

# Avenue Centre for Education

## ACE @The Hub

Self Evaluation 2016  
Comprehensive Summary  
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# ACE – Update on Strategic Change 2016 (1 of 4)

- ACE incorporated Luton's KS4 PRU in April 2013
- ACE relocated to redesigned & redeveloped accommodation at Cutenhoe Learning Park in April 2013 with refurbished learning space
- This reorganisation & relocation of the PRU service was the culmination of a 4 year project plan based on full consultation with schools
- Model based on 4 core teams/specialisations:
  1. Revolving door / reintegration Provision (covering KS3/4 with majority KS3)
  2. Extended Learning Provision (covering Yrs 9, 10, 11 with majority KS4)
  3. Pupil Progress Management
  4. *Working alongside & driving alignment & standards*: LA Alternative Learning & Progression Service (ALPS)
- The current roll of ACE represents the combined roll of the 2 PRU's – 45 fte.
- ACE @ The Hub offers 30+ services to schools in unique delivery model
- Restructuring has facilitated increased productivity & flexibility
- ACE + ALPS = ACE @ The Hub : A fully aligned hub & spoke model driving standards & outcomes for pupils, schools & stakeholders

# ACE – Update on Strategic Change

## Jan 2016 (2 of 4)

- The strategic model is a Hub & Spoke model following national guidelines of good practice (ref: Taylor Report on Alternative Provision 2012)
- ACE has been commissioned by Luton secondary schools to provide additional & enhanced services from the Hub\*
- ACE @ The Hub is also the location for the Alternative Learning & Progression Service (ALPS). This is a Local Authority service.
- ACE & ALPS work in close alignment to ensure outstanding service delivery across all platforms & stakeholders
- Key role linking mainstream schools & alternative provision landscape
- Taking lead role in driving quality standards & aligned working practices in AP sector
- Focus on cross-phase transition management
- The Headteacher of ACE (Chris Day) is commissioned by the LA to line manage the Team Leader of ALPS (Interim – Ian Campbell)

\* See *Hub Fund Planning for details of this significant development*

# ACE – Update on Strategic Change 2016 (3 of 4)

- 2014 Outstanding Ofsted Inspection of expanded ACE. (3<sup>rd</sup> consecutive Outstanding outcome)
- ACE @ The Hub launched Services to Schools model of service delivery incorporating 30+ services available on both core & traded platforms
- 2016 Over 2500 visitors to Hub
- Key performance indicators across both key stages show further year on year improvements in 2015/16
- ACE & ALPS driving improvements in key areas inc. Managed move success, reintegration rates, outcomes & standards in alternative provision
- 2016 ACE taking lead role in LA/Schools 0-19 Behaviour Review targeted at ensuring that key outcomes from funding for behaviour are optimised
- Expansion & development of ACE @ The Hub site planned to further empower model in line with original vision
- 2017 10 Key strategic issue plan for ACE @ The Hub to address
- ACE Head authors Alternative Provision in Luton Report (Jan 2017)

# ACE – Update on Strategic Change 2016 (4 of 4)

- 2016 Developments include:
  - Managed move to PRU provision for KS4 pupils
  - ACE portal for all return to school pupils
  - ACE Commissioned by LA Troubled Families Team as key partner
  - Shaping & enhanced ACE Single school model based on dual specialism – Reintegration, Revolving Door & Respite (RRR – KS3/4) & Extended Learning Provision (Yrs 9, 10, 11)
  - Developing single managing reporting database across all services
  - ACE launching Alternative to Permanent Exclusions programme
  - ACE Hub to School link network + ACE & Children & Learning Development Group
  - Launch of Luton Alternative Provision Conference
  - Further development of synergy of ACE & ALPS services @ The Hub
  - Develop potential for training programmes on behaviour management & learning progress/attitude
  - Develop ACE role in Teaching School Alliances
  - Develop traded service potential
  - Cutenhoe Road Stage 2 expansion
  - 0-19 Behaviour Review
  - Launch of full augmented curriculum, learning partnerships & plausible routes to adulthood programmes inc. enterprise scheme

# ACE Introduction (1 of 2)

- ACE launched in Jan 2004 - 3 Inspections: all outstanding & ACE has been a strong asset in LA inspections/improvements (Stand-out service in 2014 LA CSE inspection)
- Since April 2013 ACE has developed from specialist revolving door PRU to incorporate an extended learning provision. It is now a dual specialism PRU based at a HUB which incorporates the LA Alternative Learning & Progression Service\*
- ACE is focused on ensuring that outstanding applied across all aspects of the extended service delivery model. ACE applied NSS status in this work with the 2<sup>nd</sup> major stage completed in 2016.
- ACE supports all Luton schools inc. academies and has been commissioned by schools to provide additional & enhanced services\*\*
- Commissioned by Luton Secondary Heads to provide Alternative Provision/Augmented Curriculum/One Stop Behaviour Services
- In 2016 the relocation and strategic development of ACE is entered a key next stage in response to the success of the model and the need to be “even better” in the light of pressures on schools & budgets in the behaviour area. (ref Alternative Provision in Luton Report / ACE @ The Hub 10 strategic priorities 2017)

\* ref: ACE Service Delivery Presentation to Luton Secondary Heads

\*\* ref: ACE Presentation on Extended Services from ACE @ The Hub to Schools Forum

# ACE Introduction (2 of 2)

- Chris Day (Headteacher) strategically line manages the Manager of the ALPS service
- Simon Jump is ACE Deputy and leads on KS4, Sally Ripley is ACE Pupil Progress Manager & leads on KS3 , Ian Campbell is ALPS Interim Manager
- ACE is a National Support School (since May 2010)
- Headteacher is a National Leader in Education (since May 2010)
- ACE is an alliance partner in Luton First Teaching School
- ACE is a strategic partner in the Chiltern Teaching School
- ACE is member of Luton Futures Federation at invitation of the founding secondary schools
- Member of LA Progress Transition Board
- Headteacher is:
  - a member of the Childrens Trust & Early Intervention Boards
  - a member of LA Support, Challenge & Intervention SMT
  - is Chair of Schools Forum
  - has had lead advisory role for the Institute of Education/SENJIT PRU & AP Senior Leaders Networking Group
  - Is sitting on University of Beds/Ofsted/CQC Research Advisory Group on Peer to Peer abuse in schools
- ACE has a high level of staff commitment & loyalty - key staff have been onboard since day 1 including Headteacher & SLT

# Self Evaluation in context (1 of 3)

- An understanding of the ACE self evaluation demands a level of understanding of ACE context, ethos, remit & strategy – for this reason it is important that any review of self evaluation is seen within the total context of our work. A commitment to this approach to self evaluation has been in place since induction in 2004 & it remains a key strand in our leadership & management ethos
- A review of self evaluation at ACE should include\*:
  1. ACE Self Evaluation Comprehensive Summary (this document)
  2. Inspection Logistical Information folder
  3. ACE & ALPS service organisation structure chart
  4. Headteacher's Reports to Management Committee
  5. ACE Sustained Improvement Team Plans
  6. Key Performance Indicators database reports
  7. Supporting Evidence Files & Key area audits
  8. Documents relating to the management of change
  9. Your Views Matters files documenting stakeholder evaluations & feedback

# Self Evaluation in context (2 of 3)

- ACE operates an annual self evaluation framework
- Key Performance Indicators are tracked & assessed on a half term/termly/annual calendar
- Management committee reports issued termly are based around annual self evaluation framework and provide a regular update on performance
- The Management Committee includes 5 Luton Heads
- ACE Management Committee agree annual performance targets which are reported in each management report and provide an additional level of accountability and quality assurance “lock”
- The SEF is designed with the awareness that self evaluation is more complicated in a KS3 “revolving door” PRU service in that the core data that underpins mainstream school self evaluation does not apply
- ACE’s Acanthus IMS is the bespoke database which allows data to be analysed across KPI’s
- ACE self evaluation is rigorous, comprehensive and highly demanding
- The model drives a culture of embedded and sustained improvement
- Self evaluation is intrinsically linked to Management reporting & Sustained improvement planning

# Self Evaluation in context (3 of 3)

## ACE Self Evaluation Comprehensive Summary

- This presentation is designed to provide:
  - an overall introduction to ACE
  - A reference to each key area of work which can be accessed as required through contents page indexing
  - A summary of self evaluation against Ofsted criteria
  - A guide to supporting evidence that supports SEF judgements
  - A management tool that can be shared with and accessed by key stakeholders including Management Committee and School Headteachers
  - A perspective on ACE @ The Hub development for all members of the constituent staff teams
  - An important reference for all stakeholders referencing [www.avenuecentre.co.uk](http://www.avenuecentre.co.uk)

# Sustained Improvement Planning (1 of 2)

- ACE operates a rolling Sustained Improvement Team Plan model (SIP)
- The focus at ACE is on embedded, sustained improvement which creates resilient, powerful & effective performance
- This has resulted in steady sustained improvement in all Key Performance Indicators year on year since ACE opened in 2004 and been the platform for major strategic development since organisational change in 2013
- Staff teams/leaders have self- selected development/improvement targets which are linked to performance management and sit alongside management targets
- SIP intrinsically linked to self evaluation annual framework
- SIP has tri-focus – ACE, Services to Schools, Strategic development across Children & Learning
- SIP informs staff meetings – workshop model where the staff team analyses, reviews & drives improvements
- This model of improvement planning ensured that, despite significant distractions of relocation & restructuring, KPI's have not only been maintained but have improved since strategic change in 2013 & since the last Ofsted Inspection

# Sustained Improvement Planning (2 of 2)

- This is a period of 2<sup>nd</sup> & 3<sup>rd</sup> stage development transition with ACE leading on a PRU led Alternative Learning & Progression Service:
- The key planning strands are:
  - ACE @ The Hub Team Plan
  - ACE Sustained Improvement Team Plan
  - ALPS Team Plan
  - Hub Services to Schools Plan
  - Safeguarding Plan
  - Health & Safety Plan
  - Teaching & Learning Sustained Improvement Audits
  - Children & Learning Service Plan
  - 2016 0-19 Behaviour Review Terms of Reference : AP in Luton Recommendations
  - 10 Core Strategic goals for 2017

# Progress since last inspection (1 of 3)

- New timetable structure to add additional learning hours in order to boost curriculum time to core subjects and increase the move towards allowing for optional subjects / greater curriculum breadth and personalisation.
- Have continued to embed and develop GCSE opportunities in Humanities, Religious Studies, Leisure and Tourism and Environmental and Land Based Sciences: resource development and supporting curriculum related trips and activities.
- Trailing new accreditation routes through the NCFE VCert qualifications: Centre approval, staff training and curriculum trials
- Expanded qualification offer with the introduction of VCert Food Technology alongside the BTEC Home Cooking Skills and VCert Music Technology alongside CLaIT awards
- Through partnership working (alternate providers, local sports associations, TOKKO Centre and with financial grant support (Princess Trust, Sports England etc) have organised, trialled and evaluated a wide range of augmented sports related activities including after school and out of hours provisions. Students have been signposted to and supported in attending these provisions and have then continued to attend as ACE support has been gradually withdrawn (sustainability).
- Augmented programmes have been offered to provider and school based students, not just ACE attending students and are now offered in the Hub services to schools model – inc. Directional, Zoo Academy, Sports mentoring,
- Revamped and extended Careers and Destinations related programme implemented (local, regional and national events) and has been extended to Yr 9 students for the first time.
- Weekly team Pupil Progress meetings held to formalise and centralise the monitoring of students progress and to allow for the more efficient and effective planning, implementation and evaluation of specific interventions in order to maximise positive outcomes for every individual.
- Weekly one to one meeting with CEIAG lead and Deputy Head to provide a more strategic oversight in the planning for and delivery of vocational and destination related enrichment opportunities and interventions. This has included more formalised tracking of students attending off-site provisions: weekly face to face key worker session, weekly reports on attendance / punctuality / behaviour, student journal / feedback completed weekly and 6 weekly reviews with provider / key worker / parents

# Progress since last inspection (2 of 3)

- Improvements across all key performance indicators
- Every moment matters model accelerating progress
- Increased productivity with service model
- Improved information to & from school to support successful educational transition
- Further development of ACE representation in key educational & strategic partnerships
- Membership of Support, Challenge & Intervention SMT
- Developed NLE/NSS status
- Successful delivery of 2<sup>nd</sup> & 3<sup>rd</sup> stages of ACE @ The Hub Model
- ACE driving outstanding standards across all elements of a new fully integrated service delivery model
- Anti bullying specialist intervention based at ACE
- 30+ Services to Schools Model
- Luton Town Football Club Mentoring project
- Lead role in Multi stakeholder 0-19 Behaviour Review
- Stronger Families project
- Cutenhoe Road Stage 2 expansion

# Progress since last inspection (3 of 3)

- Development of ACE Market Garden Project on outside space as Plausible Route to Adulthood
- 80% pass rates for Functional skills (English) L1 & L2 (Oct 16)
- Bespoke Extended Provision “Survival” camping experience to Wye Valley
- Model for developing post 16 AP / pupil support
- Focus on KS3 > KS4 Transition strategies have resulted in exceptional progress by pupils in EP (2016)
- 96% positive response to Managing Conflict Programme delivered by Hub in pilot schools
- Managing Conflict Programme - See Sept 2016 report
- 97% of pupils judge that they know the objective & desired outcome of learning
- LEA Manor consultation by ACE @ The Hub Dec 16
- Launch of “Your Chance to Meet” CIAG project
- LTFC Mentoring project Graduation 2016
- Launch of in school bespoke workshops for mainstream schools (exceptional take up & feedback)

# ACE Ethos (1 of 2)

- A focus on relationship education – developing pupils in their relationships to learning, to teachers, to opportunity, to community, to society, to environment, to self, to the world...
- We have a deep & constantly developing understanding of our work which is underpinned by sustained excellence, stability & experience
- A commitment to enable staff to reflect, develop and enhance their interests, skills and abilities in working effectively to support the learning, development and onward progress of all students and the wider teaching and support team.
- Rebuilding trust – every pupil at ACE will feel included not excluded
- Maximising the opportunity – we consider ourselves as good as Harley Street/Oxbridge – we specialise getting to the heart of the matter and creating a positive cycle of improvement – the increasing potential of a college-like tutorial model of learning
- Where necessary the focus is on the pre learning skills – negotiation, trust, engagement, accepting guidance, allowing the teacher to teach...
- ACE is a centre of specialist excellence – the work is complex & multi-dimensional
- Progress is at the core of all ACE's work
- Progress is also complex & multi-dimensional – its is not always latitudinal
- To help every pupil see a plausible personal pathway to a successful, happy & fulfilling adult life

# ACE Ethos(2 of 2)

- High degree of focus on each pupil – personalised learning programmes
- For all students to make the best progress possible, across academic learning, social development, reintegration into schools and transition into post KS4 learning and training
- Pupil Progress Management sits at the heart of ACE and is the pivotal link with pupils, families, schools, agencies, alternative providers & will drive standards in new model
- Reward and recognition are at the heart of ACE operations this results in an “accentuate the positive” culture and fosters accelerated, positive progress
- The aim is to create a learning environment where pupils consistently “do their best” and start to understand & invest in the “value of learning” & “the importance of progress”
- We believe passionately in our ethos, remit & methodology and we work very hard to underpin our approach with sustained outstanding outcomes
- We have no lost souls
- We believe in and work to a genuinely holistic, highly sophisticated Team Around the Child Model which focuses on multi-dimensional results and outcomes
- We draw perspective on our work from our key stakeholders – pupils, ex pupils, parents & schools
- In 2016/17 our mission is to extend the ACE Ethos model to the benefit of all pupils with the behaviour/vulnerable 0-19 spectrum

# ACE Remit

- To improve students life chances through a rediscovered engagement with education and wider opportunities for personal holistic learning and development.
- To deliver the successful ACE model to as many pupils as possible by using flexible, best-fit provision planning – maximising impact of service
- Focus on flexible, high personalised, time-limited provision plans – education continuum
- Focus on plausible pathways to adulthood for all pupils to drive progress & perspective
- ACE work is focused on achieving change in key target areas which will facilitate positive change
- To balance the needs of the individual whilst maintaining the effectiveness of the community and representing the rights of all
- To work in alignment with IYFA protocol
- To provides Schools with a “one stop shop” in key, specialist area of education
- Work with all Luton Schools – in partnership
- Working in alignment with alternative providers & leading the drive for quality & outstanding outcomes across the AP landscape in Luton (& beyond)
- To lead on AP services in Luton (in school & outside) – to raise all to outstanding
- Lead of re-organisation & redesign of PRU services & Local Authority ALPS Service
- To deliver 0-19 Behaviour Review recommendations

# ACE Key functions (1 of 2)

- To provide statutory educational provision for Permanently Excluded & Managed Move KS3 & KS4 pupils
- To provide schools with a comprehensive range of ACE- based respite & pro-active preventative provisions & interventions and school- based outreach support programmes for pupils who are at risk of exclusion from mainstream education
- To function as a revolving door PRU where, consistently, over 84% of referred pupils are reintegrated successfully into mainstream education
- To ensure successful & sustainable outcomes for KS3 excluded pupils who, in accordance with their personalised, provision plans do not return to mainstream education
- To provide intensive 2 year KS4 learning & developmental provisions targeted at optimising progress, achievement & opportunity
- To maximise successful, onward transition into Education, Employment and Training at end of KS4
- To provide a Services to Schools Menu of services designed to provide balanced & equitable service deliver & enhance capacity in schools to support an inclusion focused model

# ACE Key functions (2 of 2)

- To provide targeted interventions for excluded Yr 10 pupils ensuring success in bespoke alternative provision placements
- To provide Schools & Local Authority teams with bespoke Assessment, Teaching & Learning, Behaviour Management and Pastoral Care interventions & consultations which produce significantly improved, multi-dimensional outcomes & results for those KS 3/4 pupils in Luton with the most significant behaviour, attendance and vulnerability issues
- ACE Reintegration & KS 4 Provision Plans & Pathways\*:
  - Permanently excluded pupils
  - Dual registered pupils (usually 2-3 days at ACE pw)
  - Managed move pupils
  - Pupils attending mixed placement provision
  - Expanding Augmented Curriculum options
  - Outreach support – preventative & supporting reintegration
  - Assessments
  - Personalised Transition Support Plans
  - Alternatives to permanent exclusion
  - Post 16 AIG
  - *\* ACE/ALPS Pathways*

# “The Starting Point”

## Analysis of Referrals to ACE 2015/16 (1 of 3)

- 70% of pupils educated at ACE were either receiving no education or were being educated by non-specialist staff in Learning Support Units during 6 months prior to admission – so we know that we need to intensively focus on “pre-learning” skills & the “habits” of learning
- 95% + display long standing behaviour problems with incident records going back to Key stages 1 and 2 – so we know that we have to find the reasons that lay behind the behaviours and we have to break negative patterns
- In 95% + of cases these behaviours are an increasing cause for concern at time of admission to ACE – so we know we have to fully understand what has gone wrong and we have to put together personalised plans that target priority areas and empower our highly skilled team to make a difference (in all cases)
- 59% of referrals have had major attendance issues identified by referring agencies prior to going on role at ACE – so we assess every pupils “attitude to school and self” and we apply the ACE way of working which, we know, produces transformational results
- 80% of students referred to the Extended Provision have been permanently excluded or managed moved from mainstream schooling and have a recent record of deteriorating attendance, punctuality, behaviour and academic success. Average academic levels on entry are significantly below expected ‘norms’ and issues of low self esteem / confidence are common. The extended provision is introducing a specialist KS4 dual registered provision

# “The Starting Point”

## Analysis of Referrals to ACE 2015/16 (2 of 3)

- 81% of referrals have major learning gaps as a result both of exclusion from lessons and activities in school in the six months prior to going on role at ACE and undiagnosed learning difficulties. In 75% of cases these pupils are disconnected from the National Curriculum and are not in a pattern of learning – so we have to maximise the opportunity of the provision provided by ACE. The focus is unrelentingly on progress, support, eliminating gaps & the delivery of pathways
- 44% of referred pupils are so negatively affected by their experiences in mainstream school that they are adamant that they do not want to return – so we maximise our difference, build confidence and let our embedded culture take affect. We transform attitudes to school and self
- At KS4 the average starting point for students is National curriculum Level 3a in Literacy and 4c in numeracy, representing a significant deficit in prior expected education and a major challenge for teaching staff to address in what is on average, a 14 month intensive period of education.

# “The Starting Point”

## Analysis of assessments on referral to ACE 2015/16 (3 of 3)

- Literacy (spelling) : 68% of pupils assessed between below average – significantly below average
- Literacy (reading) : 52% of pupils assessed between below average – significantly below average
- Maths (arithmetic) : 66% of pupils assessed between below average – significantly below average
- Receptive language : 66% of pupils assessed between below average – significantly below average
- Non – Verbal Skills (Cognitive intelligence) : 62% of pupils assessed between average – very high average
- Permanently excluded students join with a frequently poor recent record of attendance and punctuality and with often significant negative experiences and personal expectations of schooling and education.

# Method – How we do our work

## 1. Inclusion (1 of 2)

- The focus is on reintegration – 85%+ success rate maintained year on year
- ACE has been the key driver of an effective pupil placement panel and has been involved with LA admissions team in designing new & improved IYFA protocol
- Highly flexible provision planning – including emphasis on effective and successful dual registered programmes which are designed to ensure stakeholders take full, effective responsibility – informed by Sutton Trust research & National Ofsted/DFE reports
- Focus on Pupil attitude to school & self as a key indicator for reintegration & pathway planning
- Success rates are consistent across permanently excluded, dual registered, managed move provisions – this is a direct consequence of a genuine, fully personalised approach to our work
- Clear provision plans, personalised targets, half term reviews supported by weekly & half term reporting

# Method – How we do our work

## 1. Inclusion (2 of 2)

- Full monitoring & tracking of alternative provision placements in accordance with Ofsted & Dfe guidelines
- “No lost souls” – there is always a plan & , when required, an alternative strategy
- Fully aligned outreach support service – early intervention, preventative supporting reintegration – outstanding success
- ACE has established a strong culture – the education to aim for is “school/college based” – the emphasis is on “being the best you can be”
- The emphasis is on optimising every ACE/Pupil interface moment to maximise progress
- Individual Learning plans at ACE informed by schools – work is fully aligned
- Strong links with 14-16 alternative providers & post 16 providers – consultation & transition management for minority of pupils who do not return to school
- Extended coaching & support post ACE for pupils/families
- Within Extended Provision a full time educational package, based around a broad range of academic and vocational qualifications is provided to all students – plausible routes.
- A strong emphasis is placed on core literacy ad numeracy skills, pastoral and PSHCE input and personalised CEIAG support in order to maximise pupil progress and successful reintegration / onward transition.
- Targeted personalised progress drivers based on targeted pupil premium eligibility

# Method – How we do our work

## 2. Learning & Achievement (1 of 2)

- ACE focus on approaches to learning & achievement that drive inclusion planning – switching on learning, confidence, preparedness to take risk, closing key gaps
- The Curriculum model is incorporates an ECPM model & a PRA model based on the key learning skills required to achieve sustained and accelerated progress – eg. Reading aloud, requesting & accepting help, sustained effort
- ACE learning model based on half-termly curriculum modules
- At KS3 On Track targets set in each subject
- At KS4 ongoing assessment based on skills, effort, attainment, behaviour & SEBD
- Half-termly assessment in each subject – achievement against targets, attitude to learning & progress in learning
- Half-termly academic reports in each subject cascaded to key stakeholders
- Learning plans are informed by ACE Educational Guidelines document produced by Pupil Progress Manager
- SMSC curriculum is weaved throughout curriculum and is addressed alongside subject specific learning

# Method – How we do our work

## 2. Learning & Achievement (2 of 2)

- Emphasis is on accelerated progress – maximising the opportunity – small groups inc 1:1 where appropriate supported by pupil progress specialists
- All pupils have bespoke timetables – targeted to address points of highest need
- Learning groups are designed to maximise progress and remove barriers
- Teachers assessments based on ACE moderated standards – “What does outstanding look like at ACE?” – in teaching , in progress, in achievement..
- Curriculum audits give a subject & school wide perspective on breadth & depth
- Schools & parents assess progress in learning/achievement as outstanding
- High degree of staff-team planning of learning – identifying needs, obstacles, interventions & strategies – daily team discussions
- All teachers maximise the opportunities to focus on literacy & numeracy
- Creative approaches to learning – e.g. model-making, U-Choose – designed to address areas of specific needs (Concentration span)
- Daily assessments by all staff of pupils learning skills & behaviours
- Close monitoring of pupils academic, social and behavioural targets to ensure on-going progress and improvement. Comprehensive baseline testing and regular re-assessment and monitoring via key workers and Pupil Progress Team.
- Recognition of, planning for and celebration of achievement in all forms.

# Method – How we do our work

## 3. Behaviour & Development (1 of 2)

- Core emphasis on safety & wellbeing
- A model based on developing trust, responsibility, self & community awareness & respect
- A personalised model to address needs of each student
- Comprehensive assessment on entry
- All key indicators tracked & re-assessed
- All pupils assessed on Key skills each day & reported weekly\*
- Integral systems for assessing, monitoring, tracking & feedback\*
- All staff are key workers – this model is now giving transformational results\*\*
- Morning meetings for whole community are pivotal and are the foundation for the modelling of relationship & values based behaviour that is integral to the ACE ethos and model of delivery
- Breakfast club, break & lunchtimes are social & personal development lessons and are the platform for intensive relationship education and provide the opportunity for support, challenge & intervention\*\*\*
- \* *Acanthus Data*
- \*\* *Pupil Progress Management Case Studies*
- \*\*\* *Audit report*

# Method – How we do our work

## 3. Behaviour & Development (2 of 2)

- Over 200 off site activities per year – underpins ACE relationship education programme and is a key area to assess the sustainability of on-site work in other, contrasting contexts
- Behaviour management policy is well-established, has longevity and is understood by all – surveys show it is understood & appreciated by pupils\*
- Annual management audits of effectiveness of behaviour model demonstrate year on year improvement trends\*\*
- Progress in behaviour & development of all pupils tracked on a half termly basis with rewards, interventions & strategies\*\*\*
- The ACE model supports bespoke intervention & learning plans for all pupils including the most challenging where a creative, tangential & incremental approach will move a complex case to a point where more intensive conventional learning becomes possible and increasingly effective\*\*\*\*
- \* *YVM surveys*
- \*\* *Managers Reports*
- \*\*\* *Pupil Progress Tracking*
- \*\*\*\* *Pupil Progress Management Case Studies*

# Method – How we do our work

## 4. Pupil Progress Management

- Highly experienced & qualified team which is being expanded at the request of schools\*
- A “Harley Street” experience – key to building pupil/parent trust in contrast to the alienating exclusion experience
- A rigorous, expert, transformational model which is underpinned by sustained success
- Outstanding results for all stakeholders\*\*
- Underpins all of ACE’s work – it happens in every case and it empowers other staff teams, most significantly teachers to take an intensive, focused and skilful approach to their work – key driver of success in ACE @ The Hub model
- Management of each pupil’s provision plan from referral to exit planning\*\*\*
- Drives “Team around” model – ensuring fully integrated, multi-stakeholder working empowering transformational results \*\*\*
- The link with Teaching & learning & Behaviour Management teams at ACE, alternative provision placements, Alternative Learning & Progression Service (ALPS) , Virtual School for LAC, Outreach support, Mainstream schools, Post-ACE pupil support, Primary providers – a key part of future planning
- \* *Hub Fund Planning*
- \*\* *YVM surveys*
- \*\*\* *Pupil Progress Management Records*

# Key Performance Indicators

## Overall Effectiveness (1 of 2)

- Reintegration to mainstream school\*
- External Examination Data (GCSE and vocational qualifications)
- Post ACE KS4 engagement & outcomes inc. college, university, employment & “route to adulthood” outcomes
- Post KS4 destination data and NEET figures (target 0% with outstanding record of achievement)
- Every child’s progress in achievement, attitude to learning, progress in learning & daily key skills\*/ \*\*
- Rate and range of progress achieved
- Vulnerable group data
- Overall improvements in Pupil Attitude to School & Self\*
- Range & Profile of schools supported\*
- Range & Profile of partnership working\*\*\*
- Exit route analysis\*
- Productivity – year on year\*
- Value for money\*

- \* *Managers Report*
- \*\* *Acanthus Data Reports*
- \*\*\* *SLT & PPM reports*

# Key Performance Indicators

## Overall Effectiveness ( 2 of 2)

- Success in meeting outcomes as planned\*
- Pupil Groups performance data\*
- Spreading best practice\*\*
- Driving continuous improvement\*\*
- Reduction of diagnostic prediction risk\*
- Leadership & Management Targets – ACE Annual Management targets\*
- Your Views Matter – pupils/parents/schools/agencies/partners\* / \*\*\*
- Partnership working – inc. SCI, Teaching School Alliances, NLE/NSS, Progress & Transition, Luton Secondary Heads, Children’s Trust, Stronger Families.\*\*
- Adapting to & Addressing complex work in increasingly changing sector of education\*\*
- Meeting strategic direction of scrutiny groups e.g. Schools Forum
- 10 core strategic goals for ACE @ The Hub 2017
- ACE Alternative Provision in Luton Report
- *\*Managers Reports*
- *\*\* Management Documentation*
- *\*\*\* YVM Survey Reports*

# Key Performance Indicators

## Outcomes for Pupils: Achievement & Progress in Learning

- Achievement of desired learning outcomes\*
- Attitude to learning\*
- Overall progress in learning\*
- Progress- Key Targets – Daily Key Skills\*
- Progress- Daily key skills\*
- Progress log analysis – sequentially over each half term\*\*
- Progress log analysis – made over time – terms/year\*\*\*
- Evaluation of quality of teaching & impact on learning\*\*\*\*
- Progress in literacy\*
- Pupil assessment of school & self\*
- Pupil assessment of teaching & learning\*
- Reintegration into mainstream schools\*\*\*\*\*
- Progress in achievement & learning in other contexts\*\*\*\*\*
- KS4 SMARTS data : skills, effort, attainment, behaviour & SEBD
- Student achievement at KS4 National examinations (1)
- Destination Data (EET) at end of KS4 (2)
- \* Managers Reports \*\* Pupil Progress Tracking/Managers Reports \*\*\* Acanthus Data \*\*\*\* Management Records
- \*\*\*\*\* PPM Records (1) Examination Results (2) Destinations Tracking Data

# Key Performance Indicators

## Quality of Teaching, Learning & Assessment

- ACE evaluation of Quality of Teaching\*
- ACE evaluation against Teaching Standards indicators\*
- Evidence of pupil's learning & progress\*\*
- Pupil's assessment of teaching & learning\*\*\*
- Daily key skills indicators eg. Concentration\*\*
- Views of Pupils, parents, referring schools, agencies\*\*\*\*
- Pupil attitude to School & Self indicators\*\*\*
- Analysis of Year on Year Examination results
- Teaching & Learning Curriculum Audit (40 ACE specific key measures)
- Components of high quality teaching at ACE that will result in accelerated progress

- \* ACE evaluation of Quality of Teaching
- \*\* Acanthus Data/Pupil Progress Tracking
- \*\*\* Managers Report
- \*\*\*\*YVM surveys

# Key Performance Indicators

## Personal Development, Behaviour & Welfare

- Reduced risk of exclusion / Increased access to the curriculum – Outreach Support\*
- Progress- Key Targets – Daily Key Skills\*
- Progress- Daily key skills\*
- Progress log analysis – sequentially over each half term\*\*
- Progress log analysis – made over time – terms/year\*\*\*
- Emotional & behavioural development data \*\*\*
- Behaviour – analysis of incidents \*\*\*\*
- Behaviour – exclusion data \*\*\*\*
- Attendance (inc. Progress) \*\*\*\*
- Health & Safety – analysis of incidents \*\*\*\*\*
- YVM feedback – pupils, parents, schools – inc. outside school \*/\*\*\*\*\*
- Reduced diagnostic risk\*
- Pupil attitude to school & self (PASS)\*
- \* *Managers Reports* \*\* *Pupil Progress Tracking* \*\*\* *Acanthus Data* \*\*\*\* *Evidence File* \*\*\*\*\* *H & S Reports*



# 1. Overall Effectiveness

## Self Evaluation (1 of 6)

- **2016 SEF Judgement (1) Outstanding (Previous Inspection 1)**
- **Teaching** – Clear vision on what Outstanding looks like at ACE. Specialist Teaching model – focus on accelerated progress. Culture of sustained improvement. Teachers maximise the opportunity. Outstanding results underpin the methodology. Annual quality control based on 6 half term curriculum planning, assessing & reporting model
  - 2015/16 Management of Teaching & Learning: 71% Outstanding (inc Eng & Maths) 29% Good > Outstanding (based on Quality of teaching, Achievement, Engagement, Pupil self assessment)
  - 2015/16 Achievement of Desired Learning Outcomes 88% Outstanding/Good
  - Successful addition of new teaching staff / curriculum areas and maintaining culture of year on year improvements in standards and quality of provision

# 1. Overall Effectiveness

## Self Evaluation (2 of 6)

- **Educational Experiences** – Pupils, Parents & Key stakeholders are surveyed annually (Your Views Matter)
  - 2015/16 Overall **Strong** Satisfaction rating to YVM survey from 94% of Pupils & 97% of parents assessments/responses
  - 2010-16 87% of pupils who reintegrate into mainstream school remain on school role
  - Strong record of ex-ACE pupils in employment, college, university & improved life situations (see case studies)
  - “Next stage/Plausible Route” Curriculum focus areas inc: Leading edge KS3/KS4 Practical DT inc. bricklaying & landscaping, U Choose – entrepreneurial & service focus, Functional skills in English & Math's, Applied ICT across curriculum, Young Enterprise Course, Whipnade Zoo Academy, LTFC Sports mentoring, Fire Cadets Education Programme
  - 2015/16 PASS data shows overall average improvements of +44% in Pupil Attitude to School & Self & + 60% in Attitude to Attendance
  - Increasing breadth of KS4 Extended Provision curriculum offer and widening range of nationally recognised qualifications increasing students onward opportunities.

# 1. Overall Effectiveness

## Self Evaluation (3 of 6)

- **Literacy** – Outstanding improvements
  - Over past 4 years pupils have made an average age equivalent change of + 5.675 years (based on assessment on entry & exit)
  - Over past 4 years pupils have made an average age equivalent change of +6.75 years (based on assessment on entry & exit)
  - We can now anticipate that a pupil accessing an ACE 40 session English/literacy course will, on average, advance by 2.14 years
- **Expectations for all** – Pupil groups performance data shows that the ACE model of working ensures that all groups of pupils make very similar rates of progress.
  - This applies across ethnicity, SEN, FSM's, LAC, Gender, Social service involvement, Yr groups, Educational status , pupil premium
  - Analysis based on results achieved on Key targets, Daily key skills, Achievement in Learning, Attitude to Learning & Overall progress
  - All deviations from control group are within 10%
  - In 2015/16 audit of 40+ “ex ACE Pupils” 94% were engaged in education, employment & training

# 1. Overall Effectiveness

## Self Evaluation (4 of 6)

- **Best Practice**

- Daily key skills assessments by all staff in consultation, weekly key worker reporting, half term curriculum modules – planning, target setting, tracking, assessment, reporting
- Pupil progress management team share results of pupil assessments with all staff – comprehensive & vital Pupil Educational Guidelines document
- Achievement & best practice highlighted in every “morning meeting” with all pupils & staff
- Outreach support team spread best practice both into ACE from mainstream and from ACE into schools
- ACE role as NSS, in teaching alliances, Luton Futures (inc Improvement Groups), SENJIT, LSHG, Schools Forum (ACE Head Chair), Children’s Trust
- ACE leading on Services to Schools delivery model to all 12 secondary schools which is developing & improving service to & outcomes for all pupils at risk of exclusion

**Other principal aspects of ACE (based on self assessment)**

- Outcomes for Pupils: 1 Outstanding
- The quality of teaching, learning & assessment: 1 Outstanding
- Personal Development, Behaviour & Welfare: 1 Outstanding
- Effectiveness of Leadership & management: 1 Outstanding

# 1. Overall Effectiveness

## Self Evaluation (5 of 6)

### **Pupil's spiritual, moral, social & cultural development**

- ACE pupils have opportunity to take mentoring role in neighbouring primary school
- Annually 150+ offsite curriculum activities inc. trips to London, Farms, Ski-ing, Woodland survival crafts, Scouts activity skills, archery, skateboarding, high ropes, pot-holing
- +68% average improvement in Feelings about School, +54% average improvement in Attitude to teachers (overall +46% imp in Pupil attitude to self & school maintained over past 6 years)
- Wide ranging, inspirational & fully inclusive morning meetings are core to SMSC
- 88% of pupils feel happier, 92% enjoy, 96% feel safe, 100% feel respected at ACE
- Strong working relationships with a wide range of community groups, partner organisations and local charity, advice and mentoring / support groups
- Links with partners , eg. Transport teams, allow us to track outcomes in other settings
- Comprehensive programme to ensure students are aware of the range of support groups that they can access outside of school and are signposted as to where and how this support can be accessed; a particular focus on wellbeing, advice and emotional support services.

# 1. Overall Effectiveness

## Self Evaluation (6 of 6)

### **Pupil's spiritual, moral, social & cultural development**

- 86% of pupils feel More able to talk about problems at home
- 90% of parents feel pupils are more communicative
- 87.5% of schools feel pupils have a more positive attitude to mainstream school post ACE
- Bullying is not a problem at ACE because of vigilant behaviour management & creative interventions
- Excellent Behaviour at Breaktimes/Social Times 2014/15 Average 1.13 (On a scale 1= No concerns > 3 = Serious) (1.17 average over past 3 years)
- ACE pupils are coached in manners & social skills

Parent feedback from Your Views Matter:

“T’s whole outlook on life has improved, he is so much happier now and feels valued as a person”

Pupil feedback from YVM:

“ACE is amazing, it really helped me”

“ACE has been good because they have helped me with wanting to learn again and to get along with others better. They have also helped me to get back into school”

# 2. Outcomes for Pupils

## Self Evaluation (1 of 5)

- **2016 SEF Judgement (1) Outstanding**
  - All pupils make accelerated relative progress with significant gap narrowing
  - Outstanding improvement in literacy (Based on WRAT assessments)
  - Outstanding English & literacy teaching (based on results & previous inspections)
  - Outstanding English teacher coaches other staff to ensure no opportunity is missed to ensure pupils read, write & narrow literacy gaps
  - Focus on reading aloud in English curriculum with outstanding results
  - 100% of receiving schools feel that the ACE approach to education has benefitted pupil cross a wide range of criterias
  - ACE curriculum model and personalised provision & learning plans facilitates rapid progress and has been described as “Oxbridge” like – a tutoring model
  - There is minimal variation across all key ACE achievement indicators across all groups of pupils

# 2. Outcomes for Pupils

## Self Evaluation (2 of 5)

- Over the 3 academic years 2013-2016 the achievement of all pupils has been: (Where 1 = Outstanding > 4 = Not acceptable/adequate) Key targets 1.35; Daily Key Skills 1.15; Achievement in Learning 1.76; Attitude to Learning 1.79; Overall Progress 1.83
- On average 82% of Pupils self assess progress as outstanding in English, Maths & Science
- Bar raised on ACE achievement assessments since last inspection as part of a rigorous, sustained improvement drive
- Desired Learning Outcomes : 88 % of pupils achieving OS/GD
- Attitude to Learning : 86% of pupils achieving OS/GD
- Overall Progress in Learning : 86% of pupils achieving OS/GD
- Above results were reflected over previous 3 academic years
- Although standards of achievement by significant proportion of ACE pupils will be, on admission, below mainstream national average, once attending ACE progress is rapid, gaps narrow significantly and attitudes and “pre-learning” skills transform – (please refer to Sequential Progress Analysis on frame 47)
- Strong year on year record in KS4 Examination results across a broadening range of academic and vocational qualifications.
- The quality of pupils work across all subjects (relative to start point) demonstrates robust, sustained academic achievement
- Transition Results show how well ACE Pupils are prepared for the next stage of E, E, T
- Pupils eligible for pupil premium benefit from the ACE approach to personalised, targeted education with a laser-like focus on outcomes for the individual.
- Parent feedback from Your Views Matter:
- “ACE has done more than every other education provision she has been in. L really likes & values ACE”

## 2. Outcomes for Pupils Self Evaluation (3 of 5)

- **Extended Provision / Year 11 Student Achievement Headlines for summer 2016**
- Ongoing rates of progress in Literacy continue to improve and now place us within the top 5 nationally in terms of PRU performance. Rate of improvement in Maths is lower reflecting higher starting points (on av 4 SL above literacy)
- The overall number of qualifications offered has narrowed as all qualifications have been reviewed and a large number discontinued. ACE / ALPS are driving a number of initiatives to ensure closer working and flexibility across the Alternative Provision sector to maximise the overall breadth and flexibility available to all students.
- Average GCSE Points scores places ACE consistently within the top 5% of PRU's nationally. EWO figures for Attendance also show ACE as top performing PRU for the Eastern region and in the top 10 Nationally.
- Students made progress of between 2 to 6 sub-levels (av. 4) = 4.5SL per 12 mths
- ACE Destination Data remains a key and powerful performance indicator.
- 0% NEET at the end of Year 11 since 2007
- 0% NEET at Yr 11 + 1 since 2009
- At + 3yrs since leaving, only 2 from 27 students have been NEET

# 2. Outcomes for Pupils Self Evaluation (4 of 5)

## Exam Result Headlines for summer 2016

- Average GCSE Point score was 320, which is broadly equivalent to 8 GCSE's at C or above and is the highest average points score achieved by ACE students
- All students achieved at least the minimum they needed to proceed with their destination plans and had confirmed offers by the end of results day
- All students made 'closing the gap' progress in both literacy and numeracy when comparing start points to final exam grades
- Literacy:
  - ✓ All students achieved Functional Skills qualifications and 90% at Level 2
  - ✓ 100% pass rate was maintained at GCSE with all students achieving at least their predicted level
  - ✓ Students made an average improvement of 5.8 levels\* compared to start point
- Numeracy:
  - ✓ All students achieved Functional Skills qualifications and 90% at Level 2
  - ✓ 90% of students passed their GCSE (up from 88%) and met at least their predicted grades
  - ✓ Students made an average improvement of 6.4 levels\* compared to start point
- Science:
  - ✓ Science had a 100% pass rate and all students met or exceeded their predicted grade
  - ✓ Students made an average improvement of 3.1 levels compared to start point; up from 2.5 the previous year
- Other Subjects:
  - ✓ PSHE was again excellent with 100% pass rate for the 8<sup>th</sup> consecutive year, 60% achieving at Level 2 and 20% at B Grade equivalent
  - ✓ Home Cooking had a strong year with a 100% pass rate and 60% achieving at Level 2
  - ✓ Four students were entered for the new VCert Music Technology course and all passed at Level 2

## 2. Outcomes for Pupils

### Self Evaluation (3 of 5) - Progress

Progress assessed over sequential half terms 2015/16	OVERALL	KEY TARGETS	DAILY KEY SKILLS	ACHIEVEMENT	ATTITUDE TO LEARNING	PROGRESS IN LEARNING	ATTENDANCE
Rapid improvement or maintaining OS results	<b>87% Up</b>	73%	97% up	87% Up	86% Up	87% Up	93% Up
Results below target or progress not rapid	<b>12%</b>	24%	3%	12%	14%	12%	7%
Results causing serious concern	<b>1%</b>	3%	0%	1%	0%	1%	0%

# 3. Quality of Teaching, Learning & Assessment

## Self Evaluation (1 of 3)

- **2015/16 SEF Judgement (1) Outstanding**
  - Quality of Teaching assessed annually over 6 half term modules – planning, targets, progress, assessment, reporting
  - In 2015/16 annual tracking & assessments confirm: 64% of subjects Outstanding: 36% Good to Outstanding
  - Quality of teaching has improved year on year since last inspection
  - Evidence presented in Sections 1 & 2 of SEF confirms that ACE pupils are making rapid & sustained progress
  - Quality of teaching at ACE ensures that there is no significant difference in progress across all pupil groups
  - Staff appraisal records show detailed tracking of all aspects of teaching at ACE and give a comprehensive summary of performance over the academic year. This is supported by individual & ACE Overall Subject Leader Reports detailing how each subject addresses key areas of teaching & learning. The triangulation of Quality of Teaching Evidence is provided by performance management records.

# 3. Quality of Teaching, Learning & Assessment

## Self Evaluation (2 of 3)

- The ACE model of learning allows for maximum flexibility & adaptability in teaching
- Teaching supports the ACE education provision continuum ethos > 85% + reintegration
- Teachers expect pupils to “do their absolute best”, provide additional support to ensure progress is maintained when contexts are more challenging & respond to the opportunity presented by outstanding assessment & induction, personalised learning plans & small, supported learning contexts
- English & Literacy /Maths & Numeracy teaching at ACE is Outstanding and underpins the curriculum
- The ACE model of learning is designed to facilitate teachers in improving learning through a tutorial model of checking understanding & designing appropriate interventions

# 3. Quality of Teaching, Learning & Assessment

## Self Evaluation (3 of 3)

- Teaching at ACE generates transformational engagement & commitment :- Overall +68% average change in Pupil Attitude to School; + 39% average change in Confidence in Learning
- Feedback is intensive and multi-dimensional – in lessons, outside lessons, at target setting, via daily key skills assessment, weekly reporting, half term assessments, via merits & rewards model, via behaviour management programme
- Teachers are empowered by exceptional Pupil Educational Guidelines for all pupils identifying learning gaps, effective learning strategies & presenting potential barriers
- Teachers support each other and the culture at ACE establishes a ongoing, constant conversation & debate about teaching & learning
- Stakeholders agree:- 88% of pupils; 82% of parents; 85% of referring schools; 85% of referring agencies – *strongly agree* that Progress in Learning has been made at ACE

Parent feedback from :

“The teaching at ACE has been good for my son as he has retained information and has been positive about his learning. The encouragement and support given to my son has kept his enthusiasm”

# 4. Personal Development, Behaviour & Welfare

## Self Evaluation (1 of 4)

- **2016 SEF Judgement (1) Outstanding (Previous Inspection 1)**
  - ACE transforms Pupils Preparedness for Learning on average by +67%
  - Pupils Attitudes to Teachers improves on average by +57%
  - Pupils General work ethic improves on average by +37%
  - All key stakeholders report that pupils behaviour improves significantly and that they feel safe at ACE
  - Behaviour improvements underpins ACE's outstanding success in reintegration
  - 85% of pupil provisions resulting in reintegration with 84% of reintegrating pupils successfully maintaining place in mainstream school over a three year period
  - Daily assessments of Key Learning Skills in 2015/16 show outstanding levels of behaviour: at Social Times 1.1; in Lessons 1.1; Engagement in learning as planned 1.2; Following Centre Rules 1.2; Following timetable 1.1; Positive relationships with other pupils 1.2; Respecting & relating to staff 1.3; Use of appropriate language 1.2  
(On a scale of 1 to 3 Where 1=No concerns & 3=Serious concerns)

# 4. Personal Development, Behaviour & Welfare

## Self Evaluation (2 of 4)

- ACE scores very highly on independent Bullying Intervention Audit – Pupils understand, do not experience bullying at ACE as any incidents are rare and interventions are proactive and constructive
- Behaviour incidents in 2015/16 reflect outstanding behaviour management – number of incidents is low, reducing year on year & involves less than 1 in 10 Ten pupils which is exceptional for a PRU
- Pupils are referred to ACE because of challenging behaviour – ACE key targets & Daily key skills assessments focus on Behaviour & Safety. In 2015/16 80% of Key Target Assessments were assessed as 1. No Concerns and 89% of Daily Key Skills assessments were assessed as 1. No Concerns (over 4% improvement year on year & a high for last 3 years)
- Outstanding behaviour results are consistent across all groups of pupils
- ACE measures Pupil Improvements in Emotional & Behavioural Development between Entry & Exit : In 2015/16 Conduct behaviour improved by +107%: Emotional behaviour by +102%; Learning behaviour +96%

# 4. Personal Development, Behaviour & Welfare

## Self Evaluation (3 of 4)

- In 2015/16 : 100% of pupils report that they feel safe at ACE & 82% strongly agree that the behaviour management system is fair; 88% of parents strongly agree that pupils have made significant progress in their personal development; 80% of mainstream school staff strongly agree that pupils have made significant progress in personal development
- ACE has an outstanding lifeskills curriculum and subject assessments display the progress in understanding in all aspects of personal safety
- All pupils attending Alternative providers are tracked for progress & personal development in alternative settings and the close alignment with the LA ALPS team further strengthens the quality & rigor of this strand
- Pupils strengths & difficulties (SDQ)  
(Measuring changes in emotional stress & behavioural difficulties)  
In 2015/16 80% of pupils displayed reduction in risk; 45% reduced from High to Low risk & 30% reduced from High to Medium Risk

# 4. Personal Development, Behaviour & Welfare

## Self Evaluation (4 of 4)

- In YVM 2015/16 Parents/carers 100% strongly agreed/agreed that Pupil benefitted from attending & feel safe, 76% report that they see a significant/strong improvement in attitude to education
- Pupil feedback from Your Views Matter:  
“ACE has been a good place to be at because it makes me feel safe”
- Parents feedback from YVM:  
“I will be forever grateful to everyone involved with him and the masses of support they give us” – Mum reports that she was almost in tears when writing this as she had been so worried prior to ACE involvement as he was so depressed, negative & down.  
“ACE has had a positive impact on all aspects of my sons life – academic progress, attitude, relationships, trust of adults, self – esteem & achieving things he never thought he could do”
- Agency comment from YVM:  
“I have found ACE really excellent in maintaining a positive ethos and offering a very good experience for many pupils, enabling them to return to mainstream schools. From my observations staff interact with pupils in a very respectful and insightful way”

# 5. Effectiveness of Leadership & Management

## Self Evaluation (1 of 8)

- **2016 SEF Judgement (1) Outstanding (Previous Inspection 1)**
- **Sustainable pursuit of excellence**
  - Headteacher has been NLE since 2010
  - Outstanding inspection record
  - Positively Highlighted in LA inspections over last 3 yrs – CSE, LAC
  - Sustained Year on year improvement in key performance indicator results
  - Standards maintained & progressed over 2 years since Hub launched
  - ACE driving transformative change for all pupils accessing alternative provision
  - 30+ bespoke services for schools across full remit of core behavior support
  - Strategic Partner in Teaching School Alliance
  - Sphere of influence of ACE has extended significantly since last inspection – it is leading the development of a high quality, coherent specialist education programme across Luton
  - Commissioned by Luton Futures Heads to manage Alternative Provision & Augmented Curriculum
  - No signs of complacency
  - ACE Headteacher is Chair of Luton Schools Forum

# 5. Effectiveness of Leadership & Management

## Self Evaluation (2 of 8)

- **Deep understanding**
  - Head teacher in post since Day 1
  - 12 years develops deep, sustainable understanding
  - ACE has developed significantly yet the core ethos remains
  - A belief by the core & extended team in what we do and how we do it
  - There is a depth of data & outcomes which enable ACE leaders to predict accurate outcomes
- **Leadership**
  - The experience of ACE staff means that there is a deeply embedded structure of empowered leadership throughout a small, but highly effective organisation
  - ACE Leaders in Subject leadership, Pupil Progress Management, Behaviour Support, Outreach support, Literacy, Health & Safety, Timetabling & Provision Planning
  - This model of devolved leadership underpins the strength of ACE, the depth of professional commitment and it's key ability to manage change, work flexibly and be intrinsically strong – a strength that informs ethos, culture and all work with pupils

# 5. Effectiveness of Leadership & Management

## Self Evaluation (3 of 8)

### **Management Committee**

- Management committee agrees annual management targets which have driven consistent improvement
- Management committee membership provides genuinely effective challenge across all stakeholders
- Management Committee includes 5 Headteachers ( 3 x Secondary, 1 x Special, 1 x Primary)
- Oversees Hub strategic development and core forum for strategic issues across 0-19 behaviour
- There is an increasing positive & robust culture of challenge to reflect demands in the AP sector
- Chair of management committee is National Leader in Governance

### **Literacy policy**

- Since the outset ACE have had an outstanding leader of English & literacy who reflects deeply on all aspects of literacy policy at ACE & this is reflected in sustained outstanding results

# 5. Effectiveness of Leadership & Management Self Evaluation (4 of 8)

## **Improving standards & professional development**

- Teaching at ACE is outstanding
- Staff stability at ACE is outstanding
- Staff leadership & management at ACE devolves leadership opportunity wherever possible
- The ACE model allows for ongoing accountability for all staff at all times
- New ideas are based on consultation, problems are discussed collaboratively, creative solutions come from within
- ACE is considered a premier organisation for CPD opportunities by agencies, other PRU's, school heads & qualifying students
- ACE is becoming involved in Teaching School Alliances to increase staff development & improvement opportunities
- The “conversation” about improvement and performance is ongoing on a day by day basis, it is embedded into ACE's culture and it includes all

# 5. Effectiveness of Leadership & Management

## Self Evaluation (5 of 8)

- **Impact of curriculum**
  - Curriculum is part of a model of working that transforms pupil attitude to school & self
  - It underpins results and it works to “turn on learning switches” which in turn drives reintegration/back on track outcomes
  - It is inclusive and that allows ACE to deliver outstanding outcomes across all groups of pupils
  - It is designed to empower ACE staff to transform learning and relationship behaviours
- **Safeguarding**
  - By developing an extending the influence of the experienced Pupil Progress Management team “Second to done quality” – Luton JAR inspection
  - Full compliance with statutory requirements
  - ACE Team around Child model
  - Daily assessment of all pupils health & well being

# 5. Effectiveness of Leadership & Management

## Self Evaluation (6 of 8)

### Engaging parents

- Consistently sits at the heart of ACE's work
- Driven by Pupil Progress Management Team
- Fully inclusive approach – for all pupils / all parents
- Multi-dimensional – telephone, meetings, regular reporting, open days, management committee, Website, Your Views matter...
- ACE commissioned by LA Troubled Families Team to roll-out model
- In 2015 YVM survey 95% of parents “strongly” found ACE staff to be friendly and approachable

### Modeling professional standards

- The Model is based on genuine community and there are many opportunities to model and share positive behaviours & relationship skills within the ACE. These include: Breakfast Club, Morning meetings, breaktimes, lunchtimes, activities, in lessons, in discussion.

Agency Comment in YVM :

“From my experience....all the staff are extremely professional, friendly and approachable for both pupils and other professionals such as myself” – see range of other comments

- 96% of pupils find ACE staff to be friendly and approachable

# 5. Effectiveness of Leadership & Management

## Self Evaluation (7 of 8)

### Financial & Resource management

- ACE productivity has increased by 67% since last inspection & by three fold since 2005/06 based on same resource base
- ACE is working positively to trade services with schools where appropriate
- On budget each year
- All pupils benefit from intensive deployment of resources through the high intensity, personalised learning programme
- All resources focused flexibly to secure equality of outcomes & opportunity for all
  
- **Strategic Development :**
- The Head teacher at ACE has driven the strategic vision that is now being realised. The scope is ambitious & far reaching. It is an initiative that is linking all Luton secondary schools at a time when division is more common, ACE is providing the leadership for outstanding & transformational work by the LA Alternative Learning & Progression Service & is having a significant positive impact on standards in the alternative provider economy

# 5. Effectiveness of Leadership & Management

## Self Evaluation (8 of 8)

- **Key initiatives 2015/16 included:**
  - Completing service/school re-organisation
  - Implementation of new sustained improvement, appraisal & professional development model
  - Greater devolution of leadership & strategic responsibilities within staff team
  - Service Delivery Model to Schools
  - Strategic Management of Alternative Learning & Progression Service
  - ACE Public Health Bid Project
  - ACE anti-bullying initiative
  - ACE & Stronger families model
  - ACE “Removing challenging behaviour as barrier to achievement”
  - Partnership working as a platform for the augmented curriculum

# National Leaders in Education (1 of 2)

- Specialist Behaviour management expertise –presenting at National College leadership conferences
- NLE/NSS status since May 2010
- Consecutive outstanding Ofsted inspections
- 85% + reintegration success rate - representing ACE's experience in transforming excluded pupils attitude to school & themselves
- Lead role in Institute of Education / SENJIT PRU managers group
- Lead developmental role in developing Leadership training in Alternative Provision settings
- Strategic Partner in teaching school alliances
- Design of bespoke Information Management database for Behaviour focused provisions
- Training & presentations on Partnership & Stakeholder working, Reward & Recognition
- Webex based training for NCSL on Behaviour management & policies
- Presenting at IoE/SENJIT 2013 conference on Working with SEBD pupils
- Mentoring work with other PRU's
- New alternative provision service - concept, design, development & delivery

# Staffing & Responsibilities (1) – inc. Revolving Door Team

- Chris Day – Head of Centre (since 2004)
- Deputy Head – Vacant (subject to organisational change)
- Sally Ripley – Pupil Progress Manager (covering Deputy)- (since 2004)
- Julien Jones – English (since 2004)
- Steph Partington – Domestic science, PE, Activities (since 2004)
- Shaun Ludford – PHSE & Practical DT (since 2007)
- Mark Trotman – Maths (since 2012)
- Greg Dougal – Science & SPD (since 2011)
- Ruairi Daly – Lead Behaviour Support Assistant / Tech Model Making/ Humanities (since 2004)
- Hayley Bewley – BSA / Timetabling / Outreach Support (since 2007)
- Russ Ner – BSA/Graphics (since 2006)
- Chantelle Day – BSA (Since 2015)
- Greer Kidney – Outreach Support (since 2008)
- Shirley Thomas –HR Administrator (since 2004)
- Faye Harvey – Art (Consultant since 2008)
- Abijah Gad – U Choose & Music (Consultant since 2010)
- Reiah Baptiste –Receptionist/HUB project management (since 2012)
- NB Average of 7 years in post per member of staff – stability in post of senior, specialist staff is a key factor in driving sustained improvement and in the integral resilience of ACE in contrast to may PRU’s which are considered to be more fragile than mainstream schools

# Staffing & Responsibilities (2) – Extended Provision Team

- Simon Jump – Deputy Head (since 2008),
  - Alan Hope – Teacher of English (since Jan 2013)
  - Nazia Ahmed – Teacher of Maths (since Sept 2012)
  - Nicola Stuart – Teacher of Science
  - Terry Phinn – Teacher of Art
  - Kim Head – Teacher of PSHCE
  - Louise Early – Teacher of ICT / Activities Co-ordinator
  - Lorraine Norville – Lead Behaviour Support Assistant (BSA / Literacy)
  - Pearl Blakey – BSA (Numeracy)
  - Jan Robinson – BSA (Literacy / media / crafts)
  - Yazreen Khan – BSA
  - Siobhan Griffin – Office Administrator / finance / Exams secretary
- 
- Staff stability is extremely high with all staff movement in the last 6 years accounted for by retirement or relocation due to personal circumstances. BSA staff have an average of 15 years experience of teaching with PRU's, behaviour units or in special schools. Core Teaching staff have all had recent and successful mainstream experience in delivering GCSE / accredited courses and have middle management / advanced skills / NQT mentoring experiences.

# Curriculum – Revolving Door

- English (including literacy)
- Mathematics (including numeracy)
- Science (inc ICT)
- PHSE/Citizenship/Lifeskills
- Homeskills/Domestic science
- Physical education
- Activities
- Art
- Music
- U Choose
- Practical DT
- Graphics
- Technical Model Making
- ICT
- Social & Personal Development/Mindfulness
- Anger Management
- Drama
- Humanities
- Whipsnade zoo academy
- Directional Mentoring
- Bedfordshire Fire Cadets Course
- Luton Town Football Club mentoring
- Garden Project
- Forest Schools

# Curriculum – Extended Provision

- INTERNAL OFFER

- English (ALAN, Functional Skills, GCSE)
- Maths (ALAN, Functional Skills, GCSE)
- History (GCSE short course)
- Environmental and Land Based Studies Science GCSE
- Art and Design (GCSE)
- RE (GCSE)
- PSHCE (GCSE short course, ASDAN, Youth Award, COPE, Entry 3 to Level 2 certifications)
- ICT (Clait, Functional Skills)
- Certificate of e-safety (internet use and social media)
- Digital Creator (GCSE)
- Food (BTEC Home Cooking Skills)
- Enterprise and Employability
- Preparation for Working Life
- CEIAG (small group and individual)
- Young Enterprise

- EXTERNAL OFFER

- All students have the offer of studying towards vocational qualifications and / or undertaking work experience placements via a wide and ever growing range of external colleges, employers and training providers.
- ZSL Whipsnade Academy (careers input, animal care, raising aspirations, self esteem boosting).

## ACE @ The Hub

Thank you for consulting this self evaluation.

If you have further questions please contact:

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  - 01582 748800
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