

Contextual Information

Newark Orchard School is a split site, area special school which opened in 1996. It caters for 103 students from age 3 -18 who present with an extremely diverse range of needs, PMLD, SLD, MLD, ASD & SEMH. The Lower site is based in Newark town centre whilst the Upper site is based in Balderton. Also situated on the town site is the specialist ASD hub which offers limited places to pupils with ASD. This was originally opened in April 2015. All students have a statement of SEND or an Education, Health Care Plan (EHCP) and are placed at the school via an admissions procedure administered by the local authority. As Nottinghamshire is an inclusive authority, this means that the students have increasingly complex needs. The number of pupils presenting with additional mental health issues and challenging behaviour is increasing. This means that careful consideration needs to be given to class groups in order that all students' needs are met appropriately and safely.

The curriculum offer is diverse, catering for the needs of students from low P Levels through to GCSEs.

The school's mission statement 'Individual Growth, Individual People' is at the heart of everything. The mission of the school is to meet the very individual needs of the students and enable them to reach their full potential. The school works closely with families and other agencies to ensure that all aspects of the students' needs are being met as far as possible. The school continues to work with other schools across Newark town and it also works closely with the other 10 special schools which enables collaboration and problem solving of common issues which are important for SEND students.

- 35% of students claim free school meals
- 6% are looked after children and 10% have previously been in care or are living with relatives on a care order.
- There is a large travelling community in the Newark area
- There is also a large population of Eastern European families and the school has admitted several pupils where English is a second language.
- Although the buildings are not new there is reason to hope that a re-build is on the horizon
- Strong partnerships are in place with the mainstream schools in Newark in order to support best practice for all the pupils with SEND.
- In January 2017 the school was judged to be 'requires improvement' by Ofsted following a period of 21 years of being judged to be good.
- In July 2017 HMI carried out a monitoring visit and stated that, 'Leaders have taken decisive action in response to the areas for improvement identified in the previous inspection report'

Section Title	Previous OFSTED Judgement (July 2013)	Section Title	Latest Ofsted Judgement (January 2017)
Achievement of pupils at the school	Good	Outcomes for pupils	Requires improvement
The quality of teaching in the school	Good	Teaching, learning and Assessment	Requires improvement
Leadership and Management	Good	Leadership and Management	Requires improvement
The behaviour and safety of pupils at the school	Good	Personal Development, behaviour and welfare	Good
Overall Effectiveness	Good	Overall Effectiveness	Requires improvement
		Post 16	Good
		Early Years	N/A

Outcomes for pupils: Requires improvement

Previous OFSTED Judgement (July 2013): Good

- The school has developed a bespoke package for assessment where each student follows a pathway relating to their baseline assessment on entry to the school. The assessment tool SOLAR is used by the school to measure progress and in particular the Wilson Stuart element provides a system which measures progress from P1 through to P18, which incorporates targets from the curriculum and age expected targets whilst also addressing the gap between P8 and the end of Year 1 expectations. For our pupils working below P5, The Engagement Scale is used alongside Routes for Learning. For the older pupils who are working towards external accreditation, progress towards this is measured accordingly.
- End of year data analysis shows year on year good or better progress for the vast majority.
- Ofsted reported in January 2017 that, 'Outcomes for pupils are not yet good because leaders are not able to demonstrate that pupils are making consistently strong progress in individual subjects including English and maths'
- HMI reported in July 2017 that, 'You now have a clearer picture of pupils' progress across different subjects, including English and maths and have taken action to address those areas where pupils were not making consistently good progress.
- Pupils' starting points are well below the level expected as the national average for their appropriate age. The vast majority meet their targets set using the whole school assessment system.

Met or exceeding targets

2015/16	English	maths
KS2	71%	76%
KS3	64%	71%
KS4	86%	62%

2016/17

KS1	100%	100%
KS2	90%	87%
KS3	81%	70%
KS4	95%	85%
KS5	72%	85%

- The pupils in receipt of Pupil Premium are making progress in line with their peers.
- Ofsted reported that 'the governors and senior leaders have worked hard to plan the use of additional funding. Leaders and teachers identify individual programmes of support. The work in pupils' books and observations of pupils' learning indicate that these pupils are making greater progress than in the past.'
- Met or exceeding targets

	English	maths
2015/16	95%	95%
2016/17	84%	90%

- Progress in reading for pupils in receipt of pupil premium is lower this year as is the progress in reading for ASD pupils. 61% of pupils in receipt of pupil premium also have a diagnosis of ASD. The English coordinator is researching interventions to support this group of learners further.

Evidence and location of evidence:

- Analysis of data (section 9 Evidence Library)
- External Accreditation results(section 7 Evidence Library)
- Summary of work scrutiny(section 20 Evidence Library)
- Summary of Observations(section 21 Evidence Library)
- External reports (Section 10 Evidence Library)
- Head Teacher's reports (section 34 Evidence Library)
- Pupil Premium Summary(section 29 Evidence Library)

- The wide variety of accredited courses and examinations on offer meet the needs of the pupils from low P levels through to Level 1 GCSEs
- Ofsted reported that, 'There is a wide range of study programmes, carefully selected and tailored to meet the needs of individual learners. These include qualifications at Entry level 1-3, vocational courses and other courses leading to valuable accreditation. All leavers went on to some kind of employment or training.'

In 2017:

Number of pupils	Exam	level
10	AIM award Independent Living: Household skills	Entry 1
4	AIM award Independent Living: Household skills	Entry 2
1	AIM award Independent Living: Leisure	Entry 1
2	AIM award Independent Living: Leisure	Entry 2
3	AIM award Independent Living: Leisure	Entry 3
3	AIM award Independent Living: Accessing Community Facilities	Entry 1
3	AIM award Independent Living: Personal care	Entry 1
3	AIM award Independent Living Personal care	Entry 2
9	AIM award skills for employment and further learning	Entry 3

AQA English and Maths Results

Number of students	Exam	Results
4	Maths	Entry 1
3	Maths	Entry 2
3	Maths	Entry 3
1	Maths	U
5	English Silver	Entry 1
6	English Silver	Entry 2
3	English Gold	Entry 3

Functional Skills English and Maths

Number of students	Exam	Results
1	Functional skills maths	Entry 1
1	Functional skills maths	Entry 3
3	Functional skills English	Entry 3

ASDAN Short Courses

Number of students	Accreditation
2	Activities and Peer Tutoring Short course
1	PSHE Short course

In order to secure Good:

- The quality of teaching is at least good across the school with a high proportion being outstanding
- The school's assessment system gives an accurate view of progress & attainment across the school for all cohorts and pupil groups
- All groups, especially the PMLD group, make at least good progress from their starting points.

Current priorities for improvement:

- SDP 1 Support for underperforming teachers to be monitored closely against strict timelines
- SDP 1 The working party to regularly review the impact of the Engagement Profile
- SDP 1 A parent workshop has been provided to explain the tracking & assessment of progress
- SDP1 Data produced in clear format for Governing Body and staff

Lead Personnel and Link Governors:

- Lisa/Leanne- Link Governors; Jane and Clare
- Leanne- Link Governors; Jane and Claire
- Margot- Link Governors; Karen and Lisa
- Margot- Link Governors; Tony Burroughs and Claire

The quality of teaching, learning and assessment in the school: Requires improvement	Previous OFSTED Judgement (July 2013- Good)
<ul style="list-style-type: none"> • In January 2017 Ofsted reported that the quality of teaching, learning and assessment requires improvement because not all staff have high enough expectations of pupils or follow the school's agreed approach for planning and assessing what pupils have learned. The quality of teaching, learning and assessment is not consistently good in all classes or across both sites. The quality of staff interaction with pupils, including questioning, is too variable. Many staff are highly successful in supporting the language and understanding of pupils who have particularly complex needs, but this good practice is not routinely shared with all staff • Subject leaders have high expectations of all pupils. New systems have been introduced to monitor pupils' progress in English, mathematics and science and for identifying targets for pupils' next steps. However, there is more to be done to ensure that all teachers follow agreed practice, have an up-to-date and accurate view of each pupil's attainment and plan lessons that match pupils' understanding, interests and needs. • In classes where teaching is consistently strong, pupils enjoy their learning, are frequently challenged and make good progress. • The teaching of phonics is increasingly effective across the school. However, this is not the case in all classes. Where reading is taught well, pupils are developing a love of books and some most-able pupils become fluent readers. Pupils' enjoyment of reading is also supported through much-loved opportunities to read books in the company of Tara the school dog. • All pupils, whatever their level of disability, experience a very broad range of subjects and are given frequent opportunities to learn beyond the walls of their classroom. Pupils regularly take part in learning and cultural activities alongside pupils from other schools and colleges, go on visits into the community and spend time on residential trips. The pupils say how much they enjoy these events. • All pupils experience many different types of music and sport during their time at Newark Orchard and often gain awards for their impressive achievements. • The majority of parents who completed questionnaires or spoke to inspectors say that they are kept well informed about their children's learning. They also say that they are given lots of ideas about how they can support their child's learning at home and are extremely positive about the progress which their children make at Newark Orchard. The school has recently introduced an initiative through which parents can access books from the school's online library to read with their children at home • Observations by the Senior Leadership Team have found that the overall quality of teaching across the school is good. Where teaching is less than good the appropriate support and coaching is put into place. There is good use of resources and extremely effective working relationships with teaching assistants. • The vast majority of pupils make good and in some cases outstanding progress in their learning, particularly in view of their starting point. • End of year data analysis shows year on year good or better progress for the vast majority. • The high level of care guidance & support is reflected in the pupils' personal development • Newark Orchard achieves good results in relation to pupils who start school with a history of exclusions & non-attendance due to their unmet needs and anxieties. • Pupils frequently reach higher standards than previously expected as a result of support with social & emotional issues • A sound induction policy is in place for all staff • There is a wide and varied curriculum which is flexible to the changing needs of the pupils • In July 2017 HMI reported that the teaching, learning and assessment meetings enable staff to share best practice and work together on the school's priorities for improvement. • Teachers have a clear understanding of the importance of capturing small steps of progress so pupils can move on quickly. • Pupils had a clear understanding of what they needed to do to achieve their targets. The learning had been planned to meet 	<p>Evidence and location of evidence:</p> <ul style="list-style-type: none"> • Analysis of data (section 9) • Lesson observations (section 21) • Work scrutiny (section 20) • Learning Walks (section 19) • Governor Visits (section 5) • External accreditation results (section 7) • Planning scrutiny (section 28) • Curriculum Pathways (section 8) • Feedback from parents (section 31) • Feedback from pupils (section 30)

their needs and they settled quickly to it. They worked with perseverance and resilience on their individual targets.

In order to secure Good:

- **The quality of teaching is at least good across the school**
- **The use of assessment in classrooms leads to more rapid improvement**
- **Phonics is used as one of the approaches to reading across the whole school and leads to increased progress**
- **Support and challenge is effective in ensuring all teaching is at least good**

Current priorities for improvement

- SDP1 Joint lesson observations to take place with key leaders and the SIP
- SDP1 Support for underperforming teachers to be monitored closely against strict timelines
- SDP3 To monitor the use of the The Learning Pathways to ensure it is fit for purpose
- SDP4 The core subject leaders enhance their skills in order to use the assessment system to understand whole school progress in their subject
- SDP4 The roles and responsibilities of core subject leaders and curriculum team leaders are understood by all staff
- SDP4 Progress in subject coordination is shared with senior leaders and governors

Lead Personnel and Link Governor:

- Leanne/Lisa - Link Governors; Laura and Lisa
- Leanne/Lisa- Link Governors; Laura and Lisa
- Leanne/Lisa- Link Governors; Laura and Lisa
- Leanne- Link Governors; Malcolm and Karen
- Margot- Link Governors; Malcolm and Karen
- Leanne- Link Governors; Malcolm and Karen

Leadership and Management: Requires improvement

Previous OFSTED Judgement (July 2013): Good

- **In January 2017 Ofsted reported that** Leadership and management require improvement because systems for monitoring and evaluating the work of the school are weak. Consequently, while the school has maintained some strengths since the previous inspection, senior leaders and governors have an overly positive view of the current quality of teaching, learning and assessment across the school.
- Leaders do not have an accurate view of pupils' progress and attainment in English and mathematics.
- Leaders do not make thorough checks to make sure that all staff follow agreed school practice and fulfil their individual roles and responsibilities effectively. There are occasions where senior leaders do not challenge the poor or mediocre performance of a minority of staff swiftly enough. A minority of staff do not consistently model positive attitudes to learning in classrooms and do not model self-pride in their work or personal appearance.
- Plans for improving the school are not as precise as they need to be. They lack clear timelines and important details about who will be checking that agreed actions have been reviewed and completed.
- The priorities which have been identified for school improvement for this current year have not been communicated effectively to all staff. Although the majority of staff have a clear understanding of their individual roles, there is no shared vision of what the school needs to do next.
- Senior leaders and governors have ensured that all teachers have targets to help them to improve their practice. However, these need to match the school's current priorities more closely so that the pace of improvement increases.
- The governors and senior leaders have worked hard since the previous inspection to plan the use of additional funding for pupils who receive the pupil premium and Year 7 catch-up funding more effectively. Leaders and teachers now identify individual programmes of support which are more closely linked to pupils' individual needs. The work in pupils' books and observations of pupils' learning indicate that these pupils are making greater progress than in the past. The school makes good use of the physical education and sports premium to enable all pupils, including those who have profound learning difficulties, to enjoy physical activity, develop self-confidence and acquire new physical skills.
- Leaders and governors ensure that pupils of all abilities have equal access to a broad and exciting curriculum. The most able pupils learn a foreign language and all pupils experience a wide range of activities to promote their understanding of geography, history, science and music.
- There is a strong culture of safeguarding throughout the school. Staff are highly skilled at interpreting the different ways in which pupils communicate and this helps keep pupils safe. Staff work in close partnership with a very wide range of different professional agencies from health and social care services. They make sure that the complex needs of many pupils are well met and that families feel well supported and know who to turn to at times of difficulty.
- Pupils of all abilities and of all ages develop a strong sense of personal responsibility and fairness and, in this respect, are well prepared for life in modern Britain.
- The governing body has not ensured that senior leaders have provided them with the necessary information to give them an accurate view of pupils' progress and attainment in English and mathematics. Consequently, they have not been able to challenge senior leaders effectively about pupils' progress.
- Governors have not held senior leaders to account effectively for the impact of their work. As a result, they do not currently have a fully accurate view of areas where urgent improvement is needed in some aspects of the school's work.
- All members of the governing body are extremely proud of Newark Orchard and invest a lot of time in attending meetings and visiting the school. Several members have demonstrated an unwavering commitment to the school over many years. However, more recently, they have not ensured that the plans for school improvement are detailed enough to bring about the next steps that are needed to improve teaching, learning and assessment.

Evidence and location of evidence:

- School Development Plan (section 2)
- Leadership Roles and Responsibilities (section 16)
- SLT Minutes
- Governor Minutes
- Review of Governance (section 3)
- Policies and Procedures
- Website
- Performance Management
- Quality of Teaching, Learning and Assessment (section 19, 20 & 21)
- Analysis of Progress(section 9)
- External reports (section 10)
- Parent Questionnaires (section 31)
- Pupil Questionnaires (section 30)
- Curriculum Offer (section 8)
- Quality Assurance Schedule(

<ul style="list-style-type: none"> • The chair of governors works successfully with the head teacher to ensure that the personal, social and emotional needs of the pupils remain at the heart of the school's work. • The arrangements for safeguarding are effective. • The sites are secure and suitably organised to meet the diverse needs of all pupils, many of whom have significant mobility difficulties. • Governors and leaders have established a culture across the school where pupils are always listened to and parents are well supported. • Senior leaders regularly check that agreed processes are being followed and all staff are trained appropriately for their individual roles and responsibilities. Senior leaders make sure that new staff receive detailed information about all aspects of safeguarding. • The safeguarding needs of pupils who have complex disabilities are met extremely well. Leaders ensure that all staff work in close partnership with professionals from health services and other agencies. This enables all pupils to be safely included in the full range of school activities • In July 2017 HMI reported that Leaders have taken decisive action in response to the areas for improvement identified in the previous inspection report. • You have re-written your school development plan so it now includes clear success criteria and timelines. The new plan shows who will implement the actions and who will monitor their impact. The actions in the plan are appropriate and are helping the school to improve. This new system makes it much easier for governors to see where the school has made progress and where further work is needed, therefore they are able to hold you to account more effectively for all aspects of the school's work. • The systems to evaluate the effectiveness of the school's work are now more rigorous. You have revised the programme of monitoring activities, so these focus more closely on the school's main areas for improvement. This more robust approach to quality assurance is ensuring all staff have a clear understanding of leaders' expectations. In addition it provides important information to governors on how the school is progressing • Across the school, there is now a coherent approach to securing improvement. • Governors have responded positively to the findings of the review and have put in place their own action plan to improve effectiveness. • Because assessment systems have improved, governors now have clearer information on the progress pupils are making across the school. • 	section 18)
<p>In order to secure Good:</p> <ul style="list-style-type: none"> • Quality Assurance procedures are clear, robust, rigorous and timely • Leaders have an accurate view of progress in English, maths, science and SMSC • A robust system in place to hold staff to account for quality of teaching and outcomes • A shared school development plan with clear timelines and responsibilities identified • Performance management targets are linked to school development priorities • A governor review has identified priorities for improvement with a clear action plan 	
<p>Current priorities for improvement:</p> <ul style="list-style-type: none"> • SDP1 Support for underperforming teachers to be monitored against strict timelines • SDP3 To monitor the use of the Learning Pathways to ensure it is fit for purpose • To monitor progress against the Learning Pathways • SDP4 The roles and responsibilities of the Core subject leaders and the curriculum team leaders are understood by all staff • SDP4 The role of the core subject leaders is cascaded to all subject leaders 	<p>Lead Personnel and Link Governor:</p> <ul style="list-style-type: none"> • Leanne/Lisa- Link Governors; Laura and Lisa • Leanne/Lisa- Link Governors; Malcolm and Lisa • Margot- Link Governors; Jane and Claire • Margot- Link Governors; Malcolm and Lisa • Leanne- Link Governors; Malcolm and Lisa

Personal development, behaviour and welfare: Good	Previous OFSTED Judgement (April 2014): Requires Improvement
<ul style="list-style-type: none"> • Ofsted reported that the school's work to promote pupils' personal development and welfare is good. The school's breakfast clubs provide a warm and positive start to the school day for the pupils who attend. The relationships between the staff and the pupils are consistently warm and respectful. Pupils thrive in their personal development and well-being during their time at the school. The school invests heavily in training for staff in relation to the management of pupils' behaviour and personal, social and emotional development. Staff work exceptionally hard to build pupils' self-confidence and there is generally a strong 'can do' culture across the school. The vast majority of staff consistently model positive attitudes to learning and, as a result, pupils try their best and develop the confidence to try things they previously thought impossible. • Parents specifically praise the school's work in developing children's independence and self-help skills. Several parents were keen to tell inspectors how the school has made 'an incredible difference' to their child's overall quality of life. • The school's programme of work to promote independence in school and the wider community is highly successful. In some cases, older pupils are now able to use public transport by themselves and younger pupils who were not able to walk independently when they first arrived at the school are now able to move around the school with minimal adult support. • Over the last academic year 3 students have achieved the green level in Titan travel training which means that those students are now able to use public transport for their journey to school. This has had a positive impact on leavers this year as one student applies these skills when going to college and also to his part time employment. • Over the last academic year 6 students achieved Amber level which means that they are able to access public transport with some support. The impact has been that they are developing their independence and social skills. • Over the last academic year the majority of students have achieved the red level and the impact has been that they can confidently access areas across school whilst carrying out tasks. They are also developing their awareness of how the community can offer a range of opportunities. • The pupils receive useful information about the opportunities that are waiting for them in work and training when they leave school. The staff are highly skilled in using a wide range of communication systems to ensure that all pupils have the opportunity to express their views and fulfil their individual ambitions. • Leaders refuse to see pupils' disabilities as barriers to learning and achievement. For example, support staff have received the appropriate training from physiotherapists to enable them to carry out programmes of exercise and support safely for individual pupils in school. As a result, there are fewer absences for attending medical appointments. • Pupils of varying abilities have a very clear understanding of how to keep themselves safe. They understand about the dangers of being online and know who to go to if they need help either at home or at school. • The behaviour of pupils is good. They behave well at all times of the day, in and out of lessons. Pupils take pride in themselves and their work. • The head teacher is uncompromising in her determination that all pupils are polite and respectful to one another and they do not let her down • Pupils develop a very strong sense of fairness and recognise the importance of sharing and valuing one another's differences. A group of pupils told an inspector that everyone at Newark Orchard is expected to take care of one another and, indeed, this is clearly the case. • The majority of staff use praise effectively to recognise pupils' best efforts but also to encourage them to do even better. The majority of pupils have a very clear understanding of what is expected of them. 	<p>Evidence and location of evidence:</p> <p>Parent questionnaires(section 31)</p> <ul style="list-style-type: none"> •Pupil questionnaires(section 30) •Individual plans •Incidents analysis(section 12) •Exclusion data(section 13) •Performance data(section 9) •Monitoring safeguarding report(section 33) •Single Central Register •CPD records(section 17)

<ul style="list-style-type: none"> • Leaders plan regular opportunities for young pupils to work alongside older pupils. For example, key stage 3 pupils told inspectors how much they enjoy going to a nearby college to take part in physical education lessons with key stage 4 learners • The work to support the pupils with the most challenging behaviour has improved since the previous inspection. Senior leaders now ensure that all staff receive the training needed. Consequently, the school’s own records show that incidents of poor behaviour have reduced since the time of the previous inspection. • The attendance of pupils is also improving over time. The rewards system introduced since the previous inspection works well and absences are reducing • The school values are promoted across the school and experienced through every day activities. The school ethos promotes the Social, Moral, Spiritual and Cultural aspects of school life and the pupils share reflection time/ Collective Worship on a daily basis. 	
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<p>In order to secure Outstanding:</p> <ul style="list-style-type: none"> • Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school. • The attendance of pupils who have previously had exceptionally high rates of absence is rising quickly • Pupils understand how to keep themselves and others safe in different situations and settings. • Pupils have an understanding of healthy relationships and are confident in staying safe from abuse and exploitation. 	
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<p>Current priorities for improvement:</p> <ul style="list-style-type: none"> • All staff to consistently model positive attitudes to learning • All staff to present themselves in and around school with the necessary professionalism • Governor Learning walks will have an emphasis on positive attitudes to learning • SLT learning walks to have a focus on engagement of pupils • Continue to use Hayes online Training for Safeguarding for all staff • Continue to monitor Single Central Record for compliance • Continue to carry out checks on systems and procedures for Safeguarding 	<p>Lead Personnel and Link Governor:</p> <ul style="list-style-type: none"> • SLT Link Governors- Laura and Johno • SLT Link Governors- Laura and Johno • Leanne/Lisa Link Governors- Laura and Johno • SLT-Link Governors- Laura and Lisa Wh • Rebecca Link Governors- Laura • Margot Link Governors- Laura • Margot Link Governors- Laura
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Effectiveness Post 16 Provision: Good	Previous OFSTED Judgement (July 2013): n/a
<ul style="list-style-type: none"> • Ofsted reported that the provision for 16 to 19 learners is well led and is a strength of the school. The senior leaders with responsibility for 16 to 19 study programmes have high expectations of staff and learners. The behaviour of learners is good and they develop impressive degrees of independence during their time in the department. The learners value their time in this part of the school and say that all staff help them to achieve and reach their full potential. Consequently, attendance and punctuality are good. Teachers have high expectations of students and, in return, students demonstrate great pride in the presentation of their work. Learners say that they feel safe at school. They learn about healthy eating, personal hygiene, internet safety and how to manage their feelings and behaviour. They also develop a wide range of essential skills associated with travel, shopping and cooking. • Learners behave consistently well and show care and consideration to one another and to all staff. They take great pride in helping younger members of the school and are positive ambassadors for the whole of the school. They socialise well together and help one another to develop good habits of sharing, communal eating, playing games and looking after themselves. • There is a wide range of study programmes, carefully selected and tailored to meet the needs of individual learners. These include qualifications at entry levels 1–3, vocational courses and other courses leading to valuable accreditation. The most able learners study for GCSE and, in 2016, all leavers went on to some kind of employment or training. • Impartial careers advice is available from the school and an external provider. Learners are effectively supported to make informed, realistic and ambitious plans for the future. Opportunities for work experience are well matched to learners' individual interests and abilities. On some occasions, these experiences have led directly to employment or apprenticeships. Learners are well supported to develop the personal, social and emotional skills they need to follow their chosen path, whether it is college, employment or other further study. Most pupils in key stage 4 continue to Year 12 and then into Year 13. The vast majority of students successfully complete their courses. 	Evidence and location of evidence: <p>Analysis of data(section 9)</p> <ul style="list-style-type: none"> •Lesson observations(section 21) •Work scrutiny(section20) •Learning Walks(section 19) •Governor Link Visits(section 5) •External accreditation results(section 7) •Planning scrutiny(section 28) •Accreditation plan(section 8) •Curriculum maps(section 8) •Feedback from parents(section 31) •Feedback from pupils(section30)

	<ul style="list-style-type: none"> •External reports(section 10)
<p>In order to secure Outstanding-</p> <ul style="list-style-type: none"> • Leaders pursue excellence. They improve provision and outcomes rapidly and reduce achievement gaps between groups by monitoring the quality of teaching, learning and assessment as well as learners' retention, progress and skill development. • Leaders plan, manage and evaluate study programmes so that learners undertake highly individualised and challenging learning that builds on their prior attainment, meets all the requirements of 16 to 19 provision and prepares them very well for future employment. • Teaching, learning and assessment support and challenge learners to make sustained and substantial progress in all aspects of their study programme. Teaching enables learners who fall behind to catch up swiftly and the most able to excel. • Learners are confident and conduct themselves well. They are punctual. They have excellent personal, social and employability skills and undertake high quality non-qualification activities and work experience that matches their needs. Attendance rates are high. 	
<p>Current priorities for improvement:</p> <ul style="list-style-type: none"> • SDP 1 Regularly review the impact of the Engagement Scale to ensure it is fit for purpose • SDP1 Data produced in clear format for Governing Body and staff • SDP2/3 To update the website with information on Pathways for Accreditation 	<p>Lead Personnel and Link Governors</p> <ul style="list-style-type: none"> • Margot- Link Governors; Jane and Claire • Margot- Link Governors; Jane and Claire • Lisa- Link Governors; Malcolm and Karen

Effectiveness Early Years Provision

Previous OFSTED Judgement (July 2013): n/a

- Staff have high expectations of all children and this is based on accurate assessment of skills, knowledge and understanding when they first join the school. This is evidenced through the understanding of the pupils' complex needs and the assessment system used by the school to measure small step progress. The Engagement Profile provides an accurate picture of all aspects relating to communication, interaction and engagement.
- Effective partnerships with other agencies such as SALT, OT and Physio provide the pupils' with a programme which addresses all aspects of their development. This is evidenced through the good progress that pupils make in their communication, physical and personal & social skills from their starting points.
- Leaders ensure that the curriculum provides a broad range of interesting experiences that help children to make at least good progress from their starting points. All pupils, whatever their level of disability, experience a very broad range of subjects and are given frequent opportunities to learn beyond the walls of their classroom. Pupils regularly take part in learning and cultural activities
- Leaders actively promote equality, diversity and British values through all policies and practice.
- Safeguarding is effective and pupils' welfare is actively promoted. There is a strong culture of safeguarding throughout the school. Staff are highly skilled at interpreting the different ways in which pupils communicate and this helps keep pupils safe. Staff work in close partnership with a very wide range of different professional agencies from health and social care services. They make sure that the complex needs of many pupils are well met and that families feel well supported and know who to turn to at times of difficulty.
- Governors and leaders have established a culture across the school where pupils are always listened to and parents are well supported.
- An effective programme of CPD alongside supervision and performance management where under performance is tackled swiftly ensures that the teaching is at least good.
- All staff support children to learn communication skills and develop the physical, personal, social and emotional skills they need for the next steps in their learning.
- Staff support pupils to develop their independence skills alongside support to manage their personal needs.
- Pupils' behaviour is good and they feel safe, they are encouraged to explore their environment to develop their understanding of risk
- Assessment shows that on entry to the school the starting points are much lower than those of other children of their age but pupils are making good progress from their starting points.

Evidence and location of evidence:

Analysis of data(section 9)

•Lesson observations(section 21)

•Work scrutiny(section20)

•Learning Walks(section 19)

•Governor Link Visits(section 5)

•Planning scrutiny(section 28)

•Curriculum maps(section 8)

•Feedback from parents(section 31)

•Feedback from pupils(section30)

•External reports(section 10)

<p>In order to secure Outstanding-</p> <ul style="list-style-type: none"> • Evaluate the quality of the provision and outcomes through robust self-evaluation, taking account of the views of parents and children, and use the findings to develop capacity for sustainable improvement • The staff have an excellent knowledge of the requirements of the Early Years Foundation Stage, and implements them highly effectively. • Staff provide an exceptional range of resources and activities, the highly stimulating environment and wide range of activities ensure that children are highly motivated and very eager to join in. 	
<p>Current priorities for improvement:</p> <ul style="list-style-type: none"> • SDP 1- To meet regularly to review the impact of the Engagement Profile • SDP 4- To develop the knowledge and understanding of all staff working with early years pupils • SDP 4- To establish a coherent approach to assessment across the class groups for early years pupils • SDP 4- To enhance the learning environments to ensure they are highly stimulating and motivating • SDP 4- To review the resources available to ensure they are supporting quality learning 	<p>Lead Personnel and Link Governors</p> <ul style="list-style-type: none"> • Leanne- Link Governors; Jane and Claire • Margot/Leanne- Link Governors; Chris and Keith • Margot/Leanne- Link Governors; Jane and Claire • Leanne- Link Governors;

