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| **Overall Effectiveness** | | **Overall : Outstanding** | **Previous revision date:**  **12 February 2021** | | **Author: Ania Hildrey** |
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| **Summary** | Abbot’s Lea School is an outstanding school, recognised as such by Ofsted in 2016 and a range of agencies, organisations and individuals since that time.  The reasons for this Outstanding self-evaluation are:   * The quality of education is outstanding (as evidenced by the breadth and depth of our curricular offer, personalisation of teaching and support and the resulting progress students make from their starting points) * All other key judgements are outstanding. Where components of the overall Outstanding self-evaluation include Good judgement, there is clear evidence of the school addressing and rapidly improving or developing it towards Outstanding standards of practice, or gathering additional moderated evidence to feel secure in the Outstanding judgment * The school’s thoughtful and wide-ranging promotion of students’ spiritual, moral, social and cultural development and their physical well-being enables all students to thrive. * Our Care and Safeguarding is highly effective.   The one action arising from Ofsted 2016 (to improve further middle leadership and ensure that middle leaders match curriculum to the need of the students, checking frequently for the appropriateness of that “match”) has been addressed in 2016-17 and has continued to improve since.  The school is ambitious for all of its students and has inclusive vision of holistic education. That vision drives all school development work.  The school has consistently delivered outstanding outcomes for its students at each stage of educational phase, including its school leavers.  The students and families show very high level of satisfaction with the school.  Where areas for improvement are identified, all efforts are placed on addressing matters arising swiftly and in a way that leads to sustained improvement.  The school is continually developing its practice and never resting on its laurels.  The school operates a non-exclusion policy and the staff never give up on the students, no matter how complex or challenging their needs.  We help other settings, including but not limited to educational providers, to improve their practice and through that, we reach outside of our school’s walls to help improve life outcomes for those living with Autism. | | | | |
| **Sub-criterion** | **Brief summary of main strengths** | | | **Next steps** | |
| **Quality of Education** | **Students love Abbot’s Lea Schools** and they enjoy learning here, They feel safe and know who to talk to if they need help.  **ALS inspires learning well beyond the school day** and the families report that, even those who previously did not like school, now speak of it positively and continue to learn at home.  **All students progress to meaningful destinations** and none are excluded from education – no matter how complex and challenging their needs may be. The school always finds a positive solution that promotes learning.  **Our curriculum is ambitious**, holistic, coherent and focused on supporting each student across the ASD.  It is **tailored and personalised** to allow for the greatest progress towards clearly defined endpoint.  **The breadth, depth and cross-curricular coverage** of specific subjects promotes knowledge, understanding, remembering and application of skills in life.  This is achieved through **engaging and meaningful learning activities and experiences**, enhanced by multi-sensory approaches, including bespoke memory interventions.  As a result, **students make exceptional progress** from their starting point, despite their special educational needs and often interrupted educational engagement in school attendance/placements. | | | 1. Complete the rollout of standardised assessments (SCERTS and GL Assessment) and use the information and data to accelerate progress of individuals and plan future students’ grouping in a way that allows for compatible learning groups. Support staff as required. 2. Focus on Reading across the school to ensure that each student is supported to progress from their current level of reading competencies 3. Roll out Personalised Learning Goals through Evidence for Learning 4. Evaluate current curriculum and re-launch for September, with appropriate support and training for staff 5. To continue to resource the curriculum in line with the modifications being made to its design. | |
| **Sub-criterion** | **Brief summary of main strengths** | | | **Next steps** | |
| **Behaviour and Attitudes** | The school’s culture is one of **respect and support** and we never give up on our students.  As a result, students of all ages, abilities and complex special educational needs (incl. social emotional and mental health conditions) show **exceptional progress** in their ability to self-regulate, manage emotions appropriate and apply those skills in a range of contexts and life’s circumstances.  All behaviour is seen as a form of communication and the school adopts a **Positive Behaviour Support** approach.  Any challenging behaviour is dealt with at its very route cause and **students are supported to make positive choices.**  ALS uses the **latest research in special education and child psychology** and as such does not use rewards or sanctions (extrinsic controls), instead promoting personal development, self-regulation and invests into developing students’ self-worth and respect for others. | | | * To ensure that the Restorative Practice is taught as a pre-emptive measure, as well as being than used as a responsive “repair” tool * To implement PASS (Pupil’s Attitude to Self and School) programme to understand the true root causes of non-engagement; to support students and their families in a tailored way as a result of the PASS findings * To recruit into the recently approved expanded full time multi-disciplinary team, so that we have the capacity to respond to emerging needs swiftly and appropriately and target support for students and families, as well as training and guidance for staff in an integrated way | |
| **Sub-criterion** | **Brief summary of main strengths** | | | **Next steps** | |
| **Personal Development** | Our **school’s ethos and model of teaching is holistic** and we include in this cultural capital, character education, promotion of FBV and SMSC  The curriculum is carefully planned to allow for **personal development within traditionally academic subjects**.  The curriculum and **rich experiences are integral** to the school day and designed in a way that all students, including those disadvantaged, access the broad learning and cultural offer.  All **feedbac**k – from students, families, staff and external agencies - affirms that our work has a positive impact on tour students and that this extends past the benefits seen in school alone.  Families report that, through ALS holistic provision, their lives at home are enriched and some report that without it, a family breakdown would be highly likely. Many describe our school as **transformational and life-saving**.  **Career development** is embedded in the curriculum from EYFS until KS5 and includes career, advice and guidance and job coaching. | | | 1. To recruit a Careers Lead into the recent vacancy 2. Whilst awaiting their start date, to train Job Coach to Level 6 in Career Guidance 3. Whilst waiting for that, work with LCC Careers Leads to provide independent advice and guidance 4. To recruit full time in-house MDT will promote further self-regulation as part of the character curriculum | |
| **Sub-criterion** | **Brief summary of main strengths** | | | **Next steps** | |
| **Leadership and Management** | The school’s **vision is child-centred** with the highest level of ambition for all of its students experience and future destinations. We do not exclude students, no matter how complex and challenging their needs may be.  As a result of our commitment, all students progress to the **meaningful destinations.**  **Staff team is well supported** with exceptional development opportunities. Work-life balance is valued here and staff have access to personalised support when needed.  The leaders, led by the headteacher are **uncompromising** in **their drive for excellence**.  We **never give up** on ourselves or others.  **Systemic** leadership is a key strength, with **analytical** approach used to make decisions about school development plan priorities. This results in **stable,** **financially-sustainable, well-resourced** and appropriately **balanced** organisational leadership.  The school is an **ever-improving** organisation, always keen to learn, develop and diversify its working practices to **meet the needs of all students**. Our in-house **research** function helps us be the best that we can be and **contributes to the development of others**’ practices – locally, nationally and internationally. | | | 1. Complete organisational staffing review and recruit the right people into the right jobs 2. Launch next cycle of SDP 2021-24 inviting co-production from all stakeholders 3. Lead on all local, national and international developments of SEND in order to transform the lives of those with complex needs and the practices of those working with them | |
| **Sub-criterion** | **Brief summary of main strengths** | | | **Next steps** | |
| **Safeguarding is effective** | Exceptionally **competent, experienced**, and ongoing **trained,** as well as well-resourced Safeguarding Team provides a **52-week safeguarding support** to students and families, resulting in every student being very well known and their best interests advocated. | | | 1. Recruit new team 2. Continue to develop Safeguarding in the Curriculum to ensure it remains up-to-date, particularly with reference to online safety issues | |
| All **staff are trained** in Safeguarding each year and numerous activities during the year enrich their skills needed to deliver a varied, **embedded Safeguarding teaching through the curriculum**. This leads to all **students learning how to keep themselves safe and well** and how to seek help when needed. | | |
| **Students feel safe, valued and supported** by their trusted adults in class and by the multidisciplinary team’s support available to them throughout the school year and during the holidays. This extends to the support for the families from the school-based team of specialists. | | |

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| **2 Quality of Education** | | | **D Overall 1234 :1** | | | **F. Last revision date: February 2021** | **G. Author:**  **Emily Tobin, Deputy Headteacher** |
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| **E. Summary**  The main reasons for choosing this **1** are…..  (if + or -, explain why) | | * Our curriculum offer is personalised to allow for the greatest progress to clearly defined endpoint * The work with Curriculum Maestro allows us to ensure, not only a broad and varied coverage of subjects, but a rich coverage of knowledge and skills within a particular subject * Students make exceptional progress from their starting point, many of whom have some years of missed learning. * The delivery of the curriculum supports the retention of knowledge and skills. This is through engaging and meaningful lessons, multi-sensory approaches and bespoke memory interventions * Students are able to apply their knowledge and skills in a range of contexts | | | | | |
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| **C. Even Betters….**  To reach the next grade or to continue to be outstanding we need to: | | * ALS should continue to transfer our mid-term plans over to the new SOWs that we have purchased. * To continue to embed the GL assessments, expanding the range used so that testing is most personalised for the individual * To ensure class teams use the data available from interventions to further strengthen the implementation and impact of such interventions * To continue to resource the curriculum in line with the changes in SOWs | | | | | |
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| **Sub-criterion** | | **A. Key phrases**  **from the Criteria** | | **1234** | **B. Main strengths and areas for development** | | |
| **Intent** | **Curriculum ambition: knowledge, skills and cultural capital** | The school’s curriculum is rooted in the solid consensus of the school’s leaders about the **knowledge** and **skills** that pupils need in order to take advantage of opportunities, responsibilities and experiences of **later life**. | | 1 | **Main Strengths**  Curriculum intent is designed with clear endpoints in mind, focussing on access to a full and happy life within and beyond school. It shows clear commitment to developing our students’ cultural capital.  Mid-term plans show how learning addresses knowledge and skills and how the purpose of the learning is made clear for students. [Y:\2020-2021\4. Curriculum inc. all planning](file:///Y:\2020-2021\4.%20Curriculum%20inc.%20all%20planning)  The school now feels in a position to further enhance its curriculum offer and has chosen to employ certain schemes of work after careful consideration.  Maths – White Rose Maths scheme  English – Hamilton Trust Scheme  All other subjects: The school has purchased the Cornerstones curriculum. This curriculum is well-embedded in KSL classrooms and the three nurture classrooms. All other teachers have had training on this new SOW and will be rolling it out in their classrooms in Term 5 <https://maestro.cornerstoneseducation.co.uk/dashboard>  The learning is knowledge rich and knowledge organisers are shared with students and families each Term. <https://maestro.cornerstoneseducation.co.uk/dashboard> (password available upon request) EfL showcases the knowledge and skills students gain. Twitter, Newsletter  The skills gained from all learning are made explicit on plans and in lessons. [Y:\2020-2021\5. Curriculum inc. all planning](file:///Y:\2020-2021\5.%20Curriculum%20inc.%20all%20planning)  KS4 curriculum maps to trends in the local labour market [Y:\2020-2021\5. Curriculum inc. all planning\5. KS4](file:///Y:\2020-2021\5.%20Curriculum%20inc.%20all%20planning\5.%20KS4)  Employability is seen as an integral part of the curriculum design from EYFS to KS5. [Y:\2020-2021\Training - internal and external\Inset day 2020.pptx](file:///Y:\2020-2021\Training%20-%20internal%20and%20external\Inset%20day%202020.pptx)  **For development**  To update our website to represent the changes in our SOWs | | |
| **Coherence of planning and sequencing** | The school’s curriculum is planned and **sequenced** so that new **knowledge** and **skills** **build on** what has been taught before and towards its clearly defined **end points**.  The curriculum reflects the school’s **local context** by addressing typical gaps in pupils’ **knowledge** and **skills**.  The curriculum remains as **broad** as possible for as **long** as possible. | | 1 | **Main Strengths**   * The school have bought into Curriculum Maestro to ensure rigour in sequential knowledge in all subjects and to address the complexity of the mixed year-group classes. <https://maestro.cornerstoneseducation.co.uk/dashboard> * Middle leaders work together on curriculum planning to ensure continuity of progression throughout the KSs * Evidence for Learning ensure that transitions between teachers does not lead to “wasted time” or “repeated learning.” Teachers can see at the click of a button their students’ previous year’s learning journey. <https://web.evidenceforlearning.net/efl/login/> A cyclical approach to curriculum design ensure students do not repeat learning, despite mixed age-group classes and therefore remain engaged <https://maestro.cornerstoneseducation.co.uk/dashboard> * Opportunities are carefully designed for consolidation of previous learning. For example, through purchasing the White Rose Maths scheme, students use “Flashback” cards to consolidate previous learning. Programmes such as phonics play, Numbots and TT Rockstars are widely uses to ensure that students revisit foundation principles regularly. <https://play.numbots.com/#/account/school-login/22892> <https://ttrockstars.com/> * The school is aware of our students’ gaps in knowledge and skills. The school is committed to addressing these gaps so as to enable leaners to access their learning. There is a strong commitment to MDT liaison, the implementation of their advice and on-going CPD training. [R:\2020-21\EHCP Co Ordinator\Therapeutic involvement & referrals](file:///R:\2020-21\EHCP%20Co%20Ordinator\Therapeutic%20involvement%20&%20referrals) [Y:\2020-2021\Training - internal and external](file:///Y:\2020-2021\Training%20-%20internal%20and%20external) [M:\2020-21\Training Materials](file:///M:\2020-21\Training%20Materials) * The curriculum remains broad and varied throughout EYFS – KS4. All subjects are taught to all learners, regardless of their background or SEN status. We carefully ensure the curriculum offer is broad and coherent through planning with Cornerstones Curriculum. <https://maestro.cornerstoneseducation.co.uk/dashboard>   **For development**   * To continue embedding therapeutic support. * To lead CPD with all staff to explain the rationale behind our planning * To include more explicit information about our curriculum intent during staff induction | | |
| **Meeting the needs of SEND students** | There is **high academic/vocational/technical ambition** for all pupils, and the school **does not offer** disadvantaged pupils or pupils with SEND a **reduced curriculum**.  The curriculum sets out the **aims** of a programme of education. It also sets out the structure for those aims to be implemented.  It enables the evaluation of pupils’ **knowledge** and **skills** against those **expectations** | | 1 | **Main Strengths**   * Due to the context of our school we broaden the offer, rather than reduce it. * We believe all learners can learn a vast array of knowledge and skills, though the pace of that learning may need to be differentiated. * The use of Curriculum Maesto, White Rose Maths and other SOWs ensures our curriculum is structured coherently. <https://maestro.cornerstoneseducation.co.uk/dashboard> * The school have invested in GL Assessments and these are well-embedded for Maths and English Assessments * The use of Evidence for Learning and the ability to link learning to progress frameworks, means knowledge and skills progress can be evaluated * The use of the curriculum maestro tracking means that we can keep coherent tracking of knowledge and skills covered and gaps that remain which need addressing in future planning. <https://maestro.cornerstoneseducation.co.uk/dashboard>   **For development**   * To capture all students’ starting points on EfL upon entry to ALS | | |
| **Breadth of curriculum** | All pupils in maintained schools are expected to study the basic curriculum, which includes **national curriculum**, **religious** **education** and age-appropriate **relationship and sex education**.  If leaders are able to show that they have thought carefully, that they have built a curriculum with **appropriate coverage**, **content**, **structure** and **sequencing**, and that it has been implemented effectively, then inspectors will assess a school’s curriculum favourably. | | 1 | **Main Strengths**   * We have been teaching the RSHE curriculum for one academic year, before it was statutory. * We study all national curriculum areas * We study certain areas of the curriculum in depth and more regularly than statutorily stipulated – in line with our particular context. For example, food was chosen as many students feel they would like to do more at home and want to show their families they are able to do more. PE has been chosen based on the SEMH and physical profile of our students. * We teach the Development of Life skills (PHSE/Citizenship) in depth and tailored to the student in conjunction with their family. Safeguarding in the curriculum is important for all students nationally, but statistically, our learners with SEN are at a higher risk of safeguarding difficulties. This is one of the ways in which we address it. [Y:\2020-2021\5. Curriculum inc. all planning\3. KS2\2. SOW\Mid-term planning\PSHE Overview.docx](file:///Y:\2020-2021\5.%20Curriculum%20inc.%20all%20planning\3.%20KS2\2.%20SOW\Mid-term%20planning\PSHE%20Overview.docx)   **For development**   * To look at the resource implications for increased practical PE and Food Tech lessons | | |
| **Implementation** | **Teachers’ subject expertise** | Teachers have expert knowledge of the subjects that they teach. If they do not, they are **supported to address gaps in their knowledge** so that pupils are not disadvantaged by ineffective teaching.  Teachers enable pupils to understand key concepts, presenting information clearly and encourage appropriate **discussion** | | 1 | **Main Strengths**   * Clear budgetary dedication to CPD off staff to help with gaps in subject knowledge [M:\2020-21\Training Materials](file:///M:\2020-21\Training%20Materials) * The DHT (Curriculum Leader) attends all SIL curriculum events and disseminates information to Middle Leaders who disseminate further * SLT have invested in Cornerstones curriculum to ensure that the curriculum is coherently implemented. * The DHT (Curriculum Leader) has purposefully chosen SOW software that support the teaching as well as the learning. For example, White Rose maths has an explanation of core maths concepts which will support non-specialist teachers, particularly higher up the school. * Part of our subject specialism has to be about SEN conditions, in order to support our learners in accessing the curriculum implementation, There is a high level of training and on-going support to both learn about the conditions and understand how curriculum implementation needs to be tweaked to enable retention. * Head of Autism and Research post to support staff in effective pedagogy based on the latest finings   **For development**   * To develop an induction programme so that staff joining mid-year get the same training as those who have been here for some time * To dedicate time to re-visiting training * To continue work on the staff’ understanding of co-existing SEN conditions * To continue attending curriculum updates and disseminate via Middle Leaders | | |
| **Adaptive teaching (checking for understanding)** | Teachers check students’ understanding effectively, and identify and correct misunderstandings. | | 1 | **Main Strengths**   * Staff : student ratios allow for dedicated time for staff to address misconceptions with individual learners * Teachers are able to assess at the end of the lesson and many cases within the lesson for students’ understanding and revisit topics if needed * Students are able to have input into their learning episodes and order of their learning episodes as required * Key Stage Leaders use the data acquired through online programmes to inform next steps. For example, Timetables are targeted based on gaps in the students’ knowledge shown through the data.   **For development**   * To embrace a resilience in our students to be able to discuss their misconceptions during lessons * To share practice on low-steaks testing so that formative assessments doesn’t become too “samey” for students * To support teachers in better engaging with the data collected through software we use to plan interventions and teaching in the most targeted way | | |
| **Teaching to remember long term with fluency** | The subject curriculum is designed and delivered in a way that allows pupils to transfer key **knowledge** to **long-term memory**. It is sequenced so that new **knowledge** and **skills** build on what has been taught before and pupils can work towards clearly defined **end points**.  Teachers use assessment to check pupils’ understanding in order to inform teaching, and to help pupils embed and use **knowledge** fluently and develop their understanding, and not simply memorise disconnected facts | | 1 | **Main Strengths**   * Planning is sequential and allows for knowledge to be built upon. We have ensured the highest quality of this through investment into well-researched SOWs * Students will refer to previous learning in order to access current learning * Consolidation opportunity are carefully designed into our curriculum * Fundamental concepts of maths and English are constantly repeated through phonics play, TT Rockstars, Numbots, Bug Club and other software to allow access to other areas of the curriculum. * Each Term has a clearly-defined “end point” with a “Remember When” moment. For example, at Christmas, class Tasmania practised different cooking principles and all of their learning culminated in the production of a full Christmas Dinner. See Evidence for Learning. <https://maestro.cornerstoneseducation.co.uk/dashboard> * Quality First Teaching includes discrete memory work as recommended by SALT. * Some students have bespoke SALT programmes which will help with their short or long-term memory * Learning is hands on and multisensory to better aid retention in students’ long-term memory. See EfL for examples of multi-sensory approaches taken. * Our project approach, in conjunction with Cornerstones education means that students can better see links between their learning. <https://maestro.cornerstoneseducation.co.uk/dashboard>   **For development**   * To share knowledge organisers with students and use them to recap each day, the previous days’ gained knowledge * To further plan time into everyday to practise fundamental mathematical and English knowledge, so that fundamentals are not forgotten. * To anticipate needing to add to and replace the tech needed to support the daily use of software by all learners. | | |
| **Teaching environment and resources** | Teachers create an environment that allows the learner to **focus** on learning. The **resources** and **materials** that teachers select – in a way that does not create unnecessary **workload** for staff – reflect the provider’s ambitious **intentions** for the course | | 1 | **Main Strengths**   * A commitment to resourcing means that students can access the curriculum through appropriate sensory support or concrete learning resources. Please visit our sensory clinic, our classrooms and our resources rooms. EfL will show these being used in action. * The school uses Cornerstones curriculum which maps suggested resources to lessons. It also incorporates resources, such as worksheets and video clips. This has a positive impact on staff workload. * Other programmes purchased such as Twinkl and Widget ensures quality resources whilst reducing workload for staff. * Resources are clearly mapped to planning and stored centrally * Library, Life Skills Room and Music Studio are used by all students * Environment remains low-arousal as per MDT advice so as to aid with focus on learning * Work is selected at the appropriate level for the learner. Where worksheets need to be fully decodable, they will be in line with the students’ reading ability. Where resources are not fully decodable, support is offered. * Material is, where appropriate, purposefully chosen at the level above the learning’s own level so as to expose them to more vocabulary and progression. This is demonstrated on Evidence for Learning.   **For development**   * To consider resources needed for activates to be available during “unstructured” time so than all time is actually able to be “structured” for those who need this * To complete the development of the playground | | |
| **Use of assessment** | Teachers use assessment to check pupils’ understanding in order to inform teaching, and to help pupils embed and use **knowledge** fluently and develop their understanding, and not simply memorise disconnected facts | | 2 | **Main Strengths**   * Appointment of EHCP coordinator ensures that all EHCPs are evaluated as per national requirement. Any assessment included on these EHCPs inform what is needed for the student in school [R:\2020-21\EHCP Audit - Nov 2020.xlsx](file:///R:\2020-21\EHCP%20Audit%20-%20Nov%202020.xlsx) [R:\2020-21\EHCP Co Ordinator\Student bandings, EHCP RAG & Theraputic requirement audit\Compliance audit](file:///R:\2020-21\EHCP%20Co%20Ordinator\Student%20bandings,%20EHCP%20RAG%20&%20Theraputic%20requirement%20audit\Compliance%20audit) * EHCP reviews are led by the teachers who best know the student * EHCP assessment targets are evaluation dynamically and SMART targets are produced from them 6 times a year through the My Plans [Y:\2020-2021\My Plans](file:///Y:\2020-2021\My%20Plans) * Introduction of Evidence for Learning means that assessment is available to families and staff at any point in the year and we do not rely on data drop windows * In-house MDT means quick access to required assessments * All students screened for Reading, Maths and Attitudes to Self and School. <https://www.testingforschools.com/Account/CustomerID> passwords available upon request. * Key Stage Leaders use the data acquired through online programmes to inform next steps. For example, Timetables are targeted based on gaps in the students’ knowledge shown through the data. * Low-steaks formative assessment is used widely throughout the school through programmes such as Kahoot, Google Forms etc. The findings of these tools inform the teaching practice. (see EfL) * Family consultation windows have been implemented 6 times a year to engage families with students’ progress so that work and school can work together holistically for students’ development. Assessment systems have been shared with home [..\Family Information Sessions](file:///\\dc1\sltshare\2020-21\Family%20Information%20Sessions)   **For development**   * To support teachers in better engaging with the data collected through software we use to plan interventions and teaching in the most targeted way * To launch EfL parent platform when available in December so that families can access assessment data * To share practice on low-steaks testing so that formative assessments doesn’t become too “samey” for students * To develop our use of Curriculum Maestro and Frameworks on EfL to track assessment progress in way that reduces workload for teachers and isn’t open to misinterpretation. * To develop personalised academic frameworks on our software where KS National Curriculum Frameworks are not appropriate. | | |
| **Work matches curriculum intent** | The work given to pupils, over time and across the school, consistently **matches** the **aims** of the curriculum. It is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for **future** **learning** and **employment** | | 1 | **Main Strengths**   * All work is mapped to our intent which is our ASD Philosophy of Education ©. This means that when watching our curriculum in motion during learning observations or through EfL, We see an equitable mixture of Academic Learning and the Development of Life Skills. You will see therapeutic interventions and transactional supports being used. [R:\2020-21\EHCP Co Ordinator\Student bandings, EHCP RAG & Theraputic requirement audit\Compliance audit](file:///R:\2020-21\EHCP%20Co%20Ordinator\Student%20bandings,%20EHCP%20RAG%20&%20Theraputic%20requirement%20audit\Compliance%20audit) <https://maestro.cornerstoneseducation.co.uk/dashboard> * Our curriculum intent is the heart of our PM system. [Y:\2020-2021\Performance Management Guidance](file:///Y:\2020-2021\Performance%20Management%20Guidance) This links our intent and the implementation in practice. * Our KS4 and 5 curriculum builds on knowledge and skills learnt lower down the school. The core focus of KS5 is on transition to adulthood and draws on the skill students have acquired, documenting them in the START CV builder software.   **For development**   * To continue teaching Lifeskills as both the preventing safeguarding underpinned by PHSE curriculum but also personalised targets, with time dedicate to this in the timetable. | | |
| **Reading** | The school is determined that every pupil will learn to read  Stories, poems, rhymes and non-fiction are chosen for reading to develop pupils’ vocabulary, language comprehension and love of reading  Pupils are familiar with and enjoy listening to a wide range of stories, poems, rhymes and non-fiction  The school’s **phonics programme** matches or exceeds the expectations of the national the sequence of reading books shows a cumulative progression in phonics knowledge that is **matched** closely to the school’s phonics programme. Teachers give pupils sufficient practice in reading and re-reading books that match the grapheme-phoneme correspondences they know, both at school and at home  The school has developed sufficient **expertise** in the teaching of phonics and reading. | | 1 | **Main Strengths**   * Every student is taught to read * All learners are exposed to a range of literature as evidenced on EfL * Reading progress is demonstrated by the progress data in Bug Club or in screenings <https://www.activelearnprimary.co.uk/login?c=0> (password available upon request) * Students access reading in a variety of ways as Evidence on EfL * The school uses the letters and sounds programme and is well resourced to teach these phonics. See EfL for evidence of the phonics teaching * Phonics is taught in every KS where relevant * All students read with an adult at least twice a week * Progression through reading stages is clear, both online, using our Bug-Club programme and using our accelerated learning programme and using physical books which are all fully ordered in our Reading Resource Room. * Phonics are assessed at least twice a year and intermittently where appropriate. * Leaders have committed to reading CPD and do so cyclically. [Y:\2020-2021\Reading](file:///Y:\2020-2021\Reading)   **For development**   * To create a “stage not age” approach to phonics teaching once the restrictions of COVID are lifted. | | |
| **Teachers’ own speaking, listening and writing** | Teachers make sure their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well | | 1 | **Main Strengths**   * Staff show outstanding listening skills. They are able to wait appropriately for students to speak and are able to support student in their communication so as being able to listen to their key messages * Many staff employ consistently SALT advice for students who have social communication difficulties. They are able to use Blank questioning appropriately, are able to pitch and pace their voice appropriately.   **For development**   * To ensure that Blank Levels underpin all delivery of all learning episodes, including transactional moments and episodes such as sensory circuits. | | |
| **Impact** | **Impact on students’ knowledge and skills** | Learners develop detailed knowledge and skills across the curriculum and, as a result, achieve well. and examinations that meet government expectations, or in the qualifications obtained | | 1 | **Main Strengths**   * Personalised learning journals, documented through EfL or in class books demonstrate the development of knowledge and skills. (See exercise books or EfL) * Family feedback tells us that families feel their children know more and are able to do more. [..\Evidence\Quality of Education\Re Evaluation - brief.msg](file:///\\dc1\sltshare\2020-21\Evidence\Quality%20of%20Education\Re%20Evaluation%20-%20brief.msg) * Yet, we have 0% of our leavers from the last three years who are NEET. * We have many examples of students who were unable to communicate when stating at ALS and through outstanding teaching and Learning practice, underpinned by Specialist, Therapeutic support, are able to communicate significantly better upon leaving ALS. * Students are able to talk about the learning they have acquired and use it to gain new knowledge [M:\2020-21\Evidence\Quality of Education](file:///M:\2020-21\Evidence\Quality%20of%20Education) * Baseline assessments began this year so that we will be able to show standardised progress, as well as more personalised incremental progress.   **For development**   * To continue to embed the standardised assessments to demonstrate impact and learn from the results for future planning | | |
| **National tests and exams meet government’s expectations** | Where relevant, this is reflected in results from national tests | | 1 | **Main Strengths**   * Where appropriate learners are entered for national tests * We enter, where appropriate, learners for Functional Skills ICT, Maths and English. However, we have now adapted a working relationship with Open Awards, as so will be able to enter students for individual qualifications where the work covered demonstrate a learners has met that criteria. [Y:\2020-2021\5. Curriculum inc. all planning\5. KS4\4. Other\1. Handbooks](file:///Y:\2020-2021\5.%20Curriculum%20inc.%20all%20planning\5.%20KS4\4.%20Other\1.%20Handbooks)   **Areas for development**   * To finish the process of combining the KS4 accreditation into a project approach in line with our Cornerstones curriculum | | |
| **Quality of students’ work** | Pupils’ work across the curriculum is consistently of a high quality  Pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND achieve exceptionally well. | | 1 | **Main Strengths**   * Students work is consistently of a high quality. This is evidenced on EfL and in their workbooks. * We can demonstrate high quality work that might not sit in an exercise book through the use of EfL * Our SEND students achieve exceptionally well. This is evidenced through their work and also through tracking their educational journeys. For this, see family feedback and EHCP review documents. [M:\2020-21\Evidence\Behaviour and Attitudes\Families Survey Report Nov 2020.docx](file:///M:\2020-21\Evidence\Behaviour%20and%20Attitudes\Families%20Survey%20Report%20Nov%202020.docx) [Nurture Survey Jan 2021.pdf](file:///\\dc1\sltshare\2020-21\SEF\Nurture%20Survey%20Jan%202021.pdf) (EHCP review documents available on SIMS)   **Areas for development**   * To continue developing the storing all work electronically to better aid transition between class teams with teams being able to reference prior learning at any point * To celebrate work more publically in the local community | | |
| **Readiness for next stage** | Pupils are ready for the next stage of education, employment or training.  They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Pupils with SEND achieve the best possible outcomes. | | 1 | **Main Strengths**   * All class teams are aware of the subsequent stage of learning and prepare students well. This happens from EYFS. <https://compass.careersandenterprise.co.uk/info> * Clear systems work throughout the school and are fully embedded so the students can increase their proficiency. A good example of this is Zones of Regulation. Early years begin the journey by teaching about emotions and by KS2, nearly all learners are able to explain their regulation levels using the Zones of Regulation. This ensures students have the skills needed to access life after ALS. * In-house Careers Lead supports students with readiness for next destinations alongside class teams [L:\2020-21\Claire's Folders and Files](file:///L:\2020-21\Claire's%20Folders%20and%20Files)   **Areas for development**   * Recruit our new Careers Lead | | |

* Employment links map to our curriculum at all stages and are never “add-ons”
* KS4/5 START programme helps focus students towards their end goals
* Destination data shows that no students are NEET
* All leaders have a good understanding of their learners’ previous learning and anticipated learning

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| **3 Behaviour and Attitudes** | | **D. Overall 1234 +/- : 1** | | **F. Last revision date: February 2021** | | **G. Author:**  **Emily Tobin and Alison Twomey** |
|  | | | | | | |
| **E. Summary**  The main reasons for choosing this **1234** are…..  (if + or -, explain why) | * Given the context of our school; the students’ SEN conditions, the high Deprivation figure, our attendance and attitudes to learning are exceedingly high. * Behaviour is dealt with at its very route cause and students are supported to make choices through intrinsic self-worth and respect to others, rather than extrinsic rewards of fear of punishment. * Attendance is high, and where there is 2% of unauthorised absence, the school has a clear plan to support these students * The school’s culture is one of respect and support, despite the school population being made u of students who have high anxiety and SEMH difficulties * Students show progress in their ability to self-regulate, manage emotions and face adversity over time. | | | | | |
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| **C. Even Betters….**  To reach the next grade or to continue to be outstanding we need to: | * Restorative practice is taught as a pre-emptive measure, as well as being than used as a reactionary tool * We implement PASS to understand the true root causes of non-engagement and support families where this may be a barrier. * Embed a full-time multi-disciplinary team so that where issue begin to emerge, we can respond to them quickly rather than allowing habits or trauma to create long-term difficulties. | | | | | |
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| **Sub-criterion** | **A. Key phrases**  **from the Criteria** | | **1234** | | **B. Main strengths and areas for development** | |
| **Expectations for behaviour and conduct** | High expectations for pupils’ behaviour and conduct.  Commonly understood and applied consistently and fairly.  This is reflected in pupils’ positive behaviour and conduct.  Low-level disruption is not tolerated and pupils’ behaviour does not disrupt lessons or the day-to-day life of the school.  Leaders support all staff well in managing pupil behaviour. Staff make sure that pupils follow appropriate routines | | **1** | | **Main Strengths**   * PBS used for all; SEN never causes a lowering of expectations. Where SEN is more obvious e.g.; non-verbal speakers, resources are made to help learners engage. (e.g. – communication boards used). Impact: all students are supported to reflect on behaviour choices, options and reflections. * All staff trained extensively in PBS and RP upon induction and then ongoingly. Impact: Staff use solution focussed practice to understand the reasons behind behaviours. [..\..\2019-20\Training\Restorative Practice](file:///\\dc1\sltshare\2019-20\Training\Restorative%20Practice); [..\Evidence\Behaviour and Attitudes\PBS staff training.pptx](file:///\\dc1\sltshare\2020-21\Evidence\Behaviour%20and%20Attitudes\PBS%20staff%20training.pptx); [..\Evidence\Behaviour and Attitudes\Staff training Rewards, Sanctions and Choose.pptx](file:///\\dc1\sltshare\2020-21\Evidence\Behaviour%20and%20Attitudes\Staff%20training%20Rewards,%20Sanctions%20and%20Choose.pptx) [..\Evidence\Behaviour and Attitudes\CPOMS report.docx](file:///\\dc1\sltshare\2020-21\Evidence\Behaviour%20and%20Attitudes\CPOMS%20report.docx) * All staff trained in TT (including non class-based staff which covers the 95% of de-escalation/ understanding the root cause strategies before looking at physical interventions. [..\..\2019-20\Training\Team Teach](file:///\\dc1\sltshare\2019-20\Training\Team%20Teach); [\\dc1\OfficeHome\alison.twomey\My Documents\Level-One-6-Hour-Level-Two-12-Hour-Presentation-1 (1).pptx](file:///\\dc1\OfficeHome\alison.twomey\My%20Documents\Level-One-6-Hour-Level-Two-12-Hour-Presentation-1%20(1).pptx) * Non-exclusion policy – students’ needs are understood, or we work with MDT/families to try and understand needs. Even in cases where students have previously been excluded and repeat their behaviours, we seek to break the cycle by understanding why they act in a particular way. [..\Evidence\Behaviour and Attitudes\Case Study.doc](file:///\\dc1\sltshare\2020-21\Evidence\Behaviour%20and%20Attitudes\Case%20Study.doc) [..\Evidence\Behaviour and Attitudes\RE Feedback - HBT.msg](file:///\\dc1\sltshare\2020-21\Evidence\Behaviour%20and%20Attitudes\RE%20Feedback%20-%20HBT.msg) * Golden rules embedded across the school and modelled by staff. EfL shows students’ progress and embrace of the golden rules (search for Golden Rules tag) * MDT involvement to provide bespoke support for context of student conduct [R:\Therapeutic Referral Forms](file:///R:\Therapeutic%20Referral%20Forms); [R:\2020-21\EHCP Co Ordinator\Therapeutic involvement & referrals](file:///R:\2020-21\EHCP%20Co%20Ordinator\Therapeutic%20involvement%20&%20referrals) * Consistent application of Zones of Regulation; EfL [..\Evidence\Behaviour and Attitudes\Zones of Regulation.docx](file:///\\dc1\sltshare\2020-21\Evidence\Behaviour%20and%20Attitudes\Zones%20of%20Regulation.docx); [..\Training Materials\Zones - 1 hour training.pptx](file:///\\dc1\sltshare\2020-21\Training%20Materials\Zones%20-%201%20hour%20training.pptx) * Low level disruption is prevented by understanding what could lead to such behaviour. For example; sensory circuit and pupils of Z of R toolkit. Search for the Sensory tag of EfL; [..\Evidence\Behaviour and Attitudes\Z of R photos](file:///\\dc1\sltshare\2020-21\Evidence\Behaviour%20and%20Attitudes\Z%20of%20R%20photos)   **For development**   * Further embedding of restorative practice within the curriculum and not solely following an incident. * MDT to be brought in-house. | |
| **Environment (incl dealing with bullying and discrimination)** | Bullying, peer-on-peer abuse or discrimination not tolerated.  Issues addressed quickly and effectively.  Positive environment  Bullying is not tolerated and dealt with quickly and effectively  Students play an active role in creating a positive school environment | | **1** | | **Main Strengths**   * Restorative practice teaches students that there are reasons and contexts behind their peers’ behaviours [..\Evidence\Behaviour and Attitudes\Examples of RP.pdf](file:///\\dc1\sltshare\2020-21\Evidence\Behaviour%20and%20Attitudes\Examples%20of%20RP.pdf) [..\Evidence\Behaviour and Attitudes\CPOMS RP.docx](file:///\\dc1\sltshare\2020-21\Evidence\Behaviour%20and%20Attitudes\CPOMS%20RP.docx) * Limited examples of students reporting “bullying” – see safeguarding report under L&M [R:\2020-21\Head of Care and Safeguarding\ALS Safeguarding SEF Term 2.docx](file:///R:\2020-21\Head%20of%20Care%20and%20Safeguarding\ALS%20Safeguarding%20SEF%20Term%202.docx) * Limited reports of “bullying” are quickly and fully investigated and in many cases, whilst a disagreement may have occurred – it is not targeted, persistent or with intent – see safeguarding under L&M [R:\2020-21\Head of Care and Safeguarding\ALS Safeguarding SEF Term 2.docx](file:///R:\2020-21\Head%20of%20Care%20and%20Safeguarding\ALS%20Safeguarding%20SEF%20Term%202.docx) * Active contribution in anti-bullying programme by students. For example – the Diana Award, the Margaret Brice award [..\Evidence\Behaviour and Attitudes\Margaret Bryce](file:///\\dc1\sltshare\2020-21\Evidence\Behaviour%20and%20Attitudes\Margaret%20Bryce) * Through the curriculum students discuss how to create a positive school environment. This includes engaging in anti-bullying work, random acts of kindness and appreciation of peers’ strengths. [Y:\2020-2021\5. Curriculum inc. all planning\3. KS2\2. SOW\Mid-term planning\PSHE Overview.docx](file:///Y:\2020-2021\5.%20Curriculum%20inc.%20all%20planning\3.%20KS2\2.%20SOW\Mid-term%20planning\PSHE%20Overview.docx)   **For development**   * Further support to students and families on dealing with incidents over social media * Continue the work already in place in supporting students with understanding what bullying is and how to report it. * Re-establish the posts of anti-bullying ambassadors | |
| **Attendance and punctuality - Improving behaviour and attendance of students with particular needs** | Improvement of behaviour  Improvement of attendance | | **1** | | **Main Strengths**   * PBS policy meets the needs of all with SEND and does not limit expectations * MDT support * Significant commitment to resources sensory equipment and spaces needed * Consistent application of Zones of Regulation * The curriculum is personalised around the students’ interests, whilst remaining broad and varied (see EfL) * Family voice shows a clear impact that the mixture of all these techniques and implementations of knowledge are leading to a positive impact, where students are engaging with learning and enjoying their experience. [..\Evidence\Behaviour and Attitudes\Nurture Evidence.pdf](file:///\\dc1\sltshare\2020-21\Evidence\Behaviour%20and%20Attitudes\Nurture%20Evidence.pdf) * The techniques used in school to impact on students attitudes and engagement are also shared with home setting to enable consistency for students. * [..\Evidence\Behaviour and Attitudes\Behaviour Support info for families.pptx](file:///\\dc1\sltshare\2020-21\Evidence\Behaviour%20and%20Attitudes\Behaviour%20Support%20info%20for%20families.pptx) * EfL shows positive attitudes towards learning from students, despite difficulties in the day or previous history on poor engagement with learning. * Compared to the national average for SEND learners, our attendance data is high. (Clearly there are COVID implications) Our unauthorised absence is at 2% * Reasons behind PA fully known and extensive support offered * Remote learning reaching students who cannot attend for a variety of reasons * Comparative data highlights the strength in this area * Attendance kept for those students engaging in remote learning. Follow up conversation with Zoom non-attenders and alternative approaches offered and accepted.   [Y:\2020-2021\2. Secondary Department\KS3\Remote Learning Attendance](file:///Y:\2020-2021\2.%20Secondary%20Department\KS3\Remote%20Learning%20Attendance)  [R:\2020-21\Attendance\Termly Attendance Data.xlsx](file:///R:\2020-21\Attendance\Termly%20Attendance%20Data.xlsx)  [R:\2020-21\Attendance\PA Spreadsheet.xlsx](file:///R:\2020-21\Attendance\PA%20Spreadsheet.xlsx)  [R:\2020-21\Attendance\Ofsted Data\PA by academic year.xlsx](file:///R:\2020-21\Attendance\Ofsted%20Data\PA%20by%20academic%20year.xlsx)  **For development**   * Reducing persistent absence due to mental ill-health * To implement and embed the PASS survey and interventions * Further embedding of restorative practice within the curriculum and not solely following an incident * To further embed the use of Nebula – our attendance platform | |
| **Students’ attitudes to their education** | Attitudes to their education are positive  Students are resilient to setbacks  Students are highly motivated and persistent in the face of difficulties  Student contribute to wider school and community life  Students support the wellbeing of others  Students demonstrate high levels of self-control and consistently positive attitudes to their education.  If pupils struggle with this, the school takes intelligent, fair and highly effective action to support them to succeed in their education. | | **1** | | **Main Strengths**   * Commitment to utilising the latest understanding of ASC. An example is the latest research we are leading into the best forms of remote learning for Autistic students. <http://www.abbotsleaschool.co.uk/send-remote-education-project/> [..\Evidence\Behaviour and Attitudes\Survey Report - remote learning - what works best.docx](file:///\\dc1\sltshare\2020-21\Evidence\Behaviour%20and%20Attitudes\Survey%20Report%20-%20remote%20learning%20-%20what%20works%20best.docx) * Head of Autism and Research post supporting meeting all needs * EfL captures a wide range of photos/videos showing students engaging and enjoying learning * Newsletters show a wide range of photos/videos showing students engaging and enjoying learning <http://www.abbotsleaschool.co.uk/wp-content/uploads/2021/02/Heads-Weekly-Newsletter-Issue-20-05.02.21-1.pdf> * Students surveys show positive attitudes to learning and that the leadership team are working strategically to enhance enjoyment where students have feedback there could be improvements. [J:\GB reports\Dec 2020 GB\Student Survey November 2020.docx](file:///J:\GB%20reports\Dec%202020%20GB\Student%20Survey%20November%202020.docx) * The curriculum design includes opportunities for students to proactive setbacks. For example, D&T looks at how to overcome problems when they occur. For example, DHT observed a food lesson where the food burnt and the teacher helped the students to think about how they could overcome that problem. * CPOMS data shows many students who reacted intensely to setbacks regularly, who now are able to employ self-regulation strategies. [..\Evidence\Behaviour and Attitudes\JF CPOMS 2019 - 2020.pdf](file:///\\dc1\sltshare\2020-21\Evidence\Behaviour%20and%20Attitudes\JF%20CPOMS%202019%20-%202020.pdf) [..\Evidence\Behaviour and Attitudes\JF CPOMS 2020 - 2021.pdf](file:///\\dc1\sltshare\2020-21\Evidence\Behaviour%20and%20Attitudes\JF%20CPOMS%202020%20-%202021.pdf)   [..\Evidence\Behaviour and Attitudes\JF CPOMS 2018 - 2019.pdf](file:///\\dc1\sltshare\2020-21\Evidence\Behaviour%20and%20Attitudes\JF%20CPOMS%202018%20-%202019.pdf)   * All students at ALS, over time develop better self-management strategies which create more resilient learners who are persistent in the face of difficulties. Some learners have progressed to work alongside ALS staff as colleagues. * There are numerous examples on CPOMS of students who become dysregulated and are able to gain self-control and self-regulation to a point where they reengage with their work. [..\Evidence\Behaviour and Attitudes\AN re-regulation.docx](file:///\\dc1\sltshare\2020-21\Evidence\Behaviour%20and%20Attitudes\AN%20re-regulation.docx) * Student contribute outstandingly to the wider school life and community. Through these examples, students support others’ well-being [..\Evidence\Behaviour and Attitudes\Wider school and community involvement](file:///\\dc1\sltshare\2020-21\Evidence\Behaviour%20and%20Attitudes\Wider%20school%20and%20community%20involvement) * Use of SCERTS and embedding of the principles by all staff ensure that transactional aids to help with students’ behaviour and engagement with learning are used appropriately and consistently.   **For development**   * MDT to be brought in-house * Further embedding of restorative practice within the curriculum and not solely following an incident | |
| **Use of exclusions** |  | | **1** | | **Main Strengths**   * We do not exclude any student. Evidence covered in expectations of behaviour and conduct. | |
| **Relationships among students and staff, incl. feeling safe** | A positive and respectful culture  Promotion of tolerance and acceptance through the curriculum | | **1** | | **Main Strengths**   * Pastoral support – one class team with students at all times allows for a greater depth of relationship and greater intervention should safeguarding concerns arise. * Staff show consistent understanding and care for students no matter how difficult their actions may be at times. * Communication with families is regular and consistent. This can been seen in communication books and also on the EfL app. * LGBTQ+ society is well-embedded and supported. Other students openly encourage there LGBTQ+ peers, as seen by the appointment of a transgender Head Boy. * Students show a great acceptance of difference. This is very much taught as part of our curriculum and embraced. [Y:\2020-2021\5. Curriculum inc. all planning\3. KS2\2. SOW\Mid-term planning\PSHE Overview.docx](file:///Y:\2020-2021\5.%20Curriculum%20inc.%20all%20planning\3.%20KS2\2.%20SOW\Mid-term%20planning\PSHE%20Overview.docx) * The vast majority of families feel that their children are happy and safe in school. (94%) [Nurture Survey Jan 2021.pdf](file:///\\dc1\sltshare\2020-21\SEF\Nurture%20Survey%20Jan%202021.pdf) [..\Evidence\Behaviour and Attitudes\Families Survey Report Nov 2020.docx](file:///\\dc1\sltshare\2020-21\Evidence\Behaviour%20and%20Attitudes\Families%20Survey%20Report%20Nov%202020.docx) * Classroom observations and EfL show students contributing to keeping their learning environments clean and tidy out of respect to the school and each other. * Curriculum is planned in a way that includes the promotion of tolerance and acceptance. This is particularly prominent in the PHSE/Life Skills curriculum, but link are made in all subject areas. [Y:\2020-2021\5. Curriculum inc. all planning](file:///Y:\2020-2021\5.%20Curriculum%20inc.%20all%20planning)   **For development**   * To further develop the common understanding of what “safe” means in the eyes of students with constant higher level of anxiety | |

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| **4 Personal Development** | | | **D Overall 1234 +/- :1** | **F. Last revision date: February 2021** | | | **G. Author:**  **Alison Twomey and Emily Tobin** |
|  | | | | | | | |
| **E. Summary**  The main reasons for choosing this **1234** are…..  (if + or -, explain why) | | * The whole ethos of our provision is based on a holistic model of teaching, which sees the cultural character, encompassing FBV and SMSC as vitally important * The curriculum and rich experiences are designed in a way that all students access the broad learning offer, including the most disadvantaged. * 360 Feedback show that our work has an impact on the student outside of school hour, both in their knowledge, skills and ability to apply such knowledge and skills. * The curriculum is carefully planned to allow for personal development within traditionally academic subjects. * Career development is embedded from EYFS through the curriculum as well as in standalone sessions; it is seen as an integral part of our learning offer and not an add-on | | | | | |
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| **C. Even Betters….**  To reach the next grade or to continue to be outstanding we need to: | * The recruitment of a Careers Lead need to be prioritised * The recruitment of in-house MDT will promote further self-regulation as part of the character curriculum | | | | | | |
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| **Sub-criterion** | | **A. Key phrases**  **from the Criteria** | | | **1234** | **B. Main strengths and areas for development** | |
| **Wider curriculum incl. SMSC** | | The curriculum extends beyond the academic, vocational or technicalThe school’s work to enhance pupils’ spiritual, moral, social and cultural development is of a high quality | | | **1** | **Main Strengths**   * ASD Philosophy of education © ensures a strong emphasis on personal development at all times. All students have termly targets based around the A,S and D [Y:\2020-2021\My Plans](file:///Y:\2020-2021\My%20Plans) * Assemblies focus on SMSC and link to learning opportunities from local events and world-wide events, marking and embracing different cultural beliefs. [Y:\2020-2021\Assemblies](file:///Y:\2020-2021\Assemblies) * Restorative practice focusses on reflection of moral and cultural values. This is fully embedded following incidents. * Fundamental British values and SMSC are explicit in the curriculum teaching and in the support offered to students outside of their academic learning. [Y:\2020-2021\5. Curriculum inc. all planning](file:///Y:\2020-2021\5.%20Curriculum%20inc.%20all%20planning)   <https://www.gridmaker.net/abbotslea/index.php> (password available upon request**)**  **For development**   * To further embed restorative practice lessons in the curriculum. | |
| **Character development** | | The curriculum and the school’s effective wider work support pupils to be confident, resilient and independent, and to develop strength of character.    Rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities. | | | **1** | **Main Strengths**   * EfL captures a wide range of photos/videos showing students engaging and enjoying learning * Newsletters show a wide range of photos/videos showing students engaging and enjoying learning <http://www.abbotsleaschool.co.uk/wp-content/uploads/2021/02/Heads-Weekly-Newsletter-Issue-20-05.02.21-1.pdf> * Students surveys show positive attitudes to learning and that the leadership team are working strategically to enhance enjoyment where students have feedback there could be improvements. [J:\GB reports\Dec 2020 GB\Student Survey November 2020.docx](file:///J:\GB%20reports\Dec%202020%20GB\Student%20Survey%20November%202020.docx) * The curriculum design includes opportunities for students to proactive setbacks. For example, D&T looks at how to overcome problems when they occur. For example, DHT observed a food lesson where the food burnt and the teacher helped the students to think about how they could overcome that problem. * CPOMS data shows many students who reacted intensely to setbacks regularly, who now are able to employ self-regulation strategies. [..\Evidence\Behaviour and Attitudes\JF CPOMS 2019 - 2020.pdf](file:///\\dc1\sltshare\2020-21\Evidence\Behaviour%20and%20Attitudes\JF%20CPOMS%202019%20-%202020.pdf) [..\Evidence\Behaviour and Attitudes\JF CPOMS 2020 - 2021.pdf](file:///\\dc1\sltshare\2020-21\Evidence\Behaviour%20and%20Attitudes\JF%20CPOMS%202020%20-%202021.pdf)   [..\Evidence\Behaviour and Attitudes\JF CPOMS 2018 - 2019.pdf](file:///\\dc1\sltshare\2020-21\Evidence\Behaviour%20and%20Attitudes\JF%20CPOMS%202018%20-%202019.pdf)   * All students at ALS, over time develop better self-management strategies which create more resilient learners who are persistent in the face of difficulties. Some learners have progressed to work alongside ALS staff as colleagues. * There are numerous examples on CPOMS of students who become dysregulated and are able to gain self-control and self-regulation to a point where they reengage with their work. [..\Evidence\Behaviour and Attitudes\AN re-regulation.docx](file:///\\dc1\sltshare\2020-21\Evidence\Behaviour%20and%20Attitudes\AN%20re-regulation.docx) * Student contribute outstandingly to the wider school life and community. Through these examples, students support others’ well-being [..\Evidence\Behaviour and Attitudes\Wider school and community involvement](file:///\\dc1\sltshare\2020-21\Evidence\Behaviour%20and%20Attitudes\Wider%20school%20and%20community%20involvement) * Consistent application of Zones of Regulation promotes strength of character; EfL [..\Evidence\Behaviour and Attitudes\Zones of Regulation.docx](file:///\\dc1\sltshare\2020-21\Evidence\Behaviour%20and%20Attitudes\Zones%20of%20Regulation.docx); [..\Training Materials\Zones - 1 hour training.pptx](file:///\\dc1\sltshare\2020-21\Training%20Materials\Zones%20-%201%20hour%20training.pptx) * Important dates/weeks are celebrated/commemorated throughout the year, in line with our curriculum intent. (see EfL, the newsletters on the Website and [..\Evidence\Personal Development\Celebration and commemoration days and weeks](file:///\\dc1\sltshare\2020-21\Evidence\Personal%20Development\Celebration%20and%20commemoration%20days%20and%20weeks) * All curriculum projects (Curriculum maestro) culminate with a “rich experience” of first-hand experiences. * Trips out of school compliment the curriculum and create rich experiences. See EVOLVE website – password on request.     **For development**   * Re-establish groups such as “girls club” which have fallen by the wayside due to COVID in a remote fashion. * Where groups cannot be established due to COVID restriction – e.g. Football, re-establish ASAP. | |
| **Pastoral support** | | The school provides high-quality pastoral support.  Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy.  They have an age-appropriate understanding of healthy relationships. | | | **1** | **Main Strengths**   * Primary model allows for a strong student: staff relationship. This provides a safe consistent adult for students to talk to. There are layers above this which students are aware of. * Where needed, pastoral support is commissioned. There are many examples of where this has happened. Head of Care and Safeguarding can provide information about our external providers. An example would be work with Brook about tackling period poverty. * The vast majority of families feel that their children are happy and safe in school. (94%) [Nurture Survey Jan 2021.pdf](file:///\\dc1\sltshare\2020-21\SEF\Nurture%20Survey%20Jan%202021.pdf) [..\Evidence\Behaviour and Attitudes\Families Survey Report Nov 2020.docx](file:///\\dc1\sltshare\2020-21\Evidence\Behaviour%20and%20Attitudes\Families%20Survey%20Report%20Nov%202020.docx) * Student voice reports that students feel safe in school [J:\GB reports\Dec 2020 GB\Student Survey November 2020.docx](file:///J:\GB%20reports\Dec%202020%20GB\Student%20Survey%20November%202020.docx) * The school follow the NAS approach to diversifying diets * School works with families to understand how to broaden students eating habits. This features heavily on the D section of the My Plans[Y:\2020-2021\My Plans](file:///Y:\2020-2021\My%20Plans) * The curriculum teaches about healthy lifestyles, including such current issues as allergies and current “fad” diets. [Y:\2020-2021\5. Curriculum inc. all planning](file:///Y:\2020-2021\5.%20Curriculum%20inc.%20all%20planning) * Healthy relationship is taught through PHSE in the curriculum and links to other areas in the curriculum. There are two things developed in our students; 1 – the skills needed to self-advocate – e.g. consent, knowing who to ask for help and 2 – the knowledge of what “healthy” and “unhealthy” looks like without narrowing any conception of “normal” [Y:\2020-2021\5. Curriculum inc. all planning](file:///Y:\2020-2021\5.%20Curriculum%20inc.%20all%20planning) * We have been delivering the RHSE curriculum since last academic year, ahead of the statutory deadline.   **For development**   * To better collate impact statements from students who access commissioned services in a sensitive manner. * For the kitchen service to explore common deficiencies in restricted diets and to address through the menu. | |
| **Extra-curricular opportunities** | | The school provides a wide range of opportunities to nurture, develop and stretch pupils’ talents and interests.  Opportunities for pupils to develop their talents and interests are of exceptional quality  There is strong take-up by pupils of the opportunities provided by the school.  The most disadvantaged pupils consistently benefit from this excellent work | | | **1** | **Main Strengths**   * Curriculum does not pigeon-hole learning into a specific NC framework – all learning is personalised for the student. * Family voice is over-whelming in its impact of this approach [Nurture Survey Jan 2021.pdf](file:///\\dc1\sltshare\2020-21\SEF\Nurture%20Survey%20Jan%202021.pdf) * Students’ interests are used as a teaching tool – see EfL * The cross-curricular project approach through Curriculum Maestro shows the way projects are picked and tailored for particular demographics. See Curriculum Maestro platform. * Breath of extra-curricular activities incorporated into the curriculum * Commitment to resourcing allows for extra-curricular opportunities, such as cycling taught to KS2. Some of our most disadvantaged students loved this. We consequently used LAC funding to purchase a bike for this student. * Students benefit from a range of external providers delivering a variety of programmes such as; yoga, music, swimming. See EfL * Off-site trips on a regular/ weekly basis (some restrictions momentarily due to COVID-19) See Evolve = password available on request. * All of the above are part of our daily learning offer, and therefore is accessed by all students.   **For development**   * Re-establish groups such as “girls club” which have fallen by the wayside due to COVID in a remote fashion. * Where groups cannot be established due to COVID restriction – e.g. Football, re-establish ASAP. | |
| **Preparing students for life in modern Britain**  **Equality of opportunity and diversity**  **Respect for difference**  **Developing responsible, respectful, active citizens** | | Fundamental British values exploration of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs is strong  The school promotes equality of opportunity and diversity effectively.  Pupils understand, appreciate and respect difference in the world and its people, including the things we share in common across cultural, religious, ethnic and socio-economic communities  Pupils engage with views, beliefs and opinions that are different from their own in considered ways.  Pupils know how to discuss and debate issues and ideas in a considered way. | | | **1** | * As covered by SMSC. * The Golden Rules link to FBV – please see Tags in EfL * The curriculum embraces trying, experiencing, understanding and tolerating experiences from other cultures. [Y:\2020-2021\5. Curriculum inc. all planning](file:///Y:\2020-2021\5.%20Curriculum%20inc.%20all%20planning) | |
| **Careers (including Gatsby benchmarks)** | | Secondary schools prepare pupils for future success in education, employment or training. They use the Gatsby Benchmarks to develop and improve their careers provision and enable a range of education and training providers to speak to pupils in Years 8 to  All pupils receive unbiased information about potential next steps and high-quality careers guidance. The school provides good quality, meaningful opportunities for pupils to encounter the world of work. | | | **1** | * Emphasis on Development of Life Skills ensures targets areas of support for independent tasks, from zipping a coat to using public transport. [Y:\2020-2021\My Plans](file:///Y:\2020-2021\My%20Plans) * Curriculum design promotes self-advocacy [Y:\2020-2021\5. Curriculum inc. all planning](file:///Y:\2020-2021\5.%20Curriculum%20inc.%20all%20planning) * Opportunities for student leadership roles at all stages of the school * All Gatsby Benchmarks are being met, many to 100% <https://compassplus.careersandenterprise.co.uk/> (password available upon request) * ALS has been named in the benchmarks as an example of exemplary practice and won the Educate Award for Career Aspiration <https://www.careersandenterprise.co.uk/sites/default/files/1051_the_send_gatsby_benchmark_toolkit_b5.pdf> * Careers Lead is in-house to support the embedding of careers throughout the school * Supported Internship programme in place at ALS [Y:\2020-2021\Supported Internships](file:///Y:\2020-2021\Supported%20Internships) * School engage with all careers opportunities through both collapsed days and career activities Please see EfL – Tag - Careers * KS4 curriculum uses the START profile to look at readiness for work * Families readily engaged with post-ALS destinations [M:\2020-21\Evidence\Personal Development\Transition Information Session v1.pptx](file:///M:\2020-21\Evidence\Personal%20Development\Transition%20Information%20Session%20v1.pptx) * All students have encounters with the world of work from EYFS to KS5. See Evolve website: Password available upon request   **For development**   * To ensure 100% on all benchmarks * To recruit a new Careers Lead * To re-visit the implementation of an Apprenticeship programme in-house. | |

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| **5 Leadership and Management** | | **D. Overall 1234 +/- :** | | | **F. Last revision date: February 2021** | **G. Author: Ania Hildrey** |
|  | | | | | | |
| **E. Summary**  The main reasons for choosing this **1234** are…..  (if + or -, explain why) | The vision for the school is ambitious, inclusive and developmental.  Leadership teams are exceptionally driven to secure the best provision for the students.  Leaders ensure that staff receive focused and highly effective professional development. Teachers’ subject, pedagogical and pedagogical content knowledge consistently build and develop over time. This consistently translates into improvements in the teaching of the curriculum.  Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified.  Most staff report high levels of support for well-being issues.  When issues are identified, in particular about workload, they are consistently dealt with appropriately and quickly. | | | | | |
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| **C. Even Betters….**  To reach the next grade or to continue to be outstanding we need to: | Next steps:  • Continue to build team unity  • Continue to address any areas of staff’ concerns about workload or wellbeing where they arise  • Continue to strengthen leadership team’s knowledge, understanding and effectiveness, including through the new postholders’ induction, training and development | | | | | |
|  | | | | | | |
| **Sub-criterion** | **A. Key phrases**  **from the Criteria** | | **1234** | **B. Main strengths and areas for development** | | |
| **Ambition of school vision** | Ambition  Focus  Drive  Knowledge  Ongoing development  Inclusion | | **1** | **Main strengths:**   * Leaders and governors have created a culture that enables students and staff to excel. They are committed unwaveringly to setting high expectations for the conduct of students and staff. Relationships between staff and students are exemplary. * Leaders and governors focus on consistently improving outcomes for all students, but especially for disadvantaged students. They are uncompromising in their ambition. * The school’s actions have secured substantial improvement in progress for disadvantaged students. This includes core subjects of English and mathematics.   **For development:**   * Involve all staff in next school development planning cycle * Address all areas arising from Staff’ Views * Support individuals within the team | | |
| **Use of CPD to develop staff’ knowledge** | Quality CPD  All staff CPD  Debate  Reflection  Innovation  Risk-taking  Research | | **1** | **Main strengths:**   * Leaders and governors use high quality professional development to encourage, challenge and support teachers’ improvement. Teaching is highly effective across the school. * Staff reflect on and debate the way they teach. They feel deeply involved in their own professional development. Leaders have created a climate in which teachers are encouraged to take risks and innovate in ways that are right for their students.   **For development:**   * Develop further reflective debrief practice * Develop further specialist therapeutic support practice by class-based staff * Review all other functions within the non-core teams to strengthen systemic work | | |
| **Inclusivity (e.g. not gaming or off-rolling)** | Ethics  SEND  Inclusion | | **1** | **Main strengths:**   * Holistic vision and philosophy * High aspirations * Ethos of inclusion and value for each student * Non-exclusion policy * Value of diversity * Safeguarding in the curriculum * Employability * Leaders promote equality of opportunity and diversity exceptionally well, for students and staff, so that the ethos and culture of the whole school prevents any form of direct or indirect discriminatory behaviour. Leaders, staff and students do not tolerate prejudiced behaviour.   **For development:**   * Enhance further nurture provision and address minor inconsistencies in Autism practice across the school * Review employability offer | | |
| **Engagement with students, parents and wider community** | Broad balanced curriculum  SEND  Safeguarding  SMSC  FBV  Vulnerability  Families’ Views  Partnerships | | **1** | **Main strengths:**   * The broad and balanced curriculum inspires students to learn. The holistic ASD Philosophy of Education © places equal importance on academic excellence, specialist support and development of life skills * D – families shape priorities * In-house Family Adviser * Students’ spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are at the heart of the school’s work. * Safeguarding is effective.   **For development:**   * Better information for families about programmes of study * More structured feedback on students’ progress * Greater engagement in transition planning (earlier on) | | |
| **Managing staff’ workload** | Workload  Staff’ Views  Leadership and management  CPD  Support | | **2** | **Main strengths:**   * Leaders care and seek to reduce unnecessary workload where possible * Staff’ views are sought and acted on * Distributed leadership supports sharing of workload * Support staff allocated to each class support teachers’ workload * Processes are streamlined to reduce unnecessary burdens   **For development:**   * Continuously review staff’ views, discuss in smaller groups to get to the areas which staff find frustrating, with a view of making it better | | |
| **Protecting staff from bullying and harassment** | Staff’ wellbeing  Safeguarding | | **1** | **Main strengths:**   * Staff receive support at all levels * No reports of staff being bullied or harassed   **For development:**   * Develop a precise and clear picture of which staff do not feel safe at work and why * Support in a targeted way | | |
| **Effectiveness of governors/trustees** | Leadership and Management  Support  Challenge  Vision  Resources | | **1** | **Main strengths:**   * GB is committed unwaveringly to setting high ambition for the school and expectations for the overall effectiveness of the school * They know the school well and engage to support and challenge leaders * Vision is inclusive and aimed at continual development * Use of public funds is managed responsibly to benefit the school community as a whole.   For development:   * Increase governors’ long term strategic remit to drive school development | | |
| **Meeting statutory duties (e.g. Prevent)** | Accountability  Responsibility  Safeguarding  Support  Partnership  Reporting | | **1** | * All statutory duties are met | | |
| **Safeguarding** | Effective | | **1** | * Highest standards of care and safeguarding practice implemented * All staff responsible for safeguarding * Significant professional development and training capacity within the school * Regular updates to staff via team meetings, whole staff meetings, emails, newsletter, briefings * Safeguarding Team meet regularly for supervision and discussion of vulnerable students * All staff receive a safeguarding induction as soon as they start working within the school   [R:\2020-21\DDSL SIL training documents](file:///R:\2020-21\DDSL%20SIL%20training%20documents)  [R:\2020-21\Safeguarding leaflet ALS 2020-21.pub](file:///R:\2020-21\Safeguarding%20leaflet%20ALS%202020-21.pub)  [R:\2019-20\175 Safeguarding audit\2018-19 175 Safeguarding Audit.docx](file:///R:\2019-20\175%20Safeguarding%20audit\2018-19%20175%20Safeguarding%20Audit.docx)  [R:\2020-21\Head of Care and Safeguarding\Safeguarding In The Curriculum.docx](file:///R:\2020-21\Head%20of%20Care%20and%20Safeguarding\Safeguarding%20In%20The%20Curriculum.docx)  [..\Staff Training\Inset & Twilight\1.Inset 1 & 2 Sept 2020\Safeguarding refresher. KCSiE and risk assessments.pptx](file:///\\dc1\sltshare\2020-21\Staff%20Training\Inset%20&%20Twilight\1.Inset%201%20&%202%20Sept%202020\Safeguarding%20refresher.%20KCSiE%20and%20risk%20assessments.pptx)  [M:\2020-21\Evidence\Leadership and Management\Annex-to-Child-Protection-Policy-1.pdf](file:///M:\2020-21\Evidence\Leadership%20and%20Management\Annex-to-Child-Protection-Policy-1.pdf)  [M:\2020-21\Evidence\Leadership and Management\14.-ALS-Child-Protection-Policy-2020-21.pdf](file:///M:\2020-21\Evidence\Leadership%20and%20Management\14.-ALS-Child-Protection-Policy-2020-21.pdf) | | |