

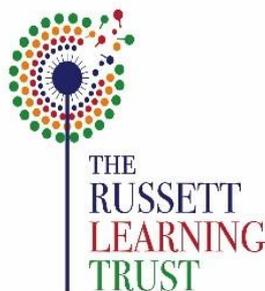
The Russett School

Self-Evaluation Summary

Who we are and what we do

- The Russett School is an academy for pupils and students with Severe, Profound and Complex needs between 2 – 19 years, working in partnership with The Russett Learning Trust. Our vision is to promote OUTSTANDING achievement for ALL. The Trust's vision is *Challenge for Achievement*.
- All our pupils make good or outstanding progress and leave us better prepared for their onward journey in life into adulthood.
- We provide an outreach service, COaTS (Community, Outreach and Training Service), offering advice and training in the management of disability and special educational needs to pre-school settings, primary and secondary schools and other providers on request.
- We were accredited as a National Support School in March 2018, with the Executive Headteacher awarded National Leader for Education status at the same time.

Working in partnership with



Challenge for Achievement

The effectiveness of leadership and management is outstanding because:

- Over time, an outstanding *team* of leaders has been developed, empowered to model, promote and monitor the fulfilment of the high expectations we consistently place on staff and students. Responsible delegation results in leaders having a highly visible presence in the academy. The balance of trust and accountability leads to an environment where staff know they have support where needed but are equally very aware that they are held rigorously to account.
- Systematic, detailed self-evaluation runs throughout the academy which results in clear identification of future priorities and provides evidence of current outstanding provision and outcomes. The evidence base for judgements is extensive, including highly effective use of external professional evaluation and reportage.
- Strong strategic oversight of resources, along with exceptionally effective governance, has resulted in the academy being in a strong financial position to make continuous improvements to the teaching and learning environment.
- A culture of transparency, openness and professional respect and collaboration has led to the development of a curriculum that is tightly matched and continuously adapts to the needs and abilities of our students.
- Well-judged, significant investment in continuous professional and leadership development (CPLD), well-matched to the needs of the academy, mindful of national priorities and context and continuously adapting to both the changing demands of our students and building on the potential of staff, has resulted in high staff retention rates, strong recruitment and strong succession planning. This has ensured that the capacity of the academy for sustainable growth and development has been enhanced year-on-year.

We will sustain excellence in leadership and management and further develop effectiveness by:

- strengthening the interactions between senior and middle leaders, so as to develop the capacity of middle leaders to diagnose complex issues, identify solutions and deliver actions, building on existing best practice
- sharpening the focus for CPLD, so that there is even greater consistency and synergy between whole-school, departmental and individual improvement/development.

The quality of teaching, learning and assessment (TLA) is outstanding because:

- Formal observations of teaching and learning, coupled with findings from learning walks, 'drop-ins', informal observations, work scrutinies and analysis of pupil achievement data – forming an exceptionally strong evidence base – all confirm that:
 - there is strong and secure pedagogical knowledge within the classroom professional teams
 - there is deep and effective collaborative team work within each class base
 - there is an outstanding understanding of the individual needs of all pupils
 - teaching is adapted highly effectively to match pupils' individual needs, interests and abilities
 - class teams effectively use assessment information, including pupil progress data, to ensure that all individuals are progressing towards their aspirational goals.

We will sustain excellence in TLA and further develop their effectiveness by:

- continuing to assess the skills sets of our staff and the effectiveness of our curriculum and assessment arrangements in order to maintain high levels of expertise in the face of the changing cohorts nationally and locally and build the outcomes into our CPLD programmes.

Pupils' behaviour, personal development and welfare (BPDW) are outstanding because:

- external audits continue to show that the school maintains the highest possible standards in safeguarding; both parental and pupil surveys confirm that young people enjoy and feel safe in the academy
- Our extensive evidence base, including analysis of half-termly behaviour reports, demonstrates that:
 - pupils' attitudes and behaviour within lessons are highly conducive to engaged learning and achievement
 - outside lessons and in less structured situations, behaviour is of an equally high standard
 - staff are highly skilled in managing behaviour – as a result of our high investment in CPLD – fully embracing our whole-school approach to positive behaviour support
- over a period of years, our headline figure for attendance has been above the national average for special schools
- home-school links are exceptionally strong as a result of the work of our family liaison worker and other leaders, developing consistency between behaviour and communication strategies used in the academy and at home, with clear benefits as a result to pupils in terms of behaviour, engagement in everyday life, independence, confidence and future life outcomes
- as a result of strong careers provision, including the outstanding work of our job coach, students and their families, where appropriate, are very effectively supported in developing an understanding of necessary employability skills and in making well-informed, aspirational but realistic choices of meaningful pathways
- our strong PHSE programme is well planned and taught, resulting in our students developing an understanding of healthy lifestyles, personal safety and safety in the community
- we provide many opportunities for students to see themselves as full and active members of, and contributors to, society. Our school's culture recognises, supports and helps the students to develop the values they need to be tolerant and respectful citizens.

We will sustain excellence in BPDW and take work in this area forward by:

- strengthening our arrangements for students to make their views known, so that we can take account of them when shaping our provision and plans.



Pupil outcomes are outstanding because:

- Termly analysis of pupil progress data, termly evaluation of progress towards achievement of annual ECHP targets, analysis of behaviour incidents, observations of learning and pupils at work, scrutiny and moderation of pupils' work, informal feedback relating to students' onward transition from academy and case studies – forming an exceptionally wide evidence base – all confirm that
 - over the course of the last full academy year, the vast majority of pupils met or exceeded their aspirational targets
 - over that same period, there were no significant differences in the performance of any identifiable pupil group, including those eligible for the pupil premium and students supported by other, additional funding
 - during the *current* academic year, the vast majority of students are on track to make or exceed their aspirational targets, with a similar level of consistency across different pupil groups
 - where students are identified as potentially not meeting their targets, early interventions are clearly making a highly positive impact on outcomes
- Well-taught, clearly structured programmes, supported by targeted investment in appropriate resources, help lead to positive and improving outcomes in literacy and numeracy. This includes a large proportion of one-to-one support provided by a highly trained higher level teaching assistant (HLTA).
- Students are successfully supported in the identification of the most appropriate transitional pathways, including a supported internship/employment pathway, provided by the Trust.

We will sustain excellence in pupil outcomes and continue to improve them by:

- continuing to ensure that the assessment schemes to measure progress continue to be appropriate and aspirational, given the changing national agenda
- working to broaden the range of destinations for students.