

Self-Evaluation

Self-evaluation summary	Date: September 2019	Overall effectiveness grade: Good
<p>The Endeavour Federation provides education for children with social, emotional and mental health issues. The Federation comprises of day provision for KS2 and KS3 children at Southern Cross School in Chorlton, Meade Hill School in Higher Blackley, KS4 day provision at Castlefield Campus in Hulme and Wythenshawe Campus in the south of the city. There is a high proportion of pupils in our school who are in receipt of the pupil premium (approx. 70%). Over 15% of our pupils are children who are Looked After and many others are subject to Child In Need or Child Protection. The school operates a range of strategies focused on pupil progress and meeting the needs of all children based on our Nurture Framework.</p>		
Quality of Education - Good	Areas for development	Impact of actions taken so far
<p>The Endeavour Federation has a strong curriculum offer promoting ambition for all where choices are made to cater for the learning needs of all of our pupils. We aim to ensure all pupils make good progress and build resilience to enable readiness for the next phase of their life. Teaching staff in the Federation know their learners well. Alongside external data, on entry to the Federation all pupils are assessed in: reading, spelling and comprehension. Pupils also complete a dyslexia screening test and a cognitive ability test which is used to set targets. The secure baseline testing procedure ensures appropriate teaching and learning strategies, including identifying pupils who have fallen behind or who need additional support to enable all pupils to make good progress and achieve well. Teachers planning is of a high standard and demonstrates how Elklan strategies are being used effectively to support the retention of knowledge and skills. All teachers are specialists in their field, have good subject knowledge and are skilled in providing an education children with a range of additional needs. We have a clear framework of expectations for all teachers and teaching assistants and we regularly monitor performance. The carefully planned cross Federation CPD and QA system ensures that there is a rigorous pedagogical approach by all staff which is reflected in the high standards of teaching and learning resources and the quality of pupils' work.</p> <p>Analysis of the intake of pupils into our KS2/3 centres shows that a very small minority of pupils arrive with average ability. A large majority of our pupils are below average ability on entry to the school and a significant number who are well below average. All of our pupils arrive having missed significant amounts of education due to poor engagement and/or poor attendance. All pupils are set challenging targets based on nationally expected rates of progress these help to inform appropriate activity choices to ensure that all pupils receive challenge and stretch. Almost all pupils make good progress given their starting points.</p>	<ul style="list-style-type: none"> • Improve pupil progress in the non-core subjects • Review the KS4 curriculum to ensure it better meets the needs of all pupils • Fully embed the principles of ELKLAN • Develop strategies to improve the teaching of pupils on the ASD spectrum 	<ul style="list-style-type: none"> • 63% of all year 11 pupils have a GCSE in English and maths. • 50% of all pupils achieve 5 or more GCSEs including English and maths. • At KS3 89% of pupils made progress in mathematics and 71% made at least expected progress. • At KS3 89% of pupils made progress in English and 63% made at least expected progress. • At KS3 94% of pupils made progress in science and 68% made at least expected progress. • 31% arriving on average ability; 47% of year 7 are well below average ability • Formal observations show: <ul style="list-style-type: none"> ○ 96% good or outstanding teaching ○ 65% outstanding teaching • Teacher evaluation framework shows 85% of teachers are either Leading, Inspiring and Motivating or Deepening and Extending. No teacher was classed as Inadequate. 4 were Developing. • Pupil Progress Files for all pupils give a clear picture of each pupil's needs both academically and socially. • Teacher planning is a strength. • Quality assurance of pupil work shows that
Leadership and Management - Good	Areas for development	Impact of actions taken so far
<p>Our vision at the Endeavour Federation is to create a happy, safe, stimulating and positive environment where learning is at the heart of all that we do. We have a nurture approach which is supported through our therapeutic framework; evidence shows that this practice enables children to develop resilience and self-confidence enabling more successful academic outcomes.</p> <p>We have robust systems for dealing with bullying and promoting equality and diversity. Safeguarding across the Federation is rigorous and many elements exemplify best practice.</p> <p>We are committed to staff development; we offer a comprehensive training package which includes supporting NQTs and new members of staff. Each year we have staff involved in leadership development programmes. We work with well-respected organisations in the field of children's mental health to ensure training is high quality which has maximum impact on our pupils.</p> <p>The Endeavour Federation has high standards of accountability through a strong line management structure and appraisals. Pay progression for teachers is closely linked to performance.</p> <p>Staff resilience and wellbeing is essential to support them to remain emotionally available, attuned and responsive to their pupils providing co-regulation. Therefore staff support and opportunities for reflection/supervision are prioritised.</p> <p>We do not see off-rolling or permanent exclusion as an option for our pupils and will always look to find solutions to support and help them maximise their potential academically and socially.</p> <p>The School's engagement with stakeholders is positive: a range of methods are used to ensure a working partnership, including; daily phone-calls/Parentmail, Federation and school websites, termly newsletters, parents' and carers' information coffee mornings etc. We have fostered many successful partnerships with supporting agencies, businesses and charities to ensure the best possible academic and social experiences and outcomes for pupils such as: Stonewall, investors in people etc.) Need to add something about governance.</p>	<ul style="list-style-type: none"> • Expansion of the schools • Improve staff wellbeing • Develop a communications strategy • Develop leadership capacity throughout the schools 	<ul style="list-style-type: none"> • Staff absence reduced to 2.7% • All stakeholder views show a high level of satisfaction with the schools. • Robust safeguarding procedures delivered through our Senior Leaders for Pupil Welfare and supported by an independent safeguarding audit carried out by an HMI. • Provision of school based therapies and an SLA with CAMHS to support pupils • Staff turnover remains low overall at 5.1% for 2015/16, 2.1% for 2016/17, 5.6% for 2017/18 and 14% for 2018/19 • Governing Body with highly skilled members who know the federation. • Governors carry out visits to the schools, are involved with the writing and monitoring of the School Development Plan and carry out all statutory duties. • A comprehensive training plan for all staff. This includes Emotion Coaching, Mentor training and restorative approaches. • 96% of parents agree that school keeps their child safe and 90% say their child enjoys school, 95% say that the school deals with any discrimination and inequalities well • 77% of pupils say they enjoy school, 82% say they feel safe, 86% say that staff help them to manage their behaviour and 91% say that adults care about them.

Self-Evaluation

Personal Development - Good	Areas for development	Impact of actions taken so far
<p>The Endeavour Federation treats all children with unconditional respect and has high expectations for both adults' and children's learning and social behaviours. Our school is calm and purposeful and prides itself on excellent relationships and high level of care. Our in depth PSHEC curriculum builds on character development, looking at pupil's mental health and well-being, alongside the National Curriculum expectations. It allows children to develop a sense of worth, identity and achievement. All pupils are supported to learn effective, safe, ways of communicating their needs. Our children develop the ability to listen to others; cooperate and to appreciate other ways of thinking and behaving. By supporting children to develop their emotional regulation skills, which in turn will impact upon their ability to regulate their behaviour, they develop their British Values and become better citizens.</p> <p>The schools have a strong emphasis on the emotional curriculum and we employ our own drama and art therapists. We develop the pupil's Spiritual, Moral and Cultural well-being through daily mindfulness sessions, along with daily circle time to explore feelings and to help support behaviour. We employ our own Careers Advisor to ensure that our pupils are well placed in appropriate post-16 provision and are helped to maintain the placement. This works alongside our careers education through the PSHEC curriculum ensuring that pupils are prepared to move onto the next stage of their lives.</p>	<ul style="list-style-type: none"> • Further develop emotional literacy and Mindfulness • Improve the quality assurance of safeguarding • Further develop our nurture group provision 	<ul style="list-style-type: none"> • E-safe demonstrates that we have very few breaches of e-safety. Most cases involve the use of inappropriate language. • We have a dedicated Career Connect advisor and around 80% of our pupils are placed in post-16 provision. • 85% of pupils placed in Education or Training at the September Guarantee. • 91% of pupils say school helps prepare them for the future. • British Values are embedded in our Values and Ethos • All pupils have access to an Emotionally Available Adult at all times. • Pupil's emotional needs addressed at the start of every day to prepare them for learning.
<p>Behaviour and Attitudes - Good</p> <p>The Federation has a comprehensive Behaviour Regulation Policy which is backed up by a Therapeutic Framework. In a recent safeguarding audit by HMI, pupils reported that they know how to stay safe on-line. They are aware of the dangers of using social media and some have ensured they have appropriate security settings on their mobile devices. Pupils also know who to go to for help and advice when in school, including access to the school nurse.</p> <p>All staff are trained in the principles of Emotion Coaching and Team Teach. Pupils report feeling safe at school and this is supported by parents. Despite arriving at the Federation with a history of poor engagement with education and poor attendance, a large majority of pupils say they enjoy school (77%). Also the majority of pupils are positive about their learning: 84% answered in the PASS survey (Oct 19) that they 'learn a lot in lessons' and 92% responded that 'adults help me improve my work'. Improvement in attendance continues to be a whole school priority and every effort is made to ensure that pupils do not miss out on their education in spite of huge challenges linked to their mental health and home circumstances. We follow rigorous procedures supported by the local authority guidelines as well as working in partnership with external agencies such as Early Help, CAMHS and our educational psychologist to provide the best support our pupils need to enable them to access their learning.</p> <p>Continued efforts are in place to further reduce exclusions; staff have received extensive training on conflict resolution as well as emotional first aid this work is in the development phase.</p>	<p>Areas for development</p> <ul style="list-style-type: none"> • Improve attendance • Develop a consistent approach to attachment/trauma through the use of emotion coaching and restorative practice. • Reorganise the school day to better meet the needs of all learners 	<p>Impact of actions taken so far</p> <ul style="list-style-type: none"> • Whole school attendance remains constant at around 70%, however, analysis of attendance on entry to the school shows that this has declined by 18% over the last two years. Evidence shows that we have a positive impact on the attendance of most pupils. • The number of physical interventions and extreme behaviours has reduced in recent years. The nature of physical interventions is now largely stage 1 holds and short lived. • The number of FTEs is on a downward trend and now represents the equivalent of 1 day per child per year.