



JCS – What we are proud of

Area	What we achieved
Effectiveness of Leadership and Management	Ambitious governors and senior leaders hold the school to account through pragmatic and strategic improvement planning; tightly monitoring the use and impact of commissioning, funding, PPG and additional grants; senior leaders are members of local education groups and influence change
	Collaborative ethos of raising standards, improving pupil outcomes, effective safeguarding shared by all staff and embedded through comprehensive CPD and research into pedagogy, and dynamic and innovative initiatives.
	SMSC, wellbeing & British Values are at the core of the whole curriculum and environment; promoted through visits, events, assemblies, daily interactions and enrichment activities
	Safeguarding is a shared priority and impact is evident
	Partnerships are exceptional, close working with parents, professionals and other special schools verified by our external reviews over the past three years.
	Respected educational hub for research, training and development involving work experience students, nursing students, initial teacher training, in house staff qualifications and degrees. Projects for Imperial College and independent companies to trial new innovations (Aergo, Brunel Star CP programme)
Quality of Teaching, Learning and Assessment	Teaching and learning outstanding across the school due to accurate monitoring, effective appraisal, pioneering collaborative working and CPD Lesson Study improvements.
	Adventurous, bespoke, enriching curriculum pathways from EYFS to Sixth Form to meet the needs of the different cohorts leading to accreditation, independence and future opportunities in line with Pathways for Adulthood
	Health and wellbeing is at the core of the curriculum model, including a wide range of therapies and interventions, behaviour for learning, SEMH support, sports, leisure and community inclusion.
	Pupils' progress is embedded in school practice due personalised tracking and interventions; accurate monitoring and assessment of depth and breadth of learning against bespoke subject and holistic I Can statements.
	Partnership with parents supports learning and progress with home learning ideas and workshops. Specialist teams that promote learning and wellbeing: Assistive Technology, VI team, SEMH team.
	Robust monitoring cycle to quality assure provision through collegiate observations; progress tracking, data analysis, progress meetings and interventions; learning walks; work scrutinies; moderations; planning scrutinies. Underpinned by outward facing sharing of practice.
Personal Development, Behaviour and Welfare	Positive, nurturing ethos of confident, independent and motivated embedded through the school: staff attitude, school counsellor, art therapist, Assistive Technology team, Learning Mentor and SEMH team, nurture groups and interventions, pupil roles (lift and wheelchair buddies, ambassadors); results in exceptional behaviour a history of no exclusions.
	Vigorous safeguarding curriculum links, RSE, visitors, case studies, posters, role plays- pupil voice demonstrate impact of provision. Attendance is above average: currently at 97% (with CRA taken into account). Pupil voice overwhelmingly states they feel safe and know who to talk to when troubled.
	Wellbeing is a priority for the school community including staff, pupils and families- through wellbeing sessions, streamlined procedures and work life balance, caring for the carers coffee mornings and information sessions, Family Worker advice and guidance.
	Prominent social and leisure activities and future transitions events including local sports clubs (PACE), 10th Northolt Beavers and Cubs; work experience; after school clubs and school residential holiday.
Outcomes for Pupils	Progress over time has improved over the last three years with 100% pupils making aspirational progress and 83% making exceptional progress in English and maths. Quality assurance through outward facing moderations with other schools.
	2017-2018: 96% pupils made at least aspirational progress in English and 97% made at least aspirational progress in maths in Y2-11. Excellent progress due to positive behaviour for learning, nurture groups, boosters, timely interventions. Successful, collaborative multiagency working, results in pupils making tremendous progress to EHCP targets.
	Large majority of pupils in Y11 achieve externally accredited qualifications of Personal Progress or Functional Skills English, maths and ICT; Personal and Social Development; WJEC Entry Pathways in Humanities/French, Media, Creative and Performing Arts.
	2017-2018: All pupils in R/1 make progress against the EYFS goals. The 6 pupils in Y12/13 took modules in Functional English and maths with all pupils making at least aspirational progress in English and maths.
	Over the last five years 100% pupils have moved to successful destinations with 0% NEET.



JCS- What we aim to improve

Area of Improvement	Targets
Effectiveness of Leadership and Management	<p>1.1 To increase pupil outcomes and progress by creating an outstanding provision for pupils through the development of a strategic and excellent leadership structure</p> <ul style="list-style-type: none"> • To increase pupil outcomes and progress through improving staff confidence in delivering individual physio and OT programmes with the AHT effectively organising joint working and collaboration sessions between class staff and therapists 1.3 • To improve pupil outcomes by improving teaching, learning and assessment practices through extending lesson study to different pathways and including pupils in the observations • To improve pupil outcomes across the curriculum by further developing the offer within the pathways and improving the skills of subject leaders • To improve safety and wellbeing by providing an outstanding learning environment, both internally and externally to meet the needs of all pupils, staff and the school community.
	<p>2.1 To increase pupil outcomes and progress by creating innovative curriculums in the pathways that better meet the developing the pathways through the school</p> <p>2.2 To improve pupil outcomes by improving differentiation in lessons using results of Lesson Study research and reflection project.</p> <ul style="list-style-type: none"> • To increase pupil outcomes in the Engagement Pathway by using a bespoke assessment system in line with the 7 Aspects of Engagement • To increase pupil outcomes by ensuring that teachers are skilled to develop confidence and capability of class staff in feedback and AfL through joint planning time. • To increase progress at sixth form by developing functional curriculum and assessment systems in line with Preparing for Adulthood
Personal Development, Behaviour and Welfare	<p>3.0 To improve outcomes for pupils by building better behaviours for learning and self-regulation through the development of Nurture Groups across the school</p> <ul style="list-style-type: none"> • To increase pupil outcomes, progress and readiness for learning by improving the playground equipment and resources, supervision and interaction of KS2-5
Outcomes for Pupils	<p>4.0 To increase the number of pupils attaining exceptional progress to more than 90% over time through the development of appropriate experiential, exploratory and investigative play and problem solving activities in lessons and therapy sessions</p> <ul style="list-style-type: none"> • To increase the number of pupils attaining exceptional progress to more than 90% over time by embedding the provision for pupils with visual impairments across the school by continuing regular training and support so that pupil outcomes improve for the cohort in line their peers through effective teaching and learning.