

Context
Our School

Cornerstone is a 20 place Reception to year 6 Alternative Provision currently with 16 students attending, children are not placed on roll at Cornerstone, they are always on roll at their sending school or at the school they are to attend. The provision serves students from all over Cheshire East and beyond. All students have come to us through varying struggles in a mainstream school and all have individual needs. All of these children are at risk of permanent exclusion and some have been permanently excluded. Almost all students have low attendance in terms of time spent in class as many have been taught outside their classroom while many are educated on a reduced timetable. Many children attending Cornerstone have not been diagnosed with a range of additional needs such as Autism, Attachment, Dyslexia or ADHD. 100% of the cohort are below their age related expectation on predicted end of KS2 data and expected progress for their age.

Cornerstone prides itself on supporting learners with a wide range of difficulties. All stakeholders identified our values as a continuous commitment to the care, support and progress of our students. We work very closely with parents, students and other agencies to meet the needs of individuals. Students make progress in all areas particularly, but not exclusively, with their emotional, social and behavioural skills. The ethos is centred on showing children how to make the right choices and develop an intrinsic desire to make progress. Children enjoy attending the Cornerstone so their attendance is excellent despite the many issues and difficulties they have had in their previous schools.

Our staff team

Designation	Name	Position	Responsibilities
SLT	Damien Sweeney	Head of Cornerstone	Strategic (SDP/SEF), Behaviour, Safety and Welfare, Commissioning, Teaching and Learning,
Teachers	Sophie Neilson	Class Teacher Congleton	SENCO, Foundation, KS1 and 2 Curriculum Planning, Teaching and Assessment, Safeguarding
	Nicola Gallimore	Class Teacher Haslington	Foundation, KS1 and 2 Curriculum Planning, Teaching and Assessment
	Nathan Bilotta	Class Teacher Haslington	Foundation, KS1 and 2 Curriculum Planning, Teaching and Assessment
Learning Support	Elizabeth Jeffries	Learning Support	Learning mentor
	Amanda Whitehead	Learning Support	Learning mentor
	Declan Coxon	Learning Support + PE	Learning mentor
	Shelly Daniels	Learning Support + 0.4 Teacher	Learning mentor
	Paul Jones	Learning Support	Learning mentor
	Katie Carter	Learning Support + Outdoor Teacher	Learning mentor & Outdoor Education assistant,
	Steffan Roberts	Outdoor Teacher	Learning mentor & Outdoor Education assistant,
Admin	Christopher Ayers	Admin and Finance Support	Attendance, Visitors, Finance, SCR, Health and Safety

Current commissioners

Offley Primary Academy	Mablins Lane Community Primary	Alsager Highfields Community Primary	Bollinbrook Primary
Sandbach Primary Academy	Haslington Primary	Monks Coppenthal Primary	Virtual School
Elworth CofE Primary	Gainsborough Primary	Leighton Academy	

Learning Pathways

Full-time student £200 per week maintained/£250 per week academy	Part-time student (3/2 days) £50 per day	Bespoke package
Full curriculum offer: English, Maths, Science History, Computer Science ICT, PE, Food Tech, Art, DT PSHE, SMSC, outdoor education	Part time Curriculum English, Maths, Science (Work provided by the commissioner) Outdoor Education	POA

Our Cohort - Overview

Male - 13	Female - 1	Year 6 - 1	Year 5 - 4	Year 4 - 0	Year 3 - 1	Year 2 - 3	Year 1 - 5	Year R - 0
PP - 0 SEN - 0 LAC - 0 EAL - 0 CP - 0 CiN - 0 CAF - 3 Under SEN assessment - 2								
Permanently Excluded Students - 0 At least 3 FTE in a school year - 3		Persistent non-attendance (Under 90%) - 2 School Refusers (0% attendance) - 0				Reintegration		
		Mainstream		53%				
		Specialist		47%				

Accreditations

Area Of Responsibility	Strategic Lead	Operational Lead	Named Governors
Overall Effectiveness	Damien Sweeney	Damien Sweeney	Stephen Armstrong
Quality of Education	Nic Brindle	Damien Sweeney	Stephen Armstrong
Behaviour & Attitudes	Damien Sweeney	Damien Sweeney	Stephen Armstrong
Leadership & Management	Nic Brindle	Damien Sweeney	Stephen Armstrong
Personal Development	Damien Sweeney	Damien Sweeney	Stephen Armstrong
SMSC & BV	Nic Brindle	Damien Sweeney	Stephen Armstrong

Quality of Education – Good
Intent

- The quality of education provided at Cornerstone AP is exceptional.
- The school’s curriculum intent and implementation are embedded securely and consistently across both schools. From what teachers do that they have a firm and common understanding of the school’s curriculum intent and what it means for their practice.
- We believe we have one of the most successfully adapted, designed and developed curriculums in an Alternative provision with our overall focus being ambitious, making sure whatever we offer meets the needs of all our students, allowing them to achieve in line with mainstream education with the same experiences, developing their knowledge, skills and abilities to become independent learners.

Implementation

- We re-engage the dis-engaged by delivering inspirational lessons through the highest quality of teaching and we discover and break down any barriers to learning.
- The curriculum sets the knowledge and skills children will learn at each stage.
Across both school, series of lessons contribute well to delivering the curriculum intent. The work given to pupils, over time and across the schools, consistently matches the aims of the curriculum. It is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- The curriculum is taught and assessed to help children build their knowledge and to then apply this knowledge as skills.
- Teaching targets the knowledge and skills a child needs now and sets the building blocks for next steps and for later in life.
- Pupils’ work across the curriculum is consistently of a high quality in relation to the quality of work attempted and produced before they attended Cornerstone AP.

Impact

- Pupils consistently achieve highly, particularly the most disadvantaged in relation to the academic pathway they were on before attending Cornerstone AP.
- The vast majority of the children who attend have fallen way behind their peers and we address the gaps in their education in order for children to make accelerated progress and close the gap between themselves and their peers.
- Pupils with SEND achieve exceptionally well.
- The curriculum is broad and includes outdoor education as one of its core values to help build the skills of resilience, independence, teamwork and perseverance.
- It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.’
- Children are always encouraged to read widely and often, with the majority of children starting at the Cornerstone below or vastly below their appropriate reading age. Work is consistently done to make sure they always leave at a functional level of reading increasing their fluency and comprehension to become as in-line as possible.

To progress to outstanding ambitions:

(QE 1) Maintaining and / or improving the quality of teaching across the school

(QE 2) Consistent approach across both sites, through common language and structures to all learning

(QE 3) Student Intervention are high quality and recorded in a consistent format and is used to inform teaching, progress and reporting

Personal Development – Good

- We strive to develop responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults developing and deepening pupils’ understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance.
- The promotion of equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique. Break and lunch times help children develop communication, team building, rapport and respect between all stakeholders creating an ethos and community that the staff and students feel proud to be part of.
- The environment is inclusive and meets the needs of all adults and pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation.
- At Cornerstone we develop pupils’ character, which we define as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives pupils the qualities they need to flourish in our society developing pupils’ confidence, resilience and knowledge so that they can keep themselves mentally healthy
- The digital world can be a hugely damaging one so we enable pupils to recognise online and offline risks to their well-being – for example, risks from criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism – and making them aware of the support available to them
- We enabling pupils to recognise the dangers of inappropriate use of mobile technology and social media through targeted teaching sessions.
- Pupils’ understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving ample opportunities for pupils to be active during the school day and through directed lessons and extra-curricular activities
- We help pupils’ age-appropriate understanding of healthy relationships through appropriate relationship and sex education. This is delivered half termly so that all children are taught regardless of when they join Cornerstone.
- The next phase of a child’s education can be a sensitive one so we help children through detailed and sensitive transition programmes. We design personal and unique transition plans for every child leaving Cornerstone.
- The school consistently promotes the extensive personal development of pupils. The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences, Cornerstone has a coherent structured approach to provide students with rich experiences within the curriculum and extra-curricular activities such as visits to local parks, local beauty areas and Chester Zoo.
- The school provides these rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities. Many of our children, due to behavioural challenges have never been on a school trip. School visits are carefully planned and children enjoy out of school trips for the first time.
- The way the school goes about developing pupils’ character is exemplary and this begins with relationships, especially relationships between staff and children attending the provision.

To progress or maintain our ‘outstanding’ ambitions:

(PD 1) Fully map and structure PSED, Personal, Social and Emotional Development Literacy and numeracy curriculums with students showing progress throughout their time at Cornerstone

(PD 2) Outcomes are collated and reported to aid in refining practice and interventions with students, home schools and parents understanding what they are achieving.
 (PD 3) Align current practice with the emotionally healthy schools teams and Visyon to aid in assessments made on students and provide additional supporting documentation.

Behaviour and Attitudes – Good

- A calm and orderly environment in the school and the classrooms is vital, as this is essential for pupils to be able to learn. At Cornerstone, we create a calm and safe environment for the children to be able to thrive. This is delivered by all the staff collectively.
- Cornerstone has very clear and consistent routines and expectations for the behaviour of pupils across all aspects of school life, not just in the classroom. This applies to break time and outdoor education sessions.
- Attendance and punctuality is a strong focus so that disruption is minimised and every moment in the school day is utilised.
- Clear and effective behaviour and attendance policies with clearly defined consequences that are applied consistently and fairly by all staff. Children understand that everyone is treated fairly and with respect by different teachers and learning mentors across the sites.
- Children are motivated by a caring and nurturing staff where positive attitudes to learning are developed. The development of positive attitudes have a longer-term impact on how pupils approach learning tasks in their next step in their education and in later stages of education and in life.
- A positive and respectful culture runs throughout school where staff know, understand and care about the children who attend Cornerstone.
- Behaviour and attitudes are exceptional. This stands for children and adults. The adults in school model the behaviour they wish to see from the children attending.
- Pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated.
- Soon after a child arrives at Cornerstone, pupils begin to change their attitude to education. They understand the need for consistently positive attitudes and commitment to their education. They develop resilience and become persistent in the face of difficulties.
- Pupils make a highly positive, tangible contribution to the life of the school. Pupils actively support the wellbeing of other pupils.
- Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. If pupils struggle with this, the school takes intelligent, fair and highly effective action to support them to succeed in their education.

To progress or maintain our *'outstanding'* ambitions:

- (B&A 1) Consistent quality practice in Safeguarding procedures across both sites with DSLs keeping robust documentation
- (B&A 2) Develop further parental links to support parents and carers, bringing them into the learning environment
- (B&A 3) Common expectations of behaviour are communicated with all learners and dojo is used effectively and consistently
- (B&A 4) To work closely with other professionals to share knowledge and best practice.

Leadership and Management – Good

- All staff have high expectations of all pupils in the school, and the extent to which these are embodied in leaders' and staff's day-to-day interactions with pupils.
- Outcomes for children is paramount and the focus of everything we do.
- Continuing professional development for teachers and staff is aligned with the curriculum, and the extent to which this develops teachers' content knowledge and teaching content knowledge over time, so that they are able to deliver better teaching for pupils. They also have a greater understanding of the issues and factors, which have contributed to their behavioural difficulties and struggles. We achieve this by weekly CPD sessions, either through online training or through external professionals delivering training to the Cornerstone staff.
- Consistency is a strength across the school and sites. Each site must have its own identity but deliver the same ethos and consistency in terms of behaviour expectations and quality of teaching and learning. All staff, regardless of which setting they work at deliver the same Cornerstone message so that pupils benefit from effective teaching and consistent expectations, wherever they are in the school and whichever setting they attend.
- All staff regularly swap between sites, teachers, learning mentors, outdoor teachers and admin staff. This helps make teaching across both sites consistent.
- Staff seek to engage parents and they are encouraged to engage and to play a part in their child's education and well-being and their community thoughtfully and positively in a way that supports pupils' education. This is by face to face meetings, newsletters and digitally via messaging and emails.
- The SLT take into account the workload and well-being of their staff, while also developing and strengthening the quality of the workforce. One afternoon per week is set aside for staff development, training and well-being. Leaders' and managers' high ambitions are for all pupils, including those who are harder to reach. Leaders and those responsible for governance all understand their respective roles and perform these in a way that enhances the effectiveness of the school. The school has invested in a wellbeing app, providing staff with access to Health professionals, retail rewards that all the family can use, and various other well-being initiatives.
- Leadership and management are good. Leaders ensure that teachers receive focused and highly effective professional development. Teachers' subject, pedagogical and pedagogical content knowledge consistently builds and develop over time. This consistently translates into improvements in the teaching of the curriculum.
- Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified. When issues are identified, in particular about workload, they are consistently dealt with appropriately and quickly.
- Staff consistently report high levels of support for well-being issues

To progress or maintain our *'outstanding'* ambitions:

- (L&M 1) Develop leadership roles in school to support the development of the school leading to consistent support and delegations of roles across school
- (L&M 2) Development of general practice across school to keep up to date with the new changes to curriculum and policy for schools
- (L&M 3) Quality external validation on school working processes through networks with school leaders in partnership schools and through proven practitioners external to the schools everyday working.