



BE KIND – BE RESILIENT – BE PROUD



Welcome to The Rise School. Thank you for taking the time to read our mini prospectus, I hope it provides you with some useful information about our school.

I have almost 20 years experience of working in a variety of secondary mainstream and special educational needs schools. During this time I have come to understand that the 'whole child' and his or her happiness is the absolute key to their overall success.

I am passionate about providing the very best educational opportunities in our school community. The Rise is a very special place for children and young people to learn, thrive and be happy, working hand in hand with our families and carers.

Our school values are Be Kind, Be Resilient, Be Proud. They underpin our community and if you visit us you will see examples of these values in action recorded on our 'Kindness Trees' and celebrated through our rewards system which encourages our pupils to develop empathy and compassion. Our environment is one in which we all can feel safe and appreciated for our individual contributions.

Our pupils are some of the most vulnerable children in society and we are passionate about wanting them to blossom and experience success whilst developing confidence and strategies to overcome some of the challenges associated with their autism. I believe that we have a responsibility to ensure we equip our pupils with the confidence and skills to live their lives safely and successfully and go on to take their place within the local community and beyond.

I have the highest expectations and am very aspirational for each and every pupil in our care. We see academic success for our pupils as of equal importance to their social and emotional growth. We constantly review our practice and provide staff training to ensure we are providing the best possible teaching and learning experience for our pupils.

Our "state of the art" building offers an enormous range of learning and social opportunities to our pupils. In addition to the basic core curriculum we provide a range of really exciting and beneficial learning opportunities such as 'Forest Schools', camping trips, learning opportunities outside the classroom, Meditation & Mindfulness, Dance and Mixed Martial Arts. As our pupils go into Key Stage 4 (14-16 years) we offer a bespoke curriculum that will provide further opportunities from GCSEs to vocational pathways. I encourage staff to innovate and play to their strengths whilst offering additional opportunities for our pupils to achieve academic success and fulfilment.

Ultimately I am so very proud of the pupils and staff of The Rise, who together ensure that our school is a very special and exciting place for us all to be.

## **Sarah Roscoe**

**Head Teacher**

**BA Hons PGCE MA NPQH**



The Rise School opened in September 2014 under the Government’s Free School programme. It is the first school to be opened by the Autism School’s Trust, a Multi Academy Trust. The school is registered for pupils aged 4 – 18 years who have autism. At full capacity the school will have 96 pre-16 pupils on role plus up to 16 pupils in the sixth form.

At The Rise, we are preparing our pupils for the next stage in their lives from the moment they join the school. We believe this to be our core purpose.

At The Rise, leaders have the highest of expectations of our pupils and staff. We have embedded a positive culture of teamwork. Relationships between staff and pupils are excellent.

In the last academic year the leadership structure of the school has developed and changed. Ofsted October 2015 – “The pace of improvement has accelerated since the beginning of September when the Head Teacher’s

At The Rise School, 57% of pupils attract Pupil Premium (20 out of 35 pupils – Summer Term), 18% have English as an additional language and 38% are registered for free school meals. Current whole school attendance as of Easter 2016 is 93%, an increase from 84% in the previous academic year.



At the heart of our school are our values which have been agreed after discussions with all staff and then voted for by the pupils – Be Proud, Be Resilient, Be Kind.



Our curriculum gives all pupils the opportunity to learn and develop in a creative and supportive learning environment where there is a clear focus on recognising achievement, supporting progression and where pupils feel happy and safe. In order for each pupil’s needs to be met, the curriculum is personalised, innovative, creative and flexible.

75% of our secondary phase pupils are currently accessing lessons in our partner secondary school, Feltham Community College (FCC) compared to just 7% in the previous academic year.



The progress of disadvantaged pupils (PP) is in line with the whole pupil cohort.

We have a whole school drive to improve the reading skills of all pupils. All pupils read for 15 minutes at the start of each day.

Pupil progress is rapidly improving through the constant drive in the raising of standards in teaching and learning across the school.



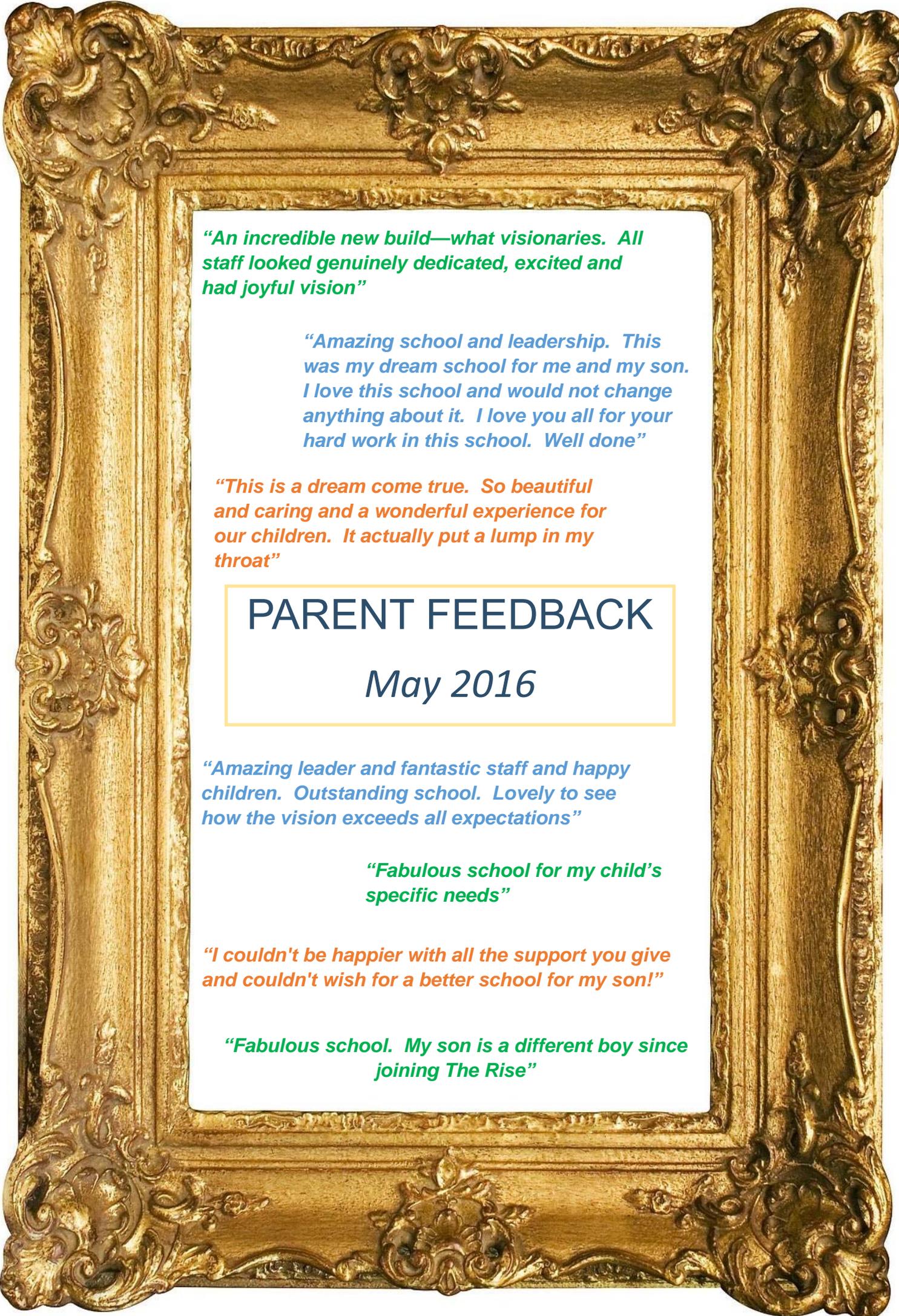
The DfE inspections in January and June stated that:

- Parental and staff questionnaires indicate very positive attitudes to school.
- Teacher expectations for learning are increasingly high, including for more able students.
- Students enjoy a wide range of experiences outside the classroom which support their personal, social and communication development well.
- The school accurately evaluates its own performance on a termly basis, using objective data as evidence of improvement.
- Progress against actions in the school’s development plan is evaluated termly.
- Baseline assessments are accurate and externally verified.
- Students’ progress is tracked regularly and assessments are increasingly accurate.
- Self evaluation is accurate, well supported by evidence, and is up-dated twice a year, following evaluation of progress on actions in the school’s development plan.



- Students and pupils know the routines and expectations when in lessons and around school and as a result, behaviour of the students and pupils in lessons and around school is consistently good. Students moving to FCC move sensibly across the site. Their attitudes to learning are consistently positive. Efforts were sustained throughout all lessons seen, often as a result of the skillful management of behaviour by staff. In the event of an individual pupil or student becoming agitated or upset, staff manage such occasions professionally and quickly.
- Students’ and pupils’ behaviour is closely monitored and all incidents, however small, are recorded. Behaviour incidents continue to reduce and there have been no serious incidents of poor behaviour for some time. Exclusions continue to be low.
- Students are well supervised and feel safe in the school. There have been no safeguarding incidents that cause concern since September 2015.
- Students’ attitudes to learning are positive and students take pride in their learning and in their written work.





*“An incredible new build—what visionaries. All staff looked genuinely dedicated, excited and had joyful vision”*

*“Amazing school and leadership. This was my dream school for me and my son. I love this school and would not change anything about it. I love you all for your hard work in this school. Well done”*

*“This is a dream come true. So beautiful and caring and a wonderful experience for our children. It actually put a lump in my throat”*

## PARENT FEEDBACK

May 2016

*“Amazing leader and fantastic staff and happy children. Outstanding school. Lovely to see how the vision exceeds all expectations”*

*“Fabulous school for my child’s specific needs”*

*“I couldn't be happier with all the support you give and couldn't wish for a better school for my son!”*

*“Fabulous school. My son is a different boy since joining The Rise”*



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