

# **Abbot's Lea School**



## **School Evaluation Form (SEF)**

**3 October 2019**

## Context of the school

- We are passionate about Abbot's Lea School, its students, the families we serve and the community we enrich.
- We were judged Outstanding by Ofsted in January 2016.
- Our school development work is always ongoing; we do not rest on our laurels and so, every day, every term and every year, we continue to strengthen the already outstanding provision on offer. Where problems occur, we address them to secure the best provision possible.
- We believe we are an outstanding school and we think we have improved our provision significantly since the last inspection in every area of our work and of the now new Ofsted inspection framework.

Our school's vision, values, aspirations and conduct expectations are captured in the following statements:

### **School Vision and Mission Statement ©**

To be the international Centre of Excellence in Autism education, research and professional development

### **School Aims ©**

- To provide outstanding education to the students
  - To work in united partnership with the families
  - To recruit, develop and retain the best professionals
- To lead innovation and positive change in the field of Autism

### **School Motto ©**

Abbot's Lea is the best specialist school in the world!

### **Our Code of Conduct: Golden Rules ©**

- Be here. Every day...
- Work hard and be nice
- Never give upon yourself or others
  - Stay positive and be happy!

### **Philosophy of Education – The ASD Model ©**

- Academic Progress
- Specialist Support
- Development of Life Skills

- Abbot's Lea School is a hugely popular maintained co-educational community day special school for students aged 3 to 19 years.
- It is larger than average, with 260 students on roll and it includes Early Years and Key Stage Five provision.
- All students have an EHCP with a diagnosis of Autism and learning difficulties and have additional diagnosed needs. Many are recognised by the school as having complex yet undiagnosed special needs, with social, emotional and mental health needs on the rise.
- Most students have other, co-morbid conditions, with high prevalence of social, emotional and mental health problems; those often affect our students' heightened levels of anxiety, school phobia and school refusal.
- All students are placed here by Liverpool City Council's SEND Team although some are resident in neighbouring Local Authorities (Liverpool City Region).
- At the most recent Ofsted inspection in January 2016, the school was judged to be Outstanding with a recommendation to improve the effectiveness of middle leaders:

*"Build on the improvements seen since the previous inspection by ensuring that middle leaders evaluate precisely the impact of their actions on pupils' academic and personal development progress, in order to fine-tune their actions and ensure the optimum effect on learning."*

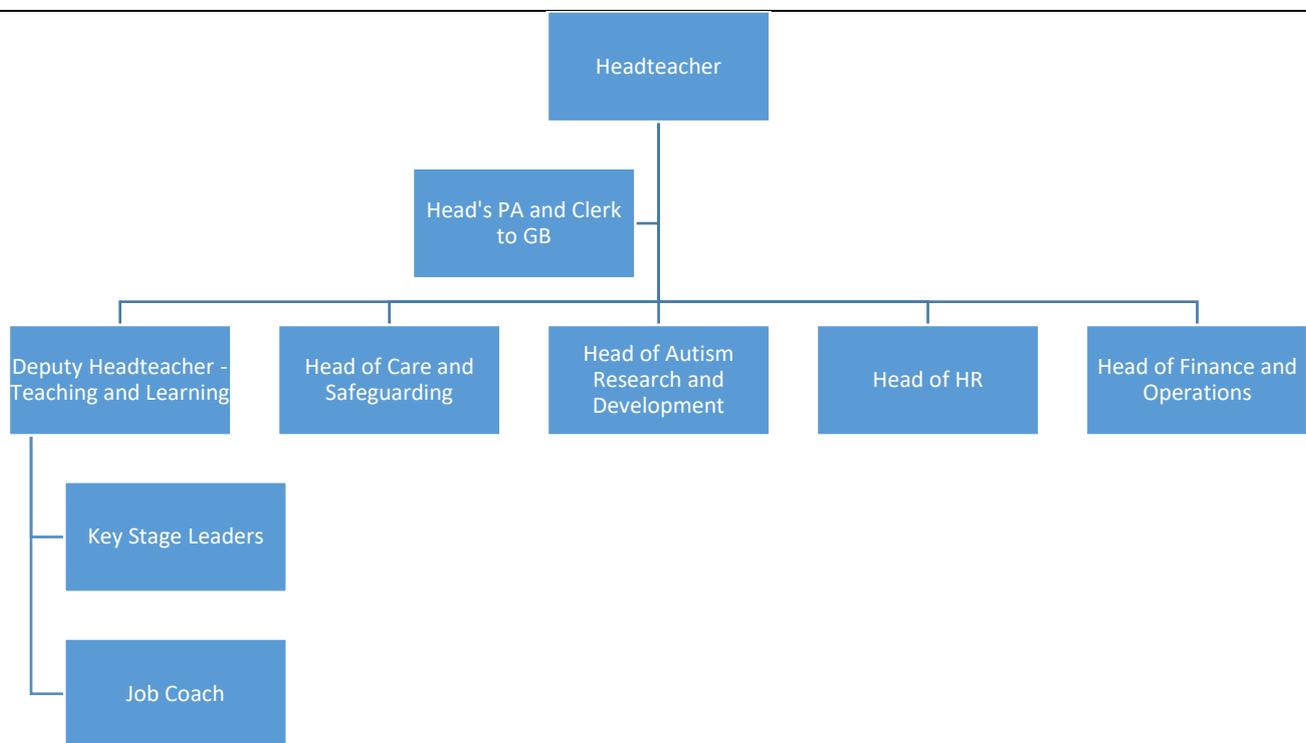
- Following the inspection in January 2016, the substantive Headteacher retired, there was a year of interim headship and the current Headteacher joined the school in September 2016.
- Upon her arrival, the Headteacher needed to address some problems: significant deficit (£500K) and a degree of non-compliance related to the school's not meeting the provision specified in EHCPs (therapeutic learning support). There was also limited evidence of the curriculum raising aspirations for the students' career planning and achievement of economic independence.
- As a result, the school consulted with its stakeholders and subsequently relaunched its curriculum in 2017 under a new *Philosophy of Education: The ASD Model* ©, where equal importance was assigned to the three core components:
  - **A**cademic progress
  - **S**pecialist therapeutic support
  - **D**evelopment of Life Skills
- The school has undergone significant change in its organisational structure since 2016 with a review of governance and creation of a new leadership structure and appointment to the new roles. This has helped create a clearer line of distributed leadership and accountability for the overall effectiveness of the school and all its components. The organisational structure is as follows:

Strategic Leadership Team (SLT) consists of senior leaders:

- Headteacher
- Deputy Headteacher
- Head of Care and Safeguarding
- Head of Autism Research and Development
- Head of HR
- Head of Finance and Operations

Operational Leadership Team (OLT) consists of middle leaders:

- Key Stage Leader – EY/KS1
- Key Stage Leader – KS2
- Key Stage Leader – KS3
- Key Stage Leader – KS4
- Job Coach – KS5 Employability



- The school continually offers broad, balanced curriculum for all children, regardless of their age and ability across the EYFS/KS1 – KS5 and beyond. We are now working on increasing further the sequencing between the five key stages across the curriculum.
- The new Ofsted framework has provided an exciting opportunity to align our holistic philosophy of education with the new expectations of the high aspirations for all, the richness and logic of the curriculum, with new, exciting curriculum opening up opportunities for students to experience a more innovative, challenging and dynamic curriculum. We believe that we stand out from all other schools and our results confirm this.
- We operate a non-exclusion policy and once we say “yes” to a child on arrival, we never say “no” to their ever-changing needs thereafter. As a result, there have been no exclusions since the current Headteacher’s arrival at the school in September 2016.
- The school does not use any external Alternative Educational Provision providers and, if a student needs alternative support, the school works with the student, their family and multidisciplinary team to find the best way to engage them in learning and, preferably, re-engage them in the programme of class-based study.
- Our school is fully inclusive and allows all students to access quality education and specialist support. This, together with a new programme of Supported Internships delivered in collaboration with local employers leads to excellent preparation for further education, training or employment.
- Our most recent NEET statistics are very positive, (100% of students moved on to EET), highlighting the outstanding work the school undertakes in relation to careers.
- The school is located in the Woolton area of Liverpool. However, it draws its students from a much wider area, including neighbouring local authorities. The community faces many challenges associated with very severe socio-economic deprivation.
- The school’s known % of students eligible for Free School Meals is 44%.
- Attainment on entry has varied in respect to different cohorts but it is always below national standards on entry. This is due to learning difficulties (cognition and learning) and in many cases, significant loss of learning continuity in previous settings.

- Current population is as follows (Census 3 October 2019):

Year	Males	Females	Total
Year R	3	0	3
Year 1	7	1	8
Year 2	6	1	7
Year 3	10	2	12
Year 4	13	3	16
Year 5	18	3	21
Year 6	23	0	23
Year 7	22	4	26
Year 8	27	1	28
Year 9	32	2	34
Year 10	13	6	19
Year 11	20	3	23
Year 12	12	4	16
Year 13	11	0	11
Year 14	11	2	13
<b>Totals</b>	<b>228</b>	<b>32</b>	<b>260</b>
%	87.69%	12.31%	

Count of Name	Primary Need	Secondary Need
Need Type Description		
Autistic Spectrum Disorder	251	7
Moderate Learning Difficulty	1	118
Multi-Sensory Impairment	0	2
Other Difficulty/Disability	2	14
Severe Learning Difficulty	1	6
Social, Emotional and Mental Health	1	8
Specific Learning Difficulty	1	3
Speech, Language or Communication Need	3	5
Grand Total	260	163

First Language	Numbers	%
English	245	94.23%
Believed to be English	2	0.77%
Believed to be other than English	3	1.15%
Other	10	3.85%
	260	

Eligible for FSM	114	43.84%
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- The Governing Body of the school is strong with a range of skills and experiences and a total commitment to supporting and challenging the school to offer the best education to the students, the service to their families and the best place of professional employment for the staff.
- The GB meets at least 6 times a year and is set up as follows:

No	School Development Plan	Name	Role	Link Senior Leader
1	Effectiveness of Leadership and Management	Rohit Ramesh	Co-opted	Ania Hildrey
2	Effectiveness of Leadership and Management	Rob Lowe	Co-opted	Michelle Griffiths
3	n/a	Ania Hildrey	Headteacher	n/a
4	Our Students	Sarah Powell	LA Governor	Alison Twomey
5	Our Students	Jim North	Parent Governor	Anthony McVerry
6	Our Students	Alicea Thompspon	Parent Governor	Anthony McVerry
7	Our Autism Research and Development	Sarah Gilbert	Staff Governor	Micah Grimshaw
8	Our Resources - HR	Nicki Powell	Parent Governor	Michelle Griffiths
9	Our Resources – Finance and Operations	Tom Drost	Co-opted Governor	Andrew Cocklin
10	Our Families	Eileen Walsh	Co-opted Governor	Alison Twomey
11	Our Resources - HR	Clare Atherton	Associate Governor	Michelle Griffiths

## Overall Effectiveness: Grade 1 (Outstanding)

- **The Quality of Education at ALS is Outstanding.** Collaborative planning of learning has been introduced to facilitate consolidation and challenge offered to all students in all lessons by teachers sharing knowledge, skills and expertise at each stage of putting curricular offer in place.
- Students appreciate the holistic model of education as it allows them to learn, whilst helping support their sensory, social and communication needs. This includes any embedded therapeutic support in lessons which, once developed has meant no learning time is lost when students engage in therapeutic interventions.
- An innovative, new curriculum design has been planned and implemented, with a focus on broader educational opportunities for students to stretch their vocabulary and reading, taking this area to a higher level still in 2019-20.
- **The Behaviour and Attitudes of students are exemplary.** The environment of school is at times the limitation, where the amount of space available is causing concern to students and staff alike, but, on the whole, barring situations related to students' disabilities, a calm and orderly movement around the buildings and the site is observed.
- In lessons students show that they are well-behaved and keen to do well. Where their special needs require, they are supported by the strong team of staff, using increasingly consistent methods of working across the 3-19 age range. This includes exceptional system of Life Skills Curriculum delivered by the team of Higher Level Teaching Assistants and the second-to-none system of capturing all information using CPOMS system.
- Head of Care and Safeguarding offers support for all students providing a wide range of in-class and discreet interventions, often designed by the team of therapists.
- Good attendance and punctuality of students gives them every opportunity to optimise their learning and where attendance is suboptimal, the school has well developed strategies for maximising it. Next year, this will be strengthened further by the class-based staff taking greater control of the direct communication with families.
- **The Personal Development of students is second to none.** The school takes pride in the efforts it puts into and opportunities given to, personal development. Students are guided to explore their own values towards religious, spiritual, moral and health related issues. A vast range of opportunities are given for students to be involved in and excel at activities beyond the curriculum, leading to a fuller and more successful life in their chosen pathway for the future.
- **Leadership and Management in the school is also strong.** Governors, leaders at senior and middle management are passionate for the students to do well; they have high levels of expectation and ambition for the school and its students. They work continually to develop and adapt the practice through ongoing review. As a result, CPD is planned annually, tailored to the need of individual staff and whole school goals. The aim for the highest level of teaching and learning to bring about the maximum outcomes for students is the key to the school's ethos.
- **Early Years Foundation Stage** provision is very good, with excellent track record of supporting transition into school and preparation for the next steps in education. This provision is known as EY/KS1.
- **The Sixth Form, known as KS5 is very good, too.** The school is known in the area and the city as a provider of high quality education at Post 16. Opportunities are offered to all students in this fully inclusive environment. Students appreciate the careers, advice and guidance offered. Leaders and staff strive to provide the very best opportunities and support, to allow students to progress and reach their final destination via the best and most appropriate pathway for them as an individual. In the last year, this included launch of Travel Training and Supported Internships, in partnership with the local employer. Next year, this programme will treble in size and offer diverse range of opportunities to any student wishing to explore the work-based learning pathway.

- **Safeguarding is highly effective.** Head of Care and Safeguarding is the Designated Safeguarding Lead and she leads a whole Safeguarding Team consisting of:
  - Headteacher
  - Deputy Headteacher
  - Key Stage Leaders
  - Job Coach
  - Family Adviser
  - Attendance Officer
  - EHCP Coordinator (as administrative support)
  - Safeguarding Governor
- Leaders regularly provide information and training, relevant appropriate to staff needs. Students are educated about their personal safety and the acceptable behaviour of themselves and others and there are clear links to safeguarding in the curriculum. Weekly assemblies address many of the difficult matters, such as identity, diversity, British Values, LGBT+, online safety, knife crime, etc.
- Support is available for both staff and students including work with external agencies and both are aware of who they can approach to discuss any issue they feel is of concern.
- The spiritual, moral, social and cultural development opportunities for students are widespread. As part of their personal development students are encouraged to examine their opinions, reason and challenge in lessons. They are provided with extensive 'real life' opportunities at school, local community and beyond to put their values into practice, use and develop their skills and to assess the experience or information given. Students are praised and appreciated in the locality for their volunteering and leadership work.
- Abbot's Lea School cares deeply about its students, their families and the staff working here. All that it does is always aimed at providing the highest quality experience of learning, partnership and workplace practice.

## **Intent**

The overall aim of the education at Abbot's Lea School is to:

- To provide outstanding education to the students
- To work in united partnership with the families
- To recruit, develop and retain the best professionals
- To lead innovation and positive change in the field of Autism.

The school is organised into a Primary Department (with Early Years/Key Stage 1 and Key Stage 2) and Secondary Department (with Key Stage 3, 4 and 5).

### **Early Years Foundation Stage and Key Stage One (EY/KS1)**

We offer full-time placements for children aged 3 to 5 years old.

Early Years Foundation Stage curriculum is used to underpin our teaching and students are supported by qualified staff, including a teacher.

Students benefit from outstanding teaching and support, whilst adjusting to more formal schooling routines. Students are grouped into small and compatible classes.

### **Key Stage Two (KS2)**

All the benefits of specialist EYFS and Key Stage 1 pay off at this stage with students confidently engaging in their own learning journey.

All students benefit from a rich and broad curriculum aimed at stimulating their academic progress and personal and social development.

### **Key Stages Three (KS3)**

Students in KS3 are grouped according to their needs to maximise learning opportunities in every lesson.

Classes remain small with staff support levels always reflecting individual student needs, yet promoting increasingly independent learning.

Learning in KS3 is highly personalised, with self-organisation and team-working reinforced through the curriculum.

Students learn through a range of school-based and community activities and they share their reflections and achievements in weekly departmental, Key Stage and class assemblies.

### **Key Stage Four (KS4)**

Students continue to study in compatible learning groups with a focus on transition into adulthood taking priority.

They have access to accredited learning and there are opportunities for them to participate in selected specialist subject examinations and for some, links with mainstream secondary schools.

Students, for whom employment is a future aspiration, experience the life of work through a wide range of tailored employment preparation and professional career, advice and guidance.

Varying amounts of support and supervision are provided to the students accessing work related learning according to the needs of the students.

Where appropriate, we promote extended work experience, independent travel and, in many cases, paid work.

### **KS4 → KS5 transition**

At the end of Year 11, students leave the school to attend post-16 programmes.

Abbot's Lea School students and their families choose a number of options at the end of their time here, these include:

- Further Education – this can be at Abbot's Lea School or with another adult training provider
- Open or supported employment
- Other training schemes, including work based learning apprenticeships
- Supported living

Advice is available to students and parents throughout their time at Abbot's Lea School, with formal transition planning during the latter stages of the secondary phase.

### **Key Stage Five (KS5)**

Students who choose to carry out further education at Abbot's Lea School join our Key Stage 5 provision.

The learning for our adult students is strictly focused on increasing independence and preparation for working life after school. The curriculum is highly individualised to meet students' needs.

The provision also creates the opportunity to build on accreditation achieved at Key Stage 4 and is aimed at helping the young adults with their future career aspirations.

Our adult students benefit from the tailored career guidance advisers, who work closely with the students and local employers with a view to helping our school leavers secure paid employment. Students leave upon the completion of their course.

Some students enter our Supported Internship Programme offered in partnership with local employers.

We are also a large employer and we play our part in practicing what we preach. Some of our past students are now preparing to be an integral part of the Abbot's Lea School staff team!

# Implementation

- All Key Stages plan effectively, with consistent long term and medium term plans in place, to ensure all learners **gain knowledge** over time.
- Schemes of work are clearly embedded across the key stages, sequencing work cumulatively to enable all learners make progression.
- Teachers have good **subject knowledge**, which was evidenced in our most recent round of observations (2018-19), teaching was deemed to be effective practice or better.
- Teachers check learners' knowledge, understanding, skills and correct misconceptions accurately, providing clear feedback, thus optimising learning opportunities.
- **Detailed questioning and verbal feedback** is used throughout the lesson to promote knowledge and understanding, as well as promoting oracy within lessons. This is further supported by using stretching and challenging vocabulary as evidenced through the 2018-19 Writing Quality Mark, where the school achieved Silver Standard.
- ALS has **supported staff** through ongoing internal and external CPD with a curriculum and specialist SEND focus. This has enabled them to access new developments and acquire knowledge on changes to content and specification. Further time has been allocated to departments for planning and implementation. As a result, appropriate content is delivered in a logical and systematic manner.
- An in-house **CPD programme** is also in place which has enabled leaders, including middle leaders to access training opportunities and supported them in initiating a change programme of development in their subject areas.
- Whole-school projects are now being introduced to help develop even greater consistency across the school.
- CPD time has also been allocated for departmental training, moderation and planning. The CPD is bespoke for each academic year and dependent on the needs of the school identified in the previous academic year. Thus support is in place for individual staff and departments, allowing them to implement the changes required.
- **Future planning** is informed by the robust and comprehensive programme of book monitoring. This monitoring enables Middle Leaders to review and explore the progress of learners through their exercise books

## Assessment

- Teachers systematically check learners' understanding and address misconceptions. Assessment is used in this manner to **support the teaching of the curriculum**.
- In line with the curriculum review, a full calendar of Quality Assurance is in place for each Key Stage.
- **Assessment information is used** by teachers to inform future teaching.
- Data analysis also used by middle/senior leaders help identify where appropriate support and intervention is needed.
- **To avoid additional workload for staff** planned opportunities for departmental moderation and quality assurance are in place for each key stage, as part of the CPD programme.

# Impact

- ALS has made significant **progress** with a number of key performance indicators since last year and over time (see ALS Progress and Attendance Report 2018-19)

## Quality of Education – next steps

Key Priorities for 2019-20	Action Points
To improve the outcomes for students in Literacy, Numeracy and Science	<ul style="list-style-type: none"> <li>• The school is undertaking a Reading Quality Mark, after having secured the Silver Award for the Writing Quality Mark last year. This is a framework that allows for the development of reading throughout the school, brings consistency to practice and allows for expose to new and exciting practices and pedagogies.</li> <li>• The school is also being undertaking the Maths Quality mark, a framework that allows for the development of mathematics throughout the school, brings consistency to practice and allows for expose to new and exciting practices and pedagogies.</li> <li>• The school will work with external partners to ensure that a rigorous review of the science curriculum offer is carried out and look for external partners to work with to enhance the learning opportunities, but also the expose to science that the students have.</li> </ul>
Map cross key stage curriculum plans for ages 3-19	<ul style="list-style-type: none"> <li>• The Operational Leadership team will be working from October to December on mapping a sequential and progressive curriculum that allows for students to gain knowledge and reach their own personal milestones and aspirations.</li> <li>• The Operational Leadership Team is working with School Improvement Liverpool to quality assure and support the curricular developments.</li> <li>• A review of pedagogies and the curriculum will take place to allow for these to be further embedded in everyday practice.</li> <li>• We are working to further enhance and embed the life skills, safeguarding and employability curriculums into daily practice and they will become part of everyday learning.</li> </ul>
Ensure consistency across the school in terms of planning, assessment and reporting formats	<ul style="list-style-type: none"> <li>• The Operational Leadership team, led by the Deputy Headteacher will develop a consistent approach to planning a sequential curriculum across the school from EYFS through to Key.</li> <li>• Assessment systems will be brought into line with a one system approach that tracks progress and sets realistic, yet challenging targets that stretch the students.</li> <li>• A review of the Quality Assurance Cycle is being undertaken to provide leaders with more exposure to the school and allow for greater depth and understanding of the curriculum, how it is being taught and how students learn and use the information to gain knowledge of the world.</li> </ul>

## Behaviour & Attitudes: Grade 1 (Outstanding)

- The school is highly inclusive and supportive of its students. As a result of its philosophy of education, the school operates a non-exclusion culture and the staff never give up on children in their care.
- The school operates a non-exclusion policy. As a result, the school has not excluded – in any way – any children since 1 September 2016 (current Headteacher's arrival at ALS).
- Staff are recruited, supported, trained and expected to be positive role models for the students in terms of own conduct, attitudes and behaviour.
- As a result, the following is true:
  - Safeguarding students is exemplary. This extends to a 52-week service and family support.
  - The **school environment** has facilitated a calm and orderly atmosphere where behaviour is excellent throughout the day.
  - In observations for 2018/19 engagement in learning was very good.
  - A staged process of positive **behaviour** support is used consistently across each year key stage and monitored by the class teams, with the support from the Guiding Team and Leadership Team.
  - As a result students are aware of expectations in behaviour and respond accordingly.
  - In the most recent survey students and families also agreed that students are well-behaved here.
  - Messages of praise for students are regularly received from the community beyond the school, demonstrating the extent of good behaviour.
- There have been no Fixed Term **Exclusions** which is exemplary and stands out in comparison to the national average (Nat Av 9.4% 2017/18)
- **Attendance** and punctuality have a high profile in school and 100% of parents agree on this in each survey completed. Students are aware of the importance of attendance and it is celebrated when good and challenged when poor. Attendance in 2018-29 was [insert overall attendance]% with PA at [insert]%. Insert comparative data for special schools AND mainstream schools, too.
- Students are supported through the Care and Safeguarding Team. Work with external agencies is coordinated in this area and is a key aspect to its success.
- The effective transition process ensures that all students approach their learning in a **positive manner**, with high aspirations encouraged by staff and leaders from the outset. Regular parental engagement is used to support this ethos throughout a students' school career. Weekly open assemblies, weekly Coffee Mornings, parental workshops and training as well as a very active PTA, called FAB all contribute to join-working between school and home.
- **Respect** for each other is a key priority in the school. Students and staff work together to promote this culture and there is a team of Care and Safeguarding staff as well as a body of Anti-Bullying Ambassadors who regularly advocate and support positive school ethos.
- Mental Health First Aiders are in place, too and a rich menu of therapeutic support is on offer, including:
  - Total Communications
  - Behaviour Support
  - Speech and Language Therapy (SALT)

- Occupational Therapy
  - Visual Impairment
  - Hearing Impairment
  - Multi-Sensory Impairment
  - Play Therapy
  - Specialist Nursing Support
  - Music Therapy
  - Family Advice
  - Educational Psychology
  - Mental Health support
  - Attachment Disorder
  - Sensory Processing Difficulties
- Cultural diversity and awareness is developed throughout the school. There is an **inclusive** approach to education where all students are welcomed in and supported relative to their needs.
  - This begins in transition into school, between key stages and out of school, too.

## BEHAVIOUR AND ATTITUDES – NEXT STEPS

Key Priorities	Action Points
Improve attendance and reduce PA	<p>We will continue to promote 100% attendance and both support and challenge students and families when attendance falls below that expectation.</p> <p>Every time a student is absent, class team will call home</p> <p>We will insert stickers with a student's attendance into Communication Books</p> <p>We will call home if a student is persistently absent and arrange a meeting to agree way forward</p> <p>We will escalate concerns to EWO and use them to support us in our work</p> <p>We will reward 100% attendance and refer cases of unauthorised absence to LCC for legal processes</p>
Embed further Team Teach, Restorative Practice and therapeutic support for students whose special educational needs, especially mental health problems, inhibit their engagement in learning	<p>We will train and support staff to embed the new positive ways of working in every day practice.</p> <p>We will use team meetings to address themes arising</p> <p>We will explore nurture provision to meet the needs of students who disengage from the specialist class teaching</p>
Further develop the transition process to support vulnerable students.	<p>We will develop multi-agency strength-based approach to creating strong transitional plans for the most vulnerable students, to ensure that none of them fall through the net....</p>

## Personal Development: Grade 1 (Outstanding)

- We give 100% support to ensure that students have a well-developed **spiritual and moral** sense and are keen to share their views. Our ethos is to help every person be the best that they can be and to grow and develop into happy people and responsible citizens.
- Other **spiritual** opportunities are offered through a range of assemblies, special focus events and a range of community based enrichment opportunities.
- The school provides a clear moral code as the basis of behaviour which is promoted throughout all aspects of school life and is displayed via our Code of Conduct: Golden Rules of:
  - Be here. Every day...
  - Work hard and be nice
  - Never give upon yourself or others
  - Stay positive and be happy!
- The school is **fully inclusive** and aims to meet the diverse needs of all of its students; this is at the heart of our community.
- Staff team members for each class and key stage work in collaboration to identify and support every student and address any issues which arise, with input from a range of external agencies as appropriate.
- Each year we have an increasing number of parents who wish their child to come to the school due to the culture, the care, the standards of education and the holistic support packages we offer.
- Provision for the **cultural** development of students permeates both inside and beyond the classroom. All students have the opportunity to participate in a range of educational visits and events to experience other cultures. Opportunities offered are mapped across topics and key stages. As part of the curriculum all learners undertake capital cultural activities building upon and broadening their educational experiences and all will have access to the highest quality Life Skills and Employability curriculum.
- Citizenship lessons are taught discreetly in the curriculum and are instrumental in developing student knowledge of the democratic process and **British Values**. Other subjects also contribute to these areas allowing students to see ideas and values in action. The school has an extensive enrichment programme to support the delivery of SMSC and where a sense of moral value and understanding of what it means to be a citizen in the UK can be seen. Volunteering and leadership is recognised as an area of strength for the school, with students supporting many city-wide events.
- The school delivers high-quality **relationship and sex education** to ensure a rounded education for students. Provision is mapped across the curriculum and key stages, and supported through external providers where required.
- Students are provided with high quality pastoral support and are aware of how to keep themselves **healthy**, both mentally and physically. This is promoted and supported through the daily work of the class teams as well as through extra-curricular activity and enrichment opportunities.
- All students from Year 7 to 13 receive **careers advice and guidance**, different year groups have specific foci and the student experiences become progressively focused towards their preferred pathway. Excellent partnerships have been developed with local schools and HE; these support students at key transition points. The school also has excellent relationships with many local and national businesses, these institutions are integral in supporting assemblies, visits, employability interviews, and a 'work inspiration' programme embedded into the Post 16 programme of study whether here at ALS or externally.

- Student destinations are integral, and students are supported to give them opportunities to achieve **success in their future education**. This includes achieving places in the KS5 provision at ALS, supported internship programme, apprenticeships, FE school courses or transition into the world of work.
- Our most recent NEET statistics are very positive, with 100% of students leaving our school progressing to employment, education or training, highlighting the outstanding work the school undertakes in relation to destinations.

**PERSONAL DEVELOPMENT – NEXT STEPS**

Key Priorities	Action Points
Further establish citizenship as a discrete subject for Y7 and Y9.	Review and develop the current citizenship curriculum. Ensure content is robust encompassing all relevant spiritual, moral and cultural issues. Develop long, medium and short term curriculum plans.
Ensure all enrichment and career opportunities are accessed by all students.	Track involvement for individual students & student groups. Put in place directed activities to address gaps. Share up to date information with all stakeholders.

## Leadership & Management: Grade 1 (Outstanding)

- Leadership is effective at all levels. There is a demand that leaders, including middle leadership, are accountable, supportive and challenging. To ensure all leaders are highly competent in their area of responsibility effective training is undertaken, both externally and internally, through a robust CPD middle leaders' programme.
- **Safeguarding** is highly effective. There is a strong culture within the school to ensure appropriate action to identify students who may be at risk and report any concerns.
- Head of Care and Safeguarding is highly competent, experienced and ongoing develops their knowledge, skills and understanding. She is the Designated Safeguarding Lead for the school and works 52 weeks a year, providing full coverage of advice and information sharing to support safety of children and support for the families.
- Safeguarding Team is large to ensure sufficiency across the large and varied age and ability of students.
- All members of the participated in safeguarding training including Prevent, FGM, CSE and forced marriage and general safeguarding updates. All staff also receive ongoing regular updates throughout the year, at morning briefings and regular twilights. All parental and student surveys indicate that students feel safe, are well looked after and know where to go for safeguarding support.
- A full **governing body** is in place and receive regular presentations from school leaders informing them of key issues. This, also, allows opportunity for rigorous challenge and identification of underachievement, with actions to improve performance. The governing body is highly skilled with extensive experience in education, finance, personnel, safeguarding, governance, higher education and other specialist areas. Designated governors' work closely with specific teams within the school, including safeguarding, attendance and SEND.
- Governors and senior leaders set **high expectations** of students and staff. They are challenging and supportive in their aims for the school. As a result, school leaders are required to promote the highest expectations to other staff and students. The outcome being increasing numbers of students continuing to raise aspirations for their future, their independence and their career progression.
- The school does not off-roll students. The school does not exclude students. The school never gives up on its students.
- All middle leaders are accountable for their key stages, their staff and student **outcomes**, with, regular, detailed information presented to SLT on progress. This allows identification of key focus areas/groups of students at each assessment period.
- **Teaching, learning and assessment** is now led by a Deputy Headteacher with expertise in these areas.
- Senior Leadership Team has driven up standards across the school, including in:
  - Teaching and Learning
  - Care and Safeguarding
  - Autism Research and Development
  - Human Resources and
  - Finance and Operations.

- A robust internal **CPD programme** for all staff has focused on their individual needs, rather than a generic CPD programme, this includes: GB training, senior leadership training and coaching, middle leader training, curriculum focus, subject knowledge raising and specific examination training, leading to a more highly skilled teaching and support staff.
- **Performance Management** procedures are robust and governors are actively involved in the process of monitoring overall profile of the workforce effectiveness, with information used to support and challenge suboptimal performance and inform movement through threshold.
- As an **inclusive school** we are proud that students who start their education at ALS complete their education here. Only occasional transfer to other schools takes place and this is often linked to change of address or parental preference for a non-maintained or independent setting.
- The development of the Care and Safeguarding team and Multidisciplinary Team, through pupil premium funding, has allowed for outstanding communication with parents and carers. That team also successfully manages student attendance. Regular parental surveys show positive responses from parents in all areas. Any issues raised are quickly dealt with.
- **Staff wellbeing** is crucial in creating a positive learning environment. The school works with national leads for the accepted standards in this area and holds accreditation as Investor In People.
- The governors and leaders ensure that staff, in all areas of the School, are supported.

### LEADERSHIP AND MANAGEMENT – NEXT STEPS

Key Priorities	Action Points
Further develop distributed leadership model, including middle leaders in whole-school projects and harnessing talent of teachers and support staff across the school.	<ul style="list-style-type: none"> <li>• The Deputy Headteacher and Middle Leaders are tasked with mapping the curriculum across the school. This will be completed by December and will be a sequential plan for all subject areas, from EYFS through to KS5.</li> </ul>
Further develop the skills of subject leaders in assessing the impact of teaching and learning within their departments, increasing their autonomy in leading strong teams.	<ul style="list-style-type: none"> <li>• Middle Leaders are leading on the quality assurance of teaching and learning across the school with the Deputy Headteacher.</li> <li>• Middle Leader are working with their teams to gain further knowledge of the subject areas that are taught in the thematic curriculum and embedded research based practice across the school.</li> </ul>

## Intent

- The curriculum is **fully inclusive** to allow all pupils access to highest quality experience of schooling.
- Transition is planned carefully and supported holistically
- Links with families are strong and maintained regularly
- Needs of the students are assessed ongoingly and provision matched to maximise their progress
- Teaching of early reading, writing and maths is a high priority, to allow for the foundations for learning to be solid
- Pastoral support is second-to-none
- Children are happy, safe and love school
- Attendance is exemplary
- Parental satisfaction is high
- **Key Stage Leader and another specialist teacher** are employed to ensure expertise is high, it is shared and that it links on transition into KS1 and 2
- Strong **partnerships** with local community allow the children to explore learning through fantastic enrichment opportunities
- Students' **health and wellbeing** is key and a holistic approach, supported by the Care and Safeguarding team is outstanding
- This, married with support for the families, many of whom are only beginning to learn about their children's complex needs, is superb and highly valued.

## Implementation

- All students are placed **appropriately with the right level of support in place.**
- **High aspirations, from day 1** drive our daily work
- Staff have been involved in **CPD and partnership visits** to ensure a seamless progression into school, through the EYFS Framework and into the next stage of education.
- Incorporated within the student's programme of learning is the opportunity to gain relevant information regarding their '**next steps**' in education or employment. We do start Employability Curriculum from day 1, raising prospects of work aspirations and readiness for lifelong learning.
- Students also engage in many **enrichment activities** including assemblies.

# Impact

- Students are happy, secure, healthy and attend very well.
- They have **very good outcomes and progress** and are highly motivated to succeed. This is supported with high quality teaching which is never rated less than effective, with many lessons truly inspiring.

## EARLY YEARS PROVISION – NEXT STEPS

Key Priorities	Action Points
Develop curriculum as part of the whole school programme	<ul style="list-style-type: none"> <li>• The Operational Leadership team will be working from October to December on mapping a sequential and progressive curriculum that allows for students to gain knowledge and reach their own personal milestones and aspirations.</li> <li>• The Operational Leadership Team is working with School Improvement Liverpool to quality assure and support the curricular developments.</li> <li>• A review of pedagogies and the curriculum will take place to allow for these to be further embedded in everyday practice.</li> <li>• We are working to further enhance and embed the life skills, safeguarding and employability curriculums into daily practice and they will become part of everyday learning.</li> </ul>
Develop more outdoor learning opportunities	<ul style="list-style-type: none"> <li>• The school is looking to further enhance an outdoor curriculum that is bespoke to the needs of the students in Abbot's Lea School.</li> <li>• The school, through FAB is putting further investment into facilities available to students for their outdoor learning, including two new log cabins.</li> <li>• The school is creating further links with other agencies to offer a broader curriculum offer and expose to external partners and their work, this includes links with Speke Hall and Myerscough College.</li> </ul>

## **Intent**

- The curriculum in the KS5 is **fully inclusive** to allow all students based on prior attainment to access suitable programmes of study.
- This includes accredited learning programmes to allow progression to supported internships, FE, apprenticeships, HE and employment.
- The curriculum is structured to include maximum level qualifications possible to enable all students, including those whose prior attainment prevents them at present from achieving Grade 4 in English and Maths.
- All subject areas have designated staff with responsibility for Post 16 education, **specialist teachers** are employed to ensure expertise is shared.
- Job Coach and Deputy Headteacher work closely with other Key Stage Leaders to ensure challenge and progression for the KS5 students
- The school has developed strong and secure **partnerships** with local HE institutions, major local and national employers and FE Schools to provide fantastic enrichment and progression opportunities for the students.
- The school has a high regard for the students' **health and wellbeing** with an extensive pastoral team supported by class teams and Multidisciplinary Team.
- To support positive destinations, all students receive outstanding **careers and employability** advice, develop their skills as part of their individual study programme. There are many examples of this leading to students securing positive work based options as they become available.

## **Implementation**

- All students are placed on **appropriate courses** based on prior attainment/career aspirations, through a rigorous assessment and direct dialogue process that involves all stakeholders as well as external advice and guidance.
- Staff have been involved in **CPD with relevant exam boards** to ensure a seamless progression onto the new academic and life skills qualifications and training within the vocational course to be aware of external/internal assessment requirements.
- Incorporated within the programme of study is the opportunity to gain relevant information regarding their '**next steps**' in education or employment. This involves Job Coach sessions (group and individual), School and University visits, assemblies from relevant partners and a series of work experiences peppered across the year.
- Students also engage in many **enrichment activities** through the curriculum, and assemblies. Examples of this include visits from the local MP, the Regional City Mayor, many charitable and voluntary initiatives.

# Impact

- Students therefore achieve **outstanding outcomes/progress** and are highly motivated to succeed. This is supported with high quality teaching which is never rated less than effective, with many lessons simply brilliant.
- The School is part of the University of Liverpool **Scholars programme** which has supported the increase in students achieving destinations at Russell Group universities to 8%, also nearly 50% move onto HE with the remaining moving into higher apprenticeships and employment.
- **Attendance and punctuality** is good, however, students' mental health related to Autism often lowers it below expected standards. Despite that, interventions and school's input continues and vast majority of students progress to meaningful destinations.

## KE STAGE FIVE – NEXT STEPS

Key Priorities	Action Points
Ensure all students progress into the most appropriate FE/career pathways	<ul style="list-style-type: none"> <li>• Investment has taken place into the role of the Job Coach to become the schools Careers Advisor, providing independent advice and guidance to all students.</li> <li>• Mapping of the employability curriculum into everyday practice is a part of the curricular mapping that will be complete by December.</li> <li>• Tracking of students exposure to the Gatsby Benchmarks is taking place through Compass+, which will allow for the identification of gaps in provision and strategies and interventions to improve upon this.</li> <li>• The growth of Supported Internships is something that the school is working on, it grew threefold in one year and the Job Coach and Deputy Head teacher are working to increase this offer to all students in line with their aspirations.</li> </ul>
Develop curriculum as part of the whole school programme	<ul style="list-style-type: none"> <li>• As with the statement above about mapping a sequential curriculum, there is exploration underway about the offer of bespoke pathways courses that lead to Supported Internships and Apprenticeships or paid employment.</li> </ul>