

Elmwood & Penrose Federation
Elmwood School Self-Evaluation Summary 2018-19

| | What are we doing? | What is the impact? | What do we do next? |
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| Effectiveness of Leadership & Management | <ul style="list-style-type: none"> Performance Management arrangements are robust and link directly to CPD High quality and rich CPD programme in place for all staff Governors and senior leaders drive ambition and high level of accountability Very effective safeguarding with excellent safer recruitment practices. Working groups to drive improvement with staff at all levels involved | <p><u>OUTSTANDING</u></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 School leaders effectively held to account by highly competent Governors Confident leaders who are outward facing, including links with Teaching Schools and appointment of SLE's within the school Leaders including Governors drive improvements within the school | <ul style="list-style-type: none"> Designing and building 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 Teaching & Learning | <ul style="list-style-type: none"> Pupil progress is rigorously assessed. Teaching and learning is monitored by leaders throughout the year English and maths embedded across the curriculum and secures skills, knowledge and understanding Leaders hold high expectations for all pupils | <p><u>OUTSTANDING</u></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 Increase in extra-curricular opportunities with Annual Planner in place | <ul style="list-style-type: none"> Embed Kaleidoscope curriculum including developmental assessment tools Further develop careers strategy inline with Gatsby benchmarks Work towards Artsmark as recognition for creative arts across the school |
| Personal Development, Behaviour & Welfare | <ul style="list-style-type: none"> Analytical use of behaviour watch enables leaders to monitor and analyse data which informs CPD, practice and support Increase in parent training, workshops & events Holiday scheme launched with huge success Focus on mental health and support for complex learners | <p><u>OUTSTANDING</u></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 Interventions are measured and scored which gives indication of engagement, learning and understanding Increased engagement in parent support opportunities Increased multi-agency work especially around safeguarding and attendance which has had positive impact | <ul style="list-style-type: none"> Implement online safety curriculum, including parent input Further develop nurture provision Continue to develop behaviour management strategies based around therapeutic support Increase pupil voice opportunities Further develop outreach support for parents and families |
| Outcomes for children & Learners | <ul style="list-style-type: none"> Targeted assessment links to relevant curriculum Tests in English and maths strengthens teacher assessment Moderation within learning triads has increased consistency and given verification of teacher judgements Targeted interventions linked to progress data | <p><u>OUTSTANDING</u></p> <ul style="list-style-type: none"> Excellent engagement in learning evidenced through monitoring activities Progress in curriculum learning is outstanding overall Thrive, Boxall and Behaviour data suggests pupils develop well in social and emotional areas Students at Key stage 4 achieved expected accredited outcomes and destination data shows 100% of leavers move on to education or employment | <ul style="list-style-type: none"> Introduce intervention materials for maths and English Increase number of students exceeding expected outcomes Continue to evidence how well we prepare pupils for their next stage. Achieve bronze DofE |
| Effectiveness of Post 16 | <ul style="list-style-type: none"> 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 | <p><u>GOOD/OUTSTANDING</u></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 | <ul style="list-style-type: none"> Increase challenge for most able through Entry qualifications in English and Maths Work with Train4All to offer wider range of vocational qualifications |

Elmwood 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, 13boys 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 2 Assistant Headteachers, Vicki McCarthy and Marie Neale. 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. 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.