

## Self-Evaluation and School Improvement Plan 2020-2023

Updated 21.04.21

### School Context:

Pitcheroak is an all-age special school (4-19 years) for learners with cognition and learning difficulties. There are currently **152** learners on roll (**27%** are female and **73%** are male). Learners mainly come from white British families (**75%**) with a small number of learners from other backgrounds such as Bangladeshi, Black African, Pakistani, Eastern European, and White/Black Caribbean families. All learners have an Education, Health and Care Plan and attainment on entry is well below age-related expectations. **37%** of the school population are eligible for Free School Meals and **46%** qualify as pupil premium. **38%** have an Autistic Spectrum Condition (ASC) and **6%** are from neighbouring local authorities such as Birmingham.



### Learner Numbers:

<b>Total on roll</b>	152	<b>LA approved</b>	143	<b>Commissioned</b>	148
<b>Reception</b>	<b>KS1</b>	<b>KS2</b>	<b>KS3</b>	<b>KS4</b>	<b>KS5</b>
6	17	40	35	32	22
<b>FSM</b>	<b>PPG</b>	<b>EAL</b>	<b>LAC/P-LAC</b>	<b>Ever 6</b>	
37%	46%	14%	5%	36%	

### Primary areas of need:

<b>ADHD</b>	<b>ASC</b>	<b>BESD</b>	<b>Downs</b>
1%	38%	1%	8%
<b>MLD</b>	<b>GDD</b>	<b>SLD</b>	<b>Other</b>
16%	5%	29%	2%

### Vision:

We will be a centre of excellence that provides a high-quality, needs led, balanced education for all. We will share our expertise to promote awareness, social integration and tolerance within the wider community. We will effectively support learner development in the areas of communication, cognition, emotional well-being and personal and social development. We will respect and recognise the contributions and achievements of all learners as individuals in a safe and caring environment to secure better outcomes so that they can meet their full potential and prepare them for their futures.

### **Previous Ofsted inspection:**

October 2018. Areas for improvement “...refine the detail of the curriculum so that all lessons fully meet the changing nature and needs of learners at the school.” And “...build more on incidental opportunities for learning.”

- Achieved the following awards: Leaders in Safeguarding Award (April 2021); Governor Mark (March 2021 for the second time); Leading Parent Partnership Award (March 2021 for the third time); AfPE at Distinction Level (November 2020); Eco School Silver Award (June 2018); and Rights Respecting Bronze Award (January 2018).
- In March 2021 we completed an LA Safeguarding Audit which concluded our safeguarding arrangements are effective.
- We are currently working on Anti-Bullying Award; Basic Skills Award and Online Safety Award.
- Attendance at regional and local meetings for the National Association of Headteachers (virtual since March 2020).
- Working closely with all Redditch Primary Heads and Worcestershire Special School Heads at regular network meetings (virtual since March 2020).
- Commitment to working with the LA to develop a county wide higher needs funding model for SEND learners.
- Actively involved with Chadsgrove teaching alliance on the Schools Direct programme. Successfully gained teaching posts for learners in SEN schools.
- Attendance at Merstone special school moderation and learner data network group.

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<b>1. Quality of education (Pages 3-12)</b>	<b>2. Behaviour and attitudes (Pages 13-17)</b>	<b>3. Personal Development (Pages 17-20)</b>	<b>4. Leadership and Management (Pages 20-25)</b>
Progress/Achievement	Positive behaviour for learning/ learner voice	Enrichment	Governance
Curriculum	Community cohesion	Physical development	Stakeholders
Life beyond school/ WRL	Attendance	Healthy lifestyles	Well-being of staff
Subject leadership/ teaching	Personal safety	Therapies	Statutory requirements
CPD			Safeguarding
Communication			
Assessment			
Learner outcomes			
Post school destinations			

## 1. Quality of education: Intent

Evaluation	Evidence	Further Development	Budget
<p><b>PROGRESS/ ACHIEVEMENT</b></p> <ul style="list-style-type: none"> <li>Most learners develop good knowledge, understanding and skills in all areas of the curriculum.</li> <li>Most learners make excellent progress from their well below age-related expectations starting points.</li> <li>Learners with CLDD make less good progress in comparison to their peer group due to the assessment criteria that has previously been used.</li> <li>Learners achieve well in accredited courses at the end of KS4 and KS5.</li> </ul>	<ul style="list-style-type: none"> <li>EoKS data</li> <li>IEP analysis</li> <li>Sensory studio planning</li> <li>Subject leadership reports</li> <li>Staff feedback</li> <li>Learner work scrutiny</li> <li>Accreditation records KS4/5</li> <li>14-19 pathways</li> </ul>	<p>By the end of July 2021:</p> <ul style="list-style-type: none"> <li>Maintain a high quality of teaching and learning to improve learner achievements and standards in all subjects (SIP).</li> <li>Ensure that the curriculum and pupil pathways are personalised with identified routes for different cohorts (PBA).</li> <li>Develop and implement a process to improve target setting within SOLAR to capture progress for CLDD learners (PBA).</li> </ul> <p>By the end of July 2023:</p> <ul style="list-style-type: none"> <li>Ensure the INSET plan and any identified training requests have a strong emphasis on CLDD pedagogy.</li> <li>Refine the accreditation pathway for learners in 14-19 with a particular focus on English.</li> </ul>	<p>Exams - £1,000</p> <p>SOLAR licence - £1,000</p>
<p><b>CURRICULUM</b></p> <ul style="list-style-type: none"> <li>The curriculum is creative, age appropriate, differentiated, relevant and continually evolving to ensure that learners increase their knowledge and attain the necessary cultural capital (social assets of a person) that they need to succeed in life.</li> <li>Skills such as resilience, self-confidence, independence, social skills and self-esteem are explicitly taught in line with PSD targets.</li> <li>Learners study a full range of subjects and specialists teach their subject area where appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Subject leadership reports</li> <li>Curriculum Plans</li> <li>Evaluation from PWA</li> <li>Enrichment database</li> <li>Learner Feedback</li> <li>IEP analysis</li> </ul>	<p>By the end of July 2021:</p> <ul style="list-style-type: none"> <li>Ensure all subject areas are aligned with NC planning for all subjects for the most able stream (SHO).</li> <li>Ensure subject leaders have adequate time to monitor and refine subject areas (SHO).</li> <li>Publish curriculum materials and LTP on website (SHO).</li> <li>Review/ revise objectives and success criteria within MTP's for learners with ASD/ CLDD (FON).</li> <li>Further develop the sensory and alternative curriculum. (FON).</li> <li>Track e-safety across the curriculum (PBA).</li> <li>Track anti-bullying across the curriculum (JWO).</li> <li>Revise 'so safe' as part of PSHE (CWA).</li> </ul>	<p>Capitation - £35,000</p> <p>Commando Joes 'RESPECT' Programme £5,000</p> <p>Themed Day - £2,000</p> <p>Post 16 Enrichment - £2,000</p>

<ul style="list-style-type: none"> <li>• The curriculum supports learners to keep physically and mentally healthy.</li> <li>• The curriculum is well designed and builds towards a range of accredited outcomes such as Entry Level 1-3 and ASDAN.</li> <li>• Staff receive training on 'So Safe' to ensure professional boundaries are consistently applied across the school.</li> <li>• Access to mainstream outreach projects has decreased over recent years due to limited opportunities.</li> <li>• All MTP's include language/ communication development opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>• Parent feedback</li> <li>• Timetable</li> <li>• Staff list</li> <li>• Learning walk info</li> <li>• Class code of conduct</li> <li>• Promotion of school values</li> </ul>	<ul style="list-style-type: none"> <li>• Audit what is currently being taught for stranger danger, drugs, mental well-being (JWO).</li> <li>• Devise whole school approach to road safety, on the LTP (JWO).</li> <li>• Refurbish school hall to allow for 'black out' and lighting rig to be installed to re-brand the sports hall as a large teaching space. Multi user gym area (SHO).</li> <li>• Identify areas within the curriculum where safeguarding topics are taught to learners (PBA).</li> <li>• Develop and implement a range of TEACCH activities to improve pupil progress in KS2 (FON).</li> <li>• Explore D of E; BTEC and GCSE (DLO).</li> </ul> <p>By the end of July 2023:</p> <ul style="list-style-type: none"> <li>• Plan INSET to allow subject leads to meet together with their new learning families (MADD, Core, UW etc.)</li> <li>• Consider how the DfE document 'character education' (Nov 2019) can be used to refine current provision and identify next steps for 6 character benchmarks.</li> <li>• Share whole school approach to 'so safe' lessons with parents/carers.</li> <li>• Pilot a structured curriculum afternoon for students from KS3-KS5 for the most able learners to further develop character, resilience and confidence in learners.</li> <li>• Prioritise the arts across the school with external music and art specialist support.</li> <li>• Explore the possibility of an outreach satellite base at a mainstream school.</li> </ul>	<p>Severn Arts  Music - £1,000  Artist in residence - £1,250  Hall refurb £16,000  Lighting rig £15,000  MUGA £30,000</p>
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LIFE BEYOND SCHOOL/ WRL			
<ul style="list-style-type: none"> <li>The 14-19 curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.</li> <li>Learners in KS5 access college to increase their vocational awareness and familiarisation with locations outside of school. As a consequence of this 100% of learners' secure positive post school destinations.</li> <li>The 14-19 curriculum promotes links with other local schools, businesses, colleges, artists and musicians.</li> <li>100% of learners are supported to develop cultural awareness in our society and to develop interests in other subjects/areas of life.</li> <li>100% of learners in the 14-19 department participate in relevant work related opportunities.</li> <li>Careers guidance and transition across key stages is good. Learners from year 8 to year 14 are seen regularly by the independent CIAG coordinator in class groups and 1:1 if appropriate.</li> <li>89% of learners in Key Stage 5 attend appropriate work experience placements off-site.</li> <li>In 2017 and 2018, 80% of year 11 stayed on in Sixth Form, 20% went onto College.</li> <li>In 2019 70% of year 11 stayed on in Sixth Form, 30% went onto College.</li> </ul>	<ul style="list-style-type: none"> <li>LTP</li> <li>Analysis of post school outcomes</li> <li>Destination data</li> <li>HOW College monitoring</li> <li>WEX evaluations/ log</li> <li>Enrichment database</li> <li>Observation records of placements</li> <li>External monitoring with Matt Tope</li> <li>Careers strategy</li> <li>Feedback from placement providers</li> <li>Careers MTP's</li> <li>Careers Quality Mark Portfolio</li> </ul>	<p>By the end of July 2021:</p> <ul style="list-style-type: none"> <li>Allocate dedicated time to enable a member of the senior team to promote WRL as part of their TLR (PBA).</li> <li>Fully embed a programme of careers education and guidance that is known and understood by learners, teachers and Governors (Benchmark 1) (TLY).</li> <li>Link science and PSHE lessons to careers (Benchmark 4). To incorporate opportunities to explore careers within the science curriculum at KS3-KS4 (RAD).</li> <li>Transform expectations of employment through internal WEX opportunities (ABR).</li> <li>Develop the onsite gardening facilities to develop a school shop for the sale of produce and include as part of internal WEX opportunities (SHO).</li> <li>To collaboratively build and enter the RHS school garden competition (RAD).</li> <li>For learners in 14-19 to take responsibility for ordering and purchasing whole school food technology items (EHO).</li> </ul> <p>By the end of July 2023:</p> <ul style="list-style-type: none"> <li>Promote the 'world of work' as part of calendar for 14-19. Invite parents/carers into school so that they can share what they do for work with learners.</li> <li>Continue to review and revise the 14-19 curriculum to ensure it is creative and reflects new initiatives meeting the needs of the changing population preparing them for life beyond school.</li> <li>Extend internal and external work related learning opportunities for KS5 CLDD learners so that they have meaningful placements with auxiliary staff in school.</li> <li>Review WEX programme and evaluate all off-site opportunities by visiting all providers.</li> </ul>	<p>TLR WRL - £2,721  College Provision - £15,000  IAG Support - £2,500  Careers support - £500  Driver salary - £3,500  Careers and Information Award - £1,000</p>

	<ul style="list-style-type: none"> <li>• Life Beyond School Event</li> <li>• IAG advisor records of conversations</li> </ul>	<ul style="list-style-type: none"> <li>• Review Post 16 curriculum to identify opportunities for individuals/ pairs of learners to access the wider community.</li> <li>• Work with IAG co-ordinator and local employers to promote careers awareness and develop employability skills.</li> <li>• Recruit a casual driver to support the College links programme.</li> <li>• Develop the Post 16 curriculum to support CLDD learners on positive alternatives to work placements.</li> <li>• Enable all learners in KS5 to experience meaningful work experience placements.</li> <li>• Explore the option of re-locating post 16 learners to the HOW College campus to open a broader offer for learners.</li> </ul>	
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### Quality of education: Implementation

Evaluation	Evidence	Further Development	Budget
<p><b>SUBJECT LEADERSHIP/ TEACHING</b></p> <ul style="list-style-type: none"> <li>• Teachers have good knowledge of the subjects they teach.</li> <li>• Subject leads provide effective support for those teaching outside their main area of expertise.</li> <li>• Teaching over time (3 years) is good as graded by the external SIP.</li> <li>• Teachers present subject matter clearly, promoting appropriate discussion about the subject they are teaching.</li> <li>• Teachers check learners' understanding systematically, identifying misconceptions and provide clear, direct feedback with an emphasis on supporting independence.</li> </ul>	<ul style="list-style-type: none"> <li>• Work scrutiny</li> <li>• Planning</li> <li>• Standards files</li> <li>• Moderation reports</li> <li>• Subject leadership handbook</li> <li>• CPD log</li> <li>• Subject Obs</li> <li>• Annual subject</li> </ul>	<p>By the end of July 2021:</p> <ul style="list-style-type: none"> <li>• Introduce a monitoring system for literacy and numeracy targets across the curriculum (PBA).</li> <li>• Refine the system for IEP target setting and determining 'good' and 'outstanding' progress for learners (JWO).</li> <li>• Continue to collate outstanding work in foundation subjects to further develop standards files and verify the consistency of judgements made by teachers (PBA).</li> <li>• Teachers of KS1 and KS2 subject specific learners become more familiar with the Pre Key Stage standards and have a system by which evidence is gathered that demonstrate achievement at the relevant standard (PBA).</li> <li>• Further develop teaching and learning within the complex classes to ensure that there is a sharper focus on pace and variety in all lessons (HTO).</li> </ul>	<p>SIP SLA - £1,500 Swimming qualification - £400 per teacher TV Screens - £600 per screen</p>

	<p>report to Governors</p> <ul style="list-style-type: none"> <li>• SIP Reports</li> <li>• Observation Records</li> <li>• Staff feedback</li> <li>• PM documents</li> <li>• Staff audit</li> </ul>	<ul style="list-style-type: none"> <li>• Facilitate teachers of CLDD groups to collaboratively work together to share ideas about effective practice within CLDD classes (HTO).</li> <li>• Promote key curriculum messages by broadcasting subject content via Pitcheroak TV using pupil voice to inform content (DWI).</li> </ul> <p>By the end of July 2023:</p> <ul style="list-style-type: none"> <li>• Ensure that subject leads have adequate time to monitor and refine their subject to ensure consistency across all key stages.</li> <li>• Facilitate time for subject leads to undertake collaborative curriculum planning in groups – MADD, Core, Foundation.</li> <li>• Audit staff knowledge base on SEND to inform CPD priorities.</li> <li>• Further develop a systematic approach to the teaching of reading so that learners’ confidence and enjoyment in reading grows.</li> </ul>	
<p><b>CPD</b></p> <ul style="list-style-type: none"> <li>• Opportunities are planned for at all levels and promote whole school priorities and are linked to the PM process.</li> <li>• The PM of all staff is robust and mediocrity is challenged. Leaders focus on improving staff’s subject, pedagogical knowledge to enhance the teaching of the curriculum and the appropriate use of assessment.</li> <li>• CPD enhances good classroom practice and subject knowledge which is built up and improves over time.</li> <li>• Induction for new starters covers statutory elements of working with children. The specialist</li> </ul>	<ul style="list-style-type: none"> <li>• Staff training records</li> <li>• Head reports to Governors</li> <li>• Lesson obs</li> <li>• PM records</li> <li>• Standards files</li> <li>• Teacher PM Pay Panel Report</li> </ul>	<p>By the end of July 2021:</p> <ul style="list-style-type: none"> <li>• Devise a bespoke school to school programme of support working with local primary schools supporting SEND. (Staff exchange, Team Teach training, differentiation, assessment support, sensory processing and ASD practice) (SHO).</li> <li>• Ensure ‘best practice’ observation opportunities are planned into the induction process for new teachers (SHO).</li> <li>• Further develop the appraisal and PM processes for all staff so that CPD is planned for at all levels and promotes whole school priorities (SHO).</li> <li>• Continue to train teachers up to ASA Level 1 in swimming (MWR).</li> <li>• Identify and invest in Bikeability training for staff members to enable them to deliver schemes to KS2/ KS3 learners (MWR).</li> </ul>	<p>Online learning for new staff £1,000 CPD mark £1,000 CPD £12,000</p>

<p>training element of core modules of training is currently on an individual voluntary basis.</p>	<ul style="list-style-type: none"> <li>• TA PM booklets</li> <li>• Support staff PM documents</li> <li>• Movement from MPS to UPS</li> <li>• CPD mark</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to support the Schools Direct SEND trainee teacher programme alongside Straight2Teaching (HTO).</li> </ul> <p>By the end of July 2023:</p> <ul style="list-style-type: none"> <li>• Identify suitable core SEN modules for new starter induction for online learning within the first three months of commencement.</li> <li>• Explore CPD mark.</li> <li>• Develop the NQT programme to formalise training opportunities.</li> <li>• Develop a programme of progressive core training elements for staff to enhance staff knowledge and understanding of SEND/ ASC. Training offered to include: PECS/ AAC/ narrative communication/ communication aids/ word aware/ workbook/ intensive interaction/ sensory integration/ TEACCH/ Signalong.</li> <li>• Achieve the CPD mark.</li> </ul>	
<p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>• Resources and materials reflect the teacher’s ambitious intentions and high expectations for each learner ensuring that individual targets and needs are consistently met by using identified communication strategies.</li> <li>• Communication strategies are used with increasing consistency. Signing and symbols are well used to help develop learners’ comprehension and expressive skills.</li> <li>• Learners with CLDD are more engaged in learning. Teachers have greater confidence teaching pupils with a variety of needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Display boards</li> <li>• IEP target analysis</li> <li>• Observation data</li> <li>• STP’s</li> <li>• Learning walk outcomes</li> <li>• CFE outcomes</li> <li>• Learner passports</li> <li>• OoR</li> </ul>	<p>By the end of July 2021:</p> <ul style="list-style-type: none"> <li>• Ensure that all staff know and promote each learner’s primary mode of communication and these are well resourced (FON).</li> <li>• Develop the understanding of all staff to support total communication environments and autism friendly environments including safe spaces (FON).</li> <li>• Further develop teaching and learning within the complex classes to ensure that there is a sharper focus on pace and variety in all lessons (HTO).</li> <li>• Enable teachers of CLDD groups to collaboratively work together to share ideas about effective practice within CLDD classes (PBA).</li> <li>• Develop the intentional communication of learners through the use of Sounds of Intent Framework (KBI).</li> </ul>	<p>TLR post-holder £2,721 Comm. Resources - £1,000 Soundfield - £10,000 OoR resources - £1,000</p>

	<ul style="list-style-type: none"> <li>• Soundfield in teaching spaces</li> </ul>	<p>By the end of July 2023:</p> <ul style="list-style-type: none"> <li>• Further develop the knowledge set of each AT2 to ensure that these departmental leads are able to focus on developing resources for communication and standardisation of OoR.</li> <li>• Ensure that the TLR post holder for communication has dedicated non-contact time in order to deliver the school's priorities.</li> <li>• Develop the use of word mats to accompany 'signalong' manuals and ensure that they are accessible on the staff shared area.</li> <li>• Ensure all lessons have a 'talking' element within the STP to encourage learners to engage in communication.</li> <li>• Further promote 'word aware' and 'colourful semantics' as a strategy for improving social communication.</li> <li>• Ensure learners that need specific communication support have a 'passport' in place that identifies what needs to be done in the classroom to develop language and communication skills.</li> <li>• Achieve the Elklan award (Elklan Communication Friendly accreditation is awarded to settings and schools that have trained and support all their staff in communication and language development.)</li> </ul>	
<p><b>ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>• Teachers and learners use assessment well.</li> <li>• Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens for staff or learners.</li> <li>• At each stage of education the school prepares learners for future success in their next steps. Scrutiny of learner work is routinely undertaken both internally and externally to moderate levels</li> </ul>	<ul style="list-style-type: none"> <li>• SOLAR data</li> <li>• EoY reports</li> <li>• Staff feedback</li> <li>• Parent feedback</li> </ul>	<p>By the end of July 2021:</p> <ul style="list-style-type: none"> <li>• Maintain standards files and attendance at internal and external moderation meetings as part of the Merstone special school network to ensure accuracy of teacher assessment (PBA).</li> <li>• Use SOLAR to ensure that the assessment frameworks selected are closely matched to the curriculum for each pathway of need (PBA).</li> </ul>	<p>SOLAR licence fee – as above</p>

and to help ensure accurate assessment of learner levels		<p>By the end of July 2023:</p> <ul style="list-style-type: none"> <li>• Explore the potential of SOLAR for routine reporting on progress and end of year reports.</li> <li>• Provide opportunities to share information with parents/carers about SOLAR and methods of tracking and measuring progress. Parents/carers will be able to log on to SOLAR and see their child's evidence and progress.</li> </ul>	
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### Quality of education: Impact

Evaluation	Evidence	Further Development	Budget:
<p><b>VULNERABLE GROUP OUTCOMES</b></p> <ul style="list-style-type: none"> <li>• Learners from vulnerable groups (LAC, EAL, FSM, PPG) make good and often outstanding progress.</li> <li>• Looked After Children (LAC) reviews, Team Around the Child (TAC), and short break reviews hosted by the school ensure that the progress of those learners is very closely monitored and the right support is put in place to meet academic and wider needs.</li> <li>• The school has been highly commended by the Virtual Heads high for its standard of reporting.</li> </ul>	<ul style="list-style-type: none"> <li>• LAC records</li> <li>• PPG tracking grids</li> <li>• Learner progress data</li> <li>• PEP documents</li> </ul>	<p>By the end of July 2021:</p> <ul style="list-style-type: none"> <li>• Continue to monitor and evaluate the impact of LAC spending (HTO).</li> <li>• Continue to monitor and evaluate the impact of PPG spending (HTO).</li> </ul> <p>By the end of July 2023:</p> <ul style="list-style-type: none"> <li>• Achieve the PPG award for good practice.</li> </ul>	PPG Award £100
<p><b>EYFS OUTCOMES</b></p> <ul style="list-style-type: none"> <li>• 100% of learners entering the school in Reception make 'emerging' progress against the ELG's.</li> <li>• Increasingly more children enter the EY's department with Autism and CLDD.</li> <li>• Staff are knowledgeable in the delivery of the EYFS curriculum and encourage learning through structured play activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning journals</li> <li>• Observations</li> <li>• RoA's</li> <li>• IEP trackers</li> <li>• EY's progress data - SOLAR</li> </ul>	<p>By the end of July 2021:</p> <ul style="list-style-type: none"> <li>• Ensure transition to new build is smooth (April 2020). Consider a phased start to school for reception learners Sept 2021 (SHO).</li> <li>• Identify and purchase age-appropriate resources that will support development across the 7 key aspects in Development Matters (SBA).</li> <li>• Continue to maintain learning journals to ensure progress over time and next steps in learning is identified (FHA).</li> </ul>	New build £350,000

<ul style="list-style-type: none"> <li>• Learners in EY's are happy and engaged in practical learning experiences that develop their knowledge and skills capitalising on their interests and motivations.</li> <li>• The majority of learners in EY's find making relationships hard and some display challenging behaviours due to their cognition and learning difficulties, in particular their communication. This has an impact on their progress in PSED (Making Relationships, Managing Feelings and Behaviour and Self-confidence and Self-awareness.)</li> </ul>		<ul style="list-style-type: none"> <li>• Use SOLAR to target set for Reception as opposed to teacher production (FHA, HTO).</li> <li>• Increase the % of learners in Reception achieving expected levels (FHA).</li> <li>• Deliver a parent workshop on careers to inform parents about what is available (TLY).</li> <li>• Support pupils to make expected progress or better in PSED in the EY's department by introducing a range of new initiatives such as parachute play, brain breaks etc. to promote sharing, turn-taking and interaction between pupils and staff (HTO).</li> <li>• Increase attainment levels in PSED with the introduction of a 'feelings board' in all EY's classrooms so that staff can model and teach children about the feelings that they are displaying and to promote self-awareness. Staff also having feelings cue cards on lanyards so these can be used consistently in and outside the classroom (HTO).</li> <li>• Embed 'choose boards' which also support a colourful semantics approach to enable pupils to express what they would like, therefore promoting independence, enabling them to indicate a preference and in turn reducing behaviour (HTO).</li> </ul> <p>By the end of July 2023:</p> <ul style="list-style-type: none"> <li>• Extend the range of support to families (through parent workshops, signposting to services) and include them in family learning experiences such as parent engagement activities.</li> </ul>	
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<p><b>KS1 – KS3 OUTCOMES</b></p> <ul style="list-style-type: none"> <li>Learners in KS1 – KS3 make good progress in terms of prior attainment.</li> <li>The majority of learners make MQ+ progress from their low starting points and advance well in a wide range of subjects.</li> </ul>	<ul style="list-style-type: none"> <li>SOLAR</li> <li>Individual tracking grids</li> <li>Reading records</li> </ul>	<p>By the end of July 2021:</p> <ul style="list-style-type: none"> <li>Develop and implement a process to improve target setting within SOLAR for EoKS1, 2 and 3 for all learners (PBA).</li> <li>Appoint an inclusion/outreach teacher to personalise the curriculum to meet the needs of the most able and under achievers (SHO).</li> </ul> <p>By the end of July 2023:</p> <ul style="list-style-type: none"> <li>Introduce an outreach programme to support mainstream pupils that have been referred to Pitcheroak in order to sustain the placement.</li> </ul>	<p>Outreach/ Intervention /inclusion teacher - £30,000</p>
<p><b>KS4 AND KS5 OUTCOMES</b></p> <ul style="list-style-type: none"> <li>Learners make good progress and achieve a good range of accreditation either meeting or exceeding expected learning outcomes.</li> <li>Learners develop valuable life skills that support their transition to life beyond school.</li> </ul>	<ul style="list-style-type: none"> <li>Accreditation results</li> <li>14-19 curriculum</li> </ul>	<p>By the end of July 2021:</p> <ul style="list-style-type: none"> <li>Extend opportunities for KS4 learners to include OCN science from Sept 2020 (CWA).</li> <li>Ensure that the BKSB testing system is embedded across 14-19 on annual basis (CWA).</li> <li>To deliver 14-19 functional skills and devise a monitoring system to track progress (CWA).</li> <li>To monitor progression of personal development characteristics through the use of SOLAR alongside BKSB assessment (CWA).</li> </ul> <p>By the end of July 2023:</p> <ul style="list-style-type: none"> <li>Refine the accreditation pathway for learners in 14-19 with a particular focus on English.</li> <li>Extend opportunities for more able learners to follow Art and Science courses within a mainstream setting.</li> </ul>	

<p><b>POST SCHOOL DESTINATIONS</b></p> <ul style="list-style-type: none"> <li>• July 2019 - 92% of school leavers at EoKS4 secured positive educational placements.</li> <li>• July 2019 - 83% of school leavers at EoKS5 secured positive educational placements.</li> <li>• Learners are confident and positive about being in the Sixth Form.</li> <li>• Learners are well supported to reach appropriate destinations beyond school and succeed in securing college and work placements.</li> <li>• Learners are ready for the next stage of education, employment or training as a consequence of the good careers programme and personalised planning that is in place.</li> </ul>	<ul style="list-style-type: none"> <li>• EHCP views and records</li> <li>• Link careers advisor in school</li> <li>• Careers strategy portfolio</li> <li>• Careers curriculum</li> <li>• Attendance</li> <li>• Learner feedback</li> </ul>	<p>By the end of July 2021:</p> <ul style="list-style-type: none"> <li>• 90%+ of leavers will secure positive destinations (TGE).</li> <li>• Continue to support learners with College placements for familiarisation and new locations (CWA).</li> <li>• Continue to support in school with applications and interviews as required (TGE).</li> <li>• Continue to purchase IAG from Regency School to ensure personalised transition for each individual learner (SHO).</li> </ul> <p>By the end of July 2023:</p> <ul style="list-style-type: none"> <li>• Use the employer link (Wendy at BOBST) and employer related activities through school careers (Gatsby).</li> <li>• Further broaden the curriculum to provide increased real-life experiences, both within and beyond school.</li> <li>• Continue to stimulate a team approach and explore ways to liaise regularly to ensure all practitioners have a secure and shared understanding of the Gatsby Benchmarks.</li> </ul>	<p>IAG SLA – as above</p>
<p><b>Evaluation of Quality of Education</b></p> <p><u>SIP Report – Ladan Harper - 9th and 14th October 2019</u></p> <ul style="list-style-type: none"> <li>• Overall, the quality of teaching at Pitcheroak School is good.</li> <li>• LA SIP Report – Helen Pretty – 10<sup>th</sup> December 2019</li> <li>• February 2020 – Jackie Woods – IEP analysis</li> <li>• 94% of IEP targets are displayed on the walls in the classrooms.</li> <li>• Targets for cognition and learning and social, emotional and mental health are well written and relevant to the needs of the child.</li> </ul> <p><u>AfPE award in PE – November 2020</u></p> <ul style="list-style-type: none"> <li>• A well planned, inspiring and challenging curriculum which provides a wide range of physical activities which meets the needs of all pupils from EYFS through to KS5 who have mild to severe learning needs.</li> <li>• Provision which enables very young children through to late teenagers access to develop their fundamental movement skills, handling of objects, understanding of their own body and health and levels of self-care.</li> <li>• Extensive opportunities for young people to develop leadership skills and gain other appropriate accreditation to support their transition into the wider workforce and adult life.</li> <li>• A school which inspires its students, through PESSPA, to be the best they can be and achieve beyond their potential.</li> </ul>			

## 2. Behaviour and Attitudes

Evaluation	Evidence	Further Development	Budget
<p><b>BEHAVIOUR FOR LEARNING/ LEARNER VOICE</b></p> <ul style="list-style-type: none"> <li>Learner behaviour is good, class sizes are small and well organised according to key stage and ability.</li> <li>Learners are proud to be members of the school.</li> <li>There is a sustained pattern of improvement in learners' behaviour over time. Good behaviour is apparent which leads to high levels of engagement in lessons and around school.</li> <li>All staff promote the moral development of learners by acting as role models and demonstrating an 'emotion coaching' approach when managing learners.</li> <li>Incidents of racism are rare. In 2018-2019 there was only 1 incident reported.</li> <li>Incidents of bullying are rare. Learners know what to do if they are worried about bullying.</li> <li>Anti-bullying is a high-profile topic with a governor attached to monitor the impact of the policy.</li> <li>A well-established annual themed day to promote strategies to combat bullying.</li> <li>Learners' attitudes are positive. They are proud of their achievements and this is recognised consistently.</li> <li>There are NO concerns as to the amount of escort and holds that are being implemented to support learners' best interests.</li> <li>SLEUTH monitoring provides analysis of specific incidents that are systematically reviewed on a</li> </ul>	<ul style="list-style-type: none"> <li>SLEUTH reports – racism and bullying</li> <li>Lesson obs</li> <li>Exclusion data</li> <li>BMP's</li> <li>Class lists</li> <li>RoA's</li> <li>Celebration assemblies</li> <li>Learner feedback</li> <li>Learner council records</li> <li>PSHE planning</li> <li>Zone board</li> <li>Attendance data</li> <li>Positive SELUTH reports</li> <li>House points</li> </ul>	<p>By the end of July 2021:</p> <ul style="list-style-type: none"> <li>Team Teach recommendations – to ensure that staff have access to debrief forms in each classroom (PKI).</li> <li>Ensure that learners have a debrief after every major incident including pupils that are non-verbal to increase self-awareness and emotional resilience (PKI).</li> <li>To explore alternative communication methods (e.g. PECS, Communication in Print) to facilitate debriefs with pupils that are non-verbal and/or have the most complex needs (PKI).</li> <li>Further develop Governor awareness of behaviour and PPI and sharing of current picture on a termly basis as well as undertaking a governor monitoring visit every term (SHO).</li> <li>Complete actions on the action plan and implement strategies in order to achieve the anti-bullying award (JWO).</li> <li>Further develop restorative practice and review the impact on learning and social progress of learners (PKI).</li> <li>Further promote strategies for positive play at break time to ensure that learners have access to well-structured playtimes where they feel happy and safe and expectations are clear for all staff on duty (SLT).</li> <li>Review games and activities on offer for unstructured times to promote active engagement (SLT).</li> <li>Further promote the profile of learner voice to ensure all learners feel empowered to express their opinions and feel more responsible and part of the decision making process at school (JWO).</li> <li>Involve learner voice in lesson observation and teacher feedback to contribute to the interview process (SHO).</li> </ul>	<p>EY's playground £3,000</p> <p>KS2 playground £35,000</p> <p>KS3 playground £35,000</p> <p>CLDD playground markings £5,000</p> <p>Anti-bullying day £500</p>

<p>fortnightly basis by the SLT and action plans determined.</p> <ul style="list-style-type: none"> <li>• In the 14-19 department current affairs are regularly discussed as part of PSHE thereby encouraging learners to reflect on wider issues around the world.</li> <li>• Learners takes an active role in school life; the school council and eco school representatives grow in confidence representing learner views on a range of matters and contributing to whole school decision making.</li> <li>• Dinnertime encourages the use of good table manners and learners wait until everyone has finished before being dismissed. Staff are on duty throughout lunchtime to encourage good manners, helping others and turn-taking.</li> </ul>	<ul style="list-style-type: none"> <li>• School council minutes</li> <li>• Elections</li> <li>• Observation</li> <li>• Dining hall rules on display</li> <li>• Displays</li> <li>• Treat Seat</li> <li>• KS3 shop</li> <li>• 14-19 raffle tickets</li> <li>• Parent feedback</li> <li>• Attendance data</li> </ul>	<ul style="list-style-type: none"> <li>• Capture learner voice opinion to evaluate the outcomes of the residential and enrichment programme with particular emphasis on resilience teamwork, perseverance and independence (DLO).</li> <li>• Identify head boy/girl to take on additional responsibilities across the school (SHO).</li> </ul> <p>By the end of July 2023:</p> <ul style="list-style-type: none"> <li>• Re-establish regular Student Council meetings to ensure student voice is regularly sought and responded to.</li> <li>• Formalise a school prefect/ buddy system to ensure that positions of responsibility are identified in order to support life skills and develop positive role models for younger learners.</li> <li>• Enable learners to have shared responsibility in looking after the school environment sharing their ideas for school improvement and environmental aspects such as School Council, Eco School and Horticulture.</li> <li>• Incorporate learner voice with EYs, KS2 and KS3 playground re-design.</li> <li>• Design playground markings for CLDD playground.</li> <li>• To make checks on the specific coverage of anti-bullying and character building across the wider curriculum and monitor the extent to which teachers are making the most of incidental opportunities and using them as teaching points/learning experiences.</li> </ul>	
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<p><b>COMMUNITY COHESION</b></p> <ul style="list-style-type: none"> <li>• The school is an integral part of the local community and we have good relationships with a number of local schools.</li> <li>• Assemblies are held on a weekly basis and led by various visiting speakers, class groups and staff. There is an emphasis on special days such as Chinese New Year which affords the opportunity for the local Chinese community to come to school.</li> <li>• Whole school fundraising activities for charitable causes are organised every year to educate young people in a values based curriculum.</li> <li>• Learners develop their understanding of British values by understanding and appreciating diversity.</li> <li>• The school actively celebrates what we have in common and promotes respect for the different protected characteristics as defined in law.</li> <li>• Visits to various places of worship for different faiths are organised to encourage learners to develop tolerance and understanding of different faiths and cultures. The whole school attend the local church every year at Christmas time.</li> </ul>	<ul style="list-style-type: none"> <li>• Inclusion documents</li> <li>• Partner school evaluations</li> <li>• Timetable</li> <li>• Assembly rota</li> <li>• Assembly PPT's</li> <li>• Website posts</li> <li>• Newsletters</li> <li>• Display boards</li> <li>• SLT minutes</li> <li>• Newspaper articles</li> <li>• PSHE MTP's</li> </ul>	<p>By the end of July 2021:</p> <ul style="list-style-type: none"> <li>• Further develop inclusive learning and social opportunities both internally and externally with mainstream partner schools (FON).</li> <li>• Evaluate the role of the outreach/intervention teacher to further develop the inclusion work of the school (SHO).</li> <li>• Further develop outreach to ensure that we help meet the needs of a small number of mainstream learners with SEND (FON).</li> </ul> <p>By the end of July 2023:</p> <ul style="list-style-type: none"> <li>• Explore the inclusion quality mark.</li> <li>• Review, share and promote the school values with learners on a timetabled basis as part of PSHE and assembly rota. (Inclusion, respect, well-being, teamwork, confidence and independence).</li> </ul>	<p>Outreach/ Intervention /inclusion teacher – costs as above</p>
<p><b>ATTENDANCE</b></p> <ul style="list-style-type: none"> <li>• Learner attendance is good 91.93% in 2019-2020 (awaiting data) 91.34% in 2018-2019 (89.9%) 91.56% in 2017-2018 (89.8%) Attendance is consistently above special school national data displayed in brackets.</li> </ul>	<ul style="list-style-type: none"> <li>• Learner feedback</li> <li>• Register</li> <li>• EWO minutes</li> </ul>	<p>By July 2021:</p> <ul style="list-style-type: none"> <li>• Proactively tackle persistent absence for all learners falling below 95% (SLT).</li> <li>• Hold internal monitoring meetings every 6 weeks to action plan for persistent absence (SSO).</li> <li>• Ensure that internal monitoring includes FSM learners (SSO).</li> </ul>	<p>Hall refurb £16,000 Lighting rig £15,000 ASC salaries £5,000</p>

<ul style="list-style-type: none"> <li>• Frequent absence monitoring and intervention improves learner attendance.</li> <li>• Attendance is tracked of vulnerable groups and appropriate interventions and support are put in place to support persistent absenteeism.</li> <li>• Learners enjoy coming to school and recognise that good attendance is a contributory factor to good progress.</li> <li>• Attendance at after school clubs is good and often over-subscribed. 38% accessed at least one club in 2018-2019. 28% accessed at least one club in 2017-2018.</li> <li>• Attendance at holiday play schemes is high. 17% attended at least one scheme in 2018-2019. 15% attended at least one scheme in 2017-2018.</li> </ul>	<ul style="list-style-type: none"> <li>• Internal attendance minutes</li> <li>• SLT minutes</li> <li>• CP files</li> <li>• Log of phonecalls home</li> <li>• Scholarpack input</li> <li>• Letters home</li> <li>• Meeting notes</li> <li>• Home visit records</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that FSM learners have 90%+ attendance by July 2021 (SSO). July 2018 - FSM attendance was 89.37% July 2019 – FSM attendance 85.88% July 2020 – FSM attendance 89.37%</li> </ul> <p>By the end of July 2023:</p> <ul style="list-style-type: none"> <li>• Further develop the range of extra-curricular clubs after school by including fitness club.</li> <li>• Further develop the range of extra-curricular clubs after school by offering D of E.</li> <li>• Introduce a youth club for 14-19 learners – school council to determine activities possibly with parents and carers to support activities.</li> </ul>	<p>Playscheme £20,000</p>
<p><b>PERSONAL SAFETY</b></p> <ul style="list-style-type: none"> <li>• Learners are safe and regularly taught how to keep safe online.</li> <li>• Relationships between learners and staff are positive and respectful.</li> <li>• Bullying, peer-on-peer abuse or discrimination are not tolerated. If they do occur issues are dealt with quickly and effectively.</li> <li>• Individual SRE programmes are taught to support individual learning needs for learners identified as ‘at risk’ of CSE. In a recent report the school have been identified as demonstrating outstanding commitment to a learner and their family by funding specialist assessments and interventions.</li> </ul>	<ul style="list-style-type: none"> <li>• Parent feedback</li> <li>• Learner feedback</li> <li>• Staff feedback</li> <li>• PSHE MTP’s</li> <li>• ICT MTP’s</li> <li>• Science MTP’s</li> <li>• Paul Eggett CBT report</li> </ul>	<p>By the end of July 2021:</p> <ul style="list-style-type: none"> <li>• Trial an online support package for identified families to coincide with ‘Internet safety’ day (SBA).</li> <li>• Ensure that there are appropriate links to online safety on the school’s website (DWI).</li> <li>• Deliver age appropriate SRE lessons in KS3 and above drawing on the expertise of external specialists (JWO).</li> </ul> <p>By the end of July 2023:</p> <ul style="list-style-type: none"> <li>• Offer CEOP training to families through our partnership of schools.</li> </ul>	<p>Resources - £1,000 CEOP Training - £500</p>

### **External Evaluation of Behaviour and Attitudes**

#### LA SIP Report – Helen Pretty – 10th December 2019

- Attendance across 2018-9 for all pupils was 91.34%. This compares favourably with the most recent national figure for Special Schools: 89.8%
- The attendance of pupils eligible for PPG is currently 88%, which is less than that of other pupils. The Pupil Premium Strategy 2019-20 details the schools chosen approach to address the gap in attendance - commissioning EWO support and intervention.
- In 2018-9, 10 days total equivalent of fixed-term exclusions were issued involving 3 separate students.

#### Team Teach – External Evaluation Report (September 2020)

- Policy in place and up to date;
- Reports are well completed by staff;
- PPI is mainly used on two different pupils, both of which PBT have been in to support

### 3. Personal development

Evaluation	Evidence	Further Development	Budget
<p><b>ENRICHMENT</b></p> <ul style="list-style-type: none"> <li>The curriculum model is adapted to meet the needs of all learners. It extends beyond the academic to include a wide range of opportunities that help learners to develop and discover their own interests and talents.</li> <li>We provide a range of after school clubs and offer holiday play schemes during the Easter and Summer holidays.</li> <li>We offer an extensive range of enrichment and residential experiences for our learners as well as outdoor learning opportunities. This has enabled learners to develop independence and social skills in line with their PSD targets.</li> <li>Funding secured to offer DoE to pupils in 14-19 expanding their life experiences and developing their skill set in preparation for adulthood.</li> </ul>	<ul style="list-style-type: none"> <li>Play scheme documents</li> <li>ASC records</li> <li>Residential plans</li> <li>Enrichment database</li> </ul>	<p>By the end of July 2021:</p> <ul style="list-style-type: none"> <li>Continue to offer all learners at least one enrichment activity per term and evaluate the offsite visit outcomes on an annual basis (SHO).</li> <li>Refine the residential plan to introduce tailored pathways of opportunity appropriate to the needs of the learner i.e. CLDD pupils to have an extended day in forest school (SLT).</li> <li>Train an additional member of staff to become either a D of E leader or assessor (SHO, DLO).</li> <li>To deliver the Duke of Edinburgh Bronze Award. (DLO)</li> <li>Following enrichment experiences, teachers should plan meaningful opportunities for pupils to reflect on the learning intention of the activity. Pupils should be encouraged to think about and articulate their thoughts about the experience and how this helped them to further develop their personal and/or academic skills (DLO).</li> </ul> <p>By the end of July 2023:</p> <ul style="list-style-type: none"> <li>Launch a new residential D of E plan that supports the sports premium action plan for 2021-2022 to include physical, volunteering, skills and expedition/exploration for Post 16 learners.</li> <li>Introduce an activity week relating to outdoor, residential style activities and incorporate bikes and sport premium activities.</li> <li>Further develop the use of SOLAR to track student progress in relation to personal development skills and attributes.</li> </ul>	<p>D of E costs - £2,000 Activity week - £3,000</p>

<p><b>PHYSICAL DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>We encourage the physical development of learners by offering a progressive PE curriculum that is accessible for all. We are fortunate to have a purpose built gym for the older learners to use at their leisure and during PE lessons.</li> <li>100% of learners attend swimming lessons at local pools. EY's and KS2 learners follow the STARFISH series of awards, whereas KS2 swimmers follow the STANley series.</li> <li>The sports premium funding provides learners 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.</li> <li>We offer a variety of different theory courses for learners across 14-19 ranging from ASDAN short courses in Sports and Fitness, to the OCR Entry Level in Physical Education.</li> </ul>	<ul style="list-style-type: none"> <li>PE MTP's</li> <li>Curriculum LTP</li> <li>Photographic evidence</li> <li>Newsletters</li> <li>Website posts</li> <li>Sports premium report</li> <li>Timetable</li> <li>RoA's</li> <li>Enrichment database</li> </ul>	<p>By the end of July 2021:</p> <ul style="list-style-type: none"> <li>Achieve the AfPE award (MWR).</li> <li>Collate evidence towards the Healthy schools award (MWR).</li> <li>Deliver Bikeability to KS2 and KS3 learners (SHO, MWR).</li> <li>Develop extra-curricular activities for those that are least active (MWR).</li> </ul> <p>By the end of July 2023:</p> <ul style="list-style-type: none"> <li>Install outdoor gym equipment for Primary aged learners.</li> <li>Identify additional primary partners to participate in the annual festival of Sport at Pitcheroak.</li> <li>Achieve the School Games Mark – Bronze Award.</li> <li>Develop the 'Round the World' programme for 14-19 to encourage them to become more physically active.</li> <li>Develop healthy activities to counteract the adverse effects of being transported into school – walk a mile around the playground each day.</li> <li>Achieve the Healthy Schools Award.</li> </ul>	<p>Outdoor gym equipment - £15,000 Bikeability - £500</p>
<p><b>HEALTH AND WELL-BEING</b></p> <ul style="list-style-type: none"> <li>Learners are made aware of the importance of healthy eating, physical fitness and emotional well-being. Topics such as developing good relationships and respecting the differences between people are taught as part of the everyday curriculum.</li> <li>The learner feedback confirmed that they understand where to get support and are resilient in their approach to problems due to specialist support from staff.</li> </ul>	<ul style="list-style-type: none"> <li>Timetable</li> <li>School menus</li> <li>PSHE curriculum</li> <li>Staff training audit</li> </ul>	<p>By the end of July 2021:</p> <ul style="list-style-type: none"> <li>Ensure that adequate time is dedicated to the well-being counsellor to offer learners access to immediate in-house support to minimise problems associated with their mental health condition and the impact this may have on their learning (PBA).</li> <li>Implement well-being and SEMH risk assessments to identify learner need (SHO).</li> <li>For all teaching staff to receive training to become mental health first aiders (PBA).</li> <li>For staff to receive emotional well-being and mindfulness input (SHO).</li> </ul>	<p>Well-being counsellor – 1 day per week - £3,500 Learner well-being day - £500 MH First Aid - £1,200</p>

<ul style="list-style-type: none"> <li>• The curriculum supports personal development. Learners are confident and taught to articulate their feelings and concerns.</li> <li>• Staff have received training on SRE, sensory diet and communication strategies. This supports positive interventions in and out of class.</li> <li>• SRE is taught to the older learners to enable them to take responsibility for their own decision making and personal well-being.</li> </ul>		<ul style="list-style-type: none"> <li>• For the well-being counsellor to be a champion for mental health first aid (HWH).</li> </ul> <p>By the end of July 2023:</p> <ul style="list-style-type: none"> <li>• Undertake a focussed activity on learner well-being across the school.</li> <li>• Further develop a wider range of therapeutic techniques and activities with the therapy dogs.</li> <li>• Ensure that a 'school dog' display board shows recent examples of work carried out with learners.</li> </ul>	
<p><b>THERAPIES</b></p> <ul style="list-style-type: none"> <li>• A small number of learners receive sessions with a drama therapist to support behaviour management. Learners receive therapy on a weekly basis and this helps to address concerns regarding expressing feelings appropriately, building self-confidence and self-esteem.</li> <li>• A small number of learners receive sessions with a music therapist to enhance communication and learning skills. The weekly sessions focus on social communication skills, reducing anxiety and increasing self-confidence, self-esteem and motivation to engage.</li> <li>• Approximately two thirds of learners have access to NHS Speech and Language therapists who support communication skills.</li> </ul>	<ul style="list-style-type: none"> <li>• SLEUTH data</li> <li>• Referral paperwork</li> <li>• B Squared data for individual learners</li> <li>• Therapist case studies</li> <li>• Subject review analysis</li> <li>• Training Records</li> </ul>	<p>By the end of July 2021:</p> <ul style="list-style-type: none"> <li>• To continue to monitor the impact that therapeutic work has on individual learners through case studies (HTO).</li> <li>• For school staff to continue to work collaboratively with SaLT to support and develop learner's communication skills and improve access to learning (PBA).</li> </ul> <p>By the end of July 2023:</p> <ul style="list-style-type: none"> <li>• To have on the staffing body an OT specialist as well as a team of fully trained speech and language assistants (TA2's).</li> </ul>	<p>Drama therapy £50,000 Music therapy £35,000</p>
<p><b>External Evaluation of Personal Development</b>  <u>LA SIP Report – Helen Pretty – 10th December 2019</u></p> <ul style="list-style-type: none"> <li>• Enrichment opportunities are now more closely aligned to curriculum themes/topics and planned learning objectives to enable pupils to apply their skills, knowledge, understanding within memorable, real life contexts.</li> <li>• Enrichment opportunities are designed to broaden pupils' horizons and provide them with meaningful real-life experiences. The needs of all learners are considered and two different residential trips are now offered. Curriculum planning ensures pupils do not visit the same place more than once.</li> </ul>			

- Leaders are clear about the purpose of enrichment opportunities and the development key skills and attributes is carefully considered when making decisions about what experiences will be planned i.e., communication; independence; social skills; life skills; confidence; collaboration etc.
- Leaders use the SOLAR assessment tool to track pupils' skill development including a breakdown of key groups. This is used to make evaluations of progress for different cohorts and inform future planning/decision making.
- 'Trip Forms' are completed by class teacher to outline the purpose and intended outcomes for off-site visits. These are monitored and approved by SLT.
- Leaders have secured 'Awards for All' lottery funding to offer the Duke of Edinburgh Bronze Award to all Year 12-13 students from September 2020. The Award programme will be adapted to suit the needs of all students and in-school experiences will be planned to ensure students are sufficiently prepared to engage in and complete the required activities.

## 4. Leadership and management

Evaluation	Evidence	Further Development	Budget
<p><b>GOVERNANCE</b></p> <ul style="list-style-type: none"> <li>• Governance is strong and in partnership with senior leaders they ensure that there is an ambitious vision in place for the school and this is reviewed regularly.</li> <li>• Governor visits are well organised, time-lined, focussed and effectively used to inform the FGB. Visit information is used to evaluate judgements and gain objective information regarding the effectiveness of the school.</li> <li>• There is a high level of engagement from all Governors which has supported the Governing Body's ability to contribute to school improvement planning.</li> <li>• A Governor action plan is in place that focuses on the three core strategic functions to ensure that all Governors understand their roles and carry them out effectively.</li> <li>• Governors review their skills annually to ensure that their skills are used in the best way to support school improvement.</li> <li>• Governors hold leaders to account for the quality of education or training through focussed visits, presentations and questions to key staff.</li> <li>• An APR is conducted by the LA to quality assure the provision.</li> <li>• The school buy in the services of an external school improvement advisor with SEND and HMI experience.</li> </ul>	<ul style="list-style-type: none"> <li>• Governor's vision statement</li> <li>• Revised SEF and SDP</li> <li>• Website policies</li> <li>• SLT minutes</li> <li>• GDP</li> <li>• Governor visits and monitoring forms</li> <li>• Exam results</li> <li>• Curriculum plans</li> <li>• Governor Skills Audit</li> <li>• Governor Mark Award</li> <li>• Governor training log</li> <li>• Governor Sub-committee minutes</li> </ul>	<p>By the end of July 2021:</p> <ul style="list-style-type: none"> <li>• Enhance the work of all Governors so that they are confident to influence whole school decisions by ensuring that each sub-committee is clear about what is monitored and how progress is measured (SHO).</li> <li>• Ensure that Governor Visits are purposeful and aligned to the SEF/SDIP priorities (SHO).</li> <li>• Ensure that Governors are supported to identify their own areas for improvement (SHO).</li> <li>• Ensure that Governors continue to perform their three core strategic functions effectively (SHO).</li> <li>• Achieve Governor Quality Mark for a second time (SHO).</li> </ul> <p>By the end of July 2023:</p> <ul style="list-style-type: none"> <li>• Develop a strategy for succession planning for key roles on the board.</li> <li>• Develop a system so that existing Governors can mentor and support new Governors to ensure continuity when roles are rotated within the Board.</li> </ul>	<p>External SIP costs as above</p>

<ul style="list-style-type: none"> <li>• There is a strong commitment to continued improvement as highlighted through the various awards achieved and commissioning the AET team to further improve strategies for teaching learners with ASD and complex needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Governor 'challenge' questions</li> <li>• LA annual performance review by SIA</li> <li>• External SIP reports</li> </ul>		
<p><b>STAKEHOLDERS</b></p> <ul style="list-style-type: none"> <li>• Positive relationships exist with parents, carers, employers and local services. Attendance at Annual Review meeting is good. Family conversation documentation is always sent home prior to review to invite views on plans. 2019-2020 – 73.8% 2018-2019 – 70.7% 2017-2018 – 75%</li> <li>• Strong and effective multi-disciplinary work with a range of professionals including health, social care, family support, educational psychologists and therapists is securely in place. All of which ensures a high level of support for learner well-being.</li> <li>• Staff regularly engage in professional dialogues with a wide range of external agencies to ensure that they have the appropriate strategies in place to support the needs of the learners.</li> <li>• Local businesses and enterprise links enrich the curriculum and support a broad range of WEX opportunities for older learners.</li> <li>• Learners make good progress as a direct consequence of our relationship with our</li> </ul>	<ul style="list-style-type: none"> <li>• LPPA portfolio</li> <li>• Parent feedback</li> <li>• External visits to school file</li> <li>• Ed psych reports</li> <li>• OT reports</li> <li>• SaLT reports</li> <li>• WEX records</li> <li>• EHCP attendance data</li> <li>• Parent's eve attendance data</li> <li>• Parent engagement schedule</li> </ul>	<p>By the end of July 2021</p> <ul style="list-style-type: none"> <li>• Continue to gather evidence for the LPPA to ensure on-going commitment to working with parents/carers (SHO, PKI).</li> <li>• Continue to offer workshops for parents/carers to attend such as PECS, Signalong, CIP (FON).</li> <li>• Develop systems to evaluate parental responses across the school and keep parents/ carers informed of the outcomes (SHO).</li> <li>• Ensure records of attendance are kept of all meetings involving parents/carers including consultation, assemblies and induction (SSO, DWI).</li> <li>• Analyse parent attendance records at events so that 'hard to reach' families can be identified (SSO).</li> <li>• Identify effective ways for gaining the involvement of parents/carers who show little response to the school and those that are 'hard to reach'. Possibly workshops to support claims and benefits/ form filling etc. (PKI, FON).</li> <li>• Provide a parent/ carer partnership guide that identifies the aims of parent/carer partnership and the benefits of parent/ carer engagement with their children's learning and holistic development (SLT).</li> </ul>	<p>LPPA renewal £1,000 Ed Psych reports £8,000</p>

<p>parents/carers. Attendance at parent engagement activities, annual reviews and consultation evenings is high.</p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Annual review paperwork</li> </ul>	<ul style="list-style-type: none"> <li>Track and monitor attendance at workshops and in collaboration with the Early Help workers specifically target 'hard to reach' parents and carers (FON, PKI).</li> <li>Develop the use of the website to support home learning and wider support for parents and learners, along with digital learning platforms to promote work beyond school (DWI).</li> </ul> <p>By the end of July 2023:</p> <ul style="list-style-type: none"> <li>Develop the use of the website to promote interaction with new technology from home.</li> </ul>	
<p><b>WELL-BEING OF STAFF</b></p> <ul style="list-style-type: none"> <li>Leaders engage with staff and are aware and take account of the main pressures on them.</li> <li>Close working relationships exist at all levels across the school.</li> <li>Leaders are realistic and constructive in the way that they manage staff, including their workload.</li> <li>Leaders protect their staff from bullying and harassment.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson obs</li> <li>Staff feedback</li> <li>De-brief sheets following PPI</li> <li>Staff well-being action plan</li> <li>Workload reviews</li> <li>Personnel meetings</li> <li>HR external support and buy-in</li> <li>School policies</li> </ul>	<p>By the end of July 2021:</p> <ul style="list-style-type: none"> <li>Continue to monitor staff well-being through the school's internal processes e.g., RTW interviews etc. (SHO).</li> <li>Ensure that staff have a workload that is manageable without the need for significant 'homework' (SHO).</li> <li>Allow staff time to meet with the school counsellor to promote well-being (HWH).</li> <li>Continue to support and allocate time to subject leads to manage progress data and action plan for their subject area (PBA).</li> <li>Continue to develop incentives and rewards to value staff effort e.g., 'Feel Good Friday'; 'Perks at work'; After school clubs run by external providers; Governors letters of thanks; One week a half-term no meetings so that staff can leave early (SHO).</li> </ul> <p>By the end of July 2023:</p> <ul style="list-style-type: none"> <li>Develop leadership competences (knowledge, skills and behaviours) so that they are apparent and adopted by all leaders.</li> </ul>	<p>Well-being budget £500 HR support £4,000 CBT and staff therapy services £1,000</p>

		<ul style="list-style-type: none"> <li>Ensure leadership team roles and TLR post-holders support the changing demands of the school by being 'actively' involved in key decisions.</li> </ul>	
<p><b>STATUTORY REQUIREMENTS</b></p> <ul style="list-style-type: none"> <li>Governors ensure that the school fulfils its statutory requirements. There is a named Governor assigned to learner premium, health and safety, safeguarding, LAC and SFVS.</li> <li>New staff receive comprehensive induction that covers all aspects of safeguarding, Prevent, child protection, health and safety and stress management.</li> </ul>	<ul style="list-style-type: none"> <li>Governor Award and portfolio</li> <li>Governor visits file</li> <li>Governor minutes</li> <li>Governor CPD log</li> <li>Induction completion</li> <li>Annual safeguarding audit</li> <li>Attendance at CP, CiN, PEP, LAC meetings</li> </ul>	<p>By the end of July 2021:</p> <ul style="list-style-type: none"> <li>Enhance website provision to refresh the look of the existing school website and provide interactive elements for pupils and parents/carers (DWI).</li> </ul> <p>By the end of July 2023:</p> <ul style="list-style-type: none"> <li>Review the Governor CPD log and develop systems for ensuring that governor training is signposted when gaps have been identified in the annual skills audit.</li> <li>Provide a user-friendly navigation tool to ensure EAL parents/carers can read documents in their first language.</li> </ul>	<p>Website refresh £5,000</p>
<p><b>SAFEGUARDING</b></p> <ul style="list-style-type: none"> <li>Safeguarding arrangements are robust and effective.</li> <li>Senior staff are conscientious and attend all meetings and conferences concerned with child protection and child in need plans.</li> <li>Regular monitoring of the SCR ensures that appropriate checks are in place for all volunteers, staff and agency staff.</li> <li>There is a strong culture of safeguarding in the school and this is regularly revisited with staff.</li> </ul>	<ul style="list-style-type: none"> <li>Training records</li> <li>Safeguarding policy</li> <li>CPOMS</li> <li>CP files</li> <li>Case studies</li> <li>Recruitment records</li> <li>SCR</li> </ul>	<p>By the end of July 2021:</p> <ul style="list-style-type: none"> <li>Review the effectiveness of CPOMS to evaluate the efficiency of recording all concerns re: safeguarding (PBA).</li> <li>Introduce safeguarding photos in all classrooms (SHO).</li> <li>Complete safeguarding audit with LA advisor (PBA).</li> </ul> <p>By the end of July 2023:</p> <ul style="list-style-type: none"> <li>Identify areas within the curriculum where safeguarding topics are taught to learners.</li> </ul>	<p>External advisor for safeguarding - £500</p>

<ul style="list-style-type: none"> <li>• The school identify learners who are at risk of neglect, abuse, grooming or exploitation.</li> <li>• All DSL's have had level 3 training and all staff receive annual training.</li> <li>• A safeguarding noticeboard in the staffroom and weekly updates ensure that there is a strong culture of vigilance.</li> <li>• The safeguarding policy is fully compliant.</li> <li>• The school supports learners to ensure that the risk of harm is reduced by securing support or referring them in a timely manner.</li> <li>• The school manages safer recruitment and allegations against adults who may be a risk to learners and vulnerable adults.</li> </ul>	<ul style="list-style-type: none"> <li>• Safeguarding governor monitoring</li> <li>• SLT minutes</li> <li>• Monday morning briefing notes</li> <li>• SLT minutes</li> <li>• ICT software monitoring</li> <li>• CCTV</li> </ul>		
<p><b>External Evaluation of Personal Development</b>  <u>Leaders in Safeguarding Award – Achieved April 2021</u></p> <ul style="list-style-type: none"> <li>• Report pending</li> </ul> <p><u>Safeguarding Audit with LA Safeguarding Lead – March 2021</u></p> <ul style="list-style-type: none"> <li>• Safeguarding is effective</li> </ul> <p><u>Governor Mark – Achieved for the 2<sup>nd</sup> time March 2021</u></p> <ul style="list-style-type: none"> <li>• Report pending</li> </ul> <p><u>Leading Parent Partnership Award – Achieved for the 3<sup>rd</sup> time March 2021</u></p> <ul style="list-style-type: none"> <li>• Report pending</li> </ul> <p><u>LA SIP Report – Helen Pretty – 10th December 2019</u></p> <ul style="list-style-type: none"> <li>• School leaders continue to create a strong culture of safeguarding to ensure that staff at all levels are highly vigilant; leaders promote an “everybody’s business” approach to safeguarding and the DSL (Deputy Headteacher) and 2 Deputy DSLs meet regularly to closely monitor pupils causing concern.</li> <li>• The Headteacher reports that safeguarding training is up to date for staff at all levels (including Governors) and is effectively recorded and reviewed e.g., DSL training; Prevent etc.</li> <li>• The DSL completes the annual Safeguarding Audit; any areas highlighted for development are swiftly actioned.</li> <li>• The designated Safeguarding Governor undertakes 6 weekly checks of the school’s Single Central Record (SCR) and other procedures to ensure the school is fulfilling its statutory duties.</li> </ul>			

- School Leaders commission a Safeguarding Consultant to provide external validation that safeguarding policies, procedures and practices are sufficiently robust.
- The Governing Body is fully recruited and reflects a broad range of experience and varied skill set; Governors are focused on driving improvement and annually review their collective skills base.
- Governors are effective in carrying out their core strategic functions and leaders at all levels are robustly held to account for the school's performance.
- Governors are supportive of the work of the school and provide appropriate levels of challenge to hold senior leaders to account for the quality of education and performance of pupils.
- Governing Body/sub-Committee meeting minutes highlight key questions and document evidence of Governor's challenge to senior leaders.
- Findings from Governor Visits and evaluations made are documented and shared with the wider FGB.
- The Headteacher continues to explore ways to further develop the school's outreach offer to support mainstream schools across the locality in meeting the diverse and wide-ranging needs of their pupils.
- School leaders are focussed on continuing to positively engage with local schools and are in the process of advertising for the role of an Outreach Lead Teacher to begin in April 2020 in order to provide effective and timely support to an increased number of learners and practitioners within mainstream settings.