

## OUTCOMES FOR PUPILS

- Assessment on entry and thorough information gathering from parents, home visits and other agencies gives clear view of starting points for each pupils to plan targeted and personalised learning programmes
- Evidence from teacher assessment shows each child makes good progress from their relatively low baselines.
- The majority of pupils make good progress within each key stage.
- Progress in core subjects is better in key stage 2—this is related to the development profile of pupils in key stage 1, particularly communication and social needs.
- Pupil progress is closely tracked – small steps in learning are recorded and used towards termly tracking of pupils against early years goals in key stage 1 and p- levels and national curriculum expectations from year 2. This is backed up by moderation in school and with other schools in core subjects. The school has moved from tracking pupils using p levels, to tracking using Early Learning Goals in Key Stage 1
- The school has also worked with other special schools in Croydon to use of 'Bridging Levels' to track pupils achieving beyond Early Learning Goals.
- Summary assessment at the end of key stage is still made using p levels.
- Pupils make good progress towards or achieve in personalised targets agreed with parents termly and at the Annual Review of EHCP. These often link to communication and independent skills to support readiness for the next phase of education.
- Pupils enjoy and achieve well in the practical and expressive elements of the curriculum, particularly in music.
- Pupils are positive about their achievements and those of their peers. This is evident at our weekly 'Star of the Week' assembly and at our weekly 'House Point Assembly' for the Key Stage 2 pupils.
- Pupils enjoy lessons and are keen to share their work with peers, staff and visitors.
- Parents tell us at meetings and in the home/school book that their children are happy in school and the vast majority are pleased with their progress, according to our parent survey.
- Not all staff are using the range of communication strategies available to support instructions and routines.
- Pupil passports have been revised to fit in with the EHCP planning process and pupils' individual targets

### What does the school need to do to improve further?

- Continue to improve communication skills by ensuring a consistency of approach in all classes and increasing personalisation of provision matches individual learning needs and outcome set out in EHCP.
- Ensure that staff are using the range of communication strategies effectively to support children's understanding of instructions and routines.
- Review the use of EYFS in key stage 1 and group pupils to ensure the curriculum meets learners' individual needs, including separation of Year 2 from September 2018



## SELF EVALUATION SUMMARY

Revised November 2018

- Total Pupils on roll November 2018 156(2016 – 130) Agreed pupil number with LA = 160
- Boys form 74% of pupil population. Free school meals = 36.6%
- Overall attendance in 2017/18 = 94.8 %. Persistent absence = 12.5%.
- Planned Roll agreed with LA for 2018 = 160 including 20 places at Canterbury Road
- 2 pupils adopted from care 'post looked after arrangements' ; 1 pupil in care
- 77% pupils have English as a first language.
- Remaining 23 % pupils have 21 different home languages.
- Needs profile (approx) 65% ASD. 10% Down Syndrome as primary need.

### EFFECTIVENESS of LEADERSHIP AND MANAGEMENT

- Effective Performance Management processes for both teachers and non-teaching staff, ensures that there quality of teaching across the school is at least good and any areas for development are addressed promptly through whole school training or targeted support plans.
- Model of distributed leadership continues to be in place with all experienced teachers undertaking leadership responsibility for a curriculum area and the performance management of support staff.
- Curriculum co-ordinator have developed schemes of work to support planning for all teachers.
- A regular programme of monitoring including lesson observations work scrutiny and pupil progress data by SMT takes place several times a year ensures that any areas of underperformance are identified quickly with targeted support and greater frequency of monitoring in place to address any emerging issues.
- Approaches to using work scrutiny to support monitoring continue to be developed and contribute well to evidencing quality of teaching overtime.
- The governing body meeting cycle has been reviewed to ensure governors are more aware of the development priorities for the school. Along with training, this has led to a sharper focus and higher level of challenge from governors.
- The school is well resourced in all areas, including play areas, PE, sensory activities and ICT.
- Initiatives in place to continue to build on best practice and outstanding teaching through planned INSET and opportunities for peer to peer support through action learning sets have been enthusiastically embraced by staff and having a positive impact.
- Demand for places is very high; school leaders spend a significant amount of time visiting pupils in settings to determine suitability and prioritise pupils for a limited number of places.
- Due to demand, leaders are involved in planning a significant school expansion over the next few years.
- All senior leaders are involved in the Performance Management of Teachers and trained to observe lessons. Lesson observations are generally carried out jointly with another member of SLT
- New Senior Leaders have brought wider knowledge and expertise into the SLT
- There has been a significant increase in staff in September 2018 due to expansion and the opening of satellite provision
- **What does the school need to do to improve further.**
- Design and deliver an induction training and monitoring programme to ensure consistency in standards of teaching, health and safety and safeguarding practice.
- Effectively oversee the expansion of the school through the provision at Canterbury Road and the new Building Project

### PERSONAL DEVELOPMENT, BEHAVIOUR and WELFARE

- Parents and other visitors to the school comment on the calm, happy environment.
  - Parents are supported and encouraged to be involved in their child's learning.
  - The school runs successful Parent coffee mornings which includes workshops and outside speakers. These groups are generally well attended and provide additional support mechanisms between parents
  - Additional support and training is provided by Speech & Language Therapists and an Occupational Therapist which has a positive impact on the quality of provision.
  - Attendance of pupils is monitored and discussed with parents and the attached Education Welfare Officer who will make home visits if necessary.
  - Parents report that pupils are very keen to come to school
  - Fixed term or permanent exclusions have not been used over the past 12 months.
  - St Nicholas works closely in partnership with and other schools and organisations to enhance and enrich learning opportunities.
  - The school works closely with the local early help team to identify and meet wider needs of pupils and their families.
  - Speech & Language and Occupational Therapists are provided by the NHS, but are effectively integrated into the provision at the school and have also provided excellent training for staff in specific areas, e.g. sensory processing, communication strategies and eating and feeding techniques.
- What does the school need to do to improve further?**
- Further develop range of extra curricular activities including quality of lunchtime supervision and clubs.
  - Ensure that all new staff receive training in behaviour management and safeguarding procedures.

### SAFETY

- Safeguarding measures including staff training are taken very seriously, and developmentally appropriate curriculum activities ensure pupils understand risks.
  - Procedures ensuring the welfare, care, health & safety of the pupils, including Child Protection are very good. Governors review the Child Protection Policy annually. Risk assessment procedures are in place, including school visits.
  - Therapists at the school meet with the Head Teacher at termly multidisciplinary meetings held termly to agree support strategies for pupils causing concern. The school has invested in further support for pupils by providing a CAMHS clinical psychologist, play therapist and music therapist.
  - The Community Paediatrician is available regularly for medicals and to consult with and support parents. A school nurse is available for consultation with staff and to support parents.
  - All staff have completed physical intervention training to support positive behaviour management for pupils with challenging needs.
- What does the school needs to do further?**
- Train the DSL's on dealing with Domestic Abuse, and MASH referrals including a meeting with the Early Help Adviser

### QUALITY OF TEACHING, LEARNING and ASSESSMENT

- Pupils are enthusiastic, engaged in lessons and display excellent attitudes to learning because of high expectations, a very well matched curriculum and a caring ethos
- Pupil behaviour is rarely less than excellent, and where they sometimes struggle there needs are identified and met with personalised behaviour support strategies.
- Staff know the pupils' individual needs and abilities very well and use this knowledge to adopt and refine daily teaching to support good progress.
- Staff have high, but realistic expectations of the children, encouraging them to reach their potential.
- Teaching Assistants contribute well to learning,. Ongoing training and strong partnership with teachers has enabled some more experienced teachers to lead learning activities.
- Methods of teaching are creative, adaptable and flexible. Contexts are for learning are well considered so that they are meaningful to pupils and/or linked to pupil interests.
- Planning is tailored to support specific needs ensures pupils with the greatest needs are making progress.
- There are very good relationships between staff and pupils.

- Individual strategies had been developed for the most challenging pupils, e.g. TEACCH approaches or use of ICT, sensory strategies to reduce level of stimulation.
- All pupils are given specialist communication work in small groups delivered by teachers and TAs trained in specialist approaches
- Over the past year, teachers have developed effective strategies to help pupils understand what they need to do to make progress, linked to their IEP targets
- Curriculum co-ordinators have reviewed schemes of work to ensure that content is consistent with requirements of the new National curriculum
- Communication strategies such as signing and visual timetables ('commonality') are used to support the teaching in lessons throughout the school.
- Teachers have developed creative ways to help pupils understand their IEP targets in class, and take responsibility for their own learning.

- Alternative teaching approaches such as Attention Autism ('Bucket time') have proved successful in supporting pupil engagement and motivation.
- Tracking has been developed across 2017/18 to ensure pupils progress can be accurately monitored

### What does the school need to do to improve further?

- Record pupils' assessment data in a electronic format to allow analysis to give a better picture of pupil performance in different areas
- Develop tracking that can monitor and record pupil progress in the areas of personal and social development and communication skills