



Elmwood School



The
Jean Rees
Centre

Elmwood School

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Executive Headteacher: Mrs H Farnell

Deputy Headteachers: Mrs K Burgess & Mr A Laurence

Assistant Headteacher: Miss V McCarthy

Elmwood School (including Jean Rees Centre)

(Part of Elmwood and Penrose Federation)

School Evaluation Form

2018-19

October 2018

School Context

- School numbers increased to 88 commissioned places from September 2018 and numbers of roll is 89 (September). This includes 20 students at Post 16. At Elmwood (Years 7-11) there are 46 boys and 23 girls. At Post 16, 13 boys and 7 girls.
- Elmwood School is a Secondary Special school co-located with Robert Blake Science College, The Jean Rees Centre which is our designated Post 16 centre is co-located on Chilton Trinity campus. Both sites have sports and leisure facilities provided by 1610.
- The designation for the school is Severe Learning Difficulties, Moderate Learning Difficulties, Profound and Multiple Learning Difficulties and Autistic Spectrum Disorder, we also have a small number of students whose primary need is categorised as Social, Emotional and Mental Health Needs.
- All students at Elmwood School have a Statement of Educational Needs or an Education, Health and Care Plan in place. Pupils' attainment on entry is well below the national expectation.
- Pupils are drawn from Bridgwater, Highbridge, Taunton and surrounding areas. Our catchment areas are mostly within the 20% most deprived areas of the country with parts of Bridgwater and Taunton being within the top 10% of the most deprived areas.
- 52% of pupils are eligible for Free School Meals and 7% are Children Looked after.
- The vast majority of pupils are white British. 4 pupils have English as an additional language.
- Elmwood School hosts a Learning Support Centre which provides all schools within Sedgemoor a resource library for supporting learning of children and young people with SEND. The Learning Support Centre, hosts a regular SENCO meeting and the lead practitioner attends regular multi-agency events supporting parents and families from within Sedgemoor.
- Elmwood School is one of 2 schools belonging to the Elmwood & Penrose Federation. Penrose School which is also situated in Bridgwater provides primary education to pupils with Special Educational Needs and Disabilities. The Jean Rees Centre is a separate Post 16 centre. The three separate sites within the Federation allows for pupils to access specialist provision, but mirrors the usual transitions from primary to secondary education in line with mainstream partners.
- Elmwood School has a shared entrance and reception with Robert Blake Science College. The school is designed in wings and consists of 4 separate wings over 2 floors. The school boasts specialist facilities including Art room, soft play room, Immersive room and Science and Design and Technology rooms, alongside shared spaces in music, library, drama and sports facilities.
- Elmwood School has designated outdoor spaces including horticulture, games court and adventure play.
- The Jean Rees Centre is a one storey building within its own grounds on the Chilton Trinity campus. The building consists of classroom areas, common room, sensory and movement therapy room alongside contained outdoor areas including poly-tunnel for a range of vocational learning activities.
- The school is a key partner within Sen.se (Special Educational Needs, Somerset Expertise). Local Special schools working collaboratively to share good practice, share resources, organising shared conferences and training and enabling staff to work together on assessment and moderation.
- As part of peer review and challenge, Elmwood School is linked within a quadrant of 3 other Special Schools, where the Headteachers work together to review aspects of work in each school, provide challenge and peer review opportunities.
- The Senior Leadership Team consists of Helen Farnell, Executive Headteacher, 2 Deputy Headteachers, Andrew Laurence and Kat Burgess and an Assistant Headteacher, Vicki McCarthy. There is a Senior Leader link on each of the sites within the Federation; Andrew Laurence (Deputy Headteacher) leads at Elmwood School. There are a team of Middle Leaders who are responsible for the day to day organisation and management of each Key Stage, Key Stage 3 – Marie Neale, Key Stage 4 – Jules Tabb and Post 16 – Ryan Parker-Binns. They work closely together to ensure there is smooth transition and progression from one Key Stage to another.
- The Family Team and Wellbeing Team work closely with pupils and their families. This team liaise closely with multi-agency professionals, take the lead with Early Help Assessments and support families through a programme of coffee mornings, workshops and parenting programmes which take place throughout the year.
- Our Health and Wellbeing Lead has excellent links with all the relevant health professionals, she supports clinics, appointments and also ensures staff receive relevant training throughout the year. She is one of 2 Mental Health First Aiders, who have completed training in this area and work across the Federation to support both children and families with mental health needs.
- We have a school Counsellor who offers both play therapy and counselling to pupils alongside Somewhere House who also offer Counselling.

Significant changes since the last inspection	Impact
<p>Leadership and Management</p> <ul style="list-style-type: none"> • Significant changes within the Senior Leadership Team, including appointment of Executive Headteacher in September 2016. Deputy Headteacher role and Assistant Headteacher appointed in January 2017. • Succession planning within the Governing Body, with clear rolling programme of Chair and Vice Chair of the Board on a rolling programme. Bespoke training for the Board of Governors in Safeguarding. • Restructure of Middle Leadership took place at Easter 2017, creating a leader for each Key Stage across the Federation with direct responsibility for the day to day organisation and management of each department and leadership role in the curriculum. • The development of the Growth and Development Booklet for Teachers Appraisals, with a clear focus on self-reflection and self-improvement was implemented in September 2017. This had a clearer focus on teachers' development and improvement. • The appointment of a new School Business Manager and Premises Manager has ensured effective line management for the HR, Finance and Premises Team. Ensuring compliance with Health and Safety and Financial Management. • The introduction of a clear Annual Management Planner in September 2017, with a clear cycle of monitoring, scrutiny and evaluation ensured deadlines were met and events were successfully planned and carried out. • Further improvements to the Safeguarding Team, safeguarding is a key focus on SLT meetings, it is reported at all Full Governor Board meetings and is a central part of our Induction training, staff CPD and INSET planner throughout the year. The data through My Concern feeds into referrals for the Family Team and this is discussed at Family team link meetings where actions are monitored and impact measured. • Designated Safeguarding Leads have areas of focus where they attend specialist training and also lead the cascade of training to staff within school, this includes a focus on Radicalisation & extremism, Child Sexual Exploitation, Online Safety and Cultural issues around Safeguarding including FGM (Female Genital Mutilation & honour based violence) • Annual CPD offer enhanced and broadened and tailoring to small groups of staff around specific needs of pupils and/or skills of specific groups of staff. • A focus on CPD for leadership team, including NPQML, NPQH, SWALLS Leadership programme, Internship and Coaching. • Induction procedures for staff improved with a clear induction pack, training cycle and the opportunity to meet together as a team of new starters to share experiences, ask questions and learn and develop together. • Implemented a structure for support staff, creating very clear roles and responsibilities linked to Job Descriptions and Pay Grades and giving very clear lines of progression for aspiring members of staff. Growth and Development booklets developed for Support staff at their different levels, with clear standards and a focus on Personal Development. • The launch of the Junior Leadership Team has enabled a greater emphasis on Pupil Voice, the leaders lead the School Councils and then come together with other leaders from across the Federation to 	<ul style="list-style-type: none"> • Clear roles and responsibilities which link directly to Job Descriptions for each role. Created clear lines of accountability and expectations. • Succession planning enables the Board of Governors to continue to function appropriately offering challenge but having the level of knowledge of the school. • Distributed leadership has ensured a greater systematic process of monitoring teaching and learning at all levels with increased capacity to hold others to account. • Coaching model used throughout monitoring of teaching and learning is creating reflective practitioners and has raised aspirations and professional development. • Creation of structure within the support staff has enabled clear lines of progression and has raised expectations, lines of accountability and given more aspiration for young and new staff. • Safeguarding is now closely monitored, software allows careful tracking of individual chronologies but also prepares reports to show activity across the different sites within the Federation to help DSL (Designated Safeguarding Leads) to tailor training for staff. • Premises Manager has meant an improved focus on Health and Safety procedures and policies including risk assessments. Additional training for the team and an increased focus on value for money in maintenance and servicing. • Membership of local and County groups has ensured the school has up-to-date information and local and regional initiatives. There is a structured way of sharing information about students and

<p>discuss changes needed, make decisions alongside meeting Senior Leaders and organising events. Junior Leaders are actively engaged in recruitment of new staff and representing the school at external events. They have designed additions to the school uniform. There is a link Governor to the Junior Leadership Team meetings who attends and is involved in this work.</p> <ul style="list-style-type: none"> • Introduction of weekly link meetings between Middle and Senior Leaders to ensure timely sharing of information, accountability, scrutiny and monitoring activities take place throughout the year. • Member of the Senior Leadership Team has taken an active role in community multi-agency groups including Together Team, Team Around the Schools, Sedgemoor Learning Alliance, PFSA working group, Inclusive Schools and the Safeguarding Education Board. 	<p>families, learning together as a multi-agency group and the ability to have professional dialogues with colleagues from other agencies. This has had improved outcomes for families including housing, drug and alcohol service and access to other services.</p> <ul style="list-style-type: none"> • Weekly MLT/SLT link meetings has ensured timely sharing of information and ensured that events within school are planned in advance and communication has improved.
<p><u>Teaching, Learning and Assessment</u></p> <ul style="list-style-type: none"> • The new Kaleidoscope Curriculum was launched in September 2017, there are now clear pathways for learners of all abilities and all ages. The curriculum links closely to relevant assessment which enables the school to demonstrate the progress pupils are making. • The Online Safety Curriculum and Computing Curriculum was launched in April 2018 with clear pathways for learners to follow according to their starting point in terms of knowledge and skills. • Relationships and Sex Education Curriculum alongside the PSHE Curriculum was launched in April 2018 which supported the work of both class teacher for whole class teaching and also the Intervention team who deliver small group and also 1:1 specialist work in RSE and harmful sexual behaviours. • Core leader roles in English and Maths developed and given clarity around expectations. are engaged in data analysis, target setting, writing subject SEF and SIP and monitoring teaching and learning across the school. • Streamlined groups for English and Maths in both Key Stage 3 and 4 to ensure that the most able are challenged and progress maximised. • Year 7 catch up funding utilised to provide 1;1 intervention in Literacy and Maths which is closely tracked. A range of intervention materials are utilised to boost the progress in these areas. • Assessment systems refined during 2016-17 to ensure that the assessment tools link to the National Curriculum. • English & Maths tests are now carried out consistently across Key Stage 2 were relevant, these are scored and provide a baseline score alongside teacher assessment in which to set targets. • Introducing a Multi-Sensory Curriculum for our Sensory Learners ensures that their complex needs are being met and their small step progress and development is tracked and celebrated. • Core subject leaders link to Sen.se schools for moderation which ensures consistency and sharing of good practice. • Marking and Feedback is launched in 2015, scrutiny of work in 2017-18 demonstrates this is well embedded throughout the school. • Development of specialist communication lead which has ensured consistency in communication plans and programmes across the school. Communication lead links closely with Speech and Language therapists to ensure that pupils make progress in their communication skills. 	<ul style="list-style-type: none"> • Curriculum is appropriate and meaningful for all learners. • Introduction of Alternative Provision has reduced incidents of challenging behaviour within school and has had positive impact on both the individual students and on the whole school. • Core leaders have a clear understanding of their own roles, they work together to ensure consistency and have clear Development Plans in place for their own subject. • Streamlined groups and mainstream inclusion has ensured that challenge is offered to the more able. • Assessment systems are now related to the curriculum for each group and relate to the learning taking place within the classrooms. • All students have personalised communication system in place which has had a positive impact on pupils having their own voice, making choices and developing independence. • OCR has enabled the school to offer a choice of options to suit the learners interests and aspirations and set a higher level of challenge. • (See Outcomes section for progress data for 2018) • Intervention referral system has ensured that all interventions are targeted with clear

<ul style="list-style-type: none"> • Increased training in Communication and relevant software for pupils to use specialist hard and software to assist and augment their communication systems. This includes Eye-gaze technology, I pads alongside specific and specialist training for staff. • There has been a review of the Intervention team, ensuring there is a clear referral process with focused objectives. All interventions are now time limited with clear review process built in to ensure that impact can be measured. • Accredited system refined at both Key Stage 4 and Post 16, using the Achievement Continuum for Entry 1 learners and ensuring that students are making progress throughout. Pupils in both Key Stage 4 and Post 16, work on units from OCR Life and Living Skills within Entry 1 to 3 with some students working on Functional Skills qualifications in English and Maths. • Personalised timetables have ensured students with complex and challenging behaviour have remained engaged in purposeful learning. Alternative Provision is carefully selected and commissioned where relevant for individuals. 	<p>focus on outcomes, these are now time limited with a review process.</p>
<p><u>Personal Development, Behaviour and Welfare</u></p> <ul style="list-style-type: none"> • Increased participation in PCR reviews by the Family Team to ensure focus on Action Plans link to long term aspirations and improved engagement with school. Access to early intervention for all parents. • Family team tiered approach ensures interventions is a staged approach. Work is evaluated against intended outcomes which is time bound. • Attendance is carefully tracked, with links to the Education Welfare Officer and challenge to families where attendance needs to improve. Closer tracking and joint working with respite and hospice settings to ensure that when pupils are unable to attend school through illness and surgeries, school have regular contact and learning continues wherever possible. • Introduction of Thrive, increased Thrive Practitioners completing the training and embedding of nurture principles throughout the school. • Development of timetables throughout the school to ensure that we maximise learning time, reduce time for unstructured times and ensure that we are meeting the requirements of the National Curriculum wherever relevant. • Improved engagement with parents and carers, developing the keyworker role and early help interventions for families. • Working closely with the NSPCC as part of the recently launched PSHE curriculum which links directly to the NSPCC Pants programme which teaches young people to recognise abuse and how to keep themselves safe. This also feeds into the specialist work for PSHE and SRE which we have developed over the last year at different levels. • Behaviour Watch is now in place and all incidents involving challenging behaviour are logged electronically, this enables senior leaders to analyse behaviour of both individuals and groups at anytime and use real-time data to inform planning, staffing, CPD and support. • Clear Intervention referral system has been implemented which gives a clear Plan, Do, Review cycle. Interventions are time limited and tracked carefully to ensure focus is impact driven. Interventions include work with families alongside RSE (Relationships and Sex Education, Health & Wellbeing and Mental Health, PSHE, Friendships, emotion coaching, counselling and also support for families. • August 2018, Holiday Scheme was launched for the first time. This scheme enabled parents to get respite and pupils accessed high quality fun and active sessions. Very positive feedback received 	<ul style="list-style-type: none"> • The Family Team are bridging the gap between home and school and we have seen an increase in EHA (Early Help Assessments) with our families which have prevented them reaching crisis situations. • The attendance for the whole school for 2017-18 is 94.78% this includes the Jean Rees Centre where we offer full time programmes of study for Post 16 students. • Thrive – nurture principles are more embedded throughout the school including Nurture Breakfast and Mindfulness which help students to regulate and prepare themselves for learning. • Timetables now maximise learning time in all Key Stages. • Pupils have learnt how to recognise abuse and how to keep themselves safe. The PSHE and SRE programme has different layers, linking to specialist workers when concerns are raised. Good links are in place with the Specialist for Harmful Sexual Behaviour within the Local Authority who supports staff to deliver bespoke programmes around 'The Gift'. • Real time data from Behaviour watch has enabled middle and senior leaders to tailor training and support to put in strategies to manage behaviours which challenge.

from both staff and parents and this scheme ran in parallel to the Family Activities which were well attended throughout the summer holiday.

- Development of a structured class at Elmwood School, based on Nurture principles and using Boxall Profile to set targets and measure progress and development.
- Acorn room provides a safe space for interventions including counselling, wellbeing and PSHE.
- Active Thrive Sessions take place on a Friday afternoon, students are grouped according to their Thrive assessment and targets and where social and emotional development are the key focus.

- Increased attendance by pupils with complex medical conditions. Staff have trained alongside care staff and this has given greater confidence in dealing with complex health needs.

Key Issues from the Previous Inspection

'The development of students' literacy and numeracy skills is not checked closely enough through the range of subjects taught'.

Developments since the last inspection:

- Senior and core subject leaders track English and Maths closely through a range of monitoring activities, including Classroom monitoring visits, scrutiny of work, moderation and data tracking.
- Intervention staff feedback to English and Maths leaders regarding progress of students.
- Baseline testing in place for both Maths and English (Reading and writing). Results analysed and fed back into teachers planning.
- Tracking skills in English and Maths being delivered throughout all subjects is a focus through Appraisals for teachers to ensure that teaching staff are taking responsibility to ensure that targets and skills are shared.
- Learning triads/ quadrants have been introduced to teaching groups to create small working groups focusing on teaching and learning and sharing good practice, throughout the year these small groups come together to carry out moderation, observe each other and share resources.
- Moderation takes place throughout the year, led by the core leaders for English and Maths – this ensures there is consistency in marking and feedback and levels.
- Senior and core leaders monitoring teaching and learning frequently throughout the year, during this time, sampling is carried out on pupil books and evidence files to ensure that books are up to date, there is consistent marking and feedback and that lessons are planned at appropriate levels and with clear differentiation to match the needs of the students.

'Few more able Key Stage 4 students access higher level courses when they leave school and move onto their next steps of their education'.

Developments since the last inspection:

- Students in both Key Stage 4 and Post 16 follow the OCR Life and Living Skills and some follow Entry Level Qualifications in English and Maths. The Achievement Continuum is used to show progress for learners working within Entry 1. Students follow a progressive curriculum within the Entry Levels which leads to accredited outcomes at an appropriate level for each learner.
- The most complex learners who follow the Multi-Sensory Curriculum in Key Stage 4, work towards accreditation in Towards Independence which provides a pre-entry stepping stone towards the Entry One qualifications at Post 16.
- The school tracks all leavers and in 2016-17, 100% of leavers in Year 11 and Year 14 have gone onto college provision. At the end of 2017-18, 4 Year 11 moved onto college and 5 remained in the Post 16 provision and 1 has secured employment. Year 14 leavers, 1 has moved into college provision and 2 have personal budgets through social care with community based learning and activities.
- Key Stage 4 Leader and Post 16 Leader work together to track the units covered across both departments to ensure that a broad range of units are offered including an options offer where students can select areas they want to study in line with their own interests and aspirations.
- The Post 16 Lead uses the students' individual aspirations to plan a meaningful curriculum which supports them to fulfil this potential.
- Where students show a particular interest in a subject or activity, we seek an alternative provider to support with this including Somerset Rural Youth Project, Alternative Education Company and Reach among others.
- Leaders attend the Choices for Life Panel which aids smooth transition to school leavers.

- Increased vocational offer in September 2018 further to include Train4All which allows students to work towards City and Guilds Qualifications in trade skills.
- Students at Post 16 also work towards the John Muir Awards.

'Behaviour incidents are not analysed sufficiently well to inform leaders in how to better manage inappropriate behaviour'.

Developments since the last inspection:

- De-brief introduced for staff to ensure that staff are reflective and solution focused in terms of behaviour of specific students.
- Analysis completed by senior leaders which matches to Thrive assessments to correlate the link between emotional development and improvements in behaviour over time.
- Behaviour Watch implemented within school which provides live analysis of incidents, Senior Leaders are able to drill down into individual pupils to look at behaviour in detail and provide additional training and support for the staff team working with the pupil.
- Training provided to staff has focused on non-physical strategies with clear messages to staff about reducing the number of physical interventions we use when managing challenging behaviours.
- Behaviour data is scrutinised each week at senior leadership team meetings, this data informed areas of focus and support and informs particular intervention referrals.

Self Evaluation

Effectiveness of Leadership and Management

Outstanding

Strengths:

- The Leadership Team and the Board of Governors have high expectations for what all learners can achieve and ensure high standards of provision and care for pupils, and are highly effective, having an excellent understanding and appreciation of all the key aspects of the school, its strengths and development priorities.
- Leaders articulate the vision for the school at all times and this is fed through the School Improvement Plan.
- There is a culture of high expectations and everyone believing in themselves to be the best they can, leaders and Governors encourage pupils and staff to excel, this is evidenced through a clear staffing structure with development and progression opportunities and through a high quality CPD programme. There is clear evidence of succession planning with support staff training to become teachers and securing teaching roles within the school.
- The restructuring of Middle Leadership in 2016-17, has ensured distributed leadership across the school and clear lines of accountability. Since their appointment there has been a focus on leadership training including SWALLS Leadership & Management Course, training around accountability, coaching and effective leadership of teams.
- The Executive Headteacher asked staff how they thought the school was well led and managed on her arrival in September 2016, 70% gave a positive response to this question. The improved communication, the work on CPD and developing clear aims and vision for the school has seen a improvement in this and in September 2017, this had risen to 97% of staff feeling the school was well led and managed.
- Parent questionnaire 2018 97% of parents said the school is well led and managed. And 100% of parents said that the school responds well to concerns parents raise.
- The Executive Headteacher hosts an awards evening for staff at the end of the school year, staff nominated winners and awards were given out to celebrate hard work, dedication and commitment to the role. The evening was well attended, it increased morale and staff mentioned this as a highlight of the year.
- A recently formed Staff Wellbeing Group is analysing a recent Wellbeing Survey and planning how we can support staff mental health and wellbeing moving forward. This includes offering after school classes such as Tai Chi and Reflexology.
- Performance Management systems are rigorous and effective, including that of the Executive Headteacher, identifying good practice and, where necessary, focused development and CPD opportunities. The 'Growth and Development Booklet' for Teaching staff has ensured a clear focus on Personal Development and improvement. The newly formed Learning triads and quadrants has given greater opportunities for teaching staff to come together in small groups and engage in professional dialogue around teaching and learning, engaging in moderation and sharing good practice.
- When leaders visit classrooms and monitor teaching and learning, pupils are keen to share their work, they are evidently proud of their achievements and can talk about their learning. Feedback in lessons is focused and this supports pupils to practice skills, there is evidence in books to show feedback is followed up and pupils make progress.
- Induction programme for new staff has been improved further, ensuring there is a rolling programme of training for new staff and the opportunity for new staff to come back together periodically to share experience, ask questions, build confidence and skills and develop skills and expertise.
- Each half term pupils' books and planning is taken in and a rigorous scrutiny takes place with both Middle and Senior Leaders, at these points consistency in evidence is scrutinised, moderation takes place and marking and feedback is evaluated. Feedback is provided to teaching staff based on the findings.
- Where concerns are raised through these monitoring activities, underperformance is challenged, support is offered; and clear expectations and objectives are given. Further monitoring takes place to ensure that things are improving.
- The Executive Headteacher has led both staff and Governors to carry out a review of the school website. The school launched their Twitter account in September 2017 which has ensured timely sharing of information and increased engagement with parents and carers.
- The Executive Headteacher introduced the Staff Telegraph which is a staff newsletter circulated to all staff fortnightly, this has proved an effective way of sharing information regularly and ensuring staff are up to date with meetings, recruitment, safeguarding information and training opportunities.

- Support for NQT's (Newly Qualified Teachers) is of high quality, support is offered through both Middle and Senior leaders, regular observations and mentoring takes place and the school leaders work closely with the Local Authority to ensure that NQT's are given the right support alongside training and development and under regular review. In 2017-18 2 NQT's successfully passed their NQT year and now have secured roles within the school.
- The Appraisal system for support staff has been vastly improved, linking to clear standards for support staff at all levels, there is a clear emphasis on Personal development and encouragement for staff wanting to improve their skills.
- The Assistant Headteacher has led the work of the PFSA's across the County, which has ensured all schools are using consistent standards and line management and to ensure there is a consistent level of accountability. Through this work, has been the development of the BVPT (Behaviour and Vulnerability Profiling Tool) which has been developed for Special Schools and is now being launched for all schools within the County to access and use. The BVPT has enabled us to track the most vulnerable pupils, cross-reference with Safeguarding, Behaviour and Thrive data to ensure that despite their vulnerabilities we are giving them every opportunity to excel.
- Through this review work of PFSA's, we have created a sharper focus on the work of the members within the Family Team ensuring that the PCR's are pupil focused and hold the young person at the heart of decision making and target setting.
- The development of structure throughout staff groups including Leadership, teaching and Support staff, has enabled clear routes of progression and career opportunities. This was a strength in the latest staff questionnaire (September 2017) where 84% of staff said they were now aware of development opportunities in comparison to 29% the previous year.
- CPD is held in high regard for staff across the school and in the staff questionnaire in September 2017, 94% of staff said that they feel supported in their own professional development. We have actively encouraged staff to enrol on college and university courses including Initial Teacher Training. Staff have aspiration and ambition and the school actively supports staff to develop, this has ensured succession planning. New teachers to the school are actively encouraged to attend the New to Special Course and this has been well received.
- We maximise the training and development budget and actively encourage staff to participate in high quality training.
- The refined Appraisal system has enabled leaders to target the training the school offers, there is a programme of training which takes place weekly to support the development, expertise and skills of staff at all levels.
- This structure and development has ensured there are clear roles and responsibilities and clear lines of accountability for all staff. Progression opportunities now evident supports succession planning at all levels.
- Senior leaders have a clear system of monitoring in place, The Annual Management Planner shows when monitoring activities take place throughout the year. Teaching and learning is observed, pupil's books are scrutinised and planning evaluated, feedback is given in writing with photos to evidence what is observed. Reflective questioning is used to support teachers to improve their practice.
- Where concerns are raised through these monitoring activities, underperformance is challenged, support is offered; and clear expectations and objectives are given. Further monitoring takes place to ensure that things are improving. Recently the school has offered support to another local special school to support teachers in their professional development.
- Staff work in close partnership with parents and other professionals to produce individual learning programmes which build on the objectives recorded in EHCP's (Education, Health and Care Plans) and Statements of Educational Needs, and take account of the full range of the pupils' interests and needs.
- End of year data for Key Stage 3 shows that 86% of pupils met or exceeded their targets in English and 88% in Maths.
- Recent work on the PCR (Person Centred Review) process has ensured that teachers are focused on both short and long-term objectives and use these to plan the curriculum and experiences. The Family Team support all PCR meetings and ensure that all families are supported and know how to access help and support at any time.
- Pupil premium is allocated effectively with a clear strategy focused on progress and development and as a result, pupils in receipt of Pupil Premium make progress in line with their peers. The End of Year data shows that 91% of pupils met or exceeded their targets in English and 89% in Maths. There is a sharper focus on the spending and allocation of the Grant Funding.
- The Year 7 Catch up Grant is used to support pupils in English and Maths, there is dedicated staff employed to carry out interventions and set materials which are planned by the Core Leaders. Governors hold leaders to account for the Grant funding allocation and spend and through challenging discussions, question the use and impact.

- The Designated Teacher for Looked after Children meets with the Assistant Headteacher monthly to review the progress, attendance and the allocation and impact of PEP funding. The Designated Teacher has good links with social workers from different authorities.
- All pupils leaving Key Stage 4 and Post 16 achieve accreditation in Entry Levels.
- There were 10 Year 11 leavers from Elmwood at the end of July 2018, 4 went on to college, 5 moved into Post 16 provision at Elmwood and 1 student secured employment.
- 3 leavers at Year 14, 1 moved onto college and 2 had personal budgets from social care and personal packages put into place around community engagement and activities.
- The revised curriculum at Elmwood School has ensured a tailored approach to learning which ensures the most able students are challenged, especially in English and Maths. There is an increased focus on student's aspirations and the steps needed to get there, this has led to increased challenge and ambition from leaders in Key Stage 4 and Post 16.
- Transition programmes are successful in preparing students for their next steps in their education and this has ensured all leavers have moved on to education or employment after Year 11.
- The introduction of a Multi-Sensory Curriculum has enabled students with profound and complex learning needs to have a relevant and developmental curriculum which focuses on communication and independence.
- The Kaleidoscope Curriculum alongside the PSHE Curriculum and the work of the School Council and Junior Leadership Team ensure a constant focus on pupil's spiritual, moral, social and cultural development.
- The curriculum provides a breadth of studies for all students, timetables maximise learning time and Thrive principles are integral to the curriculum offer which enables pupils to develop emotionally.
- A team of specialist staff provide planned opportunities in Creative and Visual Arts, Sport and Outdoor Education which enriches the curriculum and extends and challenges individual students.
- Enrichment weeks provide focused learning around topical issues locally, nationally and internationally. During 2017-18 pupils learnt through topics on Science and Technology, The Arts and Cultural Diversity. In 2018-19, Enrichment days and weeks focusing on Online Safety, Global Citizens and a Challenge day exploring enterprise and employability. Topics and enrichment provide a rich broad curriculum where pupils are encouraged to develop curiosity, imagination and are inspired to learn.
- Attendance at Elmwood School is excellent, 94.78% with pupils in receipt of Pupil Premium Grant funding being in-line with their peers at 95.06% and Children Looked After at 97.58%. There is improved rigour around attendance, with greater challenge to families and close working partnership with the Education Welfare Officer.
- Staff are highly skilled at managing behaviours which challenge, focused support and training has had a high level of success which has seen a reduction in incidents for individuals where there was significant concern. This has included the development of Nurture provision and targeted interventions.
- Parents and staff are very supportive of the school and responses in the annual questionnaires were very positive. 100% of parents felt that their child was happy at Elmwood and 96% of parents said they would recommend the school to others (Parent questionnaire March 2018). 97% of staff feel the school is well led and managed. (Staff questionnaire September 2017).
- In Student questionnaire in January 2018, 90% said they felt safe in school all the time and 5% said sometimes. 95% of students said they have someone they can talk to in school and 98% felt the school looks after them.
- The school meets its statutory Safeguarding responsibilities, including staff training, Child Protection reporting systems are highly effective and all aspects of safeguarding are rigorously and regularly reviewed. Safeguarding is a standing agenda item on Senior Leadership Team meetings where cases, policies and practice are discussed. There is a high focus of safeguarding on Induction and training of staff which includes general updates and specialist areas of work. To this end, staff have completed relevant Safeguarding Training including specific training in Prevent and E-Safety, Child Sexual Exploitation and Harmful Sexual Behaviour.
- The My Concern software enables the DSL to monitor concerns on a daily basis and to report data on concerns over time and for specific groups of pupils. The Executive Headteacher reports to Governors about Safeguarding through the Executive Headteacher's report at each Full Governing Body Meeting.

- The HR Manager is meticulous in her record keeping, she ensures procedures in Safer Recruitment are adhered to at a high level. She has worked extensively at improving staff absence and her support and challenge has had a significant impact on staff morale, wellbeing and attendance.
- Staff have completed relevant Safeguarding Training including specific training in Prevent and E-Safety.
- Designated Safeguarding Lead and the Safeguarding Governor has completed the Safeguarding Audit for the Local Authority. An action plan has been drawn from the findings of the audit which will drive further improvements.
- The Designated Safeguarding Leads have specific areas to focus their own professional development and training in the Safeguarding arena, these include Prevent, Child Sexual Exploitation and Female Genital Mutilation.
- The Executive Headteacher is a member of the Education Safeguarding Board for the Local Authority which ensures that the school is aware of local, regional and national initiatives and kept up to date with statutory and local policies and procedures. The Executive Headteacher cascades this information both within school and also across the Sen.se Schools.
- The Assistant Headteacher attends the local Together Team with the local Police where information is shared about families of concern. Actions are set and these are reviewed weekly. This has had significant impact in pulling multi-agencies together to support families and prevent crisis.
- The link social worker is working in school once a month to meet with the Assistant Headteacher and the Family Team, to update the BVPT and to share important information about families we are all working with.
- There are robust procedures in place for Educational Visits, both the Assistant Headteacher and the Premises Manager have completed the relevant training and also led training on carrying out Risk Assessments and the roles and responsibilities whilst on an educational visit. A comprehensive tracker is in place which is closely monitored by the Senior Leadership Team.
- The development of structure throughout staff groups including Leadership, teaching and Support staff, has enabled clear routes of progression and career opportunities. This was a strength in the latest staff questionnaire (September 2017) where 84% of staff said they were now aware of development opportunities in comparison to 29% the previous year.
- This structure and development has ensured there are clear roles and responsibilities and clear lines of accountability for all staff. Progression opportunities now evident supports succession planning at all levels.
- There is an active Online Safety Working Group which is led by a Deputy Headteacher, the Chair of Governors and other key staff within the Federation support this group. They are working on creating policies and looking at the online safety curriculum.
- A review of ICT equipment has taken place and new devices have recently been purchased to enhance and innovate the curriculum and experiences for pupils. New equipment includes eye-gaze technology which is transformational for pupils with complex physical and learning difficulties.
- The Junior Leadership Team was re-elected in September 2018 and the Junior leaders run the school council. They meet with other Junior Leaders from both Elmwood and the Jean Rees Centre, the leaders are very proud of their role and can talk confidently about what this means. They meet periodically with members of the Senior Leadership Team to talk about some of the initiatives they want to pursue. They are actively involved with the recruitment of new staff, they contribute to charity and fund raising events and represent the school at external events.
- At School Council and Junior Leadership Team Meetings, pupils learn how to discuss and debate topical issues. They advocate for younger pupils and make decisions which benefit the whole school population.
- In March 2018, we were informed that we were going to design a new school. The new school will be a bigger all through school, bringing together Penrose and Elmwood to create 160 places for Year Reception to 11. We will be retaining Penrose School building which we will adapt to be the Post 16 provision. The new school will be open September 2020.

Development areas:

- Work closely with the Project Team to design a new school which supports the needs of the wide range of pupils and responds to the strategic view of the Local Authority to reduce the number of Independent placements.
- Ensure there is a focus in CPD around therapeutic areas, including physio, SALT and OT
- Continue to develop support for mainstream schools through CPD opportunities and Outreach

Strengths:

- Teaching staff have a detailed knowledge of the next small steps required for pupils to progress in all aspects of their learning and plan accordingly, they are skilled in identifying and implementing the specific strategies that best support individual pupils to learn effectively.
- The Kaleidoscope Curriculum was launched in September 2017 following extensive review and development work in the spring and summer terms prior. This has enabled a meaningful, creative, rich and innovative curriculum offer which meets the individual needs of all pupils. There are now clear pathways for pupils to follow according to need.
- English and Maths are taught daily and teachers hold high expectations that pupils will transfer skills in English and Maths across all subjects.
- Teachers' employ a range of strategies relevant to pupils within their class, they hold high expectations and model excellent attitudes to learning. They give pupils opportunities to consolidate skills and understanding through the use of structured tasks.
- Staff are highly skilled in managing behaviours that challenge and where incidents occur, staff are swift to act and ensure there is minimal impact on the learning of other pupils.
- Alongside the Kaleidoscope Curriculum, the Online safety, Computing, PSHE and RSE curriculum frameworks were created. These schemes have given structure to the teaching of these subjects and enabled progression throughout the Key Stages.
- The Multi-Sensory Curriculum focuses on communication, developing independence and building relationships. Technology, including eye-gaze, Ipads, switches and touch screens augment this curriculum and enhance the accessibility for pupils with the most complex needs.
- Teaching at Elmwood School is consistently good with all teachers meeting the Teacher Standards. 2 NQT's successfully passed their NQT year at Elmwood in 2017-18 and have now secured teaching roles in Elmwood.
- Data is collected mid-year and at the end of year where targets are reviewed. Where pupils are falling behind, this is recognised quickly and relevant intervention is put in place to support progress and development.
- Challenging targets are set according to individual starting points and the progress to these is tracked throughout the year. Scrutiny of work demonstrates that pupils make progress overtime. Where pupils are identified as falling behind, swift action is taken through the use of interventions to ensure that they have opportunities to catch up.
- Core leaders for Maths and English hold exceptionally high expectations, they challenge teachers around groupings, differentiation. They carry out testing in reading and Maths which quantifies teacher assessment and focuses interventions.
- Core leaders monitor teaching and learning and provide feedback and reflective questions to support teachers to continually improve.
- In Key Stage 3 all pupils are grouped by need, for those pupils working on a National Curriculum based model, groups are streamed according to ability in Core subject areas, to ensure learning is tailored to their needs, with the ability to challenge the more able.
- In Key Stage 4, students are based in tutor groups, they are streamed by ability for Core Subjects and other subject areas are provided to students as options where pupils can opt according to interests and aspirations.
- The school uses the online tool 'Careers Strategy' and also the Job Centre to provide independent careers advice and support. The Job Centre worker visits the school weekly to work with individual students. They have completed a skills analysis and looking at students aspirations and the skills they need to reach it.
- One department within Elmwood school works with mixed Key Stages 3 and 4, where work is personalised and based around the Multi-Sensory Curriculum. This curriculum focuses on communication and developing independence.
- The Post 16 Centre offers a functional curriculum based on Employability skills, Independent living skills and links closely to the Preparing for Adulthood agenda.
- Enterprise is a key feature on the curriculum for both Key Stage 4 and Post 16, we have the use of a market stall at Angel Place in Bridgwater where students make a variety of products to sell at seasonal times throughout the year. Students learn about cost, budgeting, marketing and quality of product. We also contribute to the pop-up shops in the County which is a joint project across the Sen.se schools.
- Assessment meets the relevant curriculum the pupils follow. All pupils are baselined in September and this Baseline assessment along with the End of year data is used to set targets for the year. Targets are challenging but realistic. The school has developed a matrix to support the target setting process which has been developed with other outstanding Special Schools within the South West region.

- The assessment for the Multi-Sensory Curriculum has been refined further, adding more content at the earlier phases and greater challenge for the more able.
- Data is collected mid-year and at the end of year where targets are reviewed. Where pupils are falling behind, this is recognised quickly and relevant intervention is put in place to support progress and development.
- The school offers a range of Interventions which support learning. These are delivered in Core subjects, alongside foundation subjects and therapeutic areas. All interventions are tracked and monitored and reviewed at various points.
- There is a clear framework in place for the monitoring of Teaching and Learning, which is delivered through the 'Professional Growth and Development' Programme. This ensures there are regular classroom visits, focused on the positive aspects of teaching and learning. Through a coaching model, it supports all teachers to be reflective practitioners and critically evaluate their own practice which supports them to improve. Where reflective questions are provided through feedback, leaders focus on this on their next visit to ensure there is impact on teaching and learning.
- The Professional Growth and Development Programme links directly to the Appraisal process and is monitored and scrutinised by the Executive Headteacher. Leaders challenge teachers where concerns are identified with high expectations for swift improvement
- There were 3 Enrichment Weeks running throughout 2017-18, Science and Technology week took place in the Autumn term, The Spring term sees an Arts week where pupils will have opportunities to explore dance and music alongside art and design. Diversity week will take place in the summer term, which will give a range of opportunities to explore spiritual and cultural aspects of the world. There are 2 enrichment weeks planned for 2018-19, Online Safety Week in the Autumn Term, Creative Arts in the Summer alongside a Challenge Day in the Spring which will focus on Enterprise and Employability.
- Core leaders have supported the scrutiny of work and monitoring teaching and learning. This has enabled them to have a clear understanding of how English and Maths is being taught throughout the school and across the curriculum.

Development area:

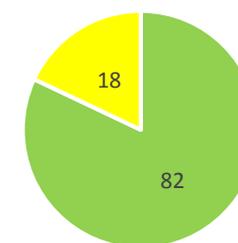
- Ensure that Structure and Routine is embedded across the school
- Embed the Kaleidoscope Curriculum – including the development of the small step assessment wheels
- Using the Gatsby Benchmarks, further develop the school's Careers Strategy.
- To work towards the Artsmark as recognition for creative arts across the school.

Strengths:

- The staff are well trained and highly effective in dealing with challenging behaviour, there is a strong emphasis on supporting and developing excellent behaviour for learning to ensure that pupils can engage and learn.
- Systems are in place and effective for managing Health and Safety across the school, including all staff taking responsibility and ownership for carrying out dynamic risk assessments for all activities.
- The school works closely with parents and carers, social care and health professionals in ensuring that pupils are kept safe and healthy.
- According to Parents in the latest questionnaire (March 2018) 100% of parents feel their child is happy, safe and looked after at Elmwood School.
- The school takes every opportunity to promote pride in and celebrate the achievements of all students. There is a strong positive culture built on celebration at all levels.
- The Designated Teacher for Looked after Children meets with the Assistant Headteacher monthly to review the progress, attendance and the allocation and impact of PEP funding. The Designated Teacher has good links with social workers from different authorities.
- The Pastoral Team work extensively with our families, to increase the engagement with school. Through this support there has been an increase in the number of Early Help Assessments which have focused on preventative and proactive strategies which have prevented families from reaching crisis situations. The multi-agency working through Team around the Schools and the Together team has meant that there has been swift action for Families in crisis situations and this has had good impact, for example access to drug and alcohol services and housing.
- The Family Team have a programme of events for parents and carers throughout the year, which includes coffee mornings, workshops and parenting programmes. They also offer support on a 1:1 basis with Internet safety, behaviour management and signpost to a wealth of services external to the school. PFSA is trained to deliver accredited courses to parents, but also to use strategies with young people, this includes restorative justice and emotion coaching. The school has an open culture to families and staff are skilled at working closely with parents and carers. This is evidenced through the parent questionnaire where 100% of parents said they know how to ask the school for help.
- August 2018, the school launched a Holiday Scheme, this was full on all days, children accessed fun and active activities and parents had respite. The feedback for the club was very positive.
- There is a programme of family events during the school holidays which are run by the Family Team and which welcome parents from the school to attend, these offer a range of opportunities including use of the specialist provision within the school, alongside family games, movies and picnics.
- The school has implemented a BVPT (Behaviour, Vulnerability Profiling Tool) which scores individual pupils' level of vulnerability, this tool allows school leaders to track interventions, provision and family support and ensure that the most vulnerable pupils are monitored closely. The BVPT is now being used as a model of good practice to other special schools.
- We engage parents and carers fully in the management of behaviours which are challenging, we work in partnership to create contracts and agreements which pupils take ownership for. 90% of parents feel behaviour is managed well at Elmwood.
- They offer extensive support at times of transition, supporting families to visit a variety of placements and signposting to agencies who may be able to offer further support. There are robust transition plans in place for all admissions and leavers including school entry planning meetings and regular visits.
- The Health and Wellbeing Lead has excellent connections and relationships with multi-agency professionals including School nurse, CAMHs, Paediatrics and therapists. She organises clinics, supports families and young people to attend appointments and writes and develops plans for pupils medical and wellbeing needs. The Health and Wellbeing Lead delivers and organises training across a variety of themes to support staff to manage complex health needs of individual pupils.
- The Health and Wellbeing Lead has completed training in bereavement and is well placed and skilled to support families at very difficult times.
- She has formed excellent links with respite settings and the local hospices and ensures that she visits when our pupils are there.
- We have 2 Mental Health First Aiders who support children with a wide range of social, emotional and mental health needs.
- The school Counsellor offers both counselling and play therapy to the children. Pupils form strong relationships with the counsellor and are able to talk to her about worries and concerns. Referrals to the school counsellor are limited and focused on clear outcomes.

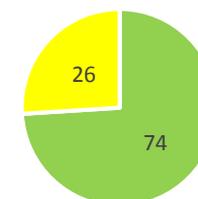
- The Health and Wellbeing Lead has developed an outstanding transition framework which runs throughout the summer term for September starters to the school. She makes excellent links with families, she builds families trusts and the transition of new starters is incredibly successful.
- The Kaleidoscope Curriculum alongside the PSHE Curriculum, teaches pupils directly and explicitly about staying safe from abuse, being safe within the community, respecting and celebrating diversity. This links with the whole school and Key Stage assemblies which focus on a variety of areas within SMSC. We work directly with the NSPCC who have supported the school through the delivery of assemblies and workshops.
- Anti-bullying has featured in assemblies and through workshops with visiting professionals and where issues have arisen during playtimes, staff work hard to engage pupils in talking about their differences and working on building positive relationships. 'Girls Group' and 'Boys Club' have been safe groups where incidents on the playground have been discussed and solutions found. Restorative practices are used for both peer and peer relationships but also where students and staff relationships.
- The school has a number of Interventions which support learners who may need additional support or are disengaged from learning in the classroom, these interventions include outdoor learning, horticulture and design and technology.
- The school has developed a specialist team who have completed extensive training in the field of sex and relationships and working with young people who exhibit harmful sexual behaviour. The team work closely with the Local Authority specialist in this area.
- The school has shown a high commitment to being a Thrive School with an increased number of staff completing the Thrive Practitioner Training. This has enabled the school to create a strong team of staff who lead on assessment, action planning and supporting staff across the school to implement appropriate strategies and use relevant resources.
- Thrive data is collected three times a year and this is analysed against behaviour and academic data. Thrive data shows that 83% of pupils at Elmwood School make progress within their emotional and social development. The charts opposite show how this is broken down for each key stage.
- 78% of girls make progress in Thrive in comparison to 82% of boys. For those who are eligible for Pupil Premium, 76% make progress in comparison to 82% of their peers.
- The vast majority of pupils at Elmwood School are working within the lower levels of Thrive, the most skilled and independent in their emotional intelligence move on to college at the end of year 11.
- Incidents of challenging behaviour are well managed by skilled staff, behaviour for learning is on the whole good and where there are incidents of challenging behaviour, staff manage these well so the impact on others is minimal.
- Behaviour Watch has been implemented into the school, this has enabled all incidents of challenging behaviour to be logged timely and has enabled senior leaders to quickly analyse behaviours of individuals or groups and be able swiftly to offer support and put in additional strategies to support and help.
- The Federation of schools has embarked on the Rights Respecting Schools Journey and have gained the Bronze Committed Award and are now on the journey to the Silver Award. The Articles are beginning to be embedded within our curriculum, policies and procedures and the Junior Leadership Team have been choosing specific articles for the schools to concentrate on. The articles will be a feature in Nurture Breakfast, assemblies and through PSHE. The school have already taken part in the National Shoe Share Appeal and collected a high number of shoes. The Junior Leaders lead the school council and are involved in some of the decision making within the school. The teaching of British Values are intrinsic within this work.

KS3 Thrive - progress (%)



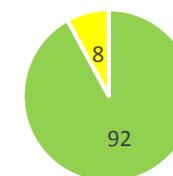
■ Progress% 82 ■ No progress % 18

KS4 Thrive Progress (%)



■ Progress% 74 ■ No progress % 26

Thrive Post 16 - Progress (%)



■ Progress% 92 ■ No progress % 8

- Where pupils disengage from learning within the school environment, high quality personalised and targeted provision including mentoring is used to provide personalised and tailored educational packages based around vocational learning. These programmes are designed to support young people who are at risk of criminal activity to deliver positive outcomes. Senior leaders ensure regular contact with providers, feedback is collated and monitoring visits take place and are recorded.

Development area:

- Implement the Online Safety Curriculum – Enrichment week (October 2018) and on-going CPD through the working group for Online Safety
- Further develop nurture provision – setting up a second Nurture Group and developing clear entry and exit criteria, curriculum and assessment.
- To continue to develop behaviour management strategies with a focus on therapeutic support – Sensory Integration
- Increase pupil voice opportunities to include participation on working groups.

Strengths:

- Students in Key stage 3 follow one of 2 curriculum and are assessed accordingly.
- Students overall in Key Stage 3 make outstanding progress – 87% of pupils made good or outstanding progress in 2017-18.

Pupils in Key Stage 3, follow either the Multi-Sensory Curriculum and their progress is tracked and monitored through this, or they follow a National Curriculum model and their progress is tracked using B-squared.

- Multi-Sensory Curriculum
 - Pupils following the Multi-Sensory Curriculum are working at the lowest levels in comparison to mainstream peers, traditionally this group of pupils would have been assessed using the early P-Levels P1i – P4,
 - The 2017-18 data showed that 83% of pupils met or exceeded their targets across all 8 domains.
 - In Core domains 92% met or exceeded their targets. 94% made outstanding progress in Social Relationships & Emotional Development, 88% made good or outstanding progress in Communication and 93% made good or outstanding progress in Cognitive Development.
 - Students in receipt of Pupil Premium 78% met or exceeded their targets which is in line with their peers.

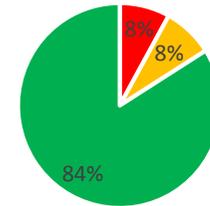
National Curriculum

- In English 86% of pupils met or exceeded their targets (33% exceeded)
- In Maths 88% met or exceeded their targets (42% exceeded)
- In English strands, 84% made good or outstanding progress in Reading and spoken language and 88% in writing.
- In Maths strands, 85% of pupils made good or outstanding progress in Number, 92% in Measure and 89% in Geometry.
- Students in receipt of Pupils Premium – In English 91% met or exceeded their targets in comparison to 80% of their peers and in Maths, they were in line with both groups 89% meeting or exceeding their targets.
- Boys did marginally better in English and Maths (Girls 85% and boys 87% - English Girls 86% and boys 91% Maths)

The following totals show the number of pupils who made good or outstanding progress in each year group:

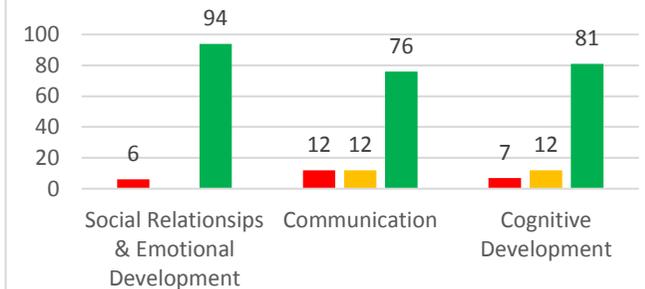
English		Maths	
Year 7	87%	Year 7	83%
Year 8	83%	Year 8	92%
Year 9	88%	Year 9	93%

Multi-Sensory Curriculum
Core progress (16 pupils)



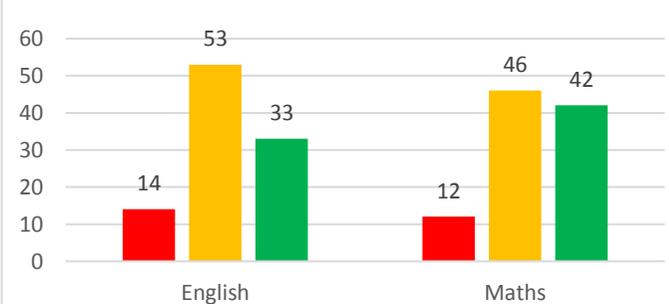
■ Not met target ■ Good progress ■ Outstanding progress

2017-18 Progress across Core domains (%)



■ Not met target ■ Good progress ■ Outstanding progress

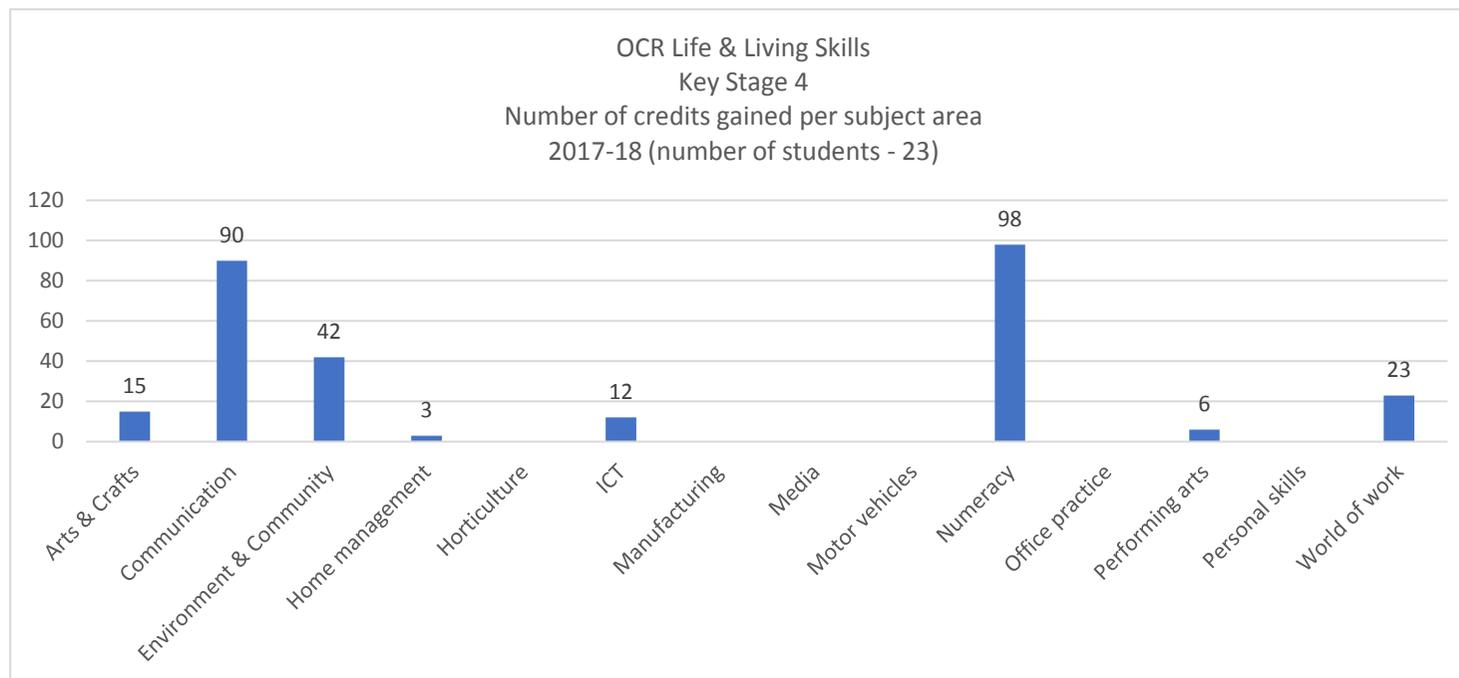
Key Stage 3 - 2017-18
End of year data - core subjects



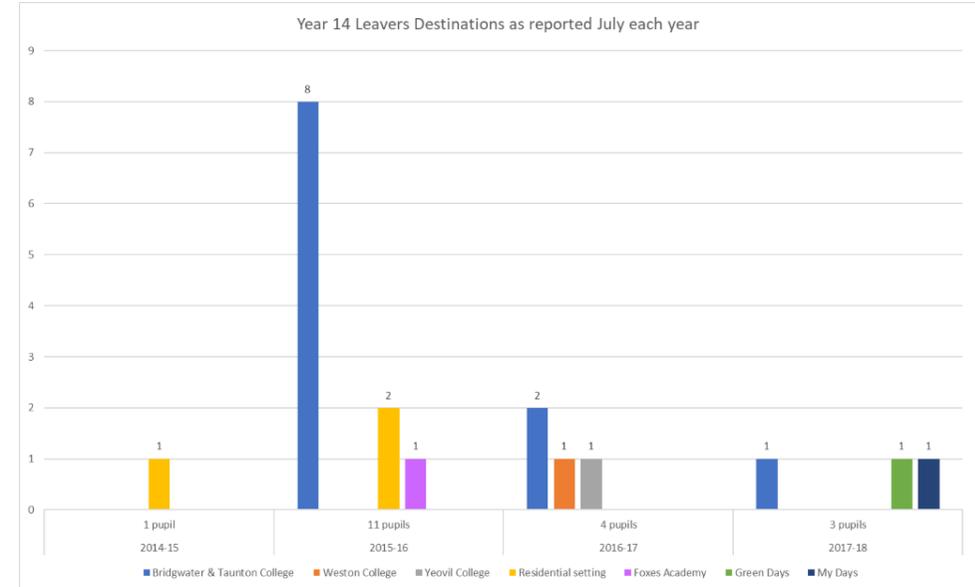
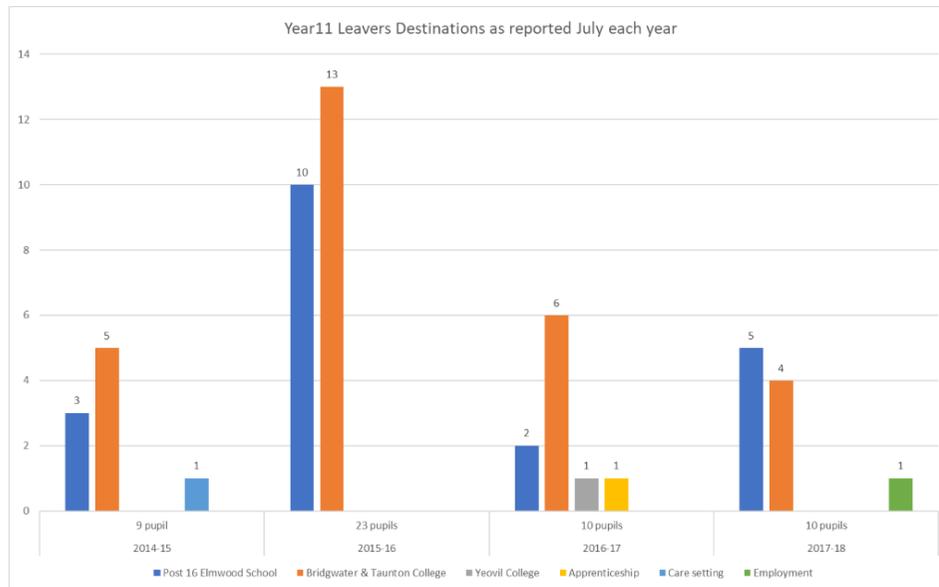
■ Not met target ■ Good progress ■ Outstanding progress

- Pupils read daily, where pupils are identified as needing support, interventions are put into place swiftly to support pupils to make expected progress. The school has invested in Toe by Toe intervention materials to help boost progression in reading. In Maths The Power of 1 and Plus 2 materials have been put into place.
 - English and Maths tests are used to support teacher assessment, which supports baseline and target setting. The information collected through testing also supports the sharp focus through interventions.
 - Challenging targets are set according to individual starting points, progress is tracked throughout the year and where a student is falling behind swift action is taken through interventions to ensure they are quickly back on track.
 - Pupils are keen to share their learning, this is evident when leaders conduct monitoring activities, pupils can answer questions about what they are learning and they are justifiably proud of their own achievements. Feedback shows that pupils are engaged in learning and teachers use a range of strategies to motivate and engage learners.
 - The Kaleidoscope Curriculum ensures relevant learning opportunities are planned to enable students to learn knowledge and skills, students across the school are given time to practise and consolidate their learning before moving on.
 - The most able students have opportunities to work alongside mainstream peers and their work is moderated across the schools.
-
- All pupils leaving Key Stage 4 and Post 16 achieve accreditation in Entry Levels in OCR with 2 students achieving additional AQA unit awards.
 - All Year 11 students gained expected accreditation awards with 1 learner exceeding the expectation. Overall there were 6 E1 Certificates, 3 E2 Certificates alongside additional qualifications gained in Entry Level English – 5 Entry 1 and 1 Entry 2 and in Maths 2 Entry 1, 2 Entry 2 and 1 Entry 3.
 - At Post 16, there were 3 leavers who achieved the following: 1 gained an Extended Certificate at Entry 1, 1 student gained a Certificate at Entry 2 and the final student gained an Extended certificate at Entry 2.

The following charts show the distribution of units achieved at Key Stage 4 in 2017-18. (post 16 will be detailed in the next section)



- There were 10 Year 11 leavers, 4 have moved onto college, 5 have remained within Post 16 at Elmwood School and 1 has gained employment.
- Year 14 leavers, 1 has moved onto college and 2 have been awarded personal budgets and have personal packages in place.

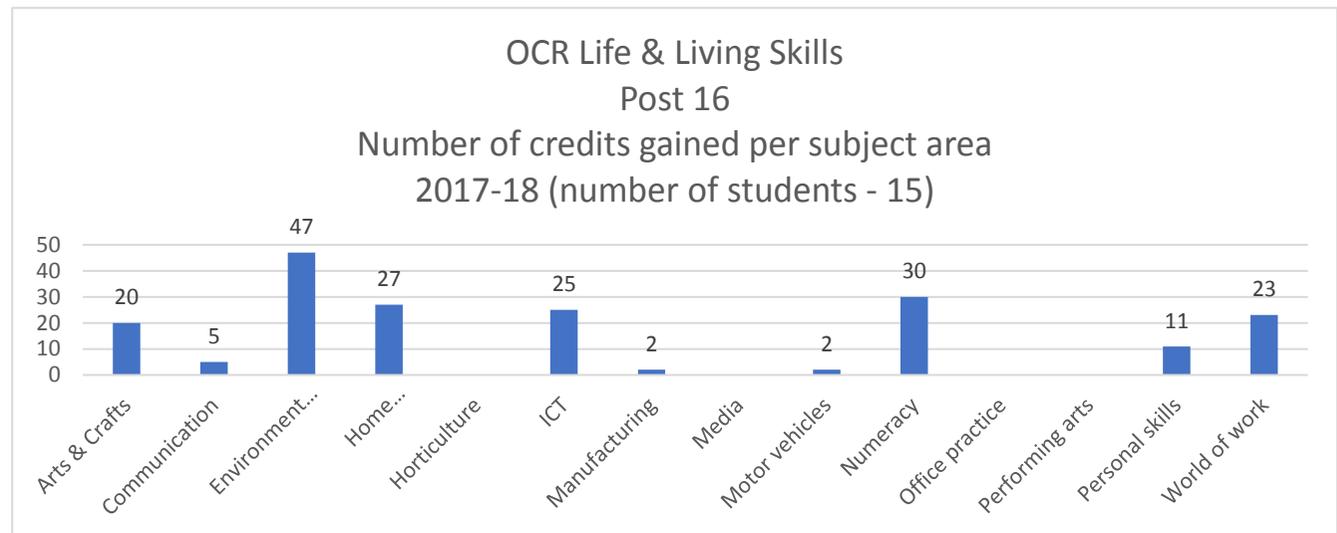


Development area:

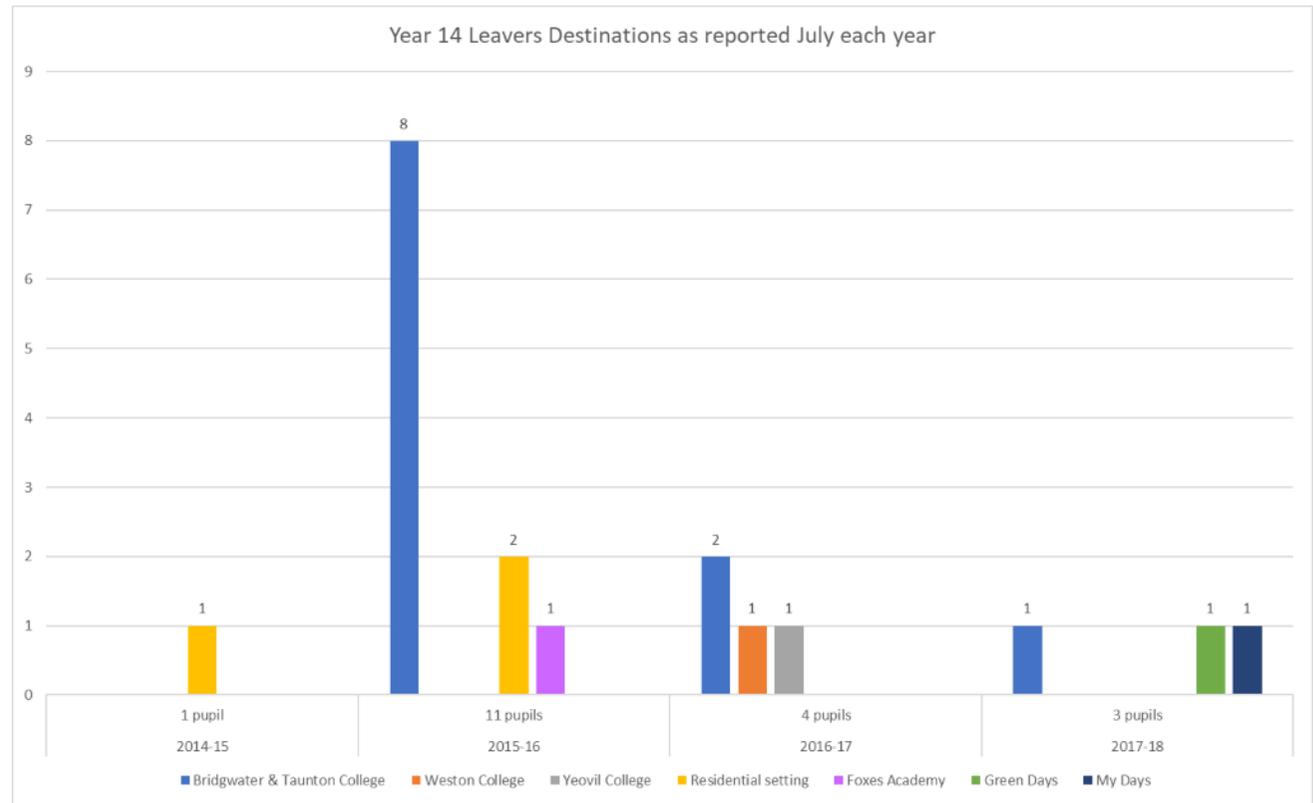
- Introduce Maths and English Intervention materials- Toe by Toe and Plus 1/Power of 2.
- Focus on Key Stage 3 Boys Number to increase the number of students exceeding expected progress
- Focus on Key Stage 3 girls reading to increase the number of students exceeding expected progress
- Students in Key Stage 3 – ensure a focus on number delivered as a core element weekly.

Strengths:

- Senior and Middle Leaders at the Jean Rees Centre hold high expectations of both staff and students. 100% of families said that the Jean Rees Centre is well led and managed. (December 2016) and 100% of families said that their child made good progress at the Jean Rees Centre.
- There is a clear leadership structure at Post 16, which shows roles and responsibilities and clear lines of accountability.
- The School Improvement Plan is used to drive forward development at Post 16 and there is a continuous programme of monitoring which holds leaders at Post 16 to account.
- In pupil questionnaire in January 2018, 100% of students at Post 16 said they felt safe in school and 100% said they were happy at school (92% all the time and 8% sometimes). 100% said they felt looked after at school.
- The Post 16 curriculum is based around Preparing for Adulthood and shows clear links across the four main themes – Employability, Independent Living, Friends, Relationships & Community and Health. The curriculum is designed to build on the theory taught at previous Key Stages and putting the theory into practice.
- The curriculum re-design over the last two years has ensured increased challenge to all learners, but ensures the curriculum is personalised to each students' aspiration and links closely to their next steps in learning or employability.
- Post 16 Curriculum Pathways show clear progression and programmes of study for learners at all levels.
- Students follow the relevant curriculum according to their starting points and there is a continued drive for all students working on Core subject areas of English and maths and relevant levels. Where relevant students follow stepping stone courses towards GCSE.
- The Leaders at Post 16, link closely with adult services to ensure a smooth transition into adult services as students turn 18.
- Programmes of study link to OCR Life and Living Skills and offer a range of courses which relate to pupils' personal interests and skills. There is additional challenge for the most able through Entry qualifications in English and Maths. The chart opposite shows the number of credits gained overall in each area of OCR Life and Living Skills during 2017-18
- Students progress through Key Stage 4 and Post 16 is tracked closely and leaders scrutinise evidence to check students continually progress.
- In 2017-18, Year 14 leavers achieved expected accreditation – 3 leavers, 2 students achieved accreditation at Entry 2 and the other at Entry 1. They all exceeded the number of credits they were expected to achieve.
- Students aspirations are used to plan and tailor the curriculum, timetables are personalised and work is targeted to the aspiration.
- High quality independent careers advice is sought through the Job Centre and Careers Pilot. The Job Centre have completed skills analysis on various job roles linked to students' aspirations. There have been 1:1 meetings with students to look at the skills they need to acquire to fulfil their end goal. Career pilot is used to hold tutor meetings with students to plan towards meeting realistic aspirations, looking at both key skills and personal skills. This information is used to plan the curriculum.



- The Post 16 lead attends the Choices for Life Panel which is a multi-agency panel supporting the transition of students leaving Post 19. Year 14 leavers are supported through an excellent transition programme, visiting and attending their next provision with familiar key staff who reduce support over time, this has ensured a smooth transition for students leaving the Jean Rees Centre. The chart opposite shows the destinations of leavers over the last few years.
- Behaviour is outstanding at the Jean Rees Centre, with very few incidents of challenging behaviour. Pupils are engaged in learning and want to do well. 100% of parents said that the school makes sure pupils are well behaved.
- Students are actively encouraged to be independent and this is evident when leaders monitor teaching and learning.
- There is a focus on students' personal development and the use of tutor time, mentoring and counselling is used to support students to explore emotions.
- Job coaching and instructional teaching is used as effective strategies to scaffold and develop independent living and employability skills.



- Students with profound and complex needs follow a Multi-Sensory Curriculum which is accredited at Entry Level through OCR.
- At Post 16, we offer full time courses and attendance is excellent at 94.6%. Where concerns are raised, swift action is taken to improve attendance.
- Parents and carers are overwhelmingly positive about the care and support their young people receive, 100% say their young person is happy and safe and that they would recommend this provision to other families.
- Students engage in Enterprise activities which is a key focus of their curriculum, students run a market stall each week selling products they have made. They contribute to school fayres and Pop-Up Shops with other Special Schools. Their products are of high quality. Students are justifiably proud of their achievements in Enterprise and are keen to support the local market.
- Students access work experience placements each week, alongside work skills they learn about workplace bullying, health and safety, banking and salaries and independent living.
- An increase in vocational courses has enabled students to learn trade skills in preparation for working life. This includes Somerset Rural Youth Project and Train4All. Students following these programmes gain valuable employability skills and work towards higher level courses through City and Guilds.
- Students are working towards the John Muir award through environmental projects. This has included in the development of the outdoor areas at the Post 16 centre.
- Students proudly represent the whole student body through the School Council and 2 representatives join with others from the other sites to form the Junior Leadership Team. Junior Leaders talk confidently about their roles, they are proud of the Post 16 Centre and proud of their work which they talk about confidently.

Development area:

- Ensure that students' aspirations link directly to their curriculum pathway and work related learning.
- Increase the challenge to the most able students through the delivery of Entry qualifications in English and Maths
- Develop skills in Enterprise areas within the centre which link to work related learning.
- Explore shop/ work unit (Angel Place/ Red Brick Building) to enable Enterprise to be a weekly feature on the curriculum and timetable and students develop a greater sense of going to work.
- Work with Train4All to develop trade skills and increase range of qualifications (City and Guild)