

Crowdys Hill School Self-Evaluation Form 2024-2025

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Crowdys Hill in Context

We are an all through special school (year 0 to year 14), for children with an EHCP, moderate to severe learning difficulties (working at up to half their age on average on entry; 4 years below on average, age related expectations in year 7). We are a local authority-maintained school. The school has expanded from 128 pupils in 2016, to 302 in 2023.

We have a **'learning for life'** ethos across the school, and the main emphasis is on developing the skills and knowledge needed to live an independent and productive life. We have a curriculum which is focused on their EHCP outcomes. Our pupils' study national curriculum subjects, heavily adapted to meet their needs. We have an emphasis on **communication and** strive to promote the development of communication skills. We have a small farm, where pupils learn about animal and plant needs. We have a science lab, cookery rooms. And art room, a drama room, and music room where pupils have the same opportunities as their mainstream counterparts. We want our pupils to live as independently as they can.

3.9% of Swindon's pupils have EHCPs, the national average being 2.9%.

On average through SBC banding, we received £22,000 per primary pupil, and £19,000 per secondary and Sixth Form pupil. The main area of need in primary is autism and SCLN, and in secondary and Sixth Form is SCLN.

How does your school compare to average schools?

Pupil premium pupils 122 pupils (40%). FSM national average is 23.8%.

<https://explore-education-statistics.service.gov.uk/find-statistics/school-pupils-and-their-characteristics/2022-23>

We have 19.6% EAL, and we analyse their English-speaking capacity each year. Our literacy lead uses this information to target interventions. Portuguese and Konkani speakers are the largest ethnic minority in Swindon.

Most of our pupils are white, British backgrounds. The school a range of socio-economic backgrounds in Swindon and surrounding areas.

Swindon has some of the top 10% deprived areas nationally. We have 13% low income households, compared to 8% in Swindon. 30% of our pupils are from the most deprived areas of Swindon.

There is very little mobility throughout the phases. We have up to 5 in-year admissions each year, usually in primary phase. The school remains oversubscribed. Around triple the number of spaces each year.

Staff and Grounds

We have high staff: pupil ratios, ranging from 1:6 to 2:1 dependent on pupil needs. We have 60 teachers and instructors, plus 4 casual supply; and 72 teaching assistants. We have a very stable teaching staff, with staff usually leaving due to retirement, moving out of the area, or promotion. We have been impacted by teaching assistant and speech and language therapist shortages this year.

We have developed our succession planning to reduce the supply staff expenditure, as this was in excess of £60,000 each year. We have trained TAs to cover lessons, this also means that the children get more continuity, and the teaching staff can liaise more with the cover staff, leading to calmer and more productive cover lessons. We also employ 4 speech therapists, one counsellor; and other support staff, such as autism champions, and attendance champion.

We have a small farm for use by pupils. We have a purpose-built science lab, cookery rooms, two halls, therapy rooms, physiotherapy rooms, sensory rooms and outside play areas, or chill out areas for the Sixth Form.

We have a new college site for our Sixth Formers, developed through collaboration between Swindon New College and SBC. This has been open from September 2023 and is fully staffed.

We are starting the year understaffed in terms of TAs. This is a national shortage.

Areas to improve: From OFSTED February 2019

- Strengthen teaching, particularly in the secondary department, so that it is consistently challenging and meets the needs of individuals to ensure that pupils make strong progress and meet their full potential.
- Strengthen the use of the information available so that there is a shared view of the quality of education across the school and governors are better able to support and challenge leaders.

Progress:

- Since the last OFSTED, we have developed and embedded the use of an Evidence for Learning programme to ensure EHCP outcomes are used for planning, and pupils progress well; and we have developed and embedded the use of B squared programme to ensure good progress in subjects through better use of monitoring and assessing. This has led to much improved SEN pedagogy across the school. There has been much improved reading/ phonics progress due to a thorough staff training programme and embedding into our curriculum. Our QA processes are robust and collaborative, forming professional dialogues to ensure pupils are challenged in their learning.
We had excellent feedback on the curriculum offer, teaching and learning in May 2024 OFSTED deep dives.
- We have changed the format of the HT report for governors and staff, to make it more user friendly. We will continue to develop how we report to all stakeholders, to allow a clearer view of our progress and priorities.

From OFSTED 2024 May	Where we are now- term 1 2024
<p>Leadership and management: Safeguarding- records need to clearly and consistently record the actions taken in response to safeguarding concerns</p> <p>Attendance- need to ensure the attendance strategy and work with parents is effective in ensuring pupils attend with greater regularity</p>	<p>Leaders regularly monitor and put actions in place for safeguarding records. Term 1- leaders are looking at focusing on particular themes to analyse effectiveness. - see safeguarding strategy plan Leaders implement our attendance policy, and evaluate the impact of actions, putting support in place as needed. - see attendance strategy plan</p>
<p>Leadership and management: Governors need to have sufficient oversight of the school's work. Governors must increase their level of challenge to school leaders.</p>	<p>We have a new Chair of governors in place. We have new GB member with experience. GB have completed monitoring visits, and improved their minute taking to show the</p>

challenge of questioning taking place in GB meetings. They have undergone an external review from NGA. See GB action plan.

Quality of Education

OFSTED comments in italics

The intention of our curriculum

Learning for Life:

We have obtained views from staff, parents and pupils, and will continue to do so throughout the year. We have changed our curriculum to include project learning in KS1- year 11, which is focused on humanities. This is to produce a more coherent and embedded curriculum, where there is more repetition and building on prior knowledge, and also contextualising concepts. Pupils have separate NC subjects with emphasis being on Maths and English, then PSHE and The Arts. We also teach science and PE separately. This is reviewed each year with tutors, to ensure the curriculum is appropriate for the class.

We are further developing our methods of obtaining pupils' aspirations, which are discussed with tutors throughout the year. Our careers lead and our head of KS5 is ensuring that teachers use this knowledge to support pupils' goals.

We focus on the Learning for Life ethos, which promotes the relevance of the curriculum, to ensure that each child learns skills and knowledge which will support them in being as independent and employable as possible.

We have incorporated phonics programmes and communication strategies into Early years to KS3; KS4 and 5 now have more focus on functional communication and reading. We use Twinkl SSP.

We have employed TLR post holders to lead subjects, to ensure sequencing and cohesion across the phases. This has developed out middle leaders and allowed a real focus on the relevance and intent of our curriculum.

English

We understand the need for our students to have a range of opportunities to read, and we want to develop their love for reading. We assigned a senior member of the leadership team to develop the English and phonics curriculum to ensure progression and sequencing of English across the phases. This leader ensured that reading and phonics and communication cohesion across the phases was in place, and this has been assessed every year through an external reviewer with positive feedback, and we will continue to seek advice in this area to ensure we are implementing progressive programmes for the pupils. This has now been passed to a TLR post holder to continue the good work.

The aim is for our pupils to enjoy reading, read to the best of their ability, and use strategies to help them read with fluency. The aim for English curriculum is for pupils to be able to have a good level of functional literacy, to the best of their ability. Pupils leave us with Entry level 1 up to GCSE accreditations.

Last year we had some pupils in year 11 achieve level 2 English.

Maths

We have appointed a TLR2 post holder to ensuring that numeracy curriculum is sequenced and coherent across the phases as we had identified that this an area of the curriculum to develop. There was a complete overhaul of the maths curriculum year, based on quality assurance

evidence, research and feedback from stakeholders. We trained subject leaders last year to develop their middle leadership skills, and ensure their subject is moderated and monitored, and staff supported.

Our aim is for pupils to have a good functional level of numeracy, to the best of their abilities. Pupils do well in maths, and most reach Entry Level 3 or Level 1.

Last year we had some year 11 and 12 pupils achieve level 2 and GCSE level 4.

Project

We introduced a project into the curriculum from KS1 to KS3 a couple of years ago due to the changing needs and abilities of the pupils. We have found that this works well with our pupils, as they need a lot of repetition and consolidation, and they often struggle to generalise concepts across subjects. This is reviewed and developed each year to meet the needs of pupils coming up through the school. We have extended this to year 10 in KS4 this year to their needs.

The main focus of Project is humanities, the aim to bring it into functional everyday and relatable concepts. This also links to Science and PSHE, and therefore consolidates their learning across the terms.

Other subjects

Our curriculum offer varies dependent on the needs of the cohorts. Teachers focus the lessons on the EHCP outcomes of the pupils. **English, Maths, Science, PE, Art, Music, Farm, RE, and PSHE are timetabled as separate lessons from KS1-4; English and Maths, and PSHE continue into Sixth Form with Sports, and Vocational Options.**

We also offer art, music, science, drama, cookery as separate sessions with varying weightings, dependent on the needs of the class. We analyse the need to teach the topics included in subject syllabuses, and check that they are suitable for pupils. Subject leaders produce rationales for their subjects which is available to parents, and on the website. This is reviewed yearly, and changes with cohorts and needs of pupils. Moderation within teams, and with SLT throughout the year to ensure high quality schemes are offered, tailored to the needs of the pupils.

Further information on our current curriculum can be found in the curriculum documents on our website.

We have worked hard to develop small steps of progress in subjects where the NC steps were too steep.

We have ensured, through monitoring, evaluations and external training for staff, that the curriculum is sequenced, coherent and building on past learning.

Communication and Interaction

This is always a main focus for our curriculum as all of our pupils have communication needs. This is developed in drama and English lessons, across Early Years to KS5. In Early Years and primary, communication is developed through targeted sessions with our SALT team, and through phonics lessons, and extensive use of communication methods such as Signalong, PECS and now and next boards. We have our own speech therapists who lead on training staff, and setting realistic communication targets for pupils, and developing strategies to use in the classroom in all lessons, and we have just employed an additional therapist. We are continually re-assessing our abilities to provide a rich language environment. We have highlighted social skills last year, and incorporated sessions into the KS3 timetable.

All teachers are trained in delivering communication strategies, led by our speech therapist lead. Communication outcomes are expressed in the EHCP outcomes, and teachers will focus their lessons on these. All staff undertake training in communication techniques each year.

We are a Communication Friendly school (EKLAN) and an Autism Education Trust training hub. Please see Speech and language therapy developments plans and provision reports.

Personal and Social Development

We focus on mental health and well-being of pupils, as there is a need for us to support pupils who can't get access to external support. We have employed our own counsellor to work with the children. She works closely with parents as well. We will continue to develop and promote our own ELSA sessions and social skills sessions, which have been very positive in terms of outcomes. We have trained ELSA staff who lead these sessions. We have a wide range of emotional and relationship sessions throughout our PSHE and RSE curriculum.

We are a Thrive approach school, and provide trauma informed responses through staff training. We are rolling out an ambitious plan this year with new staff to lead the Thrive approach across the school.

Careers development drop down days contribute to pupil opportunities for developing their own aspirations. Along with residential trips, daily/ weekly trips out and about in the community allow pupils to have more experiences. We encourage all subjects to bring the community into their topics, to ensure that all pupils can access these opportunities. In KS4 and KS5 we offer a wide variety of work experiences, which we try to link to pupil aspirations. In KS5 we offer vocational courses at level 1 to develop pupils' skills in their potential careers.

Tutors use their time to develop pupils' social skills, and opportunities are provided in the PSHE sessions. Pupils in break and lunchtimes are encouraged to interact with each other and adults, due to the high number of staff available who model conversations.

We encourage trying new activities, and building pupil resilience through scheduled events, assemblies, PSHE, drama, trips and playtime (and other unstructured times). We audited outdoor learning last year and have produced information to support staff to take advantage of outdoor learning. This will seek to ensure that our outdoor learning offers are also sequenced and progressive.

Creativity

We have an art lead who coordinates the Arts curriculum, to ensure that there is more celebration of pupils' creativity, and a stronger emphasis on developing imagination. We will also be promoting creativity across the subjects. Cookery sessions focus on creativity, and pupils are encouraged to use their own ideas to personalise products, from KS2 to KS5. Cookery has been extremely successful in pupil outcomes, with all achieving level 1, and most attaining level 2.

Assemblies allow tutor groups to work together and present to the school. This is encouraged by tutors, and a supportive environment is provided to allow pupils to feel confident.

Music sessions, from KS2 to KS5, develop these skills. We also promote music sessions for individuals in Sixth Form who have shown a talent or love for learning music.

Each year pupils also attend Crowdys Got Talent show, which grows each year, and involves parents as well. We also run a school choir, open to all, which continues to be successful. We set up a Crowdys Hill festival, which runs each year. We also target music for some pupils who have shown a good ability or desire.

The art lead has greatly improved the art across the school, and the love of art in children here.

Physical and Sensory

We have two sensory rooms which are used regularly by the secondary and primary pupils. Staff are trained to use the equipment. We have experienced teaching assistants who lead motor skills sessions, SPARKS sensory sessions, and carry out physiotherapy and occupational therapy as directed by the OT and PT.

Pupils all take part in PE sessions weekly. In primary and sixth form we have external trainers in to promote specific activities. We offer swimming to all primary pupils, and year 7. We are lucky to be next door to the hydrotherapy pool, which allows us a lot of access for use by our pupils. Primary pupils take part in rebound therapy with trained staff, weekly. Early Years has a big focus on sensory balancing. Our site is wheelchair-user friendly and all lessons are accessible to all.

We have 2 playrooms in primary.

We have 2 sensory rooms.

We have extensive outdoor play equipment.

We have developed the sensory expertise of staff through training, and we have employed our own OT, and developed the physio support roles to lead SAPRKS fine and gross motor skills sessions.

We have set up two areas for the primary children to play indoors based on the needs of the new admissions.

Teachers frequently plan lessons that are stimulating and capture the interest of pupils. Pupils particularly thrive in practical lessons, such as cookery and work on the farm. In these lessons, pupils are highly focused and willing to share their knowledge and make new connections in their learning.

How have implemented our curriculum

Quality of Teaching and Learning:

Leaders evaluate the quality of teaching regularly. They use a variety of different approaches to ensure that they have detailed and up-to-date knowledge. The processes are collaborative with teachers and lead to effective support and challenge. There are strong processes in place should teaching need improvement and these are effective. We use evidence, as advised by OFSTED research, such as book/work scrutinies, and learning walks. We are tested the effectiveness of 'deep dives' last year, to really analyse the effectiveness of a subject and found that this was very well received from staff. We have had training from our SIP.

We have restructured the middle leadership roles, so that we have subject leaders who will monitor and support staff to ensure teaching and learning is effective in their subjects; and we have a new assistant headteacher who will lead on teaching and learning, her focus being on quality assurance and supporting teaching staff. We have also employed an experienced teacher to lead on SEN pedagogy. The role will be to ensure all pupils can access all lessons and reduce SEN barriers to learning and train and support staff. We also have an extensive mentoring and support programme for new teaching staff, which lasts two years and is based on the ECF framework.

In the primary department, teaching is very well matched to the needs of the pupils and builds effectively on their starting points. Adults skilfully modify their questioning so that a pupil can answer. Adults are very responsive to pupils' moods and calm pupils so that they can attend to work and learn.

The curriculum is underpinned by developing skills in English, mathematics and other subjects. It is significantly enhanced by opportunities such as working in the farm and in the Hub shop, residential activities and educational visits. Pupils therefore have opportunities to learn new skills, use their

classroom learning in different settings, gain confidence in new environments and have a variety of opportunities to succeed.

Senior leaders have a clear understanding of the strengths of the different departments in the school. They are very reflective. They use consultants and local authority support well to inform their work and reflect on and improve their practice.

All teachers are tutors. Their role is to ensure good communication between school and home, and ensure their tutees have their educational and emotional needs met. Subject leaders are responsible for the development, promotion, schemes of work, subject overviews and dissemination of material for their subject. This allows them take ownership, and fully understand the success and needs in a subject. They also analyse data and recommend support for pupils and note trends in their subject.

Leadership team leads quality assurance across the phases. We share findings and actions with all staff. We hold moderation meeting, of pupil work, assessments, and subject contents. We liaise with local schools to share ideas for curriculum, and moderation purposes. We encourage staff to carry out quality assurances with the leadership team, so that they are aware of what the expectations are for all teachers, learning and pedagogy.

Governors make regular visits to the school, to work with leadership team to strive for improvements.

Governors' views are valued, and recommendations worked upon in a collaborative manner and reported back to governors and staff.

The headteacher report and governor report has changed so that strengths and areas to develop are clear for all. This is disseminated to all staff. We now have a full complement of governors who are all active in meetings and provide challenge to the school.

Quality Assurances

We have a robust quality assurance process, which is reviewed and revised each year. Subject leaders carry out monitoring and assessing the effectiveness of their subject's curriculum, and the teaching and learning. This is fed back to the leadership team and teaching staff. The leadership team monitor teacher planning, teaching and learning and feedback with actions and advice to staff and governors.

Assessment

Our pupils often have spiky learning profiles, which means they will have strengths and weaknesses within a topic or subject, or across the school.

Areas of possible concern due to poor progress are identified and actioned on a termly basis. These are monitored and evaluated by subject leaders, assistant headteachers and other support staff. We try to work as a group/ team when looking at how to support staff or pupils to improve their teaching and learning.

The pupils at Crowdys Hill School have full exposure to the national curriculum subjects, from Early Years Foundation Stage to Key Stage 4, and in Key Stage 5 they have opportunities to study vocational courses along with functional mathematics and English. We offer Entry Level, GCSE, and Level 1 courses. Every pupil is unique and the education pathway they follow reflects this. Some pupils, although unable to access GCSE can make progress by extending the breadth of opportunities at their accessible level.

We changed our assessment system, in order to link it to EHCP outcomes, and reduce teacher workload in the long term. This has lead to more challenging outcomes being set, easier to moderate and monitor planning; and improved progress in pupil subject specific outcomes. We are

using Evidence for learning programme, which has been developed over the years by Professor Barry Carpenter and his team, and used by many special schools. This programme allows us to report more clearly to parents about their pupils progress in terms of EHCP outcomes.

After much research and comparisons with other schools we chose to use B squared. This allows us to see even small steps of progress.

The PIRA testing provides us with comprehension and reading age ranges for all our pupils. This is a really valuable tool because it allows us to begin to understand how much of the curriculum each pupil can access. It highlights possible barriers to learning that we may otherwise not identify. This is tested in September. We have pupils who have high reading ages, some 16+ yet a comprehension age of 6. This has significant impact on pupils intending to access Level 2 or GCSE material.

The SALT team assess pupils' understanding of questioning, called Blank language levels. This allows staff to adapt their questioning to the abilities of the individual.

Progress is reported to parents three times yearly.

In year 11 pupils take externally accredited exams, such as ASDAN, Entry Level and GCSEs.

In Sixth Form the students undertake Functional skills English and Maths alongside vocational choices at Entry level 1 – Level 1. All students in sixth form students participate in Duke of Edinburgh. All students do volunteering and learn a new skills, most students participate in the expedition element. They gain a certificate for each aspect they achieve.

The outcomes of all our measures of testing when combined with academic achievement, provide us with a complete understanding of each pupil and what they are truly capable of. Every pupil will experience success and be able to access the curriculum we offer.

Long term goal is for most of our students to secure employment if possible, and to be actively involved in their local community.

Target Setting

Targets are challenging but realistic so that the pupil will be able to reach with some effort.

Subject targets are set based on EHCP outcomes, and/or individual progression.

The Efl programme makes termly EHCP outcome target setting much more individual and clearly progressive.

Use of EHCP outcomes

Extensive information is sought about pupils joining the school, including home visits to all pupils, and additional baseline assessments are conducted in the first half term.

The curriculum is based on the EHCP outcomes of the pupils, from Early Years to KS5. The Efl programme supports staff in setting individualised outcomes and targeting the curriculum to those outcomes.

There has been much work on ensuring that staff are effectively using the outcomes from EHC plans, and staff are given time to develop EHCP outcomes into meaningful and workable targets. Tutors lead the annual review meetings, additional time has been allocated to staff in 2022 for EHCP support.

Tutors check EHCP progress towards outcomes termly and review them with parents in the annual review.

Individual pupils, sometimes with the most challenging needs, make significant progress from their academic starting points, including meeting their education, health and care (EHC) plan targets.

Impacts of actions

Impact:

Teacher standards are monitored via programme of QA including: Learning Walks, Pupil Pursuit, work scrutinies, data analysis (teachers and SLT), EHCP focus, TA performance, Subject moderation, Lesson Observations, and book Scrutiny. Areas for development are shared and supported after each QA cycle. SLT will be leading deep dives to ensure staff understand the need for reasoning of intent. Subject leads will be monitoring intent and implementation.

Pupils make good progress in reading, writing and mathematics. Whatever their starting points, pupils acquire skills and knowledge well. Progress is carefully tracked using pupil's own assessment booklet of 'I CAN' statements.

Pupils leave with a range of qualifications in BTEC National Diplomas, Gateway Qualifications, functional skills ranging from EL1 to Level 1 in English and Maths and GCSEs. Each year we improve in the number and extent of our pupils' achievements, in terms of external accreditation and employment.

Last year's academic data

Internal academic data is collected from English, Mathematics, science, humanities, Art, PE, PSHE, cookery. We use B squared for academic subjects. Art and cookery use a bespoke assessment system.

We use Evidence for learning (EFL) for collecting data on EHCP progress and development.

Teachers assessment formally three times yearly.

Subject leaders monitor and support termly.

Leaders monitor and support actions for improvements termly.

Teachers and tutors assess throughout lessons, and throughout topics.

Governors receive outcomes data termly through the headteacher report and individual reports to GB meetings.

External data

- **Phonics screening check:** None of our pupils were entered for the screening
- **KS1:** none are at expected levels and greater depth in reading, writing and maths
- **KS2:** none are working at expected levels and greater depth in reading, writing and maths
- **Reading ages progress** (years/ months, year group compared to their previous progress)

Year group	Reading age average decimalised (July 23)	Reading age decimalized July 24)
Year 7	7.74	8.54
Year 8	8.26	9.20
Year 9	10.92	11.07
Year 10	10.50	11.09
Year 11	10.97	11.25
Year 12	10.90	10.25
Year 13	12.54	12.38
Year 14	8.69	8.75

Last years' internal outcomes comparisons summary

- English- no significant differences for EAL or gender
- English- KS3 pupils with physical disabilities (PD) were working on the lower steps in B squared compared to peers
- Maths- No sig diffs in KS3
- In KS2 and 4, there were significant differences with EAL pupils performing at a lower level than their peers
- In KS4 boys outperformed girls
- In KS4, PD pupils were working on step 3, compared to step 5 for their peers

Years	7	8	9	10	11	Sixth form
Reading	1y7m	11m	1y1m	5.5m	1y2m	Down 5m
comprehension	1y1m	0.5m	1y	11m	11m	Down 0.5m

EAL data:

12 pupils minimal/ no improvements in literacy. Of these, 10 are autistic, and 5 are hearing impaired. No trends in gender or age.

23 improvements in English measures.

Results of the assessment using the Bell Foundation assessment tools.
66% of the students improved by 1 level or more
30% of the boys improved by 1 level or more
60% of the girls moved up 1 level or more
66% now on level C for fluency or above
A special note on EF who was unable to access the assessments, but has gone from refusing to leave the floor, to sitting at a desk working with an adult for up to 15 minutes plus, showing she is beginning to take on some tasks with increased interest/independence.

English as an Additional Language (EAL)

As a school we have had a massive increase in the number of children on roll with EAL. The official number based on the information the parents have given is 19% . English teaching staff and the literacy lead assess their English ability at the start of each year using EAL assessment booklets. This shows the progress most pupils have made whilst with us.

Data for the EAL children on Bsquared showed that our EAL students make 10% less progress than their English as a first language peers. It was noted through a range of assessments that 16 students were impacted by EAL, schools feels that this may be due to parents not speaking English at home or speaking English poorly which impacts the student's long-term ability to learn English to a high standard.

Pupil Premium

We ensure that our pupils are not disadvantaged as a result of their socioeconomic context. We give targeted and bespoke support to our pupils so can achieve their full potential. We have removed barriers to learning created by poverty, family circumstance and background. Attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school are regularly reviewed and PP funding is targeted to supporting those most in need.

Our Thrive team (7 staff) training continues to be PP funded and will be used to fund two more staff this year. PP funding has provided teachers with high quality CPD to ensure that pupils access effective quality first and SEN teaching. Our PP focused funding plan (Pupil Premium strategy statement) has reduced identified barriers to learning. We provide targeted intervention and support to quickly address identified pupils. Targeted PP funding also ensures that all pupils have access to trips, residential, first hand learning experiences. PP funding also creates opportunities for all pupils to participate in enrichment activities including sport and music. PP pupils have a range of interventions and support e.g ELSA, THRIVE, CAMHS and TaMHS meetings.

Primary & Secondary only – 32.03% (82 pupils)

All including Sixth Form who are FSM but no funding – 32.13% (98 pupils)

We ensure that there are no significant differences in behaviour, attendance or achievement when comparing our identified PP pupils against non-PP. Where there is variation, we use strategies that are now widely imbedded across the school with clear success.

Where there is some variation in attendance: Year 9 - 95% non-PP Year PP 93% pupils are being identified and supported with strategies to support families. Overall whole school attendance is higher for PP pupils vs their non-PP counterpart, PP – 91.84% non-PP 90.71%.

Year 11 a spike in pupil premium pupils' behavioural incidents is down to a core group of boys in the year group. Individual Behaviour Plans are in place and personalised curriculum offers have been made to support pupils.

Access to water and supplied food means that PP pupils have good start to the day after breakfast club (non PP funded) and that no pupil go hungry in a school day. Attendance of PP and non PP on school trips the same as in other opportunities provided for pupils. **KS4 achieve expectations, with no significant difference between PP and non PP.**

Staff training focused on literacy in lessons with extra support for targeted PP pupils and purchase of IXL software through PP funding also provides our PP pupils with Maths and literacy support and teacher diagnostics.

An Attendance lead has enabled us to identify early need for support and ensure that if attendance reaches less than 95% PP pupils are fully supported to be in school. We have collected students to

prevent absences as well as our assistant SENCO helping with arranging support for claiming benefits and transport. **As a general rule PP attendance is better than other students in school, where there has been an issue we have arranged Team Around the Child/Family meetings. One example from a year 10's pupil last year is the support we were able to direct through this including a Swindon Borough Council family support worker.**

Pupils in the primary department make strong progress in lessons due to the quality of teaching. Structured approaches to learning to read and write result in rapid progress, with pupils using their phonics skills and progressing quickly from making marks in books to spelling and writing simple words.

Pupils make good progress in subjects such as history, drama and cookery due to the strong subject knowledge of teachers and the careful development of skills and techniques.

Quality of Education- Good

Strengths Intent of curriculum/ Implementation of curriculum/ Outcomes- English and Maths, cookery, reading progress

Area to develop- PE

Challenge for all- continue to monitor

Learning for life – community cohesion

Careers- work experience opportunities

Behaviour and attitudes

OFSTED comments in italics

Behaviour Data

The behaviour of pupils is good. The school is very calm. High expectations of behaviour mean that there is a culture of good behaviour and pupils respond to this. They are polite and well mannered. When there are examples of inappropriate behaviour, this is managed well.

Those pupils who enter the school with more challenging behaviour are supported well. Staff are determined to help pupils learn to manage their behaviour and are flexible in their approach, including working with parents and feeder schools. Consistent support and expectations are key. Detailed monitoring and pupils' own reflections show that the school's work is effective. We have now implemented a clear system of rewards which staff and pupils have found instant and motivating. Dojos for up to KS3 and VIP awards for older pupils, along with subject and headteacher certificates, and attendance certificates; also end of term/ year rewards.

We have a House system which the pupils love competing in. The focus was on pupils' leading this, starting with pupils' choosing a name and deciding which competitions to run. We have competitions which encourage teamwork and add to house points.

The school is a calm learning environment. We have a behaviour manager who leads on developing bespoke strategies for individuals who are presenting with challenging behaviours. We use the Dojo system of rewards which was very successful in motivating positive behaviours in and out of class. We follow a behaviour policy which encourages praising good behaviours and focusing on supporting the child and reducing the reasons for the behaviour. This is reviewed each year to meet the needs of staff and pupils. We follow the Thrive approach to behaviour for learning. All staff are trained in this approach, and the ethos of 'behaviour is a form of communication' permeates

through the school. All classes are taught self-regulatory strategies, and use the Zones of regulation.

Our PSHE and RSE curriculum, along with the wider curriculum, develops pupil resilience and understanding of risks. We encourage discussion and an openness around difficult topics. We have trained ELSA support staff who lead on social and emotional skills sessions; we have trained Cygnet and AET staff and two autism champions who lead on staff and parent training in understanding autism; we have staff trained to work with more challenging behaviour management and the aim is to empower staff to get the optimum positive attitudes from pupils. We feel that preventative measures for issues around bullying, peer abuse or sexual harassment are more successful if the culture of understanding and compassion permeates throughout the curriculum. We regularly ask for feedback around behaviour and safeguarding from parents, staff and pupils, and act on responses.

We use the CPOMS system of recording safeguarding, which allows us to respond rapidly to issues arising. We work closely with parents on these. We also have our own school social worker who works closely with staff, pupils and families.

Our behaviour is generally good. The school is a calm environment in which to learn. Pupils in primary and Early Years focus on self-regulation and reducing anxieties. In secondary we focus on self-regulation strategies and reflection. In Sixth Form we focus on independence and awareness of risks.

Exclusion data: fixed and permanent

There were no permanent exclusions last year. There were 2 x 2 day exclusions last year for physical assault against another pupil.

We rarely issue fixed exclusions. Sometimes pupils have a part time timetable, often due to increased anxieties which diminish their ability to attend to lessons. This is rare. We may have up to 4 pupils per year, and the focus is on increasing their time in school.

Bullying data

The school's work to promote pupils' personal development and welfare is good.

Pupils say they feel safe. Staff agree. Pupils readily speak about the confidence they have in staff to help them if they are having difficulties. The focus is on working with both parties, victim and perpetrator, to understand each other and put support in place to prevent reoccurrence and promote positive relationships.

Discrimination data

Very few incidents, often due to pupil's capacity to understand what they are saying and it's implications. For some incidents we seek advice from police or social care, and local PCSOs come in to talk to pupils and parents.

Attendance and Punctuality Data

Primary 93.3% Secondary 88.8% Sixth Form 86.3%

Persistent absences, where pupil misses 10%+ of their enrolment through authorised or non-authorised absence was 84 students in Term 1 decreasing to 71 students in Term 6.

Attendance by category

- PP: 88.4%
- EAL: 92.19%
- Girls: 90.5%
- Boys: 90.2%

Attitudes to Learning

In Primary, being a successful learner starts with having positive attitudes towards learning. We encourage all pupils to come to school ready to learn and to be ready to focus in class. Throughout Primary, pupils are given opportunities to learn through cultivation of their own interests, and all pupils are taught functional skills that allow them to be resilient in all areas of school life and home life. Throughout our school days pupils are immersed in a communication rich curriculum where they are submerged in all areas of communication including Signalong and PECs, which gives pupils the skills to participate fully in all lessons. Every class has a high level of visual aids to develop independence. Throughout the year parents have commented on how their children enjoy coming to school and look forward to the start of term. Within feedback given by parents it was noted that parents feel their children are able cope more in social settings and are generally more resilient to changes that may be put in place within a home and school setting.

Our pupils have good attitudes to learning, however these can be seen as compliant and passive. This is an area we wish to develop, as we feel that our pupils are generally keen to learn and succeed, so staff must use this positive characteristic to ensure pupils are challenged.

The curriculum in Sixth Form focusses on developing independence and preparation for adulthood. The students are supported with making choices about their future. Attendance and self-motivation are essential to enable our students to be prepared for their futures. World of Work gives context and purpose with close links with professionals who can assist our young people when they leave our provision.

Behaviour and attitudes

Strengths- pupil and staff relationships/ Behaviour progress in individuals/ attitudes to school and learning

Areas to develop- Attendance needs to improve across the school

Develop the THRIVE approach so that it feels more embedded.

Develop the relational practice which focuses on discussions.

Personal Development

OFSTED comments in italics

Spiritual Education

Many aspects of this area permeate the whole curriculum, PSHE and Tutor time delivers much of it and it is measured via the PSHE progress data, behaviour data, and attendance.

Assemblies have reflected various festivals and religious observances, the importance of working together with respect and ideas around the school community and beyond. They are a valuable way of bringing the school community together.

Religious education is presented as standalone sessions or incorporated into the PSHE/SRE timetabled sessions and/or projects, and the programme of study is led by an experienced RE teacher, following statutory guidelines, and adapted to the capabilities of our pupils.

British Values

Pupils develop important life skills through the PSHE and project curriculum. From the earliest years, pupils systematically develop self-care and knowledge about social relationships, health and safety and British values. They therefore have key skills for the next stage of education or when they leave school.

Pupils in secondary and Sixth Form attend the Salamander firefighters course, some pupils get the opportunity to attend the week long course.

Assemblies are focused on many different aspects of democracy, justice, and religious observances. The harvest festival assembly is always popular, with a good donation of food for charity. We also support the local homeless charity, and encourage the children to develop their understanding of this need.

We have a student council group who meet each term, and have been successful in making changes to their school life, such as introducing hoodies for uniform, getting push buttons on more doors, improving school dinners and organising charity events.

Relationship and Sex Education

The lead for PSHE, careers and RSE has audited the RSE content to ensure compliance and coverage of the 2020 guidance. The lead for PSHE ensures there is progression and coherence across from KS1 to KS5. We have been running the new PSHE/ RSE curriculum since September 2020, and we will continue to review and adapt it to meet the needs of our pupils. See RSE and PSHE policy and curriculum for details.

This will be audited and reviewed each year.

PSHE and Equality

Spiritual, moral, social and cultural education is promoted well. Pupils are challenged through a range of different activities to learn about different cultures and faiths, explore right and wrong and practise reflection and debate. In their interactions with each other, they are respectful and value difference.

We have implemented the new PSHE/ RSE curriculum since September 2020. This will be reviewed yearly. The school supports pupils to keep themselves healthy and safe, through mapped curriculum programmes and additional activities, like Healthy Eating Theme Days, there is rich ELSA programme and targeted mental health support at the school.

The Sixth Form deliver travel training and many aspects of safety are delivered across the whole curriculum, especially during the extensive trips programme, including residentials and the Duke of Edinburgh programme. We have an extensive, themed assembly programme and tutor time provides many opportunities for pupils to further develop their life skills, especially in relation to keeping safe.

The school currently holds the Bronze Award for Healthy Schools and is pursuing Silver level this year. Sixth Form students undertake food hygiene, first aid training and continually revisit staying safe online.

More detail of this aspect of the curriculum is on our website

Character Education

We aim to develop our pupils' personal values and attributes such as honesty, resilience, empathy and a respect for others. We want them to have the knowledge, understanding and values to establish and maintain healthy lives. We want them to act with a moral integrity and make good choices. We want them to hold fundamental British values of democracy, the rule of law, equity and justice, and become positive, active citizens.

In order to achieve this, we instil our school values and reward respect and honesty. We develop a sense of belonging and community through tutor groups, house system, sports teams, Duke of Edinburgh awards, working in and with the local community, and attending and hosting local events.

We offer a variety of residential trips, outdoor adventure, day trips. We hold assemblies which involve the children and have a moral or philosophical purpose, and bring the school community together. Our curriculum covers learning about democracy, historical or current figures famous for their good character. Our behaviour policy seeks conflict resolution system and mediation rather than blame. Our RSE lessons focus on moral reasoning.

We feel that our pupils develop a positive, strong character, with a good sense of citizenship and community spirit.

Pupil Mental Health and Well-being

Parent and teacher communication are good, for example through link diaries which enable effective transition for pupils between home and school. The school has adapted the travel arrangements for several pupils, ensuring that they are supported emotionally and arrive ready to enjoy their school day.

We have employed our own counsellor from September 2019, and we have increased her hours to full time due the expected needs after the pandemic. It plays a large part of the school day, through contact with tutors, parents and teaching assistants. We have yoga sessions in primary, with a qualified instructor; and we offer ELSA sessions in secondary and Sixth Form. We also develop pupils' self-regulation, particularly in primary. Our counsellor is currently training Sixth Form staff to be more able to respond to the emotional needs of teenagers. We follow the Thrive approach to pupil behaviour and wellbeing, which focuses on supporting the child. All staff are trained in this approach. Year 9 are trialling mindfulness sessions this year.

Our pupils have effective and rapid support for mental health imbalances which may impede their ability to attend to their learning.

Due to the nature of our curriculum and timetabling we feel that pupils' mental health and wellbeing is fully supported throughout the school.

Pupil Voice

Questionnaires or surveys are used to collect pupil's views on different aspects of the school for example whether they feel safe, their views on bullying and also lessons. The School Council also

plays a role in collecting pupils views on a range of different aspects such as choosing a charity to support for the year, ideas for fund raising and gaining views about playtimes / lunchtimes. Pupils have been instrumental in initiating change in school such as hoodies for uniform, house names, lunchtime organisation, suggesting improvements for access for wheelchair users, ideas for events and charity funding.

We have a school council, who are active in many areas of the school. They take part in recruitment as well, which they really do relish.

Preparation for next stage of learning/careers guidance

We offer a range of encounters tailored to their individual interests, skills, needs and circumstances which will include encounter of workplaces, and employers, an insight into further and higher education establishments and opportunities for personal guidance. Our careers education consists of explicit lessons that focus on aspirations, jobs and careers. This is a planned programme of study giving pupils knowledge and skills to support them develop a knowledge of themselves, strengths, weaknesses and personal qualities and how to have a balanced view of their potential and appropriate progression routes available to our pupils. We provide a learning environment where the importance of Careers is referenced across all curriculum areas. Pupils feel positive about themselves and take responsibility for their own career pathways. Across the school, all pupils are encouraged to take part in a number of Careers themed weeks each year, we include local business visits / visitors, enterprise challenges and internal work experience placements. We use our ‘skills toolkit’ across each key stage to encourage a common language when considering our skills set and the world of work.

Work Placements/experiences

- 23 students attended some form of vocational activity during the year.
- 15 attended a weekly work placement
- 4 visited a workplace for a tour and induction
- 4 attended off-site vocational training

Work placements have led to long placements and valuable experience gained by the students accessing them. We strive to achieve one relevant work placement during their 1,2 or 3 years at Crowdys Sixth Form. Students who are clear about destination, aspiration and leaver are prioritised for placements. All students are given experiences.

Destinations for leavers in July 2024 – 17 students left

New College	Horizons	Foxes	Project Search	EOTAS	NEET
59%	6%	6%	12%	6%	6%

We have built relationships with other provisions and developed our links within the community to enable us to support our leavers appropriately.

Personal development- Good with elements of outstanding

Strengths- Focus on pupil wellbeing/ PSHE curriculum/ character building, resilience building, and new experiences and opportunities for learning for life.

Areas to develop- work experience

Careers curriculum- audit and Gatsby benchmarking

Leadership and Management

OFSTED comments in italics

Safeguarding

Appropriate checks are made on staff and records accurately maintained through the SCR. All adults have undergone the necessary checks to determine their suitability to work with children. We have systems for reporting adult concerns; and staff have had training on reporting low level concerns.

Safeguarding processes are excellent with regular training, robust external verification annually, and a strong track record with the Borough. We have a realistic and proportionate approach to safeguarding permeates all aspects of the school's life.

GDPR is established and processes are on-going, and we have advice from GDPR consultancy regularly.

All staff are trained in Prevent, child on child abuse, basic level 1 safeguarding, and other safeguarding topics of relevance to this school or DfE guidance. Staff are vigilant to this risk in relation to our vulnerable pupils.

We use the CPOMS system which allows us to quickly and robustly keep track and support or action safeguarding issues arising. We are externally reviewed twice yearly with positive feedback.

Focus for this year will be to ensure that safeguarding records are robustly analysed to ensure our impacts are recorded.

The arrangements for safeguarding are effective. There is a culture where staff care for and value pupils underpins safeguarding. Staff are well trained. There are clear and effective systems in place so that staff can talk about and record their concerns, and these are acted upon.

The team approach of the well-trained leaders means that the approach of the school to safeguarding is rigorous and reflective. Complex cases are managed well. Relationships with other agencies are effective. Escalation processes are used when necessary and when school leaders are concerned. Governors are involved in the regular review of the quality of safeguarding.

Health and safety, including premises

The site, which has undergone significant improvement, is safe. The headteacher and the Site Manager walk the site weekly, and ensure that actions are reviewed and complete. The Site Manager is responsible for ensuring compliance with health and safety.

All pupils have risk assessments which are monitored and amended termly by tutors and led by a TLR2 post holder.

Areas, such as the farm and kitchens, have risk assessments available to visitors as needed.

All staff are trained in procedures before taking pupils out on trips, and risk assessments, pupil to staff ratios, and medical needs are clear.

This year there is a focus on effective risk assessments, particularly with an increase in outdoor learning.

Governance

Governors use information from external consultants well to strengthen their knowledge and challenge to the school. We have adapted and improved the presentation of information to the governing body, to clarify areas of strengths and areas to develop to promote further challenge. We have maintained GB body members and gained 3 new members.

2019- Most members of the governing body are relatively new. They are thoughtful and ambitious for the school. They have received appropriate training. They are developing structures for effective monitoring and have clear individual responsibilities so that they are informed about different aspects of the school's work. This means that they support and challenge the school effectively in areas related to attendance, safeguarding and behaviour.

Governors visit regularly to critically review processes and practice. They have begun to challenge effectively as they learn more about the school. Governors meetings have planned themes throughout the year to give Governors a good overview of the school that enables them to provide knowledgeable challenge.

2024- Governors need to have sufficient oversight of the school's work. Governors must increase their level of challenge to school leaders.

The focus for this year will be on developing the governor profiles to stakeholders; and developing the effectiveness of challenge to the school.

Funding

The school manages their income well. We have not been in deficit. We continue to be able to provide a safe and stimulating environment for our pupils. We are able to respond to maintenance or new provision demands. We are able to ensure that support is in place for pupils through their attendance with us, and this is not restricted by the lag in receiving funding from SBC or other sources.

We seek external reviewers for pupil premium which have been positive. We will be trying to reduce our utilities bill this year and promote renewable sources of energy. We are focused on developing the college site this year to ensure it is fully resourced.

Additional funding is used effectively. Leaders target pupil premium funding, for example on barriers to learning. They have enhanced provision in the school by employing a speech and language therapist who has developed adults' knowledge and improved teaching. There are no significant differences between the outcomes of disadvantaged pupils and others.

Policies

All policies are presented to governors and staff for consultation. Where there are changes to current policies, through Department for Education, local policy changes, or through bespoke needs of the school, these are identified and amended to policies, and staff are alerted to the changes. Staff are asked to read the statutory policies, and policies which are important to their roles, at the start of employment/ end of school year, and sign for agreement.

Policies are discussed with relevant parties, such as staff or parents.

All statutory policies are available to the public on the school website, and administration staff check these for compliance each year.

Safeguarding policies are reinforced to staff regularly, as there may be additions throughout the year.

School improvement plan

Leaders are very ambitious for the school and for their pupils. Their strong emphasis on 'Learning for Life' means that emphasis is given to a wide range of academic, vocational and life skills. This means that pupils are successful across a wide range of outcomes and well prepared for their future.

Additional funding is used effectively. Leaders target pupil premium funding, for example on barriers to learning. We have enhanced provision in the school by employing a speech and

language therapists and a counsellor who has developed adults' knowledge and improved teaching. There are no significant differences between the outcomes of disadvantaged pupils and others.

Leaders focus on gathering evidence for actions to improve outcomes for pupils. This is through regular and robust quality assurances, analysing data from academic attainments and attendance. We record and analyse behaviour data and safeguarding. We use Thrive programme and feedback from ELSA and counsellor interventions. We utilise research and DfE information, along with local changes or challenges which may impact our pupils' outcomes. Sometimes actions are put into place throughout the year as areas to develop are identified, as well as end of year evaluations. Governors are alerted to areas to improve and may also add to other actions which they feel they would like to see implemented, such as sending home reading books last year, for the holidays.

The school's plans are robust, evidence based, and ambitious.

We are developing our outreach programme, which is a funded venture through the borough, and privately.

We seek external reviews and advise to keep pushing us forwards. We have regular visits from our SIP; pupil premium review consultants; governance consultants; safeguarding specialist; GDPR consultants; and other specialists as requested throughout the year.

We have reallocated roles throughout the leadership team to reduce workloads and develop middle leaders. The positive effects of this are just starting to be felt. We hope this will continue next year with new staff joining us and develop staff support across the school. The headteacher is keen to develop the outreach further, and forge links with local mainstream secondary schools.

Continuous Professional Development

Performance management is well managed and discussed with governors for both teachers and TAs. Support is put in place, through the appraisal process, and action taken by the leadership team where improvements are not made - previously the Capability Policy has successfully been used to improve standards at the school showing that we have no hesitation in taking rapid and decisive action if staff do not meet the very high expectations we place on them. Teachers here are fully accountable for the outcomes of those they teach, and our rigorous and robust monitoring system ensures that our high standards are maintained and that actions to improve are swift and effective. We have mandatory training evenings every week for teachers. We also run mandatory training or meetings for moderation, staff meetings once a week for teachers.

Teaching assistants have training during INSET days. They are directed to the same training as teachers which is optional for TAs.

Safeguarding training is compulsory for all staff.

Any staff can source courses of interest to them and beneficial to the school. Many TAs take on extra responsibilities due to their eagerness to further their education, often financed by the school. Some staff have taken on masters level courses funded and supported by the school. CPD is linked to school development plans, changing needs of pupils, needs of staff.

Literacy and phonics; sensory support, have been a focus last year. We also focused on reading, Speech and language strategies. Two staff are undertaking on-going studies at master's level.

This year we have increased capacity from middle leaders to support and train teaching staff to promote outstanding teaching across the school, ensuring SEN barriers are reduced and pedagogy is at the forefront of teacher's roles. Two teachers are taking on the ECT mentoring roles.

Please see CPD development plan and actions.

Staff Mental Health and Well-Being

We have minimal cover for teaching staff, and we try to keep teachers' weekly duties to one per week, which we feel benefits the pupils to see their tutors out and about.

Tutors have been given extra time again this year, one lesson per week to develop their EHCPs, and annual review paperwork.

We have a member of the leadership team responsible for well-being. She ensures that regular well-being meetings are held. We are very sympathetic to staff experiencing issues not related to school, and we sign up to Carefirst, which is a confidential service which supports and signposts people to financial, emotional and personal care.

We do wellbeing questionnaires and use information to set actions to improve, for example last year TAs received a pay rise in line with SBC guidelines, we employed care support workers to alleviate TAs being taken out of class, and set up a communication plan guidance in collaboration with the SIP and stakeholders to reduce stresses from untimely or inappropriate communications.

We set TES pulse questionnaires for staff but response was low 15% so we are not continuing with this.

We have used the DFE funding for Mental health lead training, and we have two staff trained and audits and actions have been led by one of them. This appears to be successful to date.

We are very aware of the impacts of TA shortages on teaching staff. We have tried to roll out recruitment across the year, weekly in term 6. Teaching staff workloads have been reduced, and we are aware of pressures on them. We have reduced marking, changed the assessment programme, reduced formal QA processes, and simplified reports.

Staff absence was lower than expected (due to pandemic). Staff questionnaires are issued yearly, and actions may arise from them.

See staff wellbeing report for details.

We set up a private health care plan for staff at the end of last year and are continuing with this. This offers GP appointments and a variety of health advice and consultations.

Parents and Local Community

We have a successful relationship with our parents and carers. We have a good attendance at events, parents' evenings and annual reviews always over 80%. Parental engagement is better in primary, though this is a national trend. We have close links with the transition team and liaise with careers providers to support our students and their families. We are developing close links with community sport and clubs to enable our students and families to be actively involved in the local community.

Leadership and Management

Strengths- Safeguarding culture, prevention and support/ staff training/ identifying ways to improve pupil outcomes/ outward looking and seek to share expertise for SEN across Swindon/ strive to support and develop staff expertise

Areas to develop-

Safeguarding analyses of records.

Risk assessments for pupils to be accurate and live documents.

Staff wellbeing- ensure that we have regular responses from staff to assess any trends occurring, and implement support as needed.

Governance- to be held to account more thoroughly, and challenged effectively.

Early Years Provision

Early Years

We focused on developing the outside areas last year. This year the focus was on staff training and inside space. See Early years development plan for details.

Curriculum:

Intent

The EYFS lead has researched and adapted the Early Years framework to support the needs of the cohort. The curriculum being followed is based on Developmental Matters, Birth to Five and SBC Gradual Steps guidance. The main areas of focus for the curriculum are the Prime areas – communication and language (C&L), personal, social and emotional development (PSED) and physical development (PD).

Implementation

All children have specific communication and language, play based learning, and behaviour learning for targets which are the basis of planned activities. The EYFS lead plans both adult directed and supported play activities based on the children's interests, level of development and EHCP outcomes. All staff have had training about the different types of play, areas of the EYFS curriculum and supporting and observing play. Over the year the outside area and play provision has been developed. The outside area is now a bright and inviting space. Play activities are progressive and new resources have been ordered to support this. The EYFS lead has worked alongside the SALT team to implement AAC across the curriculum. This has included symbols, aided language displays (ALDs) and modelling language on iPads.

Impact

All children are now making their needs known. This is through gestures, sign, spoken word, single symbols, aided language displays (ALDs) and iPads. One child in particular started Crowdys with no speech or signing. He is now able to use an iPad to communicate in 3-5 word sentences, is using some singular words in context, and is also beginning to sign.

All children will now initiate requests with staff. They will also allow an adult to play alongside them and join in their play. This has meant that the adults can extend the child's learning. It has also allowed the children to build trusting relationships with the adults in the class, making the children more willing to come and complete adult directed tasks.

Across the week children have experiences in other places in the school. This includes swimming at the Hydrotherapy pool, going to the hall for PE, going to the sensory room and to the school farm. Children are happy and confident to explore new areas as feel confident and safe in the setting.

Personal Development of Children

A main focus of the PSED area of the curriculum is regulation. Staff work with the students over the year to find strategies that help them to regulate. Children are then encouraged to seek out / use

these strategies as and when is needed. All children will allow an adult to help them when dis-regulated and will seek out an adult.

Some children in the class have learned how to put their socks and shoes back on. Those that haven't are now able to put their shoes in the bucket and collect them when asked. More children in the class are now toilet trained and will ask to go to the toilet. The children that aren't toilet trained are now assisting in their personal care. They are helping by pulling down their clothing, getting their nappies and wipes, and undoing the tabs on their pads.

Many of the children have sensory needs around food. There is one child in particular who has a very restricted diet (2-3 food items). Over the year he has become more confident around food and will now touch most dry foods on offer. On occasion he will lick the food on offer.

Behaviours and Attitudes

There have been very few incidents put onto SIMS over the year. The incidents that have been logged are mostly linked to dis-regulation. All staff have had training about different sensory needs and strategies to support behaviours they see.

Leadership and Management

The EYFS provision is lead by a strong leader who has a wealth of early years and SEN experience. She has been able to adapt the curriculum and assessments used based on the cohort of the children. Her knowledge of Foundation Stage 1 (FS1) and early development has been particularly valuable as all of the children who started school in September were working in the 0-3 age band. This has meant the activities and experiences planned for the children are based on their starting points and are progressive.

Early Years provision

Strengths- Experienced staffing, focus on individualised needs, and focus on self-regulation and communication

Areas to develop –

- **Continue to develop aided language displays for new resources / play activities and outside area.**
- **Develop play provision across the school based on EYFS ethos**
- **Develop parental involvement in their child's learning**

Sixth Form provision

OFSTED comments in italics and blue

The Sixth Form staff follow the same policies and procedures and ethos as discussed above. Sixth Form pupils have the same access to support and interventions. They attend assemblies with KS4.

The young people in Sixth Form can wear their own clothes, leave site at lunchtime and use their phones during social times. They are allowed into the other areas of the school with permission from Sixth Form staff. They have their own outside areas and entrance to the school.

Some aspects of their curriculum are different to the other key stages. These are summarised below.

Curriculum:

Intent

To have high expectations and promote independence in a safe and nurturing environment. To create confident young people who become actively involved in their local community. All staff strive to adapt and refine the curriculum to meet the needs of the pupils ensuring aspirations are achievable. Students are supported in the making choices and decisions regarding their future through guidance and support. Parents and students to access the Swindon's Local Offer. Our aim is to inspire young people to work and contribute to society and enjoy life.

Implementation

Through a varied and purposeful curriculum which is relevant, our students are given the opportunity to explore their skills and aspirations. With a focus on Functional skills and World of Work our students explore job opportunities. Impartial advice is offered to pupils in order to help them plan their route beyond school, and work experience ensures that all pupils develop employability skills. There is a good emphasis on teamwork and developing functional communication skills. Our Destinations Officer targets local employers to encourage more local businesses to support our students in employment.

All pupils take part in the Duke of Edinburgh award scheme, which promotes an adventurous spirit, and develops their independence and community skills.

Pupils aspirations are considered, during transitions, and revisited regularly throughout the year. We aim to remain flexible in our ability to alter pupils learning routes, as their aspirations and abilities change.

Adults know students very well and strong relationships between adults and students are the basis of the good work of the sixth form.

Leaders accurately evaluate the quality of the sixth form and recognise how the provision has developed since it opened and the next steps for further improvement. Progress of students is rigorously tracked. The quality of teaching is closely monitored.

Teaching is well planned, with clear objectives and expectations. Good resources are available, and activities are practical, relevant and age-appropriate. Students work productively.

Strong systems and expectations of teaching, learning and assessment are in place across the school, including the sixth form. This means that lessons are well planned, there is a clear focus and time is used productively. Pupils know what they must do and comply readily with the adults' instructions.

The sixth-form academic and vocational curriculum is enhanced by opportunities for work experience, working in the Hub or the farm, or practising life skills in the independent living skills

centre or other environments. This means that students have a wide variety of opportunities and are well prepared for their future.

Impact

All pupils in Sixth Form are given the opportunity to take externally accredited exams. All pupils take functional skills English and maths.

Sixth Form Accreditation

All Sixth form students achieved an accreditation in functional skills Maths and English. They move onto the next level as they pass.

Impact

All pupils in Sixth Form are given the opportunity to take externally accredited exams. All pupils take functional skills English and maths.

External Accreditations

KS4 English Accreditations

- Functional English
- Level 2 – 4 students passed 100% pass rate
- Level 1- no students entered
- EL3 – no students entered
- EL2- 11 students passed 91% pass rate
- EL1- 6 students passed 75% pass rate
- 2 students withdrawn and did not sit the exams.

KS5 English Accreditations

- Functional English
- Level 2 – students passed
- Level 1- students entered
- EL3 – 10 students entered 80% pass rate
- EL2- 12 students entered 66% pass rate
- EL1- 4 students passed 50% pass rate

KS 4 Maths Accreditations

- GCSE Maths - 2 students entered 100% pass rate
- Level 2 number and Measure – 2 students passed
- EL3 - 16 students passed
- EL2 - 8 students passed
- EL1 - 12 students passed
- 5 students not entered.

KS5 Maths Accreditation

- Level 1 2 students passed 29% pass rate
- EL3 6 students passed 46% pass rate
- EL2 students passed 25% pass rate
- EL1 5 students passed 50% pass rate

Options	Gateway Sport and Leisure EL3		Gateway Hospitality Level 1 Award		Gateway Art	
	Students Entered	% passed	Students Entered	% passed	Students Entered	% passed
Year 12	3	100%	12	100%	7	100%
Year 13	6	100%	2	100%	1	100%
Year 14					2	100%

Sixth Form Provision- Good

Strengths

- Developing independence
- Supporting transition
- Curriculum opportunities

Areas to develop

- Creating further work experience and placements for our students
- Ensuring parents and students are more familiar with the local offer

OFSTED comments in italics and blue

OVERALL EFFECTIVENESS – GOOD

Strengths

We believe that our school provides an excellent education for our pupils. As a result of the hard work and dedication of all our staff, our curriculum is focused on the needs of our pupils and the quality of teaching, learning and assessment over time is consistently good, with much that is outstanding. The children here are happy; they achieve well, have high aspirations for themselves and they are caring and keen to learn.

We are ambitious for our pupils and for our school. We continue to endeavour to make our school even better. This year we have plans to develop the farm to make it more educational, so opportunities are not missed.

We will be focused on rebuilding employment links to give our pupils a good chance of gaining employment.

We are continually evaluating our effectiveness, through monitoring and assessments for impacts of pilot schemes, embedded processes, and new curriculum ideas.

Whilst the focus this year remains on the curriculum, we will continue to find new ways to develop the outcomes for our pupils.

The main focus is on ensuring the curriculum offer is closely linked to EHCP outcomes and challenging; and building resilience in pupils.

Governors will be investigating the benefits of academisation and collaboration for our school community, and reporting to Governors.

Evidence:

- **TEACHING AND LEARNING strategy plan**
- **DATA ANALYSIS Assistant HTs**
- **PUPIL PREMIUM STATEMENT Emily**
- **LITERACY Report Becky**
- **STAKEHOLDER VIEWS- PARENTS/ PUPILS/ STAFF/ GOVERNORS Emily**
- **ATTENDANCE strategy Plan Sam**
- **SAFEGUARDING Strategy Plan Sam**
- **SAFEGUARDING EXTERNAL REPORT**
- **BEHAVIOUR Strategy Plan- Lou**
- **EXTERNAL READING REVIEW**
- **SALT report- SALT team**
- **PERFORMANCE MANAGEMENT AND STAFFING SUMMARY Emily**
- **CPD OVERVIEW FOR PREVIOUS YEAR Jo**
- **CURRICULUM INFORMATION OVERVIEW Emily**
- **WORK EXPERIENCE/ careers Lisa/ Ben/ Jo**