



THE EDITH BORTHWICK SCHOOL – SELF EVALUATION 2020/21

UPDATED: OCTOBER 2020

CONTEXT: The Edith Borthwick School is a large special school catering for 248 learners aged 3-19. All learners have an Education Health Care Plan (EHCP)

Over one third (37%) 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 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).

	2018/19	2019/20	2020/21	Additional information
No. on roll	235	236	248	Boys are statistically much more likely to have EHCPs
Gender % (M/F)	81/19	81/19	81/19	
School FSM %	37%	34%	37%	
Nat. ave for FSM (special school)	36.4	36.4	37.5	*From Department for Education Statistical first release (SfR 37/2019)
Looked after children (LAC)	7	5	6	
Forces	1	1	1	
Moderate	6.8%	5.9%	5%	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	88%	89%	90%	
PMLD	5.1%	5.1%	5%	
Attendance	93.3%	93.8%	89.2%	National average is 89.9% & Essex average for special schools 90.1% (DfE attendance 2018-19)) Average persistent absentee is 27.2%, ours is 25%

From Last inspection (May 18) - Areas to improve Leaders and those responsible for governance should ensure

Progress

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

The leadership team has produced Super 7, expectation required in all lessons. Identified governors support and challenge each area of the SDP. The leadership team has been restructured, creating greater clarity and capacity to support and drive improvement. Three assistant heads are in place to lead each phase of the school (lower, middle & upper). A pastoral leader is in place to support behaviour, attendance and further pastoral support. Other roles, such as personnel and attendance, have been given greater clarity and focus.

- 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

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. 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. The Pastoral Leader responds to all recorded incidents of difficult or dangerous behaviour, directing support to reflect upon and revising Personal and social Support Strategies (PSS) as appropriate.

- they identify the training and support needs of all staff, so that they feel well supported to deal with challenging behaviours.

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. Following feedback from staff, a clear guide to key processes has been shared and methods to get support are in place.

<ul style="list-style-type: none"> reviews of behaviour support plans draw on all available evidence and are accurately recorded. 	<p>All logged incidents of difficult or dangerous behaviour are responded to and analysed on a ½ termly basis. Our proactive behaviour strategy has been shared and is in the process of being embedded. This includes using Personal and social Support Strategies (PSS), categorising learners into levels of support and ensuring all staff have up to date training and support.</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 development priorities</p> <table border="1"> <tr> <td data-bbox="624 360 1458 495"> <p>Quality of Education – Assessment</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. 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QUALITY OF EDUCATION – GOOD		
Strengths (what's working well)		Evidence
I N T E N T	The curriculum intent is ambitious and is constructed to give all learners the experiences and opportunities they need to lead successful lives. It is experience rich and plans to give learners opportunities to enable them to reach and go beyond their potential, e.g Duke of Edinburgh, NCS & residential experiences	Curriculum intent statement Curriculum map SDP – curriculum action plan Super 7 Planning
	The curriculum development plan shows intent to have clear milestones for all pathways in subject areas as they progress through the school, meaning that all learners develop skills and knowledge in an appropriate sequential way.	
	The curriculum is adapted acutely to meet specific learner needs within three distinct pathways (informal, semi-formal and formal). A clear intended focus is to enable learners to develop useful lifelong skills and knowledge which they can do well and with increased independence.	
I M P L E M E N T A T I O N	Teachers are experts on the learners in their class and support learners to make good progress. Curriculum development is enabling teachers to have greater clarity on key developmental milestones within specific subject areas.	One plan paperwork and parental satisfaction. Feedback from specific subject training and development (Reading & development teams) Meeting notes from lesson visits Individual teacher support logs PMR goals. Evidence for Learning Assessment books & termly learning reports. Internal moderation
	Teachers are skilled at checking and assessing learner understanding and progress and use this information to adapt their teaching methods and approach. They give good focussed praise ensuring the learners know what they have done well or need to improve.	
	Teaching is focussed on enabling learners to develop essential life skills and to be able to complete these with increased fluency and independence.	
	Teachers use assessment well and know where their learners are and where they need to move them onto. Further planned external moderation and use of benchmarked assessment tools will further improve this.	
	Our teachers create an environment which focuses on the learners – this is a real strength. Our curriculum planning intends to further improve the sequencing of teaching to best prepare for adulthood.	
	Teachers set appropriately stretching tasks and work for learners, enabling them to make continual progress.	
	Reading is a priority in the school and learners develop a love of books.	
	Teachers have high standards of speaking, listening, reading and writing, giving exemplary models to the learners.	
I M P A C T	Learners make good or better progress against their individualised priority learning goals.	Lesson visit logs EHCP assessment data Phase assessment reports
	Leavers destinations are well matched to individual aspiration, resulting in the majority of learners moving onto further education or appropriate social care packages. Over the past 3 years, four learners have gained employment.	
	Learners work and engagement is of a high quality.	
Areas for development	<p>Quality of Education – Assessment 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>Quality of Education – T&L 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>Quality of Education – Curriculum The Curriculum has a clear intent and strong implementation. In Upper School it clearly 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)		Evidence
<p>We have high expectations for learners' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. Staff view the learners with unconditional positive regard and this is applied through individual personal and social support strategies Our leaders support all staff well in managing pupil behaviour. Our staff make sure that pupils follow appropriate routines.</p>		<p>PSS Behaviour reports Attendance report Headteacher Report Lesson visit logs</p>
<p>Our leaders, staff and pupils create a positive environment in which bullying isn't tolerated. Where difficult or dangerous behaviour is seen, staff quickly address this and put support in place.</p>		
<p>There's demonstrable improvement in the behaviour and attendance of our pupils who have particular needs. Staff support learners in a very positive way.</p>		
<p>Our learners' attitudes to their education are positive. They're committed to their learning and are resilient to setbacks and take pride in their achievements</p>		
<p>Attendance is good and is above national average. When attendance is of concern, the school quickly acts and puts strategies and support in place to enable it to improve.</p>		
<p>Relationships among our learners and staff reflect a positive and respectful culture; learners are safe and they feel safe.</p>		
<p>Areas for development</p>	<p>Teaching teams ensure that Personal and social Support Strategies are well crafted, consistently implemented and reviewed resulting in positive behaviour and a clear reduction of incidents of difficult or dangerous behaviour.</p>	

PERSONAL DEVELOPMENT – GOOD

Strengths (what's working well):		Evidence
<p>Our curriculum extends beyond the academic, vocational or technical and provides for pupils' broader development, particularly in developing communication, social and life skills. Our curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character.</p>		SMSC policy
<p>Our work to enhance pupils' SMSC development is of a high quality and we offer an experience rich curriculum, both in school and through accessing the community.</p>		
<p>We provide high-quality pastoral support. Where appropriate, our pupils understand the need to to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have frequent opportunities to practise and apply these skills in school and the community. They have a stage-appropriate understanding of healthy relationships.</p>		
<p>We prepare pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, tolerance and respect. This is done through school council, phase assemblies and discreet PSED lessons.</p>		
<p>We promote equality of opportunity and diversity effectively. As a result, our pupils understand, appreciate and respect difference, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities. This is done through a variety of events and shared experiences, such as culture day, World Religion Day and Children in Need.</p>		
<p>We provide pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. School council discusses issues within the school.</p>		
Areas for development	<p>Cross school development teams to be established and led by hub leaders with a focus on: *PSHE – Social/Emotional *E-Safety & Tech health *Sex and Relationships Education (SRE) *Physical development & healthy lifestyles Audit and action plan to be developed over the year.</p>	

LEADERSHIP & MANAGEMENT – GOOD

Strengths (what's working well):		Evidence
Our leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice.		SDP Vision & Values document & displays in school. Website – policies & statutory information NQT induction feedback PMR PPG report Governing body minutes HT report to governors Parent feedback from EHCP & surveys Staff Welbee survey results (Sep 20) SIP visit notes Safeguarding records & ECC audit.
Our leaders focus on improving teaching and learning in all classrooms and across the school, There is an ambitious drive to ensure tomorrow is always better than today and teachers embrace this challenge.		
The practice and subject knowledge of our staff, including NQTs, build and improve over time.		
Our leaders aim to ensure that all pupils successfully complete their programmes of study and progress against their EHCP priorities. We provide the support for staff to make this possible.		
Our leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services.		
Our leaders engage with their staff and are aware and take account of the main pressures on them. They're realistic and constructive in the way they manage staff, including their workload.		
Our leaders protect staff from bullying and harassment.		
Those responsible for governance understand their role and carry this out effectively. Our governors/trustees ensure that we have a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education. Those with responsibility for governance ensure that our school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the Prevent duty and safeguarding.		
We have a culture of safeguarding that supports effective arrangements to: <ul style="list-style-type: none"> • Identify pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation • Help pupils reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help • Manage safe recruitment and allegations about adults who may be a risk to pupils Learners are safe and feel safe.		
Areas for development	*Leadership is well distributed through the school and Leaders have greater autonomy over developing their areas of responsibility *Leaders remove barriers and offer exemplary support to enable teachers and staff meet all learners needs well. *To further develop collaborative link with Change Partnership & ESSET	

OVERALL EFFECTIVENESS – GOOD