

School Self Evaluation summary Document 2016-2017

Latest version -Spring 2017

Contextual Introduction

Sir Tom Finney Community High School is a secondary Generic Learning Difficulty (GLD) school. The school caters for a wide range of special educational needs and learning difficulties and disabilities (SEN/LDD). It has a sixth form and as such admits students between (11 – 19 yrs). It was formed Sept 2008 following the amalgamation of three, previously all age and distinctly different, special schools. At the time of amalgamation age phasing was seen as part one of the process with part two being a subsequent move to new premises. The relocation to newly refurbished and new build premises took place during the summer 2015. The school population numbers 143 (at time of writing), with 45 of them being in our post 16 provision. Our directed capacity is 145, with an additional 5 pre-commissioned places in post 16, making it one of the largest secondary special schools in Lancashire.

The school has undergone two full OFSTED inspections in the last 8 years moving from Good to Outstanding. It gained a Gold standard from Investors in People having previously held the Bronze Award and the Headteacher gained national recognition by being named nationally as Secondary Headteacher of the Year in The Pearson Teaching Awards 2013; with the whole staff team having received recognition regionally by gaining a distinction in the award for staff team of the year in the previous year.

The school operates within a secondary school model with clear principles and aims which are in summary:

Fundamental principles:

Entitlement for all to have a rich and stimulating curriculum

A belief that Every Young Person 'does' Matter and to meeting individual needs

Barriers to learning are to be overcome and we will deliver solutions

A willingness to offer new and exciting opportunities to all

Personalisation: Each student regarded as a unique individual

Leading to our Aims: 'Learning and Achieving Together'

- A vision and purpose to inspire and motivate
- A balanced, relevant and progressive curriculum meeting the needs of all
- Maintaining high aspirations and expectations for all
- Be committed to equality and inclusion
- Develop the capacity for leadership and decision making
- Maintain an effective team ethos acting with flexibility, adaptability and tolerance

- Build positive relationships with families and other professionals

Contextual Evidence: indicates the context of the current school characteristics.

Numbers on roll

The school roll remains consistently higher than the average of other Lancashire special schools, both pre 16 and post 16 and when compared together with national data. Whilst the number fluctuations are small this can still have a considerable budgetary impact depending upon the banding (the 'band' of a student denotes high needs block funding they bring into budget) of those who leave us. It is significant that we appear to be admitting more numbers from mainstream primaries along with our feeder primary special school at year 7 in September. Anecdotal evidence suggests this is because of the outwardly positive reputation of the school, the success we have had in terms of achievement and progress, the increasingly recognised complexity of need of pupils and changes to funding formula. This has a knock on effect upon groupings, ability levels and curriculum offered and delivered, with greater demands upon engagement, differentiation, personalised pathways, accreditation and examination, vocational options, study programmes 14-19 and learning for life beyond school post 16 and post 19. The relative proportions of boys and girls overall is 60% boys, 40% girls. There is a trend overall of pupils with increasingly more complex SEN/LDD, and SEMH displaying a combination of needs and/or associated mental health issues.

At post 16 the school tends to cater for those with the most challenging learning needs or who display significant degrees of vulnerability or complex medical concerns and/or physical disability; hence do not move onto a college environment after Y11. It is also worth noting there are a number of students joining the school from other special schools that may be within the MLD/SEMH or ASD/Aspergers cohort, and are not seen as ready for the larger college based environment and through parent choice prefer to be placed with our Further Education dept. This has an impact upon curriculum, accreditation, assessment data, space, resources and future placements. With the curriculum offer in particular having to be reviewed on an annual basis to ensure all cohort needs and aspirations are being met. The number of requested places has been increasing over the last two years; as such the Local authority has commissioned an extra 5 places over and above the 45 capacity to accommodate demand if needed.

FSM

FSM entitlement at the time of writing is 34%, but is still a significant proportion of the school population. As such, when we incorporate FSM, CLA and those adopted from birth the school attracted (2016/17) £52965 of pupil premium funding. Pupil Premium spending is detailed in terms of its spending on the website and individual tracking of spend to access additional provision as and when appropriate, for example:

- 1:1 and small group Teacher/support interventions specifically linked to maths, English and behaviour
- To purchase other professional support and resources e.g. counselling, family liaison officer, social worker in school, and to deliver additional esteem, confidence, anger management and mental health and emotional well-being support.
- Employability programmes and work based learning and vocational development.

- Additional Curriculum resources specifically linked to the development of English and maths
- To personalise timetables and develop a team around the child approach for those who present with challenging complex behaviours or mental health and emotional demands.
- Funding / part funding school visits
- Specific ICT Equipment and software to support Teaching and Learning eg hi-tec communication devices and tablet devices
- Engagement with enrichment activities such as before and after school clubs and other short break activity such as residential and holiday provision
- Staff Professional Development that impacts directly upon teaching and learning of those in receipt of PPG
- Time allotted to assessment and tracking in order to show progress and the value added from use of the PPG
- Off-site course provision (eg equine studies/media studies) that will support aspirational destinations
- Additional activities such as music and vocal tuition

Exclusions (whole school data inc. post 16)

There is positive and consistent approach to behaviour and early intervention reflecting the overall inclusive ethos and support the school gives to its students and their families. Exclusion is an absolute last resort and as census data indicates there has only been 1 fixed term exclusion recorded in the latest Autumn 2016 Census data (The school prefers an in house continuum approach to behaviour management incorporating a wide range of strategies and options.)

(Behaviour policy and guidance material gives further details)

Absence (whole school data inc. post 16)

It is positive to report that total absence rates initially reduced year on year, though have remained relatively static over the last few years - 11.5% in 2008/9; 10.15% in 2009/2010; 8% in 2010/2011 and 8% through 2011/2012, rising slightly to 9.2% in 2012/2013 and levelling off at this figure over the last few years, although the latest census data for the 2015-16 period shows a slight fall to 8.7%. Absence rates can be adversely affected by small numbers of students and tracking tells us that some absences are specifically for, long stays in hospital or at a consultant's behest for medical reasons or due to family, social circumstance or care related issues external to school. Absence policy underwent its most recent update Spring 2017 and has been shared with families and students and the use of reward for 100% attendance has been instrumental in supporting the reduction in overall absence. The parental liaison support TA has helped to follow up any concerns along with the office first call, second call approach. Where a concern becomes more evident senior staff have followed the matter up often working with other agencies such as social care, the police and LA attendance support officers to support the family and young person involved. Following a successful bid by school, since October 2014 a social worker is permanently based at school and this is having a positive impact upon further supporting students and families when concerns are raised.

Ethnicity (whole school data inc. post 16)

The majority of pupils are from White British backgrounds with the next significant group being Pakistani /Indian although there are representative numbers from other Asian, Bangladeshi, other White European background, and other mixed backgrounds. Ethnic diversity is reflected directly through the curriculum and specifically within RE, via assemblies, charity support, displays etc. Support is equal across all ethnic groupings as it is guided by SEN/LDD need. Engaging parents for whom English is not a first language has taken place by using interpreters where needed for meetings or by producing material in alternative languages. The reception entry system also allows an option for operation in a different language.

Children in Care (whole school data inc. post 16)

The total number of children being looked after has risen, though as a proportion the numbers remain very small (11 as at Autumn 2016 and 5 considered 'post looked after' eg. Special guardianship, adopted from birth etc.). Support is targeted to these students through curriculum opportunity, level of adult support and additional initiatives and resources linked to funding streams (eg. Pupil Premium). Further additional funding has been sought to support access to extended school opportunities at lunchtimes and after school via the virtual school. School attends professionals meetings with social care and ensures that social care and carers are involved in annual reviews and /or interim reviews as required. A member of staff who has a role as parental and family liaison has benefited support for and communication and contact with this group and having a social worker based in the school full time, following an LCC led initiative has had extremely positive outcomes.

SEN category of need

The school is a generic school catering for the full range of needs. Taking into consideration both primary and secondary category of need as most young people attending display a combination of special educational needs, the range at the time of writing is:

MLD – 19% previously 25%
SLD – 18%; previously 18%
ASD - 15%; previously 16%
PD – 16%; previously 15%
SpLC – 11%; previously 11%
SEMH – 7%; previously 6%
VI – 6%; previously 5% (combined with HI)
HI – 3%
PMLD - 3%; previously 2%
SpLD/other – 2% previously 2%

It is the increase in complexity of needs within the SpLC/ASD/SEMH categories that is having the greatest impact in terms of curriculum organisation, delivery, differentiation, resources and with the slight increase in PD, the need for equipment and space. The trend is for this to continue to increase, when considering the primary population in our special primary feeder and mainstream primaries. It is also evident that there is a beginning trend for students joining us who, whilst have MLD as their primary need, also display additional and often complex mental health concerns and needs and as

such display significant behavioural concerns and require emotional and social support on a very personalised and individual level.

At post 16: the largest proportion of need is SLD, with PD and MLD next in terms of identified primary need. SLD and MLD (usually with an associated need) is a rising trend. The numbers in terms of complexity is compounded by the rising trend of challenging ASD students and those with a sensory impairment. The rising trend in MLD with associated need is as a result of success within our own establishment with this type of young person, the flexible approach to curriculum, the personalised approach to preparation for life beyond school and through a greater awareness and knowledge of the school within our ever increasing links and partnerships with other schools, colleges and LA transition support.

Socio Economic Indicators (whole school data inc. post 16)

Clearly indicate that on average the pupils come from more deprived backgrounds according to deprivation indicators used and this is a slightly increasing trend over the last three years; in fact approximately a third of the student population come from the 4 most deprived wards of the Preston area. To ensure a good start school operates a small breakfast club opportunity and offers opportunities for lunchtime and after school clubs. As well as short break activity during holiday periods, residentials, educational visits and specialist one off activities with local community partners such as Preston North End. We organise a variety of social events and fundraisers and the parental liaison post has developed workshops based upon parental preference questionnaires and requests from the parents network group. This post along with annual reviews, parents evenings, parental questionnaires, an open door policy relating to contact with school, communication diaries all have the impact of seeing the cohesiveness of the school community continuing to develop. The latest round of parental questionnaires is extremely positive.

OFSTED inspection Autumn 2012

The school underwent an OFSTED inspection in October 2012 (published Nov 20th 2012) where overall effectiveness was judged as outstanding and capacity for sustained improvement was also judged as outstanding. All aspects relating to the inspection framework at the time: Achievement; Quality of Teaching; Behaviour and Safety; Leadership and Management were judged as outstanding.

However subsequent frameworks, criteria and evidence used by OFSTED in making its judgements are reviewed and adapted and changed. As such the following information and judgements have been made using the most up to date version of the framework available.

Framework judgements

Quality of teaching, learning and assessment

Assessment

A range of evidence informs the evaluation process in terms of assessing pupil achievement and progress this includes: Lancashire School Information Profiles (showing school data comparisons with Lancashire schools); appropriate national data information; Progression Guidance data, PIVATS achievement website progress and probability data, individual progress data, accreditation, Routes for Learning aspects, individual tracking, scrutiny of work, scrutiny of planning, lesson observation, anecdotal discussion with parents and other agencies (annual reviews, questionnaires), engagement and discussion with students themselves, displays, various meeting minutes (student council, department, staff, SLT/HOD, Gobs etc), other achievements (sporting, performing arts, creative arts, personal/social etc), external scrutiny (other professionals, advisor visits, OFSTED), teacher performance appraisal objectives, subject targets, internal moderation arranged by curriculum coordinators and external moderation with other Lancashire special school partners.

The LSIP offers a comparative analysis of data between Lancashire Special Schools as well as trend of movement over time. Comparisons are favourable across subjects in all key stages; however as with all comparative evaluation it often depends upon whether comparisons are with 'like' schools and the standards to which they themselves achieve.

Taking this broad information, however, we then consider individual and cohort specific progress data using PIVATS –(performance indicators for value added target setting). This is used widely throughout Lancashire schools and further afield both nationally and internationally; providing a robust data set from which probability tables indicate levels of challenging expected progress data for individual students. It allows for moderation both internal and external across schools. A summary report indicating levels of progress made is produced and shared with governors, and co-ordinators and can be seen on the website.

School also use of CASPA (Comparison and Analysis of Special Pupil Attainment) in order to supplement the PIVATS information and afford clear visual representation of assessment and attainment details.

Some subject areas have their own assessment profiling information to inform their teaching and learning, along with additional external assessments to support base-lining and accreditation/qualifications.

Individual progress data is collected termly as informative data and twice yearly as summative data, once at annual review and once during the summer term.

It must be noted however that more often than not we find that the attainment levels of our new admissions from mainstream schools tend to seem over inflated after we have completed our own rigorous baseline assessment throughout the first half term of admission, particularly new Y7's. This can have an adverse effect on how progress may appear on paper for some of that group when we consider progress information from KS2 to end of KS3 particularly. The reasons may be varied from loss of skills/knowledge throughout the summer period to having far greater degree of adult support

than actually reported. For that reason we feel our own baseline assessments offer a more realistic and challenging view of attainment levels on entry.

Current evaluations of the last year’s data within CASPA shows each department from KS3 to FE have a similar pattern with the majority of students meeting or exceeding expected targets in the core subjects, although this data does exclude new y7 starters or those who are working above previous descriptors of level 4. However it offers the broad picture:

- At KS3 93%of students across subjects achieve or better given targets
- At KS4 100% of students across subjects achieve or better given targets
- At Post 16 100% of students across subjects achieve or better given targets

We then bring that down to individual year group levels and draw on our moderated PIVATS data which we feel gives a more in depth review across **all** students. Though it dilutes results:

PIVATS progression meeting or better than expected progress

Last year	Current year	English	Maths	Science	ICT	PSE
7	8	71%	89%	77%	59%	65%
8	9	77%	93%	86%	70%	77%
9	10	73%	84%	84%	89%	84%
10	11	91%	50%	82%	87%	73%
11	12	71%	82%	93%	82%	82%
12	13	65%	67%	N/A	54%	72%
13	14	50%	75%	N/A	100%	75%
14	leavers	86%	57%	N/A	100%	100%

This identifies some areas of particular strength such as personal and social development, science and aspects of ICT y9 and into KS4, plus Maths at KS3 and y11.

It also highlights areas which require further consideration including maths at y10; and English, Maths and ICT between Y12-13. Investigations conclude that the key to the dip at Y10 in maths is most likely due to interpretation of work and a need for more focussed moderation between departments. The dip in the first year of FE in particular seem to reflect the transition into a new dept that has a curriculum based on an overarching entry level accreditation with scheme objectives rather than to defined PIVATS targets. That it has with a more college feel, with greater expectations on independence, choice making and preparation for life beyond school, with a number of admissions from other schools as well as moving through from our Y11; particularly as by y14 results improve somewhat and students are well prepared for whatever destination they are set for

showing that progress through the department from starting points can be considered to offer good to outstanding outcomes

Cohort specific data

Target groups are Gender; Free School Meals; Children Looked After; Ethnicity - English as second Language; Autistic Spectrum Disorder, SEN cohorts.

Gender – evaluation shows there is no difference in achievement for boys and girls.

FSM – progress appears to show that those with FSM are performing very well with 96% of those included in the data meeting their targets and matching expectations as the rest of school, however as the majority of this cohort have lower starting points then progress is actually greater indicating success at ‘narrowing the gaps’.

CLA – progress broadly in line with rest of school with only 1 student not meeting expected targets.

EAL – all language cohorts broadly in line with each other making expected or above progress, although the cohorts are very small in number respectively.

ASD –all show expected or better progress

PMLD/SLD/MLD – Progress is in line with other groups and cohorts

Despite data showing that groups are broadly making progress in line with each other our emphasis in school is to continue to be challenging and to raise achievement beyond expected progress without losing our standards of expectation and the challenge within our targets being set.

As a result of the above, specific actions have been put in place and noted and have informed School Improvement planning through:

- Feedback to staff to focus and track individual students who may be highlighted as underperforming and require specific intervention work.
- Feedback to Governors for information and discussion
- Core subject co-ordinators and deputy head to look at early trends of higher ability students at y8/9 to inform accreditation and examination requirements including Entry Level, Btec and GCSE where appropriate
- Consider future progress measures for the very highest attainers in English and Maths in line with changes to assessment practises
- Consider how English and maths tracking and evidence within FE accreditation can be made more explicit
- Maintain a progress linked objective in performance appraisal

Leading to School Improvement Plan achievement targets and outcomes for learners for 2016-2017- Focussing on continuing to further progress:

- Cross department moderation will be embedded into the school calendar to ensure that there is greater rigour, robustness and agreement in teacher assessments

- 90% of students will better or exceed maths targets y10-11
- 90% of students in FE will better or exceed targets in the subjects of English and Maths between y12-13 and y13 -14
- 90% of students in FE will better or exceed targets in ICT (computing) between y12-13
- 90% of students will better or exceed targets in ICT between y7-8
- Review and revision will be given to the FE curriculum and accreditation in light of the cessation of the current accreditation model
- Early identification of higher attaining students through the tracking system will determine review of accreditation and examination options at KS4 to ensure appropriate stretch and challenge is in place

Other notable achievements

The overwhelming majority of students are happy in school, attend lessons and perform to the best of their ability. They are interested in what they are learning. *(Evidence from student/parent questionnaires, lesson observations, anecdotal feedback from parents, students and other professionals, IEP's, annual reviews, co-ordinator feedback, photographic/DVD evidence, media and press coverage, sporting and performance related achievements).*

For our students, achievement is relative to their individual special educational needs or abilities and has to be viewed in its widest sense looking at the whole child - academically, socially, personally and emotionally. Details reflecting progress and attainment are indicated above. However in other areas, achievement should also be recognised as outstanding, especially when considering an individual's ability or SEND.

Work experience is very successful as are work related Learning and vocational opportunities – for example areas linked to hair and beauty, creative media, retail, the service sector, residential care, plus school based experiences in kitchens, office, with site staff. WRL/careers has its own dedicated classroom space and school can access virtual and interactive careers Information and Advice and guidance web based programmes. Specific IAG information is shared at times of transition at Y9, Y11 and Y14 as well as being a timetabled element through PSHE and Careers. We hold a full IAG event in March which takes place during the FE/KS4 and Y7 parents evening (to engage as many families and students as possible); this has become a key annual event for the school calendar and has representation from all the colleges locally, employers, local services, social care options, transition teams etc. We have had great success in our transition arrangements and design 'destination' led programmes of study particularly for Y11 and Y14 in conjunction with partner establishments and social care. We have been actively involved in a county wide group considering the implications for colleges in terms of destination, provision, resources and their offer being available to meet the needs of most complex and challenging students post 16 and post 19. The head is an active participant in the collaborative partnership network for Preston that includes partners from schools, colleges, Higher Education and Work Based Learning providers and from that steers relevant partnerships to support our students.

Other Personal Achievements and enjoyment of learning include:

- Successful Independent Travel Programme
- Overcoming significant personal or physical trauma or medical operations

- Opportunities to access link options and college placements
- Student council (elected by fellow students) and a 'house' system used to support reward and recognition of all achievements.
- Press releases and other publicity coverage
- Engagement with visiting 'celebrities' such as Preston North End footballers, Mayor of Preston, business leaders, emergency service personnel, performers and musicians, visitors supporting the curriculum
- Involvement and support to raising money for charity both at home and abroad (student council led/curriculum led) such as: Children in Need, Sign to Sing, Red Nose Day, Help for Heroes, RSPCA, DEBRA, McMillan.
- Performing Arts working alongside the English Touring Opera, performances in theatres locally and school based performances
- Sports activities- representing school in football, athletics, Cricket, disability sports activities, swimming etc. or meeting physiotherapy based targets and regimes.

Teaching and learning

There is rigorous evaluation of teaching and learning across the school and this is linked to the appraisal process. Formal observation takes place every term by Head or Deputy Head both individually and in joint observations (Spring term), mentors observe trainees and peer to peer observation is encouraged and promoted. They also take place as part of student tracking and occur informally through senior leadership drop-ins, walk-rounds or when showing prospective parents or visitors around school. Other evidence includes scrutiny of planning files, lesson planning, schemes of work and monitoring of assessment data which is calendared on a termly basis.

The observation criteria used for lesson observation seeks to judge aspects linked to progress and learning; teaching and assessment; differentiation and engagement; use of resources inc. staffing and behaviour.

Analysis of lesson observation is completed at each full update of evaluation summary and as such the latest details (Sept 2015-Sept 2016) tells us out of 33 lessons observed – overall, 40% observed were graded as outstanding and 60% as good. There were no lessons considered any less than that. (Although one lesson graded good had elements that required improvement and this was discussed directly with the individual teacher concerned and has since improved)

This is a slight rise from last year's summary with a 35%-65% split

This suggests that school has continued to work hard to keep improving teaching and learning over time with a significant proportion of lessons observed being soundly good and an increasing number being judged outstanding. However, our aim is to continue to push to more lessons to be considered outstanding.

The Staff are well qualified and show good and often outstanding subject knowledge and knowledge of individual students and their SEN/LDD and the abilities and needs associated with them. Performance management/appraisal steers staff to professional development and training opportunities and school is committed to supporting staff to develop both personally and professionally. For example developing and appointing new teachers through Schools Direct

alliances; TA's training; engaging training from a local specialist HI school to promote and develop knowledge of specific sensory needs; staff participating in courses linked to the development of teaching and learning strategies for ASD, PMLD and areas associated with Mental Health. Encouraging and supporting teachers to participate in action research as part of leadership(NPQSL) or SENCO qualifications(CPD records show the wide variety and breadth of professional development linked to subject, SEN's and other aspects of education often leading to creative and innovative approaches to teaching and learning.) The development of TLR posts to further support ASD, Assessment and Transition.

Assistive and augmentative technology supports teaching and learning, from the use of Lo-Tech sign, symbol, objects of reference communication to Hi-Tech devices for communication, recording and reporting. The use of Ipad technology is enhancing this area.

The quality of teaching and learning is supported by the high level and high quality of teaching assistants and their effective and efficient deployment in lessons. They work closely with teaching staff to meet individual needs. HLTA's are timetabled to teach discrete groups elements of the curriculum. TA staff follow a similar performance appraisal process to teaching staff and as such have had opportunities to develop their skills in signing, ASD, and PMLD/sensory curriculum for example as well as taking on additional responsibilities inc. Leading on medical needs, behaviour management and moving and handling.

A curriculum summary is available via the website, local offer, prospectus and school handbook. Overall it is outstanding and meets students' needs flexibly so where individual students require a very specific personalised curriculum programme we are able to be creative with timetabling to accommodate this. It is engaging, stimulating and challenging. It meets all statutory requirements and reflects our principles and aims to an entitlement for all to a rich and stimulating curriculum that offers high quality provision and teaching and learning; meeting diverse individual needs; with high expectations and prepares students for their future. It is balanced, relevant and progressive meeting the needs of all. There is a clear progression from KS3 into KS4 and into FE for those who choose it and into college and other environments for others as well as the respective destinations at post 19. As students get older and develop further there is an emphasis on personalisation, greater degrees of independence and autonomy, life beyond school, life-skills, community access, vocational, work experience and career related opportunities and employability and accreditation and qualifications that are relevant to individual students and their aspirations supporting their preparation for adulthood.

Extended and enrichment activities are keenly sought by students and we have an excellent take up across a range of lunchtime and after school clubs. Several successful bids have supported the development of residential opportunities and holiday clubs, with the Local Authority recognising our extended and short break activity as exemplars to others. This is becoming increasingly difficult to sustain with the Local Authority under greater pressure to streamline its offer to just statutory obligations making school have to source funding from elsewhere via bids to maintain its current level of provision and indeed may well have to charge for such activities in the future.

The school works closely in partnership with Health and Social Care and meetings are often held in school, as we are a central venue. Physiotherapy, occupational therapy and speech and language therapy all operate within school and are afforded work space with regular time to prioritise therapy

delivery to support individual needs and curriculum access. A social worker is dedicated to and sited at school following a successful bid made by the school to a social care project. This set the school in an excellent position to meet the variety of health, social and emotional needs of the students and support the impact of change as a result of the code of practise and SEND legislative changes implemented from Sept 2014 and the conversion timetable of the Local authority of statements into education health and care plans over a 3 year period.

Other partnership links are substantial and do much to support the relevance and breadth of the curriculum. Including other mainstream secondary schools (*inclusion activities/ district curriculum development models, teaching alliances and collaborative practise*); other special schools (*joint projects, moderation, sharing good practise, teaching alliances and collaborative practise*); Vocational centres – PVC for construction; Creative Works for media/photography; Employers (*work experience and careers/WRL*); Colleges and work based learning providers for preparation for transition (*through taster sessions or joint projects*); leisure facilities, outdoor Education/Activity Centres (*PE/residential*); Cultural and community retail facilities(*curriculum*); national organisations (English Touring Opera residency) and local community and voluntary organisations (*gateway, community parks, river authorities, guest speakers and visits*).

Partnerships are also enhanced through greater publicity and awareness of the school and its students through outreach support to individual students, other schools; the LA and business partners; participation by the Head and other senior colleagues in a variety of arenas such as the Preston Children’s Partnership; 14-19 collaborative group; participation within Lancashire Special Schools association and Chair of the High Needs working group of the Schools Forum. The deputy head delivers aspects of safeguarding for LA briefings and has been on the PIVATS PSE working group; the school business manager attends regional and local business manager networks; teachers attendance at subject moderation and network meetings; and gaining local recognition for example this year receiving the ‘outstanding school’ award from the charity ‘cash for Kids’ and national recognition at the Pearson Teaching Awards previously for staff team of the year and then secondary headteacher of the year (the first time it had been awarded to a special school headteacher).

Quality of teaching, learning and assessment - self-evaluated judgement: outstanding

Personal development, behaviour and welfare

Our previous inspection graded behaviour as outstanding and the extent to which students feel safe as outstanding. The school continues to judge personal development, behaviour and welfare to be outstanding in all aspects. Students are welcoming, positive and often show a great deal of responsibility about and for their actions. Their attitude to learning and conduct is outstanding. They are considerate and thoughtful toward each other and many act as advocates for each other, particularly their less able or non- communicative friends or classmates. Many have taken our internal wheelchair support training so they can help their friends who use manual wheelchairs to get about school. Students support the movement of equipment, resources and materials for friends and staff and this degree of responsibility is encouraged to foster independence, autonomy and resilience. The respect and support they show in school sets them up well to act in appropriate ways and to generalise their skills within the wider society.

As a generic school some of our student population display complex and sometimes challenging behaviour relating to their diagnosis or SEN or emotional state. There is a comprehensive behaviour

and discipline policy and guidance document plus associated policies and guidance relating to care and control, positive handling practise, anti bullying and equality. Any incidents that arise are dealt with swiftly. Staff are trained in Team Teach, a positive behaviour management strategy including positive handling techniques and as such staff are trained in physical intervention. Some students have individual behaviour plans and some will have behaviour related targets with daily/weekly record sheets to monitor patterns and trends in behaviour.

Staff and students follow a consistent behaviour management system that allows for rewarding good behaviour, offering a warning and sanctioning repeated inappropriate behaviour (green, yellow and red slips). Records of behaviour both rewards and sanctions are maintained electronically so patterns and trends can be monitored.

Incidents considered serious are logged in a 'serious incident book' and signed off by a member of the senior staff following closer investigation if warranted.

The school applies a range of strategies in dealing with some students who as a result of their condition or SEN diagnosis present violent and aggressive behaviours. Such as trained staff, rotating teams of support staff, use of AAC communication techniques, creation of 'safe – spaces', use of our contemplation room designed with activities for self-reflection and empathy for others, personalised timetables and individual plans and risk assessment.

Similarly a small group of students present with behaviours associated with emotional or mental health issues, particularly linked to emotional needs, low esteem, confidence etc; a variety of strategies are in place to support these young people in particular key workers, counselling, involvement of CAMHS and innovative practises such as providing bespoke tailored timetables; whilst also maintaining close links with parents and families, social care and the police where they are also involved.

As a very mixed yet inclusive community the curriculum, assemblies, pastoral time, extended school opportunities, residential, role modelling as well consistent approaches and guidance all re-enforce the desire for students to present with appropriate behaviour, mix and work well together. To show respect for and towards each other and the adults who work with them.

Aspects of behaviour regarded as bullying if and when it occurs is reported and dealt with immediately with the appropriate level of intervention depending upon the level of understanding of the students involved.

Other evidence citing positive remarks in relation to behaviour come from student and parental questionnaires (annually); in review paperwork and anecdotally at meetings, lesson observation, from visiting professionals and feedback from out of school activities and residential.

The most recent parental questionnaire (summer 2016) responses are overwhelmingly positive.

Students attend well and are punctual demonstrating how much they enjoy coming to school. The vast majority come via local authority arranged transport though a small but increasing number is being identified as being able to develop into independent travellers to school following our Independent travel programme or are brought to school by parents. A small breakfast club supports prompt and punctual attendance as do reward mechanisms for 100% attendance. Attendance is covered in the earlier section of this summary under 'Absence'; but it highlights a sustained

improvement over time, suggesting attendance can be deemed good and in line in with special school national averages.

The school is a safe and secure environment with safeguarding procedures being outstanding, school has adopted and adapted recommended practise by the Local Authority and follows the national guidance linked to 'Keeping Children Safe in Education'. All statutory procedures are in place and are checked and reviewed regularly to ensure their robustness. Governors and senior leaders are fundamentally committed to safeguarding and child protection and keeps up to date through LA briefings and training. Policy is in place with the deputy head acting as DSL and Head acting as a second DSL (both having completed training). All staff undergo training and annual updates at the start of year. It features in the staff handbook and staff have signed up to a code of conduct. There is a link governor for child protection and safeguarding who undertakes an annual audit with DSL.

The Head, Senior Leadership Team and Chair of Govs have all undergone safer recruitment training and staff employed by school go through rigorous checks on background, qualifications and records. The school maintains a single central record and utilises the prohibited from teaching list as required.

The curriculum covers aspects of safety and safeguarding through specific subject delivery, assemblies, pastoral time, and themed weeks and has an excellent standard of risk assessment covering aspects of school, individual students, educational visits and other subject specific matters.

As already indicated in the previous sections there is an exceptional standard of work experience, enterprise and employability education and vocational opportunities particularly in Year 11 and Post 16 and an emphasis toward information advice and guidance about the 'next steps' and what is required.

Health and Safety has been given a high priority and both formal and informal audits take place via the Local Authority and Governors. The most recent LA audit found 'no resultant actions required' and furthermore complimented the school on its standard of practice and commitment. Regular Fire Evacuation practices take place and these inform evacuation policies and guidance and fire risk assessment. All students have personal emergency evacuation plans in place and the visitor management system provides a list on demand which can act as a 'real' time fire register.

School has established an online-safety group and has undergone a 360 degree on line audit through the SW grid for learning (adopted nationally) in order to establish further areas for improvement. This tool allows comparisons with other schools and shows current level toward nationally recognised accreditation and suggests actions to follow to get to the next level. Indeed we have successfully achieved accreditation status and are due to go through the process of having this ratified. The group meets half termly and consists of staff, Governor and student representation. As a result online-safety is firmly established as part of the computing curriculum, policy is in place, codes of conduct for staff, volunteers and students are in place and action plans are prepared based upon the results of the audit tool. As such students are learning about the dangers of exploitation, abuse and extremism at a level that matches their understanding.

Other curriculum activity for example in PE and food technology and PSHE as well as the work carried out in life skills programmes or individually designed support programmes via social care, CAHMS or annual review outcomes deliver messages about remaining healthy both emotionally and

physically and includes the benefits of healthy diet, exercise and talking and listening and taking on board strategies to cope in difficult situations.

Student questionnaires are completed on line and evaluated through the LA's 'Pupil Attitude Questionnaire' and cover a wide range of key areas. They are positive in their responses and have been shared with each department head to make closer analysis of the detail and implement any resultant actions they feel are required.

Personal development, behaviour and welfare - self-evaluated judgement: outstanding

Effectiveness of leadership and management

The drive, enthusiasm and ambitious vision for the school to ensure high standards have been maintained and high expectations for the achievement and performance of every student and member of staff are in place. The school has reviewed its vision and mission statements and this has been incorporated into the planning, organisation and development of the relocation to the new build and re-furnished premises to ensure that the next phase of the schools development affords further improved opportunities for all the students, staff and community associated with the school. The school aims to become a central hub for the development of the community and district surrounding the premises and community development was incorporated into the appraisal process for teachers in terms of how their subject can support this area of whole school development during the last academic year.

The HT and SLT constantly strive and communicate the requirement for improvement and desire for success in terms of teaching and learning, student performance and curriculum development. Challenging individual student targets and desired outcomes are set at annual reviews and in Individual educational plans. Challenging staff targets are set through performance appraisal and whole school priorities and targets are set through the school improvement planning process which undergoes annual evaluation and review.

Previous Investors in People information and evidence from parents and other professionals indicate that the school is highly effective at securing enthusiasm and using staff knowledge, skills and expertise to good effect to support leadership and management within the school. Senior leaders and managers have identified roles and responsibilities, with a degree of autonomy to allow innovation and creativity in their work and developments. TLR postholders also act as 'seconds' in Depts to support the Heads of dept. All teachers take a leadership responsibility through subject leadership. Higher level teaching assistants take a lead in some subject delivery and key aspects of school development, whilst some teaching assistants have pursued professional development opportunities to take a lead in aspects of behaviour management, Moving and handling, PSHE, sensory development, Visual Impairment, Signing and other forms of augmentative communication for example.

The Governing Body have continued to provide both support and challenge to the implementation, monitoring and evaluation of the work and plans for the school. There is an appropriate committee structure in place, meeting termly; as well as additional meetings monthly between the Head and Chair and Vice Chair. Two additional Governing Body meetings also take place to consider specific school based issues and business, which compliments those taking place termly with an LA led agenda. Recent changes to the Governing Body due to ill health and retirement from office has seen

an opportunity to gain new members who will add to the skills –set of the GB bringing in additional financial, business and HR acumen.

Governors are aware of the strengths and challenges the school face and have direct input into the improvement planning process. They continue to gain greater knowledge and understanding of curriculum, national initiatives and changes, the broad range of student needs, the teaching and learning and its differentiation to meet individual need. Where appropriate Governors have attended training opportunities and these have included School improvement planning, self-evaluation, and Safeguarding and child protection and SFVS. All statutory requirements are in place and Governors are clear as to their role, responsibility and the capacity for them to influence its strategic direction is evident.

In terms of leadership of teaching – senior Department staff take an overarching responsibility for a key aspect of school for example Information Advice and Guidance towards destinations, student voice, extended school activity and how that can impact or influence teaching and learning. Teaching staff have a subject or area responsibility and lead through an action planning process on how improvement and its monitoring and evaluation of a subject takes place including planning, delivery, assessment and moderation. Senior teaching assistants have taken on responsibility for specific areas such as work experience, independent travel, supporting speech and language provision, sensory development etc whilst all teaching assistants at all levels offer expertise and support to teaching on a daily basis.

Individual student monitoring through lesson observation, tracking of targets and assessment of performance is used to set whole school and individual targets for performance for the forthcoming year and allow for analysis so prompt actions can be put in place to improve performance, tackling specific areas or identified student cohorts or individuals needing further support and to build on areas of good practise and strength. Any focuses on improvements in teaching are clearly communicated to staff through performance appraisal, INSET, staff and dept meetings, co-ordinator meetings and scrutiny of files and lesson observation feedback.

School improvement plans are reviewed and revised and reported to Governors and other stakeholders. Monitoring and evaluation informs future plans with assessment analysis and scrutiny and subject action plans also helping to shape the plans. Identifying strengths and areas of development and taking into account local and national agendas support plans to seek the longer term strategic approach to improvement as well as developing year on year shorter term plans.

The curriculum and partnerships to promote learning has already been noted to provide outstanding, highly positive and often memorable experiences and it contributes to the spiritual, moral, social and cultural development of our students promoting British values, equality and diversity and their achievement overall.

The school is effective in engaging parents, carers and their families of students. The use of an annual questionnaire as well as annual review questionnaire provides written evidence of engagement. Communication books allow for communication between home and school. Attendances at reviews and parents evenings allow formal face-to-face engagement whilst attendance at performances and events allow informal engagement. The development of the parent liaison role; short break provision such as holiday clubs and the attendance by senior staff at inter agency meetings has also improved engagement with the traditionally harder to reach families.

A newer development and direction for parental and community engagement has been to establish a 'facebook' page and twitter account as an additional way of communicating informally with parents, carers and the community through social media. This is monitored and the evidence of its positive impact comes in the form of weekly evaluations of contact .

Effectiveness of leadership and management - self-evaluated judgement: outstanding

Spiritual, Moral, social and cultural development linking to aspects of British values

Whilst SMSC BV development is not a separate section of the new framework, it still comes under scrutiny and for our students is an important underlying feature of the work taking place within school. It is still worth noting specifically.

As a generic school underpinned by an inclusive attitude and ethos students come into contact with each other on a constant basis, experiencing a wide range of needs, abilities and a diversity of backgrounds and cultures. There is a strong sense of respect for each other and often support for each other, particularly if they are from the same pastoral group or teaching group. More able students act as advocates for those less able; some act as wheelchair support for their friends.

Departmental assemblies and quiet thoughts for reflection in class are the focus for spiritual development and reflection of specific issues. They are broadly Christian in nature and the weekly themes take account of a range of British Values as well as diverse spiritual and cultural events from the principal religions and cultures; moral dilemmas; emotional needs and link into themes related to citizenship. Assemblies take the form of information giving or sharing; active practical participation including singing, signing and performance; celebration of achievements through certificates, special mentions and awards. Students recognise moments of spirituality by remaining quiet and reflective through prayer or thoughts for others. Most recently, some students have been encouraged to lead assemblies if they have a particular area of interest linked to a particular theme.

Key subject areas add directly to SMSC BV development for example in RE, geography and PSHE. Across the curriculum there is a sense of enjoyment in lessons and a desire to learn.

The school has an active student council who have supported the development of rules, promoted the support of and raising funds for a range of charities both in the UK and abroad and involving the whole school, supported conflict resolution and behaviour management systems and practise, supported and developed the schools Eco opportunities and discussed aspects of school policy. Our students actively participate in LA events seeking young people's opinions, for example the Preston Youth Conference 'Voice and Influence' and have been contacted directly by organisations such as Bernado's.

The school's behaviour policy and guidance and its system of rewards and sanction is based upon students taking ownership of their actions wherever possible and developing positive strategies to support appropriate behaviour. It is applied consistently and seen as 'fair' with further discussion for some students to ensure an understanding of the need to be flexible with specific individuals who may not necessarily understand the consequences of their actions.

Students are encouraged to develop their sense of identity and moral purpose through developing independence skills, participating in inclusive opportunities alongside mainstream peers, taking on responsibilities in class and supporting their friends and participating in the wider curriculum

opportunities linked to performing arts, sports or other local cultural events . They have numerous opportunities to participate in extracurricular activities from educational visits to theatres, museums, places of worship and other community settings to residential experiences on which there is a high degree of fun and enjoyment as well consolidating learning in 'real life' contexts.

Outcomes for our students

Taking into account the above commentary, relevant section details and subsequent self-evaluated judgements **the outcomes for our students taken from their starting points (which are significantly lower than age expectations due to their ranges of special educational needs) are outstanding** and quite often exceed expectation. They are well served for their future and progression onto the next phase or stage of their education or setting.