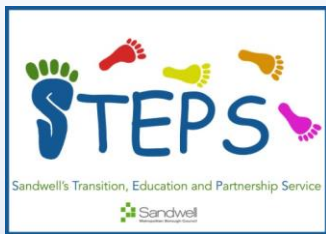


Sandwell Transition Education Partnership Services

Overview of the morning:

Time				
10.15 – 10.45	Arrival and introduction by Mr Balwant Bains - meeting room 1 st floor			
10.45 – 11.35	In room observation – 10 minutes in each area			
	KS1 Miss Bucko	KS2 Mrs Lillico-Davis	KS 3 & 4 Mrs Bhatthal P.E.	Parents Programme – Family Fortunes Mrs Caan
11.35 – 11.55	Debrief & Evaluation			
11.55 – 12.15	Lunch			

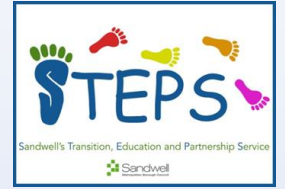


The STEPS Centre

STEPS Self-Evaluation 2017

Background Information:

- Equalities and Equal Opportunities compliant: Mark Simms, Ofsted Lead for EAL. This includes not '*holding*' EAL students for a designated period of time, seen as discrimination by not providing equality of opportunity because of their inability to speak English. Therefore the time a child spends with us varies according to when they have arrived and when they are allocated a school place through HtP.
- Part of the Admissions process and as such ensure Safeguarding of INA children and young adults. Daily referrals
- All staff completed Safeguarding PD including L3 for management. Regular SG updates from Lisa Harvey and her team.
- Policies and Procedures in place (as in all school)
- Referrals into Early Help, MASH, Prosecution and Attendance, Inclusion Support, Sandwell Urban Renewal H&S team.



Curriculum and Formative Assessment

- Baseline assessment
- There are 6 curriculum themes: All About Me, School, Sport, Houses and Homes, Food, Plants and Animals to develop children's numeracy, literacy, social development and school practice/protocol (readiness for school).
- Formative assessment document informing DfES Proficiency Scale judgements
- Outside agencies including Albion Foundation, SIPS school/library service, MAC and SIPS Music Service, Connexions, Workn'Learn, Fit-for-Sport (Activity Challenge).
- Visits to
- Year 10 and 11 children receive 1;1 Connexions interviews to identify aspirations and educational pathways.

Family Support

- Open Mornings
- ESOL classes, Brushstrokes, SAFL, Halesowen College
- Sandwell housing department
- Transition meetings





Sandwell Schools' EAL Network

- Network twice a term, 2 PD days. Audited what schools said they needed and provided a range of experts to share their materials including: Mantra Lingua, The Bell Foundation, Nassea, Hounslow Language Services, Mark Simms, Ofsted Lead



1. **Average length of time spent at STEPS** (1st February to 7th April 2017) – KS1–13 days, KS2- 15 days & KS3/4-13days
2. **Senor Leaders (Head Teacher, Centre Manager and steering group) have a clear and ambitious vision for the centre.** This is communicated effectively to all staff and parents. ‘leaders keep me informed about the long term vision for the centre’ – 87.5% strongly agree/agree feedback from staff questionnaire June 2017.

Dream

Grow

Thrive

3. **The Centre promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance** of those with different faiths and beliefs to help children and families embrace their new culture. ‘I learn a lot about British culture’ 100% strongly agree/agree (82% strongly agree) feedback from children’s questionnaire June 2017.

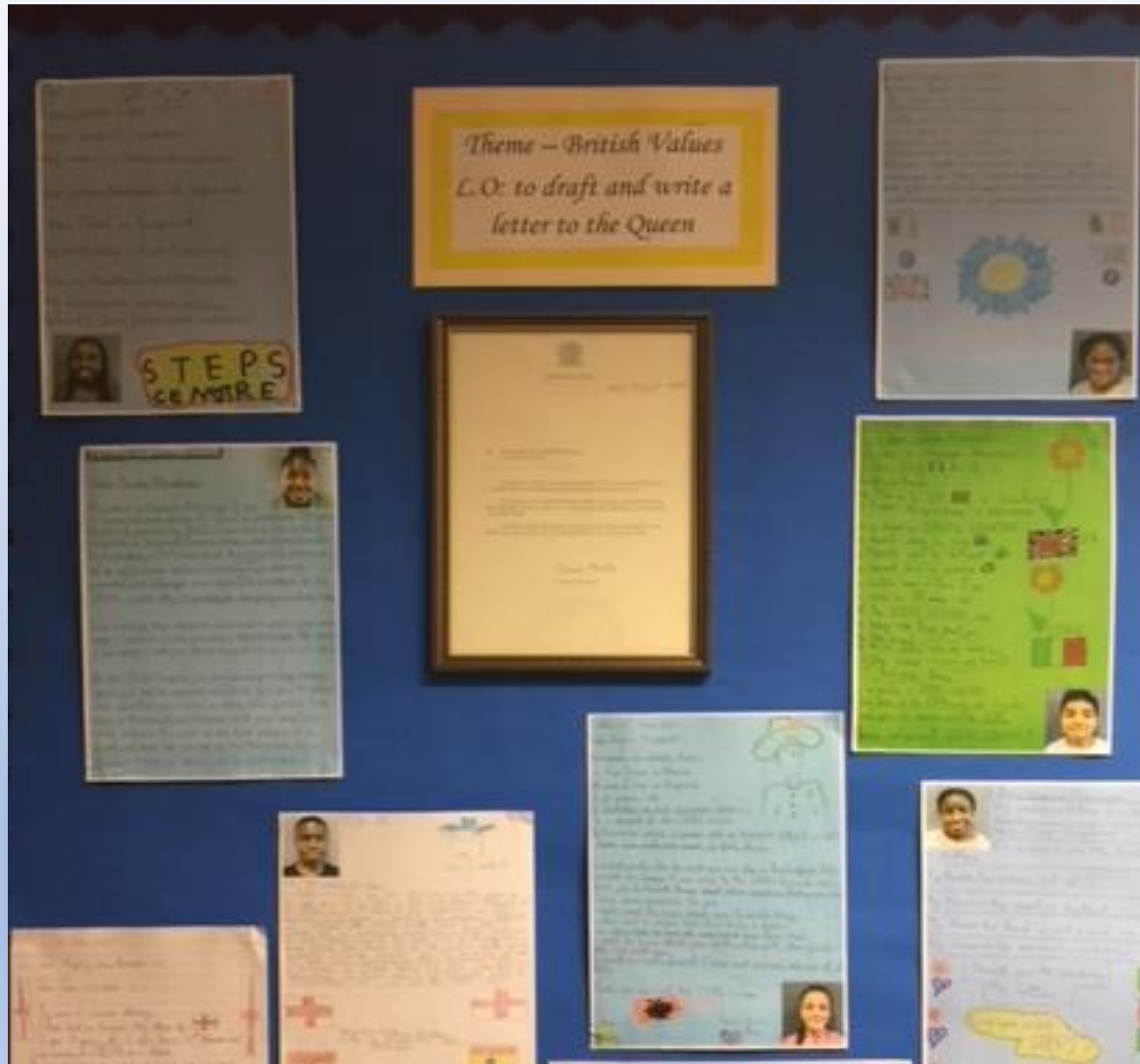


4. **'The teaching is good at the centre'** - 100% strongly agree/agree feedback from parents' questionnaire June, 2017. They are delighted that their children have made gains in language acquisition from a low baseline.
5. **The centre has provided work experience for 3 students and voluntary opportunities for 2 others.** 'I know it takes time out of your already busy schedules to organise and support people on work experience, we really appreciate it' – N Latham Hub Manger- Aspire to HE, University of Wolverhampton.
6. We provide opportunities for carers to access the centre, **32 have taken part in the ESOL class since March – July 2017 in basic English provision.** – 'yes I enjoyed the course' – A Kaur
7. Parent's engagement is very good, **parents attend the open morning; parents were presented with certificates to acknowledge their interest in their children's leaning.** 'the centre gives me the chance to see my Childs work'- 100% strongly agree/agree feedback from parent's questionnaire June 2017



8. **STEPS facilitate and lead the Local Authority's EAL networks**; we identify and plan the network content according to the need and interest of schools. Feedback shows:
- Overall quality 96% Good/Excellent
 - Content 100% Good/Excellent
 - *'Thank you this is amazing' - Brandhall Primary School*
 - *'An excellent resource Sandwell are lucky to have!'- Grove Vale Primary*
 - *'What needs to improve? - Carry on what you're doing*
 - *What is the most successful part of the training? – gaining knowledge about the future EAL students who will be arriving at BHA. Looking forward to future networks and working with STEPS.'* - *Bristnall Hall Academy*
9. **Transition arrangements facilitate the sharing of robust information that allows children from the centre to settle into their new schools seamlessly.** – 'How useful was the information that was provided' (DfE proficiency assessment, learning journal and interview notes)? – 100% good/excellent, transition questionnaire.

10. Strategic Development Plan.



We started the academic year with a response from Her Majesty the Queen's lady-in-Waiting to the Key Stage 2 class; In July children had written to her to tell her about themselves and the STEPS centre. The letter stated:

'Her Majesty was touched by your kind words'