



THE EDITH BORTHWICK SCHOOL – SELF EVALUATION 2019/20

UPDATED: JANUARY 2020

CONTEXT: The Edith Borthwick School is a large special school catering for 235 learners aged 3-19. All learners have an Education Health Care Plan (EHCP)

One third (33.4%) of learners are in receipt of free school meals. The vast majority of learners are White British.

The school is over subscribed, actual capacity should be 220, however the school works closely with the local authority to meet the needs of learners in the area. A very large percentage of the school budget is allocated to staffing, to ensure optimum support for learning and personal welfare.

Learners in the school make excellent progress towards their personalised goals and parents report high levels of satisfaction (over 92% say that their child makes good progress and over 98% report that their child is happy at school.)

Behaviour in the school is very good, especially considering the severity of learning disabilities that the school caters for, over the last year there have been 2 fixed term exclusions.

The school works closely with the other special schools in the county and facilitates the Essex Special Schools Education trust (ESSET), the Headteacher is the Vice chair of this group. The school also has strong links with local mainstream schools through the Professional Learning Network (PLN) and Braintree and the Villages cluster (BTVP).

Number on roll	2016/17	2017/18	2018/19	2019/20	Additional information
All	235	236	235	236	Boys are statistically much more likely to have EHCPs
Gender % (M/F)	78/22	80/20	81/19	81/19	
School FSM %					
School FSM %	38%	39%	37%	34%	
Nat. ave for FSM (special school)	36.4*	36.4	36.4	36.4	*From Department for Education Statistical first release (SfR 37/2017)
Looked after children (LAC)	7	6	7	5	
Forces	1	1	1	1	
Degree of learning difficulty					
Moderate	8%	7.4%	6.8%	5.9%	The degree of learning difficulty comes from the EHCP. Over time the school is attracting more learners with SLD and PMLD and less with MLD. Although the % of SLD is relatively static, we have noted an increase in the complexity of additional need (e.g. medical, multiple diagnoses...)
Severe	87%	87.5%	88%	89%	
PMLD	5%	5.1%	5.1%	5.1%	
ATTENDANCE					
Average across year	93.3%	93.2%	93.3%	92.8%	National average for special schools 90.3% (SfR 18/2018) Essex average for EHCP 92.1%, SLD average 90.1% (SfR 18/2018) Average persistent absentee is 28%, ours is 25% If you remove known 9 learners with persistent absence, attendance is 95%

From Last inspection (May 18) - Areas to improve

Leaders and those responsible for governance should ensure

- they define the roles and responsibilities of leaders and managers, so as to develop greater capacity to further raise standards in the school

Progress

The leadership team has produced Super 7, expectation required in all lessons.
Identified governors support and challenge each area of the SDP.
Hub leaders have increased clarity and have taken greater responsibility and lead assessment and progress.
An assistant head is in post with a clear remit on Behaviour & Attitudes.
Other roles, such as personnel and attendance, have been given greater clarity and focus.

<ul style="list-style-type: none"> they improve the quality of strategic planning so that leaders can pinpoint exactly what they need to do next, and can accurately measure the impact of their work, especially but not exclusively, in behaviour and attendance 	<p>Leaders and managers have greater input into the SEF and Head teacher's report to Governors on a termly basis. Specific roles linked to student and staff attendance have been given greater clarity and accountability.</p> <p>Reports provided enable the SLG to analyse data more effectively, particularly in behaviour and attendance. The SLG monitor attendance ½ termly, are aware of ongoing trends and take proactive steps to address these.</p> <p>The Assistant head teacher responds to all recorded incidents of challenging behaviour, directing support to reflect upon and revise support plans as appropriate.</p>
<ul style="list-style-type: none"> they identify the training and support needs of all staff, so that they feel well supported to deal with challenging behaviours. 	<p>Whole school CPD has been delivered linked to supporting challenging behaviour. This includes input from Jules McKim (managing challenging behaviour in complex needs), Dave Whitaker (unconditional positive regard), Essex Steps and Twilight sessions focussing on contributing factors (e.g. Attachment & therapeutic needs). Teams have been given directed time to discuss individual support needs to further improve approach and consistency.</p> <p>Following feedback from staff, a clear guide to key processes has been shared and a rota of on-call behaviour support has been put in place.</p>
<ul style="list-style-type: none"> reviews of behaviour support plans draw on all available evidence and are accurately recorded. 	<p>All level 3 behaviour incidents are responded to by SLG with guidance on how to move forward. Support plans are reviewed based on feedback and analysis and are shared with all key staff.</p>

<p>AREAS OF STRENGTH:</p> <p>Areas from the previous full inspection (Sep 14), writing and curriculum, have been addressed and have improved.</p> <p>Learners are well transitioned into the school and are supported well through their primary years.</p> <p>Learning and targets are closely linked to each child's EHCP – this thread runs throughout all learning.</p> <p>Almost all learners make expected or better progress against their priority learning goals.</p> <p>Learners leaving the school are well informed and go to very appropriate post 18 destinations.</p> <p>Learners are well cared for and staff ensure that they are happy and well taught throughout the day.</p> <p>Parents and learners are effusive about how the school keeps its learners safe.</p> <p>Safeguarding is effective.</p> <p>Safeguarding leaders are tenacious in chasing external agencies when they feel that learners are not getting the support they need.</p> <p>Attendance is good and above national and county averages compared to similar schools.</p>	<p>School Improvement Priorities</p> <p>QUALITY OF EDUCATION:</p> <p>The team around the learner actively assesses and gathers evidence on a daily basis, informing practice in all settings, resulting in rapid progress.</p> <p>Learners who are not making expected progress are quickly identified by teachers and a clear plan is put in place.</p> <p>Teachers and therapists have an accurate understanding of where every learner is secure and have the knowledge of how to move them on in their learning.</p> <p>Planning is effective and the team consistently use high quality strategies to result in rapid progress against priority learning goals.</p> <p>The Hub 5 curriculum embeds specific learner pathways, supported with appropriate accreditation, to prepare the learners for adult transition.</p> <p>BEHAVIOUR & ATTITUDES</p> <p>Leaders and teachers ensure that behaviour support plans are well crafted, consistently implemented and reviewed resulting in positive behaviour and a reduction of level 3 incidents.</p> <p>*To improve support and debrief for staff following incidents of challenging behaviour.</p> <p>PERSONAL DEVELOPMENT</p> <p>Cross school development teams to be established and led by hub leaders with a focus on:</p> <ul style="list-style-type: none"> *SMSC *PSHE, including SRE *E-Safety and tech health *Healthy Lifestyles <p>Audit and action plan to be developed over the year.</p> <p>LEADERSHIP & MANAGEMENT</p> <ul style="list-style-type: none"> *Leadership is well distributed through the school *Leaders have high expectations of staff performance and conduct throughout all aspects of the school day to maximise learning. *To improve staff attendance (97%+) in order to give as consistent approach as possible. *To improve learner attendance (95%+) *To further develop collaborative link with Change Partnership
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QUALITY OF EDUCATION – GOOD

	Strengths (what's working well):	What has been the impact of this work?
I N T E N T	<p>Leaders have designed an ambitious curriculum that is broad, balanced and engaging.</p> <p>In Hubs 1-4, the curriculum is topic based, enabling learning to focus on personalised learning goals. The topic is used to engage, excite and entice the learners to make good holistic progress.</p> <p>In Hub 5, the curriculum has greater focus on preparing our learners for adulthood and their next steps linked to their personalised goals.</p>	<p>Learners are engaged and want to share their learning. They are proud of their achievements and can talk about the progress they are making (where cognitively appropriate).</p> <p>The hub 5 curriculum is new and has started to be implemented.</p>
	<p>The school's curriculum enables learners to develop independence, take greater responsibility, refine life skills, communicate more effectively and develop their social skills.</p> <p>In each hub, knowledge, experience and skills are built upon and stretched. Personalised learning goals ensure that all learners make progress.</p> <p>At key transition points, leaders encourage learners and their families to be aspirational, for example to gain employment and access further learning.</p>	<p>Learners develop self-confidence and grow in maturity as they progress through the school. Learners develop and refine their skills and are able to apply this to a variety of settings due to the planned curriculum opportunities, e.g. forest school, Duke of Edinburgh and residential journeys.</p> <p>Almost all learners (98%) make expected or better progress.</p> <p>7 learners have gained full or part time paid employment over the past 3 years.</p>
	<p>Therapeutic provision, such as speech and language therapy, physiotherapy and occupational therapy, is embedded in the curriculum and is a core part of the offer for all learners.</p>	<p>Learners communication, physical and sensory needs are very well met.</p> <p>Learners make good progress in communication as they progress through the school.</p> <p>Learners develop their self-regulation skills due to the quality of therapeutic support they receive.</p>
	<p>Speech and Language is high quality and is embedded well across the school. The Therapy team are well integrated into the wider teaching team and universal and individualised strategies enable learners to make rapid progress with communication skills and independence.</p>	<p>Learners communication skills improve well and enable greater access to learning and increases their independence.</p>
	<p>Each individuals priority learning targets are taken from the Education, Health and Care Plan (EHCP). The EHCP process is robust and learner focussed, incorporating input from the learner (where appropriate), parents, teachers and the wider multi-disciplinary team.</p>	<p>Priority learning goals for each learning are specific, accurate and ambitious.</p>
	<p>Reading is a priority in the school. Reading skill acquisition, practice and generalisation is expected in both discrete and cross curricular lessons.</p>	<p>Learner's reading skills develop well.</p>

I M P L E M E N T A T I O N	IMPLEMENTATION	
	Teachers have a detailed understanding and knowledge of the learners they teach. They skilfully select effective strategies to enable learners to make progress and understand their learning. Teachers employ a wide range of strategies, such as TEACCH, based on a solid pedagogical understanding of the way their learners learn.	The quality of teaching and learning is good and learners make expected or better progress. Teaching strategies are well matched to learner need, resulting in positive progress.
	Leaders enable teachers to continually develop through focussed support, training and opportunities to learn from their colleagues, for example group planning in hubs and mentors for new staff.	Teachers develop their practice and increase skill over time.
	Teachers give useful and direct feedback to learners, in particular focussed praise, to reinforce learning and make it explicit. Teachers purposely build opportunities to check learners understanding by repetition of tasks and/or presenting them in different ways.	Learners know they have made progress and misconceptions are corrected.
	Teachers and leaders use assessment well, celebrating success and evidencing the progress individuals make. This assessment is used to inform next steps in planning learning. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or learners.	Learner progress is clearly evidenced, shared with key stakeholders and is used to inform next steps. Staff workload is manageable and focussed on the needs of the learners.
	Teachers create an environment that focuses on learners. Classrooms and resources are carefully organised and selected to support the individual needs of the learners. A high level of teaching assistant support ensures that individual learner needs are met.	Individual learner needs are met well.
	We are a reading school and opportunities for reading are encouraged at every opportunity across the school day in a variety of contexts.	Where possible learners improve their reading skills.
	Teachers, with the support of the SALT team, ensure that effective communication strategies are in place and well used.	Learners communication needs are well met.
I M P A C T	IMPACT	
	Learners develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This can be evidenced through progress against personal learning goals/evidence for learning termly reports/One Plans/topic or work books/photographic evidence/learner and parent surveys. On occasions this is accredited by outside agencies such as Duke of Edinburgh, ASDAN, NCS.	Learners are ready for their next challenges.

	<p>The vast majority of leavers move on to appropriate next destinations, for example employment, further education or bespoke social care packages.</p> <p>Personalised work experience opportunities are provided for those students for whom it is appropriate.</p> <p>Links have been made with adult specialist providers, such as The Zone & ECL, to enable learners on informal and semi-formal pathways to transition to the most appropriate provision.</p>	<p>The learners have the opportunity to develop and improve in the setting they move to and to lead happy and fulfilled lives.</p> <p>Those who have accessed work experience have increased their skills and understanding of the work place and the opportunity to be more employable in the future.</p> <p>Learners and families are more informed and prepared for next steps.</p>
	<p>The school provides regular information events to ensure parents and learners are well informed to support their transition to adult provision.</p> <p>School facilitates opportunities for learners and parents to meet with external agencies such as preparing for adulthood advisors and through our transitions event.</p>	<p>Parents feel supported to make informed choices.</p>
	<p>Learners engagement is high because the lessons and activities offered are motivating and highly engaging.</p>	<p>Learners make progress towards their personal learning targets.</p>
	<p>Reading is actively promoted throughout the school day so that learners can, through a variety of age and stage appropriate resources and approaches, such as: symbolised text, story books, recipes and newspapers, improve their reading.</p> <p>The application of mathematical knowledge is viewed as a life skill, therefore is embedded across the curriculum enabling learners to acquire and apply knowledge in appropriate real life situations.</p>	<p>Where possible, learners increase their fluency and enjoy reading. Learners gain functional reading skills to live more independent lives.</p> <p>Learners develop the mathematical skills to become more independent in everyday life at an appropriate level.</p>
<p>Areas for development</p>	<p>The team around the learner actively assesses and gathers evidence on a daily basis, informing practice in all settings, resulting in rapid progress. Learners who are not making expected progress are quickly identified by teachers and a clear plan is put in place.</p> <p>Teachers and therapists have an accurate understanding of where every learner is secure and have the knowledge of how to move them on in their learning. Planning is effective and the team consistently use high quality strategies to result in rapid progress against priority learning goals.</p> <p>The Hub 1-4 curriculum gives opportunities to engage in a broad range of experiences and topics, ensuring progression as they move through the school.</p> <p>The Hub 5 curriculum embeds specific learner pathways, supported with appropriate accreditation, to prepare the learners for adult transition.</p>	

BEHAVIOUR AND ATTITUDES – GOOD

Strengths (what's working well):	What has been the impact of this work?
<p>Positive behaviour support teaches learners to consistently manage their emotions and behaviour in a better way. Behaviour Watch is in place to report incidences of challenging behaviour across the school for the effective management of monitoring of behaviours. The Assistant Headteacher actively supports class teams.</p>	<p>Behaviour is good and behaviour support plans support learners to manage their own behaviour in the best way possible.</p> <p>Staff feel more supported and more confident in supporting behaviour.</p>
<p>The school is ambitious in its drive to improve attendance and the attendance officer is in daily contact with any absent learners. Detailed analysis enables the SLG to develop strategy to continue to further improve attendance.</p>	<p>The school's attendance is 93.3% - 2.4% above the national average for special schools.</p>
<p>The vast majority of attendance is good across the school, with the last 5 year's overall attendance being above the national average for special schools. Attendance is regularly scrutinised and this scrutiny leads to improvement.</p>	<p>Learners make expected or better progress as they access school regularly</p>
<p>Leaders, staff and learners create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread.</p>	<p>Learners feel safe in school and know what to do on the rare occasions they may not.</p>
<p>There is improvement in the behaviour and attendance of learners who have particular needs, for example through case studies we can see a clear decrease in challenge due to support given.</p>	<p>Specific individuals make better progress due to greater regulation</p>
<p>Learners love coming to school and are excited about and committed to their learning. They are actively involved in working towards their goals and are proud when they make progress or achieve these, for example through Star of the Week or Merits.</p>	<p>Learners are invested in their learning and put great effort in. Learning goals are bespoke and meaningful, when they are met this has a very positive impact on each learner's life.</p>
<p>Relationships among learners and staff are exceptional and reflect a positive and respectful culture; learners are very well known, liked and are safe.</p>	<p>Learners love coming to school and appreciate the support they receive when they are here. They feel liked and are safe.</p>
<p>The school has an attitude of unconditional positive regard towards the learners and always looks to develop and change its approach to meet the learners' complex needs. Fixed term exclusions are rare (six over the past 3 years) and are always focussed on increasing safety and enabling the learner to reintegrate and return successfully. There have been no permanent exclusion over the past three years.</p>	<p>Retention of learners is excellent and the school has a track record of offering outstanding support. If the school is unable to do this, extensive work with the local authority and other partners ensures the learners in question get an even better deal.</p>
<p>Areas for development</p>	<p>Leaders and teachers ensure that behaviour support plans are well crafted, consistently implemented and reviewed resulting in positive behaviour and a reduction of level 3 incidents. *To improve support and debrief for staff following incidents of challenging behaviour.</p>

PERSONAL DEVELOPMENT – GOOD	
Strengths (what's working well):	What has been the impact of this work?
The principles of democracy are at the heart of the curriculum e.g. turn taking, sharing and collaboration, as well as during assemblies and special projects. Learner opinions and questions are valued and encouraged.	Learners feel involved in their learning and feel empowered to influence what is taught and how the school develops.
British values are at the heart of all the school does. This focus helps learners to distinguish right from wrong and become better citizens. Verbal praise given to learners is frequently linked to the school's shared values of: respect, accept differences, show passion, be positive, trust, have fun and stay safe.	Learners develop into well rounded citizens who display admirable human qualities.
The pastoral needs of the learners at the school are high priority. Input from specialist teachers, therapy team, family workers and other professionals is actively encouraged to meet the holistic needs of each and every young person.	Learners are happy and confident because of the excellent pastoral support offered. New learners settle in to school well because of a well planned transition from a variety of destinations.
The curriculum extends beyond the academic, vocational or technical and provides for learners' broader development. The school's work to enhance learners' spiritual, moral, social and cultural development is of a high quality, through a variety of provision such as assemblies, celebration days, visiting groups, accessing learning in the community and residential trips.	Learners are confident and want to communicate with each other, the adults and visitors. They show interest in a variety of topics and display a 'give it a go' attitude.
Where appropriate, learners engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated. A shared value is 'Accept Differences'.	Learners are very accepting of each other and differences. Where appropriate they can discuss topics and give/discuss views.
The school provides learners with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society, for example by participating in the Duke of Edinburgh Scheme, work experience, NCS & actively engaging in the Multi-schools council and Learner to Learner project.	Learners access these opportunities and develop their responsibility throughout their time at school.
Areas for development	<p>Cross school development teams to be established and led by hub leaders with a focus on:</p> <ul style="list-style-type: none"> *SMSC *E-Safety and tech health *Healthy Lifestyles <p>Audit and action plan to be developed over the year.</p> <p>Revisit and develop school council across the school.</p>

LEADERSHIP AND MANAGEMENT – GOOD

Strengths (what's working well):	What has been the impact of this work?
<p>Leaders have a clear and highly ambitious vision for providing high-quality education to all learners: 'Enabling everyone to reach and go beyond their potential'. This is realised through strong, shared values, policies and practice.</p>	<p>Staff are on board with the vision and have a strong affinity with it. Staff are intrinsically motivated to make a real difference in the lives of the learners they support.</p>
<p>Positive relationships between governors and school leaders are based on trust, openness and transparency. Governors have worked hard to enhance their understanding of the strategic elements of their role, with specific reference to the revised Governor Handbook 2019, specific link governor responsibility and development of the Strategic Planning Group. Governors provide support for the headteacher, as a result, the headteacher is held to account for the school's performance and the chair is well-informed on current strengths and areas for development. Governors have increased knowledge and involvement regarding the strengths of the school, by joining climate walks and increased involvement through full governor days.</p>	<p>Governors can clearly demonstrate accountability and the impact of their strategic work. Following recommendations from governors, leaders have reviewed and improved safeguarding processes, including displaying key information in an improved fashion, have improved the safety of the building (including storage of medication) and have streamlined termly reporting to governors. Information reported to governors by school leaders related to school improvement and learner outcomes is now much more sharply focused, and as a result, governors are better informed on the strengths and weaknesses of the school. They are able to make more strategic decisions.</p>
<p>The school's safeguarding and child protection policy reflects, and refers to, 'Keeping children safe in education' (September 2019) and 'Working together to safeguard children' (March 2015). All staff undertake annual Safeguarding Training and induction of new staff now includes completion of NSPCC safeguarding and DfE PREVENT training. The school has an extensive programme to maintain vigilance around safeguarding, including safeguarding being a standing agenda item at all meetings.</p>	<p>Safeguarding across the school, including the early years and sixth form, is effective. The safeguarding team have an excellent understanding of local safeguarding issues. Staff responsible for safeguarding, behaviour and attendance have ensured that very clear systems are in place. They respond swiftly to persistent absence, and take action where necessary. The school's adoption of safer recruitment, induction programme, and visitor code of conduct ensure that all adults on site are clear about what to do if worried about a child.</p>
<p>The school actively encourage families to access a wide range of support, including the Family Worker team, specific training organised by the school (continence training, speech and language and OT strategies, Makaton), therapy team and termly learning conferences.</p>	<p>Parents and carers feel happy and confident that the school offers high levels of education, support and care for their children. <i>Parents are effusive in their praise for the school (Ofsted 2018)</i>. Surveys show that over 99% of parents agree that their child is happy, safe, enjoys coming to school and is making good progress.</p>
<p>Leaders have an accurate and shared view on the quality of teaching and learning across the school. This has been validated by external parties (LA review April 18, Ofsted May 18 & SIP ongoing). Leaders quickly identify strengths and areas for improvement and share these to enable development.</p>	<p>The majority of teaching is at least good and, often, is outstanding. Where teaching is not yet good, a robust plan is in place. Teachers continually improve and enable learners to meet or exceed the vast majority of their goals.</p>
<p>Leaders monitor and challenge personalised learning goals set by teachers to ensure that these are SMART (specific, measurable, achievable, relevant, timely)</p>	<p>Teachers set relevant, achievable and ambitious targets which result in learners making even better progress.</p>
<p>The school values and enables multi disciplinary work, through excellent relationships with a variety of stakeholders, including social care, school family workers, behaviour support, preparing for adulthood advisors, statutory assessment and educational psychologists</p>	<p>Learners are supported in a holistic way from all relevant services, ensuring that this support and understanding is consistent in all settings.</p>

<p>Leaders engage with staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload.</p>	<p>Staff workload is manageable and staff know they can ask leaders for additional time and support if required.</p>
<p>The school has a strong culture of safeguarding and all staff and governors are aware of its importance. There are thorough and effective systems in place for all staff/governors to raise concerns and to support learners to share their concerns. Safeguarding leads take their responsibilities very seriously and work together to ensure effective next steps are put in place to safeguard learners.</p> <p>The school has strong safer recruitment practice and key staff apply their training and knowledge well.</p> <p>Clear processes are in place to support staff to share concerns.</p>	<p>There is a culture of 'it could happen here' and all staff regard safeguarding with the utmost importance and clearly know the processes to follow if they have a concern.</p> <p>Learners feel safe as staff know them well and if they share concerns they are dealt with quickly and sensitively.</p> <p>Recruited staff have completed all necessary checks and vetting and following induction know how to support the culture of safeguarding.</p>
<p>Leaders in the school have been proactive in developing processes and support for staff following incidents of challenging behaviour. This was in response to concerns raised.</p>	<p>Clear processes of support are accessed by staff, e.g. STEPS tutor</p>
<p>Areas for development</p>	<ul style="list-style-type: none"> *Leadership is well distributed through the school *Leaders have high expectations of staff performance and conduct throughout all aspects of the school day to maximise learning. *To improve staff attendance (97%+) in order to give as consistent approach as possible. *To improve learner attendance (95%+) *To further develop collaborative link with Change Partnership

QUALITY OF EDUCATION IN EARLY YEARS – GOOD

Strengths (what's working well):	What has been the impact of this work?
<p>Leaders have clear and accurate understanding of the strengths and weaknesses of the provision and work tirelessly to improve. There is excellent team work between teachers and TAs and they share ideas, resources, planning and assessment.</p>	<p>This leads to accurate and ambitious Education Health and Care Plans which shape the learners lives and education resulting in highly successful outcomes.</p> <p>Learners settle well and routines are established quickly.</p>
<p>Excellent input and support from Speech and Language Therapy (SALT) and Occupational Therapy (OT) team has meant that staff have had some training around Intensive Interaction, Sensory Integration and PECS.</p> <p>A dedicated assistant speech and language therapist exclusively supports Early Years.</p>	<p>Effective partnerships with therapists are having a positive impact on outcomes. Staff supporting Early years have the knowledge and skill to enable the learners to make good progress.</p> <p>Learners communication needs are met quickly and effective strategies are put in place.</p>
<p>Safeguarding is effective, training is ongoing and provided year on year. All staff are acutely aware of the school's safeguarding policy. They know how and to whom to report concerns. EY has an appropriate number of staff who maintain the safety and welfare of the students.</p>	<p>The learners in Early Years are very safe and are effectively safeguarded. The staff know the learners incredibly well and pick up on slight differences in appearance and demeanour.</p>
<p>Teaching in EY is consistently of a high quality because the staff team are extremely receptive to advice sought from a wide range of other professionals, such as speech and language therapists. There is consistent use of outstanding and stimulating resources which are differentiated to the individual needs of the students. The environment and curriculum is outstanding; rich learning opportunities are offered through play, structured activities, intensive interaction, access to outside environment, swimming and a variety of therapies. This practice is disseminated to other schools who come to visit and learn from the teaching they see.</p>	<p>Learners in EY make good progress and settle quickly into the school. Parents show a high level of satisfaction.</p>
<p>Planning is very detailed and takes account of prior learning and the building of key skills. All staff contribute to assessment. Teachers complete Learning Journeys weekly showing photographic evidence towards key skills. These are shared with parents at One Plan meetings and Parents Evening. Consequently, learners make good or better progress</p>	<p>Evidence of learning is captured and shared very well and shows good progress.</p>
<p>Areas for development</p>	

QUALITY OF SIXTH-FORM PROVISION – GOOD

Strengths (what's working well):		What has been the impact of this work?
<p>The sixth form curriculum is designed to offer both depth and breadth of progression to foster both personal and academic growth. All students access some sort of work related learning although this may be at a sensory or experiential level for more complex learners, resulting in developed confidence and independence in different community settings.</p>		<p>Learners are well equipped with the necessary skills to move onto their personalised next steps</p>
<p>In the sixth form a variety of school assessment tools and soft data are used to measure and monitor progress.</p> <p>Standardised assessment and external accreditation are being introduced to supplement assessment this academic year.</p>		<p>The majority of Learners make good or better progress in achieving their yearly Priority Learning Targets, which moves them towards achieving their long-term goals and aspirations. Learners progress well in the acquisition of functional skills.</p>
<p>Student welfare is at the heart of everything we do, as the focus is to prepare students to be fulfilled and responsible young adults who can live safely in the community. Students are encouraged to follow healthy life styles, offered Sex Education appropriate to ability and emotional maturity and are specifically taught about safe lifestyle choices and safe use of social media and the internet, drugs and alcohol.</p>		<p>As a result of this, attendance and retention rates are high. Learners are well rounded, confident and develop well socially.</p>
<p>High quality independent careers guidance is provided by the preparing for adulthood advisors. The School ably facilitates the information flow between students, Parents/Carers, preparing for adulthood advisors and Learning Providers. Work experience placements are individually sourced (internally and externally) and managed to ensure a positive experience for both student and employer.</p>		<p>Students have increased opportunities for meaningful Work Experience. The reputation of the school is enhanced with learners as ambassadors.</p>
<p>Transitions beyond school are individually facilitated according to the needs and aspirations of the students. Increased emphasis is placed on using work experience placements to help our learners achieve employment, resulting in 7 students over the last 3 years gaining employment.</p>		<p>7 students over the last 3 years have gained paid employment. The vast majority of leavers move on to appropriate next destinations, for example employment, further education or bespoke social care packages./Leavers destinations file</p>
<p>Areas for development</p>	<p>The Hub 5 curriculum embeds specific learner pathways, supported with appropriate accreditation, to prepare the learners for adult transition.</p>	

EVIDENCE TO SUPPORT EVALUATION

Ofsted inspection report:	Ofsted May 18 Ofsted Sep 14
Quality of education:	Teachers Individual BLINK feedback, Teacher development plans, Curriculum Intent statement, Curriculum policy, CPD accessed (staff report termly), Teacher PMR, Annual report, Headteacher's report to Governors, Ofsted May 18, LA Reviews (17 & 18), SIP reports, Leavers destinations file, EHCP reviews, Parent Survey, Learner survey, Termly reports
Behaviour and attitudes:	Behaviour analysis report, Behaviourwatch, CPD record (staffing report), BLINK visit notes, Attendance report and analysis,
Personal development:	Yearly planner of events, Healthy schools audit, PSHE units of work, E-safety policy, Vision & Values, Assemblies, Duke of Edinburgh accreditation,
Leadership and management:	Staff survey, Parent Survey, Learner survey, Head teachers report to governors, Ofsted 18, SIP report notes, LA review 17 & 18, Attendance report and analysis, Role clarity document, SEF, SDP, Website,
Quality of education in early years (if applicable):	BLINK lesson visit notes, parent survey, EHCP progress, Termly reports
Quality of sixth-form provision (if applicable):	Leaver destination file, BLINK lesson visit notes, Parent survey, EHCP progress, Termly reports