



Self-Evaluation Report

Contents

Section 1 – Context of the school

Section 2 - Outcomes for children and learners including Early Years and 16-19

Section 3 - Quality of teaching, learning and assessment

Section 4 – Personal development, behaviour and welfare

Section 5 – Effectiveness of leadership and management

Section 6 – Progress in relation to the previous inspection

Section 7 – Strengths and areas of development

Section 8 – Overall Effectiveness of the school

School:	Pitcheroak	DFE Number:	885 7009
Headteacher:	Sheila Holden	Chair of Governors:	Mr Steve Turner
Updated:	October 2018	Review Date:	July 2019

SECTION 1: CONTEXT OF THE SCHOOL

- Pitcheroak is a school for young people with cognition and learning difficulties between the ages of 4 and 19 located in Batchley in Redditch. We are a generic special school, catering for students with a wide range of learning difficulties including ASD and complex needs, MLD and SLD. 3% of the learners have HI and 4% have VI.
- In September 2018, there are 147 students on roll (27% Female and 73% Male). The vast majority of students come from the Redditch area.
- As of September 2018, pupils mainly come from white British families (73%) with a small number of pupils from other backgrounds such as Bangladeshi, Black African, Pakistani, Eastern European, and White/Black Caribbean families.
- The students' attainment on entry is well below age-related expectations. All students attending the school have an Educational Health Care Plan.
- The population changes year on year and as you can see from the table below the growth area is within the ASD population. We recognise that children are being admitted with more complex needs and in greater numbers. This is evident particularly in Early Years where their starting points have typically been 0-11 months cognitively.

	BESD	SLD	ASD	MLD	PP	FSM	EAL	LAC
2018-2019 (147 pupils)	2%	40%	33%	25%	44.6%	30%	13.6%	4.7%
2017-2018 (143 pupils)	1.5%	42%	30%	26.5%	38%	30%	12%	5.5%
2016-2017 (139 pupils)	1%	42%	29%	28%	37%	29%	13%	8%

- Pitcheroak is a school that provides well for all students. The students thrive in a positive and supportive atmosphere that contributes well to their personal, social, emotional and academic development. Students achieve well in accredited courses at the end of KS4 and KS5. 100% of students' secure positive educational destinations. **Evidence: Destinations Grid on website.**
- The school is an integral part of the local community and we have developed good

relationships with a number of local schools where our students access mainstream lessons and in addition we are able to meet the needs of a small number of mainstream students with special needs. **Evidence: Inclusion Documentation; Case Study; Partner school evaluations**

- There are 15 classes educated on site. Classes vary in size from 8 to 12 students, organised according to key stage/ability. **Evidence: Class lists**
- Students in KS5 access educational opportunities at Heart of Worcestershire College, Redditch as well as enjoying opportunities for work experience placements. **Evidence: Work Experience Log**
- We provide a range of after school and lunchtime clubs for our students. Activities include arts and crafts, gardening, cooking, disco, ICT and music. **Evidence: After school clubs records and attendance registers**

2017-2018	28% of our students accessed at least one after school club over the course of the academic year.	45% are PPG students
2016-2017	36.5% of our students accessed at least one after school club over the course of the academic year.	35.5% are PPG students
2015-2016	15% of our students accessed at least one after school club over the course of the academic year.	9% are PPG students

- We provide holiday play schemes during the school holidays. These play schemes are over-subscribed and places are limited.

HOLIDAY SCHEMES	Attendance of whole school population
2017-2018 (Easter and Summer holiday playschemes)	15%
2016-2017 (Easter and Summer holiday playschemes)	13%
2015-2016 (Easter and Summer holiday playschemes)	15%

- We work closely with a range of agencies, e.g. Social Services, Health Authority, Family Support Workers, Educational Psychology, and LA Advisors. We are fortunate that we have a Careers Advisor, Social Worker and School nurse all based at school.
- The school is proud of its achievements these include:
 - Eco School Silver Award (June 2018);

- Rights Respecting Award – Bronze (January 2018);
- Governor Mark (July 2017);
- Leading Parent Partnership Award (July '17-July '20);
- Eco School Bronze Award (April 2016);
- Safety Mark (Feb '16);
- Food Champions Award (Oct '15);
- Investors in People 10 year award (Feb '11–Feb '21);
- I Can Primary Talk (March '12-March '15);
- International School Award, Foundation and Intermediate (March & April '13).
- The following awards/quality marks are currently being compiled or explored: Basic Skills Mark (ABR); Anti-Bullying Mark (JWO) and Rights Respecting Award (CVA); Inclusion Quality Mark (SHO); Well-Being Award (SHO); Careers Award (TGE).

SECTION 2: OUTCOMES FOR CHILDREN AND LEARNERS INCLUDING EARLY YEARS AND 16-19

Outstanding	Good	Requires Improvement	Inadequate
	✓		

Student Progress for all learners is good

2.1 Students in the **Early Years Foundation Stage** make good progress

- The majority of students entering the school in Reception and Year 1 have severe and complex needs and have particularly low attainment (0-11 months on entry). 100% of students entering the school in Reception make emerging progress against the Early Learning Goals. Increasingly more students are entering the early year’s department with Autism and complex needs. In July 2018 100% of Reception pupils were assessed as ‘emerging’ in terms of attainment. **Evidence: Early Years Progress Data**

Reception Pupils	July 2016 (7 pupils)			July 2017 (3 pupils)			July 2018 (7 pupils)		
	Below expected	Expected	Above expected	Below expected	Expected	Above expected	Below expected	Expected	Above expected
Progress	29%	29%	42%	0%	67%	33%	14%	0%	86%
Number of R students	2	2	3	0	2	1	1	0	6

2.2 Students in **Key Stage 1 to Key Stage 3** make good progress

- The majority of students make Median Quartile + progress from their low starting points and advance well in a wide range of subjects. We know this because we have detailed information about the progress of individual students. **Evidence: B Squared data; GAP**

English						
	% Median Quartile +			% Upper Quartile		
	2016	2017	2018	2016	2017	2018
EoKS1	80%	75%	86%	80%	37.5%	43%
EoKS2	83%	100%	100%	33%	29%	90%

EoKS3	87%	100%	88%	50%	50%	55%
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Maths						
	% Median Quartile +			% Upper Quartile		
	2016	2017	2018	2016	2017	2018
EoKS1	80%	87.5%	86%	80%	62.5%	72%
EoKS2	83%	100%	100%	66%	86%	90%
EoKS3	100%	100%	100%	50%	75%	78%

- New starters enter the school in different year groups and at various points throughout the school year. All new students are base-lined in all subjects. Targets are set in core subjects and progress tracked at key points throughout the academic year. **Evidence: IEP's; Target Setting; B Squared Baseline data**
- 100% of students (2 x student) at EoKS1 who are in receipt of Pupil Premium made 2 or more levels of progress in English.
- 100% of students at EoKS2 made MQ progress or above in English and Maths with 90% achieving UQ progress.
- 100% of girls at EoKS2 made UQ progress in English, 100% of boys at EoKS2 made UQ progress in maths.
- 100% of students (3 out of 10) at EoKS2 who are in receipt of Pupil Premium made UQ progress in English and maths.
- 100% of students (2 out of 10) at EoKS2 who are in receipt of Free School Meals made UQ progress in English and maths.
- 100% of students (2 out of 10) with English as an Additional Language at EoKS2 made UQ progress in English and maths.
- 100% of students at EoKS3 (9 x students) made MQ progress or above in maths.
- 100% of girls at EoKS3 (5 x students) made UQ progress in maths.
- 83% of students (5 out of 6) at EoKS3 who are in receipt of Pupil Premium made UQ progress in maths.

- 100% of students (4 x students) at EoKS3 who are in receipt of Free School Meals made UQ progress in maths. *Evidence: SDDR Reviews; End of Year Summary Data analysis*

Evaluation of last year's targets for KS1-KS3 (2017-18)

- Increase the % of pupils achieving 2 levels of progress + in English at KS1 – target achieved (75% 2016-17, 86% 2017-18)
- Increase the % of pupils achieving 2 levels of progress + in maths at KS1 – this has not been achieved (87.5% 2016-17, 86% 2017-18) however the % of pupils who achieved 3 or more levels of progress increased from 62.5% in 2016-17 to 72% in 2017-18.
- Increase the % of pupils achieving UQ progress to at least 33% in English at KS2 – target achieved (90% of pupils achieved UQ progress)
- Increase the % of boys achieving UQ progress in English at KS3 – target achieved (43% 2016-17, 50% 2017-18).
- Increase the % of boys achieving UQ progress in maths at KS3 – this has not been achieved (57% in 2016-17, 50% in 2017-18) however there were almost half the number of boys in the cohort in 2017-2018 and of these boys only 1 was set an UQ target as opposed to 4 in the cohort 2016-2017.
- Increase the % of pupils in receipt of FSM/ Pupil premium achieving UQ progress in English at KS3 – target achieved (33% 2016-17, 50% 2017-18)

Students in Key Stage 1 to Key Stage 3 make good progress in terms of prior attainment

EoKS1 % achieving at	No of students in cohort	Below expected	Expected	Above expected
2017-2018 (English)	7	14%	43%	43%
2017-2018 (maths)	7	14%	14%	72%
2016-2017 (English)	8	25%	37.5%	37.5%
2016-2017 (maths)	8	12.5%	25%	62.5%
2015-2016 (English)	5	20%	0%	80%
2015-2016 (maths)	5	20%	0%	80%

Nationally	N/A	25%	50%	25%
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*1 student at EoKS1 is below LQ progress in English & maths in 2014-2015

EoKS2 % achieving at	No of students in cohort	Below expected	Expected	Above expected
2017-2018 (English)	10	0%	10%	90%
2017-2018 (maths)	10	0%	10%	90%
2016-2017 (English)	14	0%	71%	29%
2016-2017 (maths)	14	0%	14%	86%
2015-2016 (English)	6*	0%	50%	33%
2015-2016 (maths)	6*	0%	17%	66%
Nationally	N/A	25%	50%	25%

*1 student at EoKS2 is below LQ progress in English & maths in 2015-2016

EoKS3 % achieving at	No of students in cohort	Below expected	Expected	Above expected
2017-2018 (English)	9	11%	33%	55%
2017-2018 (maths)	9	0%	22%	78%
2016-2017 (English)	12	0%	50%	50%
2016-2017 (maths)	12	0%	25%	75%
2015-2016 (English)	8	13%	37%	50%
2015-2016 (maths)	8	0%	50%	50%
Nationally	N/A	25%	50%	25%

2.3 Students in Key Stage 4 make good progress and achieve good result completing year 11 with a range of qualifications.

Over the past 3 years:

- 58% of students entered for English achieved an Entry Level 2 or above.
- 75% of students entered for maths achieved an Entry Level 2 or above.
- 100% of students entered for the Personal Progress qualification achieved Entry Level 1.

EoKS4 Data	No of students entered	% of students achieving EL1	% of students achieving EL2	% of students achieving EL3
2017-2018 (Step up to English AQA EL)	7	43%	57%	0%
2017-2018 (maths AQA EL)	8	25%	62.5%	12.5%
2017-2018 (ASDAN Silver PD)	8	100%		
2017-2018 (ASDAN Bronze PD)	1	100%		
2017-2018 (ASDAN Personal Progress)	1	100%		
2017-2018 (Living Independently Short Course)	9	100% achieved 4 credits		
2017-2018 (Manufacturing Voc. Taster)	8	100% achieved 3 credits		
2017-2018 (Food wise Short Course)	9	100% achieved 2 credits		
2017-2018 (Expressive Arts Short Course)	8	87.5% achieved 2 credits; 12.5% achieved 1 credit		
2016-2017 (Step up to English AQA EL)	10*	30%	10%	40%
2016-2017 (maths AQA EL)	10	20%	30%	50%
2016-2017 (science AQA EL)	9	22%	45%	33%
2016-2017 (ICT OCR EL)	9	22%	44.5%	33.5%
2016-2017 (ASDAN Silver PD)	9	100%		
2016-2017 (ASDAN Personal Progress)	6	100%		
2016-2017 (Young Leaders award)	9	100% pass		
2016-2017	9	100% pass		

(Employability Skills Dev)				
2016-2017 (Manufacturing Voc. Taster)	9	100% achieved 3 credits		
2016-2017 (Food wise Short Course)	9	100% achieved 2 credits		
2016-2017 (Sport & Fitness Short Course)	9	78% achieved 6 credits; 11% achieved 4 credits; 11% achieved 3 credits		
2016-2017 (Expressive Arts Short Course)	9	100% achieved 5 credits		
2015-2016 (English AQA EL)	3	33%	33%	33%
2015-2016 (maths AQA EL)	4	25%	50%	25%
2015-2016 (science AQA EL)	2*		50%	
2015-2016 (OCR Functional Skills in ICT)	2*		50%	
2015-2016 (ASDAN Silver Award PD)	2*			50%
2015-2016 (ASDAN Transition Challenge)	3	100%		
2015-2016 (ASDAN Personal Progress)	2	100%		

**2017-2018 – English – 1 x student underperformed due to low attendance – still achieved qualification*

**2016-2017 – Step up to English – 2 x students were ungraded. This is a new course and the mark scheme is far more stringent in comparison to the Entry Level English previously taken.*

**2015-2016 – science, ASDAN Personal Development Programme and ICT – 1 x student was not entered due to significant anxiety issues re: attending school – 61% attendance.*

Number of students in Key Stage 4 cohort:

- In 2017-2018 – 10 students at EoKS4; 9 MLD students followed EL courses (1 x student was electively home educated therefore minimal accreditation results were achieved) and 1 SLD student followed the Personal Progress pathway.
- In 2016-2017 – 15 students at EoKS4; 9 MLD students followed EL courses and 6 SLD students followed Personal Progress.
- In 2015-2016 – 4 students at EoKS4; 2 MLD students followed EL courses and 2 SLD students followed Personal Progress.

2.4 Students in Key Stage 5 make good progress and achieve good results completing the Sixth Form with a range of qualifications.

- Students in the Sixth Form achieve good results and leave school with a range of qualifications. **Evidence: Key Stage 5 accreditation records**

Over the past 3 years:

- 100% of students entered for English achieved an Entry Level 2 or above.
- 100% of students entered for maths achieved an Entry Level 1 or above.
- 100% of students entered for Diploma in Independent Living achieved EL2.
- 100% of students entered for the Diploma in Personal Progress qualification achieved EL1.
- 100% of leavers secure positive educational destinations. **Evidence: Leavers' Destinations**

EoKS5 Data	No of students entered	% of students achieving EL1	% of students achieving EL2	% of students achieving EL3
2017-2018 (OCNWM Diploma in Personal Progress)	3	100%		
2017-2018 (OCNWM Diploma in Independent Living)	2		100%	
2017-2018 (OCNWM Entry Level in Maths)	4		25%	75%
2017-2018 (OCNWM Entry Level in English - Certificate)	4		100%	
2017-2018 (OCNWM Award in ICT)	4			100%
2016-2017 (OCNWM Diploma in Personal Progress)	2	100%		
2016-2017 (OCNWM Award in Personal Progress)	2	100%		
2016-2017 (OCNWM Diploma in Independent Living)	9		100%	
2016-2017 (OCNWM Entry Level in Maths)	12	8.3%	33.3%	58.3%
2016-2017 (OCNWM Entry Level in English - Certificate)	9		100%	
2016-2017	9			100%

(OCNWM Award in ICT)				
2016-2017 (OCR Entry Level Certificate in PE)	9	33.5%	55.5%	11%
2015-2016 (OCNWM Diploma in Personal Progress)	3	100%		
2015-2016 (OCNWM Diploma in Independent Living)	4		100%	
2015-2016 (OCNWM Entry Level in Maths - Certificate)	4		50%	50%
2015-2016 (OCNWM Entry Level in Maths – Award)	3 *	67%		
2015-2016 (OCNWM Entry Level in English - Certificate)	4		100%	
2015-2016 (OCNWM Award in Work and ICT)	4			100%

*2015-2016 – OCNWM Entry Level in Maths Award - 1 x student did not achieve the award as was unable to complete the necessary coursework required.

Number of students in Key Stage 5 in cohort:

- In 2017-2018 – 7 students at EoKS5; 3 MLD students and 4 SLD students.
- In 2016-2017 – 14 students at EoKS5; 9 MLD students and 5 SLD students.
- In 2015-2016 – 7 students at EoKS5; 4 MLD students and 3 SLD students.

2.5 Attendance across the school is broadly average

- Student attendance at Pitcheroak is broadly average. Attendance is tracked of vulnerable groups as well as whole school attendance and appropriate interventions and support are put in place to support persistent absenteeism. Students enjoy coming to school and we recognise that good attendance is a contributory factor to the good progress made. **Evidence: Student Questionnaire; Record of Attendance meetings; Attendance file**

	Pitcheroak Attendance %	Special Schools National Attendance %	National Attendance %
2017-18	91.56%	Yet to be published	Yet to be published

2016-17	92.49%	90.3%	95.3%
2015-16	93.84%	90.9%	95.3%

Source: National Tables: SFR14/2017 <https://www.gov.uk/government/statistics/pupil-absence-in-schools-in-england-2016-to-2017>

- Our students make good progress as a direct consequence of our relationship with our parents/ carers. Attendance rates at ‘annual review’ meetings is good. Family conversation documentation is always sent home prior to any review to invite parents/ carers to contribute to decision making.

Attendance at EHCP Annual Reviews	% of parents/ carers	Attendance at parent consultation	% of parents/ carers
2017-2018	75%	2017-2018 (2 x evenings)	52%
2016-2017	71.3%	2016-2017 (2 x evenings)	52%
2015-2016	67%	2015-2016 (2 x evenings)	52%

- There are numerous opportunities within the school calendar for parent engagement activities in each Key Stage when parents/ carers can learn alongside their child. **Evidence: Annual Review Paperwork; Educational Health Care Plans; Parent Engagement Calendar**

SECTION 3: QUALITY OF TEACHING, LEARNING AND ASSESSMENT

Outstanding	Good	Requires Improvement	Inadequate
	✓		

3.1 Students develop good knowledge, understanding and skills in all aspects of the curriculum

- We recognise that children are being admitted with more complex needs and in greater numbers. This is evident particularly in Early Years where their starting points have typically been 0-11 months cognitively. We are currently focusing on teaching and learning in these areas as it requires a different way of teaching to meet the needs of these complex learners. We recognise that delivery within lessons needs to become faster paced and there needs to be greater variety in lessons in order to engage these learners. This is an area that presents challenges to some teachers in complex classes. This has led us to address these challenges by re-defining the components of conventional pedagogies. The INSET plan that is in place for 18-19 places stronger emphasis on this area. This growth of complex learners was identified by Barry Carpenter many years ago and is becoming evident in the changing population at Pitcheroak School. As a consequence of this we have identified this as an area of focus on the SDIP.
- The curriculum is continually developing. The curriculum plan has had significant change over the past 5 years in order to differentiate for students with severe and complex needs to facilitate personalised learning opportunities. There is an annual review of every curriculum area that Governors are invited to attend and share in the review process.
Evidence: Subject Reviews; Curriculum Long term Plan
- We provide an age appropriate curriculum that promotes links with other local schools, businesses, colleges, artists and musicians. This has enabled our students to develop a greater awareness of cultural differences in our society and to develop interests in other subjects/areas of life. *Evidence: Post 16 curriculum; Inclusion database; enrichment database*
- We offer an excellent range of residential experiences for our students as well as a range of outdoor learning opportunities. This has enabled students to develop independence and social skills in line with their PSD targets. *Evidence: 3 year Residential Plan*

3.2 Assessment procedures are robust

- Scrutiny of student's work is routinely undertaken both internally and externally to moderate levels and to help ensure accurate assessment of student levels. *Evidence:*

Standards files

3.3 There is an excellent breadth of curriculum opportunities provided for all learners

- The school offers a wide range of varied opportunities that enable students to participate in enrichment activities that have enabled students to improve self-confidence and self-esteem. **Evidence: Enrichment Database**
- Students are grouped and staffed according to need and follow a 2, 3 or 4 year rolling curriculum programme which is differentiated in order to meet individual pupil needs. **Evidence: Long Term Curriculum Plan**
- We offer a range of externally accredited courses at Key Stage 4 and Key Stage 5 that are matched to student's ability that ensure student destinations are secured prior to departure from Pitcheroak. **Evidence: Exams spreadsheet; Destinations grid**

3.4 The school promotes SMSC development along with their physical and mental well-being

- All staff promote the moral development of students by acting as role models and set clear expectations of behaviour. This allows students to replicate good behaviour and ensures that this is consistently applied across the school. **Evidence: Learning walk info; Class code of conduct/ rules/ promotion of school values**
- From Sept 2016 we have employed a part-time 'well-being counsellor' who is trained in mental health and cognitive behavior. This has allowed students with mental health issues (who are delayed in their referrals to CAMHS) to access immediate in-house support to minimise problems associated with their mental health condition and the impact this may have on their learning. **Evidence: case study**
- In Key Stage 4 and 5 current affairs are regularly discussed as part of PSHE thereby encouraging students to reflect on wider issues around the world. **Evidence: PSHE Planning**
- Assemblies are held for all key stages on a weekly basis and led by various visiting speakers, class groups and staff. At the end of assembly it is usual for a reflection to be said aloud. **Evidence: Timetable; Assembly rota and powerpoints**
- The school council contribute to whole school decision making and are duly elected every Autumn Term. **Evidence: School Council minutes of meetings; Election documentation**
- Visits to various places of worship for different faiths are organised where appropriate to encourage students to develop tolerance and understanding of different faiths and cultures. The whole school attend the local church every year at Christmas time. **Evidence: Racist incidents on SLEUTH; Enrichment database; RE lesson plans**

- School dinners encourage the use of good table manners and students wait until everyone has finished before being dismissed. Staff are on duty throughout lunchtime to encourage good manners, helping others and turn-taking. Students are sensitive to the needs of others and selflessly support their peers without prompt. *Evidence: Observation; Dining hall rules on display*
- Looked After Children (LAC) reviews, Team Around the Child (TAC), and short break reviews hosted by the school ensure that the progress of those students is very closely monitored and the right support is put in place to meet the student academic and wider needs. *Evidence: LAC meeting paperwork*
- PEP documents are completed to a high/outstanding standard. They have been highlighted as very detailed in terms of needs, strengths, progress, future planning and the child's views. *Evidence: E-mails sent from Birmingham; Luton virtual Heads*
- Whole school fundraising activities for charitable causes are organised every year to educate young people in a values based curriculum. *Evidence: website news posts; SLT minutes; Photographic; Display boards*
- We continually strive to encourage the physical development of learners by offering a wide, extensive and progressive PE curriculum that is accessible by all. We are fortunate to have a purpose built gym for the older students to use at their leisure and in lessons. In KS4 students follow the ASDAN short course in Sports and Fitness and in KS5 students follow OCR Entry Level PE. *Evidence: PE Medium Term Planning; Curriculum LTP*
- All students attend swimming lessons. EY's and KS2 students follow the STARFISH series of awards, whereas KS2 swimmers follow the STAnley series. *Evidence: Timetable; Achievement Records*
- The sports premium funding provides students with exciting learning opportunities including Bikeability; Horse riding; mini fitness equipment and the employment of sports coaches. The impact of these activities has resulted in increased confidence, motivation and skills. Fitness levels have improved overall. *Evidence: Report to parents 'Evidencing the Impact of Primary PE and Sport Premium'; Enrichment database*
- Physical fitness is an integral part of our students' lifestyles. They are constantly made aware of this and are encouraged to pursue healthy and active lifestyles by engaging in inter school competitions and attending extra-curricular activities. The school have employed additional specialist coaching within PE such as bikeability, Athletics coaching and Dance. We run an after school dance club for students with SEND for young people from the local area. *Evidence: PE Curriculum; Photographic evidence; Sports Premium*

- A small number of students receive sessions with a Drama therapist to support behaviour management. Students receive therapy on a weekly basis and this helps to address concerns regarding expressing feelings appropriately, building self-confidence and self-esteem. **Evidence: SLEUTH; Referral paperwork; B Squared data for individual students; Exclusions data; Therapist case studies**
- A small number of students receive sessions with a Music Therapist to enhance communication and learning skills. The weekly sessions focus on social and communication skills, reducing anxiety and increasing self-confidence, self-esteem and motivation to engage. **Evidence: Referral paperwork; B Squared data for individual students; Case study**
- Speech and Language intervention leads to an increased development in communication skills and improved access to learning. Specialist Speech and Language therapists work with our students on a regular basis to support staff in school and ensure a consistent teaching approach. **Evidence: Subject review paperwork; Training Records**

Year	Drama % of whole school	Music % of whole school	Speech and Language % of whole school
2017-2018	8%	4%	44% (Targeted)
2016-2017	9%	6%	36% (Targeted)
2015-2016	10%	6%	58% (Targeted)

3.5 Quality of teaching and learning

- The majority of teaching is good. Lesson observations are conducted on an annual basis by the School Improvement Partner who routinely supports the leadership team to identify key areas of teaching and learning that require further development. **Evidence: Lesson observations; EoKS Data**
- External monitoring of the quality of T & L in lessons took place in Autumn 2018 by the School Improvement Partner showed that of the 15 lessons observed 74% were good or better as a consequence of this, students make good progress. **Evidence: Lesson observations; EoKS Data; Accreditation results**
- The marking policy is understood and consistently applied. Student work is well presented and there is clear evidence of at least good progress over time. **Evidence: SIP report; Learning Journals for Complex Learners**

3.6 Student Progress is good in all year groups in terms of their prior attainment

- All subjects are moderated internally and externally as part of a special schools cross LA network meeting locally to support accurate judgements of teacher's assessment. **Evidence: standards files**

Year group comparison - 3 year overview – English (on track to meet MQ+ or UQ)						
	% median + (75% is expected progress nationally)			% upper (25% is expected progress nationally)		
	2016	2017	2018	2016	2017	2018
1	88%	86%	100%	25%	43%	67%
2	80%	75%	86%	80%	37.5%	43%
3	100%	100%	78%	60%	67%	22%
4	91%	100%	100%	55%	90%	71%
5	86%	100%	100%	43%	60%	89%
6	83%	100%	100%	33%	29%	90%
7	88%	100%	88%	33%	92%	47%
8	100%	89%	100%	42%	78%	100%
9	87%	100%	89%	50%	50%	55%
Year group comparison - 3 year overview – maths (on track to meet MQ+ or UQ)						
	% median + (75% is expected progress nationally)			% upper (25% is expected progress nationally)		
	2016	2017	2018	2016	2017	2018
1	50%	86%	100%	37.5%	57%	67%
2	80%	87.5%	86%	80%	62.5%	72%
3	100%	100%	67%	90%	83%	56%

4	82%	100%	86%	73%	100%	86%
5	100%	100%	100%	79%	90%	100%
6	83%	100%	100%	66%	86%	90%
7	100%	100%	94%	89%	92%	65%
8	92%	100%	100%	75%	89%	100%
9	100%	100%	100%	50%	75%	78%

SECTION 4: PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

Outstanding	Good	Requires Improvement	Inadequate
	✓		

4.1 Students develop in self-confidence, become more self-aware and understand how to be successful learners

- As a school we are constantly reinforcing positive messages. The school council encourages students to grow in confidence representing pupil views on a range of matters. Students are proud to be members of the school. *Evidence: Attendance data; School Council minutes; B Squared data; Student questionnaires; Positive SLEUTH reports; House points*
- 89% of students reported that they were happy in school with 86% stating that they know what to do to make progress. *Evidence: Pupil Questionnaire Feb 2018*

4.2 Students are proud of their achievements and this is recognised consistently

- There is a well established reward system that is differentiated for each key stage and motivational in terms of rewards and incentives offered. On a weekly basis achievements are recognised through key stage assemblies and shared with our parents/carers through the home school diaries and certificates/post cards being sent home. *Evidence: Zone Board; Displays; Certificates; RoA; Assemblies; Rewards; Treat Seat; KS3 shop; Parent engagement*

4.3 Behaviour at this school is good and students show respect for the school and one another

- Since March 2017 the school have been working with Prime Education Services to audit the needs of students with autism using the AET Autism Standards. An action plan has been delivered and classroom support focusses on increasing skills and understanding behaviours exhibited by children with ASD. *Evidence: AET action plans*
- Our SLEUTH monitoring software provides detailed analysis of specific incidents that are reviewed on a fortnightly basis by the SLT. Plans are created and amended to support specific behaviours. In Sept 2017 the Positive Behaviour Team produced a report that analysed the use of PPI over the last academic year 2016-2017 and it was concluded that *'...the actual hands on pupils is at a minimal. There is a clear ethos of last resort, reasonable and proportionate in the use of PPI. In the instances where a hold has taken longer than the customary seconds staff have had a clear rationale as to why the pupil needed the longer support in order to keep pupils and others safe.'* *PBT Report Sept 2017*

- Students are generally polite and show great tolerance towards each other. Students work together and help each other. There is a 'playground buddy' system with KS3 pupils helping KS2 pupils and a 'buddy' system in place at lunchtime where Key Stage 5 pupils support KS2 students in the dining hall. *Evidence: Behaviour learning walk; Observation*
- We have a specialist level 4 Teaching Assistant with responsibility for monitoring and tracking behaviours across the school. She is also a qualified Team Teach tutor. All staff have the opportunity to have team training and refresher training on a 2 year cycle. Where students have behavioural difficulties related to their condition, there are clear strategies in place to manage behaviour sensitively and consistently. Students with challenging behaviour have well-constructed behaviour plans in place that are regularly reviewed. *Evidence: Training records; Behaviour Plans*
- Students receive good behaviour support at Pitcheroak. Positive physical intervention reports are sent to Team Teach to review. *Evidence: Pastoral responsibility review*
- There have been no permanent exclusions in the last 3 years and fixed term exclusions are low. *Evidence: Exclusions data*

4.4 Students are aware of the importance of healthy eating, physical fitness and emotional well-being

- All students receive lessons in food technology and nutrition to enable them to make healthy lifestyle choices. *Evidence: Timetable*
- The school actively promotes healthy eating as we are following the school food champion programme this has resulted in an increase in school meals uptake. Students receive a hot meal that is nutritionally balanced and evaluated against the food standards. *Evidence: Award; Portfolio of evidence; Action Plan; School menus*
- Across the school displays evidence participation in healthy activities. *Evidence: Displays such as Sports Relief; PE displays*
- Parents/ carers are regularly invited to participate in food technology activities and through cooking with their children the emphasis is placed on family cooking and healthy home cooking. Recipes are sent home on a regular basis to promote healthy eating as a family unit. *Evidence: Parent engagement activities timetable*
- Students are encouraged to pursue healthy lifestyles and the importance of physical fitness and activity is promoted across all year groups with considerable emphasis placed on this at KS4 and KS5 throughout the accredited courses such as ASDAN Sports and Fitness. *Evidence:*

ASDAN Sports and Fitness SoW

- All students access 2 hours of high quality PE that demonstrates to our students the importance of fitness. **Evidence: Timetable**
- All students follow the PSHE Equals scheme of work. They are made aware of the importance of emotional well-being through the over-arching themes of developing confidence and responsibility and making the most of their abilities. Topics such as preparing to play an active role as citizens; developing a healthy, safer lifestyle; developing good relationships and respecting the differences between people; sex and relationship education are taught to the older students to enable them to take responsibility for their own decision making and personal well-being. **Evidence PSHE Medium Term Planning**
- Pupil's knowledge, understanding and progress is tracked using B squared under the categories of PSHE, Citizenship and Self Help and this shows good outcomes for pupils. **Evidence: B Squared**

4.5 Students are safe and taught how to keep safe online

- Parental survey shows that 97% of parents believe students feel safe. 89% of the students surveyed said that they felt safe in school; 97% of staff feel children are safe. **Evidence: Parent Questionnaire Sept 2017; Pupil Questionnaire March 2017; Staff questionnaire Jan 2018**
- There is a high level of adult supervision, both in and out of classrooms. **Evidence: Class lists; Duty Rotas**
- The school promotes students' personal safety through the PSHE and ICT curriculum. **Evidence: PSHE SoW; ICT SoW**
- November 2016 - All teaching staff received E-Safety training by the LA Advisor for ICT and E-Safety. **Evidence: Training Records**
- November 2017 – Students in KS3, 4 and 5 received an assembly on E-Safety by the LA Advisor for ICT and E-Safety. **Assembly rota 2017-2018**
- Sex and relationships education is delivered through the Science programmes and through the PSHE/ SRE curriculum. **Evidence: Science SoW; PSHE SoW**
- Where necessary individual SRE programmes are taught to support individual learning needs for students identified as 'at risk' of CSE. In a recent report the school have been identified as demonstrating outstanding commitment to a student and their family by

funding specialist assessments and interventions. *Evidence: Paul Eggett CBT report*

- The ICT curriculum strongly promotes internet safety. *Evidence: ICT SoW*
- The schools arrangements for safeguarding are robust and effective. All staff are well trained in child protection issues. Senior staff attend all meetings and conferences concerned with child protection and child in need plans. *Evidence: CP Log; Training Records; Attendance at safeguarding meetings; Annual Safeguarding Report to LA*

4.6 Incidents of bullying are few. Students know what to do if they are worried about bullying

- Students accept each other regardless of background, disability and ethnicity. Incidents of bullying are rare and racist incidents are also very rare. *Evidence: Observation; Racist/Bullying incidents on SLEUTH*
- The school have developed a working party to work towards the achievement of the anti-bullying award. *Evidence: Working party notes; Anti-bullying folder*
- Anti-Bullying is a high profile topic and each year there is a themed day with various activities associated with the theme and this ensures that students have a sound understanding of what constitutes bullying behaviour. *Evidence: Anti-Bullying Display*

4.7 Careers guidance and transition across key stages is good

- Students from year 8 to year 13 are seen regularly by the independent CIAG co-ordinator in class groups and 1:1 (where deemed appropriate). *Evidence: Tom George records of individual interventions*
- The CIAG coordinator attends EHCP and annual review meetings with parents/carers as necessary as their child progresses through the school. *Evidence: EHC Plans*
- Effective liaison with external agencies is in place for students to secure positive destinations for 100% of learners. *Evidence: Leavers destination*
- During the EHCP meetings students are encouraged to think about future choices such as going to college and thinking about work in the future where this is appropriate. Discussion around options is considered on an individual basis ensuring that the young person is able to express their views and that all agencies and interested parties are involved. *Evidence EHC Plans documentation*
- Every year a transitions careers event is organised at school to ensure that students and parents/carers have access to a broad range of information about future provision post school. There are also other events available for young people and their parents/carers at

other special schools in Worcestershire. **Evidence: Life Beyond School Event**

- We strive to enable as many students as possible to have work experience placements. This is increasingly more difficult for the school to achieve as work placement providers are becoming less willing to accommodate students with significant learning difficulties.

Year	Total No of students in Key Stage 5	% of cohort that attended 1 or more WEX opportunity
2017-2018	18 (14 WEX)	78%
2016-2017	20 (15 WEX)	75%
2015-2016	23 (13 WEX)	57%

- Sixth form students have a timetabled school/ college links programme to increase their vocational awareness and familiarisation with locations outside of school and awareness and a taste of being at a local college. **Evidence: Timetable; College links; Learning walks observations**

4.8 Frequent absence monitoring and intervention improves student attendance

- Attendance remains broadly average in comparison to all schools. In comparison to other special schools it is higher than average. A small minority of pupils are deemed as school refusers and have significant mental health concerns. The school continue to seek advice from external professionals. There are robust systems in place, such as first day calling, to check and follow up absentees. **Evidence: Child protection file; Attendance data; Log of phonecalls home; ScholarPack input**

	Pitcheroak Attendance %	Special Schools Attendance %	National Attendance %
2017-18	91.56%	Yet to be published	Yet to be published
2016-17	92.49%	90.3%	95.3%
2015-16	93.84%	90.9%	95.3%

Source: National Tables: SFR14/2017 <https://www.gov.uk/government/statistics/pupil-absence-in-schools-in-england-2016-to-2017>

SECTION 5: EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

Outstanding	Good	Requires Improvement	Inadequate
	✓		

5.1 Developing, creating and sustaining the vision where there is a culture of aspiration

- The school has clear **aims** and a statement of purpose. This is widely understood by Governors and staff and displayed in the reception of the school for parents, carers and visitors. The school sets ambitious targets for self-improvement and is driven by an overarching School Development and Improvement Plan. **Evidence: Governor Vision Statement (July 2016); SDIP 2018-2021**
- Governors fulfil their responsibilities including checking their statutory requirements. There is a governor assigned to pupil premium, health and safety, safeguarding, LAC and SFVS. **Evidence: Governor Award July 2017**
- The Governing Body have a good understanding of what is happening in school and know that this is a good school because they monitor pupil outcomes systemically. **Evidence: Governor Visits File**

5.2 Committed to on-going professional development

- Continuous Professional Development and Work Based Professional Learning is well focussed and supports priorities in the SDIP and the PM process. Specific staff members are trained in areas such as Signalong, PEC's, Forest School, Rebound Therapy, Intensive Interaction, Autism and TEACCH. There has been considerable investment in CPD over the last few years and the impact of this can be seen in the way the school has developed its curriculum to the benefit of its students. Staff have benefitted from training with a specific emphasis on complex needs students. **Evidence: FGB Headteacher reports; CPD log; Training records; SLT minutes**
- We are part of the Chads Grove School Teaching Alliance and have for the past three years had a schools direct trainee teacher. This programme has a specific SEND focus and has been recognised as a '*...programme of national excellence*'.
- In April 2015 – 81% of whole school staff attended the Barry Carpenter training on Complex Needs.
- In May 2015 – 64% of staff attended whole school training on Numicon.

- In January 2016 – 76% of whole school staff attended Signalong training.
- In May 2016 – 16% of identified staff received specialist training on the sensory studio.
- In Sept 2016 – 82% of whole school staff attended TEACCH training.
- In Feb 2017 – 81% of whole school staff attended training on the development of language, narrative communication, social communication and augmentative communication methods.
- In March 2017 – 84% of whole school staff received Autism Awareness training from the Autism Education Trust Standards in order to raise the profile of autism across the school and work towards achieving the AET standards.
- In May 2017 – 95% of teachers received an overview of PECS by SALT.
- In Oct 2017 – 75% of whole school staff attended training on complex needs and the Autism Standards and psychological theories which help to explain the differences in autism has increased staff knowledge and confidence when teaching pupils with ASD.
- January 2018 – Behaviour management training is offered to new entrants to SEND as part of the Schools Direct Programme. 100% of participants stated that they agreed that they had gained knowledge of behaviour strategies that are being used. **Evidence: Evaluations from behaviour training.**
- In March 2018 – 75% of staff received training on Attachment Disorder.
- In March 2018 - 68% of teachers received training on intensive interaction by the Autism Education Team.
- In Sept 2018 – 91% of whole school staff received training on TAC PAC.

5.3 Performance management is robust and mediocrity is challenged

- Rigorous performance management of all staff is in place and performance related pay is well understood by staff and governors. There is a clear link between teachers' performance and pay. **Evidence: Teacher PM Pay Panel report; TA performance management booklets; Support staff PM documentation; Lesson observation file; Applications for movement from MPS to UPS**

5.4 Safeguarding

- We have adopted the Local Authority safeguarding policy and have checked it for compliance by an external advisor for safeguarding. **Evidence: Policy; Sally Mills consultancy**
- Terry Miller is the safeguarding governor. The safeguarding governor attends school every 6

weeks to meet and discuss safeguarding arrangements with the designated safeguarding lead. She has also attended the following training: Safeguarding Children in Education; In-house safeguarding refreshers; Safeguarding updates by external consultant Sally Mills; Safer Recruitment and NSPCC online. *Evidence: training audit*

- All designated safeguarding leads (DSL's) have had level 3 training. *Evidence: CPD certificates*
- All staff receive annual safeguarding training from the DSL and every Monday in whole staff briefing updates are verbally given and then displayed on the safeguarding noticeboard in the staffroom. *Evidence: training audit; display board*
- All staff have been issued with a copy of the 'Keeping Children Safe in Education' September 2018. *Evidence sign-up sheet*
- Rigorous procedures are in place for Safeguarding. All pupil files have a chronology of events and all relevant meetings are attended by senior staff. 'Prevent' on-line training is part of the new starter induction. Whole school child protection annual training took place in September 2018. *Evidence: Induction; Staff handbook; Training records; Annual audit; SLT are fully up to date with training; Attendance at safeguarding meetings log; CP concerns log; SLT minutes*

5.5 Student Progress is good across all ages

- The school sets challenging targets for students on an annual and termly basis (through the use of B Squared and with reference to the Progression Guidance Materials). *Evidence: Student target setting grids and tracking grids; EoKS Results; Accreditation records*
- The Leadership Team reviews, monitors and evaluates practice and provision on an annual basis. *Evidence: Subject, Department and Responsibility Reviews Folder*
- Overall, teaching is good or above and assessment is accurate. Lesson observations with external partners (SIPs) have confirmed this. *Evidence: Lesson Observation Folder*

5.6 Positive staff culture

- Close working relationships exist at all levels across the school. Staff regularly engage in effective professional dialogues with a wide range of external agencies and professionals to ensure students have appropriate support for their conditions to enable them to be ready to learn and engage in activities. *Evidence: Multi-agency meetings documentation e.g. Educational Psychologist, Physio, OT*

- 100% of staff when questioned said they are proud to work at Pitcheroak and the majority of respondents felt the school was well led and managed. **Evidence: Staff Questionnaire Analysis February 2018**
- November 2015 – Achievement of the Investors in People re-validation – valid for 10 years. **Evidence: IIP Award Report**
- Well-being counsellor is available for staff appointments should the need arise together with a debrief session with the pastoral lead following serious intervention with any pupil in crisis. **Evidence: staff list.**

5.7 All leaders and governors understand the strengths and areas of development

- Achievement of the Governor Mark – July 2017. **Evidence: Report for Governor Mark**
- Annual Performance Review conducted by the LA to Quality Assure the effectiveness of the school's provision and impact on pupil outcomes rated the school as Good in January 2018. **Evidence: January 2018 Annual Performance Review: Progress Visit**
- Governors meet their statutory responsibilities and are involved in the strategic development of the school. They challenge and question school thinking and decisions through their sub-committee structure. **Evidence: Governor minutes** of the 'challenge' questions are recorded.
- Governors hold the school and staff to account through focussed visits, presentations and questions to key staff. **Evidence: Governor visits folder; Governor minutes**
- The school underwent an external review of governance in June 2015 and as a result the Governing Body developed a strategic plan to help manage and develop the work of the governing body. This plan focuses strongly on the three core strategic functions and retains an oversight of them and is reviewed/ updated on a termly basis. **Evidence: Governor's Action Plan**
- The current Senior Leadership Team comprises a strong mix of experience, expertise and enthusiasm. The development of the middle leadership tier was pivotal in the schools drive towards developing its capacity. In the Spring Term of 2015, 80% of the Middle Leadership Team achieved either the NPQML or the NPQSL. Middle leaders are now more confident with decision making in order to continually improve provision in their key stages. **Evidence: Final Assessment Reports Closing the Gap**

- Governors are committed, supported, well informed and know areas of strength and areas for development. *Governor Meetings Attendance Register; Governor minutes*
- Governors seek to gain verification from a range of sources. There is a schedule of monitoring visits that are linked to subjects, key stages and school development priorities to enable governors to independently validate judgements made in the SEF. In turn they report their findings to the Full Governing Body. *Evidence: Targeted Observation sheets; Governor Visits*

SECTION 6: PROGRESS IN RELATION TO PREVIOUS INSPECTION OCTOBER 2013

See separate document for impact 'Ofsted Action Plan' on school website

Developing links with other schools -

- Headteacher attends regional meeting for the National Association of Headteachers and is treasurer for the local branch.
- Headteacher attends the Redditch Primary Heads network meetings.
- Headteacher attends the Special School Headteacher Association.
- Headteacher is actively involved in working with Chadsgrove teaching alliance working with Schools Direct students.
- Deputy Head attends Merstone School's moderation and student data network.

Developing the role of middle leaders

- September 2014 - 3 additional TLR post-holders appointed. They are now effective Heads of Department with responsibility for strategic decision making. They have taken ownership of their own departments and contribute to annual subject reviews across the school to monitor student progress and outcomes. A strategic calendar of key aspects of school improvement are discussed on a fortnightly basis as part of the SLT meetings.
- Spring Term 2015 - NPQML and NPQSL courses for 4 x aspiring leaders. Projects focused on a range of improvement priorities including IEP's; Pupil Premium; Developing guided reading across KS2; Student voice; Developing a marking scheme across KS3 to effectively track and monitor student progress and to ensure students know what level they are working at and their next steps.
- April 2017 – 2 x subject leaders completed their NPQML with support from existing middle managers. Focus of study – using AAC apps to capture progress of low level learners and developing gross motor skills to support EHCP outcomes.
- In September 2018 – 2 x TLR post-holders have been appointed to a middle management role at the school following the successful completion of their NPQML course.

Developing the role of key subject leaders

- A school policy on subject curriculum monitoring has now been developed to clarify the role

of subject leaders.

- Subject curriculum monitoring features in the school calendar on an annual basis to ensure that subject leads have the opportunity to effectively monitor the quality of teaching and learning in their subject.
- Subject reviews take place annually to monitor all subjects.
- Heads of Department present to Governors on subject/ curriculum coverage.
- Schemes of work are monitored and reviewed as part of collaborative planning sessions.
- Subject leads manage their own budgets and evaluate expenditure annually.

Inclusion

- Inclusion database established. 2 x learning mentors were appointed in April 2016 with a member of SLT co-ordinating inclusion.
- A targeted inclusion proforma has been developed for staff to use to identify inclusion and intervention opportunities.
- During the Autumn Term 2018 an intervention teacher will be recruited in order to further develop this work.
- A school car has been purchased to support inclusion work.

Meeting the needs of students with complex needs

- Extensive investment in CPD to meet the needs of pupils with complex learning difficulties has been made – please refer to section 5.2 above.
- Since September 2014 – classes grouped according to need across all key stages and the staff developed a whole school curriculum to include alternative curriculum for complex groups.
- In February 2014 - Classrooms renovated and zoned in Early Years to ensure focussed work can occur for complex pupils.
- In November 2014 – significant investment has been made to develop a specialist sensory studio for students with complex needs.
- In January 2015 - Level 3 Assistant teachers have been trained in the use of the sensory studio.

- March 2016 – the development of learning journals across the school for complex needs students was introduced to track summative assessment.
- In September 2016 classrooms were revised to ensure that they were ASD friendly. This included communication friendly environments across the school and the introduction of individual workstations for independent work.
- In November 2016 we developed an additional purpose built KS2 classroom to meet the needs of students with complex needs.
- In April 2017 the school appointed a specialist Assistant Headteacher to champion the needs of students with complex needs.
- In September 2018 – TLR post-holder appointed for communication.

Developments since the last inspection

See separate document for evidence of impact 'Ofsted Action Plan' on school website

- IAG advisor appointed to ensure destination planning in place from year 9 (October 2013).
- Early Years classrooms re-designed and zoned to allow for focussed teaching of Complex Needs students (Feb 2014).
- Level 4 TA's with specialist skills taken out of class bases and used more flexibly to ensure greater impact across more students and staff (May 2014).
- Refurbished reception and admin area to address safeguarding issues (July 2014).
- Leading Parent Partnership award (July 2014).
- Middle management roles introduced for Heads of Key Stage (Sept 2014).
- Increased TA hours to facilitate additional planning time (Sept 2014).
- Class composition to allow for more specialist teaching in ability groups (Sept 2014).
- Whole school council established to promote student voice (Oct 2014).
- Extended Schools Coordinator appointed for holiday and after school clubs (Oct 2014).
- Fitness Studio created (Oct 2014).
- New school roof (Dec 2014).
- Inclusion school to school links developed - Early Year's – Batchley; KS2 – Hollyoaksfield; KS3

– Birchensale; KS4 - Tudor Grange; KS5 – New College (Jan 2015).

- Social Worker started working at Pitcheroak (Jan 2015).
- Long-term plan for all subjects developed in all key stages (April 2015).
- Development of an action plan for Governing Body (June 2015).
- Extension of car park to include disabled bay (July 2015).
- Rainbow room developed and refurbished for therapists (Sept 2015).
- Learning Mentors appointed for inclusion/ intervention (April 2016).
- Achievement of Eco School Bronze (April 2016).
- Counsellor in place for student well-being and mental health needs (Sept 2016).
- Creation of the Yellow room in KS2 for intervention work (Sept 2016).
- New classroom and playground in KS2 for CN pupils (Nov 2016).
- Recognition of Commitment for Rights Respecting Award (Nov 2016).
- International Residential to New York (Feb 2017).
- Whole school training SALT, AET (March 2017).
- Appointment of Assistant Head for Complex Needs (April 2017).
- Appointment of ICT technician (April 2017).
- PECS training (May 2017)
- Achievement of LPPA (June 2017).
- Achievement of Governor Mark (July 2017).
- The Hive created for intervention groups (Sept 2017).
- Perimeter fencing for enhanced security (Sept 2017).
- ICT upgrades and new whiteboard installation (Sept 2017).
- Renovation of the science room to create a flexible learning space (Jan 2018).
- Achievement of Eco School Silver (July 2018).

- Appointment of a communication lead TLR (Sept 2018).
- Swimming across all key stages (Sept 2018).

SECTION: 7: STRENGTHS AND AREAS OF DEVELOPMENT

7.1 Key areas of the school that are particularly strong

- Progress in reading, writing and maths at KS1.
- Progress in English and maths at KS2 particularly progress made by girls in English and boys in maths.
- Progress made by all vulnerable groups (PPG, FSM, EAL, LAC) at KS2 in English, reading and maths.
- Progress made in reading and maths at KS3 particularly progress made by boys in reading and girls in maths.
- Progress of girls in writing at KS3.
- Science at KS3 over a three year period (2016-2018).
- Progress of pupils who are FSM/PPG in writing and maths at KS3.
- Strong and effective multi-disciplinary work with a range of professionals including health, social care, family support, educational psychologists and therapists to ensure a high level of support for pupil well-being.
- Safeguarding arrangements are strong and effective. Regular monitoring of SCR in place to ensure appropriate checks are in place for all volunteers, staff and agency staff.
- Relationships with parents and carers is strong as evidenced by our Leading Parent Partnership Award. Parent engagement activities are well supported and well established. Feedback from parent questionnaires is positive.
- Teaching over time (3 years) is good + with the majority of lessons being judged as good or outstanding by the school improvement partner. There is a variety of imaginative teaching approaches which make learning interesting.
- The curriculum is creative, age appropriate, differentiated, relevant, progressive and prepares students well for the next phase of their life.
- Arrangements for Governance are highly effective and there is a high level of engagement from all Governors that has supported the Governing Body's ability to contribute to school

improvement planning.

- There is a sustained pattern of improvement in pupils' behaviour over time. Good behaviour is apparent which leads to high levels of engagement in lessons and around school. A working party is in place to promote positive play during unstructured times.
- Communication strategies are used with pupils are effective across the school and signing and symbols are well used to help students' comprehension and expressive skills.
- Enrichment opportunities are extensive and students experience a wide range of different opportunities.
- Accreditation results at KS4 and KS5 are good with most learners meeting or exceeding expected learning outcomes.
- Destination led planning for school leavers is outstanding.
- There is a strong commitment to improvement highlighted through the various awards achieved and through the commissioning of the AET team to further improve strategies for teaching students with ASD and complex needs.
- Assistant Teachers are skilful and deployed well to support students' learning.

7.2 Areas of development that have been identified by SLT for further development (numbers in brackets refer to the SDIP 2018-2021)

- (1.1) Proactively tackle persistent absence for all students below 90%. Hold internal monitoring meetings every 6 weeks to action plan for persistent absence. Attendance of pupils entitled to FSM is currently 89.69% (July 2018).
- (1.2) Launch SOLAR as the new assessment and recording system to track progress.
- (2.2) Further develop inclusive learning and social opportunities both internally and externally with mainstream partner schools. To commence work on the inclusion quality mark. To appoint an intervention/ inclusion teacher.
- (2.3) AQA English at KS4 has been challenging for some students in KS4 with specific learning difficulties. Further develop the 14-19 curriculum to extend OCNWM accreditation to encompass Key Stage 4 learners.
- (2.3) Review and revise the careers curriculum to work alongside the IAG co-ordinator and participate in the "Careers Hub" initiative for WCC.
- (3.1) Further promote strategies for positive play at break time to ensure that the students

have access to well-structured playtimes where they feel happy and safe and expectations are clear for all staff on duty.

- (3.1) Further promote the values of the school through immersion days. Values to follow the SDIP. Additional values could include resilience, friendship, kindness and perseverance.
- (3.2) As an outcome of the annual report to Governors for Safeguarding next steps are to identify areas within the curriculum where safeguarding topics are taught to pupils.
- (3.3) Further promote the profile of pupil voice to ensure all pupils feel empowered to express their opinions and feel more responsible and part of the decision making process at school. Have a small group of students as representatives on the NSPCC decision making board in London.
- (3.4) Develop parent and carer workshops - track and monitor attendance at workshops and in collaboration with the Early Help workers target 'hard to reach' parents and carers.
- (3.4) In some Key Stages there is clear guidance as to how parents and carers can support their child to improve. (This could include curriculum information mornings). We have yet to develop a consistent whole school approach for sharing accessible curriculum information for all Parents/Carers.
- (4.1) To further develop teaching and learning within the complex classes to ensure that there is a sharper focus on pace and variety in all lessons. To enable teachers of CN groups to collaboratively work together to share ideas about effective practice within CN classes.
- (4.1) Over the past 2 years considerable investment has been made in training that focuses on the needs of students with complex needs and ASD. The school is ambitious to drive forward this area of work and have been working with Prime Services to further develop staff expertise in providing a wide range of creative and sensory approaches to inspire ASD learners in order to attain the Autism standards.
- (4.2) Continue to develop the work of the level 2 AT's to support a total communication environment and autism friendly environments including safe spaces.
- (4.4) Work related learning opportunities have declined year on year due to a lack of support from businesses. We will continue to explore as many opportunities as possible to enable our learners to experience meaningful work experience placements.
- (4.4) Review the Post 16 curriculum to identify opportunities for individuals/pairs of students to access the wider community.

Data Targets for 2018-2019

- Increase the % of pupils at KS3 achieving expected levels of progress in writing to at least 85% (78% in July '18)
- Increase the % of pupils in Year 3 achieving expected levels of progress in English to at least 85% (78% in July 2018)
- Increase the % of pupils in Year 3 achieving expected levels of progress in maths to at least 75% (67% in July 2018)
- Ensure that the year 4 pupils in (September 2018) meet or exceed individual targets for maths.
- Increase the % of pupils at EoKS4 that achieve or exceed their expected targets in English. (86% July '18)

7.3 Areas of development that have been identified by external reports

Eco School Silver Award – June 2018

- *Display before and after photos of Eco projects including information on water/ energy display*
- *Develop and Eco newsletter to celebrate success*
- *More involvement with the wider community*
- *Prepare the Green Flag Award*

Careers Benchmark – May 2018

- *Fully embed a programme of careers education and guidance that is known and understood by pupils, teachers and Governors (Benchmark 1).*
- *Link science and PSHE lessons to careers (Benchmark 4)*

Governor Mark – August 2017

- *Continue to develop the culture of personal development so that Governors and the Governing Board operate with greater independence and less reliance on the Headteacher.*
- *Develop succession planning for key roles on the board.*

Leading Parent/Carer Partnership Award – July 2017

- *Develop rigorous evaluation of parental responses across the school and keep parents/ carers informed of the outcomes.*

- *Ensure records of attendance are kept of all meetings involving parents/carers including consultation, assemblies and induction.*
- *Develop effective ways for gaining the involvement of parents/carers who show little response to the school and the harder to reach.*
- *Provide a parent/ carer partnership guide that identifies the aims of parent/carers partnership and the benefits of parent/ carer engagement with their children's learning and holistic development.*

Investors in People – November 2015

- *At the start of each term deliver a 'state of the nation' address to all staff reminding them of the goals being pursued, what has been achieved and what is still to be done.*
- *Develop leadership competences (knowledge, skills and behaviours) so that they are apparent and adopted by all leaders.*
- *Ensure that staff have a workload that is manageable without the need for significant 'homework'.*

SECTION 8: OVERALL EFFECTIVENESS

Outstanding	Good	Requires Improvement	Inadequate
	✓		

Section of the SEF	Area	Grade
Section 2	Outcomes for children and learners including EYs and 16-19	2
Section 3	Quality of teaching, learning and assessment	2
Section 4	Personal development, behaviour and welfare	2
Section 5	Effectiveness of leadership and management	2