

Self-evaluation summary

The context of the provision

Good Apple is a very small Independent School with a catchment of 11 schools, from three different counties.

Previously the school ran as an Alternative provision running off two sites. We applied for Independent school status and this was granted in November 2018.

The provision is a strategic partner of Retford Oaks Academy and works closely with County commissioners and local Authorities to ensure the quality of delivery.

The school accepts students between the ages of 9 and 16 and currently has 3 students on roll. 9 students attend the school through the Alternative provision route and are on roll either through the county such as EOTAS or on roll at Mainstream School. Several students access other provisions as well as ourselves.

FSM average at 4% compared with 26.2% at National average.

SEND is below average at 1.8% compared with 10.6%. But high in Y11 (17.3%).

EHCP is low at 23% and our student force is currently heavy in BESD at 93.2%.

12 of our students are of a White British background who predominantly are either Christian or atheist and 1 is of mixed race and is atheist.

School population is fairly stable at 87.2%.

The totality of the areas that the provision works with indicates that there is a large area with **high social and economic disadvantage**.

Home visits reveal particularly low levels of communication, language and literacy and personal, social, health and emotional development due to material deprivation and lack of opportunities to develop relationships within many of the home settings.

To address this the Provision offers: breakfast club, out of hours (homework) club and a variety of sports, arts and other clubs.

The School currently has 1 Director, 2 senior managers, 2 QTS, 1 high level teaching assistant/ 5teaching assistants/tutors,1 support staff and 3 Admin.

Amongst the staff mentioned we have 2 CBT counsellors and 1 Psychotherapist.

The provision is accredited with ASDAN and Aim awards and is also accredited with the virtual college and has more recently become an accredited centre with JCQ to enable us to offer AQA GCSE's and Unit scheme awards.

Pupils' achievement

<p>Suggested grade: Good</p> <p>Evidence that supports this judgement</p> <p>Data from GCSE examinations and other accredited qualifications along with destination data and feedback suggests that Good Apple supports students to:</p> <ul style="list-style-type: none"> • Progress • Learn coping strategies to allow them to learn • Develop and enhance skills in literacy and numeracy • Increase attainment • Close gaps in learning • That destination and progression is a strength to the school. <p>KS4 students at Good Apple have gained a wide range of accreditation in all formal examinations.</p> <p>Our 2020 examination results have been no exception however due to Covid 19 we have worked hard with our students to overcome many of the barriers presented to us and them. We have however been able to evidence and have built on the previous year's successes.</p> <p>Some highlights for Summer 2020 include:</p> <ul style="list-style-type: none"> • 100% of students entered achieved GCSE's 9 - 1 (national average for PRU's 4.3%) • 100% pass rate Functional Skills Literacy and Numeracy • 100% pass rate Level 1 & 2 Health and Safety • 100% pass rate Level 1 & 2 Food Hygiene • 100% pass rate ASDAN short courses AND Unit scheme awards <p>A key strength of the school is equipping students both with the necessary academic qualifications, robust independent careers guidance but also the social skills to be able to manage in post 16 college education. Once again all our Year 11 leavers either moved on to college courses, apprenticeships or paid employment with an education element. Destinations data for the last 3 years indicates that the school is outstanding at preparing students for post 16.</p>
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In previous years 100% of students have left with 5 accredited qualifications and 72.4% left with 8 plus GCSE'S including maths English and Science.

Vocational courses are at an all-time high with 100% achievement.

We have collated Feedback from students, parents and carers and also commissioners of placements to effectively monitor and evaluate the running of our provision.

We currently have 4 students within KS3 whom attend through the Alternative provision route and 0 students directly on our school roll. Previously our KS3 students have made good progress especially relative to their performance in mainstream education. Progress from baseline assessment, including reading and spelling was good with a number of outstanding areas. Many students make rapid progress with their reading due to effective and non -confrontational interventions.

Within Primary we currently have two students who attends through the alternative provision route. Barriers to learning have been quickly overcome and the student has made rapid progress. The student had been out of education for a significant amount of time.

The progress of students with EHCP and or SEND is good to outstanding. Individual targeted IEP's are in place to ensure that support is effective. The progress of looked after students is good to outstanding and there is little marked difference between LAC students and their peers. Pupil premium plus is used to fund the placements with us and we have no access to this funding. The school effectively supports students on an individual basis with literacy, numeracy, reading, spelling, supporting emotional and behaviour needs on a daily basis.

Students have an individual personal education plan which is revisited and audited on a 6-weekly basis. This outlines where they are, what they need to do to progress and sets achievable targets that all stakeholders in the student's education has input into.

The vast majority of students improve their attendance after joining Good Apple this is evident from pre-Good Apple Attendance and post with in our school we have an attendance rate of 97.4% for the whole cohort.

The quality of teaching

<p>Suggested grade: Good</p> <p>Evidence that supports this judgement</p> <p>Lesson observations have been reviewed as well as:</p> <ul style="list-style-type: none"> • CPD records of staff • Learning walk feedback • Student, parent and carer feedback • Commissioner feedback <p>The percentage of outstanding Teaching observed in 2020 was 38% with the remainder being good at least, no inadequate lessons were observed by Various different inspectors from a wide range of stakeholders and 3rd party inspectorates.</p> <p>Our 'in class observations' have been impacted on by Covid 19 and online / virtual lessons were observed by SLT throughout the period of lockdown. Literacy and Numeracy skills are taught across all subjects. Pupils enjoy learning these skills through hands on practical activities in areas such as catering and Science.</p> <p>Small class sizes and effective use of staffing ensure that all students are challenged to reach their full potential.</p> <p>Students with additional needs receive the support they require to improve their spelling, reading and improve their mathematical problem solving skills.</p> <p>All teachers have consistently high expectations of all pupils. They plan and teach lessons that enable pupils to learn exceptionally well across the curriculum.</p> <p>Teachers systematically and effectively check pupils' understanding throughout lessons, anticipating where they may need to intervene and doing so with notable impact on the quality of learning. (see lesson observations).</p> <p>The teaching of reading, writing, communication and mathematics is highly effective and cohesively planned and implemented across the curriculum. Teachers and other adults generate high levels of engagement and commitment to learning across the whole provision. (see lesson observations).</p> <p>Consistently high-quality marking and constructive feedback from teachers ensure that pupils make rapid gains.</p> <p>Teachers use well-judged and often inspirational teaching strategies, including setting appropriate homework that, together with sharply focused and timely support and intervention, match individual needs accurately. Consequently, pupils learn exceptionally well across the curriculum. (see lesson observations).</p>
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Staff are supported through a continual cycle of professional development to ensure consistency in teaching and learning. Performance management targets are based on 'Teacher Standards,' and all staff have consistently met all targets set. Staff are supported with 6 weekly supervision as well as constant feedback from Senior management. 95% of our student cohort felt that they were taught well.

Behaviour and safety

Suggested grade: Good with outstanding features
<p>Evidence that supports this judgement</p> <p>The following documents have been viewed and audited:</p> <ul style="list-style-type: none"> • Student mentoring is effective • Individual education plans and behaviour plans • CPD log • Single Central Record log • Safeguarding updates shared with staff • Behaviour tracking • Daily student logs • Stride • Feedback from all stakeholders in the student's education. <p>Over 90% of our cohort had multiple exclusions for poor or challenging behaviour in mainstream schools. 75 % experienced multiple exclusions from both primary and secondary schools.</p> <p>Pupils' attitudes to learning are generally exemplary. Staff and pupils are positive about both behaviour and safety. (100% of pupil, and staff questionnaires agree).</p> <p>Pupils' behaviour outside lessons is not always impeccable however there are improvement plans in place and over all there is genuine respect shown towards staff. Pupils' pride in the school is shown by their conduct, manners and punctuality. visitors and members of the public are generally complimentary about pupils' behaviour within and outside of provision. Pupils are fully aware of different forms of bullying, including cyber-bullying and prejudice-based bullying, and actively try to prevent it from occurring. Bullying in all its forms is rare and dealt with highly effectively. (100% of pupil, parent and staff questionnaires agree, class behaviour logs confirm bullying to be rare.</p> <p>Skilled and highly consistent behaviour management by all staff makes a strong contribution to an exceptionally positive climate for learning. There</p>

are excellent improvements in behaviour over time for individuals or groups with particular behaviour needs.

All groups of pupils feel safe at school and at the alternative provision placement at all times. They understand very clearly what constitutes unsafe situations and are highly aware of how to keep themselves and others safe, including in relation to e-safety. (100% of pupil, parent and staff questionnaires agree).

Attendance is above average at 97.4% compared with 95.6% and persistent absence rates and groups are better than national and all improving due to new procedures introduced.

Leadership and management

Suggested grade: Good

Evidence that supports this judgement

- Leadership Minutes
- School Self Evaluation form
- Feedback from commissioners, student's, parents and carers

The school has been through a massive change since opening as an Alternative Provision in July 2013. The Leadership and Management throughout the process to gain and transition to an independent school whilst keeping the ethos of the provision alive has been outstanding.

The pursuit of excellence in all of the school's activities is demonstrated by an uncompromising and highly successful drive to strongly improve, or maintain, the highest levels of achievement and personal development for all pupils over a sustained period of time.

There were no a few areas identified at the last OFSTED inspection, and there has been good headway on tackling these points. All aspects of the school remain Good as indicted when OFSTED inspected in 2019. Pupil progress reviews are undertaken monthly to identify pupils at risk of under-achievement and interventions are put into place and monitored to ensure all pupils make the best progress possible one point to be noted is that we ensure that all the Individual programmes are in two formats and not just written with the student in mind.

All leaders and managers, including those responsible for governance, are highly ambitious for the pupils and lead by example. They base their actions on a deep and accurate understanding of the school's performance, and of staff and pupils' skills and attributes. The provisions self evaluation is based on a thorough analysis of performance data and monitoring of teaching and shared with staff and governors.

The Director, or those with a similar responsibility, robustly hold senior leaders to account for all aspects of the school's performance. Senior management have undergone a skills audit and been restructured into four sub-committees to reflect the company's needs, Agendas and terms of reference have been similarly reviewed.

There are excellent policies which ensure that pupils have high levels of literacy, or pupils are making excellent progress in literacy.

Leaders focus relentlessly on improving teaching and learning and provide focused professional development for all staff, especially those that are newly qualified and at an early stage of their careers. This is underpinned by highly robust performance management which encourages, challenges and supports teachers' improvement. As a result, teaching is outstanding, or at least consistently good and improving.

The school's curriculum provides highly positive experiences and rich opportunities for high quality learning. It has a very positive impact on all pupils' behaviour and safety, and contributes very well to pupils' academic achievement and their spiritual, moral, social and cultural development. The school uses 'Creative Learning Journeys' to adapt the curriculum to the needs and interests of pupils.

The school has highly successful strategies for engaging with parents to the benefit of pupils, including those who find working with the school difficult. Partnerships with other schools are strong.

The school's arrangements for safeguarding pupils meet statutory requirements. The Manager is the child protection officer and arranges child protection training in yearly for all staff and nominated and appropriately trained first aiders are in place. SCR is updated in accordance with our service level agreement (see Child protection policy, SCR, health and safety policy, risk assessments, anti-bullying policy, equality policy, first aid and medicines policies, drugs and substance misuse policy, internet policy, care plans).

Staff model professional standards in all of their work and demonstrate high levels of respect and courtesy for pupils and others.

Through highly effective, rigorous planning and controls, senior management ensure financial stability, including the effective and efficient management of financial resources such as the SEN budget. This leads to the excellent deployment of staff and resources to the benefit of all groups of pupils.

Overall effectiveness, including the promotion of the pupils' spiritual, moral, social and cultural development

Suggested grade: Good
<p>Evidence that supports this judgement</p> <p>Teaching is good and, together with a rich and relevant curriculum, contributes to outstanding learning and achievement. Especially when benchmarked to students previous educational journeys.</p> <p>Pupils, have excellent educational experiences at school and these ensure that they are very well equipped for the next stage of their education, training or employment.</p> <p>There is excellent practice which ensures that all pupils have high levels of literacy appropriate to their age.</p> <p>The school's practice consistently reflects the highest expectations of staff and the highest aspirations for pupils, including disabled pupils and those with special educational needs.</p> <p>Best practice is spread effectively in a drive for continuous improvement.</p> <p>Other principal aspects of the school's work are good or outstanding.</p> <p>The school's thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development enables them to thrive in a supportive, highly cohesive learning community.</p> <p>There are regular out of school visits which allows students to gain an insight into the outside world and stimulate enquiry.</p> <p>School displays, celebrations of world, cultural and spiritual events give students a good understanding of different cultures.</p> <p>Learning opportunities enable students to develop resilience, self-confidence, self-belief and the ability to reflect on problems in a reasoned and mature manner. All staff are highly skilled and confident in providing frequent opportunities to explore and discuss controversial and sensitive issues. Staff act as facilitators, allowing students to direct their own learning and formulate their own views and develop informed, reasoned opinions.</p>
<p>School Strengths and Challenges</p> <ul style="list-style-type: none"> • Attendance – significant number of students have records of poor attendance prior to attending Good Apple and then make outstanding progress with attendance with us. Some students improving by excess of 80% • Care, guidance and support. The mentoring system and individualised way staff work ensures that all students are supported and valued. Relationships with parents and carers are excellent as can be seen from the stakeholder feedback. • Range of accreditation offered to students offers opportunities unavailable in a mainstream setting.

- NEET figures are excellent. Our entire year 11 cohort made the transition to post 16 in summer 2020.
- Improving students behaviour and attitude to learning is a strength at Good Apple, many students have disengaged from education prior to attending Good Apple which in it self has huge implications even before a student has picked up a pen.
- Relationships with school are excellent
- Support for looked after students and relationships with virtual school are excellent.

Challenges

- Improving students reading ages, we see this as a high priority – many of our students join us with very a low reading age.
- Further development of our tracking and monitoring of students.
- School budget remains a huge challenge, we are funded by referers very much below a level in our neighbouring authority due to the area in which we serve. However, this area has one of the highest levels of deprivation in the country. We anticipate further cuts to allocated funding which will have an impact on the budget for the remainder of this year.
- Developing life after levels

Feedback from Parents/ carers/students

Parents and carers

- **To me you are doing amazing as xxxxx gets up every morning with no problem and actually wants to go to school Happy xxxxx = happy mum**
- XXX felt comfortable in the environment and made him the young man he is today.
- **Since xxxx started he's improved his behaviour attitude and learning. You're a great school.**

Students

- **I want to come here 5 day a week, I like being here because I learn a lot more and I get along with all the staff and kids.**
- I have learnt a high education. I enjoy myself at Good Apple I have learnt a lot.
- **Good Apple have done a lot for me while I have been here. I have achieved a lot more here than I ever would have done at school. The staff are lovely and caring.**

