

**ROSELYN HOUSE SCHOOL/ THE RHISE SERVICE**  
**SCHOOL SELF IMPROVEMENT EVALUATION FORM 2022**

**CONTEXT**

In March 2020, The Covid-19 Pandemic was announced by the Government and procedures were put in place to keep the public safe. Roselyn House School and The RHISE Service continued to stay open throughout including school holidays and had to put a range of ever changing procedures in place in order to continue to provide education, welfare and safety for students and staff whilst maintaining education provision and positive Mental Health and wellbeing.

There continues to be updated Covid Risk Assessment and a contingency plan. All decisions have been made through consultation with staff, students and their families.

Roselyn House School currently has 68 students on roll. Key Stage 3 and 4 are based at the main school site along with a KS3/4 Nurture group and a small KS5 Nurture group, Sixth Form is based at The RHISE Centre along with students who on individualised programmes of study in Key Stage 3,4 and 5. The RHISE Centre acquired the additional space to the first floor at the Hastings Road site and is now twice the size as previous. There are 30 students based there on split centre and vocational/ alternative provision timetables.

The main school has undergone significant building work since Easter 2022, where a new roof has been installed and three rooms having to have complete renovations due to water damage. Students have operated from the music room and temporary classrooms. Despite such disruption, everyone has coped exceptionally well. These works are due to be completed before September 2022 start.

Whole school has continued to operate in smaller groups with staff split between them. This has supported students well, increased attainment, improved attitude to learning and reduced incidents of negative behaviour. It has improved attendance; particularly for those students who have found the pandemic difficult and has increased anxiety.

It has allowed the school to remain open and reduce transmission of covid. There has been a successful uptake of twice weekly covid testing throughout the year until it ended and an uptake on vaccinations which have been through school. School have continued with food vouchers and welfare calls.

There continues to be a positive use of Education in the Outdoors and Healthy Lifestyles/ Sports/ Outdoor Education continue to be successful across whole school. PE is accessed by students with enthusiasm.

Adulthood Pathway has proven to be a popular addition across the KS4/5 timetables. Humanities have grown in strength. There have been increased accreditation with more AQA UAS and entrants to GCSE, Functional Skills and Entry Level exams.

Students have continued to work in their own classrooms with predominantly their own work stations which has given them ownership of their own equipment.

A successful Summer School took place in August 2021 which incorporated new starters with more vulnerable students and was based around education catch up.

### **Moving forwards to September 2022 and beyond**

It is anticipated that Year 11 students who are currently at the main school will move over to the RHISE Centre. This will contain two groups of Sixth Form students and also students in KS 4 and 5 who are on individualised programmes of study. The main school site will be split into Key Stage 3 and 4 with a Sixth Form Nurture group. They will be based in a newly installed outdoor annex. There will also be an outdoor therapy room and the music cabin will be back as an Arts based room.

Students will continue to have their own classroom base as this has proven popular and more conducive to learning, but there will be more movement of staff so that subject specialism can be further increased.

The new intake at the main school site will have a high percentage of Key Stage 3, Year 7 and Year 8 students who will make up class groups and individual interventions based on need.

There will be newly renovated classrooms, development of outdoor areas to include additional play areas for specific age groups, outdoor reading area, buddy benches, wellbeing area, basketball and table tennis.

There is a Summer School being held from August 30<sup>th</sup> for approximately 12 students which will look at introducing new starters and Team Building.

Each student will receive an activity pack for the Summer Break to include resources and catch up work. We will continue to provide school food vouchers through the Summer break.

A new 1-4 tracking system will be introduced from September which will inform End of Term Reports and Annual Reviews along with piloting Parents/ Carers Evenings.

We are looking to further develop Enterprise opportunities for students at The RHISE Centre.

## QUALITY OF EDUCATION

Progress towards areas of development from 2021 SIEF:	
To use new curriculum materials/ resources to assist Teacher Planning and improve consistency across whole school	Collins' schemes of work have been in place for an academic year and have proven to be invaluable in pulling the Curriculum together across the whole school. We have seen improved progress for students in each subject area. This has particularly allowed for consistency for students who may have transitioned from school to RHISE, vice versa or to mainstream education/ colleges. It has also provided staff with a greater insight across the curriculum for those who may be teaching outside of their subject specialism. It has also helped in reducing Teacher planning workload.
To utilise a range of teaching methods specifically relating to SEND	Staff have had specific training in ADHD and Autism which have been focused around teaching methods and strategies. There have been additional twilight trainings where staff have shared practice in how to manage specific students' needs. Access arrangements for exams have been improved in order to allow for specific needs to be met; particularly around the use of IT in exams.
To provide information and levels of students to all staff and make students familiar with where they are at and where they need to be	Improved information sharing through Personal Learning Plans and Learning Support Plans which are updated and shared across the school SharePoint. These are streamlined and managed by staff responsible in areas of assessment. This has led to the consultation of an improved levelling, marking and tracking system which staff are currently training in and will be implemented from September 2022.
To provide all staff the opportunity to discuss delivery and expectations in lessons	Weekly meetings are held for each group by the Teaching and Learning Co-ordinator where staff have the opportunity to discuss further, together with dedicated time in Twilight INSET across the year. Staff regularly share with each other expectations and as a result consistency has improved across the whole school.
To increase support aids across the whole school	Subject specific staff have been given the opportunity in discussion with the SENCO, Headteacher and Teaching and Learning Co-ordinator for different aids that may be appropriate for specific SEND across the Curriculum and these have been purchased. More Laptops have been introduced for RHISE students, Outreach and Nurture. It is anticipated in the Summer Term further laptops will be procured for whole school as this has become a positive resource which has assisted with access to the Curriculum.  £43,958 has currently been spent on new resources with £16,964 currently spent on new

	IT equipment. This is set to rise with the purchase of 16 more Laptops for September.
To increase more vocational opportunities to meet all students' needs	Further vocational placements and improvement of apprenticeships have been found for Post 16. Additional educational opportunities including computers, gaming and coding have been introduced for KS3 and KS4.  £129,130 is currently spent on vocational opportunities with Alternative Providers.
To increase Friday food bag across whole school	Friday food bag proved to be really popular with students taking them home and providing evidence of the recipes they made. Some shared this experience with their families and helped to educate about different foods that can be made. This has also included pop up wellbeing café's across the year and through student council is now being developed into a cultural monthly food experience. We continue to receive a donation of £25pm to support this.
To provide training for centralised information sharing	Training sessions have taken place and instructional videos by the IT Technician and Teaching and Learning Co-ordinator. The trainings remain available, and reminders sent out. These have included how to use the school's Share Point, two factor authentication and encoding information sent via e-mail. There have been further trainings in the use of CPoms and the importance around timely and secure passing on of Safeguarding information.
To introduce SEND folders digitally and provide training for all staff to contribute and see their value to assess EHCP Outcomes	SEND folders/ spreadsheets are available on the SharePoint along with improved LSP and PLP. Training has been provided through twilight INSET. This has led to an improved system of End of Term reporting/ Parents Evenings and Annual Reviews which staff have received training on in the Summer Term and will be implemented in September 2022.
To introduce reading books for students and develop specific times for pick up a book	There has been significant procurement of reading books, magazine subscriptions, reading schemes and PDF/Online books in the last year. This has led to the development of dedicated reading/ pop up reading areas and a Whole School Literacy Policy being developed in 2021 and updated June 2022. Student Council has been influential in the selection of resources students want including Manga and Anime.  £1026.76 has been spent on Badger Accelerated Reader and Penguin reading scheme. An additional £4360 has been spent on new books for group/ pop up libraries.
To work with providers on increasing offer of apprenticeships as restrictions lift	We have seen an improvement in access to apprenticeships as restrictions have lifted and this has led to a few students being successful. However, there is currently a high desire for placements from across all areas of education and this is making the criteria for our students more difficult to be accepted. However, our

	dedicated Adulthood Pathway Vocational Co-Ordinator is investigating further possibilities which is ongoing.
To further resource adult pathway strand – e.g. cooking, independent living, life skills	<p>Resources for a small kitchen have been purchased at RHISE. Chill Out zones have been set up within Life Skill classes and instigated by students, furniture built by them etc. A camera has been bought and a recent Photography Competition run alongside Mental Health Awareness focus week. The entries are being produced into items which can be sold as an Enterprise project to raise money for charity. Adulthood Pathway has proven very successful particular for Post 16 students. This will continue to be developed next year.</p> <p>£43,958 has currently been spent on new resources with approximately £5000 being on development of adult pathway, life skills and chillout zones.</p>

**There is a broad and balanced curriculum and staff have a firm and common understanding of its intent. Lessons contribute well to delivering the curriculum content.**

There is a broad and balanced curriculum despite disruption this year due to Covid-19 within class groups and staffing. Further disruption with regard to building works has also meant some areas of school have been inaccessible at various times but this has been managed with some slight changes to timetable on a weekly basis and the use of temporary classrooms. The English and Maths curriculum has remained strong throughout.

Lessons provide students with the skills, knowledge and understanding they need to become well-rounded young adults that will help them to make the right choices and decisions. The timetable is adapted to suit individual student interests and individual needs.

The implementation of the Collins’ resources has given the school a solid scaffolding/ platform which supports teaching, learning and progress of students.

Training has been provided for staff to implement these new schemes of work and are supported by the Teaching and Learning Co-ordinator and the Headteacher effectively. This has led to further development throughout the year in Curriculum mapping, levelling, marking and tracking and report writing.

All Teaching staff have implemented the schemes of work well and have a solid understanding of its intent. Given the ever changing landscape of SEND and the day to day challenges that may arise, this has certainly helped to provide consistency and cohesion. This will continue to be measured and built upon.

Staff believe the Collins resources are easy to follow and lends itself to adaptation and differentiation. It has made it more accessible for staff to gather work for

students on Outreach/ Individual interventions as the Teachers can provide relevant resources and clear direction of what is expected. All staff know that they can access schemes of work and student Pathway information on the One Drive system.

Resources have been added over the year across the whole curriculum. It is believed that the Collins schemes have helped reduce workload and provided a major improvement to Teaching and Learning across the school. They are fully embedded and now been utilised for an academic year.

Initially some of the schemes of work were aimed at higher performers and additional differentiated schemes had to be sourced for students who may be operating below Functional Skills level. Our qualified school SENCO, Mrs Wilson, has been effective in setting out individual interventions and in particular, informing Learning Support Plans and Individual student pathways along with Mr Birkenhead and Miss Damerall. There have been additional resources purchased to support Literacy and Numeracy at lower levels. Some staff may need further guidance in their use; particularly for Post 16 students.

There are currently two Nurture class groups at the main school site, one is for KS3 and the other KS4 / 5. This has proven a continuing success in providing the smaller more nurturing approach to individuals who would not be capable of accessing The RHISE Service individualised programmes or Sixth Form at The RHISE Centre. Lesson subjects are spread out over the week and are more topic based which allows students to have more concentrated and focused learning time. They are focused on Literacy and Numeracy skills across the topics and this has included work experience and vocational experiences for the upper age range.

There was some initial confusion at the start of the year on the use of the schemes within Sixth Form as it repeated some work which had been completed the previous year but this was resolved through discussion/ subject staff meetings and consolidation of learning and adaptations made to student's pathways.

There have been a larger number of students who have taken public examinations this year and have sat the March, May and June series in GCSE and Functional Skills. These have been in English, Maths, Biology and History.

In June 2021, 16 students were entered for English Functional Skills at either Level 1 or 2 and 4 students for GCSE.

In January 2022, 7 students were entered for Functional Skills English at either Level 1 or 2, 3 students in March 2022, 24, in June 2022 and 5 for GCSE.

In June 2021, 15 students were entered for Maths Functional Skills at either Level 1 or 2 and 8 students for GCSE.

In January 2022, 5 students were entered for Functional Skills Maths at either Level 1 or 2, 1 student in March 2022, 30, in June 2022 and 16 for GCSE.

In June 2022, 1 student entered for GCSE Biology and 1 student for GCSE History.

There is an increase in students accessing NCFE qualifications in Sports and Occupational studies. These are going to be broadened further in September 2022. There will be a younger intake for next year so exam skills will be introduced earlier so as to embed with the younger students as the 'norm'. Students who have joined us in Year 11, 12 and 13 during the pandemic have done particularly well in gaining the skills to take exams considering their starting points and extreme gaps in education, which for many had been over 2 years.

AQA Unit Award Scheme has developed further with an increased range of certification. They have worked particularly well as part of individual/ Outreach sessions and Adulthood Pathway Friendships, Relationships, Independence, and Community strands along with subject lessons. These have included:

Peer mentoring; Getting started  
Recording singing on a backing track in a recording studio  
Shopping in the community  
The Digestive system  
At what age can I?  
Awareness of others  
Basic Geography of the United Kingdom  
Basic Number: Mathematical signs  
Careers Programme: Motivation workshop  
Days of the week and Months of the Year  
Introduction to the Victorians  
Life skills: Building Healthy Relationships  
Personal finance for work  
Introduction to sell Biology  
Medieval History  
Personal Education: Developing Awareness of Self  
What is Volunteering  
Using a Tram  
Finding out about the local Town  
Managing difficult emotions  
Independent travel: Walking safely  
Basic working with Excel Spreadsheets  
Out and About in the Community  
Caring For Dogs: Dog Ownership  
Cricket skills

The Adulthood Pathway has proved to be an invaluable addition to the curriculum and has proven to provide a broad, balanced and person-centred approach. It is fluid in its approach but is focused on the individual needs of students. The SEAL framework has been used to provide a measurable tool in terms of student progress and learning. Several staff lead and teach the various strands of the Adulthood Pathway, Post 16, Employment, Life Skills and PSHE, there is a shared understanding of its attended outcomes. This has provided students with a whole host of enriching learning experiences.

There continues to be a strong programme of study for vocational opportunities with a wider choices of vocational providers which are used including, Apple CAST,

Creative Works Preston, Preston Vocational Centre, Soundskills, Horsepower, Eqwise, The Music Project, We Grow, 4 Tech, and Preston North End. These placements are managed effectively as the vocational strand of the Adulthood Pathway by Mr Wilkson and are built into Key Stage 4 and 5 Pathways.

The PE Curriculum has gone from strength to strength with the re-opening of facilities and increased facilities/ resources at the main school site. We have been able to once again provide opportunities for students to engage in all aspects of the PE Curriculum covering; invasion games, net and wall games; striking and fielding games; athletics and Outdoor Education. Which has improved healthy lifestyles and contributed to increased ventilation/ fresh air throughout the school day. We have the following available:

Awesome Walls Liverpool  
Gisburn Forest - Mountain biking  
German Lane Fishery  
Guild Wheel Preston - bike riding  
Brockholes  
Eqwise - horse riding and petting zoo  
Pendle Hill  
Lytham Beach  
Witton Park  
Formby Beach  
Townley Park Burnley  
Harpers Lane Rec  
Longridge Fell  
Darwen Tower  
Rivington Pike  
Roddlesworth Reservoir  
Hoghton Bottom  
Rock n River  
Footgolf at Euxton Golf Centre  
Play Football - Tulketh High  
Bamber Bridge Sports Hall - gym and sports hall  
Leyland Leisure Centre

Our Educational Visits, Enrichment, Adult Pathway Community and Outreach have included:

Tech Guys Gaming Room - Rainford  
Preston City Centre - Life skills  
Soundskills  
Liverpool World Museum  
History Museum at Salford  
The National Football Museum - Manchester  
The Etihad Football Tour  
Old Trafford Football Tour  
Manchester Science Museum  
The Glass Museum, St Helens  
Alabaster Jar arts and crafts

Astley Park  
Worden Park  
Brinscall Pine Woods  
White Coppice  
West Pennine Moors  
Rivington  
Healey Nab  
Beacon Fell  
Blackpool Beach  
Southport Beach  
Bamber Bridge  
Various Mc Donald's (for Outreach/ Adult Pathway sessions requiring Internet access)  
Libraries  
Parks in local areas  
Vocational Providers  
Promenades (Blackpool, Morecambe)  
Cafes  
Care Homes  
Shops and Supermarkets  
Colleges

There have been increased resources at The RHISE Centre to improve ICT with the introduction of more PC's and Laptops and an additional kitchen for students to prepare their own meals, learn Food Technology and Life skills.

There has been a reduction in uptake in subjects such as Art, Drama, Music (having to use the music classroom as a temporary general classroom), Duke of Edinburgh, Cooking (at main school), Forest Schools and first aid which has been as a result of having to focus on aspects of the curriculum, restrictions to access facilities and staffing. This is continuing to improve and is a focus for September's Timetable. There are additional resources being provided in the school's development to move forwards in these areas and included in targets for next year.

**Work given to students over time and across the school matches the aims of the curriculum and gives all students the knowledge and cultural capacity they need to succeed in life in British society.**

This is one of the strengths of the School and we continue to look to develop our young peoples' understanding of rights and responsibilities as a young adult. All subjects and experiences provide the opportunity to make our students more aware of their role in British Society. We have a common expectation across the whole School around the basics of being a 'good' person in society. We have high expectations of respect, good manners, effective communication, compromise, teamwork, independence which are mirrored daily. Our ethos is to challenge and discuss.

The schemes of work and resources used are effective in touching on culture and current affairs across the whole curriculum which opens opportunities for discussion

and deep exploration of topics. The new Collins Schemes have strengthened themes that may not have previously been covered. There is something for everyone in the content. There are clear learning objectives which make students aware of what expectations there are of them in modern society. Work is relevant and helps prepare them for the future. Some students work independently and others are provided with additional support and the opportunities for 1:1 intervention where necessary.

There have been additional reading materials purchased which look at diversity, culture, LGBTQ+ and focus days/ weeks around Black History, Women and Mental Health. We are currently working towards our Gold Stonewall Award and Silver Eco Award.

Subjects such as PSHE, CCC, Life Skills, Employability, Adulthood Pathway and Vocational experiences help students develop an understanding of British Society. Adulthood Pathway aims to equip students with the skills needed as they transition into adulthood. The sessions promote wellbeing, resilience, confidence, develop interests, understand what local facilities are on offer and promote appropriate and sustainable friendship groups. Students have gained knowledge and a cultural capacity of being able to succeed in society. Examples have included, independent travel, being able to access finances through a bank account, how to apply for chosen FE courses, how to access local facilities, undertake vocational placements, obtain provisional licences and visit local businesses to speak to managers. Student have also been given the opportunity to be interviewed for apprenticeship training with local providers.

Students took part in Mental Health Awareness week where they completed the Be There training in supporting people's Mental Health through the Born This Way Foundation and a photography competition which was centred around, 'From My Lens to Yours'. This encouraged students through their photographs to express their thoughts and feelings about the world around them.

In Life Skills, PSHE and CCC lessons students have looked at valuable skills for the future through practical projects such as home repair, nutrition, clothes repair, health and hygiene, budgeting and money advice, improving social skills in the local and wider communities, linking with other schools in various areas and across the World, understanding and experiencing language/ vocabulary from differing cultures and religious backgrounds, developing mutually respectful friendships; taking part in educational visits to living history sites, museums, religious buildings, real life work places and meeting with external visitors where appropriate. This is building back up due to Covid 19 restrictions being lifted.

The implementation of an effective School Council has promoted democracy and improved the students' voice, also providing opportunity for representation as student Governors in order to have a say in how their school operates and what is required to do so. It has further encouraged a positive attitude towards learning, their school and everyone in it. Students have worked hard on appreciating the needs and wellbeing of others in the local area and the World and this has extended to fundraising events for Hope Flowers School, Bethlehem, homeless charity, Ukraine The Voices for Children Art Therapy.

There are planned visits from Friends of Hope Flowers, UK and Netherlands which have had to be postponed to next academic year along with live, virtual links to the school.

The relationships staff have built with students is also effective outside of lessons in order to provide a safe and comfortable forum for open discussion along with Mentor programmes.

**Work produced across the curriculum is of a high quality considering starting points and students achieve well.**

Young People have had a very difficult time over the last two years, living through a pandemic with many unknown factors which have caused disruption, change, isolation and fear. Students at Roselyn House School and The RHISE Service have been a credit and shown resilience beyond expectation in a challenging situation not only for their selves, family, friends and staff.

For some students, this has been the first time they have experienced school in over two years as they have been without a school place and started in Key Stage 4 and 5. This has proved difficult for them as they have not been used to the routine and structure which school offers.

This has been managed exceptionally well. There has been a dramatic improvement in the last 12 months as students have started to feel more settled and there has been less disruption to normal routine.

Disruption that has occurred is managed better and this is reflected in students work. Most students engage well with the curriculum and achieve well and work is produced to the best of individual's abilities. Students want to achieve, produce high quality work and those that find it more challenging are supported and encouraged in lessons and through individual/ Outreach interventions. For some of the older students it has been about building relationships, trust, promoting a positive attitude to learning and thinking out of the box for ways to get students to engage and understand what is expected. This has been evident in the progression shown through tracking, student attitude to learning, work produced, AQA UAS Units completed and the amount of examinations taken this year.

Students engage more, take responsibility for their own education and are wanting to be pushed further. There is a real climate for personal achievement and this is evident in student work and understanding. Students are rewarded with Head Teacher's Awards which are proudly displayed as Work of The Week across areas of the school and are celebrated. These are also posted to the school and RHISE website and across social media. Additional rewards systems have been implemented to encourage small groups or individuals but the premise of school is the 'reward is your learning', and improving chances for the future.

Some students really achieve at Vocational Placements and even though it can take some a while to adapt to the placements and build relationships, they are now

investing in the placement. There is an example of a student who had only had contact with his immediate family before attending RHISE but is now thriving at The RHISE Centre and their vocational placement.

There has been excellent progress in PE this year as access has been opened up and students are able to access the full curriculum again. Likewise, History and Geography has gone from strength to strength along with Adulthood Pathway and vocational opportunities.

The progress made in Literacy and Numeracy is evident in assessment levels and how they have in the main improved. Students have responded well to assessment and take the school's levelling system seriously. There has recently been a successful project where students were encouraged to write a handwritten letter to the Headteacher suggesting developments for the school with supporting evidence. They then received a handwritten response back. There has been extensive developments to reading materials and individual reading schemes across the whole school with pop up libraries and a book swapping scheme encouraged. Catch up work has continued to be offered during school holiday times and homework throughout the week where there have been subject specific and vocabulary focus.

Some students continue to need further encouragement and this is supported by staff who equally want students to succeed. There are a variety of individualised interventions available to help with this. Some students have poor attendance but with encouragement and persistent attempts for them to engage this is working well and more students are improving.

Nurture students achieve beyond expectations and have proven successful. Work is being done to help them improve the speed of work produced. This has been encouraged by increased access to ICT, laptops which are individualised for students and have also been accessible for access arrangements in exams.

**The curriculum is planned and sequenced towards supporting sufficient knowledge and skills for future learning and employment across a broad range of career options.**

Schemes of work are scaffolded and sequenced so both staff and students can easily see progression even in a short period of time. The curriculum enables regular discussions which wrap around subject specific skills and how they help with other subjects and future learning and pathways.

Lessons are challenging and engaging and there is a wide variety of knowledge and skills which students can tap into which is accessible to all students. Work provided is relevant, streamlined for consistency and allows for adaptation and differentiation. It allows for transferring skills to help with problem solving and prepare students for adult life. Lesson objectives are given with regular plenaries to assess learning and consolidate understanding.

There are PSHE, Tutor Time and Mentor Sessions at Key Stage 3 which introduce students to a wide range of opportunities and what will be available further on in

their school career. They also access therapeutic, visits and enrichment activities that introduce younger students to the wider context of education and future planning. The school is mindful of changes around the consultation from Skills and Post-16 Education Act 2022 which sets out new requirements on the number and types of encounters schools will need to deliver for their pupils with providers of technical education or apprenticeships. The Provider Access Legislation specifies schools must provide at least six encounters for all their students – two in Years 8 and 9, two in Years 10 and 11 (all pupils in these year groups will be expected to access these encounters) and two in Years 12 and 13 (encounters need to be made available to all students in these year groups). From Year 10 onwards and sometimes year 9, we have more encounters but will adapt policy according to consultation recommendations from September 2022 onwards.

Key Stage 4 and 5 students are matched with appropriate vocational pathways and providers and these have been developed since last year. These are suitable for the interests/ skills of the students but will be increased further dependent on the needs of students moving forwards. Enterprise projects have been introduced to Sixth Form and have proven to be an area of growth. This was seen through a pop up well-being café at the main site and The RHISE Centre. Students have also utilised their creative talents in order to produce candles, craft items and photograph to sell to raise funds for charity. These have been sold to staff, Parents/ Carers and to the public through online shops/ social media.

The curriculum as a whole has focus on student development in the workplace and is a strength particularly in Sixth Form. In the wide range of options students learn new skills including IT, Music, Art/ Design/ Crafts, Computer Coding, Construction, Hair and Beauty, Automotive, Fisheries Management, Horse and Animal Care, Sports, Gym, Boxing, Childcare, Gardening and Retail.

PSHE, Employability and Life Skills lessons approach the world of work and what employability skills are needed to maintain a job and develop a career. Students have successfully created CV's which have allowed them access to work experience, apprenticeships and part time jobs. Some students have successfully found full time employment at the end of year 13 and have completed training to become a lifeguard, work in construction, retail and warehouses. The AQA UAS has helped provide support in accrediting specific skills along with NCFE Occupational Studies qualification.

The focus of Adulthood Pathway has proven invaluable over the last year to support students to gain sufficient knowledge and skills for both future learning and employment. There has been an emphasis on volunteer work in the student's local community. Through the community strand, students have developed awareness of their selves, where they live and what they need in order to achieve independence.

The vocational profiles and summaries which are completed in Year 9, 11 and 13 have proven a strength in looking at where a young person's strengths lie and what areas are important for future development or support independent SEND.

Significant work has gone in to implement a 'next stage curriculum' with Sixth Form and this includes a package of subjects, Life Skills, PSHE, Employability, Enterprise,

Work Experience, Adulthood Pathway, Duke of Edinburgh and vocational alternative provision. There is further development planned to commence in September 2022 which will further embed and develop further towards even more positive outcomes. All RHISE students' pathways are bespoke to them and based around needs.

The PE, Outdoor Education, Enrichment and Duke of Edinburgh curriculum lends itself perfectly to providing students the skills and knowledge for the next stage. They provide skills such as teamwork, effective communication, self-assessment, decision making. Students are encouraged to recognise their skills and use these in other areas of the curriculum and their wider life. We currently have students who through the encouragement from these subjects play sport for local Teams and have the confidence to attend independently.

There are a range of activities, experiences, projects and opportunities which inspire students and allow them to thrive.

**The curriculum is ambitious and meets individual needs of students allowing for them to develop independence.**

The curriculum is ambitious and is focused around students' individual needs. Each student has an EHCP and we pride ourselves on working with the individual rather than the group to support each person's needs. This is outlined in a Personal Learning Plan and Learning Support Plan. It helps students to focus on their own goals which are highlighted in Learning Goals, One Page Profiles and Individual Education and Behaviour Plans along with Vocational Profiles. This allows students to eventually find the best way for their selves as they become less reliant on others for support.

The curriculum encourages independent learning and students seem to like this way of learning as they get a bigger sense of achievement in completing tasks. All learning objectives are adaptable according to needs and abilities of students. Lessons are scaffolded and examples are given and worked through and independent tasks are introduced for students to work through. It continues to improve across the school dependent on the time a student has been with us and how they have built trusting relationships. This is not always age related and some of the older students who have only been with us a year can find independence difficult. There is also an increased dependence due to the pandemic as this has increased some student's anxieties and brought attachment to the forefront. Individualised programmes for RHISE students are tailored to their needs and Mental Health with an aim of being supported through the Adult Pathway to reach independence.

Some students can be overwhelmed with such an ambitious curriculum and it needs to be further differentiated in terms of lesson content, expected outcomes, additional support, interventions plans and individualised timetables or outreach offered for a period of time which is monitored. This is always achieved by agreement with related parties. We also have an onsite school therapist and counsellor.

Vocational options also help students to develop a variety of skills particularly though independent thinking and initiative. Some students thrive beyond the classroom and a less formal Teacher led approach to learning. This is also the case for students who find it difficult to form relationships with other students or who have classroom based anxieties where individual sessions work better and lead to more positive independent outcomes. Individual Learning and Thinking Styles along with SEMH needs are assessed through VARK and Boxall, together with information in the EHCP and LSP help provide the correct Pathways for students to follow. When their confidence is increased and students feel more directional in their learning, then they can work more towards independence. Each student will reach these stages at differing times.

Students are encouraged to peer assess and provide feedback. This is particularly effective in PE. This helps develop independence and gives students ownership of their learning.

Examples of independence through the Adult Pathway have included using public transport to access opportunities in the community, gaining a provisional motorcycle licence, using local library facilities, visiting colleges and places of interest.

A particular example of reaching independence is of a student who has just finished Sixth Form after being at school since Year 9. They went from having low self esteem, poor personal hygiene, anti-social behaviours, difficulty mixing with others and low attainment, to blooming into a model student who takes pride in their appearance, supports other students, completed external examinations, has achieved a full time job and is able to support and relate to others in a way they never could when first arriving. This is a success story of all involved.

**Assessment is used effectively and allows the school to know individual students well.**

We have a strong Assessment and Marking Policy in school which has been updated due to the introduction for a new levelling system in September 2022. There have been some discrepancies in testing due to the pandemic and these have become more consistent again during this academic year.

There are assessments for new students and a timetable across the year for assessment in Literacy, Numeracy, Behaviour, Learning Styles and Mental Health. These are co-ordinated by the school SENCO, Mrs Wilson and supported at RHISE by Miss Willacy and main site, Miss Holmes.

There has continued to be some difficulties around the assessment timetable again this year where some communication has been missed or is interpreted partially down to the reliance on emails, staff absence and reduced face to face communication. This has improved as the situation has improved.

All testing information is recorded and updated on the individual student's Learning Support Plan which is available on the shared drive. This has been communicated to all staff as some staff were previously unsure of where to find this information.

There has also been information passed on in weekly TEAMS meetings. This is now helping staff to understand how students have performed and to enable them to have discussions with students around these results. There needs to be more discussion around what areas students need to develop in to specific individuals particularly on Outreach and 1:1 interventions.

Students respond well to assessments and these have been positively received by KS3 and KS4 students. It has been more difficult to embed the value for newer students in KS4 and KS5. A considerable amount of work has been done, particularly at the RHISE Centre by staff to promote the value of assessment and engage students in these. They have also successfully been assessed in vocational areas. This work has been done on an individual level in order to boost confidence and support positive attitudes towards learning. This has worked for the majority of students and has led to them sitting more public examinations.

This has also been supported through Adult Pathway sessions where students are measured against a SEAL framework and AQA UAS.

Students buy into the current 1-9 levelling system but we have found that the system provides opportunities for too many inconsistencies across the whole school and makes it difficult to monitor each student as effectively as it could. Staff can interpret the levels differently and therefore are not a true representation of ability. It is with this in mind that a new 1-4 level system has been consulted on and introduced to staff through twilight training. The system is more streamlined and ensures staff deliver and incorporate it correctly so students are fully aware of their own levels and the new system. This will be fully rolled out in September 2022 and tracking will be available on the SharePoint for anyone to access as it is live. This will then be used to inform End of Term Reports under a new reporting system which will be more effective and accessible to students, staff and parents/carers.

Baseline, end of term, end of topic and self assessment are used across the school to support teaching and learning but are stronger in some subjects than others. There is support from the Collin's schemes of work and this has proved useful for staff to assess where students are at. This would be greater improved by moderation across subjects and staff across whole school further sharing assessment methods in their subject. This is improving as restrictions have lifted and the new system will help. We have managed to introduce some shared practice across the last month of the Summer Term and hope to continue to do this moving into the new academic year.

Students respond well to external and in house certification and these being displayed in the school and on websites/ social media. The new system will also promote further celebration of assessment and achievement with students having a clearer pathway of what they need to do to achieve to their expected standard. There is a strong use of peer assessment and self-assessment within the PE Curriculum and Adult Pathway and within other areas of the curriculum which will be further enhanced moving forwards.

**Remote learning is well integrated within the course of study and is designed to support the wider implementation of the school curriculum.**

Remote learning has gone from strength to strength within the school and staff and students on the whole feel much more comfortable and confident in accessing as and when required. So much more has been developed within policy and peoples' experiences of the benefits as and when required.

Remote learning has been a positive experience for many of our students and they have really flourished. They have had opportunities to be taught when they are unable to access school. It mirrors the classroom environment and follows the school curriculum. It assists in helping the curriculum flow and provides for continuation in learning. It has helped to maximise engagement and the Collins resources have helped to support it well by being on the SharePoint. It is a much more smoother process and one that people are more are now familiar with.

It is agreed on the main that face to face learning is better and some staff still have negative experiences where Remote Learning hasn't worked for their students; although this is the minority and is linked to anxieties, attitude to learning and lack of equipment. School have supported this by providing IT equipment to students and also other means of contact through telephone, house calls (where appropriate), worksheets/ written work for example.

It is believed that remote learning has further supported to engage students who have significant anxieties around the pandemic and also have other issues which can affect their attendance and mental wellbeing which would otherwise have meant they were absent from school. It has helped in students being able to access interviews remotely at colleges and further provisions and allowed them to move onto the next stage in their learning.

Some students work better 1:1 and have difficulties in being around other students. This has helped engage these students with the same chances of others. This helps with the flow of the curriculum and provides opportunity for all. It provides structure and can help transition students back into school not only following Covid, but other issues. It is recognised in a small percentage of cases that remote learning can cause additional anxieties and strategies are in place to support these students when required.

It has worked exceptionally well and is something which has been embraced moving forwards. Staff think outside the box and have worked hard and have developed a successful and engaging system in challenging circumstances and with little prior knowledge and experience. It could just be a phone call which makes all the difference.

**Reading is a part of all aspects of the curriculum**

There has been an emphasis on developing reading and literacy skills across the whole school with the development of a Whole School Literacy Policy and significant increase in resources. The majority of staff understand and believe that reading is

across all aspects of the curriculum and fully support and encourage. There is further training provided for staff who still believe it to be isolated within English lessons and support provided. There have been twilight trainings in this area and further planned for next academic year.

Subject specific vocabulary and homework is implemented and displays are provided around different areas of the school along with Word of the Week which are all open for topic and discussion. This has proven a great success in inviting students to read and broaden knowledge of vocabulary and language.

There have been extensive books chosen across all topic areas and abilities purchased along with Reading Schemes and accelerated learners. Magazines and newspapers are bought in and encouraged in social times of the school day and cover many different topics of interest.

The new tracking from September 2022 will record reading on a “live” shared document and individual reading intervention is also tracked and monitored by the school SENCO.

It is understood that reading is part of every curriculum across the whole school and can be seen in all subject areas, this may include reading recipes, labels, shopping, using menus internet research, reading own feedback/ marking comments, the board, interactive games etc.

There are understanding and comprehension skills built into all subject areas and the use of verbal and written tasks are not exclusive to English lessons where the scheme of work covers a range of Literature from differing genres and period of time. In Humanities there are examples of students producing summaries as a gateway to encourage students to read.

Students are encouraged to read in class, on vocational, out in the community, read to others and share experiences and discuss content. There are shared reading times with staff and staff are encouraged to share what books they are reading. Staff model reading and in particular, males are encouraged to read with other young men who perhaps see it is as something that isn't particularly for them. Students are encouraged to bring in their own reading books and are given the opportunities throughout the school day to pick up a book.

Students are encouraged to access and produce work for the schools' websites and have recently produced text for the photography competition photograph book and postcards.

**Students are encouraged to develop their language and vocabulary across the curriculum.**

The introduction this year of Word of the Week and subject specific vocabulary has further encouraged the development and importance of language and vocabulary across the curriculum. WOW is displayed in all classrooms and on the school website and also features music of the week which adds to the discussion around

the word and other meanings and vocabulary. It has led to funny and interesting discussions which have helped to focus tutor times. Introduction of modern foreign languages has also allowed for cultural discussion and further understanding of the world around us and also the origins of words.

WOW is displayed in classrooms along with subject specific vocabulary. Key vocabulary homework is encouraged and rewarded and has proved particularly popular for KS3 students. It has helped to enhance the use of dictionaries and thesaurus and lead to independent research opportunities and development of speaking and listening tasks.

Lessons include discussion work and development of communication skills which is helping to boost confidence and has been more effective in helping KS4 and KS5 students prepare for speaking and listening tasks for GCSE and Functional Skills English.

All aspects of the curriculum encourage development of language and vocabulary and this is also apparent in life skills, adult pathway and community tasks. This is where students experience language in the real world and are challenged to speak directly to people in the community including shop keepers, other staff/ professionals/ students, vocational placement leaders, social workers and other professionals.

Informal talk takes place throughout the school day on transport, at break/ social times and also through Mentor sessions. Students are encouraged to develop their emotional literacy and talk about their thoughts and feelings and mental well being. There are opportunities where students share with each other and discuss various aspects of each others needs. This has been encouraged remotely too and appropriate ways to develop language and vocabulary online have been encouraged. This has been developed across the whole school and through the link with Hope Flowers School, Bethlehem.

Face to face discussion is encouraged as it is recognised that some students may have become over reliant on IT to communicate and as things have opened up again students have been able to extend communications in many areas of the community thus preparing them for adulthood and independence.

The further development of Student Council has encouraged the students' voice which has led to different developments for the whole school and for students to understand that their voice is being heard. Staff encourage open talk within boundaries and students have access to Therapists.

Negative language is challenged and discouraged. Positive communication is also modelled and rewarded. Students are made aware that it is important for positive language and discussion is based around this. Students have the opportunities to experience formal situations e.g interviews where they are able to practice in PSHE and Life Skills sessions and take into real life situations in colleges, alternative provision and training providers.

### **Students apply mathematical knowledge concepts and procedures across the curriculum and in real life situations**

There is a whole school approach to the implementation of mathematical knowledge and it is seen across the whole curriculum and at all key stages. It is continuously supported by all staff and valued. It is highlighted further in academic subjects, form time, enrichment, life skills, community lessons and adult pathway. It is also apparent in vocational provisions and from work environments.

Students are encouraged to use mathematical skills and the importance of using them. They have an understanding of why they are important and have developed their ability to show awareness of solving mathematical problems. Maths concepts are across the curriculum, in real life situations, via discussion, work in books and real life situations in the community.

In Life Skills and Adult Pathway students use mathematical knowledge through cookery skills, financial/ money budgeting, transport, timetabling, weighing and measuring, working out dimensions, banking and paying for things in shops.

Examples are used in lessons not only in Maths but across the curriculum and has seen to be particularly successful in History, Science, PE, Eco Schools, Outdoor Education and PSHE.

In PE students have linked to maths by keeping score, when playing Badminton know that when they are on an even number of points they serve from the right and odd from the left. In footgolf, student have scored rounds, developed a concept of distance and how an increased distance means they are allowed more shots to make par. Students have used maths in swimming also.

Students often ask when will they use this in real life and examples are provided and experienced of real life situations. Students are given purpose for the work they are doing. Lessons are well planned and are given real life examples so they may use it in their future life/ career. Maths is taught on a daily basis.

### **Students achieve well in examinations and qualifications**

This year we have taken the opportunity to utilise all three series of examinations and as a result there have been more exam entries and in more subjects than previous years. These have been at Entry Level, Level 1 and Level 2 and GCSE.

The development of the assessment programme across the whole school is improving the importance of examinations and achievements towards and students and they want to do well.

They have worked hard despite at times difficult and disrupted times but want to do well and have a commitment of making the best of their selves. For some this has come later but due to the persistence of staff is evident. There has been a positive attendance for exams and many students have achieved in vocational subjects too.

Students have been supported in exam practice and are moving in the right direction.

Students have approached the exams with a fantastic attitude. The curriculum content has helped to focus exam preparation and will continue to develop further with the new tracking system implemented next academic year.

Students are showing progression and those who may not have passed the Summer 2021 series have passed in Autumn and Spring series. Students attitude to learning and examinations have improved.

Some of the exam preparation has been impeded by covid and can only improve as the situation does, moving forwards. Some students still have anxieties around examinations and how well they do can sometimes be determined by SEND, mood on the day and at times the results do not always represent a students trye abilities.

As students are starting to start school younger the ethos of examinations is able to be embed earlier and becomes the expectation once students get to end of KS4 and KS5 and this can only help further improve results in coming years.

Despite exam timetables being communicated to students and parents/ carers and being available on the website, more work needs to be done with families also around the importance of helping to get ready and calm your child around exam time. Communication towards this will be further developed with the introduction of Parents evenings.

AQA UAS has been particularly successful this year not only in academic subjects but also through Adult Pathway which have been bespoke to the individuals. There has also been increased success in NCFE qualifications which is being timetabled next academic year.

**When students are ready to leave (Yr 11,12,13), they have the knowledge and skills relevant for their next destination.**

The support given to students to set them up for leaving goes above and beyond. They are well supported in developing skills needed for their next destination. Students who take all offers of help extend their knowledge, skills and confidence. They are given many opportunities to succeed and explore skills needed for examinations and vocational placements.

The Adulthood Pathway and Life Skills lessons are a good source of information and a safe place for students to learn new skills. There is evidence for this with students managing to secure employment and hold down a job or future training/ education. Students are mentally prepared and show maturity in moving on.

Our 2021 Leavers went on to the following destinations listed below:

North Lancs Training Group

Blackburn College  
Youth Education Project  
Wigan and Leigh College  
Blackpool Gateway  
Preston Vocational College  
Myerscough College  
Lancashire Training Services  
Lancaster and Morecambe College  
Various employment opportunities  
Southport College  
The Music Project Wigan

Our 2022 leavers have already ascertained jobs and some are heading to further education destinations.

One of our students found a full time job at a reputable Ice Cream Shop, and is earning a substantial monthly wage.

Another individual has become a full time lifeguard and hopes to attend further education in the future to ascertain qualifications.

Myerscough College to study animal care.

Blackpool Gateway to study level 2 music and The Music Project Wigan for arts are some of the other destinations where our students have enrolled.

PSHE and SEAL lessons help to prepare students for the next stages of life and this is supported by the vocational strand of the Adulthood Pathway with a dedicated member of staff.

Students are fully involved in the decision making for their futures and where appropriate attend relevant meetings. They have 1:1 discussions about their pathways and complete vocational profiles and individual earning goals/ All About Me.

School Council along with individual sessions and timetabled lessons allow students a voice about their future and needs for further needs to move into independence beyond school/ sixth form. Independence sessions are delivered where financial budgeting, independent living skills; cooking, DIY, decorating etc and independent travel and shopping are learnt.

Students are able to successfully complete CV's which can be used for work, further training or education applications. These have helped in securing work experience, part time and volunteer work too.

The vocational profiling of the Adulthood Pathway provides personal emails to students about careers/ college options and support phone calls are provided to keep students engaged in the process. There is a dedicated area within the RHISE Centre and displays to share information about career and education opportunities.

Some students require individual interventions in order to further support and help them to become more prepared who tend to have joined us later on in KS4 or KS5.

Areas of development:

- To further promote access to The Arts across the Whole School
- To develop vocational procedures/ policy in line with Provider Access Legislation and consultation from Skills Post 16 Education Act 2022
- To continue to develop enterprise projects/ opportunities at The RHISE Centre/ Sixth Form
- To formalise the structure of Outreach with a clear pathway for return to the classroom as and when appropriate
- To lay out an annual plan for assessment at the start of the year which is communicated to Parents/ Carers
- To roll out and monitor new 1-4 Tracking to inform EoT and Annual Reviews
- To introduce Parents/ Carers evenings to coincide with EoT reports
- To provide all teaching staff with sticker marker to reduce workload and streamline marking
- To track reading engagement through new tracking system to be implemented in Autumn 2022
- To implement a programme related to the importance of exams/ assessment which involves Parents/ Carers
- To introduce onsite Speech and Language therapy for individual interventions and training of staff

## BEHAVIOUR & ATTITUDES

Progress towards areas of development from 2021 SIEF:

To target specific students with interventions to improve motivation towards learning	Clear Pathway is provided in Personal Learning Plan which details interventions. Outreach Plans are set up in addition to 1:1 interventions and Adulthood Pathway. Further tracking of interventions to be recorded following the introduction of new system in September 2022.
To utilise extra space at The RHISE Centre to maintain quiet environment by operating an A,B Timetable to reduce numbers attending the site at one time along with individual timetabling-provide individual learning zones and additional therapy areas	The RHISE Centre has been doubled in size by acquiring the remaining part of the first floor, which has full planning permission. This has allowed an individual RHISE Action Plan to be implemented throughout the year and to develop the centre with an A,B Timetable and provide quiet spaces, 1:1 learning areas and a chill out zone. <b>RHISE ACTION PLAN.</b>
To provide training to staff to encourage consistency of planned responses towards behaviours and risk	Updated TEAM TEACH Training has taken place for all new staff SEPT 2021 and further training for all other staff to take place in Sept 2022. This will then mean that all staff are refreshed within a two-year cycle. Specific Twilight training dedicated to Behaviour and risk.

To continue to support students with low attendance with home visits and bespoke timetables to reintegrate them back

This has been effective in that specific staff are tasked with home visits (Mrs Brunskill, Mr Wilkinson) and taking education to the young people. There continues to be an element of remote learning for those students who find it difficult to access face to face education. This has helped to build relationships. Attendance interventions are planned and outlined in the Personal Learning Plan. Some students are on Outreach programmes who have consistent staff who visit the student's home or work with them in their local community. This has improved attendance for most of these students.

**Students behave with consistently high levels of respect for others and are positive within the school environment. Commonalities are identified and celebrated, difference is valued and nurtured and bullying, harassment and violence is never tolerated.**

Students and staff feel safe at Roselyn House School and The RHISE Centre. Staff work positively together and more experienced staff are seamlessly working together to proactively nip any negativity in the bud. Without hardly a word spoken and all very calmly, staff can diffuse and manage situations so that they rarely escalate.

Staff have developed amazing rapport and relationships with students and they are confident to open up and discuss their thoughts and feelings. This helps to reduce negative incidents. Manners are encouraged and modelled and there is a positive environment across the whole school where everyone is expected to be polite and model respect towards each other.

It is believed this has improved due to students operating in smaller groups and less interactions with other year groups. There is consistent respect and a drive to understand and discuss difference. Everyone shares in each others' achievements and this is seen through respect for each others' work and displays of such. It has been a very positive year for students and there appears to be a greater cohesion and appreciation. Students have developed in confidence, work well alongside each other, complete more work, join together to learn, share, engage, encourage and support one another. They are open and honest.

There has been a shift towards positive educational experience and nurture for all concerned. Attitudes have changed and most students want to be at school and engage in what is on offer.

Students are genuinely interested in differences, culture and diversity and whilst some inappropriate viewpoints/ comments can still be made, these are challenged in an appropriate way by other students and staff alike. Discussion has proved positive and a way of educating some young people who may have had polarised views due to not mixing in general over the last few years and being around toxic attitudes and influences on social media. Students have explored topics including

positive and negative relationships, pride month, gender identity, racism and Black Lives Matter.

Any negative behaviour tends to be low level and is managed well. This tends to come out of frustration and is aimed at damage to school property. This is challenged for the most part and staff are consistently working within the Behaviour Policy. Staff have received further training on how to manage behaviours and work within policy in school. This has proven affective where most people believe that bullying and violent behaviour is not tolerated and challenged well. However, a few staff believe this could be more consistent in all staff's approach.

There are examples of students taking the lead and supporting other students to challenge them about behaviours which are unacceptable. This demonstrates maturity and positive modelling within the school. Students have excellent working relationships with each other, staff and colleagues out of school. There is a high level of respect shown in varying environments including alternative provision and vocational environments. Students are polite to each other and during sessions show shared interests, shared objectives and have a positive outlook to what the school offers. Differences are valued and nurtured and students encourage one another to talk about beliefs, values and opinions. Students are encouraged to form good friendships based on tolerance and respect and this is evident across the whole school.

For many students they have found it difficult to trust others and have had negative educational experiences. They have complex needs and mental health difficulties. Despite students facing a challenging time, and increased disruption, they have shown high levels of positivity and enjoy being a part of the school community. For those who have found it more difficult, strategies are in place and individual interventions to help students to manage this. There will always be moments due to the needs of the students but this is managed consistently well and the ethos of the school supports it.

Students represent the school well on educational visits and work in the community and have high levels of respect for the public where they have been polite, courteous and respectful.

### **Students have positive attitudes and commitment to their education**

There is a positive atmosphere across the whole school where it is evident students want to be with us. Some students can be affected by outside influences and their home life which can quickly change mood but is often overcome due to the relationships formed with staff.

The attitude to learning has improved even more over the last year which has been encouraged through dynamic teaching and stimulating lesson content. This has been further enhanced through the new schemes of work and resources purchased. The curriculum is adventurous and meets individual needs well.

Students take a pride in their work and are proud when they achieve good levels and receive Head Teachers Awards. They enjoy displaying their own work across the school. Students want to do well and achieve qualifications. Their attitudes are for the main part positive and they want to be in school. Attendance highlights that students buy into what we offer and even those who may have attendance issues at times engage in attendance intervention, home visits and Adulthood Pathway. Attendance on the whole has improved as a result of the education offer and has helped to allay anxieties which had developed in some students during the pandemic.

Staff work together to help students develop strategies towards a willingness to learn, value in learning and encourage and motivate well when motivation may be low. Teachers work collaboratively with teaching assistants to make all experiences worthwhile, meaningful and with positive outcomes for all.

Staff foster positivity towards education and back each other up, this can also be the case for student to towards other students. They congratulate and celebrate lessons and learning, highlight the good work students achieve and create a fantastic atmosphere where positivity outnumbers negativity.

Students flourish and this puts a smile on staff's faces as we know we are helping students move in the right direction to a 'positive future'. For the majority of the time students are engaged and on task throughout the school day. Students show good progress. They ask relevant questions and show they want to do as well as they can. They recognise strengths and difficulties and are willing to take on board that which will help support them to move forward.

Students openly discuss their SEND in Mentor, Tutor, SEAL and Adult Pathway sessions and show an understanding of what needs they and others have which may create some barriers to learning. They are willing to accept help and support/therapy/ interventions in order to take them to the next stage of development. Most students know how to ask for help and staff have a wide range of expertise in understanding individual needs.

Information is provided to all staff in Personal Learning Plans and a clear pathway is communicated to all involved.

### **Students contribute to the wellbeing of others**

Positive wellbeing is promoted well across the whole school and students work well together and support each other. They have made appropriate attachments across peer groups and support and protect. You can visibly see disappointment if a student 'friend' is absent. Students show compassion and consideration and have a genuine understanding of the wellbeing of others including staff.

Some students can find it difficult to pick up on emotions and show empathy but work is done within SEAL, Tutor Time, PSHE and Adulthood Pathway to promote self awareness, empathy and emotional schemes. This runs across the curriculum

with Spiritual, Moral, Social and Cultural learning. Work can take place through discussions, written work, social activities, story telling and is modelled by staff.

Students participate in peer mentoring and volunteer work which helps them to understand the needs of others. An example of this was a Yr 13 student mentoring a younger Yr 9 student in writing their own song and music production. This enabled the older student to support their younger peer who was having difficulties at home whilst passing on knowledge they had learnt on their vocational courses.

Students have been involved in introducing perspective new students to the school and have been involved in supporting younger peers on transitional days and Summer School. This has allowed students to share their own experiences and realise the advancements they have made.

Students are good listeners and have a particular interest into developing the school to be more inclusive by discussing issues around LGBTQ+ issues and have suggested ideas to make the school more gender fluid. They openly discuss with each other and accept when a student speaks out around such issues. Students have asked for pronouns of people and have also suggested through student council this be included on all school paperwork, notice boards and website.

Student Council particularly highlights the care students have for each others' wellbeing and have come up with the idea of a Mental Health Awareness pop up coffee morning and outside seating for students at main school to gather to support each other and discuss issues. A dedicated outdoor space has also been introduced for therapy. Students have been able to openly discuss their own mental health concerns and listen to those around them. A wellbeing area/ chill out zone has been introduced to The RHISE Centre.

All students, in their own way care about each other and feel that they are part of the same community where they are encouraged to understand and embrace difference, celebrate each others' achievements and spend time to care. This extends beyond school and is also apparent with links which have been made with other schools both in the UK and other countries.

Even when it may not be particularly 'cool' to show that you care, it is there and when students are distressed or just not feeling their selves, students are there to support. Recently all students and staff participated in The Born This Way Foundation, Be There Certificate where they learn to support each other's mental health.

**Where students find it difficult to maintain self control and positive attitudes, school takes intelligent, fair and highly effective action to support them to succeed in their education**

The school has a strong Behaviour Policy and all students have a Behaviour Management and Positive Handling Plan. In addition individual needs relating to their EHCP are found on the Personal Learning Plan. These are available for all staff to see and are frequently updated.

Students are provided with clear expectations of what behaviour is expected and that there are consequences for negative behaviours. They are encouraged to be positive and supported when in negative cycles. They are taught to respect boundaries.

It is the responsibility of all staff to support our students and to work within policy to diffuse situations before they escalate. Everyone is trained in TEAM TEACH and staff work in a calm and encouraging way to talk through with students when they may be struggling. Staff have an excellent knowledge of students and this is shared through weekly meetings and information being available on the SharePoint.

We pride ourselves on the positive relationships that have been created and how situations are dealt with which are appropriate for the individual student's needs. Staff are experienced in ensuring the safety and wellbeing of our students and know how to deal with situations when they arrive. The use of a third person and humour continues to be effective in many situations. Strategies such as distraction and change of surroundings are effective in minimising escalating situations. The aim is to quickly resume so students can get on with their learning.

Staff have received training in behaviour management and specifically relating to students who are diagnosed with ADHD and Autism.

Students accept help well and demonstrate a greater understanding of their own and others needs. They support each other effectively in times of difficulty. Students develop their own strategies and identify triggers and possible solutions. These are openly discussed and positive progress is seen in students.

There are individual interventions to support behaviour which include Outreach programmes, individual RHISE interventions, Therapy and Mentor sessions. It may be appropriate for a period of time for a student to be provided with additional support in order to engage in situation that is better suited to them.

Staff are amazing at recognising dysregulation, letting a student own this and then guiding them to a better choice of activity or attitude in order to help their selves. Polite manners are always encouraged within school and the wider community. Students show great progression in a relatively short period of time despite their starting points and individual needs/ diagnosis.

Adult Pathway has been particularly successful in helping students to look at their own thoughts and feelings where themes such as 'managing emotions', 'coping with changes in feelings and relationships' have been explored. Through SEAL/ Tutor and PSHE sessions, students are encouraged to discuss what is acceptable and also develop knowledge around what emotions, behaviours may be experienced. Students are encouraged to understand the SEND of their selves and others. Students are treated with caring, fair and effective action on a consistent basis.

At Post 16 students are expected to demonstrate behaviours which are equivalent to those rules set in further education, work or training. This is in preparation for

independence and the real world. They are encouraged and guided towards taking ownership of their selves moving forwards.

Roselyn House School and The RHISE Service has a no exclusion policy but time out may be required followed by a return to school/ restorative justice meeting in order to discuss the consequence of negative behaviours and how to move forward. This is facing the young person with their behaviours and challenging for change. It is too easy to 'exclude', we believe in talking it through and giving chances as we are often the last chance a young person may get for education following a series of negative experiences. This can at times be hard work and met with difficulties along the way but with persistence comes reward and for the majority of time such consistency proves to work in the longer term.

Positive actions and education achievement continue to be rewarded and modelled to all students, so each one knows what they should be working towards.

### **The school has high expectation of behaviour and conduct**

There is a high expectation of behaviour across the whole school and we have seen a reduction in instances of extreme situations and violence. We have hardly any need for physical intervention and these have been in isolated cases. Negative behaviours demonstrated are low level and quickly dealt with.

There have only been 9 instances of physical intervention in the last year across the whole school and these have lasted under 2 minutes and some are with the same student on more than one occasion.

Effective classroom management is used to ensure the smooth running of the lesson, building positive relationships helps to reduce negative behaviours. There are consistent expectations and students are aware of these. Staff check behaviour and challenge when not up to standard. There is a whole school approach and staff back each other up which supports an excellent attitude and ethos. Students understand this and it works well. Often students will hear challenges being made, 'for dropping litter', 'not saying thankyou' and respond in a positive manner supporting the challenge and also learning from witnessing these challenges.

Staff understand students' needs and abilities well and recognise some behaviours may be apparent but continue to challenge in a way that is appropriate to the individual and their understanding. By adopting this approach we see change and overall there are positive outcomes all round. There are positive role models from staff and students and good behaviour and language is rewarded. Overall conduct is good across the school and the Behaviour Policy is visible in action.

There are limited consequences but these are managed fairly and consistently at the main site, where students may need time out and have removal of activities. These consequences are reflective and have an impact on students. There are clear boundaries.

It is believed that there are some inconsistencies with behaviour and how it is managed at The RHISE Centre. The students who attend are post 16 or in individualised/ outreach programmes. Each student is very different and there has been a significant increase in student numbers (newer, older students) and staffing. There have been training opportunities and regular meetings in order to address this. It is difficult as due to the age of students referring to post 16, there is an expectation that they should be more responsible for their selves and behave in a way expected of a further education, work, training environment. However, many of these students have been out of school for a long period of time and started during a pandemic and in many ways reliant on staff to build relationships and establish expectations. There is a noticeable difference between students who have moved from main site to Sixth Form and those that have started in last Year. There is a slight mis-match of opinion from the staff group of how behaviour management should be handled from understanding needs of students to zero tolerance because students are older. In terms of behaviour this has been centred around inappropriate language and 'smoking'. Boundaries have been put in place, a revised smoking policy introduced in line with colleges and alternative provision and Outreach programmes/ individual sessions where students may require further intervention. Staff challenge well and acceptable behaviours are discussed. There is a chill out zone which has been established in consultation with students which has provided a safe space to discuss any issues.

Behaviours are challenged in an aspirational manner to enable our students to become the best versions of their selves.

Students behaviour outside of school is very good indeed and they demonstrate a positive, polite and respectful manner to members of the community. This has been particularly evident on Educational sporting visits and Adult Pathway.

### **Bullying, aggression, discrimination and derogatory language is dealt with quickly and effectively**

There have been no formal reports of bullying incidents for over 2 years. Student 'fallouts' and disagreements are dealt with quickly and effectively. There is a strong Bullying Policy and students have completed work through PSHE and Adult Pathway in this area including Online Bullying. It runs across the whole curriculum and staff are well equipped to discuss any issues that may arise. Students are challenged and any incidents are swiftly dealt with and consequences laid out.

Expectations of behaviour are clearly communicated and boundaries openly discussed. Staff are quick to diffuse situations and procedures are firmly embedded. Staff are superb in dealing with and challenging negative behaviour. These challenges are done openly and therefore are heard by the students, so that they too absorb the positivity and acceptable behaviours that staff are upholding. This helps to erode any learnt behaviours and other students challenge negative viewpoints or inappropriate comments made by peers in a positive and appropriate manner. Positivity is disseminated and staff are provided with respect and confidence to do the same.

Additional work is being done with staff who feel less confident in challenging contentious issues or language particularly with older students and strategies delivered to help them grow in their approach to challenging and being in line with a zero tolerance approach to bullying and harassment. Staff can sometime pair up to allow a member of staff who does not yet feel as confident in order to be supported in challenging their selves.

Students are aware of the need for mutual respect, tolerance and wholesome/ supportive language.

CPoms is used to report negative behaviours and Bullying incident reports in this incident. Training has been provided to staff.

### **Students have high attendance**

Students are transported to school by dedicated school transport services which helps in terms of student attendance and also forging positive relationships. Students, on the whole, enjoy school. They can be upset when they aren't in and this is wonderful recognition to the hard work of staff and the ethos that is strongly forged. Students argue with sound reasoning to attend school and would do so more if they could. There was a strong uptake to Summer School last year and also during holiday times when the school remained open through the pandemic.

For many students, their attendance is vastly improved from their previous schools which is due to dedication and support from staff making it fun, suitable and a positive learning environment. Students feel safe, have positive outcomes, form excellent relationships, enjoy their education and have a strong therapeutic and nurturing input.

Some attendance has been affected by student anxieties where some of these have been enhanced by the pandemic and students' fears. However, this has improved and our dedicated Attendance Officer has made excellent strides with attendance interventions and has started to get more students into school. An example of this is a student who had only attended three times in 2 years due to their mental health issues, who is now back in full time education.

The school goes to exceptional lengths to promote positive attendance and has programmes in place for students who may be struggling. This consist of outreach/ education in the home/ local community, home visits, telephone calls, out of hours/ weekend visits, adjusted timetables, alternative provision, bespoke timetables, adult pathway.

RHISE- 57% average annual attendance

RHS- 87% average annual attendance

It tends to be specific students who consistently have poor attendance, period of non-attendance which reduces the overall figures.

With attendance interventions omitted:  
 RHISE- 77% average annual attendance  
 RHS- 95% average annual attendance

The main student body has consistently good attendance. Students tend to fall into regular attenders, dipped attendance, non-attenders.

Areas of development:

- To implement supportive training in behaviour management to develop less experienced/ confident staff in order to promote further consistency across the whole school
- To continue to utilise Attendance Officer to attract non/ poor attenders back into regular education along with home visits and welfare calls

**PERSONAL DEVELOPMENT**

Progress towards areas of development from 2021 SIEF:

<p>To continue to develop the Music room and music links for more students</p>	<p>Due to building works at the main school site, the Music Room is currently suspended as it is being used as a general classroom. However further resources have been bought to include music production with a MAC computer. This will be back in use from September 2022. Aspects of the music curriculum take place as part of enrichment outside the Music classroom.</p> <p>Approximately £3300 has been spent on further development for the music room.</p>
<p>To further develop school links with Hope Flowers and extend further to School in The Netherlands and The Big Classroom</p>	<p>There are ongoing projects and fundraising activities with Hope Flowers School and an increase in our social media presence along with a Roselyn Hope Flowers Facebook page. The Big Classroom is seen to be too primary led and the links would not be appropriate for most of our students. We continue to have a link with schools in The Netherlands and a visit is planned for later on in 2022 with staff who will speak to our students.</p>
<p>To resume visitors when allowed to further develop understanding of British values of democracy, equality of opportunity and tolerance</p>	<p>It has been difficult to have visitors due to regulations around the pandemic and outbreaks at school. We have however increased our educational visits and use of out of school partnerships. We have planned visits from Friends of Hope Flowers later in the year and with partners in Blackburn with Darwen. This will increase as it becomes safer to do so. There are plans from visits from Stonewall and elite athletes.</p>
<p>To continue working towards Stonewall Gold Award and Eco Schools Silver Award</p>	<p>These are still ongoing.</p>

**The school goes beyond the expected, so that students have access to a wide, rich set of experiences.**

We offer a wide variety of experiences and opportunities across all Key Stages and subjects. There is a broad and balanced curriculum, vocational, life skills, therapeutic, independence skills and adult pathway. The school goes beyond and realises the individual needs of students in order to include interest and future pathways. Students are provided with new learning experiences that both challenges and engages them.

It is believed that these opportunities are exceptional and the school continuously looks for activities/ experiences which enrich students' experiences. All of these are risk assessed and are suitable to meet the individual needs of students. Students are also involved in discussions as to what will benefit them and also positive contributions from student Council are brought forward.

There are enrichment activities, therapeutic, School Therapist, vocational placements, and Forest Schools. We understand that one size does not fit all and we continue to be flexible in order to accommodate student's individual needs.

Staff suggest ideas and resources which support students to thrive. These are always met with positivity from SLT. As a result, students have benefited on many levels as they have been given new engaging opportunities.

This year students have had experiences at the football museum, stadium tours, Blackpool Pleasure Beach, go-karting, climbing, walking, War Museum and some of the student spoke with a former soldier who was turning 103 and shared his experiences, sports centres, gyms, fishing, rewards trips, Bolton Museum, Manchester Police Museum, Catalyst Science Museum, York Minister, Jorvik Centre, Dungeons, Butterfly House, Farmer Parrs, Smithalls Open Farm, South Lakes Zoo, boxing, cooking, swimming, small animal care and fitness to name some.

2021-2022

Vocational programmes spend: £131,269.05

Therapeutic/ enrichment spend: £ 52,242.14

We are aiming for a residential trip in Autumn Term as discussed by Student Council.

The school ran Summer School last year and will again this Summer. As a part of our summer school programme, celebration of success was an important theme throughout the entire week. Bringing new and current students together before the start of an academic year can be a somewhat daunting and nervous task for our young individuals. Asking students to step outside their comfort zones, whilst considering the impact of the pandemic on schooling and self-esteem. This was no small feat.

Instant success reminders, peer to peer awards, phone calls home, Headteacher's Awards and celebrating life, social and academic skill successes was an integral part of the Roselyn House School Summer School Programme. All participants had

an experience of how the School positively reinforces and celebrates success and effort. Providing students with the opportunity to celebrate their accomplishments is gargantuan part of the climate we constantly strive to maintain at Roselyn House School.

The celebration assembly at the end of the week capped off a positive, fruitful, and exciting week for all involved.

The cost of Summer School was: £11,007.17

### **Opportunities for students to develop their talents and interests are of a high quality.**

At Roselyn House School and The RHISE Service, we pride ourselves on the wide variety of opportunities that we offer our students. We have personalised timetables which include student interests and future pathways. The curriculum is bespoke to individual needs and through discussion with students matches skill areas and interests.

Staff are flexible and go above and beyond to support and nurture students' talents. There are plenty of opportunities on the timetable for students to develop their own projects.

The vocational offer is very strong and caters in a range of areas and students from Year 10 are provided with courses at different levels and for specified periods of time in areas such as IT, photography, construction, hair and beauty, animal welfare, equine studies, child care, car maintenance, art, fishing, music etc

Examples of students developing their talents over the last year include, writing and recording their own music with the use of school's resourced music studio. A student accessing animal therapy through a local stables where they also completed a qualification, taking part in a photography competition and joining in a social enterprise project.

Particularly strong this year has been students' interests in developing their sporting ability which has led to participating in grassroots sport away from school. Students have developed in confidence and this has led to them joining in activities in their local area which following a period of support are now independently attending. This has also led to one student completing training at Preston North End Football Club next year.

Student A participates in 2 sports outside of school. They play Ice Hockey for Blackburn Hawks and Football for AFC Darwen. Student A trains for Blackburn Hawks at Blackburn Ice Arena on Tuesdays 6-7pm and volunteers on Sundays when the first team are playing, helping around the arena. They train for AFC Darwen on Thursdays 7-8pm with fixtures being played on Sundays. They have made lots of friends at both grassroots clubs and has improved his performance in both sports.

Student B plays Rugby League for Chorley Panthers u15's. They train on Tuesdays and Thursdays with matches being played on Sundays. They really enjoyed making new friends and has found that playing Rugby has improved their confidence and helped with managing their anxiety. Junior teams at Chorley Panthers are given the opportunity to attend live Super League Matches at Wigan Warriors. Student B has already taken this opportunity and absolutely loved the experience of live sport.

Student C plays Football on Saturdays at The Sir Tom Finney Preston Soccer Centre. Student C is passionate about playing football and wants to play outside of school so they can eventually join a team and play matches. Student C wants to increase their confidence in social situations and be more comfortable when meeting new people.

Student D participates in 2 outside of school clubs. One is a debate club and the other is a social club for individuals with SEN. Debate club runs on a Wednesday and the Social club on Thursday. Student D discusses politics and current affairs at the debate club on Wednesday and inclusion, needs of SEN individuals and other topics on a Thursday. Student D thoroughly enjoys attending both clubs and they have improved their social skills through this experience, by meeting new people and helping them feel more comfortable when doing so.

[Football Coaching - Sir Tom Finney Preston Soccer Centre \(sirtomfinneysc.co.uk\)](http://sirtomfinneysc.co.uk)

[Chorley Panthers RLFC - Home \(leaguerepublic.com\)](http://leaguerepublic.com)

[HOME | AFC Darwen](#)

[Home - Blackburn Hawks](#)

There have also been IT/ gaming related clubs run by The Tech Guys which student have attended.

### **There is a strong take up of opportunities provided by the school**

Staff listen to students, so there is always a high take up of opportunities provided because students receive what they ask for when appropriate. We try to have fast take up time when activities/ projects are requested due to the nature of the students. This works well and is actioned as quickly as possible, sometimes within an hour of asking. This shows students' that they are listened to and valued contributors to their school. This is further supported by Student Council.

Students care for each other and occasionally voice a desire for their peer's wishes to be met. Students are learning valuable life skills lessons from such relationships and this further supports the way in which staff communicate thoughtfully, openly and respectfully with students.

Some of our students can be resistant to new things and find change difficult but they are supported in this and uptake is positive as it is chosen by the young people.

Vocational programmes and sport are particularly strong areas. Lessons are attended well and most students have a positive attitude to learning. They enjoy and thrive from enrichment activities which are chosen to extend skill areas further, offer further educational experiences and support personal and community development.

Adulthood Pathway has been very strong in promoting individual contributions to charity and volunteering along with CCC lessons.

Again, the school attendance backs this up, as it stands at an incredible 95% for Roselyn House School and 77% for the RHISE service. Students attend because they enjoy, thrive and succeed as a result of the opportunities we provide.

### **School plans rich experiences through the curriculum and extra- curricular activities**

A great deal of planning goes into the experiences at school and it is our significant part of our curriculum and individualised experiences. Rich experiences are gained by all students through our dynamic and diverse curriculum and extra curricular activities. Staff work tirelessly to find enriching activities for students to encounter. This is very much supported by Learning Support Assistants who also take considerable responsibility of planning. It has been suggested that this could be further enhanced by a shared document/handbook for suggested activities. Risk assessments are available on the shared drive.

Students are offered a wide variety of enrichment activities which they engage well in. This helps with providing students with a positive educational experience whilst encourage self-development, confidence, awareness, resilience co-operation and independence.

Students say they enjoy the activities and have learnt much from them. The school continues to look for rewarding experiences which enriches the curriculum. It is a strength of the school.

### **The school's work towards Spiritual, Moral, Social and Cultural Development is of a high quality.**

A reviewed Policy is implemented which describes how SMSC is incorporated across the whole curriculum. We help students to build their own personal values that are important to them and help us to guide them further. The encouragement of positive relationships with others is always nurtured, so when students transition from our care, they are further to becoming responsible citizens.

There are lots of opportunities within the classroom and during less structured times of the school day to discuss SMSC issues. The PSHE Policy and curriculum covers a variety of topics. Students are genuinely interested in these topics and are keen to share ideas/ opinions. Transport is particularly a good time to talk through these topics.

The school works well in providing an understanding for students and although they may not always get it right, have an ethos to challenge and change openly through honest and respectful discussion. This is enhanced through the Adult Pathway curriculum and students have countless conversations about current affairs, religious themes, emotions, culture and inclusion. Socially students are given opportunities not only to work alongside peers from their own school but from others.

During the Queen's Jubilee Celebrations, students were encouraged to attend street parties and local events. There have been visits to religious institutions and individuals have requested further support in investigated their own ideas about faith and community. AQA UAS have been completed.

CCC lends itself very well to SMSC issues and the Collins resources provide an excellent framework. We have also included reading books in the school library which deal with diversity and inclusion.

We have created an environment of acceptance and this has an excellent of students with differing backgrounds interacting with each other. Our work on become a Gold Stonewall School is highly effective and we have a culture at the main school where issues around gender and sexuality are openly discussed and accepted. There is evidence in student work, displays, discussions, lesson content and the ease with which students use non binary terminology.

We continue to have positive and fruitful links with Hope Flowers School Bethlehem and students have produced linked worked, asked questions and developed a greater understanding of their culture and what life is like in Palestine.

The Student Council have suggested fantastic ideas this year which has included:

- Buddy benches
- Outdoor recycling litter bins
- Outdoor wellbeing areas
- Interactive music/ reading outdoor area
- Suggestion box
- Water bottles
- School Uniform
- Xmas Jumper/ Clothing Days
- Mental Health Week
- Fundraising for Hope Flowers School and St John's Hostel
- Hot meals
- Letters to The Headteacher
- Outdoor Education/ Enrichment activities
- Development of outdoor space
- Recycling

It is identified that some of the newer staff are unsure of how SMSC works across the whole curriculum. These needs have been identified and further training discussion planned.

### **The school promotes healthy relationships, healthy and active lifestyles**

We have a robust policy on Sexual Violence and Sexual Harassment Policy which looks at healthy relationships. This is also included in the PSHE and SMSC Policy.

Staff are fantastic at promoting healthy relationships and they work endlessly to facilitate positive relationships between students and students and students and staff. Everyone upholds the importance of this. The school provides a safe environment, which in return allows positive relationships to be formed. This enables the school to be a calmer environment for students to learn and progress. Real life events and a combination of student experiences contributes to students having an active involvement of the everyday decision-making progress which helps to achieve these goals.

Students engage well with staff at break times and in a more relaxed atmosphere will discuss and ask for advice about relationships and other matters. Students support each other with wellbeing and this is evident in Student Council.

Positive and appropriate relationships form part of the PSHE schemes of work and is discussed frequently. There have been visitors from Sexual Health who attend school and Sixth Form to discuss consent and healthy relationships. There are reading materials and books available on the topic.

If students quarrel, staff work with together with each student to help them repair their relationship and less discrepancies, mediation, may take place and feelings addressed which leads to skills for handling situation in later life.

Healthy and active lifestyles are strongly promoted across the whole school. We have a super Chef who has transformed school dinners/ breakfast since the start of the pandemic. Whilst providing tasty food, he has introduced students to foods they may not have usually eaten, openly discussed what makes them healthy and provided opportunities for students to take recipes home. This has been assisted by the Friday Food Pack where students have taken ingredients home to encourage cooking within the family. This has also been extended to cultural food themes. Chef has given up his own time to produce healthy meals for struggling families in our community which have been appreciated and complimented. In fact they have fed a whole family. He is a superstar and his cooking something else. He has achieved a 5 star rating for the kitchen.

Sports feature on all students timetables and is positively taken up which promotes an active and healthy lifestyle. In addition to this there our Outdoor Activities which include Outdoor Education, Forest Schools, Eco Schools and Enrichment. Students have been involved in development of the exterior with plant growing and gardening.

On Adulthood Pathway students have set up their own fitness programmes, attended gyms, boxing, take walks in parks and the countryside, cricket, weight training. One student when taking on a fitness programme for the first time sad, 'this

is better than smoking' another whilst taking part in cricket commented, 'I think they would like me at Old Trafford, the ball went for miles'.

PE, Science and PSHE promotive healthy lifestyles and student council have recently looked at purchasing a new Basketball net and outdoor table tennis table. An additional area of the main school grounds is being developed for an additional play area and also a designated area for new starters and further Forest Schools activities on site.

Sessions in bike riding, trampolining, boxing, climbing and gym are included in enrichment activities.

**The school prepares students for life in modern Britain, developing understanding of fundamental British values of democracy, the rule of law, individual liberty, mutual respect, equality of opportunity and tolerance of different faiths and beliefs**

School encompasses an all round view of life in this Country in 2022 and as staff and students are drawn from differing backgrounds and experiences, this enhances this. Students have a wide understanding of life in modern Britain, equality, diversity and inclusions. Students actively contribute to discussions and these beliefs and values are taught across the whole curriculum. There are specific topics within the Collins schemes of work.

Staff encourage tolerance, understanding and we celebrate difference and cohesions. These topics are covered as they arise in conversation and examples of local and current relevance are explored. Students are given the opportunity to air contentious views and to have these views debated respectfully and challenged with understanding.

Citizenship themes are explored through dedicated sessions and through cross curricular opportunities. History is a good example. Covering Victorian era allowed for an understanding of democracy, government and how laws are made,

In Nurture, like SMSC it is formed into everyday practice and the values underpin the majority of the timetable topic work.

Through a range of AQA UAS students have been able to prepare their selves for developing awareness and have discussions about democracy and mutual respect. As students have been more equipped to deal with their own emotions and feelings, resilience, tolerance, and self-awareness levels have increased. Students are actively encouraged to share their understanding of individual liberty and equality of opportunity. Any stereotypical notions are challenged sensitively to promote further understanding.

CCC lessons are well prepared and well received by students. Students enjoy discussion and learning about different cultures. This has been brought to life with links with other schools abroad and at home. There has been a lot going on the last two years and students have been able to understand how rules work, how

governments make them and what the law is surrounding them and how it is enforced.

**Students engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated.**

There is a mixed population at school and everyone is encouraged to have a voice. Students have first hand experience of protected characteristics and are able to discuss each others backgrounds, disabilities, personalities, lifestyles and tolerances. We have the opportunity to discuss differences and promote respect, understanding and tolerance regularly which benefits all students. One student in particular shared with staff that they feel accepted by all students, to be who they choose to be which is a pleasant revelation and in marked contrast to the rest of their life experience. This is not an isolated incident.

We have a strong Single Equality Policy.

Students are inquisitive and aware that there are people with differing views to their own. They readily engage in views, beliefs and opinions that differ from their own and are considerate how they do this. A recent discussion with students about, 'Is there a God?' allowed students to voice their own opinions whilst accepting opinions of others. This was done with respect .

Students have had lessons centred around where people come from and are eager to learn and don't judge or make discriminatory comments.

Students have competed AQA UAS around gang culture and what support networks are available to stop them being drawn into a situation which could cause them or others harm. They have looked at discrimination and how this can affect Mental Health through our Mental Health focus week and completion of Be There Certificate.

It is seen in CCC, PSHE, History and Geography and Eco Schools. World topics are discussed daily.

Students are keen to share their thoughts and opinions and generally try to be understanding and respectful. Learnt behaviours or polarised backgrounds can sometimes mean that they don't always have the appropriate vocabulary and sometimes without knowing can cause offense. They are willing to accept explanations and seek to rectify. Individual work has been put into place for those who may have more difficulties in this area and vocabulary has been introduced as key terms and displayed around school.

Some students despite their age have not experienced much of the world around them or even their local area until they have started to attend with ourselves. Over time and with consistent challenge, they develop and have wider views.

Areas of development:

- To run residential trips across the academic year 2022/ 2023
- To provide SMSC training for newer staff to reaffirm how it works across the whole curriculum

## LEADERSHIP & MANAGEMENT

Progress towards areas of development from 2021 SIEF:

<p>To discuss with staff specific areas of CPD following reflective practice and appraisal</p>	<p>There have been a range of CPD from TA qualifications, SEND related courses. We have this year supported a qualified ESOL Teacher and SENCO in their training. We continue to develop staff in terms of Teacher Training and within the ECT Programme. We have 5 qualified DSL's.</p> <p>Further CPD will be in effect from September onwards following appraisals in Summer Term.</p> <p>Currently we have spent £22,351 on CPD and training.</p>
<p>To provide smaller group trainings for INSET and where possible implement face to face</p>	<p>We have implemented small group trainings and meetings. These have resumed being face to face where possible and safe to do so.</p> <p>Twilight trainings remain online until the end of Summer 2022 as these have been effective in bringing everyone together and have been positive for all.</p>
<p>To re-establish roles and responsibilities as we move out of the pandemic</p>	<p>Roles and responsibilities are established and outlined in a revised staff handbook. This information is updated to staff. As a result of the Pandemic, it has allowed us to become more defining and streamlining; specifically assigning responsibilities with groups and across whole school.</p>
<p>To encourage face to face/ telephone collection of Parental views</p>	<p>This has become common place with collating information from parents where across whole school staff may contact parents to ascertain views particularly around Annual Review time. This has meant that more information freely comes forward. We strive to improve communication with parents, and this has been streamlined to be in the first instance Mr Birkenhead and Mrs Higgins across both sites with Mrs Mercer first point of call in the Office and Mrs Smith with regard Local Authority, Outside Agencies and Public Health/ Covid.</p> <p>Home visits are in place and Parents/ Carers are also invited to the school premises.</p>
<p>To streamline Admin roles and systems utilising central SharePoint and creating unified whole school approach</p>	<p>This is much improved and effective in that information required by all is available on SharePoint across the whole school.</p>

	There have been additions to the Admin team, some successful, some not but in order to streamline recording and reporting across the whole school, this is managed by Miss Damerall and Mr Birkenhead. This has proven successful in producing much more accurate and detailed EoT Reports and Annual Reviews. A new system of improvement is currently being rolled out in training for staff and will be fully in practice by September 2022.
To further develop relationship with families by introducing face to face social events	Parents/ Carers are invited to transition days and some aspects of Summer School.  There will be future opportunities for social events and Parents evenings.
To update Safeguarding Policy in September with new KCSiE 2021 and share changes and Part 1 with staff	The Safeguarding Policy was updated September 2021 to include KCSiE. Staff received twilight training on Part 1. The Policy has been further updated June 2022 and a full Safeguarding audit took place in April 2022 which was submitted to Lancashire Children's Safeguarding Board and an Action Plan completed. This proved to be very successful with many aspects fully embedded and working well. Safeguarding is done well at RHS. <b>SAFEGUARDING ACTION PLAN/ AUDIT.</b>
To continue positive wellbeing support for staff and have a social 'get together' with whole school when permitted	Wellbeing programme fully embedded with regular questionnaires, line management support, use of school therapist.  Sadly no social 'get together' yet.

### **Staff receive effective professional development and knowledge over time**

We hold monthly twilight training sessions which cover various topics and policy/ procedure across the whole year. These have covered:

#### **TWILIGHT INSET** **2021/2022**

22/9/21	Safeguarding via TEAMS
7/10/21	Fire Marshall (E-Learning Course)
24/11/21	RHISE TEAMS MEETING RHS – Planning
16/12/21	RHISE TEAMS Meeting RHS – Planning
26/1/22	Curriculum – Literacy focus
24/2/22	ADHD Awareness / Challenging Behaviour Online Courses
23/3/22	Judicium GDPR Training
21/4/22	Summer Term Planning

25/5/22	New Reporting Procedures / Tracking
23/6/22	Good Housekeeping / Procedures
20/7/22	RHISE - September planning RHS - Year in review and Housekeeping

**FULL INSET DAYS**

21/10/22	TEAM TEACH / High Quality Teaching Targeted Areas of Need Part 1 (MLD and SEMH) and Part 2 (ASD and SLCN)
22/10/22	Preparation for Adulthood: High Aspirations Through All Stages of Education

These are complimented with regular group meetings. Staff are listened to and their wants and needs determined and supported.

Staff are supported in completing individual CPD courses and these have included:

PEP Training, Safeguarding DSL, Level 3 and 4 Teaching Assistant, SEND for Teaching Assistants, ADHD, Autism Awareness, Mental Health Awareness and Teaching and Learning strategies.

All meetings are varied and focus on key areas of development within the education sector. Changing policies and procedures are cascaded to staff in an efficient and timely fashion. There has been limitations to coming off timetable to complete this due to staff absence but courses like DSL training and PEP training have been able to be facilitated.

We maintain a training record for all staff and hold staff appraisals in the Summer Term. These were suspended during the Pandemic and replaced with self-assessment and reflection. However, appraisals are now back on track where targets are set for each staff member.

Shared practice is an important part of our development programme and staff have been able to job shadow in different areas of the school in order to experience how others perform. Staff have been able to have one to one time and small group interactions with other staff and SLT and showcase their own skills and how groups can compliment each other.

Resources are requested from staff to help with professional development and these have been individualised or for all group needs. These have included online training materials and books.

Staff report that they feel empowered, respected and have a belief in their own development. There has been for some an increase in CPD whilst others feel that

during the pandemic the welfare of students was more important than taking on additional training for their selves.

RHISE roles and responsibilities are becoming more defined but these need to be extended further from the management and towards teaching assistants in particular.

Long term absence is reviewed, adjustments made where necessary and monitored over a period of time. This isn't in place for shorter illness but there is an effective wellbeing programme for staff which is supported by the school therapist. Staff are able to access therapy sessions on a short term or longer term basis.

### **Issues with staff and workload are quickly established and dealt with**

Timetables reflect a balanced and fair workload and these have been supported by the introduction of the new schemes of work and new reporting formats.

Senior management remain open and supportive and are approachable about such issues. These are acted upon quickly, efficiently and professionally.

Staff approach their line managers and this is discussed and resolved with speed. There has been some confusion on responsibilities but this has been due to some cross over and increases in workload for some staff due to the pandemic.

Staff know their job roles and are able to manage their workload on a day to day basis. Colleagues are very good at supporting each other. Staff work as a close team and work well together.

There has been an imbalance of workload for some during the pandemic where their workload has had significantly higher expectations due to DfE requests and Local Authority. This has been mainly shared by SLT but has impacted work life balance. This has been managed well and proven the dedication the school has to their students through a particularly anxious and challenging time. SLT have showed continuous support to each other on a professional and personal level.

There have also been increased expectations within vocational profiling and systems which have been introduced by local authority.

RHISE Admin has had its difficulties throughout the year with a number of new starters who haven't worked out. This has taken up time in training and other members of staff have had to assume roles. A Team Admin has had to be set up to complete Annual Reviews and End of Term reports which has put added pressure on these staff. The new formats will reduce this and we continue the search for appropriate staff to fill this role.

Staff feel confident and comfortable to raise issues as they crop up and are particularly supported well by the Teaching and Learning Co-ordinator. There are positive reminders to keep on top of marking books, preparing subject specific vocabulary, planning, evaluation, tracking to maximise the effectiveness of our

teachers. They are supported well and their welfare and mental health always considered. Staff feel vitalised and prepared for the potential rigours of each day. Staff needs are especially cared for during transport and daily logistical conundrums discussed to find the best solution for all.

Regular SLT meetings take place to discuss workload and what can be done to make staff feel as positive as possible. It can be a tough job and needs to be supported and accessible where staff feel comfortable and confident in doing well. Staff have been given time to process issues around the pandemic, wellbeing surveys sent out, individual conversations had and time off with pay. Time out is provided as and when needed. Some PPA time has been affected due to staff absence around the pandemic but it has been a group effort where everyone should be commended in how they have pulled together, creating a stronger more cohesive, dedicated school.

### **Staff receive high levels of support for wellbeing issues**

It has been a tough few years within the country and education sector and people have not really been given time to heal from the anxieties, fear and personal tragedies which have come out of the pandemic. For us, wellbeing of staff has been paramount and this continues to be supported. There is always an open door and a climate to be able to discuss any issue.

Staff work as a supportive team to look after and care for each other. Wobbles are noticed and managed well. Staff feel valued and happy in school. Staff will pass through classrooms and assess any needs that their colleagues may have. Staff do this for each other all the time. Brews magically appear when you most need a brew, jokes make everyone happy. There are also events out of school which foster healthy, solid working relationships.

There are dedicated members of staff responsible for wellbeing, Mr Dickinson and Mrs Smith and they make superb efforts to make sure they are looking after everybody. This may be in passing, through 1:1 discussions, wellbeing surveys and meetings to discuss what further can be implemented for individuals and groups.

Staff feel supported in their work and SLT regularly check in and are supportive and empathetic often in an informal manner. There is an ethos to check in on how people are feeling through email correspondence and messages of support, praise and thanks are sent. Some staff really go above and beyond to make sure everyone is alright. When staff return from longer term illness, they have a return to work interview and adjustments are accommodated where necessary.

Staff feel that they work within a great team where everyone is approachable, efficient and fair.

**The school has strong, shared values and policies and practice. The vision has been maintained through the pandemic**

It is believed that SLT have gone above and beyond to keep everyone safe throughout the pandemic, update policy as and when guidance changed and also within the annual cycle.

Daily updates from SLT, an open door policy (virtually in some cases) is always available for staff to access the relevant and changing policies and procedures which is shared on the SharePoint. The vision has remained throughout and has grown stronger through practices and communication. There has been increased consultations from staff, students and their families and the school has grown. The vision is clear and understood by all.

The pandemic has tightened up, unified and helped streamline policy and procedure. There is a more consistent approach across the whole school which has provided similar approaches to teaching and support, leading to a better routine for students and a greater value placed on education. Students are much more focused, value their learning and want to do well. Students are listened to and support each other. The vision is regularly voiced and the whole school ethos is evident.

There is some separation between the main School site and The RHISE Centre which has been created by keeping them apart for safety measures. This has pulled slightly at the whole school approach but is continuing to improve as the school is pulling back together. There has been some confusion with the terminology being used at RHISE with some staff referring to school and not sixth form and not understanding that students who are individualised there from younger year groups are there on bespoke packages due to their vulnerabilities as they would find it more difficult due to their individual needs. This confusion of identity is due to many new staff. However, twilight training and weekly meetings helps in creating a better understanding.

All Policies and Procedures are updated annually (or sooner) and are available on the SharePoint, school websites, forwarded to staff for signature and shared with Parents and Carers. They form part of staff and student induction.

**The school engages effectively with Parents/ Carers and Outside agencies**

This is achieved by phone calls, emails and letters with letters posted to the school website. We have a fantastic relationship with most of our families and communication is effective. We strive continuously to make this the best it can be. We have group leads with responsibility to communicate with Parents Carers and outside agencies. This is effective and robust. This is shared across both main site and The RHISE Centre with Mr Birkenhead and Mrs Higgins. Mrs Smith has responsibilities for Covid related communications. Members of SLT, SENCO and Vocational Co-ordinator have responsibility for communications also.

Individual staff are also encouraged to forge positive relationships and where necessary make telephone calls. This is supported by the use of a school telephone app which can be accessed on mobiles for security.

We have a valued front of house who is knowledgeable in the running of the school, who to direct calls to and the needs of the student. Mrs Mercer is extremely approachable and is often a starting point for Parents/ Carers to air their thoughts and feelings.

Staff have positive relationships with parents/ carers and outside agencies and this helps promote a positive education experience for students. They have good communication whilst on transport and make people feel listened to and supported.

The school website and RHISE website is an effective tool in providing information and is updated weekly by our IT Support, Mr Somers. It celebrates achievement and provides opportunity for Parents/ Carers/ Outside Agencies to know what is going on in our community. The gallery shows some amazing achievements across the whole school and in all areas.

When individual Parents/ Carers do not feel that communication has been as effective as it should be this is always followed up by SLT and recommendations acted upon.

### **Staff are protected from bullying and harassment**

Staff feel that they are protected from bullying and harassment and most know of no instances. Staff are able to freely air their grievances openly, without fear of recrimination and that any such minor issues are dealt with quickly and effectively. Staff feel cared for and know they can go to others and ask for support.

There is a strong Anti Bullying Policy in place and followed with any potential issues dealt with promptly.

There have been some issues of a Year 13 male student speaking to female staff at RHISE in an inappropriate way which has been addressed with the student and the member of staff supported.

Through discussion/ meeting with staff it was established that this needs to be consistent and supported by all. Despite the students being relatively new and having preconceived ideas or not yet established understanding of how they should behave this needs to be managed within Policy and further work done to establish that attempts to control through language are not acceptable behaviours and should be challenged.

### **There is a strong understanding of Safeguarding and understanding of Prevent Duty**

Staff have received dedicated training in both Safeguarding and Prevent Duty. There is a robust Safeguarding Policy which includes Online Safety. Regular updates are sent to staff and all staff have read Part One of Keeping Children Safe in Education.

Due to the pandemic there has been an increased number of Safeguarding issues and staff have gone above and beyond to understand these issues and support our students.

We have 5 trained DSL's across whole school and staff have training in recording safeguarding concerns on CPoms. Staff are aware of LADO, Tim Booth and their responsibility around reporting concerns.

We pride ourselves on our safeguarding measures and have been involved in significant intervention over the last year, dealing with young people in particular with suicidal ideation, grooming, county lines and abuse. Staff have worked in their own time to keep these young people safe and with countless outside agencies. Instances have been escalated by school and we have continued to promote our Early Help model.

A multi-agency Safeguarding Audit was completed in April 2022 with significantly high levels of positive outcomes.

Staff have a solid understanding of flags to look out for and know who to raise safeguarding concerns with. The umbrella staff who are responsible for dealing with safeguarding so do in an efficient and concise manner, ensuring students are protected. Information is always shared when appropriate to do so.

### **The response to the pandemic has been effective and managed well**

Staff believe that the response to the pandemic has been managed exceptionally well. The SLT have gone above and beyond to keep everyone safe. Even though the times have been challenging they have proven positive. The management of splitting into firstly bubbles and then maintain some aspects of the groupings has worked well and minimise risk and helped with absence and group closures.

Learning has been managed due the pandemic and through excellent communication has cascaded to staff who have been able to carry out their duties and provide security and least disruption for students. Our remote learning offer has grown and is thriving as part of the curriculum.

Regular testing of both staff and students was well managed and supported by the vaccine roll out. Food parcels and home visits were successful along with food vouchers and support for families wellbeing.

Individual needs of staff, students and their families were considered and risk assessments created that were appropriate and effective. This included clinically vulnerable people and BAME and their families.

No one was pressurised to be in work and were paid full salary (not as part of 10 day sickness absence) throughout. Childcare issues were also taken into account. We continue to be extremely effective and proactive and strive for what is best for our staff and students and their families.

The school has done everything it could to maintain the wellbeing and happiness of everyone involved. Staff feel that they have been very fortunate. We recognise that the pandemic has affected the mental health of not only some students but staff too and has left them feeling isolated at times and an increasing workload.

The school has pulled together in this difficult time and despite all this our students are thriving.

#### Areas of development:

- To further develop Admin staff at The RHISE Centre
- To provide individual intervention for older students in terms of appropriate behaviour/ language towards females

#### Further comments from staff:

- Overall, I think The RHISE Centre has come a long way and is becoming a well-rounded learning establishment
- I feel that each and every member of staff and students are genuinely cared for in all aspects of school-life and all are valued. There is a real sense of community which starts from the top and cascades to all within it.
- We are an amazing school. RHISE has flourished into its own and we support some incredible students to achieve their goals and dreams.
- We still have problems from time to time, but we have a great faculty here and I think the only thing we have been missing is a staff do.
- This is the best job that I have ever had and I love our team. I want our team to be my team forever. They are all fabulous people and the school is lucky to have the team we have.
- Splitting the RHISE Centre into 2 groups has really helped both the engagement and behaviour of students, and I believe this should continue into the next year.
- This year has continued to be a challenge as we worked through the pandemic, but I believe that restarting the outreach programme, as well as introducing adult pathway, have really benefitted the centre and as the year has gone on, the behaviour and engagement of our students has improved.
- Overall I think RHISE works really well and I feel both staff and students are massively supported and looked after.
- Very exciting times ahead as school continues to develop, adapt and grow.
- Friday online staff meetings for RHISE staff have been very beneficial
- The exam attendance of students on the Adult Pathway has been most encouraging.
- In short, the introduction of the Adult Pathway to our students has had a very positive impact in terms of engagement, social and emotional learning, and preparation for adulthood. It has been a pleasure to lead the community and

friendships strand, something that continues to evolve into a 'fluid', person-centred approach to learning.

- RHS is a great place to work, I personally have felt very supported over the last academic year. The staff are always there to support you and help you when it is needed.
- I love my job here, I love the staff and the students, and can't imagine doing anything else.
- I'm beyond excited for the physical changes being made to the school.
- I hope when we return, we will be able to socialise with other staff more
- I believe that the last 2/3 years have given us a platform to further enhance our practices at RHS. We have a clear vision moving forwards, with the best interest of our students at the centre of every decision we make. This can only improve and I look forward to see what we can all achieve together in the future.