

***‘Individual Growth, Individual People’***

**Head Teacher: Mrs M A Tyers**

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| **Self- Evaluation Summary November 2020**  **Contextual Information** |
| The ethos at Newark Orchard School is **Individual Growth, Individual People.** The school is a generic special school which originally opened in 1996 as a split site school and recently moved to brand new, purpose-built premises on London Road site in Balderton. It caters for 140 students from age 3 -18 who present with an extremely diverse range of needs, PMLD, SLD, MLD, ASD & SEMH. Also situated within the building is a specialist ASD hub which originally opened in April 2015 and offers limited places to pupils with ASD and SEMH who are unable to sustain a mainstream placement due to a range of associated needs.  All students have 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 early Engagement through to Level 1 qualifications  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.  **Social Background of students**   * 39% of students claim free school meals * 8% are looked after children and 8% 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.   **Brief History**   * The school opened in 1996 following an amalgamation of two special schools. * The school moved into new purpose- built premises in September 2020 on London Road site in Balderton. * The school has continued to grow over the last 7 years from 88 to 140. This is largely due to demand for special school places and the positive reputation the school has in the local area. Students attend the school from all over the Nottinghamshire and surrounding counties. * The profile of the students has continued to change over recent years with a significant increase to 59% in students with ASD, 20% SLD, 12% SEMH 5% PMLD and 4% MLD     **Particular Areas of Strength**   * An ethos of **‘Individual Growth, Individual People’** which values all members of the school community. * A wide and varied curriculum which is flexible to the changing needs of the students * A wide variety of accredited courses and examinations on offer. * A Tailor made Assessment Pathway which recognises diversity * The quality assurance process is timely and robust and ensures that the provision for all the pupils is of a good standard * Overcoming barriers to learning and achievement * SMSC is promoted throughout the school and is an important aspect of school life; it is the backbone to everything we do and supports the school ethos. * The Travel Training Programme which develops independence and prepares students for adulthood. * Positive and effective links with parents/carers and the wider community. * Supporting pupils to manage their behaviour and express their needs appropriately. * Careers Education meets the criteria outlined in the Gatsby Benchmark   **Significant Partnerships**   * Strong partnerships are in place with many of the mainstream schools in Newark and this has developed over several years. The school supported the role of the Inclusion Lead for Newark when in post and has developed many initiatives to support SEND students across the area, one of which includes The Autism Kite mark, recognised by the Autism Education Trust. * The school also works closely with the other 10 special schools across Nottinghamshire which includes regular network meetings for the Head Teachers, School Business Leaders and Curriculum Leaders in each school. This collaborative approach ensures that good practice and initiatives are shared   **Ofsted June 2019**   * The school has improved considerably since the previous inspection. It is now providing a good quality of education for its pupils. * The headteacher and the deputy headteachers have high aspirations and expectations for the school. These are shared by staff and pupils. * The governing body supports and challenges leaders highly effectively. Governors are determined to ensure that the school continues to improve. * Leaders’ sharp analysis of strengths and weaknesses, and the action taken, are resulting in continuous improvement.   Safeguarding is central to what the school does. Pupils are taught how to keep themselves safe in and outside school, and online.   * Relationships between staff and pupils are very good, and promote excellent behaviour and attitudes to learning. * The teaching of reading, writing and mathematics is good. Pupils practise their literacy and numeracy skills in different subjects. * The curriculum is broad and balanced. It is designed to motivate and engage pupils. As a result, pupils engage enthusiastically in a range of activities, including trips out and residential activities. * The 16 to 19 provision in the school is consistently well led and prepares learners and their families for life beyond Newark Orchard. * Teaching assistants provide very good support and feedback to the pupils with whom they work. They consistently model positive attitudes to learning. Pupils respond by valuing their work and trying their best. * Teaching is good. Teachers know pupils well and plan lessons which meet the wide range of individual needs. * Leadership across the school at all levels has developed well   **Significant changes since Ofsted June 2019**   * Staffing restructure including introduction of new roles and responsibilities for SLT, Team Leaders, Level 5 Teaching Assistants and Level 4 Teaching Assistants. * The move to a new school building in September 2020 * The significant increase in pupil numbers * The significant number of new staff in September 2020 following the restructure and increase in pupil numbers * Impact of COVID-19 Pandemic * A number of changes in Governing Body * Number of pupils with SEMH and associated behaviours |

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| **Self- Evaluation Summary November 2020**  **Quality of Education**  **The school’s judgement: Good OFSTED Judgement (June 2019) in Outcomes & Teaching Learning & Assessment- Good** | | |
| **Current Evaluation**   * The overall quality of teaching across the school is good * Where teaching is less than good the appropriate formal support packages are 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 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. This is reflected in their improved attendance and analysis of their behaviour. * Pupils frequently reach higher standards than expected from their baseline data as a result of individual support to deal 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. * The curriculum has been developed to include a differentiated offer to meet the needs of a diverse range of pupils. * All teachers are confident in using the assessment systems and effectively monitor the progress of all pupils. * Teaching, Learning & Assessment meetings are held regularly with a clear school improvement focus. * The subject coordinators’ role has been developed and teachers are clear about their roles and responsibilities. There is an action plan alongside an overview sheet for each subject which is shared with governors. The current focus is on ensuring the impact is beneficial to the students’ progress.   New policies on The Curriculum, Assessment & Reporting, Displays, Presentation and Early Years have been embedded into practice across the school   * 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 P4 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. Pupils in Early Years are assessed against the EYFS Learning Goals * For our younger pupils working below P5, The Engagement Scale is used alongside associated bespoke targets whilst our older pupils working at this level are assessed on a bespoke system created by the school called ‘Engagement with Adulthood. 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 majority of students. * 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. When targets are set, the starting points are taken into consideration alongside the needs of the students. The expectations of progress are 66% of a step per year for students with moderate learning difficulties and 33% for students with severe learning difficulties. The school is responsive to those students who demonstrate progress at a higher level and adjust in year targets accordingly. In comparison with other Nottinghamshire special schools that also use this assessment system, the schools targets are aspirational and challenging.   **Met or exceeding targets 2018/2019**     |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Comparisons for meeting or exceeding** | | | | **Comm** | **Reading** | **Writing** | **Number** | **SMSC** | **Scientific Enquiry** | | | **Whole School** |  |  |  | 94% | 94% | 96% | 91% | 95% | 91% |  | | **FSM** |  |  |  | 96% | 96% | 96% | 77% | 90% | 96% |  | | **LAC** |  |  |  | 100% | 100% | 100% | 50% | 100% | 100% |  | | **Post LAC** |  |  |  | 100% | 100% | 100% | 80% | 100% | 75% |  | | **Ethnic Minorities** |  |  |  | 100% | 100% | 100% | 100% | 100% | 100% |  | | **ASD** |  |  |  | 100% | 100% | 96% | 89% | 98% | 95% |  | | **MLD** |  |  |  | 90% | 78% | 89% | 67% | 91% | 69% |  | | **SLD** |  |  |  | 91% | 81% | 95% | 79% | 100% | 95% |  | | **PMLD** |  |  |  | 100% | 100% | 100% | 100% |  |  |  |   The data demonstrates that whole school progress is good or better for the vast majority of pupils across the school. On the whole pupils in receipt of free school meals make good or better progress in nearly all areas and in some cases, make better progress than those not in receipt of free school meals. In number, 4 pupils did not meet their targets.  Pupils in receipt of pupil premium in relation to their looked after status make better progress than their peers on the whole, in number, 2 pupils did not meet their targets. Pupils appear to plateau when working between P9 & P10 and may be due to the jump in expectations within these 2 P Steps. A working party will look into this further.  Although pupils in receipt of pupil premium for their post LAC status are showing a lower percentage rate than other groups, this is due to the low numbers within the cohort and only reflects one pupil not meeting their target in scientific enquiry.  Pupils from an ethnic minority background make good or better progress in line with their peers on the whole.   * The pupils in receipt of **Pupil Premium** historically make progress in line with their peers in the majority of areas. * **Met or exceeding targets**   **English maths SMSC science**  2016/17 84% 90%  2017/18 80% 88% 100% 89%   * The wide variety of accredited courses and examinations on offer meet the needs of the pupils from P5 through to Level 1 GCSEs. This includes AQA Entry Level English and maths, Functional Skills Entry Level in English and maths, ASDAN science, CoPe, Independent Living and AIM VOC. * All leavers move on to some kind of employment or training.’   The data Analysis for 2019/20 was not possible due to the National Lockdown in response to the COVID-19 Pandemic. School was closed to the majority of pupils from March 2020 and only children of keyworkers or those with a social worker were required to attend.  **In 2020:**   |  |  |  | | --- | --- | --- | | exams | Number entered | results | | Functional skills English Level 1 | 0 | 0 | | Functional Skills English Entry Level 3 | 1 | 1 | | Functional skills English Entry Level 2 | 2 | 2 | | Functional skills English Entry Level 1 | 1 | 1 | | Functional Skills Maths Level 1 | 0 | 0 | | Functional skills Maths Entry Level 3 | 2 | 2 | | Functional skills maths Entry level 2 | 0 | 0 | | Functional skills maths Entry level 1 | 3 | 3 | | AQA Entry level Maths | 10 | Entry 1 4 students  Entry 2 2 students  Entry 3 4 students | | AQA Entry level English Silver | 5 | Entry 2 (silver) 5 students | | ASDAN Entry level award in Personal and social development | Entry 1 1 student  Entry 2 1 student  Entry 3 4 students | Entry 1 1 student  Entry 2 1 student  Entry 3 4 students | | | **Evidence and location of evidence:**   * Analysis of data (section 8 Evidence Library) * External Accreditation results(section 6 Evidence Library) * Summary of work scrutiny(section 18 Evidence Library) * Summary of Observations( section 19 Evidence Library) * External reports (Section 9 Evidence Library) * Head Teacher’s reports (section 26 Evidence Library) * Pupil Premium Summary(section 21 Evidence Library) * SIP Reports (section 9) * Ofsted Report 2019 * Lesson observation summary (section19Work scrutiny (section 18) * Learning Walks (section 17) * Link Governor Visits. ( section 5) * Curriculum Pathways (section 7) * Feedback from parents (section 23) * Feedback from pupils (section 22) * Head Teacher’s report to Governors (section 26) |
| * **In order to secure Outstanding:** * Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage pupils’ behaviour highly effectively with clear rules that are consistently enforced. * Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities * Parents are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child to improve * Throughout each year group and across the curriculum, including in English and mathematics, current pupils make substantial and sustained progress, developing excellent knowledge, understanding and skills, considering their different starting points. * Progress from starting points is above average across nearly all subject areas. * Pupils are exceptionally well prepared for the next stage of their education, training or employment and have attained relevant qualifications. | | |
| **Current priorities for improvement:**   * To ensure that teaching is good or better during PPA * To ensure FSM pupils make good or better progress in communication & writing, in line with their peers * ensure that pupils are challenged with meaningful activities, especially towards the end of a lesson. All staff will be using a consistent approach to phonics where appropriate * All areas of the curriculum will be differentiated appropriately in accordance with pupil need | **Lead Personnel and Link Governors:**   * Leanne & Lisa- Link Governors; Claire Hunsley & Chris Maxwell | |

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| **Self- Evaluation Summary November 2020**  **Leadership and Management**  **School’s Judgement- Good OFSTED Judgement (June 2019): Good** | | |
| **Current Evaluation**   * The Leadership and Management of the school set high expectations of pupils and staff. They lead by example to create a culture of respect and tolerance. The positive relationships between leaders, staff and pupils support the progress of all pupils at the school. * The quality assurance process is timely and robust and ensures that the provision for all the pupils is of a good standard * The policies have been reviewed and updated to reflect the developments across the school. * The broad and balanced curriculum has been reviewed and meets the needs of a diverse range of pupils * The school development plan has clear success criteria with time lines, Governors are linked with specific areas of school development and monitor this effectively. * The SEF evidence file contains a range of evidence to support school improvement and creates a system for all leaders to monitor progress * Teachers’ appraisal is closely linked to school improvement and targets are consistent with the career stages. * Middle leaders are clear about their roles and responsibilities and understand how they contribute to school improvement. They now need to further develop their role in order to demonstrate their impact on pupil progress and school improvement. * Subject coordinators have a clear direction highlighted in their action plans and know the strengths and development needs within their subject * Governors know the school well and are clear about the school’s vision and direction. They hold the senior leadership team to account through their link visits and questions relating to the Head Teacher’s report. During governor meetings they challenge appropriately. * A Governor action plan and yearly planner is in place and is reviewed regularly * Leaders and governors are clear the provision must reflect the highest expectations for each child, and their shared vision, ‘Individual Growth for Individual People’, should be at the heart of everything they do. (Ofsted 2019) * Underpinning the school’s approach, there is a strong commitment to the welfare of each pupil and their family, with the focus on enabling pupils to overcome the difficulties they face and prepare them for a successful future. Pupils and staff adopt a ‘can do’ approach to each task they undertake. (Ofsted 2019) * The headteacher, the deputy headteachers and the governing body have developed detailed action plans which enable them to clearly define their priorities and build consistently on improvements. As a result, leaders and governors have a clearer understanding of what the school needs to do to improve further. * The Governor responsible for safeguarding carries out the necessary checks on the systems and processes across the school and ensures that they are effective in keeping pupils safe. * All the members of SLT and several governors have completed the safer recruitment training in order to carry out this process well. * All staff carry out annual online safeguarding training in order to keep up to date in all areas of keeping our pupils safe. * The school also offers updates in safeguarding which are tailored to the needs of the school. * The school has four Designated Safeguarding Leads to ensure the role is covered across both sites and each individual case is dealt with in a swift and effective manner. * During the last lockdown, systems were put in place to support families at home and safeguarding checks were made regularly if concerns were raised. The school continued to work closely with other agencies * The school’s safeguarding policy reflects the government’s latest guidance. The school website provides information for staff and parents, including information on how to report any safeguarding concerns. (Ofsted 2019) * Regular training on safeguarding and child protection procedures keeps staff up to date. Staff know what should raise their concerns and what to do if they are worried about any pupils’ safety and well-being. The move to an online reporting system has enabled staff to ensure whole-school cohesion. (Ofsted 2019) * Safeguarding records are fit for purpose. Sensitive information is kept secure. Staff who work closely with families, and those who provide medical attention, work closely and effectively with senior staff to ensure that pupils and their families are well supported. The local police officer is a regular and welcome visitor. (Ofsted 2019) * Leaders and governors ensure that the required pre-employment checks are carried out. Health and safety checks and risk assessments ensure that pupils are kept safe in school and when on visits out of school. (Ofsted 2019) | | **Evidence and location of evidence:**  •School Development Plan (section 2)  •Leadership Roles and Responsibilities (section 14)  •SLT Minutes  •Governor Minutes  •Governor Action plan (section 4)  •Policies and Procedures  •Website  •Appraisal  •Quality of Teaching, Learning and Assessment  ( section 16, 17, 18, 19)  •Analysis of data( section 8)  •External reports (section 9)  •Parent Questionnaires (section 23)  •Pupil Questionnaires (section 22)  •Curriculum Pathways ( section 7)  External reports (section9)  Anonymous appraisal targets  (section24)  Head Teacher’s reports (section 26)  Ofsted report (section 9)  Single Central Record  Safeguarding Governor Monitoring Reports |
| **In order to secure Outstanding:**   * Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including the pupil premium, the primary PE and sport premium, Year 7 literacy and numeracy catch-up premium and special educational needs funding, secures excellent outcomes for pupils. Governors do not shy away from challenging leaders about variations in outcomes for pupil groups. * Leaders and governors use high quality professional development to encourage, challenge and support teachers’ improvement. Teaching is highly effective across the school * Middle Leaders understand the impact they have on school Improvement and can demonstrate this effectively | | |
| **Current priorities for improvement:**   * All teachers beyond NQT will successfully lead in their designated subject and have a clear understanding of the progress within their subject and the impact their role has. * Appraisal targets support all teachers to have a positive impact on pupil progress * To develop a shared understanding and vision for the new school between all key stakeholders * To develop a system for measuring the impact of CPD on pupil progress, attendance, behaviour and welfare | **Lead Personnel and Link Governor:**   * Margot- Link Governor; Laura Redfern | |

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| **Self-Evaluation Summary November 2020**  **Personal development**  **School Judgement: Outstanding OFSTED Judgement (June 2019): Outstanding**  **Personal Development, behaviour and Welfare** | | | |
| * The school’s Travel Training programme promotes independence in school and the wider community and 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. Several Post 16 pupils successfully travel independently to the leaver’s residential trip in Skegness. * Over an academic year 3 students achieved the green level, 5 students achieved the Amber level and 3 students achieved 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 as student apply these skills when going to college and also to potential employment. * The school promotes British values and has developed a bespoke system for ensuring pupils understand and apply the values to their own actions. A two-year cycle ensures that each value is promoted during assemblies and pupils are rewarded for demonstrating the value through their day to day life at school. * The school has developed a safeguarding curriculum which runs through all areas to ensure that all pupils are supported to develop the skills to keep themselves safe. * Particularly vulnerable pupils receive 1:1 sessions to enhance the safeguarding curriculum, this is tailored to their specific needs and reinforces the key messages. * The school takes part in fund raising activities which encourage the pupils to think of others less fortunate than themselves. The events are always well supported by parents and carers. * SMSC is promoted throughout the school and is an important aspect of school life, it is the backbone to everything we do and supports the school ethos. * Life skills are developed throughout the school and are practised in a range of contexts * The school’s work to promote pupils’ personal development and welfare is outstanding. Pupils are very proud of their school; they demonstrate a very positive attitude and are keen to engage in learning. * Very good relationships between adults and pupils contribute strongly to this aspect of the school’s work. Adults have consistently high expectations and pupils respond very well. Despite the many difficulties’ pupils face, they put their trust in the adults who work with them and they keep on trying. Small steps of success are celebrated by all.   **Changes since Ofsted**   * The role of the Level 5 Teaching Assistant for life skills has been further developed in September 2020 * The Life Skills curriculum has been developed | | | **Evidence and location of evidence:**  Parent questionnaires(section 23)  •Pupil questionnaires(section 22)  •  •Performance data(section 8)  •CPD records (section 15)   * Policies on Website * Head Teacher’s Report (section 26) * Summary of trips, visits, clubs & activities (section13) * External reports (section 9) * Travel Training Records (section 29) * Ofsted Report (section 9) |
| **In order to maintain Outstanding:**   * Continue to ensure that pupils have an excellent understanding of how to stay safe online and of the dangers of inappropriate use of mobile technology and social networking sites * Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. * The school provides these rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities, and they considerably strengthen the school’s offer. * The way the school goes about developing pupils’ character is exemplary and is worthy of being shared with others | | | |
| **On-going priorities for improvement:**   * Continue to ensure that CPD is relevant to the needs of the pupils. * Continue to update staff on safeguarding issues which are specifically relevant to the school. * Continue to carry out mandatory checks on systems and procedures for Safeguarding * Continue to use an online system to record safeguarding concerns, incidents of behaviour, contact with families and external agencies. | **Lead Personnel and Link Governor:**   * SLT Link Governors- Laura and Johno | | |
| **Self-Evaluation Summary November 2020**  **Effectiveness of Behaviour & Attitudes**  **School Judgement: Outstanding OFSTED Judgement: (June 2019) Outstanding** | | | |
| **Current Evaluation**   * Pupils who come to the school with a background of non-attendance and high incidents of behaviour due to their unmet needs and anxiety are supported well to achieve success. They quickly settle into school life and achieve success. * The school values each pupil as an individual and a holistic approach is adopted to support achievement in all areas rather than a single focus on academic achievement. * The school caters for a diverse range of needs and adapts the curriculum to suit the pupil, tailor-made programmes of support are developed and applied in order for each pupil to reach their full potential. * Any incidents of behaviour are handled effectively and monitoring of the incidents ensures that adaptations to behaviour plans are made where appropriate. Exclusions are used as a last resort and only where they will have an impact on improving future behaviour. * Recent CPD has focussed on supporting pupils with SEMH needs. Staff have an increased understanding of Attachment & Trauma based approaches * Some staff are trained to use Intensive Interaction * Sensory Diets are followed to prepare pupils’ readiness for learning * The curriculum Pathways are designed to meet the individual needs of the pupils * The British Values are promoted across the school and weekly rewards are linked to this. * The School’s system of monitoring incidents ensures that any patterns in behaviour can be addressed * The School Value system promotes respect for one another * Governors and leaders have created a very positive and welcoming atmosphere across the school. Pupils and parents describe the school as a ‘family’. Pupils and staff are keen to make everyone feel involved and valued. Pupils show respect for others and comment on the excellent behaviour across the school (Ofsted 2019) * The school’s individual approach to working with pupils helps them to identify what might trigger difficulties. Staff support pupils well to manage their anxieties and emotions and to take increasingly more responsibility for their own behaviour. If a pupil is having a difficult day, sensitive procedures ensure that their behaviour does not disrupt the learning of others. (Ofsted 2019) * Pupils understand the school’s rewards and consequences system, which is linked to both acceptable and inappropriate behaviour. If necessary, internal exclusion with an adult is used to support a pupil, and help them understand what they need to do to move on. Fixed-term exclusions are used rarely. (Ofsted 2019) * Leaders ensure that the behaviour policy is consistently applied, meaning pupils know exactly what is expected of them. They learn how to behave in different situations and are well prepared for life after Newark Orchard (Ofsted 2019)   **Changes since Ofsted**   * Introduction of the Behaviour for Learning Team Leader * Review and update to Behaviour Improvement Plans * Increase of pupils with identified SEMH needs * The amalgamation of 2 sites into one. | | | Behaviour Improvement Plans  •Behaviour analysis (section 11)  •Exclusion data (section 12)  Attendance Analysis (section 10)     * Key policies * Website * Pupil Questionnaires * Parent/carer questionnaires * Student Council Views |
| **In order to maintain outstanding:**   * Clear and effective behaviour and attendance policies with clearly defined consequences that are applied consistently and fairly by all staff; children, and particularly adolescents, often have particularly strong concepts of fairness that may be challenged by different treatment by different teachers or of different pupils * Pupils’ motivation and positive attitudes to learning as important predictors of attainment; the development of positive attitudes can also have a longer-term impact on how pupils approach learning tasks in later stages of education | | | |
| * **Current priorities for improvement:** * Pupils value their education and rarely miss a day at school. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is rising quickly towards the national average * To ensure that the pupils with SEMH needs are supported effectively and that staff have the necessary opportunities to develop their skills in this area * To ensure that all statutory training on Physical Intervention, safeguarding, administration of medicines and Moving & Handling is updated and new staff have had the opportunity to access this training | | | **Lead Personnel and Link Governors**  **Jim McEwen- Link Governors; Laura Redfern & Jonno Lee** |
| **Self-Evaluation Summary**  **Effectiveness of Post 16 Provision**  **School Judgement: Good OFSTED Judgement: (June 2019) Good** | | | |
| **Current Evaluation**   * Independence is encouraged in all aspects of school life from studying Functional Skills in English and maths to accessing the community and applying for colleges or employment when leaving school. * The curriculum is such that it develops skills for a diverse range of skills in order for each individual to reach their full potential. * The assessment system recognises this diversity and measures progress for all types of learner. * Work related learning is an integral part of the curriculum and adheres to Gatsby Benchmarking. * Work experience is carefully planned and is offered to all pupils for whom it is appropriate; this can be working in school alongside the Admin, Catering or Site teams or on a placement out in the local area. * Travel Training supports their independence further and pupils are encouraged to access the local community and in some cases further afield using public transport. * Vocational courses such as Horticulture, Hair & Beauty, Shopping & Cooking, Design & Technology and Sports & Leisure all provide opportunities for pupils to engage in areas of interest and develop the associated skills. * In their final year, the leavers are provided with the opportunity to access a residential trip where their skills are applied in self -catering accommodation. Those pupils who have achieved the Green level in travel training are encouraged to plan their journey and travel independently to their destination. * All pupils in 2020, all leavers went on to education or employment. * The library is well organised with up to date resources. There is a library club which is very popular with students. Students act as library assistants. (Ofsted 2019) * Different aspects of British values promote well throughout the building. (Ofsted 2019) * Range of activities to promote well -being and mental health. (Ofsted 2019) * Students make consistently good progress from their starting points in a range of areas, including basic skills, independence and personal development. Regular checks on how well students progress towards the targets set in their education, health and care plan (EHCP) show most students progress well and move onto higher targets. (Ofsted 2019) * The provision very well promotes students’ personal development and welfare. This is evident in their excellent behaviour, positive attitudes to learning and cheerful manner. Students engage regularly in physical health and fitness lessons. They learn safety procedures, including when in the kitchen and when using specialist tools in the workshop. (Ofsted 2019) * Students appreciate the interesting and meaningful experiences the school provides. They learn about independent living, managing money and travelling on public transport. They organise charity events involving the school community, such as the recent car wash. (Ofsted 2019) * All students take part in work experience, which is well matched to their individual interests and abilities. (Ofsted 2019)   **Changes since Ofsted**   * Introduction of a Careers Team Leader in September 2020 * Introduction of a level 4 TA responsible for Work Experience * Move to new school all on one site in September 2020 | | | **Evidence and location of evidence:**  Analysis of data(section 8)  •Summary of Lesson observations( section 19)  •Work scrutiny(section 18)  •Learning Walks(section 17)  •Governor Link Visits( section 5)  •External accreditation results( section 6)  •Accreditation plan( section 7)  •Curriculum maps(section 7)  •Feedback from parents(section 23)  •Feedback from pupils(section22)  •External reports  (section 9)   * Ofsted Report(section 9) |
| **In order to secure Outstanding-**   * 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. | | | |
| **Current priorities for improvement:**   * To carry out the actions required towards achieve Careers Mark * To re-establish opportunities for WRL once situation with COVID-19 allows | | **Lead Personnel and Link Governors**  Kate Fell & Lisa Williams - Link Governors; TBC | |

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| **Self- Evaluation Summary**  **Effectiveness of Early Years Provision School’s judgement Good OFSTED Judgement (June 2019): n/a** | | |
| **Current Evaluation**   * 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. ‘Development Matters’ provides an accurate picture of the Prime areas of communication, Physical and Personal & Social development. Due to the complexity of the Early Years pupils the prime areas remain a focus until the pupils are ready for a subject specific approach. * 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 experiences and are given frequent opportunities to learn beyond the walls of their classroom, both utilising the outside learning areas and the local community. * Leaders actively promote equality, diversity and British values through all policies and practice. The pupils experience the cycle of values and take part in assemblies which promote and reward behaviour which demonstrates the chosen value. * 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 know them well, 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. * The links Governors for Early Years regularly monitor to ensure that the provision is meeting the needs of the pupils. * The Early Years & Engagement Coordinator ensures that all pupils are supported to reach their full potential and that the curriculum is the best it can be. Effective communication takes place with all members of the team. * An effective programme of CPD alongside mentoring and appraisal, 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. * The development of the outside learning spaces are utilised effectively and students are involved in a range of learning opportunities with free flow between indoors and outdoors. * In most classes the link between the learning journals and engagement progress folders which include on-going assessments is strong. There is a weekly detailed assessment which informs planning for the next week with very good follow through.   **Changes since Ofsted**   * Move to new school offering much improved facilities * The number of pupils following the Engagement Pathway has significantly increased * The number of EYFS pupils has increased. | | **Evidence and location of evidence:**  Analysis of data(section 8)  •Summary of Lesson observations( section 19)  •Work scrutiny(section 18)  •Learning Walks(section 17)  •Governor Link Visits( section 5)  •Curriculum maps(section 7)  •Feedback from parents(section 23)  •Feedback from pupils(section 22)  •External reports(section 9)   * Policies * Website * Engagement curriculum |
| **In order to secure Outstanding**   * A highly stimulating environment and exceptional organisation of the curriculum provides rich, varied and imaginative experiences. * Teaching is consistently of a very high quality, inspirational and worthy of dissemination to others; it is highly responsive to children’s needs. * Pupils are extremely well prepared academically, socially and emotionally for the next stage of their education.   . | | |
| **Current priorities for improvement:**   * To ensure that the new facilities are utilised effectively in order to support high quality & engaging learning opportunities. | **Lead Personnel and Link Governors**   * Simon- Link Governors; Karen Bates & Olivia Leatt | |