Self-Evaluation Form (SEF)

2024-2025

Context of the School
Reigate Valley College (RVC) is a Pupil Referral Unit for pupils aged 5 to 16. Our provision is on three separate sites. KS1 and KS2 site Phoenix campus staff and facilities for 10 pupils. KS3 intervention site Allingham Road campus staff and facilities for 12 pupils. KS3 and KS4 site Sidlow Bridge campus for permanent exclusions staff and facilities for 30 pupils. This site also has 6 KS4 pupils on a 12 week intervention programme. Reigate Valley College caters for pupils who have either been permanently excluded from mainstream school or attend on an agreed short term intervention placement, where they are dual-rolled with the substantive mainstream school. The majority of pupils in KS4 remain at RVC until the end of year 11, although if it is considered to be in the best interests of the child, reintegration into mainstream education will be considered. We currently have space for **52** pupils on roll at the separate sites. There is a lot of mobility of pupils due to reintegration and referrals so the amount of pupils can fluctuate. The KS3 & KS4 site (Sidlow Bridge Campus) curriculum focuses on a combination of core subjects, vocational courses and enrichment activities. There is a strong focus on challenging the behaviours of our young people and giving them the tools for success in building relationships with others, as well as increasing their confidence thus enabling them to succeed in other aspects of their lives. The majority of pupils on this campus are permanent exclusions with the exception of one year 10 class who are on a 12 week intervention programme, due to their risk of permanent exclusion. The KS3 site (Allingham Road) curriculum offers a 12 week intervention programme for KS3 students who are at risk of permanent exclusion. The primary focus of the intervention is to explore the barriers that are preventing the students from successfully accessing mainstream education and consider how these can be addressed. In addition to this, we identify possible SEN needs, advising and supporting the mainstream schools and parents on how to move forward with this. Our curriculum is built on a bespoke offer that encourages building positive relationships, a variety of life skills and supports the students' readiness to learn.

The Phoenix Campus has capacity for three KS1 children and seven pupils in KS2. The cohort are a mixture of permanently excluded children and those offered a fixed period intervention of up to 12 weeks.

In addition, RVC and the other schools in the trust are supported by the Alternative College. This is a provision to support pupils with additional needs through 1:1 lesson and remote teaching support.

Reigate Valley College is led by a CEO who is a National Leader of Education (NLE).

KS4

	At least 1 quals 1+	***5 or more quals 1+***	***5 quals 4+***	***5 quals 1+ inc En & Ma***	***5 quals 4+ in En & Ma***	***Grade 1+ En***	***Grade 4+ En***	***Grade 1+ Ma***	***Grade 4+ Ma***
2022-23 14 pupils	*93%*	*64%*	*0%*	*0%*	*0%*	*79%*	*14%*	*93%*	*0%*
2023-24	*100%*	*57.1%*	*0%*	*43%*	*0%*	*71%*	*0%*	*57%*	*0%*

Year 11 pupils also received 110 AQA award units between them in addition to the qualifications above.

School roll 23/9/24

	Pupils	M	F	PP	FSM	LAC	EAL	SEN	EHCP
Rec	0	0	0	0	0	0	0	0	0
Y1	2	1	1	0	0	0	0	2	0
Y2	1	0	1	1	1	0	0	1	0
Y3	2	1	1	1	1	0	0	2	0
Y4	1	1	0	0	0	0	0	1	0
Y5	2	2	0	0	0	0	0	2	0
Y6	0	0	0	0	0	0	0	0	0
Y7	0	0	0	0	0	0	0	0	0
Y8	5	2	3	3	3	0	0	5	0
Y9	5	3	2	4	4	0	0	5	0
Y10	9	4	5	7	7	0	0	9	1
Y11 SB	11	6	5	4	4	0	0	11	0
Total	38	20	18	20	20	0	0	38	1

School attendance

AUTUMN TERM 2023	End of Term	**SPRING TERM 2024**	End of Term	**SUMMER TERM 2024**	End of term
Overall attendance %	70.4%	Overall attendance %	72%	Overall attendance %	69.8%
Overall authorised abs	11.6%	Overall authorised abs	11.4%	Overall authorised abs	12.8%
Overall unauthorised	18%	Overall unauthorised	16.6%	Overall unauthorised	17.4%

GCSE result data

Year	RVC 2023-2024 (7 students)	Latest Available National Average	Difference	RVC 2022-2023 (14 students	Difference 2022/23 - 2023/24
At least 1 GCSE or equivalent	71.4%	57.7%	13.7%	92.9%	-21.5%
5 or more GCSEs or their equivalent	57.1%	12.3%	44.8%	64.3%	-7.2%
English and Maths GCSEs or their equivalent 9-1	71.4%	Not available		71.4%	0%
At least 1 GCSE 9-4 or their equivalent	57.1%	20.3%	36.8%	21.4%	35.7%
5 or more 9-4 or their equivalent	0%	1.4%	-1.4%	0%	0%
Accreditation achieved	100%	57.7%	42.3%	100%	0%

Year 11 pupils also received 199 AQA award units between them in addition to the qualifications above.

Safeguarding information 1/10/24

Year Group	*CSPA referrals (Summer Term 2024 to date)*	*TAF/EH*	*CIN*	*CP*	*Looked After*
KS1/2	*3*	*2*	*0*	*0*	*(1 SGO)*
KS3	*0*	*2*	*1*	*0*	*0*
KS4	*1*	*6*	*1*	*0*	*0*

Destinations of pupils from the KS1&2 Phoenix Campus 2023-24

	Number	Percentage
Mainstream School	6	46%
Special School	3	23%
Moved out of area	0	0%
Remains on roll for 23-24	0	0%
Home educated	4	31%
Total	13	100%

Goals RVC is striving for

- To help reduce the number of PEX students in the local mainstream school community (long term target).
- For all enrolled pupils to have gaps in their learning identified and an intervention program offered.
- To enable all pupils to have the opportunity to experience accelerated academic progress and to raise confidence and self-esteem.
- To identify the barriers to learning for all pupils and implement strategies to begin to alleviate these.
- For the children to return to their mainstream school via a phased reintegration process.
- To improve outcomes for pupils and minimise NEETS for our leavers.
- Improve attendance.
- Improve literacy across all of the key stages to improve pupil accessibility.

Overall Effectiveness

- RVC has an excellent reputation with the local mainstream schools and agencies it collaborates with.
- The schools offer a broad and ambitious curriculum to promote accelerated progress, whilst also addressing many of the barriers to learning. Specific baselining tools and teacher assessment identifies secured learning and informs teacher planning. Gaps in learning are addressed with a specifically tailored intervention program.

- Staff are experienced and skilled in addressing behaviour and issues associated with ADHD, ASD, PDA, Trauma, Anxiety and Speech and Language complexities. Understanding individual learning styles, changing pupil's attitudes towards learning and increasing their attendance has contributed towards the strong academic progress experienced by the pupils.
- At appropriate times staff can offer outreach work to mainstream schools.
- Reading and phonics have been prioritised in recent years, with a new MAT literacy policy implemented to improve literacy across all key stages. This emphasis on literacy development is evident in RVC's approach to reading instruction, this includes daily phonics lessons and a variety of initiatives to foster a love of reading.
- RVC is pupil focused and staff ensure appropriate destinations are found for pupils to support them in their next stage of learning working collaboratively with different schools and agencies.

- **Safeguarding is robust**. RVC has created a culture where safeguarding is paramount, and both pupils and staff have a clear understanding of procedures, promoting a safe and secure environment for learning

- RVC has created a culture which advocates for pupils and families who feel hugely let down and negative towards education. Through its consistent approach to these families RVC changes the narrative on education and often the future prospects for these people.

Quality of Education

Evidence that supports the judgement:

- Key information is gained through baselining pupils on arrival at RVC. Baselines are completed using PIRA, PUMA and teacher assessment in Primary, and CATs and information form previous schools in Secondary, both of which provide standardised scores or information that helps in providing support in the classroom. This informs staff of where they need to differentiate for pupils' learning. Pass testing on entry and exit. Baseline assessment in English + Maths, YORK reading assessments.
- At Primary and for KS3 Interventions SNAP Behaviour data is gathered from the pupil, their parents and their home school. This tool analyses information on where the student may be finding aspects of learning and their behaviour difficult. This information allows staff to plan accordingly to support pupils in making accelerated progress.
- Pupil outcomes and results in comparison to referral information received on the pupil often highlights the quality of the provision that aids pupils progress.
- **At Primary (July 24):**
  Reading - 47% of children made Outstanding progress; 15% Expected progress; 38% Below expected.
  Maths - 47% of children made Outstanding progress; 38% Expected progress; 15% Below expected.
  Writing - 62% of children made Outstanding progress; 8% Expected progress; 30% Below expected.

Next Steps:
Curriculum Intent: -

- At RVC we aim to create a safe environment and provide the pupils with an engaging, varied and relevant curriculum which meets the needs of all pupils, including those with SEND.
- The pupils that we receive are most often disengaged with school and present a lot of barriers to learning and show a range of behaviours that has led them to be referred to us.
- The intent of the school and indeed the curriculum allows us to build positive relationships with pupils to best identify causes of behaviour and work with pupils to identify strategies or build confidence to allow pupils to move forward in their education.

- The RVC curriculum aims to develop pupils' skills to help them succeed with their next steps in education. Each site works with a differing set of pupils and associated challenges. KS1 and KS2 consistently deal with pupils in need of an EHCP and create a nurturing learning environment to support this process. In KS3 at Allingham Road Campus pupils are equipped with skills for mainstream school in the curriculum identifying gaps of learning and supporting the pupils back to mainstream. The Sidlow Bridge Campus KS3 and KS4 deals with both pupils in need of EHCP as well as pupils being reintegrated back into mainstream as well as pupils who stay with us and complete their GCSE's.
- Enrichment opportunities over all sites are built into the curriculum, but specifically on a Friday at Sidlow Bridge and Monday at Allingham Road. These opportunities give pupils the chance to develop social skills as well as their own personal development. The activities planned look to build on teamwork, resilience, determination, sense of achievement and communication skills.
- At Secondary the focus from Monday to Wednesday is academic with Thursday being used to deliver a wide range of vocational courses as well as Art to give pupils opportunity to shine in different areas of the curriculum. Pupils in year 10 and year 11 can also take part in work experience on Thursday and Fridays to help with networking for post 16 and preparation for working life. Pupils who have taken part in this have a great success rate post 16 with their options.

Curriculum Implementation

Sidlow Bridge Campus

- Upon arrival, pupils undertake CAT tests to identify areas of strength and need and to find a starting point for teachers to begin to deliver the curriculum. They can highlight areas where students have significantly struggled and may have unmet needs, or have exceptional skills that may not have been recognised.
- This means the curriculum has to be flexible with the cohort of pupils to help give them trust and success but to still challenge pupils to reach their own goals.
- To give pupils access to qualifications through improving numeracy and literacy, as due to many circumstances our pupils' numeracy and literacy levels are at a low level.
- We offer a broad and balanced curriculum; a mixture of core, vocational and life skills.
- English, Maths, Science, Citizenship, core PE, PSHE, Princes Trust (personal development and Employability skills) Btec Home cooking skills and Duke of Edinburgh as core subjects.
- Pupils also have 3 option blocks that they can choose from. Mechanics, Art, Sport, Hospitality, History, Health and Social, Childcare, travel and tourism and lastly Land based studies..
- Enrichment opportunities are built into the curriculum; students engage in themed practical activities onsite and learning experiences outside of the classroom.
- Teachers have a strong subject knowledge and are continuously developing their working knowledge of the national curriculum, especially in their areas of expertise. Expertise is shared amongst staff and across the Trust.
- There is a strong emphasis on careers and future life choices, with all subjects contributing to the Gatsby benchmarks.
- Staff keep up to date with training through CPD sessions and whole school INSET days.
- Staff constantly update SEND observational notes and target setting ensure adaptive learning is effective.

Allingham Road Campus

- Students have opportunities to improve their literacy and numeracy skills throughout the curriculum. This may be through explicit interventions or through themes within the curriculum areas.
- Students study a variety of creative subjects such as Art, Mindfulness and Cooking.
- Students also access lessons specifically focussing on their emotions and the choices they make
- The curriculum supports development of skills that encourage students to have positive interactions within their school community and their wider community.
- The curriculum offer is enhanced by work that is done with individual mentoring and giving them positive time to reflect on past behaviours.

Phoenix Campus

- Both the Key Stage 1 & 2 curriculum are carefully designed and implemented to create an engaging and informative learning experience for all pupils.
- The curriculums are planned with specific reference to the current cohort of children, with particular emphasis on individual academic levels and learning styles in order to achieve a high level of adaptive teaching opportunities and optimum learning conditions.
- The KS1 curriculum is based around the TEACCH concept and offers an engaging and challenging timetable. There is an emphasis on phonics, reading and literacy skills which underpins the curriculum.
- The KS2 timetable offers an ambitious curriculum for pupils who have experienced barriers to their learning in their mainstream schools and are invariably not at an age related academic level. Reading is a priority. The IET Reading Strategy has been implemented in full.
- Targeted interventions to begin to address gaps in learning are considered for a large portion of the group.
- Praise assemblies occur every Friday and celebrate achievements throughout the week.
- Enrichment opportunities are recognised as imperative to the development of the primary pupils with an emphasis on opportunities for cultural capital. This will include life skills such as cooking, visiting shops and buying items as well as educational visits that compliment the curriculum.
- For both KS1 and KS2 the reading initiative “Campfire Club” was created to change attitudes or continue to nurture a love of reading. This includes trips to the local library to choose books that the adults and pupils will read to the group.
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Curriculum Impact: -

- The curriculum has shown progress in academic results.
- 100% attendance of GCSE exams.
- Pupils have shown improvements in engagement shown through data collections.
- Successful reintegration of pupils to mainstream or specialist provision.
- Positive feedback from parents of pupils wanting to come to school and being more engaged than they ever have before at school.
- Confidence levels of pupils in their learning comes across as less behaviours being used as avoidance tactics in lessons.
- Pupil increase in reading levels giving them more access to examinations.

Next steps for Quality of Education

- More intervention at KS4 for those students who are not making the required progress in English and/or Maths. Current Y11 is a priority based on last year’s scores and their proximity to leaving RVC.
- Improvements in year 11 leavers outcomes through Science giving pupils better access to qualifications.
- Other literacy initiatives to improve access to the curriculum, engagement and confidence.
- Pupils whose needs we do not fully meet at this school take a lot of strategies and time, taking away time from other pupils, who would benefit

Behaviour and Attitudes

KS3 & KS4

- Part of the school culture is to constantly promote positive relationships through the curriculum and pastoral team. Pupils are set high expectations with consistent boundaries with a restorative culture when behaviour does not meet our expectations.
- We have established clear routines in the morning and consistent rules in terms of uniform and behaviour which has seen pupils constantly challenge the authority of the school. This has been met with the same message.
- Pupil movement around the site and being out of lessons has improved dramatically and pupils are starting, on a more consistent basis, to choose the right option.
- The sanction of taking away pupil transport at the end of the day has been a really good reinforcement of school expectations.
- Positive texts and phone calls have also been very helpful in terms of building positive relationships and expectations with staff. This has empowered relationships with pupils and parents, giving positive energy back to families about the education system.
- Pupils receive positive comments on a weekly basis to build confidence and celebrate meeting expectations.
- Tutor groups have been better established giving students a consistent point of contact every morning and a sense of cohesion within their learning groups. The tutors are also making regular contact home, celebrating success and reinforcing expectations with both students and families.
- Pupils are to be supervised at all times limiting negative interactions, and also supporting staff and pupil relationships.
- Daily briefings in both the morning and afternoon are pupil focused looking at strategies and sharing the positive and negative behaviours. This is a brilliant tool for seeing the whole picture of a pupils day to understand behaviour and need.
- Students tell us that they are listened to and respected by adults and other children. They know who to approach if they have a problem and know that issues are dealt with promptly and effectively. They value the form tutor and Mentor role and feel that they can go to staff members if they have a concern or problem. They also feel part of the decision making of the school due to the student voice and life skills lessons.
- The Behavior, Personal, Social Development (BPSD) profiles for individual students show improvements in overall individual behaviour over time.
- The 'Going for Gold' system for positive behaviour and development of our core values has been a huge success. There is the celebration of achievements, with award trips at the end of the term.
- Students respect each other and incidents of racism or harassment are rare and challenged immediately. The school has a comprehensive policy for challenging and managing incidents of peer on peer abuse. students have a good awareness of their own needs and the needs of others within the school. All staff have received training, including 'PRICE', FGM, ACEs and PREVENT training.
- De-escalation and positive relationships is how we deal with challenging behaviour and this works consistently and exclusions are used as a very last resort, the school has used alternative strategies to exclusions.

Phoenix Campus KS1 &KS2:

- The pupils that are welcomed to the Phoenix are invariably highly complex children, with behaviours associated with, or a diagnosis of ASD, PDA ADHD or a neurological disorder, or have been negatively impacted by trauma or anxiety. This can have a profound effect on their conduct in school and indeed on other children.
- The staff are dedicated to improving the children's attitude and approach to school and indeed improving their life chances. Trusting relationships are formed with staff which underpins all future interactions.

- Each child is discussed at length on a daily basis in the after school debrief. Strategies are discussed and implemented. Recording of behavioural incidents are entered in Arbor or CPOMS.
- The Phoenix campus has the use of a calm room where pupils can visit as a safe space if they recognise they are experiencing negative feelings which is affecting them adversely. The calm room is also used when a pupil might be experiencing an aggressive incident where PRICE trained staff deem it important for pupil safety and welfare to escort the child there. De-escalation techniques are employed to minimise the duration of this visit. Staff will reflect on the incident with the pupil before they rejoin the school day.
- The relationships with parents and carers is considered to be vital and invariably becomes extremely trusting over time. Communication occurs in person at the school gate, with teachers writing daily / weekly emails or by telephone and via the KS1&2 Home School Link Worker.
- The behaviour management and reward system implemented in the KS1 classroom is based around TEACCH and is specifically and subtly adapted to suit the current cohort of children.
- The behaviour management system used with the KS2 children is based around achievement with behaviour and learning throughout lessons and play each day and recorded on a tracking sheet. There is also a system of instant rewards (stickers) that accumulate over the day and weeks for pupils to earn tangible rewards as they achieve certain thresholds. These rewards are celebrated in the praise assembly with an accompanying certificate of achievement.
- Behaviour is measured using the BPSD (Behaviour, Personal & Social Development) assessment tool.
- The pupils like being at the Phoenix. This is evidenced through parent / carer questionnaires and conversations as well as feedback from the children.
- Pupil welfare is paramount at the Phoenix. Interventions with Draw and Talk therapy as well as ELSA and PSHE lessons are deemed vital. The Phoenix has a trained Children's Mental Health First Aider on site.
- Attendance improved for 100% of all pupils during the 2023-24 academic year at the Phoenix compared to their mainstream school.

Behaviour and Attitudes Next Steps

- We are working with pupils who have struggled and have a history of poor behaviour so incidents will always happen as they learn about their own behaviours and how to control them, each day is different but key indicators such as attendance behaviour records and attitudes to learning will help show the progress our pupils make.
- While our overall attendance figures are strong, we recognise the need to further strengthen our approach to supporting pupils with persistent absence. We will work closely with our inclusion officer and families to develop bespoke, reactive strategies that address the unique barriers faced by these individuals. This may include tailored interventions, closer monitoring, and more frequent communication to ensure no child falls through the cracks.

The school has realistic ambitions to address any diagnosed / undiagnosed conditions that pupils present with, which has invariably inhibited and adversely affected behaviours and attitudes towards school and learning. With the implementation of appropriate strategies, all staff forming positive and trusting relationships with the children, as well as an appreciation for the behaviour management and associated systems, the pupils become more relaxed, happier and confident they will receive the support they believe they need. They begin to experience success. As a result the attendance figures improve for the vast majority of pupils at the Phoenix compared to their mainstream school.

Personal Development

- Routines are embedded daily with expectations clear on arrival to school from handing in belongings to the offer of breakfast.
- Staff and students eat together which gives a sense of community and the opportunity to remind students about appropriate behaviour when eating.
- Students often start their time at RVC very unsettled but through repetitive and consistent routines and boundaries they are able to settle and find appropriate avenues for support
- Students form trusted relationships with safe, reliable and consistent staff. This is an essential platform for helping students regulate themselves but is also a template for healthy attachments going forward.
- The school works closely with partners such as school nurses to offer sexual health and contraception advice, youth services and police to ensure that students are offered up to date and relevant information around risk, knife crime, county lines, exploitation and links to positive extra-curricular opportunities.
- Draw and Talk therapy, ELSA, PSHE, Restoratives, assemblies including praise assemblies, cultural capital opportunities and mentoring sessions, all aim to progress personal development.
- Enrichment activities help students to understand the wider world and to give them opportunities to try new things. This encourages them to take risks and put themselves out of their comfort zone. Opportunities are arranged in termly themes such as 'Culture' where students had the opportunity to explore landmarks in London, to 'Pushing Boundaries' which saw our students climbing and paddleboarding.
- Students are also encouraged to develop their skills in independence and responsibility. With this comes learning about actions and consequences. Our reward systems offer opportunity for short term weekly rewards and longer term rewards linked to behaviour and engagement. We work hard to recognise even small progress to ensure positives are built upon.
- Particularly at Primary, the school day consists of a number of opportunities for play. These often present as occasions when the children experience difficulties with friendship issues, challenging game situations or conflict. Through staff interventions, the children begin to learn how to manage their emotions in an improved manner and begin the process of learning how to resolve these issues in a satisfactory manner.
- Detailed RSE audits ensure that we are covering all relevant aspects across the board.
- Post 16 destinations are a focus throughout with students accessing Princes trust units in career planning and money management to ensure this planning takes place early. We work closely with Coast to Capital who have arranged and funded positive opportunities such as site visits, college tasters and access to entrepreneurs to inspire and motivate students.
- RVC strives to give as many opportunities to access the Gatsby benchmarks and will be flexible with time tabling when positive learning experience are available.
- Student voice is a high priority across the school and specific staff members have clear responsibilities for developing this and sharing feedback with senior leaders.
- Staff have been allocated specific responsibilities to develop a meaningful tutor activity.
- At the core of what we do is helping learners with their personal identity and giving them a safe space to really understand themselves. Our learners have an array of opportunities designed to help them discover who they are and build upon these aspects.

Personal Development Next steps

- Pupils reintegration process back into school to be streamlined across all the sites to be consistent to support all involved in the programme.
- Votes for Schools and Life Lessons to be trialled to cover all aspects of RSE by a wider group of staff.

- Strengthen our Careers Education, Information, Advice and Guidance (CEIAG) provision: Building on our existing partnerships Surrey Careers, we will work to provide even more comprehensive and tailored support for our pupils in exploring their post-16 options and developing essential life skills. This will include increasing the range of work experience placements, employer encounters and college taster sessions available.

Leadership and Management

- Leaders have a clear and ambitious vision for providing high quality education to all pupils. This is realised through strong shared vision and values, and consistent practice.
- The Director of Education (DOE) line-manages the Headteachers and has a wealth of experience in PRUs, which is of great benefit to the Deputies,
- The DOE acts as the 'gatekeeper' for student referrals. She ensures consistency across the trust and ensures that mainstream providers are fully aware of the protocols for referral at all times.
- Head of School is currently undertaking NPQH to improve knowledge and understanding of a headship.
- Through daily reflective briefings actions and solutions are found to deal with problems that arise to make sure they do not continue to inhibit learning.
- Leaders have created a culture where there are clear ambitions for all pupils and will champion them throughout their enrolment and at times, after they have moved on. This approach is mirrored by all staff.
- Staff are involved in decision making and appreciate the Leadership's trust and confidence in them, this is evidenced by staff surveys.
- Constant evaluation of pupil's needs adjusts the personal and learning strategies and prompts pupil progress.
- Staff are deployed to support the needs of the pupils. Timetables include opportunities for academic and emotional and social interventions.
- The wellbeing of all staff is of paramount importance. All staff are aware of the leader's understanding and attitude to looking after the staff.
- The school has developed a culture where the safeguarding of children is of the utmost importance. Relevant training for all staff is delivered. On arrival at RVC priority is given to evaluating pupil needs with ongoing processes to identify potential abuse or risks.
- The Deputy Head of Centre based at the Phoenix is also the Chair of the MAT Wellbeing Working Party. There is a concerted push to promote staff wellbeing throughout the MAT with a number of interventions planned throughout the coming year. This will include the creation of a Wellbeing Charter, the implementation of a Wellbeing Evaluation Tool, the appointment of Senior Mental Health Leads and the training and deployment of trained Clinical Supervision staff to offer sessions to all colleagues who recognise they need support. Staff wellbeing is measured annually through a questionnaire. Results have improved year-on-year.
- Staff are offered Supervision sessions to discuss issues that are potentially affecting their own mental health and wellbeing.
- Governance - LGBs
- Trust Governance

leadership and management Next steps

- Enhance Professional Development Opportunities: While our staff are highly dedicated and skilled, we recognise the importance of ongoing professional development to ensure they are equipped to meet the evolving needs of our pupils. We will expand our CPD programme to include more targeted training in

areas such as trauma-informed practice, behaviour management, and effective interventions for pupils with special educational needs.

- Strengthen Collaboration with Mainstream Schools: As a Pupil Referral Unit, we play a crucial role in supporting the reintegration of our pupils into mainstream education. To further strengthen this process, we will build upon our existing relationships with local mainstream schools, sharing best practises and working collaboratively to ensure a seamless transition for our pupils.
- Develop a Comprehensive Succession Planning Strategy: To ensure the sustainability of our outstanding leadership and management, we will implement a robust succession planning strategy. This will involve identifying and nurturing future leaders within our staff, providing them with opportunities for professional development and leadership experience, and ensuring a smooth transition when changes in leadership occur.

Leaders are dedicated to providing a curriculum and school experience that will ultimately prepare the students for the next stage of their education and beyond. There is a holistic approach to achieving this with extensive work with the students, parents / carers, previous schools and relevant agencies. This ultimately involves the entire school staff.

School leaders put the utmost importance on safeguarding and have robust procedures in place. All staff are trained, aware and contribute fully to the culture that exists. Leaders are extremely conscious of the demands on all staff working with children who present with an array of issues associated with them being unsuccessful in a mainstream school. This invariably displays as challenging behaviour. Staff have the full support of the leaders who operate an open door policy to discuss issues.