



## COLLEGE PROFILE 2014/15

<p>How much progress do students make?</p>	<ul style="list-style-type: none"> <li>▪ Students of all abilities and needs achieve well, including those with severe learning difficulties and autistic spectrum conditions. This is due to good teaching, the interesting range of subjects and activities, and the excellent support given to help students overcome their particular personal difficulties.</li> <li>▪ Students achieve a range of academic, vocational and practical accreditations at the end of Key Stage 4.</li> <li>▪ The progress of students known to be eligible for free school meals and the pupil premium is comparable with other students in both English and mathematics.</li> <li>▪ Almost all students make at least the progress expected, and many make better progress than this. Individual students' records show that their skills usually increase more quickly than expected, so that the gap identified between their attainment and that of their peers when they first join the college closes</li> <li>▪ Progress in the sixth form is good, with outstanding progress in practical and vocational subjects such as horticulture, and film and media studies. Students achieve a wide range of accreditation, and the number and range of awards increases year on year. Progress in literacy and communication is not as good because the focus on helping individuals to continue to improve their key academic skills dropped off in recent years. This was due to less effective systems for assessing and tracking students' progress than in Key Stages 3 and 4, and less of an emphasis on courses to develop students' academic skills. These aspects have recently been improved</li> <li>▪ Although good overall, students' progress is not consistent and a few more-able students do not achieve as much as they could. For example, achievement in science is outstanding in Years 8 and 9, and in language and literacy in Year 8. It is outstanding in mathematics in Years 10 and 11. Progress in language and literacy in Key Stage 4 is variable. While most students make at least expected progress, a few do less well than this</li> </ul>
<p>What have students told us about Isebrook, and what have we done as a result?</p>	<ul style="list-style-type: none"> <li>▪ Students tell us that they feel safe at Isebrook</li> <li>▪ Students have a very good understanding of all forms of bullying, and this is frequently reinforced</li> <li>▪ Students want to be involved in developing Isebrook: the Junior Leadership Team is established and represents student opinion across the college and works in partnership with the Senior Leadership Team</li> <li>▪ The Pastoral and Welfare Support Team and the Family Support Advisor provide a fantastic support network for students and their families: students and parents / carers have access to this provision all through the week</li> </ul>
<p>How do we make sure our students are safe and well-supported?</p>	<ul style="list-style-type: none"> <li>▪ Students arrive to lessons on time and settle quickly</li> <li>▪ Students listen to staff and help one another in class</li> <li>▪ The college's work to keep pupils safe and secure is outstanding: Staff spend a great deal of time on this and work with social services to protect students and keep them safe</li> <li>▪ Staff show great care and concern for students' well-being</li> <li>▪ Students always have someone to talk to in confidence</li> <li>▪ Isebrook has a supply of suitable, spare clothes for students</li> <li>▪ Internet-safety through Acceptable Use Policy, vigilance and transparency</li> <li>▪ Proactive health and safety strategy and practices</li> <li>▪ Personal, social and health education contributing to personal development</li> <li>▪ Anti-social incidents, such as bullying and racism are not tolerated occasionally occur, but are few and far between</li> <li>▪ Unacceptable behaviours are dealt with quickly and effectively in line with individual behaviour plans</li> <li>▪ Teaching assistants work well to calm students and help them return to learning as quickly as possible</li> <li>▪ Drive to increase attendance, combined with the work of the Family Support Advisor</li> <li>▪ Effective tracking and monitoring software allows analysis and evaluation of individual and group behaviours which is used to advise on future strategy developments and improvements</li> </ul>
<p>What activities and options are available to students?</p>	<ul style="list-style-type: none"> <li>▪ EquiAa: equine assisted therapy</li> <li>▪ Warm Water Swimming at Kingsley Special Academy</li> <li>▪ Physiotherapy programmes and interventions for students identified with relevant needs</li> <li>▪ Flexible Occupational Therapy and Sensory Integration when required</li> <li>▪ Speech and Language Therapy programmes run alongside specific learning difficulties assessment and diagnostic programmes</li> <li>▪ Off-site mechanics courses</li> </ul>
<p>What do our students do after leaving Isebrook?</p>	<ul style="list-style-type: none"> <li>▪ FE courses at Tresham College, Moulton College and Bedfordshire College</li> <li>▪ Move into independent or supported living accommodation</li> <li>▪ Volunteer work within the local community</li> <li>▪ Employment with supermarket chains, catering companies, hair and beauty salons etc.</li> </ul>

<p>What have been our successes this year?</p>	<ul style="list-style-type: none"> <li>▪ Ofsted inspection</li> <li>▪ College staffing restructure</li> <li>▪ Appointment of Middle Leaders</li> <li>▪ Appointment of key leads in literacy and numeracy</li> <li>▪ Redevelopment of library facilities</li> <li>▪ ICT Strategy implementation</li> <li>▪ Continuing professional development across a wide range of educational aspects</li> <li>▪ Quality Mark Basic Skills Support and Review visit</li> <li>▪ Achievement for All partnership</li> <li>▪ Improved student attendance</li> <li>▪ Assessment for Learning review</li> </ul>
<p>What are we trying to improve?</p>	<ul style="list-style-type: none"> <li>▪ Student achievement in literacy and numeracy across all key stages</li> <li>▪ The overall quality of teaching from 'Good' to 'Outstanding'</li> <li>▪ Student behaviour and attendance systems</li> <li>▪ Sustainable leadership capacity</li> </ul>
<p>How are we making sure that every child receives provision and teaching to meet their individual needs?</p>	<ul style="list-style-type: none"> <li>▪ Following new statutory guidance and advice laid down in the new 2014 Code of Practice</li> <li>▪ Use of individual education plans to set relevant targets, monitor progress and advise on future personalised planning for learning</li> <li>▪ Year 7 Catch-up funding spent effectively to enable students to close the gaps on national expectations in the basic skills of literacy and numeracy</li> <li>▪ Pupil Premium: is used very effectively to help those eligible to achieve well. This is not only by supporting, for example, improvement in literacy skills, but often by improving individuals' well-being and personal development which leads to improved achievement</li> <li>▪ Identified interventions to support inclusive education which may include alternative therapies and provisions</li> <li>▪ Personalised timetables focus learning and development in specific and relevant areas for each student</li> <li>▪ Multi-agency involvement supports holistic education, health and care planning from 11-19 and beyond</li> </ul>
<p>How do we make sure our students are healthy, safe and well-supported?</p>	<ul style="list-style-type: none"> <li>▪ Pastoral &amp; Welfare Team develop personalised strategies for those students needing emotional and behavioural support</li> <li>▪ Family Support Advisor works Monday-Friday</li> <li>▪ Mental Health and Well-being Gold Award Programme and practice recognised regionally</li> <li>▪ Effective all-phase Pastoral-Social-Health-Citizenship Education programme supports underlying ethos at Isebrook</li> <li>▪ Every Child Matters outcomes are priority and help support our approach to education, health and care of our students and their families</li> <li>▪ Links to Ask Normen and partnership working with Nene and Corby Clinical Commissioning Group</li> <li>▪ E-safety policy and practice guidelines</li> </ul>
<p>How are we working with parents and the community?</p>	<ul style="list-style-type: none"> <li>▪ Family Support Advisor communication and meetings</li> <li>▪ Partnership with Northamptonshire Transitions Team</li> <li>▪ Annual / Transition Reviews</li> <li>▪ Home-College Agreement</li> <li>▪ Termly Newsletters share all our news and successes</li> <li>▪ Mental Health and Well-being Gold Award</li> <li>▪ Communication through email, letters, texts, phone calls, FaceTime and Skype</li> <li>▪ Website full of useful information and easy to follow links for further advice and guidance</li> <li>▪ Parent / Carer and Student responses to questionnaires help to advise on areas for improvement and development</li> </ul>
<p>What have we done in response to our Ofsted report?</p>	<ul style="list-style-type: none"> <li>▪ Developing Middle Leaders leadership and management skills through NPQML and other appropriate leadership courses both internal and external</li> <li>▪ Reviewed focus for improving quality of teaching to outstanding</li> <li>▪ Review courses and qualifications for access to a greater range which can also challenge the more-able students enabling them access to more appropriate FE courses</li> <li>▪ Review the appropriateness of curriculum accessibility arrangements for students with more severe learning difficulties and autism</li> <li>▪ Review the suitability of the current curricula from Key Stage 3 through Key Stage 5</li> </ul>