Self evaluation & School improvement plan 2018/19

Hazel Oak School

School Context

Hazel Oak is an all-age special school (4-19 years) for pupils with moderate learning difficulties. There are currently 152 pupils on roll. All pupils have an Education, Health and Care Plan and their starting points are significantly below national expectations. **27.0%** of the school population is eligible for Free School Meals and **35.53%** qualify as pupil premium. **57.2%** of pupils have an Autistic Spectrum Condition (ASC) and **25.0%** of pupils now come from neighbouring boroughs (**20.4%** from Birmingham LA).

Total pupils on roll		**152**	1st Planner sufficiency assessment (2017) recommended limit.		132
Solihull 113 **74.3%**	B'ham 32 **21.1%**	Warwicks 2 **1.3%**	Worcs 4 **2.6%**	Dudley 1 **0.7%**	
EYFS	KS1	KS2	KS3	KS4	KS5
1	9	45	46	33	18
FSM	PP	PP+	Ever 6	LAC	
41 **27.0%**	54 **35.3%**	8 **5.3%**	5 **3.1%**	2 **1.3%**	

Primary area of need:

ASC	MLD/GD/DD	SLCN	Downs
87 **57.2%**	23 **15.1%**	10 **6.6%**	5 **3.3%**
ADHD	SpLD	GDD	Other
4 **2.6%**	0 0%	11 **7.2%**	12 **7.9%**

Last Ofsted inspection: February 2014. Area for improvement was to "carry out its plans to extend support for mainstream schools concerning provision for children with learning difficulties and autism spectrum conditions"

- Achieved Teaching School designation September 2015 (re-designation February 2018).
- Created HOSTA with local special and mainstream primary schools.
- Working closely with all other Solihull Teaching Schools and wider Coventry, Solihull, Warwickshire regional group
- Working with LA to develop a borough-wide Schools Led model for SEND.
- Providing CPD in and beyond the Borough, included alongside the local authority offer (including professionals tours, Team Teach training, wellbeing, metacognition, CBA, differentiation, assessment support, sensory and BEAM training).
- Bespoke school-to-school support, working with local primary schools supporting SEND.
- Created links with universities and local mainstream SCITT for ITT. Successfully gained posts for past students in SEN schools.
- Active role in SSIF Round 1 maths project, supporting with quality assurance and training delivery.
- Enhanced roles and development opportunities within school: previous Director of Teaching School now HT, new Director from AHT post in school. Wider support from leadership and classroom staff and appointment of 4 SLEs.

Sources of evidence to support judgements:
- Termly school improvement partner reports (Spring 2017 to summer 2018)
- Peer to peer behaviour review (March 2017)
- IQM report and Centre of Excellence review (June 2017 & 2018)
- Internal work scrutiny
- Lesson observations
- Learning walks
- Training logs
- HOW Team data
- Pupil case studies

Effectiveness of leadership & management: Outstanding

Evidence
- The supportive Governing Board rigorously challenges leaders, monitors progress and ensures all statutory requirements are met.
- Governors review 'governor competencies' (skills audit) annually to ensure skills are utilised in the best way to support school improvement.
- Governors undertake regular training relevant to their roles and new members undertake full induction training.
- All staff receive regular, formal training around safeguarding and child protection. The safeguarding Governor carries out an annual Safeguarding Audit with DSLs to check that statutory duties are being met.
- New staff receive a comprehensive induction covering all aspects of safeguarding and child protection.
- Staff also complete Health and Safety training in manual handling, fire safety, stress management, slips, trips and falls and use this knowledge on a daily basis in school to ensure risks are minimised in the environment.
- Pupils are consulted on safeguarding issues via class groups and School Council. Outcomes inform the SIP e.g. health and safety and the challenge curriculum
- Staff are confident in identifying and recording any safeguarding concerns they may have using the online 'My Concern' system. Early identification of safeguarding issues and secure recording of Safeguarding Information ensures early intervention where necessary.
- Use of monitoring software ('Rocket Box') which reports daily to the HT and site manager ensures that use of the internet is monitored effectively and parents are updated regarding online awareness and risk.
- Leaders have developed and embedded school's mission, vision and values alongside whole staff team and governors.
- Leadership team support wider staff with monitoring activities and coordinate all safeguarding with DSLs across all key stages.
- All staff are supported by the leadership team in weekly meetings and for teams and departments, sharing key developments and information.
- Leaders with the Hazel Oak parent Enterprise (HOPE) group to support fundraising and to explore whole school family issues and community development opportunities.
- The bespoke curriculum supports all learners to access the national curriculum through challenge and experimental learning with a focus on life skills. This builds into a varied accredited offer for KS4 and 5, supporting ongoing development of life ready learning and achievement for all pupils.
- Local business and enterprise links enrich the curriculum across school and support a broad range of work experience opportunities for older students.

- Philosophy for Children supports pupils to engage in the curriculum and develop thinking skills and social awareness to achieve greater self awareness and self esteem.
- Designation as a Teaching School (September 2015) and re-designation (February 2017) has continued to offer wider CPD options to involve staff in receiving and delivering a range of training.

Maintain & embed	
Ensure leadership team roles support the changing demands of the school.	
Monitor staff and pupil wellbeing.	
Grow the active role of the HOPE Group within school.	
Existing governors mentor and support new governors to support development of the board and succession planning. Also diversifies skills when roles are rotated in the future. HT supports this with additional training as required.	
Review the instrument of governance to increase the size of the board and add wider expertise to support motoring and support of the school.	
Embed the new GB structure to further enhance and challenge progress and outcomes for pupils.	

SIP Code	Objectives to improve leadership and management	Milestone 1: February 2019	Milestone 2: May 2019
L1	Develop a wider range of methods and opportunities for stakeholder voice.	• Involve pupil voice in lesson observation and teacher feedback. • Liaise with HOPE group for ideas and feedback. • Create new pupil questionnaire. • Re-issue parent questionnaire end of autumn term.	• Review and analyse outcomes / responses from pupil feedback and share with SLT & FGB. • Review and analyse questionnaire responses and feed into SIP where needed. • Address issues raised and gain further feedback on school responses from pupils and parents (HOPE focus group)

SIP Code	Objectives to improve leadership and management	Milestone 1: February 2019	Milestone 2: May 2019
L2	Support subject and key stage leaders to manage progress data and analysis of their area through effective action planning.	• Subject leaders create 3 year action plan. • Meetings with SL's and SLT to support actions and allocate time / staff where needed. • SL's work with teachers to review targets and progress for class groups. • Key Stage leads create action plans to share with SLT to give feedback. • Begin KS monitoring plan.	• Review SL and KSL confidence in managing and supporting staff with pupil progress, feedback to FGB. • Survey staff to assess support given, feedback to leaders. • Link back to SIP and area to be maintained in SEF. • SLs & KSLs to feedback on action plan progress to HT / DHTs

Quality of teaching, learning and assessment: Outstanding

Evidence
• Staff have high expectations of all pupils, setting challenging targets to ensure they achieve well across the school.
• Staff plan and deliver diverse learning experiences to challenge all pupils.
• Pupils display excellent behaviours for learning in lessons across school.
• The school's values: Wellbeing, Creativity, Community, Growth and Respect, support collective understanding of expectations and aspirations. These are shared in teaching and as half termly assemblies and a termly award is presented.
• The school is recognised by IQM (Inclusion Quality Mark) as a Centre of Excellence.
• Staff share their expertise through staff meetings, mentoring, omitting activities and Joint Practice Development throughout the year.
• The staff team is complemented by wider professionals including Life Coach, Educational Psychologist to enhance staff skills and wellbeing – this has a positive impact on pupil learning experiences and resilience.
• Literacy is delivered through consistent systems across the school, extending the primary model to link with revised accreditation and pupils achieve well as a result.
• Consistently good maths teaching supports good progress for all learners across the school and makes clear links to life ready skills development.
• Assessment systems throughout school support informed knowledge of pupil achievements and next steps for staff, pupils and families, reflecting the highly effective curriculum.
• The Challenge Curriculum exposes pupils to real life learning and builds on practical experiences to apply learning effectively.
• Key assessment reporting arrangements keep pupils and parents informed of learning progression and next steps, supported by parent events in school.
• New assessment frameworks for English, maths and science (Hazel Oak Performance Indicators, or HOPIs) have been created with other Solihull and Warwickshire special schools to enhance access to the curriculum for all pupils. This is regularly moderated internally and externally.
• The 'Skills for Life' assessment has been developed and embedded, incorporating key aspects fo the foundations subjects, with Life Ready and philosophical, critical thinking skills. This drives pupil preparation for life beyond school across the key stages.
• Accurate baselining of starting points in Early Years and Year 1 ensure pupil progress into KS2.
• End of KS4 data demonstrates excellent outcomes for pupils leaving year 11.

- New SEND mainstream moderation group has been set up by HOSTA with Alliance schools, to support others and review internal work in line with mainstream expectations.
- School website supports home learning and wider support for parents and pupils, along with digital learning platforms such as Nessy, Mathletics and Accelerated Reader, to promote working beyond school.

Maintain & embed	
Review new assessment policy practices and new structures to ensure lean systems are effective in supporting pupil outcomes.	
Continue to populate the growing school website to support parent knowledge and pupil learning and outcomes.	
Expand the SEND moderation group to include more mainstream schools.	
Work with governors to review the new monitoring structures and support wider staff to take an active role in school self evaluation.	

SIP Code	Objectives to improve teaching, learning and assessment	Milestone 1: February 2019	Milestone 2: May 2019
T1	Create a whole school developmental approach to writing with a shared staff understanding of its development across school.	• Review approaches available and already in use to devise action plan. • English leads and working group work with staff to trial new strategies. • Training for teachers on Talk for Writing approach. • Audit writing through learning walks / observations. • Share plan with curriculum committee.	• Revisit strategies in use and action plan, reflect on learning walks and lesson observations. • JPD topics will have helped to focus writing delivery for specific diagnoses - review this specifically. • Feedback progress and outcomes to Governors Curriculum Committee. • Evaluate progress from mid year reports / date drops.
T2	Develop more granular steps in skills development for the Skills for Life assessment tool.	• Working group meeting with targeted staff and assessment lead (JSi). • Identify focus areas that need more development. • Feedback to Governors Curriculum Committee - address in Spring meeting. • Trial addition of new steps in one strand of S4L and add to criteria.	• Working group and test class / classes to review data collected and effectiveness of the steps added. • SLT review with JSi and agree to upload all new granular steps to be added. • Share with SEND moderation group. • Create explanation and presentation to share with FGB and parents at parent work share in the summer.

SIP Code	Objectives to improve teaching, learning and assessment	Milestone 1: February 2019	Milestone 2: May 2019
T3	Achieve Silver P4C award and raise profile of SEND philosophy capabilities.	• Complete bronze application by autumn term end. • Silver award requirements to be shared with staff and indications of evidence collection to fit with assessment routines; P4C as collected with S4L during assess and review week. • Ensure tracking of P4C is ongoing and effective - SLT to analyse data received.	• All activities relating to Silver Award are documented and evidenced its links to S4L. • Application is completed and ready for submission. • Profile of P4C is enhanced across school and all remaining staff have been trained and completed their 6 sessions. • Next steps planning for possible Gold award if appropriate. • What is the impact / importance of the award for our pupils? Feedback to families.
T4	Create a robust feedback element within the plan, do, review cycle of teaching and learning to encourage active pupil involvement.	• Review / audit current feedback in books and through lessons via observations, work scrutiny and planning reviews. • Look at examples with Governors in Curriculum Committee. • Identify areas of strength and development. • Plan INSET for January with a focus on Hattie's Visible Learning. • Engage with key staff to film successful feeding back in classroom settings. Share in training.	• From INSET, all staff to set own agenda, personalised targets for giving feedback in a range of forms. • Staff must all have considered JPD foci and how this may impact on specific pupil feedback. • New feedback strategies to be focus of learning walks and work scrutinies, supported by governors. • Written feedback shared with all staff on progress since start of Spring term and next steps planned to support maintaining and embedding next year.
T5	Diversify teaching and learning opportunities to motivate more pupils to enjoy reading and progress.	• Review 'Accelerated Reader' data alongside HOPI reading walls. Does this reflect similar progress? • Plan and deliver more guest author and World Book day activities to promote wider strategies for teachers and pupils. • SLT to plan deep audit of reading teaching and gain pupil feedback. • Review subject leader action plans and look for reading links in new Talk for Writing plan.	• AS to feedback reading information from HT conference and work with Sis to set up link s with other schools. • SLT planning meeting to audit current Key Stage delivery of reading. Set agenda for reading review week in school. • Analyse mid year data drop for reading levels and review against progress in other literacy strands. • Present clear strategies for summer term trial to be implemented in Autumn 19.

Personal development, behaviour and welfare: Outstanding

Evidence

- Pupils understand where to get support and are resilient in their approach to problems due to specialist support from staff.
- Wellbeing team (HOW) support pupils and staff with personalised concerns around wellbeing – this has a positive impact on self esteem and personal development.
- The bespoke curriculum supports personal development and self-esteem through Skills for Life, P4C, PSHE and the school's Values. Pupils are confident to articulate their feelings and concerns.
- Staff team are well trained in emotional well-being, mindfulness, Sex and Relationships education, CBT, Draw and talk therapy, sensory diet, communication strategies. This supports positive interventions in and out of class and pupils are more engaged in lessons as a result
- Additional support from Educational Psychologist and Life Coach are offered to staff and pupils as required – see results sheets / feedback from sessions.
- Pupil premium pupils are able to access a breakfast club with a range of healthy options and opportunities to develop social skills in an informal setting. This has positive impact on behaviour and readiness to start the day.
- All primary pupils participate in either a wake-up shake-up or a group relaxation routine each morning. Throughout the day pupils across school complete a 'fitness flash' around the school field - promoting regular physical activity, sensory breaks and readiness to learn.
- Attendance across school very is good and pupils are motivated to be in school and value their education.
- Most pupils attend school consistently well, which supports good progress and outcomes
- Pupil attendance is monitored regularly; where attendance is less than 95%, or patterns of attendance are emerging, specific interventions are made. These include first morning telephone calls, letters home, meetings, home visits to support where needed.
- Half termly whole class best attendance awards and end of term personal 100% awards are presented in awards assemblies.
- Pupils know they are valued in an aspirational and inclusive culture of high expectations and individualised support.
- Pupils know they are respected, cared for and listened to. Staff have excellent relationships with pupils and know them and their circumstances very well.
- Student Council takes an active part in school life; helping develop the anti-bullying policy, meeting with playground and garden project planners, interviewing the prospective new staff at the recent interviews. Pupils feel involved in school decision making and School Council objectives now feature in the SIP - having presented requests to SLT in a leadership meeting.
- Head and Deputy Head pupil hustings are held annually for upper school pupils to elect.
- All year 11 prefects have whole school jobs, roles, and responsibilities to support their life skills development as role models for younger peers.
- Health and wellbeing is highlighted through the annual 'health related behaviours questionnaire', school values and HOW team (including external support).

Maintain & embed	
Ensure the diversity and values curriculum remains high profile across the Key Stages and its importance is communicated to families	
Continue to develop restorative practices and review impact on learning and social progress of pupils.	
Expand the role of the Student Council to enhance pupil voice and support the SIP.	
Develop the offer of Breakfast Club, linking to healthy meal choices launch	

SIP Code	Objectives to improve personal development, behaviour and welfare	Milestone 1: February 2019	Milestone 2: May 2019
P1	Implement wellbeing and SEMH impact measures to provide a range if new data that supports pupil progress in these areas and supports identification of pupil need.	• New assessment and monitoring ideas will be identified and reviewed for suitability (e.g. Boxall Profiling etc). • Target pupils will be identified for assessment and monitoring and HOW work will link to stages of development within this. • Planning for JPD re attachment / early trauma and ASC especially, will be supported by tracking measures chosen.	• Tracking data will be analysed and feedback given to FGB and SLT. • EHCP information will be reviewed in line with severity of need and appropriate support required. • Staff will be supported in how to manage the new strategies alongside teaching and learning to ensure a positive impact and wider understanding of holistic progress (i.e. beyond the curriculum). • An impact report will be competed to feedback on progress of tracking methods, supporting governor, staff and IQM understanding.
P2	Complete the SMILE project with an active focus on staff and pupil wellbeing across the school.	• November INSET will launch the SMILE project. • Staff awareness of self and of the project will be enhanced and identified as a priority. • Regular updates and reference will be made / ongoing through staff meetings, Friday briefings and SLT meetings.	• WF will present project overview and progress to FGB. • Data collected will be analysed and impact assessed for pupils and staff - this will form part of the governor and parent feedback. • All aspects of the project will be completed or planned in for a completion date and ongoing / next steps will be identified in action plan to embed the following year.
P3	Develop a wider offer of therapeutic techniques and activities with Gandalf the school dog.	• Allocated and supported time will be agreed for all key, trained staff to be released from class bases to undertake targeted support with Gandalf. • Staff will compile a central evidence file which is regularly supplemented with photographic and measurable data. • Pupils involved will access opportunities to share ideas and feedback on their work with Gandalf. • The School Dog display will show recent examples of work carried out.	• New sessions and projects will have been completed and data analysis taken place. • Feedback to SLT and governors where appropriate on impact of the school dog on specific pupil cases. • Staff will have achieved a higher level of training and be recording a greater amount of useful data that evidences the positive impact on Gandalf on pupils across school.

SIP Code	Objectives to improve personal development, behaviour and welfare	Milestone 1: February 2019	Milestone 2: May 2019
P4	Launch a new residential and D of E development plan that links to the curriculum and supports the sports premium action plan.	• The new plan will be shared with parents at an evening event, with rough timescales for the development of the trips. • Hollowford preparation will have included pre-visit medical and home-school agreements on acceptance of school procedures and decisions around residential matters. • AM will have begun key training for D of E towards becoming a leader and assessor. • Sport premium to be reviewed and evidenced to share with FGB.	• New residential for KS3 / 4 pupils with different capabilities will have been planned and risk assessed. • Pupil groups will have been identified. • SLT to plan activity week relating to outdoor, residential style activities and incorporate balance bikes and sport premium objectives. • Residentials action plan will be in place and key staff trained and supported to facilitate all related activity in and out of school. • Relevant staff will have received appropriate medical training and refreshers.
P5	Trial a new strategy of online safety support for parents, using the school's Rocket Box filtering system.	• Identified families invited in to launch meeting with key staff - planned for Safer internet week. Old school iPads will be offered for small charge, already set up with Rocket Box filter system. • Make appropriate links to website. • Offer CEOP training to families, extend through HOSTA to Alliance schools?	• Re-meet with families in the free trial and review their experiences, obtain testimonials. • Create user guide / flyer and other related materials to allow a roll out by end of the year to all families with costs included. • Review of CEOP training will be analysed and further sessions planned in for the year ahead and via HOSTA is required.

Outcomes for pupils: Outstanding

NB: Outcomes vary between KS2 to KS3 - current KS3 review shows good outcomes from teaching and learning, with some slower rates of progress. KS3 is working in the primary model to support maintained progress rates for pupils. KS4 shows excellent outcomes. Outstanding overall.

Evidence
• Pupils achieve well academically throughout the school and develop valuable life skills to transition into life beyond.
• Progress data from Early Years to the End of Key Stage 2 demonstrates excellent progress in English and maths.
• Progress data from end of KS3 to KS4 in English (70% made at least upper quartile progress, 20% made greater than UQ progress) and maths (80% made at least upper quartile progress, 10% made greater than UQ progress).
• Pupil premium pupils achieve better than their peers in English and maths at KS4.
• KS4 data compares favourably with other similar schools in the region.
• KS 5 pupils achieve accreditation which supports next steps into studies and work beyond school

- The diverse curriculum is designed to reflect the wide range of pupil needs, building towards a range of accredited outcomes through GCSE, BTEC awards at level 1 and 2, Entry levels 1, 2 and 3 and a range of ASDAN courses.
- 3 year 11 students achieved 1 grade C, 2 grade Ds in Science GCSEs – Spring re-takes (2018)
- 1 Year 11 student took additional English GCSE with additional tutoring in school.
- The bespoke curriculum supports transition through the year groups to prepare pupils for success after school.
- All transitions into, throughout and beyond Hazel Oak are planned on an individual basis and supported by the HOW team and related professionals.
- Review and careers meetings effectively support transition work in key stages 3, 4 and 5.
- World of Work activities are implemented from KS2 upwards, Life Ready planning is incorporated into KS1 – pupils leave with enhanced life skills.
- Pupils in Y11 and Sixth form have the opportunity to participate in Work Experience, students are more confident and resilient when leaving.
- Active links with Local Business Network (LEN group) entrepreneurs support charity work for the school and offer curriculum support to Post 16.
- School is working with Solihull College to relocate our Post 16 provision to their campus to open a broader offer for our pupils. The enhanced provision will be staffed by Hazel Oak.
- School identifies pupils who are able to participate in travel training, enabling them to access transport to and from school independently.
- Opportunities are provided for pupils to develop their employability skills e.g working in the Hair and Beauty Salon and with the school business and Sarnie Squad, Hogarth's Hotel and charity shop takeover days – see World of Work week.
- Pupils are well supported to reach appropriate destinations beyond school and succeed in securing college and work placements as a result
- Sixth form visits FE providers during the year to support pupils with making decisions about their futures. Pupils are less anxious and make more informed choices.
- School employs an independent careers adviser who meets with the pupils on an individual basis and with parents - families are well informed about options.
- School and parents share an understanding of pupil ambitions and their learning journey is personalised to reflect this e.g. one Y11 pupils is attending a local work experience provision for half a day per week in a hospital and one pupil attend Horticulture one day a week at Solihull College.
- Leadership team support parents in decision making and inform about course and college options – Career action plans support EHCP development and next steps planning.
- In 2018,   12 out of 12 Yr 11 leavers were EET (67% stayed on in sixth form, 33% went onto colleges)
- In 2018, 10 out of 10 Year 13 leavers were EET (All now in colleges except one now working within family business following successful work release days through Post 16).

Maintain & embed	
Monitor the implementation and impact of the new KS4 and 5 curriculum.	
Ensure target setting is challenging and bespoke to pupil need, supporting development of Hazel Oak "Progression Guidance"	
Draw on support of LEN Business group and external links to enhance work related learning and work experience opportunities	
Explore parent views on destinations and continue to develop support for transitions.	

SIP Code	Objectives to improve outcomes.	Milestone 1: February 2019	Milestone 2: May 2019
O1	Complete a stable, supported move of Post 16 provision to Solihull College.	• Arrange meetings with College staff to plan curriculum. • Meet with Collage to review IT and logistics of move and use of the spaces allocated. • Visit Forest Oak Post 16 at Woodlands campus to review their recent move. • Working party to be set up , incorporating all key parties. • Parent support session in November, offered for all key stages. Sharing information and taking questions / worries. • Set up parent support forum for any parental worries, collating main concerns. Web portal for any additional questions.	• Pupils and families will have experienced being in the spaces offered at Blossomfield campus and will have a clear understanding of the curriculum and opportunities offered for September 2019. • Governors will have visited the campus and all had opportunities to challenge and scrutinise the plans for the move. They will also have supported at parent events. • A timed action plan wil clearly set out how the move and transitions will build up over the Spring and summer terms and into the autumn and spring into 2019/ 2020. • All pupils will have a clear, personalised transition package to address their learning needs and family concerns.
O2	Expand the HOSTA SEND moderation group, presenting a case study of outcomes.	• Initial meetings will take place with Alliance member schools. • Additional invitation will be shared beyond the Alliance for interested parties and offered at HOSTA professional tours. • In-house comparison of moderation procedures will ensure internal moderation is rigourous and will have reflected on learning form mainstream settings. • Planned dates will be set for the year ahead. • All teachers and TAs will have opportunities to participate in sessions and feedback their learning.	• A wider range of staff will have enhanced understanding of moderation and SEND in mainstream settings. • Internal moderation and assessment processes will be enhanced and checked for robustness via the process, raising staff confidence in making judgements. • Closer links will have been established between mainstream and SEND schools, better supporting local knowledge of Hazel Oak. • A case study will reflect on the work achieved through this group to present to the Governors Curriculum Committee and to HO staff.

SIP Code	Objectives to improve outcomes.	Milestone 1: February 2019	Milestone 2: May 2019
O3	Develop wider community links with institutions, supporters and businesses to enhance work related learning and social skills for pupils.	• Current links will be collated through HOPE & LEN Group - Post 16 links for the curriculum. • Links will be made for fund raising and to bring key businesses into school to support within and beyond the 'World of Work' week. • Whole school curriculum will be reviewed to find additional opportunities to enhance Life Ready learning with industry / business connections.	• New KS4 and 5 curriculums will have a broader range of work related links planned in a regular intervals. • Pupils will have access to a wider range of business opportunities in and out of school. • The school will have raised the profile of businesses we link with to support two way development for SEND jobs and futures. • College link swill also have enhanced work related learning with offers below KS5 in development. • Pupil social and work related skills will be better tracked through new SEMH & S4L assessment developments (see targets T2 & P1).

Early Years provision: Outstanding

Evidence
- Staff are highly experienced and knowledgeable in delivery of an outstanding EYFS curriculum to all pupils in the setting
- The provision creates a communication friendly space that follows on throughout the school.
- Pupils are engaged in practical learning experiences that develop their knowledge and skills and capitalise on their interests and motivations.
- Pupils are happy and enjoy their time in school.
- Continuous provision builds on both indoor and outdoor learning with the enhanced offer of Forest School.
- Social development is a key aspect of the day and pupils develop their skills well as a result.
- Teachers and leaders are confident in the team's ability to demonstrate excellent practice.
- The staff work effetely to adapt the curriculum to meet the wide range of needs in the group.
- Regular observations and recording supports pupil progress and families feel well supported and included in this.
- Links with other schools support transitions and staff development to support pupils and moderation of work.
- The team work with a drive to continually improve and this ensures the best outcomes for all pupils.

Post 16 provision: Good

Evidence
- Students are confident and positive about being in 6th Form and feel supported as a natural extension of their time in earlier key stages.
- The new curriculum offer provides a wider range of accredited opportunities to provide the best outcomes and next steps.
- Students feel well supported to discuss personal issues and feelings and know where to get appropriate support in the department and the wider school.
- Post 16 learning builds on success from key stage 4 to enhance skills and build on work related learning.
- Independence and skills for life continue to be a key focus to develop skills sets and provide practical opportunities through work experience and a business led curriculum.
- The Post 16 phase is going through significant changes with new leadership, new accreditation and approach to teaching and learning. The department is also preparing to move off site to Solihull College at the Blossomfield Road campus for September 2019. The changes will secure better outcomes for all pupils and offer a wider variety in options. There are outstanding elements that will raise this judgement once changes are complete.

Overall effectiveness: Outstanding

Evidence:
- Our developmental and flexible curriculum leads pupil development with a life skills focus and practical application of learning to prepare them for the world beyond school.
- Through philosophical learning and teaching, restorative practices and reflective learning pupils are encouraged to take pride in themselves and express who they are, developing a great level of confidence in their own abilities.
- Pupils are nurtured through challenging external circumstances and personal challenges to ensure they get the best experience throughout school.
- Pupils feel safe and know who and where to go to for support.
- The school challenges independence to develop resilience in all learners at all levels and all complete their final years with relevant accredited outcomes that support successful next steps.
- Effective teaching throughout school ensures continuity though the core subjects with outstanding outcomes.
- Pupil behaviour is outstanding both in and out of lessons.
- Pupils know and uphold the school's values and are proud of their school.
- All staff support families to engage in school life and to overcome challenges faced externally, working closely together to facilitate EHCPs.
- Wellbeing is a priority and a school value and is well supported through staff training programmes and the HOW Team.
- We are a developing school, incorporating the practical application of theories into practice and reflecting on development to provide the most appropriate curriculum and outcomes for all pupils.
- We work with external agencies to bring wider support to families, including educational psychologists, life coach, nurses, occupational therapists and counsellors.
- The Teaching School brings further experiences and professional opportunities to staff and to pupils, supporting wider local understanding and support for SEND pupils in mainstream schools. HOSTA impacts positively on staff development and succession planning.

Pupil Voice targets via Student Council

SIP Code	Objectives from Student Council	Milestone 1: February 2019	Milestone 2: May 2019
PV1	**Enable pupils to have a shared responsibility in looking after the school environment, developing their understanding of health and safety in the workplace.**	• School Council to have Health and SafetyChampions as a standing agenda item. • Staff assigned to support with quality control checks with HSCs; could develop tick / audit sheet - pupils to support devising this. • SLT to share design winners for logo and add to communications. • Look into blog / update areas on website. School Councillors to keep updated and HSC's (Health and Safety Champions).	• HSCs have input into KS assemblies and feedback on progress. • Highlighted work areas and supervision roles evaluating aspects of H&S with key staff (TA support) • HSCs report back to leadership team in Summer term meeting. • School councils review progress and decide on next steps or new targets.
PV2	**Create a wider offer of activities during break times to keep all pupils engaged with more opportunities to try new and different activities.**	• Buy new stereo for use outside use to support dancing / listening to music. • review games and activities on offer and link to SMILE launch with staff teaching / offering new skills • Establish Friday club and continue to develop games club. • Additional clubs: Lego, chess etc - gain pupil feedback on existing and ask for ideas in new clubs - link to sports premium and physical activity.	• Staff support pupils through class meetings, key Stage staff meetings and student council meetings to maintain an interesting and diverse offer that pupils respond to. • Rules and guidelines are clear to support active engagement versus quiet, independent time.