**Culverhill School**

**Self-Evaluation Form**

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| **Date of SEF:** | July 2023 |
| **School Context:**  | Culverhill School is a specialist school for children with a wide range of complex learning difficulties aged 7 - 16 |
| **Current School Self Evaluation Judgements** |
| Overall Effectiveness | Outstanding | Quality of Education | Outstanding |
| Intent | Outstanding | Implementation | Outstanding |
| Impact | Outstanding | Behaviour and Attitudes | Outstanding |
| Personal Development | Outstanding | Leadership and Management | Outstanding |
| **Evidence Bases:*** TLR Reports
* Evidence For Learning & INSIGHTS
* DDI’s
* Staff Appraisal
* Curriculum Surveys – Staff, Pupils, Parents
* SIP visit reports and Supported Home Learning Report
* EHCP Parent and pupil views
* Parent & Pupil Voice
* Gatsby Benchmarks
* Qualifications – English, Maths, Science Entry Level, ASDAN, AQA unit award scheme, Duke of Edinburgh Bronze Award.

**Strengths/Successes/Celebrations:****Quality of Education:** **Intent*** Leaders have constructed an ambitious, well sequenced curriculum (Inspire) that is designed to give all learners, the knowledge and cultural capital they need to succeed in life. Leaders have planned the curriculum with precision, learning is built on the foundation of knowing more remembering more leading towards a set of knowledge and skills for future learning and employment. Staff surveys identified high confidence in the understanding of the aims of our Inspire curriculum.
* All our learners study a curriculum that fully meets their needs. This is adapted to ensure our approach incorporates pupils EHCP outcomes. Learning is sequenced to ensure that pupils are well prepared to gain the necessary qualifications to support the next stages of their educational journey and further careers. Our progress information is strong evidence of pupil progress in not only the curriculum but holistically through their EHCPs.

**Implementation*** Our curriculum is designed as such so that teachers focus on presenting subject matter clearly. They are empowered to promote appropriate discussion about the subject matter they are teaching in a way that is appropriate to the children in their class. Staff check learners’ understanding using appropriate well designed assessment techniques, identifying misconceptions accurately whilst responding quickly to misconceptions. Teachers have good subject knowledge and teach a full range of subjects. Specialist lessons are delivered in Science and P.E.
* Leaders provide effective support in their specialism by strategically designing outcomes for curriculum areas whilst monitoring the effectiveness of those areas through an evidence based methodology. Leaders also provide expertise in pedagogical approaches, including for those teaching outside their main areas of expertise particularly with reference to the complex needs of our children. PSHE is a strong example of this and is at the heart of our curriculum at Culverhill. It extends beyond the academic to support the development of pupils’ independence and life-skills to improve their outcomes and prepare them for the next phase of their education, training and employment. The implementation of bespoke Culverhill PSHE resources combined with personalised Self-care and independence curriculum has led to improved outcomes for pupils. Pupils are better prepared to independently look after themselves and have presented this in an exemplary fashion during D of E expeditions and residential trips. In addition, a Designate Mental Health Lead (DMHL) role has been appointed to ensure improved connection to the trust clinical psychologist and school mental health team. The DMHL has had the DfE approved training and will oversee SEMH progress information and pedagogy. The SMHL has already created a bespoke brochure of EHCP outcomes to link closely to the PSHE curriculum.
* Teachers and leaders use progress information (assessment), to help learners embed and use knowledge fluently or to check understanding and inform pedagogical approaches. Leaders take a 360 approach to assessment and have an understanding that there are limitations to data. Leaders look at the wider picture for each individual and engage strategically to improve outcomes considering a range of inputs (Progress info, pupil voice, family voice, teacher, teaching assistant). This has led to the appointment of assessment lead to oversee regular feedback meetings with Leaders in order to identify current areas of development (pupil intervention and teaching practice). Leaders better analyse and connect progress information to support pedagogy in the classroom. Implementation of INSIGHTS (Assessment software) analysis – accurately defines pupil progress enabling staff (Leaders, Teachers, Teaching assistants) to reflect on pupils learning journey to inform next steps, school development priorities (curriculum development focussing on quality of education), and staff CPD.
* Successful partnership with Enable Trust & New Siblands in aligning EFL (evidence for learning) Insights. The impact is measured by successful alignment of processes and support for each other using expertise from each school to improve outcomes for pupils across the Trust.
* Teachers create an environment that allows the learner to focus on learning. Our cohorts are diverse by SEN, complex by nature, considering this, leaders have developed an alternative curriculum pathway in order to more fully meet the needs of some pupils. Our curriculum offers three different pathways that fully meet pupil need. Leaders appointed a Thrive Curriculum Pathway Lead to oversee the development of a well sequenced plan of learning for pupils who require further development with their higher order thinking skills (Analysing, Synthesising and Evaluating). A clear referral process for Thrive pupils (Family, Pupil, Teacher, Leadership and progress information considered) has been created and as a result the school can now better meet the needs of the pupils who have been selected for the Thrive Pathway for September 2023.
* Reading and Phonics – all teachers, TA’s, HLTA’s and the Leadership Team are trained in Letters and Sounds which supports our use of Bug Club Phonics. English Lead is working with staff at NSS to develop our sight word recognition programme. This has led to a rigorous approach to the teaching of reading developing learners’ fluency, confidence and enjoyment in reading. At the early stages of learning to read, reading materials are closely matched to learners’ phonics knowledge. Pupils are fond of reading at Culverhill School and teachers recognise the importance of the new approach in accessing the curriculum.

**Impact*** Pupils develop detailed knowledge and skills across the curriculum within a holistic system and, as a result, achieve very well regardless of their starting points and SEN. This is reflected in results from qualifications obtained, Entry Level Science, English and Maths, ASDAN, AQA unit award scheme and the duke of Edinburgh award. 25 pupils from Years 10 and 11 have completed their Duke of Edinburgh Bronze Award. This has developed their skills in independence, volunteering, personal safety and Team work.
* Our curriculum prepares pupils for life. Gatsby Benchmarks have provided the framework to ensure pupils at Culverhill are well prepared for their next stage of education, training and employment. Leaders have appointed a Careers Lead and Work Experience Lead. As a result, leaders have prepared and sequenced further work experience opportunities for 2023 - 2024. Key Stage 4 Group Options have been included in their curriculum offer this year after a pause due to the pandemic. These options have enabled pupils to continue to develop life-skills and skills for preparation for adulthood increasingly met self-care and independence outcomes.
* All pupils in year 11 are ready for the next stage of education, and acquire the necessary qualifications for specialist sixth form, college or alternative provision. Pupils gain qualifications that allow them to go on to destinations that meet their interests and aspirations.

 **Quality of Education Priority Headlines for 2023 – 2024*** **Teachers are empowered to monitor their class progress information (Insights) and use this to inform their planning, pedagogy and a deeper understanding of their professional development journey.**
* **Further strengthen and improve the teaching of reading through phonics using formative assessment to inform pedagogy/ early interventions in order to improve reading automaticity.**
* **Further strengthen the existing collaborative approach between teachers and SALT therapists to support pupils with speech and language difficulties ensuring that all pupils receive appropriate targeted interventions and support.**
* **Further strengthen pedagogy through, Development Drop ins/learning conversations, trust wide observations and networking within the mainstream and special school communities.**
* **Introduce environments audit team and transition to lower stimulus environments in order to impact overresponsive sensory pupils.**
* **Develop CPD strategy trust wide in order to adapt to changing co-existing complex needs.**

**Quality of Education Priority Headlines for September 2024 – 2027*** **Further develop expertise towards inquiry led pedagogy through OPTICAL video analysis (observing practice to inform classroom teaching and learning)**
* **Contribute to outreach service ETHOS and school to school support.**
* **Further develop knowledge and skills of teaching assistants in the areas of SALT, OT and SEMH in order to create more specialist roles increasing the quality of in-house provision.**

**Strengths/Successes/Celebrations:****Behaviour & Attitudes:*** Our school vision of Inspire, Nurture, Thrive has enabled the school to sustain a culture of compassion, kindness, understanding and acceptance whilst setting ambitious and high expectations for pupils. This is weaved into all areas of the school, a specific example being our core values and curriculum aims. High and consistent expectations for pupil’s behaviour are applied fairly across the school resulting in a calm and therapeutic atmosphere where pupils and staff feel safe to learn and teach. Bullying, peer on peer abuse or any type of discrimination are not tolerated. Staff deal with incidents quickly and robustly in order to seek positives from any experience and improved outcomes moving forward.
* Visitors, Parents, Staff and Pupils report that the environment created radiates a calm atmosphere that is conducive to learning. Student’s attitude to learning is clearly positive, they are committed to their learning even under their own personal challenges. Pupils are proud of their learning, they enjoy sharing their work with their parents and the school community. Pupils are resilient and work with staff to tackle personal setbacks. Our mental health team work collaboratively with class teams and pupils to pathway positive outcomes. The whole school community acknowledges that the school is aspirational and ambitious for our pupils. Case studies show improved attendance, engagement and positive outcomes.
* CPOMS systems and processes implemented successfully – all staff confidently and accurately record safeguarding and behaviour concerns, leaders respond effectively and strategically with haste to ensure positive outcomes for pupils.
* 2022/2023 Attendance data averages at 93.1%. This is 6.2% above the national average for a special school in comparison with 2021/2022 data. It is also above national average for 2021-2022 statistics. Pupils and staff take attendance seriously as they understand the benefit of pupils being in school and maintaining curriculum sequence.

**Behaviour and Attitudes - Priority Headlines for 2023 – 2024*** **Enhance the school’s behaviour and reward system through the development of the Culverhill Shop (Culverhill Economy link to Maths Money in curriculum) and house system.**

**Behaviour and Attitudes - Priority Headlines for September 2024 – 2027*** **Supplement current SEMH team and system with further in house and external preventative work (Primary mental Health Specialist).**

**Strengths/Successes/Celebrations:****Personal Development:*** Personal development is a high priority for pupils at Culverhill School. Leaders have extended the curriculum by linking closely to EHCPs, delivering a personalised and holistic approach. Leaders and teachers have designed brochures of best practice EHCP outcomes. Bespoke EHCP outcomes are weaved succinctly through our curriculum and each child has a priority outcome per area that they develop. Culverhill School has developed three differentiated pathways that extend learning beyond the classroom. Outcomes are planned and agreed annually by pupils, parents, staff and multi professionals through the EHCP Annual Review process and staff use this as means to promote and communicate our high expectations and ambition for all pupils. Pupils’ personalised EHCP outcomes extend into the wider work around resilience, confidence and independence – and helps pupils to keep physically and mentally healthy.
* Staff broaden opportunities and increase pupils desire to succeed beyond the academic (Life-skills, Preparation for adulthood, Play and social skills, Independence skills). A sharp focus on bespoke outcomes for individuals gives our pupils the confidence to develop and discover their interests, pursue their talents and prepare pupils for future successful next steps. Enrichment opportunities are included in the weekly timetable for pupils to choose their own learning and to develop their talents and interests. We have recently implemented further after school provision on request from our pupils in the form of creative arts and sport. Leaders use the Gatsby Benchmarks as a framework to enhance our careers offer and ensure provides good quality, meaningful opportunities for pupils to encounter the world of work.
* Our curriculum aims and strategic learning sequence encourages individuality and supports staff to inspire pupils to be confident, resilient and independent, and to develop strength of character. All staff promote equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world and its people, are responsible, respectful, active citizens celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities. The school succeeds in this specifically through our well sequenced citizenship, R.E curriculum and assemblies. This is implicitly embedded in the culture of the school.

**Personal Development - Priority Headlines for 2023– 2024*** **Extend the work experience opportunities for pupils to learn and connect with the local community to improve their confidence in safely navigating the real world This will strengthen public understanding of the valuable contributions our pupils can make to society.**
* **Extend opportunities beyond the school day through extracurricular clubs.**

**Personal Development - Priority Headlines for 2024– 2027*** **Develop a ‘Culverhill Coffee Shop” room to create opportunities for all pupils to develop independent living skills and improve their self-care and independence outcomes.**

**Strengths/Successes/Celebrations:****Leadership & Management:*** The school leadership team has a clear and ambitious vision for providing high-quality, inclusive education and training to all. Our shared vision around Inspire, Nurture, Thrive drives our core values and curriculum aims. It should also be noted that a clear vision provided by the Trust and buy in from the local community is evident. Strong support from our CEO (Andrew Buckton) and SIP (Neil Galloway). Regular reflective practice and alignment of priorities has accelerated school improvement.
* The growth of leaders in line with Enable Trust’s vision – NPQH NPQSL, NPQLTD, UPS responsibilities, TLR Posts and Enable Trust Foundations of Leadership course for middle leaders and aspiring middle leaders. Leaders have provided further opportunities for staff to develop their leadership skills (Impact – curriculum, assessment and succession planning). Enhanced leadership capacity that has accelerated school development priorities. Succession planning and sustainable school improvement for the long term. Side by side leadership to eliminate single points of dependency. The impact of this is a distributed leadership model ensuring workload is shared amongst trusted leaders and a stronger team approach is achieved.
* Subject knowledge, pedagogical approaches filtered from leaders to teachers. Enhanced connection between leaders, progress information and classroom pedagogy built through Thursday afternoon learning conversations with teachers. Moderation of assessment processes and action planning for future approaches are inbuilt into the system.
* Leaders monitor programmes of study and conduct regular learning walks and book looks to ensure that all learners complete their programmes of study. Leaders offer regular support for staff to ensure that they are fully prepared to perform in the classroom. As a result leaders have continued to improve this connection by appointing an assistant headteacher for September 2023 in order to ensure deep connection between our curriculum, assessment and continuous professional development.
* Leaders engage effectively with the whole school community to understand the context of where school improvement priorities should be prioritised.
* Leaders engage with staff regularly and take into account their wellbeing and pressures they face. Leaders have established culture of compassion, empathy, kindness, understanding and acceptance within a context of ambition and high expectations for pupils. The impact being strong staff retention, open and honest reflective practice and accurate self-evaluation. New central Admin Hub Team has led to distribution of Finance, Admin and HR tasks enabling HT and DHT to reduce workload and apply more focus to teaching and learning, wellbeing, behaviour, personal development for pupils and pupil places.
* Governors follow the schools monitoring schedule and ensure visits are supportive but also add value (see LGB Minutes, governor visit notes, Chair of Governors report). This holds leaders to account and provides a platform of reflection in order to improve outcomes. Those responsible for governance understand their role and carry this out effectively.
* Culverhill has a strong culture and history of robust effective safeguarding. Safeguarding is effective and pupil’s outcomes are positive. The whole school community are knowledgeable, policy driven and prepared to identify learners who may need early help or who are at risk of neglect, abuse, grooming or exploitation. The safeguarding team influence the curriculum to improve our learner’s identification of unsafe circumstances and how they report this in order to seek support. Our PSHE lead and DSL review the curriculum in order to execute this. Safer recruitment practice is led by the HT and DHT and applications are rigorously assessed for their suitability to work with our young people.

**Leadership and Management - Priority Headlines for 2023 – 2024*** **Induct AHT (Assistant Headteacher) to enhance strategic capacity.**
* **Grow Staff wellbeing ambassadors to lead on workload monitoring and gatekeeping.**

**Leadership and Management - Priority Headlines for 2024 – 2027*** **Prepare current and new leaders for Deputy Headship and Headship through Trust LCL programme.**
* **Build capacity and prepare Leaders for Outreach service affecting the wider School community.**

**Other Emerging Priorities****2024-27 Continuous refurbishment program of classrooms and whole school environment.** |