

## **Churchill Park School Self Evaluation Academic Year 2015-2016**

### **The School Context**

Churchill Park School caters for pupils with moderate learning difficulties, severe learning difficulties, profound and multiple learning difficulties and autistic spectrum disorders. In addition, some pupils have hearing impairment, visual impairment and complex medical needs. It is the only special school in West Norfolk and covers a large geographical area. The school building itself is of a very high standard, pupils enjoy the use of excellent facilities including a hydrotherapy pool.

The number of pupils on roll at Churchill Park has gradually increased since it opened. The school has is now reregistered as a 205 place school, the population for the 2015-16 academic year is approximately 190 pupils. The number of pupils on roll will gradually increase to 205 over the next three academic years.

In March 2014 a new head teacher was appointed and was employed for two days a week before taking up the full-time position in September 2014. He is the fourth appointment since the school opened in 2009 following the amalgamation of two existing, but very separate, local special schools. The head teacher was involved in the appointment of a number of new teaching staff who started at the school in September 2014. This included the appointment of two assistant head teachers to strengthen the new senior leadership team. The leadership team has now been in place for over a year and is in a position to deliver sustained improvements over a period of time.

All pupils have a statement of special educational needs or are in the process of having an education health and care plan drawn up. The early years provision is full time. Children in Reception class share their curriculum with older pupils in Years 1 and 2. In Key Stage 4 pupils are offered the opportunity complete accreditations in BTECs and Functional Skills with the most able being offered GCSEs. Pupils also attend forest school and farm school as part of their full and varied curriculum.

An above average proportion of pupils at Churchill Park are in receipt of free school meals. The proportions of pupils from minority ethnic backgrounds, including those from families where English is an additional language, are below average. These pupils are represented across all of the different disability and special educational needs groups in the school.

A small number of students attend the Open Road Centre to gain qualifications in motor vehicle maintenance. The school is part of Trust Norfolk SEN, which is a cooperative involving all special schools in the county. The Trust operates school-to-school support which facilitates consultancy advice and support for staff working with children and young people with special educational needs in mainstream schools. Churchill School is also a partner in the Encompass Teaching School Alliance and works in close collaboration with other mainstream and special schools

In June 2015 Churchill Park School received a full Ofsted inspection and was graded 'good'. This was a move from 'requires improvement' at the previous inspection. The governors, parents, Senior Leadership Team, wider school staff and pupils are ambitious for the school and want it to be outstanding at its next inspection.

## 1. Effectiveness of leadership and management

*The effectiveness of leadership and management is good.*

- 1.1 Clearly articulated values are central to the school ethos, they are understood by pupils, staff, parents and governors. The school also shares its ethos with the wider community, including other schools, local businesses and sport clubs. The five core values of the school are:
  - Excellence – *learning and teaching*
  - Community – *coherence*
  - Inclusion – *for all*
  - Capacity – *maximise progress*
  - Independence – *for the future*
- 1.2 High expectations and ambition are consistently communicated to staff. Teaching and pupil welfare are good. There is a culture of respect, tolerance and support across the school. School staff, including leaders, effectively support one another to improve.
- 1.3 The school values contribute to the positive culture of equality of opportunity and respect for diversity. Staff and pupils work together to prevent any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate discriminatory behaviour. Pupils learn about bullying in PSHCE and during a dedicated anti-bullying week. The level of racist incidents is low and falling sharply. There were no other incidents of bullying related to the protected characteristics (Equality Act 2010) in the academic year 2014-2015. Logs are kept of discrimination related to the protected characteristics.
- 1.4 Senior leaders and extended leaders have implemented rigorous and robust systems of monitoring and tracking. All staff understand the expectations of them. School leaders and governors use performance management effectively to improve teaching. Good progress is identified. *This should be further spread across the school.*
- 1.5 Leaders and governors ensure that the school has a clear strategic direction and is now building on existing strengths to further enhance provision for children and young people.
- 1.6 Leaders and governors are ambitious and highly motivated to establish continued improvements in the work of the school. This includes driving up rates of progress for all pupils, including the disadvantaged. The Senior Leadership Team and Extended Leadership Team pro-actively identify areas for improvement and work collaboratively towards shared leadership goals.
- 1.7 School self-evaluation is accurate and thorough. Senior leaders understand their role in school improvement, each member of the Senior Leadership Team has responsibility for a specific area of the school improvement plan. Members of the Extended Leadership Team are now working effectively to monitor and raise standards in their areas of responsibility. *All leaders should ensure that monitoring is proactive and well recorded.*

- 1.8 Leadership of teaching is strong, there has been a systematic improvement in the quality of teaching. Senior leaders are now empowering members of the Extended Leadership Team to continue implementing this. Systems for checking the work of teachers are systematic, thorough and effective. *All leaders should ensure that monitoring is proactive and well recorded.*
- 1.9 Governors hold senior leaders stringently to account for all aspects of school operation. Governors systematically challenge senior leaders throughout the year. Named governors (for example, safeguarding) maintain an overview of specific areas whilst committees and the full governing body regularly hold senior leaders to account. Governors are highly visible around school and are known to staff.
- 1.10 Detailed tracking of pupils has been implemented across the school to ensure that pupils make good or better progress. Teachers meet with senior leaders once a term to discuss the progress of individual pupils. This has led to improvements in the progress of pupils in maths and English.
- 1.11 Teaching across the school is consistently good, teaching that requires improvement is improving rapidly. Effective support is in place for teachers who require improvement, this is distributed through the leadership team with oversight from the Head Teacher.
- 1.12 Safeguarding is highly effective. School leaders have created a culture of vigilance where pupils' welfare is actively promoted. Pupils feel safe and listened to. Staff are trained to identify where a pupil may be at risk and report their concerns. Record keeping is very good and cooperation between school and other agencies/professionals is outstanding. Any concerns are dealt with quickly and effectively.
- 1.13 Leaders protect pupils from radicalisation and extremism. Leaders are vigilant, confident and competent to support pupils in this area. *Staff are due to be trained in anti-radicalisation strategies and reporting systems.*
- 1.14 British values are effectively promoted through a wider culture of tolerance and respect.
- 1.15 Additional funds from Pupil Premium, Sport and Year 7 catch up are spent effectively to enhance the curriculum and increase the rate of progress. Pupil progress data show that large majority pupils in receipt of pupil premium make good or better progress. Much of the additional funding has been spent on improving pupil communication and independent mobility.
- 1.16 Pupils are taught a broad and balanced curriculum including forest and farm schools. The Churchill Park School curriculum is in-line with the 2014 National Curriculum. Pupils in Key Stage 4 and Sixth Form are also taught some lessons from GCSE, Functional Skills, and BTEC specifications. Pupils benefit from Forest and Farm Schools during their time at

Churchill Park. The Churchill Park Curriculum contributes to pupils' behaviour and welfare, including their physical, mental and personal well-being, safety and spiritual, moral, social and cultural development.

- 1.17 Leaders at CPS are developing effective links with other schools through School2School support and the ENCOMPASS Teaching School Alliance. The school is actively supporting other schools through School2School support and National College system leadership.
- 1.18 Leadership of the EYFS is effective. Children in the EYFS make good progress and benefit from high quality teaching.
- 1.19 Leadership of the 16-19 Study Programme (Sixth Form) is now effective. Young people in the Sixth Form are now engaging in an enterprise based curriculum and will soon be moving to new premises.
- 1.20 The school is well prepared for 'life without levels' and has led development of a new assessment system across the county. Teachers are now using the Norfolk Assessment Pathway to assess pupil progress in maths and English. The number of subjects will increase as more assessment pathways are created.
- 1.21 School staff benefit from well-planned continual professional development that stems from the school improvement plan. They are also able to apply for continual professional development opportunities through the CPD quality improvement team. School staff are encouraged to share their learning from CPD on their return, this has a positive impact on the outcomes for pupils. There are regular CPD slots during the school week, one in the morning for fifteen minutes for all staff and one on a Wednesday afternoon for an hour which is part of teacher directed time. All staff are welcome to all CPD sessions.

## 2. Teaching, learning and assessment

*Teaching, learning and assessment are good*

- 2.1 Teaching over time is consistently good across a range of subjects and across all Key Stages. Pupils across all categories of need and in key groups, including those who are disadvantaged, make sustained progress.
- 2.2 Teachers plan effectively to focus on learning for all pupils and overcome barriers to learning. Clear tasks, well articulated learning outcomes and high expectations of both learning and conduct mean that pupils make good progress in lessons.
- 2.3 Strategies are now in place for all pupils to receive effective feedback on their learning, helping them to understand how they have achieved well and how they can improve for next time. Pupils also learn to self-assess against the articulated learning outcome. This develops in sophistication as the pupils move through the school. These strategies draw on good practice taken from across the school. *Leaders now need to ensure that these strategies are consistently employed by all teachers across the school.*
- 2.4 In maths and English teachers and teaching assistants track pupils' ability to apply learning with fluency, accuracy, independence and in varying contexts.
- 2.5 Teachers identify and support pupils who start to fall behind or those with significant barriers to learning. Teachers are supported to do this through pupil progress meetings.
- 2.6 Teachers have secure subject knowledge, they use their knowledge to engage pupils in interesting and challenging learning. Teachers adapt learning to the needs of the pupils. Teachers use skilful questioning to enhance and deepen pupils' knowledge, teachers also use questioning to assess pupil understanding. Churchill Park School commissions its own Occupational Therapist to identify and support strategies for individual pupils.
- 2.7 There is a very strong emphasis on 'total communication' throughout the school. Teachers use a variety of strategies to support pupils' communication, this includes the use of augmentative communication devices, picture exchange systems and eye gaze devices.
- 2.8 Teachers and teaching assistants have a positive relationship with pupils founded on mutual respect and a culture of inclusion throughout the school. Teachers and teaching assistants work as a team to effectively support teaching and learning. Continued professional development for teachers and teaching assistants has meant that teaching assistants effectively support learning throughout the school. Teaching assistants carry out a variety of tasks that include direct instruction, support to access learning and assessment.
- 2.9 HLTAs are now assigned to each Key Stage to support pupil access, communication and provide cover where necessary. HLTAs are becoming increasingly effective in this role. *HLTAs' role will be further refined during the 2015-2016 academic year.*
- 2.10 Independence of pupils is a school value, this is well integrated into learning across the school, particularly during Learning Outside the Classroom.
- 2.11 All school staff promote equality of opportunity and diversity at Churchill Park School. Stereotypes are challenged and incidents of prejudice related incidents are extremely rare.

- 2.12 Pupils benefit from teaching that develops their reading and writing across the curriculum. Teaching of English and literacy is a strength of the school. Technology and other resources are used effectively to support pupils' writing, including computer programmes. Pupils are taught to read and write using synthetic phonics, where this is not appropriate (for example, when a pupil has hearing impairment) other strategies are employed. *However, this should be monitored to ensure consistency across the school.*
- 2.13 Across the school pupils read widely and often. Pupils are encouraged to read books of appropriate challenge that remain interesting. *Reading books are sent home in a limited number of classes. This will become a regular part of home learning throughout the school.*
- 2.14 The teaching of mathematics is strong throughout the school. Maths teaching is engaging and pupils make good progress. Pupils' learning in maths is enhanced through the use of specialist resources. Pupils are encouraged to think mathematically, understanding and applying mathematical concepts and methods. Pupils gain mathematical knowledge appropriate to their age and starting points, they are able to apply this knowledge fluently and accurately relative to their starting points. Pupils' fluency, accuracy, independence and ability to apply knowledge is assessed and tracked. Pupils are well prepared for the next stage of their learning in maths with the most able pupils are taught the GCSE foundation level maths specification.
- 2.15 *Lesson observation templates will be altered to explicitly identify the following areas: independence, assessment, communication and effectiveness of adults.*

### **3. Personal development, behaviour and welfare**

*Personal development, behaviour and welfare are good*

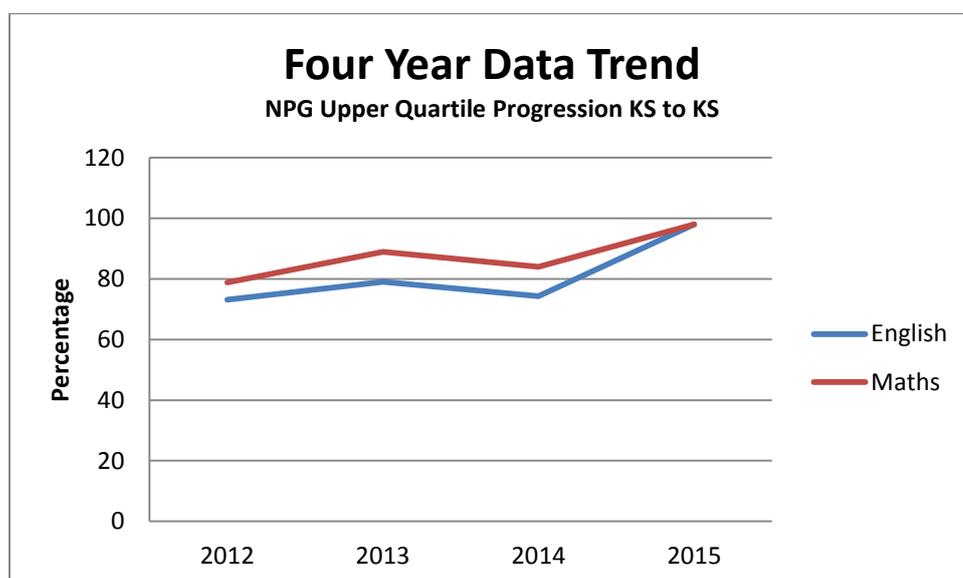
- 3.1 Pupils at Churchill Park School are happy and confident. They are self-assured and take pride in their work. Pupils across the school have good attitudes to learning. These attitudes are reinforced through the school values of excellence, capacity, community, inclusion and independence. Pupils' attitudes have a positive impact on the progress that they make. Conduct around the school is good.
- 3.2 High expectations of pupil behaviour and conduct are consistently communicated to pupils.
- 3.3 Pupils are proud to represent the school through school council, as school ambassadors and in sporting events.
- 3.4 Pupils are taught to value and respect the opinions of others; this is reinforced through circle times and assemblies.
- 3.5 The school works hard to ensure that pupils understand how their education equips them with the behaviour and attitudes to successfully take on their next stage of education and/or employment.
- 3.6 All pupils have annual reviews of either their Education Health and Care Plan or the Statement of Special Educational Needs. Pupils, parents, teachers and external professionals meet to ensure that pupils' needs are reviewed and met through the annual review process. This also allows pupils to receive tailored advice that helps them to make decisions about their future education, employment or training. *Pupils need access to impartial careers guidance.*
- 3.7 Pupils are punctual and well prepared for lessons. In Key Stage 4 and Sixth Form they are expected to move between rooms for some lessons. Pupils are encouraged to do this as independently and efficiently as possible.
- 3.8 Pupils who present challenging behaviours make good progress in regulating and managing these behaviours. School staff adopt an analytical approach to challenging behaviours and take effective action to support pupils. Pupil behaviour data are monitored weekly.
- 3.9 Pupils are taught to tackle challenges and manage risk. This is enhanced through the significant part of the school curriculum devoted to Learning Outside the Classroom.
- 3.10 Churchill Park School has an annual anti-bullying week which promoted tolerance and respect. Pupils report few incidents of bullying, any reports are swiftly dealt with. Pupils understand the different types of bullying.
- 3.11 Well established routines across the school support pupil behaviour, these routines also support pupils' health and welfare.

- 3.12 Pupil welfare at Churchill Park School is outstanding. An internal team meet weekly to review pupil welfare and discuss specific cases. Staff at Churchill Park School have a proven track record of working effectively with external professionals to keep pupils safe.
- 3.13 Pupils feel safe and happy at school, they are taught to keep themselves safe, including online. Pupils understand e-safety and are taught to travel safely through the TITAN award.
- 3.14 All staff understand safeguarding practice well with any concerns passed onto appropriate agencies. School carefully follows all safeguarding procedures. Staff are kept up to date with child protection training. *Training on radicalisation is scheduled in Autumn 2015.*
- 3.15 Leaders ensure that poor attendance is quickly identified and effective measures are quickly put into place. School works hard to identify why a pupil's attendance is poor and how to best improve attendance. Pupils with the worst attendance show an improvement. RAISE online data show that attendance at Churchill Park School is significantly better than the national average for special schools. In 2014 the school overall percentage of sessions missed was 6.5% compared to a national average for special schools of 9.0%. This has decreased from 7.7% in 2013.
- 3.16 During the 2014-15 academic year school leaders identified that current behaviour management training for staff did not meet the increasing social, emotional and behavioural needs of the school population. *The first tranche of staff converted to Team Teach behaviour management training in Autumn 2015. The remainder of school staff will transition to Team Teach behaviour management training during the 2015-16 academic year.*

## 4. Outcomes

*Outcomes are good*

- 4.1 The vast majority of pupils at CPS make good or better progress in English and maths across their Key Stage. The vast majority of pupils across all key stages and subjects are making consistently strong progress. Pupils develop knowledge, understanding and skills. This includes areas such as forest school and farm school where pupils' progress and development is good.
- 4.2 CPS now has four years of pupil progress data on which to base judgements. The four year trend shows an increase in the levels of pupils making good or better progress in maths and English.



- 4.3 Rigorous systems are in place to monitor and track pupil progress. Pupils who are at risk of falling behind are quickly identified and addressed through pupil progress meetings with senior leaders. Phase leaders are also held accountable for the progress of pupils in their key stage.
- 4.4 Pupils across all categories of need are making good or better progress. This includes pupils who are profoundly impaired and those who are most able.
- 4.5 Judgements are moderated internally and at county and out of county level.
- 4.6 Disadvantaged pupils make good progress in-line with their peers, use of pupil premium and year seven catch up funds are effective.
- 4.7 A wide range of accreditation is available for pupils, including BTECs, Functional Skills and GCSE.
- 4.8 Pupils are well prepared for the next stage in their education, many go on to college at the end of year 11 whilst others may progress into the school Sixth Form.

4.9 Pupils make significant progress in their personal and social development. This is supported by a comprehensive and varied curriculum, including Forest school, farm school and DofE.

## 5. Early years provision: quality and standards

*Early years provision: quality and standards is good.*

- 5.1 The quality of teaching is good. The Early Years team work hard to meet the individual needs of the pupils.
- 5.2 The quality of leadership in the Early Years is good. The Early Years/Key Stage One leader is an experienced teacher who has an accurate picture of the strengths and weaknesses of the provision; they have continued to develop the provision since appointment last academic year.
- 5.3 The environment is well resourced, organised and stimulating. *The Early Years/Key Stage One leader has plans for further development of the outside environment.*
- 5.4 The curriculum is broad, balanced and engaging for pupils. The Early Years team are quick to react to, and proactively plan for children's interests. Children are therefore engaged in purposeful activities throughout the school day.
- 5.5 Adults in the Early Years have high expectation for their pupils and set challenging goals for progress in all aspects of their education and learning. The teacher and teaching assistants effectively and accurately assess pupils, this contributes to pupil progress. The team were early adopters of the Early Excellence Baseline Assessment. Parents and carers contribute to assessments and are regularly informed of their child's progress through emails from the class team.
- 5.6 Children in the Early Years benefit from well planned and implemented routines, expectations of behaviour and learning are high.
- 5.7 Children's behaviour is good at school, this reflects that they feel safe in the Early Years environment. They develop their sense of risk through well planned activities. Children in the Early Years are encouraged to listen to others and take turns.
- 5.8 The staff are experienced in working with children in their early years and are becoming adept at using strategies to support their special educational needs with signing, symbols and objects of reference. There is a high pupil to staff ratio that allows support of individual needs in communication in particular - which is the underlying aim of their targets.
- 5.9 Pupils are taught phonics on a daily basis in small groups or individually to allow for differentiation, and there are regular short sessions of mathematical development in similar groupings.
- 5.10 Safeguarding procedures are effective and part of the whole school safeguarding procedures.
- 5.11 Staff support British values in the form of sharing with their peers and developing awareness of each other and any 'differences' that may be highlighted by the pupils.

## 6. 16-19 Study programme (Sixth Form)

*The 16-19 study programme is good*

- 6.1 Leadership of the sixth form is good. Leaders have high expectations of the pupils and staff in Sixth Form. Leaders have ensured good quality teaching, careful tracking of students' progress and planning which ensures individual's needs are met. Leaders regularly monitor the quality of teaching through learning walks, drop ins and lesson observations. *Leaders are aware that the most-able students are not always challenged when they join the sixth form and have plans in place to ensure that the courses on offer are appropriate and relevant.*
- 6.2 Learning experiences for students in the sixth form have improved since the last inspection and are now securely good. A particular strength in teaching is the way in which teachers integrate skills that develop students' literacy and numeracy skills into practical enterprise activities. The school links learning in the sixth form to real life and the world of work, through the development of a new curriculum in the sixth form and the opening of our sixth form enterprise. *In order to become outstanding leaders need to raise the achievement of students in the sixth form by extending opportunities for them to learn through activities linked to real life, the world of work and the local community.*
- 6.3 Progress in the Sixth Form is good. All students in the sixth form met their expected targets and achieved accredited courses last year. *To become outstanding choices for a small number of the relatively more-able students should be expanded.*
- 6.4 Learners feel safe and happy; learners study modules of independent living and learn how to keep themselves clean and healthy and how to be safe in the community.
- 6.5 Learners enhance their independence and employability skills through the opportunity to work in the sixth form enterprise, this will include a shop named "Winston's" selling upcycled unique gifts handmade by the students, where they will gain work experience and contribute to the wider society and learn the value of working. Leaders recognise the need to extending opportunities for them to learn through activities linked to real life, the world of work and the local community, this will be enhanced by the Sixth Form shop.
- 6.6 Sixth Form students are now offered Gateway qualifications which offer a suite of qualifications from award to diploma and across the various levels according to ability, alongside these new qualifications students study English and Maths at a level suited to their ability.
- 6.7 Students in the sixth form are well prepared for the next stage in their education or training because of the excellent help and support they receive from the school and the careers service. The transfer to education, health and care plans is increasingly giving students a voice so that their hopes and aspirations can be taken into account when they leave school.
- 6.8 The behaviour and attitudes of the students are outstanding. They are exceptionally motivated, happy and confident. They gain great enjoyment from the activities provided and apply themselves extremely well. They say that they enjoy their travel training as it enables them to become more independent.

- 6.9 Safeguarding in the Sixth Form is effective. Students are kept safe by school staff and safeguarding processes that form part of the whole school safeguarding policy. Students are taught how to stay safe and become as independent as possible, including through travel training.
- 6.10 All students receive tailored guidance through the annual review process that helps them to move onto appropriate provision after leaving school, this includes educational and social care provision. Students are well prepared for their next steps.