

ACTIONS AND PROGRESS FROM OFSTED 2014 TO JUNE 2016/ JANUARY 2017/SEPTEMBER 2017/JANUARY 2018

Ofsted Comment 2014	Actions for Improvement	Outcome	Next steps
<p>ACHIEVEMENT OF PUPILS/OUTCOMES FOR PUPILS</p> <ul style="list-style-type: none"> • Not enough pupils, however, make rapid progress, and so their achievement overall is good rather than outstanding. • Small number of primary aged pupils have not achieved as well as others in reading • The school has also identified that progress in mathematics is slower than in literacy and has introduced measures to accelerate progress. 	<ul style="list-style-type: none"> • Developed a bespoke assessment system that measures depth and breadth of learning attainment • Linked assessment to curriculum better <hr/> <ul style="list-style-type: none"> • Improved grouping of pupils with discrete classes for complex needs, • Curriculum matched to pupil need and learning style <hr/> <ul style="list-style-type: none"> • Improved and developed therapies and intervention to take account of increasingly complex medical, sensory and therapy needs of pupils • Increased and improved professional development of staff to deliver intervention and facilitate support <hr/> <ul style="list-style-type: none"> • Improved resources to match learners needs including assistive technology in different 	<ul style="list-style-type: none"> • Measurement of pupils learning has improved • Accurate assessment of areas to improve and develop for pupils • Accurate assessment of pupils abilities in Phase 4 • Pupils have made more rapid progress from their starting point • Pupils have consolidated concepts and been able to generalise into different areas • Following Rochford Review recommendations, revised the English and maths assessment measures. • Further developed lateral levels of engagement within the assessment system (“Involved” as additional point) • English: daily interventions in Phase 2; weekly booster sessions in Phase 3. • Structured imagery and concrete learning opportunities in maths lessons • Cycle of pupil progress dialogue to inform future planning • Outstanding pupil progress over time evidenced at end of year: <ul style="list-style-type: none"> ○ All primary aged pupils made at least good progress in reading, in line with all other pupils ○ Progress in maths has increased over the past three years, and a small minority need additional interventions • Moderations EYFS, and end of KS1, KS2 & KS3 	<ul style="list-style-type: none"> • Strengthen multi-agency working to plan and track progress across curriculum and EHC Plan outcomes to inform interventions, staffing and resources needed to improve progress for individuals IMPROVING-SIMP PRIORITY 17/18 • Develop confidence for teachers and support staff in using the school’s assessment system to inform next steps for improved pupil outcomes (Completed Jan 17) • Termly reports for English and maths to Governors (Jan

	<p>subjects (e.g. music)</p>	<p>with other special schools to ensure accuracy and quality assurance</p> <ul style="list-style-type: none"> • Improvement of learning space in KS1 impacts on progress in social interaction and exploration • Data demonstrates outstanding progress over time for the school • Introduction of Progress 7-11 for secondary pupils to monitor progress towards accreditation • Change of provider for Educational therapists, with external commissioning improves quality of provision and impacts on progress • CPD for all teachers in new O&U system. Running reports and so more confident in tracking pupil progress • EHCP targets are now on O&U and tracked half termly by teachers and discussed in pupil progress meetings 	<p>2018)</p>
<p>THE QUALITY OF TEACHING/QUALITY OF TEACHING LEARNING AND ASSESSMENT</p> <ul style="list-style-type: none"> • Teaching throughout the school is consistently good with some that is outstanding. There has been continual improvement in standards since the previous inspection as a result of rigorous monitoring by the senior team. 	<ul style="list-style-type: none"> • Development and research increased for individuals and collegiately through NPQML/SL, foundation degrees, Lesson Study, resilience training for teachers, emotional wellbeing has improved staff understanding and abilities • Improved CPD for staff, shared practice, joint working and observations, modelling of good 	<ul style="list-style-type: none"> • Teaching is outstanding due to accurate monitoring, effective appraisal, collaborative working and CPD • Teachers and TAs listen to, carefully observe and skilfully question pupils to reshape tasks and explanations to improve learning • Communication and maths, reading and writing (including phonics and functional vocabulary) are taught effectively in class groups, sets, interventions and focussed booster groups. • Pupils have a love of learning, are confident in “having a go”. They learn from mistakes and show resilience because the learning approach matches their needs. 	<ul style="list-style-type: none"> • Staff at all levels to understand and use the most effective feedback strategy to pupils according to the context (complete Jan 17) • Extend assessment to all five areas of the curriculum map (completed Sept 17) • Improve use of different communication systems and maths

<ul style="list-style-type: none"> • On occasion assessment is inconsistent. The assessments of work and consequent targets are sometimes not precise enough to help pupils understand how to improve and do not give clear enough guidance to learning assistants when they support the pupils. • On these occasions, teaching is less focused, the pace of the lesson can slow down and pupils, especially those who are more able, are not challenged sufficiently to improve as fast as they can. 	<p>teaching, focus on AfL, focus on self and peer feedback, focus on learning approaches and styles, focus on resources and independent learning.</p>	<ul style="list-style-type: none"> • Assessment for learning is a strength, with successful, high quality feedback given on learning, progress and next steps embedded in classroom practice. Pupils’ engage in a reflective dialogue through self and peer feedback. • Structured peer observations and lesson study research inform new teaching approaches and strategies and staff contribution to learning • All staff groups involved in research lessons, observations, moderations • All class staff involved in a cycle of observations with post group discussion and dialogue to improve practice • Structured cycle of identifying need, development and learning and monitoring in teaching cycle • Extensive development and learning programme for staff on embedding effective practice and pedagogy • Progress Trackers introduced for AfL and involvement of pupils in their own assessment of learning. • Holistic curriculum development for pupils at an early level of cognition- linked with Rochford Recommendations for assessment • Development of TA knowledge of meaningful AfL techniques and effective dialogue in class and to the teacher as feedback • Redevelopment of outdoor learning space for R/Y1 improves curriculum offer • Challenge group identified for higher ability 	<p>concepts within all lessons (complete Jan 17)</p> <ul style="list-style-type: none"> • Consolidate peer and self-assessment across the curriculum against criteria (complete Jan 17) • Teachers to undertake research to improve teaching and learning, through lesson study programme in school: <p><i>What skills do we need to develop in pupils in order to promote effective independent learning?</i></p> <p><i>How do we break down independent learning into a sequence of manageable steps?</i></p> <p><i>What skills and attributes do pupils need to acquire in order to be effective independent learners?</i> (Completed January 2018)</p>
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		<p>pupils with a series of challenges</p> <ul style="list-style-type: none"> • Introduction of termly brief progress report to parents with home learning ideas • First year of Lesson Study completed, staff report positive impact on teaching and learning, focus of observations and learning walks to embed • Nurture groups introduced to improve behaviour for learning for pupils with SEMH difficulties • Implementation of Holistic curriculum for Blue Pathway and monitoring using assessment statements in line with recommendations from Rochford. 	<p>January 2018-</p> <ul style="list-style-type: none"> • Need to review the purple groups in secondary school due to the changing cohort and additional needs. • Need to review the SEMH provision and consider staffing structure
<p>BEHAVIOUR AND SAFETY/PERSONAL DEVELOPMENT BEHAVIOUR AND WELFARE</p>	<ul style="list-style-type: none"> • Extensive interventions for individuals and groups • Improved training for staff and development of specialist SEMH team • Developed pupils participation and understanding of restorative justice and mediation through careful facilitation • Curriculum development and improvements placed health and welfare at the centre of the curriculum map • Introduction of safeguarding committee from multi-professionals 	<ul style="list-style-type: none"> • Continuation of external counsellor involvement with identified pupils • Developing further individual pupils self-reliance and self-regulation • Pupils' personal development, physical & mental health and welfare are at the heart of everything we do • There is a positive ethos in the school and pupils conduct themselves well throughout the day. Pupils are proud of their achievements with a positive attitude to all aspects of learning. They support each other very well physically, emotionally and as advocates for each other. • Active careers, guidance and advice ensure that pupils can make informed choices; regular focussed transition events prepare pupils well for adult life. • A positive behaviour ethos and significant support systems in place enable pupils to take 	<ul style="list-style-type: none"> • Further develop pupils' Emotional Literacy by implementing various initiatives so that pupils can cope better and self-manage in challenging situations (Complete Jan 17) • Further develop parental involvement in understanding their child's behaviour, reactions and emotional needs • Support parents in

	<p>across the school workforce</p>	<p>responsibility for their emotions and actions; behaviour improves significantly over time.</p> <ul style="list-style-type: none"> • All adults take safeguarding seriously, listening to pupils and acknowledging that “it could happen here” to ensure that pupils are well protected from harm • Pupil advocates in training of staff in other schools in restorative justice • Working Together champions developing a whole school positive social interaction initiative • Improved systems to combat bullying and work with parents • Better communication systems to inform parents of episodes (Notice of Episode) • Central behaviour trackers to inform interventions • Designated learning days to aspects of safeguarding and wellbeing • Designated weekly sessions for class and department teams to meet and share • Discrete therapy and SEMH sessions throughout the week for need • RSE development across the school, including visiting professionals Image in Action and Tender • External clubs coming into school to run clubs, links with Brentside for integration • Sensory diet actions at end of playtime in primary to calm before learning time starts • Extended services provided through Summer play scheme and Saturday swimming sessions 	<p>understanding and taking responsibility for transition into adulthood and future provision in all areas.</p> <ul style="list-style-type: none"> • Jan 17: Art therapy on site for identified pupils • Further develop lunch time leisure and social times (Developing Jan 2018) • Develop SMSA skills in interaction with pupils (CPD Jan 2018) • KS2-5 playground development (grants applied for Sept 2017) <p>Jan 18:</p> <ul style="list-style-type: none"> • Embed routines, structure and cue cards in all primary and high need classes • Cascade positive handling training to all pupil facing staff
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<p>LEADERSHIP AND MANAGEMENT</p> <ul style="list-style-type: none"> • Teachers and support assistants are generally very positive about the school's leadership, although a minority felt that communication could be improved • Middle leaders • Curriculum and provision for secondary and post 16 	<ul style="list-style-type: none"> • Breakfast meetings for focus areas of development • Staff wellbeing committee to organise events • Introduction of more collaborative working and shared practice • Staff conferences, more meeting times and CPD times within the week • Development of peer reviews and monitoring of teaching and learning 	<ul style="list-style-type: none"> • There is aspirational leadership at all levels with a resolve to provide pupils with the best education. Consistently high expectations and ambition is communicated, especially for pupils with significant barriers to learning. • The school is outward facing; offering advice and guidance to other schools and agencies with a collaborative learning ethos. A learning culture for all, with high commitment and engagement for professional development and an outstanding capacity for continued improvement is a priority. • Governors challenge Senior Leaders so that the quality of teaching and pupils' achievement continues to improve. • A pupil centred curriculum has been developed 	<ul style="list-style-type: none"> • To establish lessons learnt from the school's innovative research and development into the teaching, learning and leisure times.(completed Dec 2018) • To improve staff emotional wellbeing through resilience projects and coaching.(Jan 17) Completed Jan 2018 though continuous)

<ul style="list-style-type: none"> • A very small minority of parents still have concerns that they are sometimes not fully informed of events, but overwhelmingly, they and carers are positive about all aspects of the school. 	<p>through joint observations, work scrutinies, moderation</p> <ul style="list-style-type: none"> • Active membership of the Ealing Primary Teaching School Alliance with joint initiatives; assessment group and special school and computing network; Ealing reading group; Champions Group for Post 16 and pathways to adulthood etc • Strengthened links with parents and carers with monthly newsletters, improved website, flyers from events, invitations to join school celebrations, workshops and transition events, regular family social events • Research and practice in Lesson Study 	<p>meeting the sensory, physical, emotional, social, functional and educational needs of all pupils, proactively monitored by all leaders. This is being extended to a 16+ facility to meet the provision needs of this group.</p> <ul style="list-style-type: none"> • The school works well with parents to achieve positive benefits for pupils. • Three staff completed NPQSL; three engaged in NPQML • Four support staff undertaking Foundation Degree in Teaching and Learning • New teaching staff mentoring and full induction package • Outward facing- partners of two teaching alliances; Head is strategic partner with EPTSA and SEND committee • Subject Leaders have designated time to work with each other, have CPD and develop their subject • Deputy is an SLE and SEND reviewer • Full programme of training, outreach and support for other schools delivered • Extensive triangulation of monitoring quality of teaching, learning and assessment leading to pupil progress and intervention planning • Safeguarding Committee and H&S committee meet regularly • Ealing Parent Award achieved for work with parents involving action planning and improvements to website, brochures, newsletters and event PR 	<ul style="list-style-type: none"> • To further develop the partnership with parents through joint learning opportunities. • To establish sustainable 16+ provision to extend pupil pathways.(completed Dec 2018)
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<p>SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT</p>	<ul style="list-style-type: none"> • SMSC learning walk with cross group of staff • Development of music, art and creativity through the school • RE days to develop depth of learning, understanding and respect with whole school sharing of learning and respect for other faiths • Organisation of staffroom committee and whole school celebrations of significant cultural events and school community, e.g thank yous to staff, goodbyes to staff and pupils, VE Day, etc. • Assembly to address and cover significant cultural events, moral values, achievements and motivation 	<ul style="list-style-type: none"> • SMSC is embedded in the school's culture, the whole curriculum, assemblies, celebrations & family events and creative & cultural enrichment activities. • Gardening as wellbeing throughout the school • Teaching provides opportunities for reflection on learning, ideas, opinions and behaviour. Our curriculum motivates pupils, encouraging imagination, enquiry and cultivating enjoyment. • All pupils are encouraged and assisted to debate, discuss and defend their own and other's points of view, including moral issues of appropriate use of the internet, social media sites and mobile phones. • British values are: exemplified by the School Council; embedded within the curriculum through attitude, resources, examples and displays; actively taught through visits, visitors, assemblies and special events. • Relationships and emotions are explored to support the pupils in developing self-knowledge and how to build supportive and appropriate connections with others. • The school is proud to celebrate and appreciate diversity whilst confronting and challenging prejudice. • Clubs developed on Tuesday afternoons across the school. External community agencies come to work with pupils on sports and leisure, local high school students have an integration project, school is the base for 10th Northolt Beaver and Cub Packs. Pupils also access healthy activities 	<ul style="list-style-type: none"> • To further develop pupil reflection so that they can explore the world and their personal contribution.
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		<p>and improve skills and wellbeing</p> <ul style="list-style-type: none"> • Enrichment activities frequently delivered including Shakespeare residency, ballet, dance workshops • Discos at half term ends introduced for leisure and social time • 3 full Transition events per year for the secondary department and their families. Pupils know what is available to them and helps them be ambitious for their future. Families report increase in knowledge. • Coffee mornings for families “Caring for the Carer” alongside information giving at times of the year. • Robust curriculum developments in art, DT and RE ensure that SMSC and experiences and celebrations of culture, religions, disability, gender and nature are embedded within the school curriculum and displays • Enrichment days – Safeguarding; Confident, Independent, Motivated (school values) – pupil posters and voice displayed across the school to measure impact • Nurturing project, hatching ducklings Sum 17 • Discrete Nurture Groups developed for identified pupils new to the school and/or SEMH challenges • Relaxation has been developed across the school for groups and individual pupils, leading to a reduction in challenge and anxiety • Lunch time developments and improvements with additional clubs and restructure of staffing has led to a calmer and more pleasant eating 	
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		<p>environment</p> <ul style="list-style-type: none">• Many external professionals and companies have contributed to SEMH and sex and relationships education such as Tender Reclaim, LGBT workshops, etc. Pupils have evidenced impact and learning through role plays, pupil voice and making posters.• 40th celebration of school was a significant event for the whole school• Tuck shop run by the students for the students introduced• Whole school support and reflection when the Headteacher died. Significant input to help grieve and recover; two memorial services and display made by all the pupils.• Christingle service December 2017 well attended by parents	
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