



LEADERSHIP AND MANAGEMENT

We evaluate the leadership and management to be **outstanding** because the School Management Team (SMT) is very effective and aspirational. In addition, the SMT are guided and supported by an experienced Governing Body who bring another layer of expertise to the school. The SMT, Governors, Supervisors and Qualified Teachers work together to ensure that pupils receive a broad and balanced curriculum relevant to the individual needs of the pupils. All pupils receive an individualised curriculum matched to their level of verbal behaviour, ability level and key stage with links to the National Curriculum and associated strategies. The curriculum (school and individual) provides highly positive, memorable experiences and rich opportunities for high quality learning. Social, moral, spiritual and cultural development of pupils underpins all of the school's work and the fundamental British values are actively promoted through the school's ethos, policies and programmes of activities. Within the curriculum, many opportunities exist to celebrate cultural diversity, promote community cohesion and develop skills in citizenship. Recommendations from speech and language therapy and occupational therapy are embedded into each pupil's curriculum. There is a heavy emphasis on professional development and a thorough performance management review process is in place for the staff team. The school's arrangements for safeguarding pupils meet all statutory requirements in full and they are very effective in providing an environment in which children thrive, feel safe and do well.

Targets:

- To implement CABAS board & Ofsted recommendations from Sept 16 inspections
- To improve staff retention by reviewing and developing rewards & recognition, succession planning, onboarding & induction process, performance management in consultation with the staff team across the organisation
- To develop and improve teachers' knowledge of the new computing curriculum

OUTCOMES FOR PUPILS

We evaluate the achievements of and outcomes for our pupils to be **outstanding** because all pupils make substantial and sustained progress compared to starting points. During the 2015-16 school year majority of pupils achieved 20% higher on P-levels/B Squared grades compared to previous academic year in English, Mathematics, Science and PSHE. In Computing 49% of pupils achieved at least 20% higher. All pupils meet long term objectives across the curriculum and make progress towards achieving their priority objectives. Successes are achieved for all pupils in developing their communication, social, self-help, independent living and vocational skills. All pupils in Year 11 and Year 14 achieved nationally recognised awards and/or qualifications. Parents are highly positive about their child's progress; over 95% of parents who completed the parent survey in April 2016 agreed that their child made good progress.

Targets:

- To increase the percentage of pupils who achieve at least 80% of their priority learning targets
- To improve outcomes in literacy
- To review assessment and progress reporting process in relation to long term outcomes

PUPILS' PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

We evaluate our pupils' behaviour, personal development and welfare to be **outstanding** because the school's philosophy and aims are

achieved through a positive approach to behaviour management where pupils are guided and encouraged through reinforcement of appropriate behaviours. Pupils show high levels of engagement, collaboration and cooperation in and out of lessons. Objectives to improve behaviour are incorporated into each pupil's individual learning plan (ILP) and individual behaviour guidelines and health and safety risk assessments are in place to ensure a consistent approach of behaviour management. There are clear systems in place to record & report incidents of all nature and these are regularly reviewed by senior staff. We adopt safer recruitment procedures in line with requirements of employment law, equality of opportunity and the needs of recruitment in a school for those with special educational needs. Both the Designated Safeguarding Lead and the Deputy Safeguarding Lead are part of the School Management Team. All teaching staff are PROACT-SCIPr-UK trained and the school has three PROACT-SCIPr-UK instructors on site. We also adopt an e-safe environment where pupils are not left unsupervised while on the Internet. The school is a harmonious community where people from different faiths and social backgrounds get on well together, care for one and other and learn well to respect differences. Pupils enjoy coming to school and attend regularly with overall school attendance being over 93% since the start of the 2016-17 school year.

Targets:

- To develop and improve teachers' knowledge and understanding of the Prevent Duty and linked reporting processes & procedures
- To review school-wide curriculum for opportunities for pupils to learn about radicalization & extremism
- To develop guidelines & procedures for intimate care within the school
- To continue to promote online safety across the organization
- To complete an audit of all risk assessments and establish schedule for review and sharing information with staff team

QUALITY OF TEACHING, LEARNING AND ASSESSMENT

We evaluate the quality of our teaching to be **outstanding** because teachers have consistently high expectations of pupils and pupils receive excellent learning experiences that are tailored to their needs. Senior teachers, supervisors and lead teachers carry out regular observations on the teaching staff to promote outstanding teaching across the school. 5609 short teacher performance rate and accuracy (TPRA) observations were carried out for the school year 2015-16 with 90% of these being errorless. 252 teaching and learning observations were carried out by class supervisors and members of the senior teaching team. Majority of these observations was judged as excellent with particular strengths in setting expectations and managing behaviour. Teachers use their expertise effectively to deepen pupils' knowledge and understanding and to teach them the skills needed to learn for themselves and become increasingly independent learners. There is a science-based teaching system in place where teachers collect moment-to-moment data throughout the school day and use these data to provide immediate feedback to pupils and to change their teaching or what is being taught accordingly and immediately. Great focus is placed on professional development for the staff team where all teaching staff are working through a planned programme of development that includes the CABAS® teaching ranks, training in National Curriculum and associated strategies, training to support school policies and procedures and other training to develop knowledge and expertise in a variety of teaching approaches.

Targets:

- To increase the number of TPRA observations in all areas of the curriculum and in all settings
- To improve and develop teachers' knowledge and skills of ICT to enhance teaching and learning