching assistants have been trained in a new to the school programme called 'That Reading Thing' This is recognised by the Dyslexia Association and is aimed at secondary aged students and above. This forms our targeted reading approach (see reading overview for more detail)
- Newly identified accreditation pathways are sequenced to provide ambitious opportunities for students to demonstrate knowledge and skills that will prepare them for sustainable lives beyond school.
- ALP aims to ensure that every student, has access to a purposeful programme of learning. It enables those students who are most disaffected to become reengaged with their learning.
- Teachers understand that appropriate use of the English language, including verbal and written feedback, helps to supports students' learning.

Impact

- The school facilitates a multi-agency approach to secure the best outcomes for students. Leaders have established more clearly defined curriculum pathways to enable better destination outcomes for students.
- The introduction of early accreditations (Entry Level Certificates and Functional Skills) has ensured that the vast majority of KS4 students and identified Key Stage 3 students have completed Entry Level examinations in English and Maths, giving them early experiences of success.
- In 2021/22, 17 out of 20 Year 11 students have successfully moved into either education, employment, or training.
- In the spring term 2022 all Year 11 students attended a 1:1 interview with an external specialist careers advisor.
- All schemes of work identify where literacy and numeracy should occur in all subjects. Students are challenged to use mathematical concepts in vocational and practical subjects. Reading, writing speaking and listening are encouraged in all subjects and a common assessment policy and marking code supports expectations. Teachers are aware of assessment data and are beginning to use it to better inform planning, and teaching.

Current priorities for development are:

- Teaching needs further refinement particularly in the areas of questioning, differentiation, and feedback because these aspects are not yet fully consistent across all subjects.
- Embed the 'That Reading Thing' to further improve reading approaches.
- Ensure that the depth and breadth of curriculum opportunities both in and out of the classroom are designed to identify and nurture talent so that students thrive and achieve well.
- Ensure that teachers introduce subject content progressively and with deepening complexity, setting high expectations and equipping students with effective memory and recall techniques.

Strengths:

- Many students have experienced significant challenges in their lives before they arrive at Unified Academy.
- All staff have been trained Team-Teach techniques (TTT) of resolve – repair – restore in order to support students' positive behaviour. TTT = 95% de-escalation 'talk.'
- Staff are developing their knowledge and understanding of students' SEMH needs through an extensive training plan and external support. The whole training calendar is centred around providing staff with skills and knowledge in a range of subject areas including a trauma informed approach, resilience, cultivating positive environments, Emotional regulation, PACE, specific special educational needs, growth mind-set and the behaviour curriculum.
- Additional training and specialist support have provided staff with continual professional development in whole school approaches of Emotion coaching and restorative practices conducted by Surrey Specialist Teachers for Inclusive Practice and Educational Psychologists.
- Special Educational Need profile sessions are delivered to all staff to ensure essential information is shared with all staff. Staff are made aware of individual social, emotional and mental health needs including background, diagnosis and chronology. In addition to the SEN profile all students have a detailed and regularly updated behaviour support plans (PBS), risk assessments and SEND profiles ensure that staff fully understand students' behaviour, learning difficulties and special educational needs, and are not judgemental. Expectations have been raised across the school.
- Whole school debriefs provide staff opportunities to raise concerns including the introduction of solution circles where prevalent risks, strategies or approaches are discussed and shared with whole staff team to ensure all staff are provided with essential information to meet students needs.
- Student voice is captured in positive behaviour support plans and Zones of Regulation calm plans to support students to adopt strategies or identify indicators and provide
- 'Health-check' visits from behaviour specialists provide opportunities to debrief the student support team, review incidents, reflect on actions and plan appropriate support for individual students.
- The large majority of students enjoy attending school regularly. This is often in direct contrast to their high levels of absence at their previous schools.
- Students have a good understanding of the different types of bullying, including homophobic bullying. School surveys show that students feel safe in school.
- Incidents of child on child abuse have reduced significantly over the course of the academic year in a number of year groups. CPOMS data and recording analysis shows a reduction in a number of year groups with notable success of over 50% reduction in target areas of Year 7 and Year 8.
- Student Voice meetings provides an effective forum for students to discuss any concerns in a safe and supportive environment. Students then provide feedback to their peers. Students feel that they can participate, contribute and influence matters relating to the whole school community such as school menus, enrichment activities and involvement in interviews and appointment of staff.
- The number of fixed-term suspensions has declined. A direct comparison with the suspension data for the previous two academic years has shown an overall decrease in the number of suspensions. During the March 2020 Lockdown, the site had fewer students attending school during the summer term and the total exclusion figure for the academic year was 62. In the academic year of 2020/2021, there were a total of 44 exclusions including 1 permanent exclusion. In the academic year 2021/2022 there were a total of 43 fixed term exclusions. In 2022/2023 there have been 6 suspensions to date, two of which were for the same student. In 2019-2020 there were 20 fixed term exclusions for 'physical assault child on child' with a reduction in 2020-2021 to 17 and further reduction in the academic year 2021-2022 to 10. To date in 2022/2023 there have been no suspensions for this primary behaviour. In previous years the primary reason for suspension recorded for persistent disruptive behaviour continued to decline from 14 in 2019/2020 to 0 in 2020/2021 and a slight

increase of 2 in 2021/2022 and to date in 2022/2023 0. There have been no Permanent exclusions in the academic year 2021/2022 or this academic year 10 date.

- Two members of staff have been trained in Team Teach Intermediate level and are now able to deliver in house Team Teach certificated courses. Positive handling plans are shared with staff teams and parents and regular audit conducted by the Pastoral team to review strategies and share with whole staff team.
- Interventions to support those students who have experienced or Loss or Grief have had a positive impact on identified student's behaviour incidents. 12 members of the whole school team have completed the Grief Recovery Method training
- Students in Year 9-11 continue to demonstrate positive attitudes to learning with a large proportion completing a range of Entry level examinations, functional skills exams and GCSE qualifications.
- The EPraise rewards system is now embedded and students are responding well to this approach. This interactive tool enables parents and carers to be kept informed of students' academic and behavioural achievements fostering positive home-school relationships. Celebration assemblies at the end of each half term provided opportunities to take pride in their achievements and share this with parents and guardians. Rewards and monitored and audited including those on bespoke timetables and staff allocation points are reviewed weekly to ensure a positive, fair and consistent approach to managing behaviour.
- Negative behaviours, including the use of inappropriate language are challenged and students learn about the views of other cultures through the curriculum and in tutor discussions. Staff and students work closely with external coaches to deliver workshops and small group tutorials linked to prevalent topic areas and develop student tolerance and acceptance of others.
- Whole school scripts have been developed and shared with all staff and are introduced as part of the induction programme for new staff so that all staff are challenging, modelling and responding to incidents consistently. Following staff voice and end of day debriefs scripts have increased to reflect prevalent challenges across the school community. Scripts now include personal spaces, discriminatory language, and Team Teach help available and smoking/vaping. Scripts provide practical support to respond to incidents systematically.
- The Pastoral toolkit provides staff with a range of strategies and approaches to manage student behaviour with a focus on de-escalation, trauma informed practice, growth mind-set and playfulness acceptance curiosity and empathy (PACE) approach.
- Senior Leaders, Whole staff team and students continue to work with external agencies such as Fearless organisation, Mapping of Local districts and Youth intervention officers to support the needs of students both in and outside of school. Student workshops and 1:1 sessions from Fearless organisation and have provided opportunities for both staff and students to discuss risks and provided sources of information to keep children safe. Group and Individual workshops have been delivered on Child criminal exploitation, Knife crime, substance misuse and Racism.
- Leaders actively support staff to help students build relationships with each other and staff, and develop appropriate strategies to self-manage their behaviour. As a result, there are more positive relationships between staff and students, together with improvements in teaching and stimulating curriculum activities, incidents of low level disruption are declining and more students are engaged in learning and remain in class for longer periods of time.
- Leaders use systems to identify trends in patterns and behaviours and preventative measures in the form of interventions are introduced to support social, emotional and mental health needs of students.
- Student Sporting provision has increased with students representing Unified Academy at the Surrey Special School Inclusive football tournaments and Sports day.
- Students are provided with great opportunity to develop life skills and build relationships with the wider community.

Current priorities for development are:

- To improve attendance still further so that students rarely miss a day from school.
- To develop all students as confident, self-assured learners and support them to develop excellent attitudes to learning that have a strong, positive impact on their progress.
- Ensure that staff are consistent in selecting the most appropriate Team Teach strategy for individual students in a variety of situations.
- Ensure that staff constantly re-examine and reflect upon their own relationships, values, attitudes and behaviours.

Personal development**Grade****2****Strengths:**

- All Year 11 students are supported to research and identify suitable college placements beyond school.
- The PSHE and tutor time curriculum teaches students how to maintain an active lifestyle that helps to keep them physically and mentally fit and healthy. Extra support during Covid restrictions has been provided to ensure students mental health is checked and any concerns followed-up.
- All our students have the opportunity to participate in PHSE and RSE learning that informs their understanding of the modern world and the cultures that make up their own communities and beyond. PSHE is given a high priority at UA because of the needs of the students.
- Discrete learning sessions and online assemblies discuss topics such as discrimination and covers racism, homophobia, bullying, the law and embracing different beliefs and cultures.
- Student council represent our student voice to discuss and debate a wide range of school issues that lead to improvements across the school. For example, student council members play an active part in appointing new staff.
- Throughout the school day, students have many opportunities to reflect on their behaviour and learning with staff to reduce incidents of reoccurring behaviour and celebrate the positives.
- Effective pastoral care by staff, including therapeutic interventions (ELSA, Music and CAL), ensures that students' physical and emotional needs are well met. This support is very beneficial in improving students' self-esteem and helping them to understand how best to manage any anxiety and, so, learn successfully.
- The rich curriculum successfully balances academic subjects with practical and vocational pursuits. Leaders regularly evaluate the curriculum to ensure that it enables students to develop additional skills and interests. A range of different courses help to enrich students' experience, develop self-esteem and confidence and promote equality well. They have a positive impact on students' spiritual, moral, social and cultural development. Students learn to appreciate how people from different cultures, faiths, backgrounds, including those whose characteristics are protected in law, contribute to life in modern Britain.
- Through PSHE, break and lunchtimes students learn about the benefits of leading a healthy lifestyle and of regular exercise. They also learn how to stay safe when using the internet. They are taught to be alert in spotting unusual behaviour by adults, and the dangers of being drawn into extremism
- The assessment of risk for all activities, including trips helps to keep students safe in and out of school.
- Comments received via email, telephone and 1-2-1 interviews show that parents and carers are overwhelmingly positive about how the school is supporting their child.
- The ALP curriculum extends beyond the academic or vocational. The Secret Garden Sanctuary provides enriching experiences that enhance pupils social and moral development by engaging in care of rescue animals, whilst work with Sporting chances to promote inclusivity and diversity through sports develops moral, social and British values. Students are able to express their personal interests and where possible, attend workshops and enrichment activities.

Areas of focus:

- Ensure that students have the skills and resilience to undertake extended periods of work experience.

Current priorities for development are:

- Ensure that students understand how to keep themselves safe in different situations.
- Ensure that the careers programme meets the Gatsby Benchmark Standards in full.
- Ensure the continued development of a high-quality work experience and careers programme.
- Development of Safeguarding and Well-being Student ambassadors alongside the student council to increase student voice.

<input type="checkbox"/> Leadership and management	Grade	2
--	--------------	----------

Strengths:

- The school's culture and ethos has undergone a significant shift focussing on a students centred, reflective approach. This has been achieved through the relentless drive by senior leaders to demonstrate best practice and having a clear and ambitious vision for students to access a stimulating curriculum that enables them to re-engage with learning.
- Leaders are confident in identifying the strengths and areas for improvement in teaching. An intensive staff training programme enables teachers to improve their subject knowledge, plan effective lessons and deploy the most appropriate teaching strategies to help students be the best they can. Specialist subject consultants have worked with a range of staff, including those on teacher training courses, to improve subject knowledge and pedagogy.
- In 2021/22, Year 11 students successfully completed their courses and achieved positive outcomes in a number of recognised qualifications, including entry levels, functional skills and GCSE, at the end of key stage 4.
- 13 out of 20 year 11 students sat GCSE examinations in subjects including English Language, Mathematics, Biology, Art and Design, Physical Education, Food Preparation and Nutrition and Design and Technology with a 100% 1-9 pass rate.
- 45 GCSE qualifications awarded in total for students, a significant increase from the 6 awarded in 2020/21
- Leaders work well with a range of services and community resources, linking with local businesses, ALP, charities and community projects.
- The principal has developed positive relationships with teacher and support staff associations. She is fully committed to utilising the most appropriate strategies to manage and reduce staff workload.
- Staff briefings at the beginning and the end of the day, combined with an open door policy from all senior leaders ensures that staff feel confident that managers will challenge and address harassment and protect staff well-being. Regular line management sessions, half termly reflection and regular teachers/support staff meetings with the SLT, ensures that staff concerns are heard and timely support actioned.
- Governors bring a wealth of experience and expertise to the role. They receive high-quality training and benefit from the trust's governance team. Their statutory duties are fulfilled through a clear scheme of delegation via a portfolio holder model, covering: ethos, vision and strategy, HR, safeguarding, health and safety, business, development and marketing, teaching and learning and finance and resources.
- As portfolio holders, they monitor the quality of the academy's work. They discuss their findings with senior staff and the deputy CEO, which gives them an accurate view of the school's performance. Governors have ensured that all staff are challenged and supported through a rigorous appraisal system.
- The school's culture of safeguarding is strong. Effective systems are in place to help to keep students safe. Any concerns are quickly raised, documented appropriately, and referred to external agencies, as required. The school engages well with parents and carers in its safeguarding work. Leaders take effective action to minimise risks to students.

- Staff have a thorough understanding of the most up-to-date safeguarding guidance, attend regular training and use it well to remain vigilant and alert to any concerns arising about individual students.
- **Current priorities for development are:**
- Leaders continue to adopt a relentless approach to driving forward improvements in the QoE, so that all students receive effective teaching in all subject areas and achieve their full potential.
- Continued development of teaching and subject leadership.
- Continue to grow leadership capacity at all levels.

