Perspective

12/10/2026

Ofsted Self Evaluation Form

Agreed

The Raise Academy

URN: 150794

School Context

BRIEF SUMMARY

The Raise Academy (part of the YES Trust) opened in September 2024 as an 11-16, 64 place, specialist provision supporting students experiencing social, emotional and/or mental health difficulties. The Academy serves the Local Authorities of Halton and St. Helens and is based in Widnes, as part of the Local Authority SEND Improvement Plan. All our students have an EHCP and as the only SEMH provision in Halton, we play a crucial role in supporting students with SEMH as their primary area of need. Many students, however, also have additional associated learning difficulties.

As part of the YES Trust, The Raise Academy is underpinned by the following Trust values of being **child centred** by developing **authentic relationships**, and being **adaptive & sensitive** to each pupil's individual needs. The Moral Purpose of the Trust is to **transform lives**.

The name of the Academy **'Raise'** represents far more than just a name for a school. It neatly summarises our vision for the Academy, and expresses the ethos for education we strive to provide; an ethos focused on positive achievement and success at every stage.

Our own Academy vision is a cyclical process based on initially building self-esteem to enable a real sense of **belonging**, establishing aspirations and **preparing** both academically and holistically for the future, encouraging self-belief which leads to students **thriving**, ultimately resulting in the achievement of the desired outcomes.

As a specialist Academy, we collaborate in wider work both within the Trust, and providing outreach in the community to support mainstream schools, specialist and alternative provisions at both primary and secondary phases, at both local and national levels.

At Raise we recognise that whilst all our students are different, each deserves an equitable offer. This does not mean that all students have the same offer, rather that all students have what they need to succeed. Through robust baselining and regular, ongoing assessment, we have the the ability to offer an individualised and personalised, engaging curriculum. This is delivered by specialists that are both experienced and well-trained, providing an opportunity to make a real difference and affect positive change in a special group of young people, their families and the wider local community.

All staff have are committed to provide the best possible educational experiences and opportunities, in a safe and protected, well-supported atmosphere. All students are encouraged to dream big and empowered to lead successful and fulfilling lives. Our aim is to reignite that love for learning that may have been previously lost, through inspirational, personalised teaching and provision of opportunity.

Our three-year growth plan for Raise initially involved 48/64 in year 1, 56/64 in year 2 and 64/64 by the end of year 3. We opened with 32 students in September 2024 but expanded rapidly to 61 in September 2025. This was in response to the ever-growing demand of need in the Local Authorities. This allowed for a significant increase in the staff team from 20-30 in the year , supporting growth in our Pastoral and Administration Teams, as well as adding additional Teaching Assistant capacity support. This has enabled the further expansion of our curriculum offer with specialist teaching staff for new subject areas to accommodate the increased number of groups. Opening in September 2026 we have a full cohort of 64/64, one year ahead of schedule.

The typical student cohort profile is around 75-80% Pupil Premium, with around 15-20% open to Social Care at any one time, and 3% Looked After. Our SEND cohort profile supports approximately 74% of students with ADHD and 34% with ASC, in addition to other combined needs. Across all students from both Local Authorities attendance at previous settings sat at around 64% for both PP and non-PP, but was around 32% for Looked After Children. Over the opening 2 years, daily average attendance has risen by 10%, despite the growth and impact of transitions.

Suspensions are issued in line with school policy and are very much a last resort. This has predominantly been for students who have joined the school. As a result of our commitment to positive reinforcement, reward and celebration, our data shows a reduction in suspensions over time, with all positive behaviours recorded on Class Dojo at 96%.

Staff wellbeing is a priority, with mechanisms in place to support staff professionally and personally. Staff voice is taken into account formally through Trust-wide twice-yearly surveys, with findings shared transparently and actions addressed in a timely way. A staff working group is established to meet termly, and a staff Union Rep has been appointed. Workload, wellbeing, safety are all considered and there is a policy in place.

During the first 18 months of the opening phase, governance was provided centrally by the YES Trust's Executive Leadership Team and Trustees, using their expertise to support the school in it's development phase. However we now have a Raise Academy Education Review Group (ERG) which provides challenge and support at a local governance level. The ERG meets termly.

Curriculum Intent and Implementation

Intent: To raise self-esteem through student-centred education.

Each student is the centre of their education, making the experience as personally tailored as possible and providing the right environment for all to succeed.

Throughout the Academy we employ ‘Quality First teaching’, building upon the effective planning of truly adaptive approaches to learning and skilful design of learning activities, and the efficient and effective tracking of student progress. Planning is revisited as each student progresses, and the curriculum is methodically adjusted to deliver efficient steps of progression. Following high-quality schemes of work at all Key Stages, ‘Quality First teaching’ draws on a wide repertoire of teaching strategies and techniques closely matched to the specific needs of the students. We urge students to articulate their ideas, understanding, and critical thinking, by actively promoting engagement and discussion. Our current experience of SEMH needs and AP has highlighted the need to assess individuals throughout this process and specifically target further identified gaps in skills, understanding and knowledge.

We continue to develop and extend our approaches to the curriculum and our learning offer, through a personalised approach to learning. We closely match learning with students’ aptitudes. A common theme is the focus on ‘Stage’ not ‘Age’, whereby knowledge, skills and understanding are considered using an overview of ability stages. Progress is constantly being monitored academically from entry/yearly baseline testing (internal and standardised testing such as CAT4, NGRT, NGST as well as online platforms such as IXL and Lexia in order to triangulate academic capacity and current ability). Holistically we foster an approach whereby we focus on the feeling of belonging and mattering as a starting point, building aspirations and self-belief, preparing them academically and socially to thrive, supported by key pastoral staff.

Intent: To provide an ambitious, specialist curriculum which engages, inspires and supports achievement.

We provide a much-needed, specialist provision with effective curriculum to students who have previously struggled to find any success.

In order to create a highly focussed provision, every detail of the Academy’s education plan has been developed in collaboration with students, parents, and experienced professionals. It draws on the experience of existing research, known successful strategies, and recognised qualifications to create an inspiring educational experience for every learner. We are pioneering in our approach to whole-school emotional intelligence coaching and support, working closely in tune with current developments within Local Authorities (Halton and St. Helens) – e.g., CAMHS self-harm pathway, any emotionally healthy schools initiatives such as ones we have already implemented in our current schools across the Trust. In addition, we will develop close connections with medical needs teams and the NHS which will help all students get the best-available therapeutic and mental health support needed to become effective and resilient communicators.

Our Personal Development curriculum (PD) aims to develop relationships with students based on mutual trust and respect, engaging interest and participation in activities, experiences, or on issues, by being rooted in personal experience. It develops inclusive behaviour by involving young people actively in their own development. It further facilitates creation of lifelong learners, who access the wider world appropriately, through encouragement and by allowing reflection on personal progress in social skills, emotional intelligence, and self-efficacy. Reflection affirms learning and promotes confidence and self-esteem. All programmes of PD result in specified outcomes, which, if they cannot be measured, can at least be identified and recorded through such assessments as Boxall profiles and PASS.

Intent: To raise learner self-belief through individual support plans engendering emotional resilience.

ALL students get the support needed to become emotionally healthy, and to grow both personally and socially, by means of detailed one-page profiles and a mix of in-house and linked support services.

Staff support students during social development times, encouraging appropriate social interaction, and working informally on interpersonal communication. Lunchtimes are a particular opportunity for students to bond and peer mentor/support one another. This develops a supportive, self-regulating cohort of positive role models, growing in confidence and communication skills. It helps teach how to work with others and be respectful members of the whole school and wider community.

Many of our cohort have issues with confidence and self-esteem, requiring staff to create a positive environment, encouraging inclusion and participation. Love of learning is encouraged by belonging, mattering, feeling safe, and feeling respected throughout

school. Staff acting fairly, respectfully and being excellent role models help guide students to take ownership of their own behaviours and learning. Deploying a restorative approach to behaviour and offering a clean slate each day shows how overwhelming emotions can be dealt with and helps each individual better cope and thrive.

Behaviour for Learning policy clearly and consistently deals with incidents positively and in a restorative way. To allow students to spend vital time with peers in caring, supportive and informal settings, the personalised enquiry, enrichment, and personal development programmes reflect preferences and personal interests of students, at KS4 more of this time will be used for supervised academic tasks / educational advancement, but not to the detriment of PD.

From the outset of KS3, students are encouraged to work independently and develop organisational skills. There are high expectations of punctuality and conduct to prepare students for standards required in the workplace and wider world. Older students will be given opportunities to take on further responsibilities. e.g. becoming a student leader for a particular point in the school development plan.

Impact of curriculum on outcomes: Successful learning; leads to positive destinations at post-16

The bespoke curriculum for both academic and vocational learning allows and supports ALL students to aspire to progress towards high-quality destinations. 100% of our first ever Year 11 cohort progressed to mainstream post-16 education providers of their choice, with 0% NEET.

The curriculum structure prompts students to achieve their highest possible qualifications both academically and vocationally, allowing them to assemble a repertoire of skills and knowledge anchored around personal pathways. Students will develop positive learning habits – a basis for effective lifelong learning – when they are able to make links and identify patterns which are transferrable across all areas of the curriculum, and eventually life. Independent learning is a strong feature of all courses at KS4 in preparation for post-16 study, with students experiencing a broad and balanced curriculum, accessing the same learning as their peers in mainstream. It is vital that students become able to make informed choices for their next steps, and are encouraged to be inquiring about learning, themselves, and their teachers and peers.

Safeguarding

JUDGEMENT

Not Met	Met ✓	No Grade

- A prioritised culture of safeguarding is evident and at the heart of school life at all levels, regardless of role, with leadership oversight both robust and effective
- Pupil, parents and staff feelings and perceptions are captured half termly via extensive stakeholder surveys with actions and adjustments to practice communicated transparently
- Staff training and information sharing is continuous, going over and above to ensure knowledge is current and all adults are clear on responsibilities and procedures, as evidenced in the CPD Calendar, staff certification and online records on Every
- Recording and reporting systems are well embedded, utilised effectively by all staff to follow up on concerns consistently and robustly
- Pupils receive continuous targeted pastoral support and holistic intervention that compliments personal development education, explicitly teaching how to stay safe including online, in addition to emerging situations, needs and priorities specific to individuals and groups within the cohort as well as locally in the community
- Leaders and the pastoral staff work closely with a range of external agencies to provide timely and effective support and action
- Safeguarding/CPOMS records show a significant reduction each half term due to the extensive planned and responsive intervention offered and implemented via the pastoral team

Evidence base includes:

- CPOMS/Meeting attendance/recorded minutes
- Weekly internal WISPAS meeting minutes
- Pupil voice - student council, surveys, "voice of the child"
- Parent voice surveys, parent connection events
- Training/INSET/CPD Calendar/Certification via Every/Team Teach/KCSiE
- New staff induction process
- ERG minutes (termly), SLT minutes (weekly), SLT briefings, whole staff briefings/debriefs (twice daily each)
- DSL Reports
- s175 Audit
- Trust Safeguarding Audit
- Recruitment records/checks/certification - SCR
- Policies accessible/up to date
- TISUK supervision/access to clinical supervision
- Low level concerns log, LADO reports, internal investigations, Risk Assessments
- Bound and numbered book
- Attendance at multi agency meetings, displays, leaflets, promote on ClassDojo/website

Areas for development 2026-27:

- Contextual Safeguarding (Harm outside the Home) - Utilise local area Safeguarding Plan to identify key areas of concern and link CPD accordingly

- Acknowledgement of vulnerability of cohort - Embedding what and how we do things differently
- Bespoke Intervention Support - refining responses to concerns, deploying early intervention to prevent escalation

BITE SIZED QUESTIONS NM M NG

SG01	Is the culture of safeguarding and leadership oversight robust and effective across the school?	
SG02	Are staff well trained and knowledgeable about safeguarding responsibilities and procedures?	
SG03	Are systems for recording, reporting and acting on concerns robust and followed consistently?	
SG04	Are pupils taught to recognise risk and keep themselves safe (including online)?	
SG05	Does the school work with external agencies to secure timely support for pupils?	

Inclusion

JUDGEMENT

Urgent Improvement	Needs Attention	Expected Standard	Strong Standard	Exceptional ✓	No Grade

- Leaders gain a detailed, current and accurate insight into student needs which is recorded, shared and cascaded to all staff regularly, prioritising whole staff training where necessary where emerging needs are evident
- Leaders work closely with previous settings, families, appropriate external support services and the LA SEND teams to ensure student needs are able to be met - including addressing financial, social, educational barriers that require further support with the wider family
- Additional funding streams are explored and utilised effectively for disadvantaged and LAC pupils, in order to ensure and equitable experience for all
- A focus on self-esteem, belonging, mattering, high aspiration and providing inspirational and relevant educational opportunities is standard, with a view to providing the specific and individual support to ensure engagement and promote progress, allowing pupils to thrive in terms of both academical outcomes and holistic development, preparing well for adulthood
- According to Boxall, this confirms that leaders utilise assessment information effectively to identify need, plan provision and measure impact. The Boxall Profile data demonstrates that interventions are supporting pupils to make progress from their starting points and are contributing to improvements in emotional wellbeing, behaviour, relationships and engagement with education. The relational, nurture-based and therapeutic approaches are supporting pupils to develop the skills necessary to access learning more successfully and participate positively in school life.
- Pupil progress is captured in a regular and bespoke nature, through both quantitative data tracking and robust quality assurance systems and processes, maintaining continuous open lines of communication with leaders of learning, supporting maximising the potential of each pupil
- Positive working relationships with all local SEND partnership professionals, taking advantage of the local offer, working collaboratively with a variety of agencies, services to ensure knowledge is accurate and current, to provide a positive impact on students

Evidence base includes:

- Transition process
- Baseline testing, NGRT/NGST/CAT4s
- Half termly data drop - formative & summative assessments
- QA
- 1 page profiles, Behaviour for Learning plan, Attendance plan, Boxall Profiles
- Student Support Summaries (Venns)
- Class Universal Provision documentation
- EHCPs - annual/interim reviews
- Consultation
- SLT SENCO (Deputy Headteacher) with NPQSENCo qualification
- LA training, SEND panel attendance, meetings, updates
- PP Strategy (inc. rewards, progress tracking)
- PEP invoicing/meeting records
- Appropriate AP agreed with SEN Team
- Work experience placements across Years 9-11

Areas for development 2026-27:

- Refine the EHCP targets to produce an annual sub-target as well as end of Key Stage targets
- Identify and include students' own preferred regulation strategies on 1 Page Profiles
- Audit of staff skills, knowledge and confidence to inform CPD Programme
- Introduce SEND-specific Learning Walks to ascertain areas of strength and areas for development

BITE SIZED QUESTIONS		URG	ATT	EXP	STR	EXC	NG
IN01	Are pupils' needs (including emerging needs) accurately identified and acted upon to reduce barriers?	○	○	○	○	●	○
IN02	Do leaders set high expectations and provide support that reduces barriers to learning and well-being?	○	○	○	○	●	○
IN03	Is the graduated approach ('assess, plan, do, review') well embedded and supported by staff training?	○	○	○	○	●	○
IN04	Is leaders' understanding of the needs of disadvantaged pupils secure and used to inform planning?	○	○	○	○	●	○
IN05	Is the pupil premium strategy well implemented and improving outcomes for disadvantaged pupils?	○	○	○	○	●	○
IN06	Does the SENCo have sufficient authority and influence within the school leadership structure?	○	○	○	○	●	○
IN07	Do leaders engage with the local area SEND partnership and promote the local offer?	○	○	○	○	●	○
IN08	Are pupils known to children's social care (including LAC/PLAC) supported, and do PEPs improve their opportunities?	○	○	○	○	●	○
IN09	Is alternative provision commissioned appropriately, used in pupils' best interests, and monitored for welfare and progress?	○	○	○	○	●	○
IN10	Do pupils feel a strong sense of belonging and thrive, and is inclusive practice shared beyond the school where appropriate?	○	○	○	○	●	○

Curriculum & Teaching

JUDGEMENT

Urgent Improvement	Needs Attention	Expected Standard	Strong Standard ✓	Exceptional	No Grade

- The overarching school curriculum intent is specifically designed for the nature and needs of the cohort of students on role. Intent was and is the starting point of all curriculum design, which was bespoke on opening of this Free School in September 2024, with the autonomy and opportunity to create something that is relevant, aspirational, inspirational, sequenced and above all engaging
- Intent is revisited with all staff on a half termly basis through CPD, in addition to specific INSET and induction training
- The curriculum is clearly and transparently mapped, derived from KS4 knowledge, skills and understanding but built at KS3 around relevance and engagement, sequenced in a planned for way which provides continuous opportunity for a spiral approach to addressing gaps and misconceptions due to varied educational journeys and experiences thus far
- A fixed and calendarised approach to the quality assurance of both curriculum documentation, teaching and pupil progress is a well established and embedded routine, with leaders having a clear and current understanding of strengths and areas for development across subjects, staff members, groups and key stages at any point during the year. QA analysis (including the analysis of subject level pupil progress data) is shared at both leadership and whole staff level, with emerging priorities dovetailing into the CPD calendar as appropriate and relevant, particularly during the growth phase of the school
- The application of our "maximising potential" agenda ensures that the curriculum and individual teaching abilities and approaches remain a focus for continuous improvement, particularly across the growth phase, maintaining the flexibility to review, adapt, implement, sustain and evolve
- Staff are supported well by leaders and areas for development are suitably considered through coaching and mentoring by leaders and peers, as necessary. Multiple opportunities for weekly planned for CPD are provided for, in addition to external courses and training
- Literacy is planned for at whole school level, with reading ability tracked and opportunities to support progress in reading provided for. Additional reading intervention is targeted and demonstrates positive impact on reading ages - this is also a compulsory standard offer for all students Y7-11
- Twice weekly, timetabled reading intervention, support and maximisation is built into the timetabled curriculum as a standard offer for ALL students from September 2026 in order to develop both reading and oracy, in a safe and supported, routine and bespoke manner

Evidence base includes:

- Learning journeys/curriculum sequencing/assessment criteria/SOLs
- 1 page profiles, EHCPs, Student Support Summaries (Venns), Class Universal Provision documentation
- Website
- Data drops/analysis - half termly
- SEF Snapshot
- Cyclical QA system on a half termly basis each week of each half term as standard:
  - Lesson observations/learning walks/standards walks - half termly week 2
  - Pupil voice - half termly week 3
  - Book looks - half termly week 4
  - Parent Voice - termly
- Intervention review - half termly week 1
- Curriculum documentation review - half termly week 1
- Dovetailing of CPD following QA - half termly week 6
- Marking & Feedback Guidance
- Literacy and Numeracy Framework (and CPD)
- RAISE Curriculum Intent
- INSET/Staff Induction

Areas for development 2026-27:

- Develop the breadth of the curriculum offer to include an even greater range of vocational qualifications and accreditation
- Embed adaptive strategies that are part of the ordinarily available provision/universal offer for all students
- Audit enrichment provision using the new non-statutory framework

BITE SIZED QUESTIONS		URG	ATT	EXP	STR	EXC	NG
CT01	Is the school's curriculum intent ambitious and well articulated?	○	○	○	○	●	○
CT02	Is the curriculum offer broad, balanced and equitable for all pupils?	○	○	○	○	●	○
CT03	Is the curriculum well sequenced to build knowledge and skills over time?	○	○	○	○	●	○
CT04	Do teachers explain, model, question and adapt teaching to meet pupil needs?	○	○	○	○	●	○
CT05	Does the school teach pupils to read and support those who struggle with reading?	○	○	○	○	●	○
CT06	Is assessment used effectively to check understanding and inform teaching?	○	○	○	●	○	○
CT07	Is subject leadership effective and is staff expertise strong across the curriculum?	○	○	○	●	○	○
CT08	Do leaders and teachers identify and close learning gaps for all pupils, including disadvantaged and those with SEND?	○	○	○	○	●	○
CT09	Do leaders monitor, evaluate and improve the curriculum over time?	○	○	○	○	●	○

Achievement

JUDGEMENT

Urgent Improvement	Needs Attention	Expected Standard	Strong Standard ✓	Exceptional	No Grade

- Half termly tracking data suggests that on average students are achieving typically above the national average and in line with Trust expectations for progress - evident across both core and foundation subjects, across both Key Stages, including disadvantaged pupils. All pupils are SEND, with extremely varied educational experiences to date
- Both formative and summative data sources are taken into consideration, regarded as reliable and accurate due to quality assurance systems and processes deployed weekly by leaders
- A bespoke, detailed and transparent assessment model is in place for all subjects across Key Stages, with students involved in a lesson by lesson basis in self-assessing against the success criteria applicable for the lesson's learning intention, which feeds directly into the assessment criteria. Students are signposted as to what they need to know or be able to do to improve, evident through quality assurance, and are provided opportunity and guidance to enhance knowledge, skills and understanding moving forward
- Half termly data is analysed by leaders, with subject level pupil progress meetings held with the SLT to plan for bespoke adjustment and/or intervention
- Key Stage 3 academic progress was significant with 85% of all pupil (82% Pupil Premium) meeting or exceeding the Trust expectation of one grade of progress across all Core subjects (Maths, English and Science) in 2025-26. 78% of all students made or exceeded that target across all other subjects combined, with the highest amount of progress across the curriculum being in Food Technology.
- National tests and examinations completed Summer 2026 as the first cohort of Year 11 students
- Students left the Raise Academy with 9 qualifications including Maths, English Language, English Literature, Science Double Award, Art, PE, Food Tech and DofE Bronze
- The bespoke curriculum for both academic and vocational learning allows and supports ALL students to aspire to progress towards high-quality destinations. 100% of our first ever Year 11 cohort progressed to mainstream post-16 education providers of their choice, with 0% NEET

Evidence base includes:

- Learning journeys/curriculum sequencing/assessment criteria/SOLs
- 1 page profiles, EHCPs, Student Support Summaries (Venns), Class Universal Provision documentation
- Website
- Data drops/analysis - half termly
- SEF Snapshot - half termly
- Cyclical QA system on a half termly basis each week of each half term as standard:
  - Lesson observations/learning walks/standards walks - half termly week 2
  - Pupil voice - half termly week 3
  - Book looks - half termly week 4
  - Parent Voice - termly
- Intervention review - half termly week 1
- Curriculum documentation review - half termly week 1
- Dovetailing of CPD following QA - half termly week 6
- Marking & Feedback Guidance
- Literacy and Numeracy Framework (and CPD)
- RAISE Curriculum Intent
- Boxall records
- Intervention records
- External exam results
- Internal progress grades
- Independent careers advice and guidance

Areas for development 2026-27:

- Implement a wider range of external qualifications as part of curriculum development
- Ensure consistency in the culture of high aspirations for ALL students
- Embed quality assurance processes

BITE SIZED QUESTIONS		URG	ATT	EXP	STR	EXC	NG
AC01	Do pupils achieve well overall and are they well prepared for the next stage of education, training or employment?	○	○	○	●	○	○
AC02	Do disadvantaged pupils, pupils with SEND and those known to children's social care achieve well, and are gaps closing?	○	○	○	●	○	○
AC03	Do leaders accurately identify learning gaps and use assessment effectively to inform teaching and curriculum decisions?	○	○	○	●	○	○
AC04	Do pupils read fluently and with good comprehension so they can access the curriculum?	○	○	○	●	○	○
AC05	Do pupils acquire deep, secure knowledge and skills across the curriculum?	○	○	○	●	○	○
AC06	Are attainment and progress trends improving and sustained for most pupils and groups?	○	○	○	●	○	○
AC07	Do leaders have a secure understanding of pupils' achievement and act on significant weaknesses?	○	○	○	●	○	○
AC08	Are pupils well prepared for their next steps, and do outcomes support successful destinations?	○	○	○	●	○	○

Attendance & Behaviour

JUDGEMENT

Urgent Improvement	Needs Attention	Expected Standard ✓	Strong Standard	Exceptional	No Grade

- As a new school with a growing cohort of students, attendance is high compared to previous setting, with an average increase of approximately 10% and positive average improvement across both Local Authorities overall, for both disadvantaged and non-disadvantaged pupils and Looked After Children
- Attendance remains our "vital" strategic priority and is at the heart of everything we do. All staff, regardless of subject, role or area of focus, understand the role that they play in fostering a culture of high attendance and how they as an individual impact and promote this area
- A team is in place to promote positive attendance, with established systems and processes to support and address. Punctuality to school is not a current concern
- Appropriate adjustments and adaptations are made according to student need and circumstance, which are bespoke, targeted and time-bound
- Attendance is tracked throughout the day, daily, weekly and half termly with a keen focus on the early identification of barriers and support
- Average full year attendance was significantly higher than at previous settings when compared to all of the following measures – Pupil Premium, Looked After Children, Halton, St Helens, PP Halton, PP St Helens.
- When removing “outliers” or students that for various reasons are either awaiting a change of placement, or have been on a transition plan into school, the gap widens further and demonstrates the positive shift compared to previous.
- Using the same measures but looking purely at those students that had been on role the previous year, once again the increase in attendance was stark.
- Behaviour for Learning is central to strategic priorities, supported by appropriate guidance and boundaries outlined in policy, with an emphasis on high quality teaching and learning, the implementation of our specialist curriculum and sustaining a culture based on positive reinforcement, reward and celebration
- Culture is based on "Respect" with relationships, rules and routines based on promoting this as a standard expectation.
- As an SEMH school, "behaviour" does and will continue to be challenging, however the focus on building authentic relationships, using an adaptive approach sensitive to individual needs and remaining child-centred supports our specialist approach to support students to regulate
- Leaders apply sanctions in a considered and contextual manner, which is effective and intended as teaching and relationship building opportunities. Zero permanent exclusions have been made. Suspensions are issued in line with school policy and demonstrate positive impact on the whole:
    - Whilst suspensions are very much a last resort, suspensions are issued in line with school policy. At the end of year 2 we are able to report the following reductions in suspensions by half term compared with Autumn 1 - 14% reduction in HT2, 28% reduction in HT3, 53.5% reduction in HT4 and 86% reduction in HT5 with all positive behaviours recorded on Class Dojo at 96%. This is a result of our commitment to positive reinforcement, reward and celebration

Evidence base includes:

- CPOMS/Meeting attendance/records
- Attendance tracker
- WISPAS Team minutes
- Pupil voice (half termly week 3) - student council, surveys, "voice of the child" (as appropriate)
- Training/INSET/CPD/Staff Induction/Certification via Every/Team Teach/KCSiE
- Recruitment records/checks/certification - SCR
- Policies accessible/up to date - up to date and reviewed in line with statutory timeframes
- TISUK supervision/access to clinical supervision
- Low level concerns log, LADO reports, internal investigations
- Attendance at multi agency meetings, displays, leaflets, promote on dojo/website
- Class Dojo
- Rewards records/trips/awards - weekly celebration assembly, half termly rewards and trips

- Half termly data collections
- SEF Snapshots - monthly
- Weekly BfL Snapshots
- Learning journeys/curriculum sequencing/assessment criteria/SOLs
- 1 page profiles, EHCPs, Student Support Summaries (Venns), Class Universal Provision documentation
- Behaviour Plans, Attendance Plans
- Raise Response tracker
- Behaviour Team - fortnightly review minutes
- Pupil voice records
- Catch-up tracker
- Weekly contact report
- Raise Regulation tracker
- Standards Walks - recorded on Perspective
- Bespoke tracker and case studies
- Suspension data tracker
- Website
- Data drops/analysis - half termly
- SEF Snapshot - half termly
- Cyclical QA system on a half termly basis each week of each half term as standard:
    - Lesson observations/learning walks/standards walks - half termly week 2
    - Pupil voice - half termly week 3
    - Book looks - half termly week 4
    - Parent Voice - termly
- Intervention review - half termly week 1
- Curriculum documentation review - half termly week 1
- Dovetailing of CPD following QA - half termly week 6
- RAISE Curriculum Intent
- Boxall records
- Intervention records
- Records of Readmission Meetings
- External Feedback (Website/CPOMS)

Areas for development 2026-27:

Behaviour (Culture & Ethos)

- Develop student leadership roles as ambassadors
- Strengthen the efficacy of form systems (including inter-form competition)
- Introduce the "Raise 25" pledge for all students
- Embed restorative practice approaches to ensure consistency across the school
- Embed the Raise Regulation approach across the school to support early intervention and reduction of suspensions

Attendance

- Clarify roles and responsibilities of ALL staff in supporting attendance of ALL students
- Reduce persistently absent rates by 10%
- Audit attendance practices against DfE attendance toolkit

BITE SIZED QUESTIONS		URG	ATT	EXP	STR	EXC	NG
AB01	Are behaviour expectations clear and consistently applied across the school?	○	○	○	●	○	○
AB02	Is low-level disruption prevented and addressed so that learning is not interrupted?	○	○	○	●	○	○

AB03	Are bullying, aggression, discrimination and derogatory language prevented and dealt with?	
AB04	Is attendance strong for all pupils and groups, with effective action when it dips?	
AB05	Are pupils punctual to school and lessons, with lateness addressed swiftly?	
AB06	Are suspensions and permanent exclusions used, and how effective is reintegration?	
AB07	Does the school improve behaviour and attendance for pupils with particular needs?	
AB08	Are relationships between pupils and staff positive and respectful, creating a culture where pupils feel and remain safe?	
AB09	Do leaders support staff to implement behaviour and attendance systems?	

Personal Development & Well-being

JUDGEMENT

Urgent Improvement	Needs Attention	Expected Standard	Strong Standard	Exceptional ✓	No Grade

- A bespoke Personal Development programme is in place, suitable and appropriate to the cohort of students, is in place, delivered half termly, covering all statutory areas including RHE/RSHE, protected characteristics and British values, in line with new guidance
- Programme delivered by Pastoral Support Officers via a twice-weekly programme of tailored and bespoke intervention for all students across all groups and both key stages as a standard offer. This support is then provided at individual level and is effective in promoting wellbeing and removing barriers to learning. In addition, half termly PD drop down days are carefully coordinated and mapped across the whole school
- The PD programme is complimented by planned for curriculum based opportunities for further exploration, which are highlighted in planning and in student books
- Opportunities for both on-site and off-site experiences, as well as external speakers and providers are included and mapped out, in order to ensure the delivery is achieved via the same approach as curriculum teaching, in order to meet pupils' needs
- Attendance, participation and engagement is high and the content is well-received by students
- A well-planned, varied careers programme is in place for all year groups, focusing on experiential learning and opportunities for encounters with employers and post-16 educational providers.
- The careers programme covers the breadth of the revised Gatsby benchmarks and demonstrates strong progress towards their achievement
- As with PD, this is on a half termly basis, complimented by recognising careers work through curriculum areas, with a keen interest and high engagement evident across all year groups
- Talents and interests of students is invested in via the daily lunch clubs, weekly Enrichment programme and the Personalised Enquiry systems, in which students are invited to learn, make or do something, taking agency for their own learning. Additional opportunities are provided for such as boxing coaching, martial arts, Trust inter-school competitions such as sports and baking, theatre and museum visits etc

Evidence base includes:

- CPOMS/Meeting attendance/records
- WISPAS Team minutes
- Pupil voice (half termly week 3) - student council, surveys, "voice of the child" (as appropriate)
- Training/INSET/CPD/Staff Induction/Certification via Every/Team Teach/KCSiE
- Policies accessible/up to date - up to date and reviewed in line with statutory timeframes
- TISUK supervision/access to clinical supervision
- Low level concerns log, LADO reports, internal investigations
- Attendance at multi agency meetings, displays, leaflets, promote on dojo/website
- Class Dojo
- Rewards records/trips/awards - weekly celebration assembly, half termly rewards and trips
- Half termly data collections
- SEF Snapshots - monthly
- Weekly BfL Snapshots
- Learning journeys/curriculum sequencing/assessment criteria/SOLs
- 1 page profiles, EHCPs, Student Support Summaries (Venns), Class Universal Provision documentation
- Behaviour Plans, Attendance Plans
- Website
- Data drops/analysis - half termly
- SEF Snapshot - half termly
- Cyclical QA system on a half termly basis each week of each half term as standard:
    - Lesson observations/learning walks/standards walks - half termly week 2

    - Pupil voice - half termly week 3
    - Book looks - half termly week 4
    - Parent Voice - termly
- Intervention review - half termly week 1
- Curriculum documentation review - half termly week 1
- Dovetailing of CPD following QA - half termly week 6
- RAISE Curriculum Intent
- Boxall records
- Intervention records
- Raise PD map (website)
- SMSC Map (website)
- Careers provision (website)
- British Values Map (website)
- Staff PD survey
- GATSBY Benchmark evaluation
- Raise 25 initiative
- Enrichment self assessment and planning tool
- Enrichment tracker
- COMPASS Plus profiles

Areas for development 2026-27:

- Audit of enrichment offer against non-statutory guidance
- Implement "Raise 25" pledge
- Roll out Raise Regulation framework and strategies
- Refine intervention offer to include those facilitated by the Mental Health Counsellor (bespoke) at class and individual level
- Refine the PD offer to include elements of the RE curriculum and statutory requirements
- Identify and introduce a metric for evaluating the impact of PD days
- Review careers education offer in line with the updated statutory guidance

BITE SIZED QUESTIONS		URG	ATT	EXP	STR	EXC	NG
PD01	Is the personal development programme coherent and well sequenced across the curriculum and wider opportunities?	○	○	○	○	●	○
PD02	Are RHE/RSHE, PSHE and citizenship taught and monitored?	○	○	○	○	●	○
PD03	Do all pupils, including disadvantaged pupils and those with SEND, participate well in personal development opportunities?	○	○	○	○	●	○
PD04	Is pastoral support effective in promoting well-being and removing barriers to learning?	○	○	○	○	●	○
PD05	Does careers education prepare pupils well for future education, employment or training?	○	○	○	○	●	○

Leadership & Governance

JUDGEMENT

Urgent Improvement	Needs Attention	Expected Standard	Strong Standard	Exceptional ✓	No Grade

- Continuous school improvement is of high value to all leaders within all areas of focus, therefore robust systems, measures and processes are in place to capture current performance, celebrate and capitalise on strengths, and implement swift intervention for areas requiring development or immediate intervention
- Strategic priorities are transparent, clearly communicated and evidence-based, with ownership and accountability taken by leaders to contribute towards any positive improvement via marginal gains in all areas of focus
- During the initial growth phase of the first 18 months, governance has been managed at Trust level, which has now moved to a newly establish Education Review Group (ERG), meeting on a half-termly basis. Visits are regular and welcome, with clear link areas assigned to the role, leaders are challenged and held suitably accountable
- Regular, meaningful analysis of school performance is presented by leaders, with a collaborative approach to school improvement. This collaborative approach is extended to work within the Trust, and providing outreach in the community to support mainstream schools at both primary and secondary phases. The YES Trust is part of a national network of "Lab Schools" with a particular focus on school improvement. Leaders actively participate and sit on Local Authority steering groups and panels, as well as Headteacher groups
- All leaders make a positive, significant and sustained contribution to the delivery of strategic priorities and school improvement. Staff have extremely positive working relationships with the SLT and lay value in the line management structure of support, advice, training and wellbeing
- As a new Free School, the culture of high expectations and professionalism was set from the outset, with all staff at all levels, subscribing to a charter of minimum expectations and non-negotiables, as well as aspirational values that can be developed in over time. Leaders are role models at all times - all adhering to the Nolan Principles of Public Life
- The expertise of leaders is utilised in the half termly delivery of professional learning (CPD), which is not only bespoke to our specialism and cohort of students, but is both targeted based on emerging needs identified through QA processes and also proactive in terms of the strategic direction of the school. Staff training and education is heavily invested in, having both ECT1 and ECT2 staff, as well as a number of staff completing various NPQs - NPQEL, NPQH, NPQSL, NPQLBC, NPQLT, NPQSENCo, NPQ Pastoral Apprenticeship
- Staff wellbeing is a priority, with mechanisms in place to support staff professionally and personally. Staff voice is taken into account formally through Trust-wide twice-yearly surveys, with findings shared transparently and actions addressed in a timely way. A staff working group is established to meet termly, and a staff Union Rep has been appointed. Workload, wellbeing, safety are all considered and policy in place which includes the offer of staff supervision, Wellbeing Wednesday activities, wellbeing initiatives and flexible working arrangements around family life and special events. Trust wide incentives and rewards are provided through Perkbox - this is a two-way celebratory mechanism as well as obtaining rewards
- According to our Edurio survey results, Raise Academy staff survey results are significantly above all Schools nationally, all Special Schools and all YES Trust schools in all areas - including relationships, job satisfaction, safeguarding culture, clarity and purpose, workload and health & emotional wellbeing, career opportunities, pay & benefits, professional support, leadership dynamics, communication
- All staff focus above all on being child centred - parents show great trust and belief in leaders, demonstrating excellent relationships and communication, even during challenging or difficult times
- Nominations submitted for the Halton Education Awards in recognition of various teams

Evidence base includes:

- CPOMS/Meeting attendance/records
- WISPAS Team minutes
- Pupil voice (half termly week 3) - student council, surveys, "voice of the child" (as appropriate)
- Training/INSET/CPD/Staff Induction/Certification via Every/Team Teach/KCSiE
- Recruitment records/checks/certification - SCR
- Policies accessible/up to date - up to date and reviewed in line with statutory timeframes

- TISUK supervision/access to clinical supervision
- Low level concerns log, LADO reports, internal investigations
- Attendance at multi agency meetings, displays, leaflets, promote on dojo/website
- Class Dojo
- Rewards records/trips/awards - weekly celebration assembly, half termly rewards and trips
- Half termly data collections
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    - Book looks - half termly week 4
    - Parent Voice - termly
- Intervention review - half termly week 1
- Curriculum documentation review - half termly week 1
- Dovetailing of CPD following QA - half termly week 6
- RAISE Curriculum Intent
- Boxall records
- Intervention records
- Records of Readmission Meetings
- External Feedback (Website/CPOMS)
- Minutes of ERG (Governance) meetings
- Governor visit records
- Governor training records (Every)
- Reports of training, support and governance offered to schools nationally and locally
- Staff survey outcomes (Edurio)
- Perkbox
- NPQ documentation
- "Stay Survey" results (HR)

Areas for development 2026-27:

- Embed stakeholder engagement processes
- Develop the skills and knowledge of the ERG in holding the school to account
- Embed current systems, processes and practice so that it is consistent across the school
- Develop the skills of the student ambassadors
- Model the culture of high aspirations for all students, holding staff to account
- Embed the culture of "Respect"

BITE SIZED QUESTIONS		URG	ATT	EXP	STR	EXC	NG
LG01	Are leaders' self-evaluation and improvement priorities accurate and coherent across the school?	○	○	○	○	●	○
LG02	Do governors/trustees set strategic direction, use resources, and hold leaders to account?	○	○	○	○	●	○
LG03	Do leaders build a professional culture, protect workload and develop staff expertise?	○	○	○	○	●	○

LG04	Do leaders work with parents, other schools and external agencies to improve provision and outcomes?	
LG05	Is the school's capacity for sustainable improvement secure and well evidenced?	
LG06	Are leaders' decisions consistently in pupils' best interests and aligned to the school's values?	
LG07	Do leaders and governors reliably discharge statutory duties and ensure oversight that joins up with safeguarding?	