

Summary Evaluation Statement

Completed by: SLG

	STRENGTHS	Areas for improvement
<p>QUALITY OF EDUCATION: CURRICULUM</p> <p>GOOD</p>	<p>A topic-based curriculum is a real strength because learners are excited and engaged in learning, resulting in good or better progress.</p> <p>The use of personalised learning goals to inform the curriculum offered is a strength because personal learning is facilitated and needs are well met.</p> <p>The use of external providers to enrich and support the delivery of a broad and balanced curriculum is a strength because learners are engaged and motivated, develop increased confidence in their abilities and have the opportunity to refine their skills and apply this to a variety of settings.</p> <p>Universal therapy strategies are embedded across the school, ensuring learners are well supported and make progress.</p>	<p>An offer of external providers and increased internal provision for PMLD classes because this will further personalise and enrich our learning offer especially for our PMLD learners resulting in higher levels of engagement and progress.</p> <p>The embedding of SALT and OT strategies across the full curriculum because this will further support learner's communication, physical and sensory needs to be met.</p>
<p>QUALITY OF EDUCATION: TEACHING & LEARNING</p> <p>GOOD</p>	<p>Teaching is good or better across the school because teachers have a good understanding of their learners, plan engaging topic-based activities, and focus on personalised learning goals, resulting in engaged, confident learners who make good or better progress.</p> <p>Relationships between learners and staff are outstanding, meaning that learners feel safe and are extremely well supported.</p> <p>Staff knowledge of learners' needs is excellent.</p> <p>Positive learning environments created through careful organisation, resource selection, personalised routines and effective deployment of teaching assistants is a real strength because individual needs are understood and well met, resulting in happy and engaged learners who enjoy coming to school and confident learners who participate in new experiences and tasks.</p>	<p>An increased offer of personalised learning tasks because this will further personalise and enrich our learning offer resulting in higher levels of engagement and progress.</p> <p>Further development of CPD opportunities to support areas of development highlighted in PMR and lesson visits because teachers increase skill, resulting in learner's needs being well met and teaching and learning that is good or better.</p> <p>Ongoing SALT and OT training for staff to further develop an understanding of a range of strategies resulting in learners' sensory, physical and communication needs being well met.</p>
<p>QUALITY OF EDUCATION: OUTCOMES</p> <p>GOOD</p>	<p>The use of praise by teachers and teaching assistants and the celebration of successes is a strength as learners know that they have made progress, are proud of their achievements and are eager to share their work.</p> <p>Collaborative writing of personalised goals involving all stakeholders is a strength because goals are learner focused, relevant to different contexts and are pitched at an appropriate level, resulting in learning goals that are specific, accurate and provide challenge.</p> <p>Having a single 'I can statement' towards individual goals is a strength because teachers are able to identify and articulate the goals and plan opportunities for learners to practice skills and become more independent at an appropriate level.</p>	<p>All members of the class team to be aware of learner's personal goals and next steps to ensure personal goals will be clearly evidenced, and learners will be appropriately supported to make good or better progress.</p> <p>Targets to fully inform daily planning because this will further support all learner needs to be well met and enable learners the opportunity to develop and refine skills and apply them to a range of contexts, resulting in good or better progress.</p>
<p>BEHAVIOUR & ATTITUDES</p> <p>GOOD</p>	<p>Expectations of behaviour are high and staff view learners with unconditional positive regard.</p> <p>Personal Social Support Strategies (PSS) are well written, reviewed and moderated, resulting in the right strategies being used for each learner consistently.</p> <p>Behaviour across the school is good, staff are now more confident to interpret and manage difficult and dangerous incidents and strategies are consistently implemented to continually reduce risk and better support learners.</p> <p>Attitudes to learning are positive. Learners are keen to share their learning and interact with visiting staff. They're committed to their learning and are resilient to setbacks and take pride in their achievements.</p>	<p>Cultural use of appropriate language directing emphasis at what is being learnt, ensuring that learners have understanding of the purpose of their activities and a love of learning is nurtured throughout the school</p> <p>Fuller integration of Steps tools in to daily practice to further promote appropriate vocabulary and further embed policy in every day practice</p> <p>Review PSS content, specifically writing meaningful targets and use of Steps tools as part of the PSS, to further embed the Steps philosophy</p> <p>A clear and robust process to tackling patterns of absence, e.g. reporting to MIE, that is consistently applied.</p>

	Relationships between students and staff are strong and reflect our positive culture. Learners are respected and feel safe in their learning environment. Learners feel confident to share concerns with key members of staff and are reassured by consistent approaches linked to PSS's.	
PERSONAL DEVELOPMENT GOOD	<p>Pastoral support is strong; students have support mechanisms in place detailed in PSS's Students are supported to develop healthy lifestyles and have opportunities to practise relevant skills.</p> <p>Learners develop self-confidence quickly at the school and are happy to take risks in their learning.</p>	<p>Developing a more comprehensive Mental Health support package across school to develop capacity to support more learners with mental health needs.</p> <p>Supporting teachers to deliver SRE confidently and successfully; therefore learners will receive appropriate content and develop knowledge and understanding at an agreed pace</p>
LEADERSHIP & MANAGEMENT GOOD	<p>Leaders have high expectations and champion the learners' needs. They live the vision and values of the school.</p> <p>Leaders are flexible, respectful, transparent and honest. They communicate well, value staff contribution and support/challenge staff to develop.</p> <p>Leaders have a thorough understanding of the strengths and areas for development within their specified roles.</p> <p>Leaders know and understand the needs of learners and their families well.</p> <p>Leaders strategically plan for the future of the school, understanding the key developmental needs.</p> <p>Having a clear and accurate understanding of the strengths and areas of development within each phase is a strength because staff development and support can be tailored to meet individual needs, resulting in improved teaching and learning across the school.</p> <p>The Leadership team are strong and cohesive; teachers are well supported and working relationships have been established across phases</p>	<p>Develop further proactive strategies to support learners from different cohorts (for example, those who internalise anxiety), to enable dedicated focus and input on a wider range of learners.</p> <p>Further buy in to therapeutic approach to support learners through consistent policy and practice.</p> <p>Communication to be improved further with teaching assistants because this will support development of trust and confidence, support morale resulting in happy staff who feel well supported and enjoy working at the school.</p> <p>Further celebration and acknowledgment of staff successes, achievements and strengths because this will further develop staff motivation and enthusiasm resulting in happy staff who feel valued and continually improve.</p>
EARLY YEARS GOOD	<p>The EYFS curriculum is interesting and coherently planned which enables each learner to make progress</p> <p>Teaching is good with some outstanding features because teachers have a good understanding of the students in their class and because of that are able to plan their next steps</p> <p>Students make progress in their communication skills enabling them to access more and engage in activities for longer periods of time</p> <p>SALT and OT work closely with the EYFS team to ensure there is a consistent and integrated approach to therapy.</p>	<p>CPD in early reading skills and interaction is needed for TAs to ensure every moment is a learning opportunity</p> <p>Decrease dependence on adults even further to ensure students become more independent in their learning</p> <p>Complete more rigorous baseline assessment so we have firm evidence of the progress each learner has made</p> <p>More opportunities for outdoor learning because this will further provide rich sensory experiences, stimulating curiosity and investigation</p>
SIXTH FORM GOOD	<p>Staff in upper school classes of school have a thorough knowledge and understanding of learners and ensure they move onto highly appropriate next steps.</p> <p>Upper school staff work closely with the family, family workers, social care/health and the preparing for adulthood team to ensure the appropriate placement and bespoke package for students when they leave is in place.</p> <p>Students have strong input in their annual reviews and have a vital say in their learning and future. Students experience preparing for adulthood lessons, including preparing their own lunches, using and applying skills in the café area, accessing off site activities such as martial arts and work experience.</p>	<p>The curriculum needs to further ensure students are offered a broad/ wide range of activities which would help cover a range of life skills to fully prepare them for life after Edith Borthwick.</p>