

Crowdys Hill school self-evaluation form 2022

(URN: 126549/ DfE: 8667006)

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. Our Primary and Sixth Form provision has been open since 2016. The school has expanded from 128 pupils in 2016, to 270 in 2022.

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 all of the 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 science lab, cookery rooms 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%. Of the 1400+ pupils with EHCPs in Swindon, we have 270 of them.

On average through SBC banding, we received £21,000 per primary pupil, and £18,000 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 for last year: 107 pupils (40%) which is below the national and local average. FSM national average is 22.5%.

We have 9.6% 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.

[http://www.swindonjsna.co.uk/Files/Files/Swindon Inequalities - Research Report FINAL3.pdf](http://www.swindonjsna.co.uk/Files/Files/Swindon%20Inequalities%20-%20Research%20Report%20FINAL3.pdf)

There is very little mobility throughout the phases. We have up to 5 in-year admissions each year, usually in secondary 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 47 teachers and instructors, plus 5 casual supply; and 57 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, in each school phase, and this has reduced our expenditure greatly, from £75,865 in 2017-2018, to £22,000 in an average year. 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. The pandemic and long-term illness absences last year caused our supply staff expenditure to increase £155,000. This year we have employed 3 more cover teachers to support with cover. This should reduce our supply costs considerably.

We also employ 3 speech therapists, one counsellor; and other support staff, 20 in total.

The farm will be a major new project for the year, to develop its educational purpose and outreach facilities. 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 developed the Early years outside space

We are starting the year understaffed in terms of TAs.

We are developing a careers hub and café this year for Sixth Form and year 11 pupils.

<p>Areas to improve: From OFSTED February 2019</p> <ul style="list-style-type: none"> 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. 	<p>Progress: GOOD</p> <ul style="list-style-type: none"> Good- We implemented the use of a new assessment system for monitoring EHCP outcomes. Through staff training we now have staff using the CYP EHCP outcomes to focus their planning, and ensure good progress in this area. This has led to much improved SEN pedagogy across the school. There has been much improved reading/ phonics progress. There was less push for science and humanities. These are being addressed this year. Good- 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. Our new SIP will work closely with governors.
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>School improvement self evaluation:</p> <ul style="list-style-type: none"> • Quality of education- good • Behaviour and attitudes- good/ outstanding • Personal development- good/ outstanding • Leadership and management- good • Quality of sixth-form provision – good • Quality of Early Years provision- good 2022 <p>Overall effectiveness- good</p>	<p>Focus for improvements for this year:</p> <ul style="list-style-type: none"> • Quality of education- Curriculum content for Humanities and science/ Challenge • Behaviour and attitudes- attendance rates/ behaviour awareness • Personal development- Aspirations/ community links • Personal development- THRIVE approach and pupil resilience • Leadership and management- Governor visits and training / collaboration with other schools/ reducing energy costs <p>Quality of Sixth Form- preparing for adulthood/ work experience and placements/ parental knowledge and signposting for support</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

Quality of Education
OFSTED comments in italics and blue.

The intention of our curriculum

Changes this year:

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-based learning in KS1- year 10. This is to produce a more coherent and embedded curriculum, where there is more repetition and building on prior knowledge, and also contextualising concepts. 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 new 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 ensuring that each child learns skills and knowledge which will support them in being as independent and employable as possible.

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

KS3-5 have more focus on sports and exercise due to the effects of the pandemic on our school population.

We have employed TLR post holders to lead subjects, to ensure sequencing and cohesion across the phases.

Literacy

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 have assigned a senior member of the leadership team to ensuring progression and sequencing of English across the phases. This leader is also responsible for reading and phonics and communication cohesion across the phases. They have successfully audited and implemented a phonics and reading programme. This has been positively reviewed by external agencies, and we will continue to seek advice in this area to ensure we are implementing progressive programmes for the pupils.

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.

Numeracy

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 will be a complete overhaul of the maths curriculum this 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 leave us with Entry level 1 up to GCSE accreditations.

Projects

We introduced a project based 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.

Subjects covered within projects are: humanities, English, maths, art, IT. They are linked to stand alone subject coverage as well to consolidate learning.

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 and PSHE are timetabled as separate lessons from KS1-4; English and maths 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.

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. In KS1-5 pupils are encouraged to take part in Think assemblies to develop their oracy skills. 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, 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 will focus on mental health and well-being of pupils, particularly in light of the pandemic. 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 have a new TLR post for outdoor learning. This will seek to ensure that our outdoor learning offers are also sequenced and progressive.

Creativity

We have an art lead who will coordinate 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.

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 have 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 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.

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 testing the effectiveness of 'deep dives' this year, to really analyse the effectiveness of a subject. 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 2 experienced teachers to lead on SEN pedagogy. Their roles will be to ensure all pupils can access all lessons, and reduce SEN barriers to learning and train and support staff.

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 try to make regular visits to the school, to work with leadership team to strive for improvements. This is an area that needs 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

Strengths seen	
<ul style="list-style-type: none"> • Planning clearly visible in all primary classes and majority of secondary classes. • Planning shows good detail and addresses challenge for pupils • Books are not worksheet heavy and a range of media is used to record work. • Marking policy is visible in books, VF is widely used. • Books show a clear sequence that can be linked to planning 	<ul style="list-style-type: none"> • Collaboration of planning with year 10 for functional English in Term 6 • Planning shows good detail and addresses challenge for pupils • Planning for accreditations is sequenced and progressive allowing progress for all. • Moderation of accreditations meaningful and successful meaning all pupils get the best chance of achieving. • Planning of curriculum allows for a broad and balanced curriculum for all pupils.
Areas to develop	
<p>Need to ensure that challenge remains a focus and keeps being considered on Curriculum maps need completing for all subject areas Visibility of planning boards in secondary and Sixth Form Project books to be consistent, use the oversized lined books in place for Project. More ordered for September. All work to have a clear objective displayed at the top of the page. The objective needs to show the learning planned for not the lesson name To further evidence the challenge that is taking place. Is this through questioning? Is this on EFL? How can we show more challenge in books?</p>	

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.

We were going to use this programme for academic subjects as well but after trialling with staff it was found to be too cumbersome and time consuming. After much research and comparisons with other schools we have chosen to use B squared. This was started this year and will continue next year. This should allow us to see even small steps of progress.

We are moving to using the Thrive programme to assess individuals where SEMH issues have been identified. 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 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 D of E. 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.

Interventions are monitored and evaluated every term and reviewed for the following term to ensure that SEN barriers are reduced.

Last year there was a noticeable improvement in the use of Efl, which allowed closer monitoring by staff, and quicker support where needed.

Long term goal is for 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 new 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.

KS1/2 = 45 Children English		Maths		Project		PE	
Red	4%	Red	4%	Red	4%	Red	9%
Amber	16%	Amber	18%	Amber	4%	Amber	13%
Green	80%	Green	78%	Green	91%	Green	78%

PSHE	
Red	5%
Amber	22%
Green	73%

Secondary KS3

	Year 7 English	Year 7 Maths	PSHE	Project
Red	3%	3%	0%	0%
Amber	18%	15%	12%	18%
Green	79%	82%	88%	82%
	Year 8 English	Year 8 Maths	PSHE	Project
Red	0%	0%	0%	0%
Amber	29%	29%	6%	24%
Green	71%	71%	94%	76%
	Year 9 English	Year 9 Maths	PSHE	Project
Red	12%	10%	10%	8%
Amber	10%	10%	2%	2%
Green	78%	80%	88%	90%

Secondary KS4

	English	Maths	Science
Year 10	Total 33	Total 33	Total 33
	G 88% A 12% R 0%	G 100% A R	G 100% A R
Year 11	Total 29	Total 29	Total 22
	G 100% A R	G 97% A 3% R	G 91% A R 9%

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)

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.

• **KS4: include: (27 pupils)**

Entry level **English** accredited outcomes Year 11

- Entry level 1 - 0 %
- Entry level 2 - 33%
- Entry level 3 - 55% *4 pupils not entered

Entry level **Maths** accredited outcomes Year 11

- Entry level 1 - 22%
- Entry level 2 - 15%
- Entry level 3 - 63%

One pupil achieved level 1 mathematics- Number and measure (only 1 entered)

English- big increase in progress, and EL3 up 33% from last year with similar cohort.

Maths- Big increase in progress, EL3 up 35% from last year.

Year 11 subjects (external accreditation):

Option Subject	Accredited outcomes
Arts award	21 pupils completed Discovery level
Science	77% EL3
Home cooking	100% L1 Award
ASDAN geography	100% EL3
ASDAN personal development (6)	4 bronze 2 silver
One pupil ASDAN history and Sports & leisure	Pass EL3

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.

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 3 80% Year3 PP 76% pupils are being identified and supported with strategies to support families. Positive variation is seen in year where: Year 7 81% Y7 PP 93.%.**

Year 9 a spike in pupil premium pupils' behavioural incidents was down to three pupils in the year group and increased weighting of points for particular behaviours associated. In year 11 there were significantly fewer behavioural issues with PP compared to their peers.

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 attendance reaches less than 95% and 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

Area to develop- science and humanities curriculum

Outdoor learning- trips sequencing

Careers- work experience opportunities

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

Behaviour and attitudes

OFSTED comments in italics and blue.

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 are restarting the House system this year. The focus will be 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.

We are trialling year 11 leaders and buddies this year for younger pupils support.

We are trialling anti bullying groups, and sexual harassment discussion groups to allow pupils to express their views and put support in place if needed.

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.

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 91.1% Secondary 88% Sixth Form 80.9%

This info has not been released yet. DfE figures for attendance rates for 2020-2021, in all state-funded schools adjusted for Y11-13 not expected to attend was 89.7% on 17 June. Attendance in state-funded primary schools was 93.0% on 17 June. Pupil attendance in secondary schools adjusted for Y11-13 not expected to attend was 84.9% on 17 June.

- Persistent absences, where pupil misses 10%+ of their enrolment through authorised or non-authorised absence was 71 students in Term 1 increasing to 101 students in Term 6.
- Pupil premium had slightly lower attendance than non-pp, not significant. Boys had slightly better attendance than Girls (not sig). EAL had higher attendance.

Attendance by category

PP: 86.7%

EAL: 92.12

Girls: 86.9%

Boys: 87.5%

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. Challenge is the focus for this year's teaching.

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- Good with elements of outstanding

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.

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

Personal development

OFSTED comments in italics and blue

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 harvest festival, 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. Our pupils are taught yoga in primary and year 7, some continue this into year 8. Pupils in year are trialling a mindfulness course this year.

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 residential 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

30 Students left in Crowdys Hill in Sept 2021 - July 2022

61% are now studying at New College

19% of our leavers have transitioning to Horizons

14% of our students have been referred to the EET Team who have allocated 1:1 workers who will support the students gaining employment.

1 student (3%) is attending Lackham

1 student (3%) has been employed at Crowdys Hill as a food technician.

Work Placements

External careers advice from Adviza Diana Aston met with 25% of our students to run state funded level 6 career interviews. She created action plans for each student. Villiers Park have worked with a further 15% of our students offering career advice and employability skills workshops.

11 students have work placements

1 student has had a job offer at a local cafe after the work placement

3 have worked as Teaching Assistants

4 have worked as sports coaches

2 assistant caretakers

2 worked in a local café

1 in a hair salon

All students have been involved in internal work experiences.

Where are they now?	2020 (26)	2021 (23)	2022 (30 year 11 to 14)
New College	35%	60%	61%
Horizons	12%	22%	18%
Foxes	8%	N/A	
Employment	3%	4%	6%
Neet	8% 1 pupil	13% 5 pupils	9%

We visited The Castle School in Newbury as they have a focus on World of Work. A high percentage of their students leaving secure employment.

We are working with local companies to explore apprenticeships at the appropriate level.

We have employed a new post holder to lead on careers education and destinations. This will be a focus for review this year due to the changing needs of the pupils, and the changing employment landscape.

NEETS due to pandemic effects resulting in little or no transition into college, and poor communication from college to parents. Head of Sixth Form is in liaison with SBC and New College Swindon.

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

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

Leadership and Management

OFSTED comments in italics and blue

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.

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. The new post holder has revamped and rolled out the new Educational visits policy and procedures, and trained staff to encourage more trips and visits across the school.

Pandemic response to health and safety

During the pandemic the headteacher and site manager produced risk assessments, based on DfE and PHE guidance, and ensured staff followed procedures. This was re-assessed regularly throughout the period.

All stakeholders are kept informed of guidance. Term 3 last year we had a huge increase in staff absences due to covid, as well as pupils.

Please see Pandemic Response report.

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.

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.

The focus for this year will be the benefits of academisation. The governing body have instructed the headteacher to form a working group to gather and present information for the GB. The HT has reorganised for our new SIP to discuss governor roles, and also the benefits of collaborations.

We have had a stable governing body since 2019 and are seeking to gain a few more members.

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.

Additional funding for pupil premium, and covid catch up premiums have been well spent in improving pupil outcomes and/or reducing gaps between groups. We seek external reviewers for pupil premium which have been positive. This year we have recovery funding available. We also benefited from tuition funding. We will be trying to reduce our utilities bill this year, and promote renewable sources of energy.

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 was trialled last year successfully, and will be a funded venture this year through the borough, and privately.

We seek external reviews and advise to keep pushing us forwards. We have regular visits from our SIP, who is an OFSTED inspector; 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.

CPD – in total teachers here received 313 hours of external training, with a total of 1054 hours of CPD. We invest heavily in training for TAs who received 534 hours of external training with a total of 821 hours of CPD. Literacy and phonics; sensory support, have been a focus last year. We also focused on including reading, Speech and language strategies. Two staff are undertook on-going studies at master’s level. Two teachers are studied NPQSL.

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 teachers roles. We have registered expressions of interest in some teachers taking on the new DFE NPQ programmes. Three 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 then expected (due to pandemic). Staff questionnaires are issued yearly, and actions may arise from them. Last year the staff wellbeing was rated at 86% good with some actions put in place throughout the year. See staff wellbeing report for details.

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.

We are seeking to improve parental engagement and involvement in their pupils’ learning.

Sixth Form provision

OFSTED comments in italics and blue

Areas addressed above

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

Internal data

Sixth form KS5			
Groups	English	Maths	PSHE
A - 11	100% Green	100% Green	83% Green 17% Amber
C - 11	72% Green 28% Amber	82% Green 9% Amber 9% Red	91% Green 9% Amber
D - 11	64% Green 36% Amber	73% Green 27% Amber	100% Green
E - 13	100% Green	91% Green 9% Amber	100% Green

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

	Functional skills	English	Maths	
	Year 12	EL1 – 53% EL2 – 32% EL3 – 15%	EL1 – 63% EL2 – 32% EL3 – 5%	
	Year 13	EL1 – 28% EL2 – 36% EL3 – 36%	EL1 – 40% EL2 – 10% EL3 – 50%	
Year 14 pupils: exams if and/or new	Year 14	EL1 – 0% EL2 – 33% EL3 – 67%	x	Only take progressive course.
English- FS2-1	Sixth form option subjects	Year 12	Year 13	FS3- 2 pupils
	Sport and Leisure EL3	5	3	
Art EL3; 1; Sport and ASDAN PSD EL1; EL3; C&G level 1= 2	Creative Arts EL3	4	6	Hospitality level leisure EL3; C&G hospitality horticulture pupils
	Health and Social care EL3 Level 1	4 5	2 5	
Health and 1; Performing pupil	Hospitality Gateway L1 C&G EL3	2 3	3 6	social care level arts EL3 = 1
	Performing arts EL3	4	4	
	C&G Horticulture Level 1	2	1	
	Retail Level 1	1	3	
	ASDAN PSD EL1	3	5	

XXXXXXXXXXXXXX

Sixth Form provision- Good

Strengths

- Developing independence
- Supporting transition
- Variety within the curriculum

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

Evidence:

- TEACHING AND LEARNING SUMMARY FOR PREVIOUS YEAR- Jo
- DATA ANALYSIS Assistant HTs
- PUPIL PREMIUM STATEMENT Emma/ Paul
- LITERACY report Becky
 - STAKEHOLDER VIEWS- PARENTS/ PUPILS/ STAFF/ GOVERNORS Kate
- ATTENDANCE SUMMARY Sam/ Emma
- SAFEGUARDING SUMMARY Emma
- SAFEGUARDING EXTERNAL REPORT
- BEHAVIOUR SUMMARY Emma

- **EXTERNAL READING REVIEW**
- **Mental health pupils REPORT Lucy**
- **SALT report- SALT team**
- **PERFORMANCE MANAGEMENT AND STAFFING SUMMARY Kate**
- **CPD OVERVIEW FOR PREVIOUS YEAR Jo**
- **CURRICULUM INFORMATION OVERVIEW Kate**
- **WORK EXPERIENCE/ careers Lisa/ Ben/ Jo**
- **EARLY YEARS Kerry**
- **MOST RECENT EXTERNAL REVIEW REPORTS**
 - **MOST RECENT OFSTED REPORT**