

## 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-ordinators have developed schemes of work to support planning for all teachers, action plans and are increasingly involved in overseeing their curriculum areas
- A regular programme of monitoring including focussed learning walks and monitoring of pupil progress by 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 recruitment of new governors has ensured a low number of vacancies.
- The school is well resourced in all areas, including play areas, PE, sensory activities and ICT, and the new school building will be even more well equipped
- 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.
- 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
- Senior Leaders have brought wider knowledge and expertise into the SLT
- There has been a significant increase in staff in September 2020 due to expansion following a successful cycle of recruitment during lockdown, and the opening of an additional 4 classes in September 2020
- During lockdown the school moved in to a new building and reintroduced rota'd provision for all year groups from 1st June.

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

- Strategically review the staffing structure of the school to serve the rapidly increasing population over the next 3 years.



## SELF EVALUATION SUMMARY

Revised Sept 2020

- Total Pupils on roll Sept 2020 206(↑). Agreed pupil number with LA =205
- Free school meals = 32%
- Attendance (September 2020 ) = 89.7% (↓)
- 0 pupils in care(↓).
- 67% pupils have English as a first language.
- Remaining 33% pupils have 30 different home languages.
- Needs profile (approx) 65% ASD. 10% Down Syndrome as primary need.
- There has been as significant increase in pupils with severe learning difficulties.

### SAFEGUARDING and ADDITIONAL SUPPORT

- 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 audit safeguarding and review the Child Protection Policy annually, and carry .
- 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, music therapist and family liaison officer
- Additional support and training is provided by Speech & Language Therapists and an Occupational Therapist which has a positive impact on the quality of provision.
- 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.

### What does the school needs to do further?

- Train the DSL's on dealing with Domestic Abuse, and SPC referrals including a meeting with the Early Help Adviser

## BEHAVIOUR AND ATTITUDES

- 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
- Staff know the pupils' individual needs and abilities very well and use this knowledge to adopt and refine daily teaching to support good progress.
- 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
- Staff have completed physical intervention training to support positive behaviour management for pupils with challenging needs
- 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.
- St Nicholas works closely in partnership with and other schools and organisations to enhance and enrich learning opportunities. This includes Palace for Life, Croydon Drop-In, CAMHS, Nordoff Robins, music and theatre groups and Wilmott Dixon as part of the building project
- The school works closely with local services to identify and meet wider needs of pupils and their families.
- Speech & Language and Occupational Therapists are effectively integrated into the provision at the school and have also provide training for staff in specific areas, e.g. sensory processing, emotional regulation, communication strategies as well as individual support. However provision has been reduced as the school has expanded.

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

- Increase the range of therapy support available to pupils
- Further develop the training of staff in dealing with behaviour, due to the increasing complexity of needs

## QUALITY OF EDUCATION

- 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.
- Specialist communication work is provided to targeted groups of children, delivered by teachers and TAs trained in specialist approaches
- Teachers have developed effective strategies to help pupils understand what they need to do to make progress, linked to their Pupil Passports and EHCPs
- 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 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 levels and a tailored tracking system based on 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 worked with other special schools in Croydon to use of 'Bridging Levels' to track pupils achieving beyond Early Learning Goals, as part of its tailored tracking system.
- 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.
- Pupil passports have been revised to fit in with the EHCP planning process and pupils' individual targets
- Placement of increasingly complex pupils has required development of more sensory approaches in some classes, and development of a more systematic approach to behaviour plans including risk assessments.
- Tracking based assessment has been developed over the last 2 years to ensure pupils progress can be accurately monitor including the recent introduction of tracking booklets to plan and track pupils' development of personal and social development and communication skills

### 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 teaching and learning policy to reflect the needs of the changing population and ensure that all stakeholders have a say in the school's future development.