

Summary Self-Evaluation

Date of this version: September 2020

Principal: Angela Drayton

Purpose of this document:

To provide stakeholders with a high-level summary of:

1. the school's context
2. current self-evaluation against the Ofsted framework
3. key sources of evidence of the school's impact
4. links between self-evaluation and the school's development priorities.

School self-evaluation:

Overall effectiveness	2
The quality of education	2
Behaviour and attitudes	2
Personal development	1
Leadership and management	2

Mission and Vision

Our mission is: "To provide the best educational, care and transition pathways for children and young people from ages 7 - 19 years who experience difficulties with learning and communication because of their special or complex educational, health or care needs.

Our vision is "To be an outstanding school that gives every child and young person the best chance to fulfil their potential, achieve ambitious goals and live life to the full.

What is the context of our school?

- St Dominic's is a co-educational special school aged between 7-19. All pupils/students' EHCPs note that they have Autism Spectrum Disorder as a primary diagnosis with associated comorbidities such as Attention Deficit Hyperactivity Disorder, Speech, Language and Communication difficulties and Social, Emotional and Mental Health needs.
- The school has a PAN of 150.
- We currently have 140 on roll, 118 from the host Local Authority – Surrey, 9 from Hampshire and the remainder from 13 other authorities. 3 pupils are considered to have EAL. Attendance is 90% between September 2019 and March 2020. The year to date attendance is 86.6%.
- We have 96% boys and 4% girls, with one pupil identifying as transgender. 30% of pupils are in receipt of Pupil Premium. 10% of pupils are BAME.
- Many pupils have had a disrupted education previously, with many experiencing fixed term and permanent exclusions. Some have not attended school for a significant period of time.

What have external agencies said about us?

- The school was last inspected under section 5 of the Ofsted Framework in November 2017, when it was judged 'Good'.

- The school was inspected under the social care common inspection framework (SCCIF) in February 2019, when it was judged 'Outstanding'. In November 2019, the school had another residential inspection under the SCCIF and maintained the 'Outstanding' judgement. The residential provision has now closed.
- The school was reviewed by the National Autism Society under the Autism Accreditation framework. The school was awarded Autism Accreditation at the advanced level (one of the first settings nationally to achieve this).

Any changes to the context?

1. On 1 January 2018, the school joined the Orchard Hill College and Academy Trust and therefore closed as a non-maintained school and reopened as an academy
2. Following a period of consultation, the Regional Schools' Commissioner approved the closure of our residential provision at the end of academic year 2019/20.
3. Following a period of consultation, the school has recently received approval from the Regional Schools' Commissioner to increase the PAN to 150.
4. In March 2020 the school closed to all but the most vulnerable, those with social care needs and those who were children of Key Workers. This was in response to the outbreak of Covid-19 and the related government guidance. We offered a package of in-school support to a number of pupils and students throughout this period as well as distance learning for all pupils and students who remained at home. The following is an outline of what was provided for those out of school:
 - Lessons on YouTube
 - Packages of work sent via email or post
 - Regular check in with tutor via email or phone (with a log of when contact had been made and a follow up to SG team if no contact had been made during the week)
 - Zoom meetings for year groups and key staff
 - Therapeutic packages sent home for all pupils and students as well as bespoke packages for some

An outline of what was provided for those continuing to attend school:

- A school day running from 09:30 to 14:30
- Functional skills activities such as cooking
- Physical activities such as bike riding
- Social activities such as distanced board games and distanced team sports

For the final two weeks of term, all pupils (except Year 11 and Sixth Form) returned to school and were taught in bubbles. School closed to the rest of the pupils on the 17th July and for the final two days Year 11 and Sixth Form students were invited to return. This was two days of transitions activities and social activities as well as an informal goodbye to those pupils and students moving on from SDS.

1 The Quality of Education

Intent

- The School's overarching intent underpinning what we do, and why, is a simple ethos: ensuring that pupils and students **achieve ambitious goals and live life to the full** through a purposeful curriculum that is rooted in our collective knowledge and understanding. In a society where it is increasingly challenging for people with 'hidden disabilities' to be fully included, we are presented with a moral responsibility to ensure pupils and students are able to live with meaningful independence; secure paid employment in a career that is of interest and relevance to them; and enjoy social inclusion throughout the whole of their lives.
- Our curriculum recognises that pupils need to follow personalised routes towards a combination of identified academic, vocational or independence outcomes. For this reason, we maintain a broad and balanced academic offer, alongside our needs led curriculum and clear transition planning from Y9 onwards that is personalised for every pupil and student.

Implementation

- The curriculum is both ambitious and personalised to meet the needs, interests and aspirations of all pupils and students through the delivery of the National Curriculum in a modified format and targeted delivery of the needs led curriculum.
- The school learning and thinking skills are evidence based and derived from Marion Blanks 'Levels of Questioning' and Bloom's Taxonomy. Individuals and groups are profiled against these using radial diagrams that demonstrate the progress pupils/students make in academic and needs led outcomes (up to 33 different areas). This is used to adapt and modify provision on a half-termly basis, informing teaching to identify and clarify misconceptions. These radials reflect both academic progress and progress made in the Needs Led areas of the curriculum. This level of detail allows staff to identify and target skills and knowledge that underpin learning progress.
- Our bespoke Needs Led Curriculum focuses on Functional Independence, Language and Communication, Learning to Learn (the skills needed to be ready and able to learn in a classroom situation) and Myself and Others (social, moral understanding and emotional resilience) and also incorporates PSHCE, Relationship and Sex Education and Careers and Transitions Guidance.
- Because of particularly complex emotional and behavioural needs, a small proportion of pupils and students have additional, highly bespoke packages of interventions that enable them to have meaningful and relevant access to the curriculum to support engagement, good attainment, behaviour and safety. These include (but are not exclusive to) daily Needs Led Curriculum sessions, therapeutic intervention, Emotional Literacy Support sessions, Counselling, music interventions and arts-based interventions.
- Meeting the needs of pupils/students as identified in their EHCP outcomes is implicit in our curriculum intent. Enrichment activities, modification of timetable and timetabled needs led sessions through a provision waves model are clear examples of how this is implemented. At Wave 1, pupils receive our standard class-based provision. At Wave 2, pupils can receive extra support in one or more of the following areas: literacy, numeracy, SaLT, OT, ELSA, Counselling, Behaviour, Arts and others. At Wave 3, Pupils receive interventions outlined at Wave 2 plus some in class support depending on level of need. We measure the impact of this through our Annual Review process as well as multiple times throughout the year and adapt provision responsively.
- Reading, writing and maths are embedded across the curriculum as Needs Led strands and are incorporated into all planning. We utilise whole school, small group and individual interventions to support the development of these skills.
- The curriculum is delivered in a primary model until the end of Year 8 and in a secondary model, delivered by subject specialist teachers, from Year 9 onwards. This best supports pupils to manage change and transition in preparation for adulthood while focussing on learning outcomes.
- The TES provides teachers with a high-level reporting and feedback system and allows the Leadership Team to pinpoint areas of concern and for improvement, which in turn informs high quality CPD and training for teaching and support staff. Performance is measured on 'typicality' from a range of evidence bases across the teaching standards. Summative reports capture a range of monitoring across a term, such as learning walks, lesson observations, summative progress reports, classroom displays and work scrutiny for teachers and learning walks and case studies for support staff. Teachers and support staff are required to deliver consistently well-rounded practice and robustly assessed against this benchmark.
- Training and development of teachers has focussed on embedding outstanding teaching and learning through concentrated input on 'the big four': feedback, flow, independent learning and challenge. A suite of teacher and pupil facing resources has been developed to embed training.
- Effective questioning and a rigorous focus on vocabulary are integral to developing, consolidating and deepening pupils' knowledge understanding and skills. Teachers are supported in using these skills through a blended approach, working alongside therapeutic staff and accessing specific training such as Levels of Questioning and Word Aware.
- The most recent inspection report stated as an area of development finding further opportunities for outdoor learning and Performing Arts. Since this report we have added two outdoor classrooms which are used for teaching in fair weather and we have had a Performing Arts building (using a grant) and now offer a range of music interventions as well as a Performing Arts BTEC qualification.
- The second area of development from this report was sharing of best practice among local partners in order to minimise inconsistencies in quality of teaching. We became a Hub with three other schools and have worked hard to share best

practice across sites and this included developing a Regional Team of specialist staff who worked for a period of time across all the schools.

Impact

- A consultation with families (March 2019) demonstrates that they strongly consider the curriculum at St. Dominic’s meets pupils and students’ needs.
- The needs led curriculum is having a positive impact on the progress and engagement of pupils, developing their ‘learning to learn’ skills, behaviour for learning and engagement, equipping them with skills for future learning and employment.
- Average progress between September 2019 and March 2020 is as follows:

Functional Independence	15 months
Learning to Learn	13 months
Language and communication	9 months
Myself and Others	7 months
English	8 months
Maths	8 months
Science	10 months

N.B. Data is the average of 81 pupils and students. Pupils new to the school in the academic year, have been excluded, as their average progress appears much higher due to baselining.

- 15% of pupils (2 out of 13) were working at expected levels in reading writing and maths in KS2 (2019).
- Whilst pupils who come to St. Dominic’s tend to be working below average, results at the end of KS4 have improved year on year whilst national and local benchmarks for all schools have remained the same.
- Progress and attainment remain consistent against national benchmarks Progress 8 and Attainment 8 (data only available for three pupils).

Percentages of pupil achievement overall and in English and maths over 4 years

	2017	2018	2019	2020
% of pupils in cohort achieving 5 GCSEs grade 9-4	13%	18%	27%	50%
% of pupils in cohort achieving grade 4+ in English	25%	36%	45%	50%
% of pupils in cohort achieving grade 4+ in Maths	25%	27%	36%	50%
% of pupils in cohort achieving grade 4+ in Maths and English	25%	18%	36%	50%

Percentage achieving grade 5/c or above in English and Maths compared with national and local averages

	2017	2018	2019	2020
Total number of Pupils	8	11	12	10
% School Grade 5+	0%	9%	17%	20%
Local Authority Average Grade 5+	52%	52%	52%	N/A
National Average Grade 5+	43%	43%	43%	N/A

- No pupils are entered into the EBACC due the language component which pupils find challenging due to their language needs. In order to achieve good curriculum breadth, we offer all other EBACC subjects.
- Pupil progress is very strong over time and exceeds progress made by pupils nationally at the end of Key Stage 4 (2019). At the end of Key Stage 4 the Year 11 cohort have made an average of 1 year 9 months above age related expectation per pupil.
- School progress data for English and maths demonstrate that growing cohort of disadvantaged pupils/students make progress in line with their non-disadvantaged counterparts, which is significant when compared to national figures.

- Pupils make excellent progress in reading. In 2018/19, pupils made 1 year and 5 months progress in reading comprehension on average, and 1 year 7 months in word reading on average. Strategies that support this progress are whole school focusses through NLC sessions, targeted reading interventions which are being developed through a range of resources including Read, Write, Inc., Read, Write Comprehension programme and where appropriate: Toe by Toe and Stride Ahead programme and Dyslexikit Schofield texts. There is also a daily focus on vocabulary strategies such as 'verb of the week' and explicit teaching of key vocabulary in all lessons.
- Pupils and students are well prepared for the next stage of their education. All pupils who left key Stage 4 in June 2019 had confirmed next placements and gained the relevant qualifications to access their chosen courses with 0% of students therefore classified as NEET. 100% of pupils who responded to our destinations and retention survey disseminated through our Alumni Programme, are still accessing their chosen placements successfully (only two past pupil responses are outstanding).
- The school evaluates the overall quality of teaching, learning and assessment to be typically a strong good in autumn 2019.
- Improved induction processes for teachers particularly have supported the school to manage and develop new staff, identifying training issues in a timely manner.

EIF areas of focus:

- teachers present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching. They check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches.
- over the course of study, teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts.

SDIP priorities for development are:

- To continue to review the curriculum offer to ensure that it maximises opportunities for individuals to achieve their agreed learning outcomes in line with EHCP objectives.
- To further develop the Subject Leadership structure in relation to emerging curriculum offer.
- To further develop timely and personalised interventions through the NLC for pupils and students to make at least expected progress (multi- agency support, home support, parent workshops). This includes effective implementation, tracking and evaluation of all behaviour, careers guidance & safeguarding support programmes. Reviewing SAVI (content and data collection), NLC curriculum mapping.
- Review and refine Teacher Evaluation Schedule (TES) approach and focus to embed teachers' roles and responsibilities in curriculum development and monitoring.
- Develop remote learning platform.
- Organisation of evidence in pupil exercise books, marking and presentation of work.
- Literacy – phonics development and writing including spelling, grammar and punctuation.
- Strategies for use of visual resources Lesson structure.
- Questioning and take up time.
- Development of cross-curricular learning.
- Deployment and training of support staff.
- Ongoing training and support for the development of safeguarding and behaviour management skills and knowledge. Refine evidencing of whole school progress in Mathematics to demonstrate more accurately progress for pupils and students on functional pathways.
- Further development of use of early year's assessment for pupils who are working towards NC outcomes.

② Behaviour and Attitudes

- Behaviour and Safety is a strong feature, with pupils and students actively engaged and involved in their learning.

- Many pupils have experienced significant challenges in their lives before they arrive at St Dominic's. Because of the school's caring ethos and high expectations, relationships between staff and pupils are very positive and mutually respectful. Pupils behave well, inside classrooms and around the school site. The average number of negative behavioural events has reduced from 23 events per pupil in 2017/18, to 17 in 2018/19, with an average of 12 negative behavioural events per pupil in 2019/20.
- Staff understand well pupils' learning difficulties and special educational needs and are understanding and sympathetic to the pupils' needs. As a result, pupils enjoy coming to school regularly. For many, this is in direct contrast to their previously high levels of absence/refusal at their previous schools.
- Our school values and expectations underpin the positive behaviour systems we have in place to ensure that all pupils and students are ready for learning. This has brought a greater clarity and fairness to approaches used, where the pupils have consistently developed their understanding, knowledge and skills in managing their social, emotional and mental health needs. The Myself and Others strand of our Needs Led Curriculum has shown that the whole school average achievement in this area has moved from 32% in 2017, 41% in 2018, 42% in 2019 and 39% in 2020 (data in 2020 was affected by national procedures). Expectations of behaviour are understood by both pupils/students and staff. Leaders effectively support staff in managing pupil/student behaviour and there has been a decrease of 12% in Serious Incidents recorded at levels 2 and 3 between Autumn and Spring terms in 2019/20, when compared to the same period from the previous academic year. Physical Interventions however have increased by 27 % overall when making a comparison over the same period. This is in part due to a significant increase of more than 10 % in overall pupil numbers but is mostly due to a small cohort of students with significant and complex needs. This cohort all have Individual Behaviour Support Plans, which include strategies for prevention, intervention and crisis intervention of negative behaviours. The plans highlight any behaviours pupils need support with, factors affecting their behaviour, reflection and areas for learning. This has led to a reduction in behavioural events for pupils on plans.
- Recorded incidents of bullying have increased by exactly 10% over the same period when comparing this year to last. Having had an 80% decrease in recorded incidents of bullying the previous year and an increase of over 10 % in our total student numbers this year, the figure remains commensurate overall and as a result, pupils still feel safe at the school.
- Many of our pupils had significant periods out of education before joining the school and many had concerning patterns of attendance. The school's attendance for the week 2-6 March 2020 was 93%, which is broadly in line with the national average and exceeds that of comparative special schools. Pupils arrive punctually to school and to lessons. Individual pupils are tracked through the weekly safeguarding meeting and in liaison with Surrey's Inclusion Officer (formerly EWO). A range of contributing factors including illness and timetable modification affects the attendance rate; currently 20% of pupils have persistent absence of under 80%.
- In the previous academic year, there were no permanent exclusions and 19 fixed term exclusions involving 12 pupils due to an unprecedented high level of challenging behaviour by Year 9 occurring in the autumn term. This academic year, 8 pupils have been excluded for a total of 18 days. Over the past two years behavioural rewards have been streamlined to include fixed and earned short, medium and long term rewards. Whole school practices have ensured that certain curriculum areas such as 'Myself and Others' have become a central focal point in each classroom. Daily needs led interventions have also supported those pupils and others in being better able to regulate their needs.
- The school has taken affirmative action to ensure all pupils concerned are accessing the correct provision to meet their needs. In some cases, school leaders have acted to manage moves to other schools, particularly where SDS does not have the provision to meet pupils' extreme SEMH needs. This clear and consistent approach has resulted in visible improvements to the conduct of pupils and students, which is substantiated by the aforementioned statistics.

EIF areas of focus:

- Learners' attitudes to their education or training are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements. This can be seen in our behaviour tracking data, which shows that negative behavioural events have declined over time, and our curriculum software that shows pupils development in the curriculum strand 'learning to learn' has consistently improved over the past few years.

SDIP priorities for development are:

- To further develop collaborative working relationships with the SDS trans-disciplinary team to improve outcomes for pupils & students.
- To further develop collaborative working relationships with the external multi-agency team to improve outcomes for pupils & students.
- To extend collaborative working relationships within the SAS Hub and OHC&AT academies and post-school provision.
- To continue to provide a high standard of parental engagement and outreach support. Parental training opportunities.
- To further develop the use and understanding of MyConcern and Sleuth with all stakeholders.
- To attain accreditation for the school and pupils, students and staff in vocational qualifications.
- To establish a school-based system for moving and handling assessment, monitoring and training.
- Further extend links with external agencies to support reporting for EHCP, CETR, CIN, CP and LAC reviews.
- Ongoing training and support for the development of safeguarding and behaviour management skills and knowledge.
- Continue to develop pupils' and students' resilience through focus on learning to learn and myself and others outcomes.
- Expand behaviour provision to include mental health wave 3 intervention role and Autism specific behaviour management resourcing role.
- Reduce the number of low-level behaviours that are attributable to new pupils or destabilisation of cohorts as a direct result of the introduction of new pupils through an ongoing process of reflection and refinement of pupil admissions and induction.

3 Personal development

- The curriculum and whole ethos of the school is to support pupils to meet their wide range of needs and to prepare them to participate as well rounded individuals. The wide range of experiences and support on offer facilitate this goal.
- Effective pastoral care by staff, including a counsellor, ELSAs, nurse and a therapy dog and his trainers, ensures that pupils/students' physical and emotional needs are well met. This support is very beneficial in improving pupils/students' self-esteem and helping them to understand how best to manage any anxiety and, so, learn successfully.
- Pupils and students learn tolerance of and respect for different cultures and faiths, including those whose characteristics are protected in law through PSHCE, Rights Respecting Schools and Equality Champions.
- Through personal, social, sessions and assemblies, pupils learn about the benefits of leading a healthy lifestyle. They also learn how to stay safe when using the internet. They are taught to be alert in spotting unusual behaviour by adults, and the dangers of being drawn into extremism.
- The emphasis on a healthy lifestyle is central to our holistic curriculum and provision across the Waking Day.
- The programme for school assemblies and PSHCE lessons deal with key issues such as Fundamental British Values, PREVENT, bullying and various forms of discrimination. Visits from local police officers and the Prevent Lead, to speak to individuals, where appropriate, have been effective, as has the involvement of parents at early stage if we feel that there are issues causing concern.
- The assessment of risk for all activities, including trips and visits helps to keep pupils and students safe within and outside of school in the community.
- Pupils and students receive targeted careers guidance from our Careers Guidance Practitioner and are well supported for the next stage of their education, world of work and life beyond school. The new Gatsby Benchmarks are central to the transition and careers Agenda within the school. A defined careers programme is on offer from KS2 through to KS5.
- **EIF areas of focus:**
 - **SDIP priorities for development are:**
 - Further develop the 1-1 pastoral support opportunities on offer.
 - Develop the curriculum further to support pupils/students to understand the importance of good mental health and wellbeing.
 - Develop Rights Respecting Schools to attain Silver and Gold accreditation.

- To further develop collaborative working relationships with the SDS trans-disciplinary team to improve outcomes for pupils & students.
- Change in school day will allow for joint planning and further training opportunities.
- To further develop collaborative working relationships with the external multi-agency team to improve outcomes for pupils & students.
- To extend collaborative working relationships within the SAS Hub and OHC&AT academies and post-school provision. ?
Regional Role
- To continue to provide a high standard of parental engagement and outreach support. Parental training opportunities.
- To further develop the use and understanding of MyConcern and Sleuth with all stakeholders.
- To attain accreditation for the school and pupils, students and staff in vocational qualifications.
- To establish a school-based system for moving and handling assessment, monitoring and training.
- Further extend links with external agencies to support reporting for EHCP, CETR, CIN, CP and LAC reviews.
- Ongoing training and support for the development of safeguarding and behaviour management skills and knowledge.

4 Leadership and Management

- Leadership and Management is strongly good with ambition and a clear vision shared at all levels.
- Leaders have the child at the centre of their decision making operationally and strategically, and consistently communicate high aspirations resulting in a culture of 'high accountability and high support' for all stakeholders, have ambition for all pupils and students and are focussed on impact.
- Safeguarding arrangements are effective. The school has a large and experienced safeguarding team with x Deputy DSLs as well as the DSL. There are members of team with expert knowledge in e-safety. MyConcern is used to raise issues in a timely manner and ensure all information is shared appropriately. The school also has a Regional Lead for Safeguarding who oversees the schools within the SAS Hub who is able to give advice to the schools DSL when needed. The school has had positive feedback from stakeholders regarding safeguarding practices (for example CAMHS) and have made successful referrals for escalation for Section 47 assessment.
- Leaders promote an ethos of openness and respect which underpins positive social interactions with internal and external stakeholders. Leaders actively engage with families, promote, and encourage the voice of the child.
- The Curriculum and assessment is enhanced by the 'needs-led' design and there is strong emphasis on literacy, numeracy and SMSC in all subject areas. The Needs Led Curriculum targets those 'softer' skills that underpin all learning, including Language and Communication, Functional Independence, readiness to learn and emotional resilience. Fundamental British Values and SMSC are threaded throughout delivery and assessment of the 'myself and others' focus.
- Leaders throughout the school demonstrate a commitment to bring about changes to meet the complex needs of the pupils and students. The school offers a wide range of qualifications at varying levels. The Needs Led Curriculum is tailored to meet the needs of young people with a variety of communication and interaction difficulties and support them to access the curriculum. The school is always looking to further develop both its curriculum offer and Needs Led offer.
- The training programmes for staff teams are carefully targeted to address performance areas for development within the school as well as meeting the identified needs of the pupils and students. Teachers' CPD is designed in line with intended outcomes for the school and individuals through detailed and targeted feedback. This year's focus on delivery of 'the big four' (feedback, flow, challenge and independent learning) is supporting an improved focus on research led practice and pedagogical dialogue. Staff monitor their language levels and levels of questioning to reflect the complex needs of the pupils and students. There is an emphasis on pupil led learning and discussion and this supported by staff.
- The school seeks to engage parents and outside agencies at the earliest opportunity. Parents are regularly invited in to celebrate the successes of pupils and students in events such as Awards Evening, school productions or Sports Day. There is a parents' afternoon for each year group and parents are invited in for meetings if there are issues/concerns.
- The Safeguarding records demonstrate clearly the proactive approach in involving Early Help, local police, Prevent team, CAMHS and Social Services. We are committed to addressing issues early and quickly. Each parent is contacted at least once a week to update them on their child's progress and wellbeing. Meetings with parents always involve a member of the Education Leadership Team or Senior Leadership Team to ensure that the member of staff is supported

appropriately. Our safeguarding offer clearly sets out our provision under universal, targeted and specialist support. Universal provision includes safeguarding posters in all pupil areas, fortnightly meetings, access for all staff to Educare online training, including Prevent and use of pupil/student questionnaires regarding wellbeing. Targeted support includes a pupils 'causing concern' section within the safeguarding meetings to identify and monitor pupils for a set period of time. Specialist support includes all pupils identified as requiring Early Help, TAF meetings, CIN meetings or on a CP plan are discussed every safeguarding meeting. The safeguarding team regularly liaises with the Prevent Team. Local mental health services. Local police and the Inclusion officer (EWO). The resident school nurse is also a trained Mental Health Leader.

- Governance is effective and strong. The Local Governing Body is responsible for the three Surrey and Sussex (SAS) Hub schools. The Safeguarding governor attends meetings and the Chair meets the Principal and other staff on a regular basis. The Governing Body are at the heart of setting the vision for the school. Governors ensure that all staff are up to date with their statutory training.
- Safeguarding is at the core of all that the school does. Local Authorities visiting last year commented positively on our approach to Safeguarding. Each child on a plan is discussed each week in the Safeguarding Team Meeting, as is any child who has caused a concern during the week. The approach for staff in raising a concern is well understood, established and used on almost a daily basis.
- Pupils and students know what to do if they want to share/raise any concerns and the safeguarding team are readily accessible.
- The school liaises closely, and in a timely manner, with the LADO regarding any allegation involving an adult and as a result, the school has strong relationships with the Local Authority.
- The school continuously maintains a culture of vigilance and staff are frequently reminded about timely reporting. There is regular training for all staff in keeping with regulations and MyConcern is used to record staff compliance with documentation.

EIF areas of focus:

Leading and managing the school through significant growth and change will require a relentless focus on all leadership and management at all level and strong strategic and operational development priorities. As such all EIF judgements are of importance. The school is particularly focussed on:

- leaders have a clear and ambitious vision for providing high-quality, inclusive education and training to all. This is realised through strong, shared values, policies and practice
- leaders focus on improving staff's subject, pedagogical and pedagogical content knowledge to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff are built up and improve over time
- leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way that they manage staff, including their workload

SDIP priorities for development are:

- To strategically manage the increased demand for places, 150 in Sept 20, and build capacity in line with a three-year strategic vision.
- To review staff structure to meet expansion plans. This includes a leadership succession plan.
- To review systems, processes and structures to secure stability and sustainability
- To lead curriculum change and development strategically.
- An effective Leadership Development plan for education staff.
- To agree and implement a governor training programme designed to meet the DfE competency framework.
- To increase governor engagement with parents, staff and pupils.
- To produce a training plan and well-being programme to ensure that all staff receive ongoing, CPD training and holistic support to perform their roles. Strong involvement from the therapy team in this – training packages up and running. Also need to consider standards for AA.
- Articulation of school and subject vision for curriculum and readiness to learn (behaviour).
- Further refine lesson observation forms to include monitoring of schemes of work.

- Further strengthen quality assurance/monitoring systems.
- Track skills through and across schemes of work.
- Further mapping of curriculum ('three Is') in different subject areas.
- Management of inspection evidence digitally.
- Extra-curricular development and link with pupil outcomes
- To ensure that the school is well placed to continue to provide the outstanding resources and experiences that enable us to meet the needs of all our pupils.
- To plan the school's strategic response to the shifting economic landscape and increasing demand for places.
- To investigate and pursue alternative funding streams.
- To develop school networks and build LA, Employer and community relationships.
- Refine admission and assessment process.
- Refine data administration processes, to fully utilise systems in place.

5 Post-Sixteen Provision

Intent

As we are a provision that caters for pupils and students aged between 7 and 19 our overarching curriculum intent extends across our post-sixteen provision.

Implementation

- Students are offered a range of academic and vocational qualifications alongside the opportunity to re-take GCSE maths and English should this be required (this consists of 4 lessons a week taught directly by a subject specialist teacher).
- Students are also given the opportunity to access external learning experiences (such as Skillway).
- The core offer for students includes a qualification in personal and social education which alongside the Needs Led Curriculum equips students for accessing their wider community and moving towards increased independence.

Impact

- Students are well prepared for the next stage of their education. All students who left in June 2019 have confirmed next placements and gained the relevant qualifications to access their chosen courses with 0% of students therefore classified as NEET. 100% of students who responded to our destinations and retention survey disseminated through our Alumni Programme, are still accessing their chosen placements successfully (only two student responses are outstanding).
- All students resitting GCSE English in 2018 and 2019 attained a GCSE at grade 4 and above
- Two out of three students resitting GCSE maths in 2019 attained a GCSE at grade 4 and above (no students entered in 2018)
- 100% of students passed a range of portfolio based qualifications at Levels 2 and 3
- Despite the challenges of COVID-19, Students who left in July 2020 all identified destinations and achieved the relevant qualifications. In September 2020, we await an update from one student whose chosen destination was employment and one student whose placement is not yet confirmed.

EIF Areas of focus:

- Teachers present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching. They check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches.
- Over the course of study, teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts.

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- To further develop the Subject Leadership structure in relation to emerging curriculum offer.
- To further develop timely and personalised interventions through the NLC for pupils and students to make at least expected progress (multi- agency support, home support, parent workshops). This includes effective implementation, tracking and evaluation of all behaviour, careers guidance & safeguarding support programmes. Reviewing SAVI (content and data collection), NLC curriculum mapping.
- Review and refine Teacher Evaluation Schedule (TES) approach and focus to embed teachers' roles and responsibilities in curriculum development and monitoring.
- Develop remote learning platform.
- Organisation of evidence in pupil exercise books, marking and presentation of work.
- Literacy – phonics development and writing including spelling, grammar and punctuation.
- Strategies for use of visual resources Lesson structure.
- Questioning and take up time.
- Development of cross-curricular learning.
- Deployment and training of support staff.
- Ongoing training and support for the development of safeguarding and behaviour management skills and knowledge.

6 Overall Effectiveness

- Senior leaders know the strengths and weaknesses of the school well and what is required to improve its performance
- Our ethos of fostering a community where individuals are celebrated and valued for who they are means that relationships between adults and pupils/students are exemplary and built on respect and trust. We celebrate the individuality of our pupils and students and value their opinions (through Student Voice, Equality Champions and participation in the Rights Respecting Schools award scheme).
- Safeguarding is effective. Links are proactively made with a range of outside agencies such as CAMHS and other mental health services, Children and Family Services, Inclusion Officers, police and the local Prevent team. As a result, pupils/students are safe at the school and feel safe.
- The rich curriculum offer has been strengthened by the multi-disciplinary team, at senior and middle leadership level, to ensure that it is broad and balanced and promotes pupils /students' spiritual, moral, social and cultural development as well as their personal growth and academic progress. This also includes the Needs Led Curriculum areas which are led by therapies to ensure that all pupils are making progress against their Special Educational Needs.
- The curriculum is regularly reviewed to ensure that student's needs are met and they prepared for adult life according to their interests.
- Achievement and attainment are strongly improving, supported by a three-year upward trend. Our end of Key Stage 4 data shows that pupils achieving grade 5 in maths and English has seen 100% increase in 2 years.

Linked sources of evidence

- SDIP
- Ofsted Report