

## Summary Evaluations

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<b>1. Vision</b>	<b>Our vision is to be a model of best practice in education innovation and collaboration that will provide guidance and inspiration to others</b>	
<b>2. Three Year Aims</b>	To be recognised as an innovative Centre of Excellence, providing an outstanding, personalised education for all pupils	
	To create a learning community where opportunity and challenge are championed	
	To have strong links with the local community where pupils are prepared for education, employment, health and independence	
<b>3. Progress</b>	<b>OFSTED Key Issues May 2018</b>	<b>Progress on OFSTED Key Issues</b>
	<p>Strengthen the early years provision by ensuring that:</p> <ul style="list-style-type: none"> <li>▪ Staff monitor children's progress precisely to provide activities which enable them to make strong progress in the different areas of learning.</li> <li>▪ A greater emphasis is placed on promoting children's skills in literacy and mathematics.</li> <li>▪ Leaders explore professional development opportunities for staff, so that the quality of provision matches that seen in the rest of the school.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Leaders have developed a small steps EYFS tracking system allowing for more precise analysis of progress.</li> <li>▪ EYFS environment has been improved to allow for designated learning areas including literacy and numeracy zones.</li> <li>▪ Senior leaders have attended EYFS training.</li> <li>▪ New class teacher has specific EYFS qualifications.</li> <li>▪ Appointment of EYFS HLTA from January 2019.</li> <li>▪ Consultant used to coach and mentor Turney EYFS staff.</li> </ul>
<b>4. Leadership and Management</b>	<b>Strengths – why are we outstanding?</b>	
	<ul style="list-style-type: none"> <li>▪ All the areas for improvement in teaching identified in the previous inspection report have been addressed. As a result, overall progress has accelerated rapidly and all groups of pupils achieve very well in the school.</li> <li>▪ Rigorous succession planning enabling staff to have opportunities to demonstrate their leadership and management skills leads to sustaining improvement.</li> <li>▪ Leaders have responded well to the demands of the new national curriculum and have developed new and engaging schemes of work and assessment opportunities.</li> <li>▪ Teaching, learning, progress, safeguarding and pupil wellbeing are at the heart of school life.</li> <li>▪ The EHT and her senior leaders have high expectations of staff and pupils and they lead by example. The SLT have built a culture of collaborative learning, coaching and professional dialogue which has led to improved teaching and learning across the school.</li> <li>▪ The Senior leadership team is well established and highly competent in developing its middle leaders. Leaders' action plans sharply identify the key priorities for improvement, including benchmarking and evaluating the impact of actions.</li> <li>▪ All leaders work closely with multi-agency professionals enabling effective and efficient contribution to pupils' learning and progress.</li> <li>▪ Performance management very well managed and linked closely to training, development and pupils' progress.</li> <li>▪ All leaders have a very accurate view of their own performance ensuring continued improvement is very strong.</li> </ul>	<b>Areas for development</b>
	<ul style="list-style-type: none"> <li>▪ Leaders to continue to develop additional therapy options so pupils have the optimum opportunity to access the curriculum through sensory, physical and communication support.</li> </ul>	
<b>5. Outcomes</b>	<b>Strengths – why are we outstanding?</b>	<b>Areas for development</b>

	<ul style="list-style-type: none"> <li>The school has been proactive in the light of the Rochford review and the move away from SEN Progression Guidance materials to assess and report on pupil progress by fully implement a new flightpaths assessment to accurately measure the exceptional progress over time.</li> <li>Targets have been set to show challenge of 80% on track on the expected flightpath, 50% on the aspirational flightpath and 20% on the exceptional flightpath and an intervention flight path, for those pupils not on track or at risk of not achieving expectations.</li> <li>There is no discernible difference between outcomes in English and maths across key stages.</li> <li>91% of pupils at KS2 English make expected levels of progress in English and 89% of pupils make expected levels of progress in Maths. 96% of pupils at KS3 English make expected levels of progress in English and 99% of pupils make expected levels of progress in Maths. 86% of pupils at KS4 English make expected levels of progress in English and 85% of pupils make expected levels of progress in Maths.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop certification for those not able to access ELC and GCSEs at Key Stage 4.</li> <li>Pilot the Rochford Review's alternative suggestions of using the seven areas of cognition and learning.</li> </ul>
<b>6. Teaching, Learning and Assessment</b>	<b>Strengths – why are we outstanding?</b>	<b>Areas for development</b>
	<ul style="list-style-type: none"> <li>Teaching, learning and assessment is never less than good with many outstanding examples.</li> <li>Implementation of the 'Stretch and Challenge' policy ensures teachers have high expectations of pupils. Progress is outstanding in all subjects from pupil starting points and over time.</li> <li>In the Spring term 2019 90% of teaching as at least consistently good, with 40% being consistently outstanding.</li> <li>The whole school Guided Reading programme successfully focus on raising pupils' achievement in reading, writing, phonics and communication.</li> <li>Supply and new teachers are supported very well because of the coaching and mentoring programme.</li> <li>HLTAs and TAs are very well deployed and make a significant contribution to pupil progress.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop HLTAs (Inclusion Team) to work effectively with external agencies.</li> </ul>
<b>7. Early Years</b>	<b>Strengths – why are we better than good?</b>	<b>Areas for development</b>
	<ul style="list-style-type: none"> <li>Multiagency working not only supports smooth transition for both pupil and family to the school, but is sustained throughout the early years to get the best outcomes for all aspects of the child's development.</li> <li>An EYFS 'next steps' tracking system explicitly guide adults in supporting pupils in all areas of focus.</li> <li>All children receive a range of activities that stimulates their interest and supports their individual development very well.</li> <li>Children access a range of sensory resources in the calm and conducive leaning climate.</li> </ul>	<ul style="list-style-type: none"> <li>Develop the extension of the EYFS practice across Key Stage 1 including the 'next steps' tracking system.</li> </ul>
<b>8. 6<sup>th</sup> Form</b>	<b>Strengths – why are we outstanding?</b>	<b>Areas for development</b>
	<ul style="list-style-type: none"> <li>The curriculum provision is diverse and ensures pupils access to a broad range of experiences, including preparation for active involvement in the community.</li> <li>Provision includes valuable opportunities for pupils to engage extremely well with the community and subsequently, pupils are becoming increasingly confident in making choices and developing key life skills.</li> <li>Active participation in sporting events is developing pupils' awareness of the benefits of an active lifestyle. Furthermore, cooking activities to prepare healthy meals during food technology sessions emphasizes the importance of health, hygiene and well-being.</li> <li>The highly relevant accreditation prepares pupils exceptionally well for the next steps in learning.</li> </ul>	<ul style="list-style-type: none"> <li>Develop a year 14 learning programme that leads to future steps as part of pupils "Transition to Adulthood".</li> </ul>
<b>9. Personal Development</b>	<b>Strengths – why are we outstanding?</b>	<b>Areas for development</b>

<p><b>Development, Behaviour and Welfare</b></p>	<ul style="list-style-type: none"> <li>▪ The school is a calm and purposeful place where pupils are happy and safe.</li> <li>▪ Robust safeguarding procedures are in place which ensure attitudes to learning is exemplary.</li> <li>▪ The extended life skills programme is richly embedded and provides a wide range of additional activities that are very well organised and effective in preparing pupils for adulthood.</li> <li>▪ British values and SMSC are creatively interwoven throughout the curriculum across the school.</li> <li>▪ Behaviour and behaviour for learning is outstanding because of the exceptional support and intervention programme pupils receive.</li> <li>▪ Relationships between adults and pupils are positive and pupils respond very well to adults' support. The individual needs of pupils are met very well through differentiated planning and an understanding of individual needs.</li> <li>▪ Pupils preparation for their next stages of learning is strengthened by supporting their emotional wellbeing through the SCERTS programmes.</li> <li>▪ Both parents/carers and pupils are supported individually by the school to the next stage of education including Post 16 options, Post 19 colleges and residential care.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Continue to develop new working models with health teams and in particular school nursing service.</li> </ul>
<p><b>10. Overall</b></p>	<ul style="list-style-type: none"> <li>▪ Senior leaders and governors form a strong, talented and energetic team who have a clear vision for the future of the school. As a result they ensure improvements in pupils' rates of progress and preparation for individual next steps and adulthood.</li> </ul>	