



Self-Evaluation Form (SEF)

6 March 2020

(for Term 1 and 2 of 2019-20)

INTRODUCTION

Abbot's Lea School caters for students age 3-19 with Autism, learning difficulties and a range of complex academic, social and personal development needs.

The school has 260 students age 3-19; those were organised into the following learning cohorts:

- Early Years and Key Stage 1
- Key Stage 2
- Key Stage 3
- Key Stage 4
- Key Stage 5, including Supported Internships

This report shows basic picture of the data sets related to the academic successes of our students for term 1 and 2 of this academic year.

Definitions:

- ❖ *Working towards target – Students are making progress across the subject area, but are still working towards such targets. These students would be expected to make progress against their own targets by the end of the academic year.*
- ❖ *On Target – Students have made good progress towards their individual targets across the subject areas and as such will be challenged further to exceed their targets for the remainder of the academic year.*
- ❖ *Exceeding Target – Students are making above their own level of expected progress within the first two terms. These students will be challenged further and have individualised targets raised to ensure that they are stretched further over the remainder of the year.*

The school analysed the data captured in the context of the students' population and self-assessed its provision as continually outstanding.

The report also highlights areas identified by me as requiring further exploration and development during the current academic year 2019-20. Any projects arising from such development work will be captured in the School Development Plan 2018-21 projects.

Ania Hildrey
Headteacher

headteacher@abbotsleaschool.co.uk

6 March 2020

WHOLE SCHOOL

Whole School	Exceeding Targets	On Target	Working Towards Target	FSM			EAL			Boys			Girls		
				Exc	OT	WT	Exc	OT	WT	Exc	OT	WT	Exc	OT	WT
Reading	20%	30%	50%	15%	32%	53%	25%	17%	58%	18%	31%	51%	22%	28%	50%
Writing	18%	26%	56%	18%	22%	60%	6%	36%	58%	19%	24%	57%	16%	34%	50%
Mathematics	16%	28%	56%	15%	28%	57%	6%	38%	46%	17%	28%	55%	34%	66%	0%
Science	14%	43%	43%	11%	41%	48%	20%	40%	40%	6%	52%	42%	20%	28%	52%
Attendance	90.9%	PA	22%												

The picture overall shows that students have made personalised and individual progress against their own targets. These are set in line with their starting points in school, their progress through phases and also on their individual needs. Continual monitoring of the progress data of all students will continue throughout the year and the picture will develop further over time.

Where students are working towards their targets, extra support will be given to enable them to move forward. Where students are on track to meet their targets then they will be stretched to exceed their targets and where student are exceeding their targets they will be challenged further and targets will be adapted to reflect this.

We will continue to work on the areas identified as requiring further exploration and development over the coming year are:

- Attendance and Persistent Absence
- Reading
- Science
- Employability

As a result, The Leadership Team will continue to develop our engagement strategies, our holistic curriculum, and any interventions aimed at ensuring highest quality ensuring sequential delivery of educational programmes to students age 3-19 across all phases.

EARLY YEARS FOUNDATION STAGE (EYFS)

The four students in EYFS follow a statutory Early Years Foundation Stage Framework assessing their progress against Early Learning Goals (ELG). The standards are broken down into:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development
- Literacy
- Mathematics
- Understanding of the World
- Expressive Arts and Design

Initial assessments have been made by the class teacher and all of the students within the Abbot's Lea School EYFS are currently working below the expected standard for their age due to their complex learning needs. Despite that, all students have made progress throughout the year against their own personal milestones.

Further assessment and tracking of this will be evident throughout the year as this has to statutorily be reported to the Local Authority.

Prime Area	% of students making personalised progress that matches their needs	Specific Area	% of students making personalised progress that matches their needs
<u>Communication + Language</u> Listening & Attention Understanding Speaking	100% 100% 100%	<u>Literacy</u> Reading Writing	100% 100%
<u>PSED</u> Self confidence Feelings and relationships	100% 100%	<u>Maths</u> Numbers S,S,M	100% 100%
<u>Physical</u> Moving Self care	100% 100%	<u>UTW</u> People The world Tech	100% 100% 100%
<u>EA&D</u> Exploring imaginative	100% 100%	<u>EA&D</u> Exploring imaginative	100% 100%

**please note there are only 3 students within EYFS age range*

KEY STAGE 1 (KS1)

Key Stage 1	Exceeding Targets	On Target	Working Towards Target	FSM			EAL			Boys			Girls		
				Exc	OT	WT	Exc	OT	WT	Exc	OT	WT	Exc	OT	WT
Reading	0%	57%	43%	0%	50%	50%	0%	50%	50%	0%	59%	41%	0%	50%	50%
Writing	0%	57%	43%	0%	0%	100%	0%	50%	50%	0%	50%	50%	0%	100%	0%
Mathematics	14%	36%	50%	10%	30%	60%	0%	50%	50%	17%	33%	50%	0%	50%	50%
Science	0%	71%	29%	0%	70%	30%	0%	50%	50%	0%	77%	33%	0%	100%	0%
Attendance	93.6%	PA	14%												

KEY STAGE 2 (KS2)

Key Stage 2	Exceeding Targets	On Target	Working Towards Target	FSM			EAL			Boys			Girls		
				Exc	OT	WT	Exc	OT	WT	Exc	OT	WT	Exc	OT	WT
Reading	34%	34%	32%	32%	32%	36%	0%	100%	0%	21%	70%	9%	12%	63%	25%
Writing	32%	36%	32%	12%	46%	32%	100%	0%	0%	23%	65%	12%	37%	50%	13%
Mathematics	38%	51%	11%	32%	54%	14%	0%	100%	0%	38%	53%	9%	62%	38%	0%
Science	11%	71%	17%	14%	62%	14%	0%	100%	0%	42%	45%	13%	25%	50%	25%
Attendance	95.2%	PA	10%												

KEY STAGE 3 (KS3)

Key Stage 3	Exceeding Targets	On Target	Working Towards Target	FSM			EAL			Boys			Girls		
				Exc	OT	WT	Exc	OT	WT	Exc	OT	WT	Exc	OT	WT
Reading	7%	28%	65%	5%	30%	65%	15%	28%	57%	21%	67%	12%	0%	15%	85%
Writing	7%	26%	67%	10%	20%	70%	0%	43%	57%	31%	62%	7%	0%	15%	85%
Mathematics	4%	18%	78%	2%	18%	80%	15%	14%	71%	24%	66%	0%	0%	15%	85%
Science	11%	29%	60%	5%	35%	60%	29%	14%	57%	31%	53%	16%	0%	15%	85%
Attendance	89.9%	PA	34%												

KEY STAGE 4 (KS4)

Key Stage 4	Exceeding Targets	On Target	Working Towards Target	FSM			EAL			Boys			Girls		
				Exc	OT	WT	Exc	OT	WT	Exc	OT	WT	Exc	OT	WT
Reading	33%	26%	43%	23%	27%	50%	100%	0%	0%	32%	27%	42%	44%	12%	44%
Writing	29%	14%	57%	22%	5%	72%	0%	0%	100%	34%	15%	51%	12%	12%	76%
Mathematics	5%	21%	74%	6%	22%	72%	0%	0%	100%	7%	18%	75%	0%	34%	66%
Science	15%	21%	64%	14%	27%	59%	0%	0%	100%	10%	24%	66%	33%	12%	55%
Attendance	87%	PA	31%												

KEY STAGE 5 (KS5)

Key Stage 5	Exceeding Targets	On Target	Working Towards Target	FSM			EAL			Boys			Girls			
				Exc	OT	WT	Exc							Exc	OT	WT
Reading	20%	15%	65%	14%	21%	65%	0%	Reading	20%	15%	65%	14%	21%	65%	0%	
Writing	17%	3%	80%	0%	0%	100%	0%	Writing	17%	3%	80%	0%	0%	100%	0%	
Mathematics	17%	2%	81%	21%	0%	79%	0%	Mathematics	17%	2%	81%	21%	0%	79%	0%	
Attendance	88%	PA	10%													

SCHOOL DEVELOPMENT PLAN

PRIORITY PROJECTS ARISING FROM THE DATA ANALYSIS

Projects identified in September 2019 and RAG-rated progress at the time of this report

1. **Attendance** – we will continue to strive to improve attendance rates and reduce persistent absenteeism rates
2. **Curriculum mapping** – we will map out our holistic curriculum for 3-19 under ASD Philosophy of Education and through that, identify opportunities for further improvement of our offer to the students of all neurodiversity conditions and cognitive abilities and social interests, including those whose needs present the greatest challenge to the meaningful engagement in whole-class learning (SEMH)
3. **Reading** – we will implement SIL Reading Quality Mark Framework to further develop reading across the school
4. **Science** – we will review the Science curriculum, with a view of improving it. A deep look at the assessment mark books used in Key Stage 3 and 4 will be analysed to see if it meets the criteria of the accredited learning and this will be brought in line with the learning that is taking place
5. **Employability** – we will launch new qualifications to ensure greater readiness and take up of Supported Internships next year

RAG RATING:

Red – not started or insufficient progress achieved

Amber – started and in progress

Green – started and exceeding expectations of progress/hearing completion

OFSTED SUMMARY

Abbot's Lea School is a maintained co-educational day special school serving Liverpool and its surrounding areas.

The school caters for 260 students age 3-19, all of whom have EHCP with the diagnosis of Autism and complex learning difficulties and disabilities.

The majority of children experience complex communication difficulties and related social interaction challenges (including challenging behaviours).

In the academic year 2019-20, 49.6% students were in receipt of Pupil Premium funding, representing a significant proportion of the cohort who are socio-economically disadvantaged.

<p>Overall Effectiveness</p>	<p>Quality of Education: Outstanding Personal Development: Outstanding Behaviour and Welfare: Outstanding Teaching, learning and assessment: Outstanding Leadership and Management: Good with outstanding features</p> <p>Progress since the last inspection on the development of the middle leadership team, as recommended, has been good. The school has re-designed its assessment processes, curriculum and behavioural policy and procedures.</p> <p>The Headteacher and the Leadership Team as a whole is stable, uncompromising and highly driven. New Deputy Headteacher is joining the school on 30 March 2020 and the school is currently starting recruitment process for the Key Stage 2 Leader position, following promotion of the current post-holder.</p> <p>The school community is governed by the Governing Body that holds leaders to account and works with the leadership team to secure the strategic direction of the school. The school contributes effectively to the local authority development processes, particularly in the area of SEND improvements.</p> <p>The school has close ties with the other local, regional, national and international schools and it often visits and is visited by a range of professionals, including those from the Local Authority School Improvement team as part of the evaluation of the school's effectiveness.</p> <p>The impact of leadership is seen across the school and is captured in a School Development Plan 2018-21.</p>	
<p>Outcomes for Students</p>	<p>1</p>	<p>Evidence to be found in the School Improvement file, provision maps, students' work and Pupil Tracking files.</p>

Teaching, learning and assessment	1	Evidence found in the Curriculum file, Lesson Observation files, work scrutiny files, Performance Management information, School Improvement file and Pupil Tracking files.
Effectiveness of Leadership and Management	2/1	Evidence to be found in Governor Minutes, School Improvement Plan, Subject improvement Plans, Performance Management information. Minutes of strategic, senior and middle leadership meetings, which are available electronically. Visit notes from our school improvement partner, External awards.
Personal Development, Behaviour and Welfare	1	Evidence to be found in SMSC Grid information, EHCP reviews and My Plan planning, incident logs and Team Teach Plans. My Concern can be shown to inspectors on request. Job Coach lead files, life skills curriculum and workability documentation.

Progress in previous Inspection key issues:

Build on the improvements seen since the previous inspection by ensuring that middle leaders evaluate precisely the impact of their actions on students' academic and personal development progress, in order to fine-tune their actions and ensure the optimum effect on learning. (Ofsted report January 2016)

The school has taken appropriate steps to improve the quality of middle leaders. New members have been appointed and others have been moved to Key Stages where their strengths are better utilised. Mentoring and coaching by the Headteacher and Senior Leaders has helped support their development. A variety of continued professional development is in place and this has developed their skills and knowledge effectively and continues to do so. Middle leaders have been given more autonomy and they have full control over their staff teams. Middle leaders are effective at analysing their key stage learning information, ensuring planning for future learning is effective. They meet weekly with the senior leadership team to ensure continuity of leadership and management across the school and are a full part of the whole school leadership and management process. As a result, they are precise in their planning of teaching and learning across the phases, to meet the needs of the students and maximise their progress.

Outcomes for Students – Outstanding

The majority of students at Abbot's Lea School made at least good (in -year) and sustained (over a key stage) progress from their very low starting points during the academic year 2018-2019. The vast majority have made expected or better progress in English, Maths and Science.

Our evaluation of expected progress has been moderated and agreed both internally and through moderation processes with the local authority and other local special schools.

All groups of students achieve well, with no significant variation based on gender, race, language, pupil premium entitlement or need.

EYFS – Students in the EYFS classes make consistently good to outstanding progress in all areas of development. Despite their very low starting points, some students achieve expected levels in some areas by the end of EYFS.

KS1 is very good and continues to improve. The work scrutiny and lesson observations as well as the assessment processes indicate the very positive impact of a more practice and approach to learning.

In **KS2** the vast majority of students have sustained at least good progress. Pupil progress against Salford standardised testing in **reading** and **spelling** indicating good to outstanding progress for the majority of students who are able to access the tests in reading and spelling.

There are no students in either Key Stages who were able to access the national formal tests, although levels were formally reported as required by DfE.

The leadership team have judged the majority of pupils' academic progress as outstanding, taking in to account the 'whole child' and their individual circumstances.

The school has introduced a '**Key Skills/life skills**' session at the start of each day for every child, this enables students to secure cross curricular skills and has a positive impact upon pupil progress. A research project which was conducted across the school has also enabled all staff to be more effectively trained in the delivery and importance of autism and its impact on students' perception of their environments and how they are taught.

These patterns of good to outstanding progress have been **consistent** and **maintained** since the last inspection.

These patterns of good to outstanding progress have been **consistent** and **maintained** since the last inspection.

Teaching, Learning and Assessment - Outstanding

Although a number of staff changes have taken place many of the teachers at the school have been in place for several years and are highly skilled, as a result teaching is consistently good, with much outstanding practice.

The students are placed in needs-based class groups and as a result benefit from highly personalised approaches which maximise progress. The students' individual targets are detailed on the students' EHC Plan and their My Plans and agreed with parents and are closely monitored by class teachers to ensure progress. Pupil progress is reviewed formally each term (we operate a 6 term school year), which ensures that progress is monitored and underperformance challenged by members of the Leadership Team.

Leadership and Management – Good with outstanding features

The governance is strong, the Headteacher ambitious, driven and effective, leadership is stable, competent and committed, and the capacity has been increased by enlarging and specialising the team, thus enabling the team to be more effective.

I cautiously judge all areas of Leadership and Management as being good as we have introduced a number of new initiatives which have yet to be fully embedded. Additionally, changes to the membership of the leadership team – at both strategic and operational levels, must be taken into consideration when making judgment. Strategic Leadership of the school is strong and ambitious, as is Key Stage Leadership focussed upon pupil progress as well as the quality of teaching and learning.

The consistent drive and determination of the leadership team has ensured a consistently good to outstanding impact on outcomes for students. The leadership team make accurate judgments in terms of self-evaluation and communicate a clear sense of purpose to all staff.

The leadership team has established a clear and consistent self-evaluation and improvement cycle which incorporates all aspects of the school and involves wider stakeholders.

Performance Management processes, including that of the Headteacher are rigorous and effective in securing school improvement and positive pupil outcomes. Despite challenges to the budget, the Headteacher, with the support from the Governors, has led the school from significant deficit in 2016, through to its current, financially stable and well managed place, with all processes compliant with the School's Financial Value Standards.

Pupil Premium funding is allocated and tracked effectively, and as a result there is no difference in pupil outcomes for students in receipt of this funding. Sports funding is used well to ensure that all children have access to specialist PE coaching, and that staff are able to learn from their methods.

Attendance at the school is above the national average for similar schools with Current figures for 2019 – 2020: Whole school: 90.97%

Unauthorised absences: 2.19% and PA: 25%.

Although the Leadership Team consider leadership and management to be currently good with many outstanding features, it is evident that the school outperforms many similar special schools and has outstanding capacity to continually improve over time. This has been proven through the manner in which school improvement has been built on a secure, consistent and robust system of management.

The Senior Leadership Team developed safeguarding systems to ensure that concerns are recorded and acted upon quickly and ensure that all systems meet the school's statutory safeguarding responsibilities.

Personal Development, Behaviour and Attitudes and Students' Welfare – Outstanding

Students have very complex needs and are consistently very well behaved. Levels of engagement and cooperation in lessons are high. Attitudes to learning are very good. Given the nature of the students' needs, they manage their own behaviour positively in lessons and in social situations. Students are enabled to regulate their feelings and behaviour, as principles and methods are applied consistently. Students are calm and orderly when moving around school.

Provisions of clubs and other extra-curricular activities ensure that students are given a range of options from which to choose. This ensures engagement in positive activity, and as a result incidence of poor behaviour is minimal. The school funds a high level of staffing at breaks and lunches to ensure high levels of pupil engagement in activities. Staff work to an agreed Code of Conduct which ensures that expectations regarding behaviour management are clear and consistent for students. As a result, students are managed kindly, fairly and with respect.

Governors are actively involved in the Health and safety monitoring and policy writing and perform regular visits to evaluate the impact of their work. This ensures a safe and well managed environment is available in which children can learn effectively.

The school offers a wide range of therapies and nurture group provision to children and parents, which have ensured that no exclusions took place since September 2016.

Personal insight and spiritual development:

Students are curious about the world around them and embrace new experiences which broaden their understanding. Our curriculum framework has ensured that teachers focus upon the importance of Curiosity and Wonder in lesson planning. Students engage very well with a wide variety of cultural experiences including theatre visits and trips to museums. Moral understanding and relationships: The vast majority of students know the difference between right and wrong and understand the consequences of their own and others' actions - our whole school approach enables students to think about, talk to and respond to one another.

The development of partnership working with other schools and local organisations has given students opportunities to work very well with students from other schools and explore a wide range of life/work experience skills and creative and cultural activities. The school is pivotal in the local community and students take part in performances and festivals alongside many other students as well as doing a wide range of voluntary work for which they are highly praised.

The School Council structure is a system for students to learn to respect others' needs and interests, as well as develop skills of citizenship and responsibility, including an understanding of democracy. Assemblies in school are structured to ensure a variety of Social and Moral Issues, including British Values, are explored which broadens the experience of all students. Students have opportunities to visit and work alongside European peers through our partnership's projects. Students recently visited Germany, for example. Students from there will be visiting our school in the near future. As a result of this work, students have opportunities to understand and experience wider cultures and ideas.

Priorities for the remainder of the year:

1. To continue driving educational standards forward with the focus on the areas identified in the annual report 2018-19 (RAG rating included)
 - **Attendance** – we will continue to strive to improve attendance rates and reduce persistent absenteeism rates
 - **Curriculum mapping** – we will map out our holistic curriculum for 3-19 under ASD Philosophy of Education and through that, identify opportunities for further improvement of our offer to the students of all neurodiversity conditions and cognitive abilities and social interests, including those whose needs present the greatest challenge to the meaningful engagement in whole-class learning (SEMH)
 - **Reading** – we will implement SIL Reading Quality Mark Framework to further develop reading across the school
 - **Science** – we will review the Science curriculum, with a view of improving it. A deep look at the assessment mark books used in Key Stage 3 and 4 will be analysed to see if it meets the criteria of the accredited learning and this will be brought in line with the learning that is taking place
 - **Employability** – we will launch new qualifications to ensure greater readiness and take up of Supported Internships next year
2. To continue developing leadership and management capacity within the whole team of staff through tailored training, coaching, support and challenge
3. To embed fully into each classroom SCERTS and all the recommended specialist therapeutic support interventions and through that meet the needs of all students and provide a framework of professional support for the staff
4. To proactively support families and offer advice, guidance and training as needed, particularly in the area of Positive Behaviour Support.

OFSTED DETAIL

School Context	Revision date: 6/3/2020		Author: Ania Hildrey																													
Our Students	<p>Abbot's Lea School is a larger than average special school, with 260 students age 3-19 on roll.</p> <p>All students have Autism and learning difficulties, and many have additional, co-morbid conditions and needs.</p>																															
	<p>Figure 1. Basic characteristics of the school (Analyse School Performance 2017)</p>																															
	<table border="1"> <thead> <tr> <th>Characteristic</th> <th>National</th> <th>School</th> <th>Comparison</th> </tr> </thead> <tbody> <tr> <td>Number on roll</td> <td>114</td> <td>260</td> <td>Above average</td> </tr> <tr> <td>% free school meal eligibility</td> <td>37.4%</td> <td>49.6%</td> <td>Above average</td> </tr> <tr> <td>% pupils with first language not English</td> <td>14.8%</td> <td>4.8%</td> <td>Below average</td> </tr> <tr> <td>LAC</td> <td>0.64%</td> <td>2.7%</td> <td>Above average</td> </tr> <tr> <td>Boys on roll</td> <td></td> <td>87.7%</td> <td>Significant variation</td> </tr> <tr> <td>Girls on roll</td> <td></td> <td>12.3%</td> <td>Significant variation</td> </tr> </tbody> </table>	Characteristic	National	School	Comparison	Number on roll	114	260	Above average	% free school meal eligibility	37.4%	49.6%	Above average	% pupils with first language not English	14.8%	4.8%	Below average	LAC	0.64%	2.7%	Above average	Boys on roll		87.7%	Significant variation	Girls on roll		12.3%	Significant variation			
	Characteristic	National	School	Comparison																												
	Number on roll	114	260	Above average																												
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	LAC	0.64%	2.7%	Above average																												
	Boys on roll		87.7%	Significant variation																												
Girls on roll		12.3%	Significant variation																													

Our Team

This is a larger than average special school with 122 employees.

I joined the school as its Headteacher in September 2016, prior to which the school was led for a year by an Acting Headteacher.

The Strategic Leadership Team (**SLT**) currently comprises:

- Headteacher
- Deputy Headteacher – new post-holder starting on 30 March 2020
- Head of Care and Safeguarding
- Head of Autism Research and Development
- Head of HR
- Head of Finance and Operations

The Deputy Headteacher is currently in the process of moving on to pastures new and a recruitment of his successor is taking place. SLT is responsible for strategic leadership of the school and school development function.

Working under the direction of the SLT is Operational Leadership Team (OLT), led by the Deputy Headteacher and including 6 middle leaders:

- Key Stage Leader – Early Years and KS1
- Key Stage Leader – KS2 – current post-holder will be leaving on 3 April 2020 due to promotion; recruitment plans in place
- Key Stage Leader – KS3
- Key Stage Leader – KS4
- Key Stage Leader – KS5
- Job Coach.

There are 122 employees at Abbot's Lea School. This includes:

- 28 qualified teachers of which 2 are NQTs (teachers include: Headteacher, Deputy Headteacher, Key Stage Leaders x5, 19 Class Teachers, plus temporarily: 2 maternity and long-term absence cover)
- 4 support staff senior leaders (this includes Head of Care and Safeguarding, Head of Autism Research and Development, Head of HR and Head of Finance and Operations)
- 70 class-based support staff (including 2 maternity leave cover). Amongst some of the support staff we have Agency workers who are on a temporary to permanent arrangement following a change to the recruitment model due to lack of good quality candidates in the past. This allows the school to “try before committing to employment” and leading to greater recruitment assessment.
- 14 non-class based support staff (including Care and Safeguarding, Autism Research and Development and School Business Support team)
- 4 job coaches (where are the other job coaches?)
- 2 Apprentices (we are proud that one of these is an ex-student).
- We also have contracting arrangements with external professionals commissioned to provide multidisciplinary therapeutic specialist support in: Educational Psychology, Occupational Therapy, Speech and Language Therapy, Child Psychotherapy and CAMHS.

Turnover since September 2019 is 4% (and last year around 11%).

<p>Other features</p>	<p>The school has three buildings, each with its own advantages and challenges.</p> <p>The House provides secure zone for Visitors' Reception and a space for offices, meeting and training rooms – this area is often open to the public and, as such, is only used by the students in a highly supervised way. Group learning and individual sessions do take place here regularly, especially based on collaborative project work bringing students from a range of classrooms across the school.</p> <p>The House also has the Therapy Block attached to it; in, Sensory Clinic and various therapeutic interventions take place on a daily basis.</p> <p>The Main School Building is opposite The House and it provides accommodation to all Primary Department classes, the whole of Key Stage 3 and one Key Stage 5 class.</p> <p>The KS4/5 Building is behind The House. It provides a 6-classroom accommodation to Key Stage 4 and 5 learners.</p> <p>Our Supported Internship programmes are delivered offsite at the affiliated employers' bases.</p> <p>Whilst the school is based in a pleasant leafy part of Liverpool and feels auspicious on entry, the facilities are acknowledged by everyone – the Local Authority, the Governing Body, the staff team and the students – to be limited.</p> <p>This causes frustration to the school community and the Governors and I have been working with the Local Authority on identifying ways to review current accommodation with a view of reflecting the increase in student numbers over the years and the need for more space to continue delivering outstanding education to the children and young people in our care.</p> <p>Meetings with the Liverpool City Council Director of Children's Services have taken place and due to strategic developments I the local authority, more clarity about the SEND strategy will be had in September 2020.</p> <p>The SLT constantly monitors the school environment and the impact on learning, and even though some classes can feel quite cramped, they are used as best as can be. Other spaces have also been created – indoors and out – to make learning fun, including new wooden outdoor rooms which will help alleviate space issues and provide bespoke areas for aspects such as reading.</p> <p>Outdoor areas are also being developed to provide both more learning but also social interaction and calming areas. Many of the teaching areas do have quiet rooms and these are currently under review being re-equipped and designed where necessary to make them more appropriate for their task.</p> <p>The transport situation does create issues for us in terms of the limited space for our minibuses and taxis etc. but this is very well managed and any matters arising from the traffic are addressed immediately and through that, contribute to excellent safety record.</p> <p>EYFS also has a limited outdoor area which needs refurbishment and we are reviewing ways of providing specialist teaching spaces, such as Science, in the Secondary Department.</p>
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OFSTED JUDGMENTS GRADES – SELF EVALUATION

1 Overall Effectiveness	D. Overall Outstanding	F. Last revision date: 6/3/2020	G. Author: Ania Hildrey
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We feel Abbot's Lea school is an outstanding school because the progress of our students is at least good across the whole of the school, and the work we do in terms of life skills, personal development and work readiness skills are outstanding.

This is supported by the fact we have 0% exclusion of our students and our commitment translates, over time, to 0% of students being NEET when they leave the school. Our older students gain a wide range of appropriate academic and vocational accreditation, including:

Level	Qualification	Percentage pass rate
Entry Level 2	English	100%
Entry Level 2	Mathematics	100%
Entry Level 2	ICT	100%
Entry Level 3	English	100%
Entry Level 3	Mathematics	100%
Level 1	English	20%
Level 1	Mathematics	0%

E. Summary

As the above information demonstrates the school is successful at providing our students with appropriate qualifications for their future lives.

Destination	Percentage	Girls	Boys	NEET
College	48%	14%	86%	0
Supported Internships	52%	0%	100%	0
NEET (not in education, employment or training)	0%	0%	0%	0

However, the academic achievements of the students are just part of their successes. Students have access to a broad and balanced curriculum offer that provides them with exposure to the development of personal effectiveness, wider life skills and also employability.

There bespoke and embedded curricula that form the basis of this include, but are not limited to:

KS1: Employer taster days (raising aspirations from an early age and exposure to a variety of work types), Primary Careers Day, Small world play, PSHE (trips into the community), SCERTS (including all transactional support including multidisciplinary therapeutic interventions), Life skills, Grow 20 Enterprise, Liverpool Active Promise, Dance

KS2: Primary Careers Day, Year 6 work experience, PSHE (trips into the community), Life Skills, Grow 20 Enterprise, NSPCC speak out, stay safe, Liverpool Active Promise, Dance, Judo, Golf, Swimming

KS3: Digital literacy, Work experience, PSHE, Citizenship, Bespoke CIAG, Grow 20, HEI taster days – LJMU, University of Liverpool, Careers day, Employer exposure visits, Careers Assemblies, Wheels extreme, Careers aspiration plans, Vocational profiling, Swimming

KS4 - ASDAN Employability and personal development, Vocational profiling, Digital literacy, PSHE (trips into the community), Citizenship, Bespoke CIAG, Grow 20, HEI Taster days, Careers fair, Work experience, Careers Assemblies, Life skills, BIMA Digital Day, St. Johns Ambulance First Aid, Independent Travel Training, swimming

KS5 - ASDAN employability EL2/EL3/L1, Pearson's Introduction to the hospitality industry EL3, BTEC EL3/L1 in Business administration, BTEC EL3/L1 in Land based studies, Community days, Independent travel training, Life skills, Vocational profiling, Mencap the right place project, Grow 20 Enterprise, Work experience, Bespoke CIAG, Personalised transition plan, Supported Internships, Certificate in food safety and food hygiene, HEI taster days – City of Liverpool college, LJMU and University of Liverpool, BIMA Digital Day, St. Johns Ambulance First Aid, Independent Travel Training

Leadership and management of the school is robust, and the leaders continue to drive the school forward effectively, creatively and with a view to creating a world class educational establishment. This includes:

- Our vision for the school is child-centred and ambitious
- Students and their best interests are at the centre of all that we do
- Safeguarding is highly effective
- We have an organisational structure which meets the needs of the school and is affordable
- Governors make decisions based on their knowledge of the school and they do not shy away from challenge and making the right decisions, even if those are difficult. This includes recent years' restructuring of the school and creation of roles the GB believes to be essential in strengthening the school (such as Head of Care and Safeguarding, Head of Autism Research and Development, Head of HR and Head of Finance and Operations).

This has already led to several very positive changes in the school, for example:

- Robust Safeguarding, shared amongst a large and well-trained team; this has enabled to the school to monitor very closely trends and patterns of behaviours and context behind those and respond with highly personalised approaches; this has resulted in all students being known very well and agile system of monitoring and response, including that with external agencies.
- Research carried out with the students has enabled staff to make classroom changes to create calmer and more effective learning environments. This, in turn, has begun to reduce behavioural issues and 78% of students feel staff help them to do their best and 71% strongly feel they can talk to staff if they have anything worrying them. Other areas of research include teaching methodology and resource usage which will help teachers be even more proactive in creating positive teaching and learning experiences for their students.
- Middle Leadership has been significantly strengthened, with clear lines of accountability held by the middle leaders. These have strengthened Key Stage leadership and enabled each Key Stage to be more autonomous, whilst also working within the overarching plans for the school.
- Other new appointments such as the Job Coach have also brought about very positive outcomes for students, such as the many opportunities for work experience, internships and work preparation. Readiness for work opportunities are provided across the whole school.
- There are also many voluntary opportunities students take part in such as the fire cadets, BIMA digital day – winning the Vodafone challenge last year, Salvation Army appeals and volunteering at several food banks. All of which provide the students with a range of

	<p>social, personal and work-related skills. The school continues to develop these opportunities, as we feel they are a crucial part of developing our students for life in general.</p> <ul style="list-style-type: none"> - The school has close links with families and there are weekly celebration assemblies, coffee mornings and an active PTA, established by me in 2016 and developing since then. PTA leads on community events, which bring people together during Summer Fair, Christmas Fair and other fundraising events, such as Jim Jam Jog, Invite Loved One to Lunch or Charity Football Matches. A programme of parental training and workshops further supports the families.
Sub-criterion	B. Brief summary of main strengths and areas for development
Quality of Education	<p>Outstanding</p> <p>The leadership team continues to develop teaching and learning through a range of strategies. The first of these is through developing a collective commitment to becoming passionate for learning through being a Learning and Research Organisation. The school not only carries out ground-breaking research on its own but also in conjunction with a wide range of other bodies such as local universities and the National Autistic Society.</p> <p>To improve teaching and learning through this methodology, staff are being trained and supported in both carrying out research projects and how they then impact on the work they do. For example, a recent research project is looking at the students' views regarding their learning environments and this has already led to many changes taking place within classrooms, such as colour changes, de-cluttering and the way resources are utilised. These in turn are having a positive impact on helping to provide calming behavioural environments, which has helped those some of those students whose behaviour has been a concern due to stimuli overload in the past.</p> <p>The school is developing a Competency Based Framework to support all staff in meeting their requirements for their specific role. This will include support developing teaching skills and knowledge where required, planning support, mentoring and coaching. Such as bringing in a leadership and develop coach to work with all staff across the school to enhance their leadership qualities and skills. Verbal feedback from staff has been highly positive and created stronger working relationships, staff feeling more confident with each other and so creating more unified teaching and learning teams. Plus, this has created an increased awareness of each other's job role and workloads, which in turn has created mutual respect.</p> <p>The school has also provided inspirational leadership and management training on helping staff manage and deal with change and help them be the best they can be. This has created teaching and learning teams who are now solution-focused which, in turn, enables them to provide teaching and learning in a more focused manner for their students. As a result, 78% of students feel staff support them to do their very best.</p> <p>Middle leaders work with staff regularly to ensure consistency and a developmental rather than adversarial approach is utilised to help develop all staff to improve their teaching and learning skills. This has resulted in 86% of staff now feeling the school challenges all students to do their very best. Also, the quality of teaching and learning based on observations, learning walks and work scrutiny have demonstrated that in 2018-19: 90% of teaching and learning (21/24 teachers) was good or outstanding</p>

Where it was judged that weaknesses were present, teachers were provided with coaching and support by the Key Stage Leaders and Deputy Headteacher and given other opportunities to demonstrate improvement. The success of this can be seen by the fact that in 2019-20: 100% of teaching and learning (22/24 teachers) is good or outstanding.

Where issues have been raised during the above round of Quality Assurance, staff have again received support, further training and mentoring in order to bring about improvements. This process is supported by the Key Stage Leader and Deputy Headteacher.

The school constantly enhances staff' Continuous Professional Development programmes. All line managers can and do recommend a wide range of professional development opportunities to staff and these are positively taken. Training in maths, reading, writing, autism, behaviour support and others have all had positive impacts on the school:

- Teachers' ability to be more effective in maths for example has led to a 1% increase in progress rates already and this will continue to improve as we embed the skills.
- The ability of most staff to see behaviour as a representation of need and so support the need and respond appropriately to challenging behaviours has also improved. This has resulted in over 70% of students feeling staff look after their emotional health.

However, we continue to develop staff and there is currently a big push on reading across the school as we perceive this to need further improvement. There has been significant investment in home school reading through the Bug Club and year on year there has been steady progress with 90% of students across the school now making expected or more than expected progress in relation to their starting points. This area had previously been a weakness for us hence our drive for improvement and the continued training we will be putting into place over the next year.

Over the past year we have started to embed into each classroom all recommended specialist therapeutic support interventions related to students' EHCPs, as well as those suggested by our various therapeutic specialists. This has resulted in the vast majority of students not missing time out of their learning as where possible therapeutic interventions take place during lesson periods. This has included the likes of Lego Therapy which has been embedded in classes and has allowed students to develop their social interaction and communication needs. Also, SALT interventions have been delivered in classes and supports students with targets that are captured within their EHCPs. Other such examples include, Restorative Practice which has been used to discuss conflicts and has been the basis of debating but is also used to repair relationships and to develop a common language across the school. This has created a culture where staff see therapeutic intervention as an integral part of learning and not something which is separate. All of which has developed students' confidence and thus created a greater thirst for learning. Hence, 74% of students feel staff listen to them and 71% feel they can work independently and 97% of parents feel their child does well in school.

Other key elements supporting teaching and learning across the school is the implementation of the Life Skills curriculum. This includes outdoor learning and our Career Strategy and Job Coaching initiatives which include Internships and Apprenticeships in our provision. Again, this has resulted in a change of mind-set for staff who generally view these strategies as being integral to their teaching and learning on a daily basis from Key Stage One through to Key Stage Five.

This has led to students being more able to make their own decisions, take risks, challenge their learning and explore themes etc. in more depth and generally be better prepared for life in general. All of which has helped improve students' attitudes to learning and develop a real enthusiasm for knowledge. A recent student survey indicated that, 91% of KS4 and 81% KS5 students felt the school helped them develop as independent people. Furthermore, 79% of KS4 and 78% of KS5 students felt the school provided them with valuable information for their futures.

The school uses a pathways model to track and monitor student progress and sets high expectations. Where appropriate students in Key Stages Three, Four and Five take a range of formal and non-formal assessments including accredited examination.

Students also undertake a wide range of life skills development and work experience placements such as nursery placements, art gallery placements and work experience within animal care settings.

This has led to the school having 100% non-NEET pupils when they leave the school. All students move onto meaningful destinations and are tracked three years after leaving. The majority of students are still in progressive education.

In terms of teaching and learning directly, the school's Feedback Policy means that staff feedback to pupils is always appropriate to everyone's needs and developmental situation. Feedback happens in the following ways:

- In the lesson - constant questioning allows constant verbal feedback. Teachers/TAs stop, reframe and adapt lessons as they are teaching based on the live feedback that they are receiving.
- Students are given time to process questions so they understand and can respond appropriately. The school has been working on a project to support metacognition and improve the students' awareness and understanding of key concepts within the curriculum. This in turn has enabled students to cope better with staff questioning and are better placed to process information.
- In-between lessons- after lessons, teachers/TAs reflect on inconsistencies, misconceptions and sticking points. They plan to cover these in the next lesson. Feedback between lessons varies depending upon Key Stage.
- In-between the units of work- teachers/TAs reflect on the common weaknesses or knowledge gaps of the class. To ensure they are addressed, teachers/TAs plan time in the next unit to recap these areas (interleaving). This enables pupils to adapt and change their work to improve and enhance it, thus developing their skills and knowledge more effectively.
- Following feedback and teaching and learning review the staff also then review the curriculum- teachers/TAs look at achievement across topics, they know where the underachievement and overachievement areas are and they use this information to then adapt schemes of learning to each individual. Any interventions are also quickly enabled to help both stretch the more able and support those who are not progressing as they should.

Overall, our outcomes are very positive:

Average Progress rate	2017/18	2018/19
Maths	94%	95%

		<table border="1"> <tr> <td>Science</td> <td>94%</td> <td>83%</td> </tr> <tr> <td>Reading</td> <td>94%</td> <td>90%</td> </tr> <tr> <td>Writing</td> <td>92%</td> <td>89%</td> </tr> </table>	Science	94%	83%	Reading	94%	90%	Writing	92%	89%	<p>An analysis of school data has demonstrated that as the cohort and needs of the students have changed within Abbot's Lea School this has meant that often students starting points are different to previous cohorts of students creating slight fluctuations year on year. However, overall this information also shows students make at least good progress.</p> <p>Students' needs have become more complex and the co-morbidity of conditions has meant that the population of students has changed throughout the school.</p> <p>This has been acknowledged and the school is working with a number of strategies to improve students' readiness to engage with learning including SCERTS, the Zones of Regulation and the work of the multi-disciplinary team.</p> <p>Students make personal milestones and progress in relation to their starting point and this progress can be seen through the individual My Plans, which work in partnership with the students EHCPs.</p> <p>The picture overall shows that students have made personalised and individual progress against their own targets. These are set in line with their starting points in school, their progress through phases and also on their individual needs. Continual monitoring of the progress data of all students will continue throughout the year and the picture will develop further over time.</p> <p>Where students are working towards their targets, extra support will be given to enable them to move forward. Where students are on track to meet their targets then they will be stretched to exceed their targets and where student are exceeding their targets they will be challenged further, and targets will be adapted to reflect this.</p> <p>Initial assessments have been made by the class teacher and all the students within the Abbot's Lea School EYFS are currently working below the expected standard for their age due to their complex learning needs.</p> <p>Despite that, all students have made progress throughout the year against their own personal milestones.</p> <p>Further assessment and tracking of this will be evident throughout the year as this has to statutorily be reported to the Local Authority.</p>
Science	94%	83%										
Reading	94%	90%										
Writing	92%	89%										
<p>Behaviour and Attitudes</p>	<p>Outstanding</p>	<p>In line with the vast evidence in the field of psychology and Autism, all behaviour is a form of communication.</p> <p>As all of our students has Autism and learning difficulties, as well as complex co-existing special educational needs and disabilities (SEND), their behaviours and attitudes are always taken in the context of those complex needs.</p> <p>We have high aspirations for, and expectations of, our students and, as a school, we see it as an integral part of our special school function to help our students develop self-esteem, self-respect, learn better coping strategies, and as a result of that, enjoy more socially appropriate and, in turn, rewarding, ways of interacting with the world around them.</p>										

<p>The vast majority of students enjoy coming to school and generally respond very positively to the school's high aspirations and expectations of behaviour.</p> <p>There are clear and robust systems for minimising the impact of low-level disruption on learning.</p> <p>Our behaviour policy is underpinned by our shared values which have a strong focus on celebrating diversity and respect for all. This has led to a significant reduction in bullying and incidents of prejudice and discrimination. School leaders are visible and engaged in supporting effective management of students' behaviours by class-based staff and are often around overseeing practice. There is a high level of consistency amongst staff in ensuring good behaviour. There are high expectations of attendance, punctuality and uniform, whilst reasonable adjustments are made where needed, due to disability.</p> <p>Students' attendance at Abbot's Lea is very positive with 2017-18 figures being 94.3% which was higher in relation to national figures for similar schools nationally, 2018-19 was 93.4% which is very positive against similar school nationally.</p> <p>There have been no fixed term or permanent exclusions since September 2016. This has been partly due to the school aspiring to operate a non-exclusion policy, and the fact that our school has recently developed the philosophy on behaviour that: 'All behaviour is a form of communication.' Staff have undergone significant training and support in developing this new approach and whilst there is still some resistance to this philosophy in a small number of staff, it has been well received by others. For example, in EYFS/KS1 2018/19 was 90% felt behaviour was good and this year 78% but this drop has been due to a change in cohort some of which have not settled yet. A recent Autistic Society review has been highly positive about behaviour across the school and the manner in which staff deal with issues. For example, they stated that in over 30 + observations they did not see one recorded concern around behaviour support. In their report they are going to recommend that the school provides further support for parents to understand the school's approach as the methodology adopted by the school is considered 'best practice.'</p> <p>KS3 students' views were mixed with only 26% of students being positive about behaviour. However, school evidence demonstrates that this is due to a core group of approximately five students with extremely high needs. Interventions to overcome these issues have included reduced class sizes, developing an individual curriculum programme for one student, and the others receiving specific therapeutic support to tailor provision to needs. However, these interventions are too new to be showing a clear impact in Key Stage 3.</p> <p>Key Stage 5 information regarding behaviour has been disappointing in that the recent survey indicated 33% stated behaviour was good but 56% felt they were unsure. However, discussion with students following the survey indicates that many opted to say they did not know because they did not spend a lot of time in the other parts of the school. They were positive about behaviour in their area of the school.</p> <p>The Abbot's Lea School values are shared and well embedded throughout the school and SMSC provision is exceptional. A strong and well-resourced provision means that students are supported effectively, whatever their need and the school provide extensive support for students regarding their mental health and emotional wellbeing. For example, staff have opportunities to consult with a CAHMS practitioner, students have access to Educational Psychology clinic, Child</p>
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<p>Psychotherapy advice and the school's own Family Adviser support is given to students' families, with Early Help Assessment Tool (EHAT) also utilised.</p> <p>The school also commissions external therapists to support students where support is more urgent.</p> <p>Student Voice and Student Leadership are a strength of the school with a highly active School Council, the Head Boy and Head Girl system linked to peer support through things like assemblies led by students on themes such as bullying, health issues etc. have helped create positive student attitudes. For example, a recent survey demonstrated that 81% of students felt the school taught them to respect others. Students have significant opportunity to develop leadership skills including through ambassadorships locally (Anti bullying Ambassadors), nationally (entrepreneurship) or internationally (British Council projects).</p> <p>The Abbot's Lea experience ensures that students access a range of trips and activities during their time at school, we are also proud of the external voluntary and other activities our students participate in and the community view of our students. Examples include the students who have engaged in community work with local foodbanks, delivering afternoon tea to elderly groups and working with a local farm to produce products for the YMCA. All of which helps our drive to ensure students develop mutual respect for others and treat everyone equally. This is supported by the fact that 81% of students felt this was the case and 90% of parents feel we are good at developing students' personal skills.</p> <p>In terms of developing attendance and punctuality the school does this through assemblies, support staff contact parents on day one as does the school attendance officer so that parents gain a view of what their child has missed during the day. Also, a clear focus on the importance of attendance is given during calls. Students have won local attendance awards. Another individual example is a student who was school phobic being supported personally by staff through being collected and taken home. This included taking time just sitting on the school premises to build confidence and self-esteem. At this point they were being educated totally at home, with HLTA support. A year later their attendance is 92% in school and engaging with their education.</p> <p>Key Stage Leaders have developed staff so that they now have the skills to ensure a clear line of dialogue with families which has built robust relationships between home and the school. This in turn has helped to support the positive attendance figures over time.</p> <p>Our robust data tracking programme has enabled for a much more forensic analysis of attendance on a daily basis. The importance of good attendance became a whole school focus; with Heads of Key Stage and form tutors taking more ownership of ensuring good attendance for their tutor group/year group. Key groups of students were prioritised; including Pupil Premium students and there was increased focus on engaging parents and carers, to ensure they understood the importance of good school attendance.</p> <p>Student attendance at Abbot's Lea is very positive with 2017-18 figures being 94.3% which was higher in relation to national figures for similar schools nationally, 2018-19 was 93.4% which is very positive against similar schools nationally.</p>

		<p>Current figures for 2019 – 2020 are:</p> <p>Whole school: 90.97% Unauthorised absences: 2.19% PA: 25%</p> <p>Analysis shows that the dip in attendance figures this year is due to two main issues:</p> <ul style="list-style-type: none"> - Firstly, there is a small cohort of students who are non-attenders due to complex mental health problems. Regular meetings and welfare checks take place and these students will be reintegrated into school as soon as they are well enough to attend. - Secondly, the school was hit by a sickness bug in December resulting in a high number of students missing school due to illness. Attendance in the primary department is higher than in the secondary department. <p>We will continue monitoring trends and supporting students and families in a systematic, yet personalised way.</p>
<p>Personal Development</p>	<p>Outstanding</p>	<p>The curriculum at Abbot's Lea school extends well beyond academic, technical or vocational aspects.</p> <p>Our Philosophy of Education: The ASD Model © launched in 2016 and developed ever since, placed equal focus on:</p> <p>A – academic progress S – specialist therapeutic support D – development of life skills</p> <p>We have introduced a range of health and fitness opportunities such as judo and the impact on the students has been that 73% of students feel the school helps keep them healthy. A key part of this development, which the school considers as outstanding is the work done in relation to life skills, employability and readiness for work.</p> <p>In December 2018 the Employability Curriculum was approved by Governors. We are now 1 year on, with the external moderation of The Gatsby Benchmarks needing to be met by all schools by the end of 2020. In order to ensure we hit these targets last term we saw the sequential mapping of employability take place for the whole school which shows careers activity within each of the 5 key stages and mapped against Gatsby Benchmarks.</p> <p>This demonstrated the following strengths:</p> <ol style="list-style-type: none"> 1) Our last CEC (Careers enterprise company) compass evaluations were completed in December 2019 and each Benchmark was assessed as above 75% with 4 out of 8 Benchmarks being assessed as 100%. 2) Our Employability progress is monitored by the Careers enterprise company via a business advisor and as part of the Careers hub who are more than happy with our progress and have made requests for us to assist them in information sharing specifically around SEND employability.

3) We are on average 55% higher in each benchmark (delivery) than schools nationally (2018 figure).

In terms of our Supported Internship programme the first year saw us start with 4 students and retain 3, with one employer. One student went into employment after the Internship and the others (including the one who dropped out from SI and returned to class-based learning) moved on to other meaningful learning options (FE College and SI).

This year, we have doubled our SI numbers, with 8 students with 4 employers and predict that 5 of those students will go into employment with host employer.

We are the only school to have an intern in an Engineering role.

One of our Interns from last year won the 'Merseyside Young Woman of the Year' award for overcoming barriers into employment.

As a result of this excellent innovative work, the DfE have asked us to be part of a supported internship review panel, and we are the only school in the north west to be asked to do this.

Our Job Coach also sits on SEND Employability Forum who are working towards more thorough monitoring and tracking of activities undertaken (through the Careers Enterprise Tracker and Compass Plus). This will enable both us and other schools to have a much more concise and moderated view of our success or otherwise in this area.

Links with other organisations has led to us being able to utilise the 'Whole school career of the month' lesson plans and activities, which are appropriate for all age ranges. These have provided excellent support to staff in developing this work across the school. In turn students have been able to experience a wider range of appropriate activities as well as generating student interest.

Other key achievements have also been the ability to simulated work ex environments.

- Securing and retaining employers for S.I for September 2020
- The successful launch of the café project onsite to provide further opportunities
- The Achievement of the Quality in careers standard kite mark for the school
- Improved opportunities for Primary students
- The review of school refuser resources and how we work with these students, which in turn has led to several now attending school regularly.

However, we are not resting on our accomplishments to-date but are seeking further opportunities for exposure to HEI, and we are currently working with Open Awards on this.

The curriculum further supports learners in developing their character – including their resilience, confidence and independence. This has resulted in 71% of students feeling the school helps them look after their emotional and mental health. This is done through activities such as students leading assemblies, doing voluntary work. Students also mentor other students and supporting reading across the school. In terms of keeping healthy and safe the school we have invested in activities such as Judo, Fire Cadets, healthy lunches, sex and relationship classes and a wide range of other activities.

		<p>Lessons are delivered within the PHSE/Life Skills lessons and delivered within the weekly assemblies led by the Deputy Head teacher. There is a clear focus on this and there has been an improvement on students' wellbeing and outlook on life with over 70% of students feeling the school does this well.</p> <p>As all students at each stage of their education are given opportunities to prepare for work and have a wide range of life skills preparation across the school, learners are highly prepared for the future success in and for their next steps. For example, EYFS/KS1 pupils experience 'Build a Bear' where they learn to use shop tills, meet customers and deal with issues. In KS4/5 a range of work experience is provided such as at local vets, care homes etc. The next steps in a student's life include the likes of Supported Internships, further education colleges, apprenticeships. Some of these learners have progressed onto university to study a broad range of subjects including Sports Science and Motor Vehicle Mechanics.</p> <p>Through a wide range of assemblies, themes and topics all students are very well equipped for life in modern Britain by: equipping them to be responsible, respectful, active citizens who contribute positively to society, we develop their understanding of fundamental British values – developing their understanding and appreciation of diversity – celebrating what we have in common and promoting respect for the different protected characteristics as defined in law.</p> <p>The assemblies form a big part of the curriculum and provide opportunities for students to develop their critical thinking skills and also learn about Fundamental British Values, such as respect and democracy. They also form the basis of the life skills development and provide students with meaningful topics that relate to the safeguarding curriculum. These topics include the likes of e-safety, terrorism, employment options and puberty. These are led by the Deputy Headteacher and all students across the departments come together to learn.</p> <p>Students also have the opportunity to lead assemblies on topics such as discrimination, autism and supported internships. Throughout the assembly's students are encouraged to use their voice and share their thoughts and opinions. The assemblies also act as the basis for recognising outstanding work through the students of the week announcement and they are also used to promote attendance.</p> <p>Families are also invited to the assemblies, which are very well attended.</p>
<p>Leadership and Management</p>	<p>Good/Outstanding</p>	<p>We feel leadership and management is good with outstanding aspects. We have given an overall judgement of good, however, as we are being cautious in our view due to the number of new initiatives the school has recently undertaken.</p> <p>These include the new behaviour policy and practice; a new restorative practice approach and further team teach training with an emphasis on de-escalation. Unfortunately, some of these changes and initiatives have unsettled some staff and although school data does not support it, many have mixed views of the leadership team and some feel behaviour has become more of an issue. However, the recent staff survey has shown that even considering their views of the above, 79% of the staff enjoy working at the school, and 91% of parents feel behaviour is good in school. Also 93% of parents would also recommend our Abbot's Lea to others.</p> <p>There is an explicit vision for Abbot's Lea School underpinned by a strong set of shared values. Our ethos of opportunity for all students, our focus on the families and our total commitment to continual development of professional practice form the foundation on which all of our leadership decisions are made.</p>

<p>There have been significant changes at both middle and senior leadership levels in recent years. Therefore, a significant emphasis has and continues to be placed on training and investing in leadership development.</p> <p>A more rigorous and inclusive staff coaching, and development programme has been introduced. There has been a smarter and more targeted investment in staff (both strategically and financially, overseen by the Head of HR). A clearer and focused School Development Plan ensures that all levels of leadership within the school understand it, take ownership and responsibility of and for it and are aware of how they can contribute.</p> <p>Both individuals and key groups have been invested in and developed as appropriate. For example, professional competence has been developed via national teaching leadership and HLTA qualifications, leadership training and coaching has improved confidence of staff to manage themselves and others and empowered them to problem solve within teams and Key Stages. This development of staff has led to more effective Key Stages where teaching and learning has improved consistently and so led to positive outcomes for students. Continued professional development will continue to have a focus on leadership and ensuring effective succession planning.</p> <p>There has been significant planning and investment in NQT programmes and developing all staff in general, through focused twilight and INSET training that has led to the implementation and embedding of key areas of thinking such as Team Teach, SCERTS and Restorative Practice. Last year specific focus was given to maths, which has resulted in improved staff skill sets and so increased progress for students within maths. Therapies such as SALT and SCERTs have become key factors in the school, and this year the focus is on behaviour support, restorative practice and reading. There has also been a focus on reducing workload using a rigorous framework that underpins core expectations and structures support for both early career teachers, and teachers as a whole.</p> <p>The whole school Performance Management system has been overhauled to ensure it has the relevant rigor but also has its roots firmly within staff and school development. This has helped change the emphasis of appraisal from high stakes accountability to a more collaborative process driven by staff, focussing on career aspirations and development, coaching, mentoring and opportunities for all staff to lead on a range of aspects such as life skills development, delivery of specific therapeutic interventions and programmes such as mindfulness and yoga. These have helped staff become more engaged in their roles and have helped develop staff confidence and produced a greater feeling of ownership</p> <p>Through middle leaders working closely and meeting with the SLT on a weekly basis communication across the school has become clearer. However, as with all forms of communication there is always room for improvement, and this will constantly be worked upon.</p> <p>The impact of our work on strengthening leadership and developing consistency has been seen in the following ways:</p> <ul style="list-style-type: none"> • Improvement in achievement and progress in the school's results; • Increase in number of internal applications for leadership positions; • Improved recruitment practices, ensuring only those candidates who fit our vision are appointed; • Steady retention across the teams, with those exiting doing so for promotion or career diversification; • Staff leading significant areas of whole school change (e.g. curriculum development, oracy and life skills).
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		<p>The Governing Body has also changed significantly over the past several years through more strategic appointments, training and greater involvement with the school. This has resulted in greater challenge and support but also them having a greater understanding of the school. This, in turn has led to more robust and accurate strategic leadership from this body to the school. Further ways in which they can work more closely with the school are continually being explored and developed. The GB has undertaken a formal review of governance conducted by the National Leader in Governors, who continues to support the school through leadership coaching and bespoke training.</p> <p>Our SDP outlines the following priorities for this year to secure outstanding practice and outcomes:</p> <ul style="list-style-type: none"> • Develop professional accountability • Develop and retain teachers • Continue to shape governance
<p>Safeguarding</p>	<p>Effective</p>	<p>The arrangements for safeguarding are highly effective.</p> <p>The school's work to keep students safe and secure is outstanding.</p> <p>Staff and governors take shared responsibility for safeguarding students.</p> <p>Training for staff and governors on safeguarding children is comprehensive and up to date.</p> <p>Systems for ensuring staff suitability and for reporting any concerns are robust.</p> <p>The Designated Safeguarding Lead is highly experienced and leads a team of 9 Deputies, all of whom are trained to the DSL level.</p> <p>Record-keeping is meticulous (using online CPOMS system) and individual cases are reviewed regularly by the full Safeguarding Team, which results in prompt action always being taken to safeguard the students.</p> <p>School staff regularly carry out welfare checks on any students who are absent from school.</p> <p>Safeguarding in the curriculum is fully mapped out across the school. Students learn how to keep themselves safe and are fully aware of issues such as those relating to e-safety.</p> <p>Early Help is a priority. Specific training on how to support families (including 'hard to reach' families and responding to signs of neglect has been embedded across the school. This has led to a significant fall in referrals into social care since September 2017.</p>

		<p>E-Safety is a crucial part of our curriculum and all students are taught how to keep themselves safe from a very early stage within the school. Thus, all students have at least a good understanding of what to do should they find themselves with e-safety issues.</p>
<p>Early Years</p>	<p>Outstanding</p>	<p>Overview</p> <p>Early Years: At Abbot's Lea School, our Early Years provides provision from ages 3-5. EYFS is a crucial building block for each child in their school journey. Our goal is that each child develops their communication and cognitive skills as well as their physical and emotional wellbeing whilst embedding a positive attitude and a love for learning that will continue to grow with them on their journey through Abbot's Lea School.</p> <p>We provide solid foundations that children can continue to build upon on their journey through Abbot's Lea School.</p> <p>There are currently 3 children on role. It forms part of the EYFS/KS1 key stage. Our Early Years class is shared with KS1 pupils with 9 children in total and is staffed by 1 teacher (key stage leader) 1) HLTA and 3 TAs. KS1 has 15 children on role and are split into 2 classes. 6 year 1 pupils share provision with EYFS and 2) year 1 share provision with 7 year 2 children. This class is staffed by 1 teacher, 1 HLTA and 2 TAs.</p> <p>Our children share lunch and play times together as a key stage and as a primary department ensuring transitions through each key stage are embedded from an early stage.</p> <p>Our provision consists an indoor area, with a 'quiet room' for pupils to access should they need a quiet space to self-regulate. We have a private outdoor area with access to a shared 'pirate ship' and sand area and large playground which provides space to develop gross motor skills and vestibular and proprioceptive input with climbing, stretching, digging and space to use trikes and bikes.</p> <p>Considering of each child's starting points we carefully develop a flexible curriculum which enables each child to follow their own learning journey path that is unique to their needs and stage of development.</p> <p>Children in our Early Years class follow the EYFS curriculum. The teaching of all areas takes the form of practical and playful experiences for the children to access with increased independence and challenge from adults where appropriate. We provide a balance of adult led sessions as well as independent learning opportunities that help children to think critically, play and explore and become active creative learners. High expectations, dedicated staff, clear systems and procedures with detailed induction processes (for children and families) ensure a smooth transition into the EYFS. Information from home visits, baseline assessment and ongoing observations are effectively used to plan personalised support for every child, ensuring that children achieve as much as they can from their individual starting point. The needs of all groups are catered for to ensure that we are inclusive, and every child receives an enjoyable and challenging experience across all areas of learning.</p> <p>Our indoor and external EYFS learning environment is arranged as follows: Our indoor area is designed in a way that allows us to store items away, preventing over stimulation (which may be a problem for our children) and allows us to set up a range of experiences throughout the day. This gives the children structure that they require and the freedom to access activities tailored to their next steps. Our indoor provision always has a reading area; which reflects the range of reading abilities we</p>

have, kitchen/home area, soft carpet area, writing/mark making area; which reflects the range of writing abilities we have and a curriculum display unit which is changed regularly to reflect a theme or interest the children may have at the time. We bring out other additional items such as sand, playdoh, art supplies, role play and small world items throughout the week so the children can learn how to access each appropriately and learn specific skills.

Views of those who use our setting and work within it

We continually strive to improve our communication as we fully appreciate the importance of home school links and developing a strong partnership with parents. We strive to be a listening organisation and continually review provision making adaptations, as required, to meet individual and cohort needs.

Stakeholder views are collected in a number of ways.

Child:

we strive to plan engaging and motivating activities for each child taking on board feedback, both verbal and non-verbal which can take many forms. If a child is disengaged in an activity we think of ways to work with the child, bringing in their interests and always working in sensory breaks and helping children to self-regulate throughout the day. Hence, 89% of our children enjoy learning and a large proportion of our parents feel the provision is good.

Parents:

are invited to an initial 'meet the team' and within EYFS and KS1 we invite parents to 'stay and play' with us. This is a time when parents can enter the class and learn alongside with their child. We have received only positive feedback from our stay and play sessions and we know parents appreciate being able to spend time with their child in their educational setting. We offer parents the opportunity to visit our 'Festival of learning' events, where parents can spend time with their child's teacher, discussing and celebrating the work of each child that term.

We also work closely with parents to ensure they are fully aware of any intervention taking place, seek their views on next steps and support for ways to help at home is always offered.

EYFS quality and standards – how well do we meet the needs of children?

Children consistently make good progress from their very low starting points. All of the children within the Abbot's Lea School EYFS are currently working below the expected standard for their age due to their complex learning needs. Despite that, all students do made progress throughout the year against their own personal milestones, which are challenging targets set from their baseline assessments.

<p>100% of our EYFS children made at least good personalised progress within prime and specific areas of learning and from that we can also see the percentage of children who made progress within the Early Learning Goals and have achieved either emerging or expected outcomes.</p> <p>The average point scores across the different areas of learning reveal our children made outstanding progress towards their Early Learning Goals considering their starting points when they arrived. All the children have an Education Health and Care Plans (EHCP) and are diagnosed with autism and learning difficulties.</p> <p>All pupils have achieved progress towards their outcomes despite of their learning difficulties and communication difficulties. This suggests that the systems set up are robust and the leadership mentoring is effective.</p> <p>All of our EYFS children are entitled under the universal offer to have a free school meal, however there are currently 0 children on FSM or PP in our EYFS settling.</p> <p>Pupils' needs are identified early; intervention is focused, targeted, planned for and effective. We work very closely with other services to meet the needs of the child and family and aim for early intervention. We have not yet had any girls enter at EYFS.</p> <p>The contribution of early years provision to children's wellbeing</p> <p>Personal development, pupil behaviour and pupil wellbeing are outstanding. The evidence from internal and external moderation of our work demonstrates that the learning environment is calm, purposeful and well resourced. Staff have good relationships with the children and with each other. Secure emotional attachments are formed.</p> <p>Personal, Social and Emotional Development (PSED) - 100% of children make at least good personalised progress within PSED.</p> <p>We feel pupils have been given an extremely good start to their personal, social and emotional development. In our school we track where the pupils are at through observing during play and also 1:1 adult activities. Through our weekly 'life skills' class the children are given extra experiences to develop all areas of PSED. Throughout each day PSED skills are embedded through activities such as extended snack, where all pupils come together to make a snack choice, to talk and socialise with their peers and to try new foods. During transition from snack to play, pupils are encouraged to clean up after themselves and get items they need for outdoor play such as coats and waterproofs. Pupils struggle with fine motor skills such as zipping up and placing buttons on coats and clothes, the EYFS team patiently wait for each child to have a go themselves and teach the skill of asking for help when needed. An adult will help with the coat and encourage the child to complete the rest, developing and building on skills each day. During our circle time activities, pupils learn how to sit in a chair and listen and share ideas with friends, which is why 100% feel they are respected, and everyone is treated equally.</p> <p>Induction and transition arrangements at the start and end of each year, along with arrangements for transition into Key Stage 1 are exemplary. Transition to Year 1 has developed well and is smooth with little or no upset to children. As previously stated, children in EYFS are in a mixed class with KS1 children and we work and play closely with KS1 and the rest of</p>

<p>primary. Pupils have the opportunity to play outside together every day, eat lunch together and each term children visit other parts of the school through our 'Curriculum Enrichment Day' activities. Parents are notified when class lists have been finalised and they have the opportunity to meet the new class teacher prior to the new school year. At Abbot's Lea School we have a full week of transition in July which helps to ease transition further and provides the new class team with a head start on strategies and planning for September.</p> <p>The children are happy, excited and motivated by their experiences with a 100% feeling they are well looked after. They are well behaved, play cooperatively and develop their independence during their time at school. Attendance is 96.79% in Early Years and 94.39 in Year1, 92.12% in Year 2. Adults are skilled in their interactions with children: they know when to intervene and when to stand back.</p> <p>All of children in the EYFS have a freshly prepared school lunch, however due to their restricted diet 2 pupils out of 3 have a packed lunch. As part of our life skills development, each pupil receives a hot dinner and is encouraged to try new foods and textures to help break down the barriers surrounding new foods. We encourage all children to access lunch in the hall with the primary department, however we have individual plans in place for those children who are over stimulated during this time and cannot access the hall. Despite where the children eat lunch, we use this time effectively to talk to the children, develop healthy eating habits, and encourage them to eat a wide range of foods. In addition, children build relationships with their peers.</p> <p>Children are physically active. The learning environment provides a good space for them to learn and explore. External areas have areas which help to develop core stability and upper body strength. There are places to climb, hang and roll. All reception children have 1 hour of specialised PE a week. Our children are fit and healthy</p> <p>Effectiveness of EYFS leadership and management</p> <p>Leadership and management of the EYFS is very good. An effective distributed leadership model is well established. As a result, roles, responsibilities and expectations are clear. There is a CPD programme which is tailored to meet the needs of the staff. Pedagogical skills are developed through regular QA cycles with key stage leader, Headteacher and Deputy Head. We work with our Local Authority Early Years Consultant and local schools through moderation to ensure that assessment judgements are robust, accurate and agreed. Leadership skills are honed through teacher involvement in the extensive partnership work that is undertaken with local schools. It is clear that the team is a cohesive unit. The leadership of the EYFS has ensured that all staff share the same vision and understand the purpose of why adaptations are being made. All staff have engaged in varied, 'EYFS tailored' professional development, in both general practice and specific areas of responsibility, e.g. developing the outdoor provision and we have further CPD to be arranged around enabling environments. The impact of these opportunities is noticeable in both the environment and the teaching.</p> <p>Safeguarding arrangements and strategies to ensure pupil welfare are outstanding. All staff attend a whole school safeguarding training session at the start of each academic year and refreshers during the year. 1 member of staff in EYFS is paediatric first aid trained. 3 members of staff across EYFS/KS1 are First aid trained.</p> <p>Frequent on-site risk assessments take place to ensure that our pupils are safe indoors and outdoors. Regular off-site trips form part of our provision. Safeguarding standards for these visits are outstanding. Trips we have been on include going to</p>

		<p>our local parks and cafes, joining primary on a cinema trip in our village, having work experience as part of our careers strategy from 3-19, we went to 'Build a Bear ©' in Liverpool One. Trips help to develop the pupils' independence skills, reasoning skills, helps them to cope with changes in routines and develops their social skills which all forms part of each individual.</p> <p>The pupil tracking system is continually refined and improved to ensure that all areas of learning are included. Assessment is consistent and informs future planning and intervention strategies. Each child's observations are tracked using '2 Simple' software, allowing adults to take snap shots of achievements and plan next steps. Each child has their own 'My Plan' which is framed around our holistic ASD Model ©. These are reviewed termly, with intervention and planning adapted accordingly to meet the needs of individual children. Provision is continually evaluated. The information gleaned is used to identify priorities for development, set staff targets, devise a bespoke CPD programme and continually improve provision. Equality and diversity are promoted: resources, images, texts and school lunches reflect our pupil population.</p> <p>The curriculum is broad, balanced and engaging. The development of self-selection, independence and continuous provision ensure that there is scope for children to follow their own lines of enquiry and play. Staff amend provision to follow and engage the children. Improvements to our environment have been well received so far, we have invested in new tables and chairs to help pupils access activities at appropriate heights, we have minimalised resources in class to encourage a calm purposeful environment and to reduce over stimulation, we have purchased a 'curriculum display unit' which show cases activities to inspire and engage pupils based on our theme or an interest at the time.</p> <p>Our priorities for EYFS are:</p> <ul style="list-style-type: none"> • To further improve life skills opportunities to increase progress in PSED and Understanding the World, giving our pupils the best steppingstones for further progress in KS1 and beyond. • Continue improvements to our outdoor area. • To develop communication skills and opportunities for all pupils to allow them to communicate independently and have the skills needed to succeed in other areas of the curriculum. • To develop fine motor skills for all pupils to give them the skills needed for handwriting • CPD for EYFS/KS1 team on enabling environments to achieve independent learning for all pupils.
Key Stage Five	Outstanding	<p>All students currently in KS5 enter it from within ALS (from KS4). Their transition into KS5 is smooth and well supported.</p> <p>Students who stay in Key Stage 5 continue to gain academic qualifications through the Functional Skills route in English, Mathematics and ICT.</p> <p>The focus is the continued development of life, personal and social skills in readiness for leaving school.</p> <p>As part of this, students complete ASDAN Employability. These courses provide the opportunity for students to work on tasks, which promote independence, confidence and self-reliance and provide opportunities to prepare for being economically able citizens within society.</p>

		<p>Students also study a range of ASDAN Short Courses that are on offer, this includes Personal Budgeting and Sex and Relationships. These courses link into the Certificate of Personal Effectiveness (CoPE).</p> <p>Students also have the opportunity to undertake a Supported Internship within Key Stage 5. This allows the students to embed themselves within an employer’s base for a minimum of six months, gaining the skills needed to undertake a range of different roles.</p> <p>Alongside their working pattern, students also engage in accredited learning through a work skills qualification and Functional Skills English, Mathematics and ICT.</p> <p>Students are also able to access Independent Travel Training through Liverpool City Council, which is delivered onsite at Abbot’s Lea School.</p> <p>Students also engage in a community day once a week, supporting external partners and engaging in life skills activities such as going to the gym and community visits.</p> <p>All students are supported with transition out of the school and supported by the school Job Coach to lead onto meaningful destinations as discussed earlier.</p> <p>Our priorities for KS5 are:</p> <ul style="list-style-type: none"> - To increase students’ participation in Supported Internships - To diversify opportunities on offer - To increase students’ ownership of their My Plans © regardless of the level of support needs required. <p>Destination data for the last two years:</p> <table border="1"> <thead> <tr> <th>Destination</th> <th>2017 - 18</th> <th>2018 - 19</th> </tr> </thead> <tbody> <tr> <td>FE College</td> <td>13</td> <td>11</td> </tr> <tr> <td>Mainstream Sixth Form</td> <td>1</td> <td>0</td> </tr> <tr> <td>Supported Internship</td> <td>4</td> <td>8</td> </tr> <tr> <td>Apprenticeship</td> <td>1</td> <td>0</td> </tr> <tr> <td>Employment</td> <td>0</td> <td>1</td> </tr> </tbody> </table>	Destination	2017 - 18	2018 - 19	FE College	13	11	Mainstream Sixth Form	1	0	Supported Internship	4	8	Apprenticeship	1	0	Employment	0	1
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