

Acklam Grange School

# Children & Young People's Learning Scrutiny Panel

22nd March 2021



Acklam Grange School (AGS) is a large and popular comprehensive school on the south-west edge of Middlesbrough. It is a co-educational 11-16 school of 1440 (as of 15/01/2021) students with a capacity of 1470 plus 16 places for students with ASD

AGS has a large and diverse catchment area, which covers a mix of private and council housing running from the town centre in the north to suburban areas in the south, producing student cohorts with an extremely wide range of backgrounds from areas of high unemployment and deprivation to more affluent areas on the edge of town. In 2021, 32% of AGS students lived the lowest 0-10% of IDACI defined communities with a school deprivation indicator of 0.25 compared to 0.2 nationally. Middlesbrough is one of 6 local authorities with the highest proportions of neighbourhoods among the most deprived in England and is one of two regions (Manchester the other) ranked as the most deprived districts regarding income deprivation among children from 2019 figures. In 2021, 39% of students are classified as Disadvantaged (Nat 27.7%). 15.4% (Nat 10.8%) of students receive SEN support with 1.3% (Nat 1.7%) in receipt of an EHCP. There are 24 children looked after in the school (1.7%). 39% (Nat 31.8%) of students come from ethnic minority origins (the majority being Mirpuri Pakistani) and 21% first language believed not to be English (Nat 16.9%). In 2018-19 our stability rate was 94.7% compared to 91.6% nationally.

In September 2017, the school was designated as a Teaching School, by the National College of Teaching and Leadership. Andrea Crawshaw became Executive Headteacher and National Leader of Education with Michael Laidler, Headteacher. In July 2018 AGS converted to academy status co-founding The Legacy Learning Trust (MAT). Andrea Crawshaw became CEO of the Trust and Nikola Flint became CFO of the Trust. In September 2020 a high needs base provision for students with ASD was opened. At our latest OFSTED inspection in 2016 the school was moved from Requires Improvement in all areas to a GOOD grade overall with Leadership, Personal Development & Welfare graded as Outstanding and Behaviour as Good.

The values we wish to instil in all our students are based around the acronym PRIDE:

- Perseverance
- Respect
- Initiative
- Direction
- Expression

We believe that academic success and achievement is a bi-product of our investment in developing the whole child. In the context of Middlesbrough, a significant focus has to be placed on the social and emotional aspects of learning and wrap around care that is required to enable students to be ready to learn.

### **The types of sanctions used by schools that can impact on a pupil's educational outcomes and life chances**

Our main focus when it comes to behaviour management is to work upstream as much as is humanly possible. We advocate the Build-Maintain-Repair model of relational practice. This begins through Y6 transition where we identify those students who have behavioural barriers to learning. We immediately invest time to build relationships with families to try to establish an understanding of the challenges the students face before they arrive at our gates. We seek to avoid the first contact with school being for a negative reason, which in some circumstances, can get what needs to be a key relationship, off on the wrong footing. Working alongside our ARC base, the success and effectiveness of keeping whole school FTE (fixed term exclusion) measures below national figures is often down to

how closely the behaviour team and the different student support teams and external agencies work together. Whilst trying to maintain a consistent approach, every student brings their own individual challenges and it's essential that is taken into account when helping students navigate the problems they may face.

We strongly promote our Respect agenda, which, as part of the PRIDE values communicates our core school rules. **Respect Yourself, Respect Other, Respect your Community**. This regularly reinforced message places responsibility on our student body to take ownership of their actions and to overtly think about how their actions affect everyone around them.

In the classroom, we use a consequence system of C1 to C5 which is a widely used practice in many schools. Broadly speaking, if a student is off task or needs redirecting they will be issued with a C1. Subsequent interventions by staff will result in a C2 and then a C3. The point at which a C4 is issued, a student will be removed from the class and asked to work in the back of another classroom. For more serious escalations, a C5 would result in a period of time, typically a day, in our internal reflection base. Consequences from C2 upwards are logged in real time by teachers using Classcharts, a web based tool which offers a behaviour management tool as part of its functionality.



**R**espect yourself **R**espect others **R**espect your community

One of our most effective strategies in recent years has been the recruitment of five pastoral support assistants (PSA). These are non-teaching staff who through the use of tablets, monitor consequences being issued in class for their year group as they happen. These staff will immediately go and speak to students who are disrupting the learning in classes to try and avoid further escalation through the system and to try to identify underlying issues where present and offer support before they are removed from lessons and their learning is affected. The PSAs support pastoral teams and are a key driver in building positive relationships with students and their families.

Our PSAs will also monitor the number of points a student is accruing throughout the day or week and will go and visit students who are at risk of reaching thresholds which may lead to further sanctions. This is particularly effective in keeping students in lessons and is a clear and obvious way the students can see us working with them.

Any students who are at risk of being referred to our internal reflection room may also spend a period of time on report. We have a number of different types of report, accountable to a range of staff which may involve some time off the yard at social times or a later finish. These are used as a supportive measure offering positive praise to a student but it can also be used in place of a sanction. Ultimately it keeps students in lessons learning where possible.

In order to maintain our ability to constantly monitor the full range of behaviours, we generate weekly pastoral and behaviour overviews. These are circulated to key staff and form the basis of quality assurance meetings at all levels which may occur weekly or fortnightly. These reports allow us to generate a strategic approach to behaviour at all levels, not just low level disruption, but all categories of misbehaviour, which we monitor and intervene with students in a pro-active and not re-active manner. It is crucial that we deploy our key staff to support students before their behaviour incurs a Fixed Term Exclusion or for a student who continuously breaches the behaviour policy and will not follow the school rules, then as a last resort a Permanent Exclusion. Behaviour is one of a number of key school areas that leaders are held to account for half termly at our Senior Leadership level by the Headteacher and Local Council. This allows us to constantly review our processes and performances to continue to improve.

**Successful and proactive strategies and solutions used to promote positive behaviour, manage poor behaviour and prevent and tackle bullying.**

We have an internal reflection room called Reflect. This has undergone many metamorphoses, but has become a crucial base for working with our key students. Here students may spend some time away from lessons if they have hit points thresholds, or have been identified as needing some reflection for any number of behaviour types I sessions, which we call Behaviour Modification. These are a simple but effective tool in reducing undesirable behaviours. Rather than being a punitive and cold feeling environment, we try to make this area feel as welcoming as possible, all booths were removed some time ago and staff deliberately try to engage positively with students rather than adopt a more traditional confrontation style.

Our Behaviour Support team is part of a much larger team of integrated services – ARC (Achievement, Reintegration and Care), which aims to strategically plan targeted interventions to support the whole child, acknowledging that behaviour is usually a sign of something else in a child's life. If we can get to the bottom of what that 'something' maybe, we can change behaviour and reengage students in the classroom. A student, who has the right support in place for their emotional wellbeing, is much more likely to engage positively in their academic studies, hence our strong investment in ARC.

Interventions are planned at regular ARC Forums, which bring together DSL (Designated Safeguarding Lead), AHT Pastoral, Behaviour Manager, Year Leader, EWO (Education Welfare Officer) and SWO (Student Welfare Officer) for each year group in order to discuss individual students who maybe in need of additional support. Discussion remains focussed by categorising students' level of need and keeping an up to date overview of interventions and outcomes. This model represents a significant investment in time and staffing that we now find invaluable to ensuring we intervene early and remove barriers to learning.

Interventions offered by ARC are extensive and include a school counselling service, ELSA (Emotional Literacy Support Assistants), Lego therapy, art therapy and many targeted workshops, such as Friendship, Routines, Personal Hygiene, Managing Conflict. We have a dedicated KS4 intervention space which is primarily focused on academic catch up, but also offers a more nurturing environment for students to succeed if they are struggling with behaviour in a particular subject area. The PLC (Personalised Learning Centre) offers a calm, caring environment in which students can take time out and receive support for managing emotions or offer a space to those who may be unable to work within the mainstream classroom. The aim of ARC is always to reintegrate students back into their classroom and in front of specialist teachers as quickly as possible with the support in place for them to be successful in the long term.

Our school dog, Holly, has been a wonderful addition to the Acklam Grange family and has been extremely powerful when working with some of our most hard to reach students. Students have benefited educationally and emotionally, increasing their understanding of responsibility and developing empathy and nurture.

In 2017 we agreed to take part in MYRIAD (My Resilience in Adolescence), a research project being conducted by the University of Oxford to investigate how schools prepare young people to manage their emotional health and improve resilience. We were fortunate to be selected to take part in the active side of the study which involved extensive training of staff and delivery of a mindfulness programme, .b. The project involved delivery to a smaller group of students, however we have since taken steps to embed mindfulness across school as a tool to promote self-regulation and resilience. Students receiving behaviour and other interventions can often be seen taking a mindful walk around our PRIDE Mile in the central school courtyard.

We have been working closely with Middlesbrough Virtual School for Looked After Children and the Educational Psychology Service to undertake an additional project called PROCLAIM (Providing Rich Opportunities for Children who are Looked After in Middlesbrough) with the aim of becoming one of the first 'Trauma Informed' schools in the town. The project has seen whole school training and more focused training for ARC teams to understand the impact of Adverse Childhood Experiences (ACEs) on the sense of belonging for a young person. Whilst the project centred initially around the impact on looked after children, we very quickly acknowledged that a much wider proportion of our school community could benefit from the strategies we developed as part of the project. PROCLAIM came at a time for school when we had already spent a period of time focusing on the power of relationships in supporting wellbeing and academic achievement of students. We had worked to develop our 'Three small things to make a BIG difference' strategies, which we trained our whole staff to implement and PROCLAIM was seen as a direct extension of this project. Relationships are at the heart of preventing poor behaviour and also a necessary element of the de-escalation process when behaviour incidents do occur.

There is a zero tolerance attitude to bullying in school and our focus on relationships supports us to reinforce this message. Our team of Anti-bullying ambassadors, who are also Headstarters (Wellbeing champions) and Digital Leaders are a group who promote key messages and offer real time support to students who may feel isolated. We maintain our BIG (Bullying Intervention Group) Award annually which gives us external verification of our commitment to ensure that every child is enabled to fulfil their true educational potential and enjoy their community activities, without fear of being bullied. Our PRIDE (PSHE) curriculum also allows us dedicated teaching time to explore the theme of bullying and to explore one of our school's key messages of celebrating difference in all forms.

#### Discovery Programme

Some students require more support than we can offer within the mainstream environment and can benefit from time away from the traditional classroom to work specifically on their behaviour for learning. Discovery is a proactive model to tackle challenging behaviours at KS3. A 12 place off-site, short-term and flexible provision with the following primary aims is our vision for the future and the focus of this bid:

- To modify behaviour
- To build resilience and character
- To engage and enthuse students in positive, curriculum relevant learning activities

- To improve parental engagement
- To tackle key social and emotional barriers to learning
- To successfully reintegrate to the mainstream curriculum

Students follow a project-based learning curriculum, which mirrors the key skills being delivered in school across the curriculum; whilst also delivering essential and valuable PE, PSHE and RE content. A project-based approach enhances parental engagement through attendance at presentations of final outcomes and also increases students pride in their work.

#### Resolution Programme

Some students are identified as requiring a different approach to learning in KS4 that cannot be delivered in a mainstream environment. Historically these students may have been referred into external Alternative Provision, however as a school we have been committed to supporting the challenges faced in Middlesbrough in relation to capacity in AP settings and therefore took the step in 2015/16 to set up our own off site provision.

The Resolution pathway provides a different approach to learning that engages and rewards positive behaviour and effort with wider opportunities to explore the environment and have new and exciting experiences. Alongside this we also ensure that Resolution students achieve a full suite of relevant qualifications that will transition them successfully to the next phase of their education.

To compliment all the proactive strategies above we strongly believe in rewarding good behaviour and promoting a culture of success, achievement and kindness. It is so important for us to reward the students who display good behaviours on a daily basis. Our main whole school reward strategy is based around students receiving PRIDE points in lessons and around the school for demonstrating any of our key 5 values. These are linked to reward assemblies, trips, MFC football games, Cinema afternoons, certificates, HotChoc with the Head and many, many more. These are communicated in real time to families through our ClassCharts App so students are celebrated at home as well as in school which is very powerful and has supported our commitment to parental engagement.

The impact of our behaviour sanctions and successful and proactive strategies can be seen below:

## 1. Internal Behaviour Data and Exclusions

At Acklam Grange School we have successfully reduced fixed term exclusions (FTE) over a sustained period of time. In 2013/14 we had nearly 300 days lost to FTE, by 2016/17 this had reduced to 201 days and in 2018/19, our last fully completed academic year we had 138.5 days FTE. This was equivalent to 6.38% of pupils, significantly below the 10.1% national figure. The tables below highlight that all groups of learners for all FTE indicators are significantly below the national figures. We are confident that despite the disruption caused to both the last and current academic years this would have reduced significantly further. All internal tracking data for all groups of learners demonstrate a reduction in behaviour points awarded to students and referrals made to our internal reflection unit over the past 4 years. This is a significant achievement given the local context and the increasing number of students and families we work with that have accessed support from social care.

\*NB National Comparative data is for the 2016/2017 Academic Year

*NB National Comparative data is for the 2016/2017 Academic Year	Fixed term exclusions as a percentage of the pupil group 2019/2020											2020/2021 Overall %	National Average (%)
	2017/2018 % Pupils	2018/2019 % Pupils	2019/2020 % Pupils	Cohort	Au1 %	Au2 %	Sp1 %	Sp2 %	Su1 %	Su2 %			
All Pupils	4.67	6.38	2.59	1449	0.69	1.31					2	10.13	
Gender													
Boys	5.91	8.75	4.56	730	1.23	1.78					3.01	13.90	
Girls	3.39	3.87	0.67	719	0.14	0.83					0.97	6.33	
Pupil Premium													
PP	16.87	11.2	5.02	568	1.41	1.58					2.99	24.93	
Non-PP	1.28	2.81	0.92	881	0.23	1.14					1.36	6.16	
EAL													
EAL	2.76	3.46	2.09	351	0.28	0.28					0.57	6.14	
Non-EAL	6.23	7.41	2.78	992	0.81	1.81					2.62	10.92	
SEN													
Non-SEN	2.57	4.51	1.72	1170	0.33	0.83					1.2	7.57	
SEN Support	13.94	19.81	8.37	219	2.74	3.2					5.94	28.47	
SEN Statement or EHC Plan	0	0	0	18	0	11.11					11.11	28.19	

	% pupils with 1 or more fixed term exclusions 2019/2020											2020/2021 Overall %	National Average (%)
	2017/2018 % Pupils	2018/2019 % Pupils	2019/2020 % Pupils	Cohort	Au1 %	Au2 %	Sp1 %	Sp2 %	Su1 %	Su2 %			
All Pupils	3.14	4.9	2.25	1449	0.62	0.97						1.59	4.71
Gender													
Boys	4.2	6.92	3.87	730	1.1	1.51						2.6	6.44
Girls	2.04	2.77	0.67	719	0.14	0.42						0.56	2.96
Pupil Premium													
PP	10.74	8.99	4.18	568	1.23	1.23						2.46	10.24
Non-PP	1.02	1.87	0.92	881	0.23	0.79						1.02	3.31
EAL													
EAL	1.91	2.77	2.09	351	0.28	0.28						0.57	3.85
Non-EAL	4.15	5.7	2.32	992	0.71	1.31						2.02	4.88
SEN													
Non-SEN	1.88	3.4	1.72	1170	0.33	0.58						0.94	3.77
SEN Support	8.71	15.57	6.05	219	2.28	2.74						5.02	11.41
SEN Statement or EHC Plan	0	0	0	18	0	5.56						5.56	11.43

	% pupils with more than 1 fixed term exclusion 2019/2020										2020/2021 Overall %	National Average (%)
	2017/2018 % Pupils	2018/2019 % Pupils	2019/2020 % Pupils	Cohort	Au1 %	Au2 %	Sp1 %	Sp2 %	Su1 %	Su2 %		
All Pupils	1.07	1.28	0.34	1449	0.07	0.28					0.35	1.91
<b>Gender</b>												
Boys	1.31	1.7	0.69	730	0.14	0.27					0.41	2.63
Girls	0.81	0.83	0	719	0	0.28					0.28	1.18
<b>Pupil Premium</b>												
PP	3.99	1.89	0.84	568	0.18	0.35					0.53	4.75
Non-PP	0.26	0.82	0	881	0	0.23					0.23	1.14
<b>EAL</b>												
EAL	0.21	0.69	0	351	0	0					0	1.11
Non-EAL	1.64	1.42	0.46	992	0.1	0.4					0.5	2.06
<b>SEN</b>												
Non-SEN	0.51	0.51	0	1170	0	0.17					0.17	1.36
SEN Support	3.48	3.48	2.33	219	0.46	0.46					0.91	5.74
SEN Statement or EHC Plan	0	0	0	18	0	5.56					5.56	6.10

## 2. Attitude and Readiness to Learn

The school has achieved Key Stage 4 outcomes that have placed the school in the top 10% of the country for student progress for the previous 4 out of 5 years (Top in 1% in 2016/17). These are outcomes we are all very proud of and highlight our inclusive wrap around care ethos and personalisation we try to achieve at Acklam Grange. All barriers to learning are identified and taken away as swiftly as possible so 'No child gets left behind.'

Student attendance has also seen a significant improvement. In 2015/16 the attendance of the whole school and all groups of learners was below National figures. It has been consistently high since 2016/17. Since we embarked on our PRIDE values and created a safe, supportive culture coupled with ARC services the attendance of the school and all groups of learners have increased significantly and been above national for the past 4 years.

### Whole School Attendance

	2017/18 Nat	2017/18 Sch	2018/19 Nat	2018/19 Sch	2019/20 Nat	2019/20 Sch	2020/21* Sch
All students attendance to date	94.6	95.2	94.8	95.7	94.8	95.3	95.2
All male students attendance to date	94.6	95.5	94.8	95.7	94.8	95.0	95.2
All female students attendance to date	94.7	94.8	94.8	95.6	94.8	95.6	95.2

### Persistent Absence

	2017/18 Nat	2017/18 Sch	2018/19 Nat	2018/19 Sch	2019/20 Nat	2019/20 Sch	2020/21* Sch
Below 90 %	13.6	12.6	12.7	11.1	12.7	10.9	13.8

### Pupil Premium Attendance

	2017/18 Nat	2017/18 Sch	2018/19 Nat	2018/19 Sch	2019/20 Nat	2019/20 Sch	2020/21* Sch
Pupil Premium attendance to date	91.1	93.5	91.2	94.7	91.2	93.6	93.6
Non-Pupil Premium attendance to date	95.2	96.4	95.4	96.3	95.4	96.5	96.2

### SEN Attendance

	2017/18 Nat	2017/18 Sch	2018/19 Nat	2018/19 Sch	2019/20 Nat	2019/20 Sch	2020/21* Sch
SEN students attendance to date	92.2	94.4	92.2	93.5	92.2	91.5	92.4
Non-SEN students attendance to date	95.0	95.4	95.2	96.0	95.2	96.0	95.7

### Free School Meal\* Attendance

	2017/18 Nat	2017/18 Sch	2018/19 Nat	2018/19 Sch	2019/20 Nat	2019/20 Sch	2020/21* Sch
FSM attendance to date	91.1	92.6	91.2	94.1	91.2	92.7	93.1
Non-FSM attendance to date	95.2	95.8	95.4	96.1	95.4	96.1	96.0