

School Context

Ridgeway Academy is in its third year of its provision. Currently there is no Ofsted rating as we are a new school.

Objective 1

1.1 School leaders publish their commitment to the award through their website and/or other appropriate communication tools.

Level of Provision



1.2 A senior leader is appointed as the award coordinator and a working group is in place. A governor (or equivalent) is designated to oversee the effectiveness of the award.

Level of Provision



1.3 The EPDA self-evaluation is completed.

Level of Provision



1.4 The Action Plan is completed and approved by the senior leadership team and governing body.

Level of Provision



1.5 The Excellence in Pupil Development Award is included in the school development plan.

Level of Provision



1.6 EVALUATION: The Action Plan is regularly monitored, progress is evaluated, and the findings shared and acted upon.

Level of Provision



Objective 2

2.1 The school has the following policies in place which each contribute to pupils' personal development: a) Behaviour policy b) Anti-bullying policy c) PSHEE policy d) Attendance policy e) SMSC policy f) British values policy g) Pupils' mental health and wellbeing policy h) Equality policy

Level of Provision



2.2 EVALUATION: The school has a holistic approach to gathering termly information about the effectiveness of these policies. Appropriate follow-up action is taken.

Level of Provision

A

Objective 3

3.1 The SLT undertakes a thorough analysis of the personal development needs of each year group to ensure the pastoral programme of study is relevant and age-appropriate.

Level of Provision

A

3.2 The academic curriculum is regularly reviewed by teachers to ensure it adequately supports pupils' personal development.

Level of Provision

A

3.3 A broad overview of topics covered in the school's PSHEE programme of study, including relationship and sex education (RSE) is in place for all year groups.

Level of Provision

G

3.4 The school has a comprehensive programme of study for pupils to help them keep safe.

Level of Provision

A

3.5 There is an enrichment programme in place for all year groups, which includes opportunities to develop pupils' personal development and skills.

Level of Provision

A

3.6 There is a programme of study for key stage/year group which helps pupils to become money/financially aware.

Level of Provision

G

3.7 The school has audited when and where in the academic and pastoral curriculum pupils' SMSC is explicitly developed.

Level of Provision

A

3.8 The school's curriculum develops pupils' understanding of fundamental British values (FBV) and prepares pupils for life in modern Britain.

Level of Provision

G

3.9 The school's curriculum develops pupils' responsibilities towards the environment.

Level of Provision

G

3.10 The school curriculum develops pupils' leadership skills.

Level of Provision

A

3.11 There is a programme of study in place to develop pupils' work skills (and employment awareness for secondary pupils) as relevant to the pupils' age and stage.

Level of Provision

G

3.12 EVALUATION: The effectiveness of the pastoral curriculum is evaluated termly through a range of activities. Appropriate follow-up action is taken.

Level of Provision

A

Objective 4

4.1 The school identifies and engages with relevant national and international organisations, businesses or industry and professionals to support the curriculum and pupils' personal development and skills.

Level of Provision

A

4.2 The school publicises and promotes the work of a range of charities and organisations who support pupils' personal safety.

Level of Provision

G

4.3 The school regularly invites relevant and appropriately vetted professionals/agencies, national business representatives and other role models to address pupils on personal development and skills and to raise pupils' aspirations for their future.

Level of Provision

G

Objective 5

5.1 The behaviour policy, including the anti-bullying policy, is pupil- and parent-friendly. It states clearly how rewards and sanctions are applied.

Level of Provision

G

5.2 Pupils are encouraged to manage their behaviour through an understanding of choices, actions and consequences. Schools support pupils to make the right decisions and modify their behaviour.

Level of Provision

A

5.3 Pupils' attitudes and conduct towards one another are strengthened through specific work to address prejudice in society.

Level of Provision

A

5.4 Pupils' attitudes to learning are tracked and monitored.

Level of Provision

G

5.5 Expectations about regular attendance and punctuality to school are widely publicised to both pupils and parents/carers. Good attendance and punctuality are celebrated.

Level of Provision

G

5.6 The school tracks and analyses the application of the rewards/praise and sanctions policy. Positive behaviour is celebrated.

Level of Provision

A

5.7 EVALUATION: The school evaluates the effectiveness of its behaviour policy to ensure that no group is disproportionately represented, and appropriate follow-up action is taken. Pupils' attitudes are evaluated using a range of evaluation strategies.

Level of Provision

G

Objective 6

6.1 The school evaluates the extent to which all staff feel they have the knowledge and skills to support pupils' personal development and skills and to protect pupils.

Level of Provision

G

6.2 Relevant staff receive guidance to support the teaching of the PSHEE programme, including guidance to keep pupils safe.

Level of Provision

G

6.3 Staff are committed to supporting vulnerable groups and challenging discrimination and prejudice-based behaviour.

Level of Provision

G

6.4 EVALUATION: The school evaluates the impact of the training on pupils' personal development, skills and behaviour.

Level of Provision

A

Objective 7

7.1 The school has a clear rationale and policy for developing partnerships with local groups and organisations.

Level of Provision



7.2 Parents/carers and pupils are informed about local groups who can support pupils' welfare. The school publishes the events, projects and visits. Parents/carers are supported to help and guide their children.

Level of Provision



7.3 Parents/carers' views and opinions are sought about how well they feel their child is protected, behaviour is managed and how well the school promotes pupil's personal development and skills. Appropriate follow-up action is taken.

Level of Provision



7.4 Local partners' views are sought about pupils' behaviour and attitudes outside the school. Appropriate follow-up action is taken.

Level of Provision



7.5 Pupils participate in local community activities and actively support local organisations, charities and groups.

Level of Provision



7.6 EVALUATION: Leaders evaluate the impact of the partnerships and community work.

Level of Provision



Objective 8

8.1 The school has identified its key evaluative findings under each of Objectives 2–8; has plans to ensure the effective leadership and management of pupils' personal development and skills beyond the achievement of the EPDA; and has prioritised these next steps.

Level of Provision

