School Self Evaluation

Last Updated: **January 2020**

School Context

We are a large generic special primary school with an attached assessment nursery. We have **249** pupils on role**, 221** of these are in the main school (Yr. R to Y6). **38%** of our pupils are in receipt of the Pupil Premium Grant, **1.4%** are Looked After and **11%** have English as a second language. Our pupils have a wide range of SEND but the pupil group is rapidly becoming more complex and severe. The proportion of pupils with MLD and SLD has reversed since 2012. Those with SLD now make up **75%** of our population, those with MLD now only **13%** and declining and those with PMLD **12%** and rising. Those with Autism with SLD/MLD now make up over **50%** of all new entries into the school. The increasing demand for places is now mainly from pupils coming through our assessment nursery with many pre-term births but with others seeking places mostly in KS2 from mainstream schools. For the last 3 years the numbers seeking places in school has outpaced those leaving in yr.6 and we are now well over capacity. The current Head teacher started in January 2016 and since that time the school roll has grown by **35%** with a corresponding rise in new staff. In this time, we have increased the number and sizes of classes, turned an ICT suite into a classroom and had a double portable classroom placed on site. The high quality of teaching and learning has been maintained and extended during this period. The school aims and vison have been collectively reviewed in light of this, with stakeholders, to focus our work and there has been a strong emphasis on staff, curriculum, premises and welfare/wellbeing development in order to meet the changing needs of the pupils. This has also involved extensive staff and leadership restructuring including a professional career structure for TAs with high qualification and performance expectations and a distributed leadership model with a phase structure. We have been able to utilise the imperative to adapt to the changing character of the school to drive further improvement and provide the momentum to accelerate the speed of this improvement. We became the Worcestershire Primary School of the year at an awards ceremony in June 2018

Overall Effectiveness: *Outstanding*

Note: Quality of Education is a **limiting judgement** and therefore 'Overall Effectiveness' cannot be higher than the grade judgement given to this element of the framework.

For 'Outstanding', 'Good' or Requires Improvement' to be given **'safeguarding' is effective**.

For 'Outstanding' to be given all key judgements are likely to be 'Outstanding'. In exceptional circumstances one of the key judgements may be 'good' as long as there is robust evidence to show it is improving **sustainably** and **securely**.

The Quality of Education: *Outstanding*

For Outstanding to be awarded the school meets **all** of the criteria for **'good'** securely and **consistently** and the quality of education provided is **exceptional.**

In addition:

The curriculum **intent** and **implementation** are embedded **securely** and **consistently** across the school. Across the school staff have a **firm** and **common** understanding of the school's curriculum intent and what it means **in their practice**. Across all parts of the school, **series of lessons** contribute well to delivering curriculum intent.

The work given to pupils, **over time** and **across the school**, consistently **match the aims of the curriculum** and are **well planned** and **sequenced** towards **cumulatively sufficient knowledge** and **skills** for **future learning** and **employment**. Pupils' work is of consistently **high quality**. Pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND **achieve exceptionally well**.

Key words/Notes from 'good' criteria to support judgements	Evaluative Statements based on practice and impact	Evidence
Intent: • Curriculum **ambitious**	• The curriculum design is driven by the school's values, vision and mission statements and intends to provide the opportunities essential for the learning and development of	• Curriculum audit • SIP Report

• Curriculum designed so that **all pupils succeed** including **disadvantaged** and **SEND** (or clear action plans that will enable this to happen)
• Curriculum **coherently planned** and **sequenced** to enable **cumulative sufficient knowledge** and **skills**
• Meets needs of **SEND**
• Pupils study the **full curriculum**
	our pupils as they work towards the next phase of their education and their lives ahead.
	• Our Mission statement underpins what we believe are 4 essential areas for life and leaning and forms a part of everything we do at Fort Royal. These are:
	  ✓ **Play:** Developing interaction, creativity, exploration and social skills for lifelong learning
	  ✓ **Learn:** Developing thinking skills in a range of context, transferable across the curriculum and into long term memory
	  ✓ **Laugh** Communication and interaction skills: Facilitating opportunities for children to communicate in their chosen method/s at all times. Fort Royal is a total communication school. We aim for our pupils to be competent communicators through whichever method best suits them.
	  ✓ **Succeed:** Achievement and Independence: Providing and encouraging children to develop at their appropriate level and given opportunity to reach their potential in terms of developing independence and becoming resilient learners.
	• We have created a learning environment where self-esteem and self-confidence can develop alongside practical skills and knowledge, and where pupils can develop the ability to use and apply their knowledge building on what they have already learnt
	• Every individual is entitled to a broad, balanced, relevant, progressive and differentiated curriculum. At all stages of development learning is structured and sequenced
	• Equality of access and equality of opportunity underpins provision for all.
	• Whole school Hullaballoo's provide links with social, moral, spiritual, cultural and areas of Modern Foreign Languages along with aspects of learning about British Values
	• A long-term overview ensures that there is a broad and balanced curriculum. The school works with many pupils for whom the age-related expectations set out in the national curriculum may not be appropriate. Our curriculum is based upon the national curriculum which is taught sequentially in the following subjects:
	  ✓ English: Communication, reading and writing
	  ✓ Maths
	  ✓ P.S.H.E. (wellbeing)
	  ✓ P.E
	  ✓ Knowledge skills and understanding of the world (computing including e-safety, DT, Geography, History, Science, R.E)
	  ✓ Expressive Arts (Art and Music)
	  ✓ MFL
		• SIA Report
		• Curriculum Policy
		• Assessment Policy
		• Planning
		• Curriculum overview
		• Curriculum coverage document
		• Minutes of governors curriculum committee and governor monitoring records
		• Marking Policy
		• School Values, Mission and Vision document
		• Coverage overview

	• When designing the curriculum, we focussed on how our children learn best and identified that this is when their learning is linked, chunked into bite sized pieces and is repetitive as this helps to strengthen and build neuronal pathways. • We use the curriculum as a 'vehicle' for the pursuit of planned learning challenges. The school has worked hard to design a curriculum which supports personalised and individualised learning. The curriculum is taught with the consideration of the needs of all learners. • We aim for our curriculum to be exciting and to inspire children to nurture a passion for learning, encouraging inquisitiveness and independence in our pupils both in the classroom and in our outdoor learning areas. • ECHP targets and outcomes are an integral part of the curriculum and timetabled in every class, with IPR's also used to capture incidental learning throughout the week.	

Implementation:
• Teachers have **good knowledge** of **subjects** they teach
• **Leaders** provide **support** for those teaching outside their subject
• Teachers **present subject matter clearly** and **promote discussion**
• Teachers **check pupils understanding** and **address misconceptions**
• Teachers help pupils **remember long term** and **integrate new knowledge into larger ideas**
• Leaders ensure that **assessment** is used **well** and **does not increase workload**
	• All teachers have the opportunity to work together during weekly PPA sessions to ensure consistency throughout each phase, share ideas, knowledge and explore cross grouping opportunities.
	• The school has an AHT and HLTA with specific responsibility for staff development. Their timetables are substantially non-teaching which significantly facilitates this work.
	• Teachers and teaching assistants have access to both external and internal CPD opportunities and training sessions. SLT and curriculum leads plan CPD opportunities linked to areas for development to ensure the highest standards of teaching and learning.
	• The Senior Leadership team and curriculum leads monitor the way their subject is taught throughout the school by:
	  ✓ Snapshots
	  ✓ Planning scrutiny
	  ✓ Lesson observations
	  ✓ Book scrutiny
	  ✓ Assessment levels
	  ✓ Progress data
	  ✓ IRIS video evidence
	
	• Over the course of study, our teaching is designed to help pupils to remember long term the content they've been taught and to integrate new knowledge into larger
		• Lesson observations
		• Lesson snapshots
		• IRIS video evidence
		• Training evaluation forms
		• Teachers performance management records
		• The school improvement plan
		• Head teacher reports to the governors
		• Governor monitoring
		• Assessment
		• Reading monitoring pack
		• Curriculum Audit
		• SIP Report
		• SIA Report
		• Pupil books
		• Reading records/assessments
		• In house/external training

• **Environment** and **resources** support learning • Pupils' work is **demanding** and **planned** and **sequenced** to enable **sufficient knowledge** • **Reading** is prioritised; there is a **rigorous** and **sequential** approach developing **fluency**, **confidence** and **enjoyment.** Pupils read **widely** and **often. Attainment in reading** is **regularly assessed** and **addressed. Reading books** connect closely to **phonics knowledge** taught • The focus on **reading** and **skills to communicate** give them foundations for future learning • Teachers have effective speaking, listening, writing and reading skills.	ideas. Across all parts of our school the series of lessons contributes well to delivering the curriculum intent. • Planning is broken down into long and mid-term planning and is scrutinised and monitored by the senior leadership team on a half termly basis. • A thematic approach provides links across all areas of the curriculum so that subjects are not taught in isolation, therefore, skills and knowledge are transferable to long term memory. Teachers use spaced learning (information is more easily learnt when it is split into short time frames and repeated multiple times, with time passing between repetitions) and retrieval practice (pupils recall previously learnt knowledge, which creates stronger memory traces and increases the likelihood that the information will be transferred to the long-term memory.) • Staff check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. • Teachers set high expectations for all pupils. They will use Fort Royal's assessment tool to set ambitious targets and plan challenging work for all groups. • Smart targets focus on each of the outcomes from the pupils EHCP and are monitored using MAPP assessment to focus on prompting, maintenance, fluency and generalisation to move learning from short term to long term memory. • The work given to our pupils, over time and across our school, consistently matches the aims of our curriculum. It is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and education. • We have a rigorous and sequential approach to the reading curriculum. This develops pupils' fluency, confidence and reading for pleasure • At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. • Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read.	
Impact: • Pupil **achieve well,** reflected in **results** from **national tests** and **examinations** • Pupils are **ready** for the **next stage of education, employment** or **training**; they have **knowledge** and **skills** they need to allow them to go on to	• The majority of pupils make expected or exceed expected progress in all areas of the curriculum. (Please see the 2018-19 outcome and achievement report for detail and rationalisation on how these judgments are made). • Links with the SEND secondary school, where over 96% of our pupils in year 6 transfer to each year ensures alignment of both assessment and the curriculum. This ensures that pupils are well prepared for the next stage of their education and able to build on what they have previously learnt. • Pupil books show clear threads of learning and progression within the curriculum. This is identified over the two-week blocks of learning but also over time where they	• School annual outcomes and achievement report • Curriculum audit • Lesson observations IRIS video evidence • Pupil voice/school council • Pupil video-aspirations for the future • Assessment data

destinations that meet their **interests** and **aspirations.** Pupils with **SEND achieve best possible outcomes**. • Pupils work **across the curriculum** is of **good quality** • Apply **mathematical knowledge**, **concepts** and **procedures** appropriately	evidence how pupils are able to demonstrate their ability to generalise, transfer, build on and apply knowledge into long term memory • Staff have strong subject knowledge, developed through carefully targeted training, support from subject leaders and peer/peer coaching which is informed by the monitoring framework, performance management and school priorities. They excel in providing the distinct and bespoke pedagogy required for learners with SEND and autism as a result of analysis of the latest research on how atypical learners learn and instil learning into their long-term memories. • Pupils make good progress towards the outcomes set out in their individual EHCPs. Annual objectives derived from outcomes are set each year at Annual Review in an Individual Provision Map. These are assessed using the EQUALS MAPP assessment tool. This ensures learnt skills enter the long-term memory, through increased independence, fluency and are generalised in different contexts and so are transferable to the next phase of education.	• Governor monitoring records and governor meeting minutes. • SIP reports • SIA report • Pupil books • Pupils individual EHCP Annual Review documentation • School own research document into effectiveness of MAPP assessment for Annual review IPM objectives • Parent Annual Review comment sheets and analysis of Annual Parent Survey

Quality of Education Next Steps: (RAG rated)

➢ Reading policy listing and rationalising the range of strategies used to teach reading including the use of phonics to ensure consistency of approach and to link with key features from new framework: Intent, implementation and impact. Share with all staff and link to previous training. Use as a working model to ensure the standards of teaching reading remains high and is appropriate for all learners. Follow up with further snapshots and monitor impact.

➢ Use of phonic screening test to support assessment

➢ Use Phonics assessment tools to provide an overview of numbers within each phonics phase and ensure there is appropriately matched reading materials to link to these

➢ Use flow charts to show concepts of subject knowledge required to the teaching of core subjects; reading, literacy (communication/writing) and maths to ensure teachers are aware of the sequence and building blocks of learning and where lessons/activities sit within this and next steps for progression

➢ Closer links with Regency to establish transition of the curriculum and transition of assessment so that pupils are not repeating learning and assessment procedures are more robust and pupils are therefore well prepared for their next phase of education

➢ Better links with local mainstream schools to ensure consistent judgements and moderation across the curriculum

➢ Add dates to progress boards to show time between progress

➢ Appoint TLRs for subject leadership in key areas ensure clear and consistent knowledge of their curriculum area

➢ Create case studies to show children's progress across the curriculum, link with use of QR codes

➢ Continue to build bank of IRIS videos showing excellent practice

➢ Audits to all staff to identify confidences in areas of the curriculum and especially in teaching of reading and core subjects to inform CPD plan

➢ Appoint a curriculum Governor

➢ Pupil views (school council) regarding the curriculum (on next agenda)

➢ Provide additional non-contact time for subject leads to audit/research/plan deliver and train other staff

➢ Review learning walk and monitoring criteria in light of new framework quality of T&L

- ➢ Review place of annual review outcomes and targets in our practice, how they can be integrated and if necessary provide additional time for teachers to complete assessments and paper work (SIP)
- ➢ Review PSHE (wellbeing) assessment and curriculum to ensure that it is well matched and sequenced.
- ➢ Complete research into ways pupils with disabilities and ASD learn and its implications of pedagogy and curriculum content
- ➢ To develop best and outstanding practice seen in school so it is consistent across all classes e.g. the development of independence, ensuring appropriate challenge for all learners, facilitating pupil's self and peer assessment & developing the most effective use of outdoor learning areas.
- ➢ (linked to above) To further develop a coaching and peer support culture utilising IRIS technology where appropriate to disseminate best practice
- ➢ Ensure that success of interventions set at pupil's progress meetings are evidence to show tangible impact (from SIA report Feb19)
- ➢ To support the LA and mainstream schools to provide quality of education and provision for learners with additional needs more in mainstream EYFS and school settings via outreach and in-reach programmes.
- ➢ Meeting sensory learning needs of EDS pupils- appointment of specialist TA
- ➢ Meeting physical needs through specialist TA - review of current practice and links with physiotherapy
- ➢ Use of QR codes to capture progress and impact EDS and Annual review targets and case studies to capture evidence of the impact of the curriculum
- ➢ Staff training in the teaching of reading including, phonics, action words, reading for pleasure, the sequence of teaching reading, implementation of new reading policy
- ➢ Further develop the number of pupils with ASD in KS2 who are exceeding progress in English strands so is on par with peers and also the group's own performance in maths strands (see 2018-19 Outcomes and Progress report for details)

Behaviour & Attitudes: *Outstanding*

For Outstanding to be awarded the school meets all the criteria for 'good' **securely** and **consistently.** Behaviour and attitudes are **exceptional.**
In addition:
- Pupils **behave with consistently high levels of respect for others**
- Pupils **consistently have highly positive attitudes** and **commitment** to their education. They are **persistent i**n the face of difficulties. Pupils make a **tangible contribution** to the **school and community**. They **actively support the well-being of other pupils**.
- Pupils **behave consistently well,** and the **school takes intelligent, fair and highly effective action for those who struggle**.

Key words/Notes from 'good' criteria to support judgements	Evaluative Statements based on practice and impact	Evidence

• The school has **high expectations for behaviour. Expectations applied consistently** and **fairly** and **reflected in behaviour**	• We are a calm, happy and safe school where pupils generally love coming each day. Leaders work hard to ensure that there is a consistent approach to behaviour management utilising the de-escalation strategies following the approaches demonstrated in whole school training repeated every two years.
	• Pupils are well and consistently supported through the development of strong and trusting relationships and encouraged to manage their own emotions appropriately and communicate frustrations effectively utilising a wide range of bespoke strategies and resources which are regularly reviewed by whole class teams who in turn are supported by external professionals and a robust internal supportive structure.
		• Recent external monitoring records of:
		  ▫ SIA (LA),
		  ▫ The School Improvement Partner,
		  ▫ The Positive Behaviour Team behaviour audit
		  ▫ Governor visit and monitoring records,
		  ▫ parental surveys http://www.fortroyal.co.uk/parent-feedback/ ,

	"A very pleasing reflection of the support given by staff to meet the children's needs and support positive behaviour development or reinforcement" headline from PSB external behaviour audit Dec 2018	▫ pupils comment sheets from EHCP meetings, ▫ records of the School Council meeting ▫ internal monitoring and behaviour management records.
• **Low level behaviour is not tolerated,** and **leaders support teachers** in **managing behaviour**	• AHT with responsibility for behaviour supports class team meetings, writing and updating behaviour management plans, risk assessments and classroom organisation. • The AHT liaises with internal Team Teach tutor to support with any new RPI's and ensure records are rigorously maintained including monitoring of the Bound and Numbered Book. The use of RPI is robustly monitored to ensure it is only used when necessary and to support staff with prompt reviews of behaviour plans *"Physical Intervention is used as a last resort across school and a clear rationale for implementing is upheld. Policy and protocol prior, during and after is followed with clarity and understanding". PSB external behaviour audit Dec 2018* • The governors with responsibility for behaviour regularly meets with the AHT, monitors the Bound Book and forms an independent view of behaviours in school. Providing individual and whole school CPD where needed and liaises with professionals including CAMHS and other health professionals	• Records of staff inductions and training i.e. ▫ Team Teach, ▫ Internal behaviour management training ▫ Effective Communication strategies with SaLTS such as PECSs and Communication Standards launch ▫ Attachment Theory training with CAMHs professionals the effectiveness of which is evidenced via robust monitoring practice (see bullet point above)
• Pupils adopt **appropriate routines** • **Bullying, aggression, discrimination** and **derogatory language** are **rare**; **tackled quickly** and **effectively** when they occur • **Demonstrable improvements** of **behaviour** and **attendance** of **pupils with particular needs** • Pupils **attitudes** to education are **positive**. Pupils are **committed** to **learning, know how to study,** are **resilient** and take **pride in achievements**	• Pupils are well established in the daily routines within school which means they are calm and are able to access learning. They are aware of the expectations and have clear and consistent boundaries. This is noted as a strength of the school as identified by external auditors/partners. *"On a tour of the school, the Advisor was very impressed by the clear routines in place that enabled many students to work independently and with enthusiasm. The environment has been managed and maintained well to meet the needs of the students" SIA report March 2019* • Parents are supported with behaviour strategies training via "Triple P" training in school and via the work of the school's family support and liaison worker. This ensures consistency of approach between setting and supports stronger families. and individual strategies to support communication and behaviour family liaison officer • We work closely with external professionals including CAMHS and Social Services to support families with strategies to manage behaviour and ensure a consistent approach. • There have been no instances of bullying during this or last academic year. Pupils say they feel safe when asked routinely during school monitoring and at school	• Minutes from school council published • Analysis of behaviour records, IBPs and analysis • Head teacher report to governors

• Pupils have **high attendance** and are **punctual** to school and lessons. **Appropriate action** is taken when this is not the case • **Fixed term exclusions** are used **appropriatel**y, and **effective reintegration** occurs • **Relationships** between pupils and staff are **positive** and **respectful** • **Pupils are safe and feel safe.**	council meetings and this is supported by the views of parents as seen in the annual parent survey. When pupils do upset each other, the matter is dealt with quickly and sensitively. The development of trusting friendships is a key to the school values and forms central role of the PSHE curriculum. • Attendance is good and is above the national average for similar schools (7.5% to 10.2 %) and is gradually rising since the implementation of revised attendance policy and more rigorous monitoring strategies. Persistent absence is 26% compared to 29.6 % in other special schools nationally. • If the attendance data for our pupils with the most complex medical needs is removed from our data, the attendance is equivalent to the national average for all schools. • Governors monitor attendance each term via an analysis report prepared by the headteacher which provides an ongoing review of the attendance of various groups in school, including disadvantaged pupils whose attendance is on par with the main cohort (once those with the most complex medical needs are removed from the comparison • Request for holidays in term time are only authorised for exceptional circumstances. • There has been only 1 fixed term exclusion used in the last 2 years	• School attendance monitoring records and analysis, including termly attendance report to governors. • Attendance policy

Behaviour and Attitudes Next Steps: (RAG rated)
- Review of confidence and effectiveness of strategies and skills utilised by staff to support pupils with attachment training since training and plan further support as required
- Further work monitoring, supporting and training of school staff via AHT, HLTA, Team Teach tutor e.g IRIS and further planned related CPD activities?
- Continued external monitoring via PSB team and school governor and ensuring resulting actions and recommendations are implements
- Behaviour management and zone board training (to ensure consistency across school and with mainstream inclusion placement) booked for September 2019 with Vanessa and Peter
- Election of new student council will make a meaningful contribution to life of school and pupils can express their feelings about school and how safe they feel etc
- School council survey of safeguarding which will include behaviour (where do you feel safe/don't feel safe)
- Further development of staff debriefing after instances of the use of Team Teach
- Further develop of pupil voice after instance when RPI is used -i.e move to low ability pupils as well as more able
- Play therapist – review impact re wellbeing and behaviour
- Whole school training from play therapist re importance of play in pupils wellbeing and learning
- Analysis of parent's survey regarding behaviour and embedding resulting actions

Personal Development: *Outstanding*

For Outstanding to be awarded the school meets **all the criteria** for **'good'** securely and **consistently.** Personal development is **exceptional.**
In addition:

- The school goes the **'extra mile'** to promote the personal development for students **providing rich experiences**. **Opportunities** for pupils to **develop talents** and **interests** are of **exceptional quality**
- **Rich experiences** are **carefully planned** for in the curriculum and through extra-curricular activities
- Participation in **extra curricular activities is consistently very high** including among those from **disadvantaged** backgrounds
- The way the school goes about developing **pupils' character** is exemplary and **worthy of sharing**

Key words/Notes from 'good' criteria to support judgements	Evaluative Statements based on practice and impact	Evidence

• The curriculum provides for pupils' **broader development** including **spiritual, moral, social and cultural development**
• The school prepares pupils for modern Britain by **developing British values**
• The school provided pupils with the **opportunity to be responsible citizens**
• The curriculum and school's work support pupils to develop **strength of character** and supports pupils to develop r**esilience, confidence** and **independence** and lead a **healthy** and **active lifestyle.** They have an **age appropriate understanding** of **healthy relationships**
	• SMSC development is integrated into the curriculum via the topic cycle. Weekly assemblies celebrate achievement and are linked to our half termly values cycles and British values.
	• This work is followed through in class and these shared values are also integrated into the curriculum topic cycle.
	• We hold regular hullabaloo days, which are again linked to school values and also the wellbeing curriculum. These events broaden our pupils' knowledge and understanding of the wider world and their local community.
	• Pupils are taught to be active citizens through PSHE curriculum and through various other means including:
	  ▫ the completion of class chores on a rota basis
	  ▫ the learning as part of the school values cycle
	  ▫ the voting system for representation on the school council
	  ▫ through trips into the local community
	  ▫ older pupils passing a 'driving test' to push their peer's wheelchairs in school
	  ▫ fund raising for those less fortunate in this county and abroad.
	• There is a very active school council who tell us how they feel about school life and also make an active contribution to the recruitment process and are involved with many important decisions about the school. Pupil's views of their learning and ideas for the future are also developed over time in preparation for their EHCP annual reviews.
	• Pupils resilience and ability to accept that making mistakes is needed for learning has been markedly developed since the introduction of the marking policy 2 years ago. The safe environment created in schools allows the pupils to move around to
		• SMSC and British values Policies.
		• Video of Hullabaloo day activities
		• Pupils work and displays,
		• discussion with pupils and the school council and minutes of their meetings
		• curriculum documents
		
		• Marking policy and evidence in pupil books
		• The Wellbeing and independence (PSHE) curriculum
		• SIP reports
		• Governor monitoring
		• pupils work books,
		• pupil discussion,
		• annual reports,

	transition and complete tasks in a safe and structured way, this actively promotes and develops resilience, confidence and independence.	• EHCP annual review paperwork • School monitoring records • Wellbeing Interventions date base
	• Our PSHE curriculum teaches pupils about healthy lifestyles, positive and safe relationships and how to keep safe. The pupils individual provision map objectives created at EHCP review meetings are integrated into daily practice and help to develop their outcomes in each area of SEND. Both utilise the EQUALS MAPP assessment framework which measures lateral progress and developments in independence, skill fluency, skill maintenance and the ability to generalise each new or emerging skill in new and different contexts. This work is essential if a skill is to be instilled into the long-term memory and thus become fluent and transferable to new settings, phases and contexts.	
	• There is a nurture team who are trained using the THRIVE approach. All staff are able to refer pupils to the team who are assessed for either targeted or specialist interventions.	• Pupil discussion • lunch club observation • Discussion with parents, staff and governors • Videos of school events and hullabaloo days
	• As part of our early help offer we have an experienced home school liaison officer who supports parents and pupils individually at home and in school workshops with a range of issues including relationship counselling, behaviour management, communication, sleep and establishing daily routines so pupils are able to enjoy a more full and positive home and community life.	
	• The school subsidises an active breakfast club. This helps parents manage the pressures of time and routines at the start of each school day, contributing to family health and wellbeing. Participating pupils begin the days learning more regulated and ready to learn.	
• The school provides opportunities to develop **talents** and **interests**	• We have developed a wide range of lunch time clubs including beauty club, dance club, digging club, Lego club and Minecraft club to target to support pupils' talents and interests. Most of these have been selected by the pupils themselves as part of the work of the school council. We have also found that pupils come into the PM sessions more regulated and ready to learn, also the playground is less populated allowing for more purposeful and safer play.	
	• Pupils are also provided with performance opportunities through the year linked to topic cycles and individual achievements are celebrated at assembly.	
	• Pupils individual motivators are used an essential part of learning. Pupils in year 6 undertake a work experience project of their choice and some take the "driving test" to be able to push the wheelchairs of their peers at transition points. These	

	activities further develop self-esteem and confidence ready for the transition to the secondary phase.

Personal Development Next Steps: (RAG rated)

➢ Further development of nurture provision including integration of provision for vulnerable learners.
➢ Further extension of work to develop pupil's resilience in their learning and emotional intelligence, especially for less able pupils.
➢ Further development of family support worker role and parent training in school -behaviour/PECS/early communication
➢ Undertake a more comprehensive analysis of progress and wellbeing of our pupils who have EAL to identify their particular needs and plan any implied actions e.g. Multi-cultural board
➢ Audit of multicultural resources across school
➢ Record pupils voice more broadly and accurately in behaviour logs
➢ Put in contract for pupils on part timetables

Leadership and Management: *Outstanding*

For Outstanding to be awarded the school meets **all the criteria** for **'good' securely** and **consistently**. Leadership and management are **exceptional.**
In addition:

• Leaders ensure **teachers receive focussed** and **highly effective cpd** to ensure that **teachers' subject** and **pedagogical knowledge consistently builds and develops over time** and that this **leads to consistent improvements in teaching** of the curriculum
• That **highly effective** and **meaningful engagement with staff at all levels takes place** and that **issues identified**, particularly about **workload,** are **consistently, appropriately** and **quickly** dealt with
• Staff **consistently** report high levels of **support for well-being issues**

Key words/Notes from 'good' criteria to support judgements	Evaluative Statements based on practice and impact	Evidence
• Leaders have **a clear, ambitious vision** for a **high-quality education for all pupils**. Realised through **strong, shared values, policies and practice** • Focus on **improving teachers' subject and pedagogical knowledge** to enhance teaching of the curriculum and use of assessment. **Practice and subject knowledge build and improve over time**	• The school has a robust vision which has driven and provided a clear focus for school improvement. It was devised at a stakeholder event in 2017 and refreshed again in 2019. It clearly articulates our ethos and determination to provide the best possible outcomes for our pupils learning and lives ahead. It provides a shared frame of reference, common expectations, purpose and direction of travel. It informs all aspects of school life and our provision, most particularly the curriculum and the SIP. It enables us to more accurately identify strengths and areas of development as we plan ahead. • We have a clear and rigorous CDP plan which is improving school and individual skills and practice. It is informed by the priorities identified by our robust self-evaluation. This includes analysis of classroom monitoring, pupil work and pupil progress data. This also intern informs staff performance management objectives, which identifies whole school, and individual CPD activities to improve knowledge and pedagogical understanding. Our monitoring identifies best practice, and this is	• The Vision and Mission statements evident across the school and articulated in our ethos, through conversations with staff, governors and the SIP. • Presentations on Vision for staff and governors • Clear links between the Vision. and the School Improvement Plans and curriculum intent documentation. • The School Improvement Plan • Conversation with SIP and her reports • Analysis of quality of T&L via our monitoring framework. The constructive feedback and support

• Leaders **engage purposefully** with the **community and relevant stakeholders**	disseminated via IRIS video and peer observations. Recent whole school training and support has included:	offered, focusing on individual and whole school strengths and area of development.
	• The school has many and varied links to a diverse range of community groups which provide added value to the school and our partners. We have a wide and well-respected local reputation and were nominated and awarded the Worcestershire Primary School of the Year in June 2018	• Bank of best practice held on IRIS video
		• Analysis of feedback after CPD activities
	• We have a well-established outreach program and support local mainstream schools and nurseries with their curriculum, and pedagogical approaches for pupils with EHCPs and those who are working below the level of the NC tests.	• Staff performance management records
		• Review/ search of local press
	• In partnership with a local digital arts and theatre company we have been awarded a substantial lottery grant to for a three year project to develop links with local community groups such as museums, charities , supermarkets and housing associations to develop access and opportunities for our pupils and other disabled people as well as to enhance our curriculum with the latest technology such as VR and the use of the community as a learning resource.	• Review of the "community" section of each terms headteacher reports to the governing body
		• Interview with our community and Grants co-ordinator Margert Jones
	• We have strong links with the local university (including on the governing body) we host many students (health, social care and education) and lead sessions in their SENCO programme.	• Review of outreach materials and feedback, interview with mainstream schools whose pupils have benefited.
• Leaders are aware of the pressures on staff; they are **realistic** and **constructive** about **teacher workload**		• Interview with governors
	• We have been proactive in addressing the increasing pressure on our staff as we endeavor to drive further school improvement whilst also being sensitive to workload issues. In the summer term 2019 we utilised the NUTs workplace survey relating to workload and staff wellbeing. An analysis of the feedback was completed and shared with staff over successive meetings. Proposed actions were shared and some, such as reducing EHCP paperwork and allowing PPA time to be taken at home we instigated straight away. Others have been addressed in a separate action plan which has now formed part of our School improvement Plan. The survey will be repeated in summer 2020 and the effectiveness of previous actions will be evaluated. Staff are now also more thoroughly consulted when new initiatives are suggested such as the new TLR structure for subject leadership.	• Analysis of staff workload and wellbeing surveys and agreed actions
		• Records of staff meetings
		• Discussions with staff and governors
		• Review of the School Improvement plan and its evaluation of progress made.
		• Interviews with staff
		• Record of incident and its resolution
• Leaders **protect staff** from **bullying and harassment**	• Instances of bullying are extremely rare occurrences. When this has occurred, HR advice has been sought and the issue has been dealt with promptly and to the satisfaction of all parties	
• **Governors understand their role** and carry out **effectively. Governors/Trustees** ensure a **clear vision and strategy, resources** are **managed**, and **leaders held to account**	• The governing body has strongly developed its robustness and focus of their monitoring on the school priorities and SDP, and is ready to challenge the school on its effectiveness in all areas and has made an extremely effective contribution to school improvement. They have participated in the formation of the school vision and aims and refer to this in their monitoring framework. School governors	• The governance section of the School website
		• Review of governor monitoring records
		• Review of governors meeting minutes
		• Interviews with governors

• **Governors** ensure leaders fulfil **statutory duties** (such as the equality Act, 'Prevent', & safeguarding	have supported the head teacher at crucial meetings with LA officials regarding school capacity and finances. They hold senior staff to account at meetings and by scrutiny of reports and policy documentation. It has worked hard to develop individual governor skills and to ensure the that the individual skills and strengths of in governors are used effectively support the school going forward. This has included individual and collective bespoke training in key areas such as safeguarding, finance, health and safety and the monitoring role. They utilise external resources such as "The Key for Governance" to enhance and focus their work	• Interview with SIP
	• The governors have selected individuals to oversee key areas such as safeguarding, behaviour management, look after pupils and health and safety to develop knowledge and expertise and the ability to holds leaders to account. They routinely review key policies on an ongoing cycle. They are well informed by regular external monitoring and reviews of the school from the School Improvement Partner, the School Improvement Advisor (LA) as well as by external safeguarding, financial management, GDPR and behaviour audits. It acts robustly on these findings and its own monitoring systems.	• The school safeguarding policy • Interviews with safeguarding lead, safeguarding governor, school SIP, School staff and the pupils • Parents' feedback • Record of staff and governor training • The single central record
• School has a **culture of safeguarding** that helps **identify pupils** who may need early help or are at risk of neglect, abuse, grooming or exploitation; **help** pupils to reduce their risk; and **manage** safer recruitment and allegations against staff	• The school is extremely diligent in undertaking its safeguarding responsibilities. We understand that children with a disability are more vulnerable and our extremely diligent procedures and practice provide them with the most robust protection possible. All staff clearly understand their responsibilities regarding safeguarding and must sign each to year to demonstrate that they have read and understood the latest revision of the school safeguarding policy and also "Keeping Children Safe in Education. The safeguarding team keep up to date with their own training and meet weekly. Safeguarding is a standing agenda item at Senior Leadership meetings. It is a key focus for governors monitoring, there is a designated governor but all governors have received relevant training at an annual refresher or as part of their induction. We have strong links with the Social Services Children with Disabilities Team who have a permanent hub office in school. We are constantly striving to improve our practice further through annual self and external audit, required actions are transferred to safeguarding action plans and also to the SIP. Our practice and SCR is also regularly reviewed by our SIP. Strong links between pupil's wellbeing, nurture and safeguarding are being developed as well as even stronger links with relevant agencies. A new online safeguarding reporting system has been successfully introduced and is used effectively. We ensure all staff are well aware of their responsibilities for keeping pupils safe through regular training	• A list of referrals made to the designated person for safeguarding in the school and those who were subsequently referred to the local authority, along with brief details of the resolution

| | through the year, for updates and briefings. Pupils receive specific lessons on how to keep themselves safe, specifically in internet safety. | |

Leadership and Management Next Steps: (RAG rated)

- Review school practice around the completion of the SCR and safer recruitment- ensure included all staff before they start at school and that all required information is gathered, accurately recorded and that it is carefully monitored.
- Ensure and be clear about the quality of references received
- Devise contract for pupils on part time timetables to ensure responsibilities and process are clear
- Complete indicated developments after survey of teacher workload and well-being as per VS document and repeat
- Develop engagement/ communication with parents- after feedback and from EHCP reviews develop communication / via review of home school diary (consistency) website/social media parent mark?
- To manage the increasing numbers on roll including holding county to account for finances and supporting us with places prioritisation
- Further development of outreach roll starting with business case for Nursery for LA support.
- To continue to develop robust and effective recruitment, CDP and induction practices
- To ensure that evaluations made by school leaders and governors are further sharpened by clearly outlining what difference completed actions have made and to what extent this is indicative of the agreed success criteria (from SIA report Feb19)
- Development of capacity admin and support team CDP needs and recruitment -upskill IT technician to one of a network management roll ✓
- Continue to plan staff CDP in response to curriculum monitoring/Audit and SIP advice including a training day around pedagogy in Spring Term

Notes for use with this self-evaluation:

- ✓ **This may be a really good template to begin self-evaluating your school against the new framework. It can act as an aid memoire and the notes column can be deleted when completed if you feel appropriate.**
- ✓ **Personalise it and don't simply use the words from the framework. Use as guidance only.**
- ✓ **Refer to the framework for additional guidance.**
- ✓ **Don't forget to add your own very bespoke examples – make it real and emphasise the uniqueness of your own organisation!**
- ✓ **Try to keep it short. Maybe a maximum 2 sides for Quality of Education and 1 side for other judgements, if possible.**
- ✓ **Remember for 'good' or 'requires improvement' it is a 'best fit' approach.**

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