

Elmwood & Penrose Federation
Elmwood School Self-Evaluation Summary 2019-20

	What are we doing?	What is the impact?	What do we do next?
Leadership & Management	<ul style="list-style-type: none"> The Governors and Leaders are focused on Professional development of all staff to ensure continued development. Leaders have high expectations of all staff and use performance management and rigorous monitoring activities. There is a clear focus on training for staff in curriculum, pedagogy, resources. Leaders are outward facing, working with both local and regional teaching schools and supporting the school-led improving system. Safeguarding is a key focus for all staff across the school, ongoing training and development is a key area of staff meetings and INSET. 	<p>GOOD</p> <ul style="list-style-type: none"> Robust Performance Management arrangements and monitoring of Teaching and Learning ensures high level of accountability and consistency in expectations Distributed leadership model with clear commitment to succession planning at all levels, encouragement of staff to develop has supported support staff to move into teaching, teachers to move into senior leadership. School leaders effectively held to account by highly competent Governors which ensures the best outcomes for all students. SLE's and LLE appointed within the school, supporting mainstream schools through the delivery of consultancy, training, advice and guidance. Leaders including Governors drive improvements within the school, hold to account appropriately at all levels and are committed to school improvement. The school has a safeguarding culture, training is carried out frequently and staff know their responsibilities in this area. 	<ul style="list-style-type: none"> Designing and build new school in collaboration and partnership with the Local Authority CPD Focus on therapeutic areas Increase support to mainstream colleagues to build capacity for SEND within local area
Quality of Education	<ul style="list-style-type: none"> Clear focus on curriculum development, looking Intent, implementation and Impact at all levels. Review of Kaleidoscope Curriculum underway with clear focus on Reading, writing and phonics at all levels. Ambition for all learners to achieve their best at all levels with a clear focus on the adult our learners will become, linking explicitly with Preparation for Adulthood and focused on destinations for learners. Blend of curriculum activities and learning plans which focus on both academic, vocational, functional and life long learning. Rigorous monitoring systems in place which check and scrutinise teaching and learning. Assessment framework in place with consistent approach to marking and feedback which is relevant to all learners. Learning environments enable students to be independent learners. Clear accreditation pathways for students in KS4 which focus on destination for Post 16 and beyond Transition package with both Post 16 and local college for all learners in Year 11 	<p>GOOD</p> <ul style="list-style-type: none"> Kaleidoscope Curriculum provides clear framework and learning pathways Clear assessment pathways link directly to relevant curriculum Cycle of monitoring and data collection ensures sharper focus on progress and attainment Interventions are targeted to boost or consolidate learning in core areas, RSE and Emotional and mental health. Focus on the adult learners will become ensures teachers are focused on the next stage in a child's education and preparing them for this. Sharper focus on Education Health and Care Plan targets has ensured explicitly linked into teachers planning and pupils personalised curriculum pathways and learning programmes. Students develop independence throughout all areas of their education, independence in the learning environment is supported through total communication approach. Daily focus in reading implemented in all classes from September, ensures learners develop interest in literature and enjoy reading at all levels. 	<ul style="list-style-type: none"> Development of long term schemes of work and knowledge maps to support the teaching of curriculum, subject knowledge and language Develop reading and phonics strategies throughout the school Review of Kaleidoscope curriculum to embed deeper learning of skills and ensure sequential learning over time. Further development of RSE curriculum. Further development of Computing and Online Safety curriculum.
Personal Development,	<ul style="list-style-type: none"> Increase in parent training, workshops & events Holiday scheme launched with huge success Focus on mental health and support for complex learners including development of Nurture groups, ELSA, Play therapy and other interventions which support children's mental health. PSHE Curriculum embedded throughout the school Rights Respecting School – Silver award achieved Very active school council and Junior Leadership Team Artsmark journey which enables all students to achieve and express through both visual and performing arts NCS Programme and Duke of Edinburgh 	<p>Good</p> <ul style="list-style-type: none"> Interventions are measured and scored which gives indication of engagement, learning and understanding Increased engagement in parent support opportunities School council and Junior Leadership team are involved in school improvement areas which feed directly to Governors and senior leaders Rights Respecting Schools – embedding within all that we do as a school, students can talk about their rights in the simplest form. Year 11 students successfully achieved bronze award through Duke of Edinburgh in 2018-19. 	<ul style="list-style-type: none"> Implement online safety curriculum, including parent input Further develop nurture provision Increase pupil voice opportunities Journey to Gold for Rights Respecting Schools

<p>Behaviour & Attitudes</p>	<ul style="list-style-type: none"> Analytical use of behaviour watch enables leaders to monitor and analyse data which informs CPD, practice and support Focus on CPD for the management of behaviour. Recent employment of Occupational Therapist and Speech and Language Therapist to develop bespoke, individual plans for the most complex students. 	<p>GOOD</p> <ul style="list-style-type: none"> Reduction in the number of restrictive physical interventions Sharper focus on therapeutic support, de-escalation and diversion strategies Focus on behaviour data has directly informed practice and interventions Increased multi-agency work especially around safeguarding and attendance which has had positive impact Relationships between adults and learners are strong and this has been demonstrated through individual behaviour monitoring for the most complex students. Continuous review and analysis of behaviour incidents, ensures timely intervention, including changes to structure, dynamics and strategies. Staff are offered both individual and group supervision to ensure resilience and support at all levels. Students take part in NCS (National Citizenship Service) residential and 2 week programme 	<ul style="list-style-type: none"> Monitoring the impact of speech and language interventions and sensory integration on student behaviour and engagement in learning. Continue to develop behaviour management strategies based around therapeutic support Continually monitoring attendance and targeting the work of PFSA and Family team in this area.
<p>Post 16</p>	<ul style="list-style-type: none"> New Assistant Headteacher completing accredited Careers course Level 6 for SEND Enterprise and Careers Strategy developed Job coaching and instructional teaching used to prepare students for the world of work and life after Post 16 Clear focus on students' aspirations which link directly to curriculum pathway and work related learning Highly skilled staff team who hold high expectations of all learners Sharper focus throughout the centre – focusing on Preparation for Adulthood key areas Accreditation in place for all learners through both ASDAN and OCR Functional Skills English and Maths introduced for Post 16 in September 2019 Work involved in Pop-Up Shops, Fayres and events for Enterprise working jointly with SEN.SE schools. 	<p>GOOD</p> <ul style="list-style-type: none"> 100% leavers achieved expected accredited outcomes Destination data suggests that all students move onto meaningful placements which focus on continued learning, vocational and functional skills. Increased number of placements for work related learning opportunities Greater inclusion and transition opportunities for KS4 students preparing for Post 16 Careers strategy focused on learning for work Centre is set up with clearly defined areas for work skills and enterprise Greater challenge in the curriculum at all levels through the introduction of functional skills qualifications 	<ul style="list-style-type: none"> Work with Train4All to offer wider range of vocational qualifications Link set up with Endeavour to Achieve – teaching students management of a home Consider Talentinos as careers support package

Elmwood School Context

- School numbers increased to 88 commissioned places from September 2018 and numbers of roll is currently 84 (October 2019). This includes 19 students at Post 16. At Elmwood (Years 7-11).
- 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 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 10% are Children Looked after or Post Looked after.
- The vast majority of pupils are white British. 5 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, Penrose 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 Shane Baker and Marie Neale who are Assistant Headteachers. There is a Senior Leader link on each of the sites within the Federation. Andrew Laurence, Deputy Headteacher acts as the Senior Leader link for Elmwood School. There is also a Middle Leader responsible for the day to day organisation and management of the Post 16 centre.
- The Executive Headteacher is a Local Leader for Education, Marie Neale and Kat Burgess are also Specialist Leaders in Education. All three were appointed by Quantock Teaching Alliance. The Executive Headteacher and Deputy Headteacher, Kat Burgess work in a regional capacity through SWALLS, both sit on executive committees which supports the planning and delivery of leadership courses throughout the Southwest. The Executive Headteacher runs a regional Leadership and Management Programme for aspiring leaders within the specialist sector. They are both trained SEND reviewers and use this training to support mainstream schools.
- The Elmwood and Penrose Federation are working closely with The Bridge School, which is the Pupil Referral Unit in Sedgemoor, whilst the Executive Headteacher provides the interim Headship for the school after the retirement of its Headteacher. This partnership has brought about shared resources and shared CPD opportunities for staff.
- Senior leaders work within the local Clusters of schools, working closely with Headteachers to support, advise and guide within SEND which builds capacity within local schools to support pupils with SEND.

- 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 children and families with mental health needs.
- We have a school Counsellor who offers both Counselling and Play Therapy to the pupils across the Federation.
- Since September 2019, the school have employed Occupational Therapist to focus on Sensory Integration, Speech and Language Therapist and have bought additional support from the Psychology service to support the students across the school.