

Self Evaluation Report

Agreed



Kilnthonorpe Specialist Academy

URN: 139110

School Context

BRIEF SUMMARY

Kilton Thorpe Specialist Academy (KTS Academy) is a 4-19 generic specialist academy split over 4 buildings on 2 separate sites and caters for a range of special educational needs and disabilities. The population includes children and young adults with ASC (62%), SLD (26%), PMLD (6%), PD/SLD (4%), SEMH (1%) and MLD (1%). There are 170 pupils on roll (76% boys, 24% girls).

“Promoting Life Long Learning through Quality of Education, Respect and Equality for All”.

KTS Academy is located in a semi-rural location of East Cleveland in the village of Brotton. The school has operated as a standalone academy since December 2012. KTS is a successful school which has continued to evolve and develop its SEND resources over the years. It has an excellent record of high standards of care and educational achievement.

The school originally opened in 1973 as a school for children with MLD, transferring to a special school in 1995. Over the last 10 years the school has undergone a considerable transformation in the development of its buildings and learning environments and also in improving and maintaining a high standard of care and educational standards alongside offering comprehensive support to its families.

The academy operates 4 buildings across 2 sites. The main site houses 125 pupils across 2 buildings. 80 pupils are aged from Reception to Year 7 in one building, and 45 pupils from year 5 to 14 in a separate building. This building is located on our main site and access is via a steep incline. On a separate site approximately 1 km away lies 2 additional buildings - the KTS+ building is home to 15 students, from Year 7 to 14, and the High Hills building is home to 37 students from year 10 to 14. The buildings on this second site are leased from the LA on a 15 year agreement.

A high proportion of our present population have additional complex needs and require a higher level of resources and therefore receive greater top up funding amounts (Local Authority Range level 5 and 6). This population comprises 92% of the population at KS 1 and 2, 77% at KS 3 and 4, and 76% at KS 5. 50 pupils have additional medical needs and involvement from the in-house clinical nursing support. (10 of these require daily input from the team). 44 of our pupils have CAMHS input (16 of these have regular clinics in school with the psychiatric consultant as they are prescribed medication). We also have support from a physiotherapist and physiotherapy assistant and weekly visits from Speech and Language therapists. In addition, the Academy employs an Occupational Therapist specialising in sensory processing needs (3 days per month).

Due to the increased vulnerability and complexity of need of our population, we have continued to invest in and develop our provision. This includes increased staffing levels (we have over 120 staff involved directly with the children in teaching and learning). We currently have 6 young people who have their own areas of the school and follow an individual timetable with permanent 2:1 or 1:1 support.

Our pupils and students are not working within age-related expectations and attainment on entry is well below national expectations and remains low in relation to their chronological age. All pupils have Education, Health & Care Plans (EHCP) which are reviewed annually. We use B Squared assessment to baseline and measure progress. The levels that our pupils are working at range from 0-11 months through to Entry 3 equivalent of Adult Curriculum.

In Sept 2018, we introduced a new curriculum across all areas of the school. We have 2 main curriculum pathways: the Developmental Curriculum and the Formal Curriculum. Post-16 students at KTS+ follow the post-16 study programme which includes their chosen curriculum pathway.

All 9 teaching groups in lower school (KTS1 and 2) are working within Early Years developmental levels - one group is following a blended approach incorporating both curriculum streams. 3 of the 5 class groups in KTS 3 also follow the developmental curriculum. 2 follow the formal curriculum. At KTS+ we have 2 tutor groups which follow the developmental curriculum and the High Hills groups follow the formal curriculum with Entry level courses in Maths and English.

We receive pupil premium grant for 63 of our pupils (equivalent to 46% of the eligible population (138)). This also includes 4 CIOC children. We have 43% of pupils on free school meals.

The school's catchment area is mainly Redcar and Cleveland although we have pupils from other local authorities on our roll. (Currently: 10 from North Yorkshire and 4 from Middlesbrough). We only have a small number of pupils who are from family backgrounds other than White British (2.3%). This includes Chinese, Ethiopian, Afghanistan, and Pakistan. We also have a pupil from a Traveller background.

Two main strengths of the school are its focus on a personalised approach to teaching and learning and the involvement and support it offers to its families. The school hosts a parent group, which meets every two weeks in school (when circumstances allow) and is facilitated by one of our teachers and one of our teaching assistants. To help support our children and families, the school hosts most agency meetings at its school sites including education, social care and health. This includes regular clinics held by the consultant paediatrician and psychiatrist. Orthotic and wheelchair service appointments also take place in school. Our engagement and support by our families is a major strength.

Significant Developments and improvements since the last inspection: (October 2019)

- Continue the resourcing and redevelopment of the learning environment at all of the 4 school buildings including: - Purpose built environments (3 classrooms, covered outside learning areas and additional play areas). Refurbishment and expansion of KTS 3 (Key stage 3 and 4) including development of new teaching and recreational areas to support growing population of children following a sensory / developmental curriculum. Additional safe outdoor areas. Expansion of KTS+ and High Hills facilities, to allow for greater flexibility in meeting the needs of the students.
- Continued improvement in the standard of quality of learning and teaching involving a robust process of confirmation and verification of standards through data collection and triangulation of evidence.
- Review and update of Reward and Behaviour policy and the use of computer based recording system 'Sleuth' to assist with the monitoring, analysis and targeted intervention to support behaviour (recommendations by external consultant Summer 18).
- Strengthening of the governing body including the appointment of new Governors to fill identified gaps in skill set (including the appointment of a practising Barrister to the board, a Head teacher of a large primary academy, an accountant, and a recruitment specialist). All governor positions are filled.
- Review and implementation of a whole school curriculum. Continuation of Preparing for Adulthood across upper school.
- Supporting staff wellbeing. KTS employees can access support for their health and wellbeing through a service commissioned by the school called Health Assured which provides advice and information alongside immediate counselling support for staff and their families if needed. 2 leads have completed Better Health at Work training, and our deputy head has completed DfE training to be a Thrive Mental Health lead.
- The school has continued to develop its links and partnership work with other schools and agencies across the region. The School continues to be a member of Challenge Partners North East special school hub. The leadership team have undergone appropriate training and have had experience of reviewing standards in other challenge partner special schools. We continue to collaborate with local special school in the Tees Valley area with a shared focus on moderation / assessment and curriculum development.
- Introducing an annual 'arts week', 'healthy school week' and 'multicultural week', giving breadth of experience to all pupils and developing their cultural capital.
- development of middle leadership - 2 teachers enrolled on the NPQML qualification and development of 3 TLR roles in teaching and learning.

From the previous Ofsted report:

- **What does the school need to do to improve further?**
- Leaders should ensure that plans for pupils in the formal pathway are as detailed and precise as those for pupils in the developmental pathway.
- Subject content is sequenced equally well across all subjects.
- Staff should have the support and training needed to implement the curriculum in the formal pathway even more effectively.

This has been actioned through:

Numeracy

- Re-written the maths policy to ensure it is more suited to our school as a whole and caters for the needs of our children as individuals
- Evaluated the 2 week rolling programme of maths topics on the formal curriculum and agreed this was working and was a good way for all topics to be taught evenly across the year so a wide range of maths content was delivered
- New Calculation Policy- links to the formal curriculum and includes examples of how to implement Concrete, Pictorial and Abstract (CPA) resources and teaching methods alongside Numicon to deepen maths understanding and engagement across all areas of maths
- SDP- allocated each class £200 for maths resources and encouraged all teachers to audit their resources

- Video was produced to implement CPA and distributed to all teachers. Expectations of planning and curriculum delivery were discussed to ensure enough objectives were being used in order to allow children to make progress but also provide challenge too
- Shared planning examples to ensure consistency throughout school
- Agreed to what level planning should be detailed in order for anyone to be able to come in to a class and pick up someone's planning and deliver the lesson.
- Early Excellence course- looking at what we want children to achieve in maths, how we can facilitate this, approaches to teaching meaningful maths and the adult role in embedding mathematical knowledge, mastery language and thinking. 3 x90 minute seminars with tasks to follow for teachers and TA's to evaluate their practise, evaluate areas and consider reflections to inform their next steps of teaching. All staff to be involved so they share an understanding of maths within their own class.

Literacy

- All students within the formal curriculum are following either the Read Write Inc. or Fresh Start programme depending on their age and individual development. English leads have mapped out both programmes of study to ensure that there is coverage of all elements of the National Curriculum. Teachers now also plan lessons around a range of texts and genres to ensure pupils have a broad and varied experience of literature regardless of their own reading ability. A school wide home school reading programme has been re-launched to support students reading progress and provide a wide reading experience. Students read books which are linked to their reading abilities.
- Students follow the Read Write Inc or Fresh Start programmes and teachers are aware of the coverage at each stage of the scheme. This ensures that students have firm foundations in phonics, spelling and grammar before moving on to the next stage. Within the home school reading scheme, each book band has been linked to student's Read Write Inc levels to ensure that the texts match the student's phonetic knowledge and comprehension.
- Staff have the support and training needed to implement the curriculum in the formal pathway even more effectively.
- All staff have had training, delivered by the English leads, in Read Write Inc and Fresh Start. Planning is regularly reviewed and professional dialogue takes place to ensure that all staff understand how to deliver the curriculum and further training needs can be identified and addressed.

Other subject areas.....

- a progress overview is completed each half term in subject areas not covered by the Bsquared assessment system (formal curriculum)
- subject co-ordinators have more responsibility for their subject area, but share the role (2 teachers per area) to ensure both developmental and formal curriculum are equally weighted. They oversee the subject across the whole of the school.

Quality of Education

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Curriculum Pathways

- KTS Developmental Curriculum
- KTS Formal Curriculum
- All classes will follow one of the curriculum pathways however there may be pupils who need individual timetables based on another curriculum. This is called a blended curriculum.
- Pupils from R to year 11 for all pathways will follow a half termly topic on a 3 year rolling programme. Topics have been chosen for the first two years and reflect a selection of themes which support history, geography and science subject areas and reflect the interests of the cohort of pupils.
- Post 16 students follow the 16-19 study programme, which is embedded within the curriculum pathways.

Breadth of curriculum is demonstrated through regular use of the community, through educational visits, and through accessing local learning provisions eg leisure centre, Beyond Boundaries. Targeted weeks ensure areas of the curriculum are enhanced and accessed by all eg healthy school week, arts week, multicultural week.

Teachers demonstrate strong knowledge and understanding of each pupil's needs and ensure the curriculum meets these needs by producing differentiated, clear lesson planning, linked to rigorous assessments of prior learning, and analysis of medium term planning.

Teachers plan lessons effectively, making maximum use of lesson time and coordinating resources well. They manage pupils highly effectively with clear understanding of individual needs and ensure the pupil support plans are regularly reviewed and updated and ensure their class team deploys them consistently.

Teaching is well focused, well-paced, challenging and highly differentiated.

Lesson observations and learning walks are regularly undertaken by the leadership team (minimum half-termly) with detailed, supportive feedback to staff teams. This includes any updated actions / interventions and 'better ifs' shared.

Half-termly planning and work reviews are also undertaken and feedback given. The DHT writes termly report to Governors on quality of teaching and learning and any actions to be implemented.

Progress for all pupils (including pupil premium, 46% of the population) is at least good and frequently outstanding (Evidence: pupil progress data from b2). If it is felt that sufficient progress is not being made, the pupil's plans will be reviewed and specific targets (Personal Independence Plans) will be produced to ensure the learning is supported appropriately. The teacher and staff will look at interventions required and these will be implemented. These plans will be reviewed half termly, with progress measured against them.

To ensure pupils are making the best progress they can, the leadership team meet with teachers termly for an hour-long pupil progress meeting. Teachers are expected to complete a Pupil Progress summary prior to the meeting to discuss. This will identify which pupils are making 'Expected' or 'Better than expected' progress and also identifying any pupils who aren't making expected progress. During the meeting actions will be agreed on how to support these pupils.

Just before this meeting, SLT will identify one pupil from the class group to focus on and this pupil will be discussed at length. Teachers will be asked to bring along evidence (observations or work books etc), planning and assessments and talk through the pupil's progress to verify the conclusions the teacher has reached when completing the Pupil Progress summary. If SLT felt there were any concerns with the teacher's judgement, then support would be put in place.

There is no apparent difference in achievement between pupil premium pupils and other pupils, or indeed between any particular groups of pupils. Outcomes for all groups are analysed by the DHT and reviewed by SLT and areas of concern, if any,

are addressed. If progression is not clearly demonstrated through data, the use of PIPs (Personal Independence Plans) ensure learning is targeted where it is needed, and evidenced through anecdotal statements - these will be reviewed by the SLT to ensure they are fit for purpose.

Behaviour and Attitudes

JUDGEMENT



There is a high emphasis of understanding behaviour and supporting pupils with strategies and offering suitable environments so they remain safe and calm. A behaviour team comprising leaders, teachers and teaching assistants is in place to support pupils and staff. The school utilises policy (including regularly reviewed support plans), training, PBS (Positive Behaviour Support), Thrive, in house trainers, and other agencies.

The school behaviour policy promotes positive behaviour and celebrates success. Pupils report that they feel safe and well cared for at school; that school “asks for my ideas and listens to what I have to say”.

A range of strategies and interventions to increase emotional and mental well-being are utilised appropriately, effectively raising pupils’ confidence, self-regulation and self-esteem e.g. Thrive, sensory integration, counsellor.

Strategies for pupils to regulate their own behaviour are promoted. This successfully encourages pupils to take responsibility for managing their own behaviour and reduces incidents. Behaviour for learning is excellent, any behaviours are dealt with effectively to ensure they do not affect the learning of others. High staff ratios allow for this to occur.

Behaviour record analysis demonstrates highly effective behaviour management systems in place, through the use of Personal Support Plans and an electronic data recording system (Sleuth). Plans are shared with parents to ensure working together. These systems are successful in reducing incidents of behaviour.

Incidents of bullying and discrimination are extremely rare and pupils are aware of how to remain safe as a result of the excellent support system and teaching. Any incidents are swiftly dealt with, parents are informed to ensure there is no reoccurrence. Pupils feel safe in school. Pupils with different backgrounds get on extremely well across the school. Parent Questionnaire in May 2019 indicated 98% of parents feel that school helps children from different backgrounds to get on well. Pupils are educated on internet safety termly to ensure they have the skills to keep themselves safe.

Attendance data is varied over the past 3 years due to covid and the effects of it in the community. In 2019-20, attendance was 75% (largely due to parental concerns and lockdown over the summer term). In 2020-21, attendance had improved to 79.1% - but again, very much affected by lockdown in the spring term. School remained open throughout the lockdowns, but parents were rightly concerned and some chose to keep their child at home until education re-opened across all sectors. In 2021-22, attendance is up to 88.5% and improving as the terms move on. We continue to be affected by covid isolations, but the majority reason for an absence from school currently is illness and/or medical appointments.

Personal Development

JUDGEMENT



Pupil's Personal Development is paramount at KTS and pupils demonstrate confidence within school, have high self-esteem and different groups of pupils get on very well with each other.

The ambitious PSED and PSHE curriculums give students knowledge, skills and understanding to help them lead confident, healthy, independent lives and become as informed, active and responsible as they are able. Every student is guaranteed a PSED/PSHE education that covers mental health and wellbeing; physical health (including healthy lifestyles and first aid); learning about safe, healthy relationships and sex. Our PSHE curriculum has recently been updated to include SRE, alongside national guidelines.

At KTS the mental health and well-being of our students and staff are a high priority. We have trained mental health first aiders for both adults and children in school who are able to offer support. We employ an external counsellor to support students who want additional support.

As an AET (Autism Education Trust) Hub, we fully meet all of the standards which have an emphasis on Personal Development throughout each of the four strands. We have gathered evidence on how we have achieved this e.g. how we support our pupils who are suffering from anxiety and stress (IP4), how we support our pupils to formulate their long-term goals (CL9), and how we support our pupils in understanding internet safety and perceived bullying and how to deal with this (IP2).

The curriculum plan, design and implementation give pupils the knowledge, self-belief and cultural capital they need to succeed in life, whatever their needs and their ability, preparing them for what comes next in their lives. This might look different depending on pupil's individual needs and which curriculum pathway the pupils follow.

Spiritual, moral, social and cultural education (SMSC) is extremely well promoted in lessons and as a result pupils are equipped to be thoughtful, caring and active citizens. This is further reinforced through assemblies, RRSA and the charities and organisations the school actively supports (Children in Need, Comic Relief). Each year 'multi-cultural' week ensures pupils take part in a range of exciting experiences, for example watching and taking part in African dancing, or participating in a Chinese dragon parade. All groups have a 'Black History' focus week in the Autumn, where all pupils are able to explore black history, heritage, culture and achievements at a level matched to their understanding.

Pupils experience 'awe and wonder' throughout the curriculum, for example by participating in exciting sensory experiences, by watching a visiting pantomime or by handling animals during an encounter experience. During 'Arts week', pupils might learn about a certain artist and have the opportunity to work alongside visiting artists, take part in music workshops and develop their self-belief during the celebration event at the end of the week alongside their families. There are regular live music performances from visiting musicians and each year we invite in a local theatre company to perform at Christmas. Our enthusiastic signing choir welcomes pupils of all ages and abilities and they enjoy performing with other schools, e.g. taking part in the 'Snappy Proms' at Durham Theatre.

Pupils are informed and learn about safe internet use including the use of social networking sites and mobile technology and this is incorporated into the curriculum. Each half term there is at least one session dedicated to internet safety, within the Purple Mash scheme. Pupils are aware of bullying terminology and are encouraged to discuss and ask for support if they are uncertain or worried. Staff know pupils exceptionally well and can talk in detail about individual strategies used to support children.

Majority of parents (98%) feel their child is safe and well supported in school (Parent Questionnaire May 2019)

Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation. Every year school holds a very popular, informative and successful Healthy School week.

Pupils' excellent attitudes to learning, high levels of attendance and positive self-esteem equip them to successfully function as responsible citizens, highly effective learners and confident individuals prepared for the next stages in their education and lives. The provision of impartial careers advice through Preparation for Adulthood supports the pupils as they move through the school. This begins at the start of KS3, with greater focus at 14+ transition reviews and increases in intensity as they prepare to leave the school.

KTS Transition Events take place at KTS+ each year to give information and guidance to support our students and parents to make informed decisions about their next steps. Parents and students from Year 12-14 are invited to attend both events. The first event focuses on colleges, welfare rights and careers advice. The second event is Day Services, social care and independent travel training focussed. All providers have information stalls and do provide a presentation beforehand. in the main hall and did a 5mins presentation. Parents and students are able to walk around the stalls and talk to the providers individually. Parents can choose to attend both or one event depending upon the needs of their individual young person.

The post 16 curriculum is determined by the needs and desires of the students and their families. All students have individual programmes. A clear focus is maintained on independence, next steps and preparation for work or further training. The students are offered a comprehension transition programme to ensure they are supported and ready to move to the next stage of their lives. The curriculum has been developed around the Preparation for Adulthood agenda which is to support young people into adulthood with paid employment, good health, independent living options, friends, relationships and community inclusion. Students engage in various learning opportunities to develop independence, confidence and communication with others. The PfA curriculum is timetabled for our older students; however the four areas (Employment, Independence, Community Inclusion and Health) link in with all students in school starting from early years.

Within the Employment area of learning within our Preparing for Adulthood curriculum, we embed learning from the Talento Careers programme to support work skills and confidence, working experience and enterprise. Younger students will engage in aspects of real-world/role play and show developing awareness of the tasks carried out by different professionals (doctor, nurse, firefighter, police officer).

All students are encouraged to understand and or engage with different careers, education options and day services, so that they are able to make informed choices with their parents about what they will do next. Our annual Careers Information Day enables our students to engage in activities and experiences informing them about possible future options. The event is held across our two sites at KTS3 and KTS+/High Hills and students participate in active learning experiences relating to particular job sectors, colleges and training and day service providers.

Within the Independence area of learning within our Preparing for Adulthood curriculum, students will learn how to look after themselves and develop essential independent living skills as cooking independently, household tasks to support independence, independent travel training and Functional Skills through literacy and Numeracy tasks. Younger students will develop language and communication skills to support their understanding and ability to make choices between options offered (indoor/outdoor play, snack time, meal time, activities to access within free play etc.). Students will have an understanding of risk/safety within the home (hot pans, cooker top, boiling water etc.).

Within the Health area of learning of our Preparing for Adulthood curriculum students learn about healthy living options, making healthy choices and focussing on physical as well as mental well being. Students will understand changes to their body associated with puberty and will be aware of self-care routines required to maintain good physical health. Younger students will have an understanding of the importance of self-care routines to maintain good health (washing hands, cleaning teeth, having a bath etc.)

Within the Community Inclusion area of learning of our Preparing for Adulthood curriculum students learn about help and support they can access in the community and how to keep themselves safe. Students will also take part in volunteering roles within the local community. Younger students will also develop understanding of friendships and interaction with others. All pupils have the opportunity to visit local areas and places of interest, such as museums, local woods and forests and even local restaurants, at least every half term.

Leadership and Management

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Safeguarding is highly effective; leaders have created a culture of vigilance across the school where pupils' welfare and safety is actively promoted. The school's safeguarding policies and procedures remain securely in place and are audited and evaluated regularly by staff, governors, and the LA. The school's Single Central Record reflects that full checks on all members of staff currently employed in the school are stringently applied. The Chair and vice chair have undertaken safer recruitment training.

The school utilises CPOMS to help support and monitor Safeguarding. We have a secure entrance area and electronic signing in procedure. Leaders and staff teams work extremely effectively with external partners to support pupils who are at risk or subject to multi-agency involvement (medical CAMHS, CIN, CIC). Safeguarding is a standing agenda at all SLT and governor meetings. The DSL or DDSL (head or deputy) attend all strategies, CP conferences and core groups.

School self-review and evaluation demonstrates ambitious and aspirational practices for continual improvement. A clear framework of rigorous and robust quality assurance, which supports learning and teaching, builds expertise and capacity and delivers positive outcomes for all pupils, is in place.

The school has transformed its curriculum to ensure we are supporting the changing complexity of need of our current population. We have a curriculum in place that is fit for purpose and that offers a consistent approach to planning, monitoring and evaluating progress across all areas of the school. The school has reviewed its assessment and accreditation offer. We utilise the B Squared assessment and monitoring system as this gives us a reliable, detailed method by which we can assess and monitor progress and hence greater clarity and precision in setting challenge. We continue to offer a variety of accreditation for our older pupils and students through NOCN Functional Skills, Independent Living Skills and Skills for Employment, Training and Personal Development.

Senior Leaders successfully encourage the staff teams to express their views on the curriculum and their feedback on school standards and provision impacts on future development. Parents and carers also have a range of opportunities to express their views via questionnaires, meetings, and the EHCP process.

SLT and Governors demonstrate excellent skills, knowledge and understanding of the school improvement process. Governors also gain a good insight into the quality of standards through our termly curriculum and standards and full governing body meetings.

Governors are effective, accountable and ethical and have a great deal of experience and high levels of expertise and are well-grounded in their knowledge of the life and work of the school. Three new parent governors have recently added their skills to the governing body. They robustly monitor and evaluate aspects of school life, such as achievement, finance, safeguarding, standards and curriculum. They are confident to challenge with knowledge and authority; issues are very well addressed and statutory responsibilities are expertly fulfilled.

The Governors and SLT have a clear vision and are aware of what is required to maintain standards and move the school forward. The leadership team lead by example and there is clear evidence that standards have not only been maintained but that standards have continued to develop and improve in all areas. Leaders and governors continue to create a culture that enables pupils and staff to excel.

The KTS leadership are held rigorously to account by the Governing body and the governors receive reports and data on a termly basis from the leaders in the school. Pupils, student, staff, parent/carers and school community play a significant role in the evaluation processes (inc. annual surveys of staff and parents, and pupil voice from the student council).

The Deputy HT is responsible for monitoring, assessing and reporting on how well the pupil premium and sports premium are utilised. She works closely with class team leaders and reports on progress on a regular basis to the Governing body. Recent pupil progression data clearly demonstrates that our pupils on Pupil Premium achieve at a similar rate to their peers.

Appraisal / Performance Management systems and procedures are well embedded and underpinned by national professional standards to maintain the highest of standards in teaching and learning.

The school has a team of experienced and skilled Governors who promote high standards, inclusiveness and care at all levels and who firmly place pupils at the centre of all decisions. Governors are ambitious to further develop the school, have highest expectations for all of our learners, and expect all staff at all levels to demonstrate the highest professional standards.

There is a strong culture of respect, compassion and care throughout the school. The standards of behaviour are excellent and the staff and pupils are respectful and caring towards others.

Staff teams at all levels have expressed and demonstrated clear understanding of their roles and responsibilities. The impact of increased accountability via the appraisal process is well supported by a strong programme of challenge, support and professional development and has created highly effective teams in all areas of the school. School leaders are actively, physically involved across all areas of the school to ensure they are aware of issues facing staff at all levels. The SLT effectively monitor progress of groups of children and individuals. At the weekly SLT meetings any concerns regarding individual pupils are brought to the attention of the group for discussion and resolution.

Teachers have an increased and demonstrable awareness and understanding of their individual and collective managerial roles and strategic responsibilities. The impact of increased accountability via the appraisal process has created a highly effective distributed leadership model, which continues to impact positively on raising standards. The school continues to invest in the development of middle leadership skills, and effective succession planning strengthening the overall leadership and management capacity within the school through targeted CPD.

The school has the capacity and systems to ensure staff improvement through CPD including training, coaching and support for its staff. The AHTs monitor performance of staff and if certain individuals are finding it difficult to maintain our required standard then they are given support and guidance. CPD and its impact is reported on by the CPD lead (DHT) to the Governors on a termly basis. (NB we have supported 3 TAs to become qualified teachers over the past 3 years and have supported staff to gain nationally recognised qualifications in Rebound Therapy, Team Teach, Moving and Handling, Makaton and Thrive.)

Staff wellbeing is given a high priority. In 2018, the school had a series of training events and signed up to the Time 2 Change pledge in supporting the health and wellbeing of its staff. The school now has in place a wellbeing lead who organises events to support the staff wellbeing and morale. We operate a staff Facebook page where staff can leave messages and share positive experiences between each other. Changes in curriculum, assessment systems and data collection have resulted in a reduction in teacher workload and reduced paperwork. A 'no emails after 6 o'clock' decision has also been effective in addressing work / life balance issues.

98% of parents from 50 responses in this year's parents' questionnaire strongly agreed that the school is led and managed well.

Overall

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Early Years

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Overview

KTS Academy fully meets the statutory requirements for the Early Years Foundation Stage (EYFS), including the Safeguarding and Welfare requirements (see checklist).

Aims:

- To support children's personal development in every aspect, ensuring pupils feel safe, secure, stimulated and happy.
- To provide a broad, balanced and fully inclusive curriculum, which meets each child's individual needs, ensuring pupils make excellent progress in their learning and development relative to their starting points. (Article 29 RRSA)

The KTS1 Phase is made up of pupils from Reception age through to end of Key Stage 1 and sometimes beyond (depending on individual needs of the pupils). This is due to the fact the overwhelming majority of Key Stage 1 pupils are achieving significantly below the national expectations and the curriculum meets their developmental and educational needs more appropriately. Pupils may remain in the KTS 1 phase beyond Key Stage 1 depending upon individual need and capacity within school.

There are currently four classes in KTS1. Each class is different in terms of the pupil's needs and the curriculum, classroom and outdoor environment reflects the needs of the pupils. Pupils are placed in each class group depending on their need, rather than on their age. This further enhances the personalised approach taken at KTS as the curriculum is tailored to meet the needs of the class group and within the groups, each individual. Groups are staffed appropriately based on the level of support the pupils need, and staff expertise and training. This is given extensive thought and consideration by the SLT each year.

Intent

KTS Academy are committed to the Four Core Principles of the EYFS Framework: A Unique Child, Positive Relationships, Enabling Environments and Learning and Development and the constantly developing pedagogy and practice are based on these. These principles directly reflect the AET Standards, which we fully meet and the AET lead continuously reflects on this and collects a plethora of evidence to support these standards.

All pupils in the EYFS/KTS1 phase follow the KTS Developmental Curriculum. This meets the statutory requirements for Learning and Development within the EYFS and also incorporates a multi-disciplinary and holistic approach. Therapies including physiotherapy, speech and language therapy and sensory integration, are embedded within the curriculum, meaning learning is not disrupted by these taking place; they take place alongside and within the wider curriculum delivery. The curriculum has been reviewed this year and updated to reflect the changes in the EYFS. All staff will be receiving training on the new framework in April 2020.

The curriculum has a strong focus on enjoyment, engagement, communication, independence, self-help and self-regulation, resilience, behaviour for learning, and early literacy and numeracy skills.

The Characteristics of Effective Learning are also considered in terms of how they might look for our pupils, with staff reflecting and recording progress each term. Alongside this, staff consider the 5 areas of engagement, as many pupils may not move onto our formal curriculum (subject specific), but may continue to follow the developmental curriculum into KS2 and beyond.

The KTS Curriculum is sequential and ambitious and fully reflects the needs of our pupils. We constantly reflect and add/tweak it to ensure it contains the most up-to-date 'best practice'. For example, we have now included 'Attention Autism', as we have trained staff this. We have also added new Speech and Language programmes and have had all staff trained in these. Since our last Ofsted inspection, it has been further refined to align with the new EYFS ready for it becoming statutory in 2021.

Staff work in unison with a host of other agencies to deliver holistic, personalised programmes for the pupils e.g. - SALT, OT, HI Service and Physiotherapist.

The curriculum plan, design and implementation gives pupils the knowledge, self-belief and cultural capital they need, preparing them for what comes next in their lives. This might look different depending on pupil's individual needs and providing pupils with the chance to experience 'awe and wonder' is high on the agenda and written into the school development plan each year, for example a pantomime visiting annually, live music performances, visiting local museums, parks and cafes. Annual events including 'Arts Week and 'Multi-cultural Week', Black History Week, further these opportunities.

Implementation

All seven areas of learning and development are delivered across the week in loosely timetabled slots; however none of these areas can be delivered in isolation from the others. They are delivered through planned, purposeful play and structured activities, with a balance of adult-led and child-initiated activities, where appropriate, both indoors and outdoors. Classroom environments reflect the needs of the pupils and support the implementation of the ambitious, coherently planned and sequenced curriculum. At KTS, the children's cognitive development proceeds hand-in-hand with their social and personal development and this is the ethos right across school until they move on.

Long-term topic plans are produced collaboratively, across a 3-year rolling programme, however again this can be flexible and sometimes mini-topics are included to follow children's own interests or special events. Teachers compile their own medium term and short-term plans and teach their own classes for the majority of the sessions, except allocated PPA time. This is usually covered by the Department's HLTA.

Outdoor learning is of high importance in EYFS/KTS1 and pupils access the outdoor areas throughout the day. The planning for our outdoor areas has a strong focus on Physical Development and we have an 'Outdoor Coordinator' responsible for planning and coordinating this, including writing risk assessments. The Local Authority EYFS advisor also delivered training on the importance of outdoors, in March 2021. Outdoor areas include a large playground, an area dedicated to bikes and scooters, a grassy area with willow tunnel and also a mud kitchen, which all groups access. The outdoor areas are well-organised and planned for, with groups sharing responsibility for them and staff meeting fortnightly to discuss the outdoors and any issues or areas for development. The emphasis on outdoor learning means that children's learning develops as well outside as it does inside.

There are opportunities for curricular/social internal and external inclusion throughout the week, with some pupils moving between classes to access different sessions, depending on their needs.

Staff have been trained in the systematic phonics scheme 'Read Write Inc' (RWI) and effectively deliver it to identified pupils. The English leads ensure all staff are trained and this is integrated into the staff induction programme. All new teachers attend the two-day RWI training. For pupils at the earlier stages of development, a 'sensory Read Write Inc' programme has been developed alongside Speech and Language Therapists which focuses on early reading, writing skills and language development. Staff are also trained in Numicon (Maths Scheme) which is included in the curriculum to support mathematical development. Regular In-house training also takes place for example, teacher meetings on Action Words, Read Write Inc. and Numicon.

Covid - 19 posed some major challenges for CPD however this has actually prompted us to work differently. We now have a bank of CPD videos which are now available for all staff to access. This includes training from Speech and Language Therapists on key programmes, training on early reading from our English leads and EYFS training from our Local Authority EYFS advisor. Working this way has meant that all staff have been able to access training and we have included key training in our CPD induction package for new staff.

Teaching assistants are utilised extremely well and are an integral part of the teaching and learning process. The investment in quality support staff and the high staff : pupil ratio can be seen to directly impact on pupils learning, which has been recognised during learning walks and lesson observations, planning reviews and work scrutiny.

Impact

Teaching is outstanding in the early years and children make excellent progress. The teaching practitioners within the phase have an extensive knowledge and understanding of the EYFS and have a great deal of experience and knowledge. The curriculum design ensures that the content, sequencing and progression across all areas of learning is clear and staff have the skills to deliver this effectively and creatively.

The curriculum impact is monitored by the SLT and subject leads, through drop-in observations, learning walks, planning reviews and work scrutiny. Quality teaching has been found to have a direct, positive impact upon learning and pupils make significant progress from their starting points and within their capabilities. Teaching is inspirational, engaging and well-matched to pupil's individual abilities and needs.

Pupils in KTS1 (EYFS) make outstanding progress from their starting points to the end of their time within the KTS1 Phase. On entry, the vast majority of children start well below the national expectations of 30 – 50 months. Their starting points generally range from 0 – 11 months through to 16 – 26 months. All pupils are base-lined on entry to school using Bsquared, which we have been using since 2017. B squared is a very thorough assessment which breaks down the EYFS stages from birth to exceeding Early Learning Goals, into very small steps. Bsquared also highlights pupil's 'next steps' (referred to as 'assessments to be mastered'). This information is used by the teacher to inform them of the progress they are making in the curriculum and in turn, identifies their next steps. The Bsquared assessment has been updated to align with the new EYFS.

For the past three years, there have been no significant differences in achievement across the different areas of learning for EYFS pupils. This is a great achievement since the last inspection, as pupils did not used to achieve as highly in 'number' or 'being imaginative'. Whilst attainment in those areas used to be good, it was not as high as other areas of learning. Since the last inspection, the Numicon scheme has been implemented, which offers a systematic way of learning maths using a multi-sensory approach, which suits our pupils. Furthermore, using an assessment tool which is designed for pupils with SEND and that measures even the smallest steps of progress also means that progress can be illustrated.

Pupil progress is monitored and recorded continually, through daily formative assessment, which informs the teachers when teaching and planning and helps them identify 'next steps'. Evidence is gathered in a range of ways including using a 'catch them whilst you can' system on sticky/post-it notes and observations which are then used to inform planning and assessments. Some photographic evidence may also be used, although teachers aren't expected to provide this. Teachers do not gather unnecessary evidence, as they have the expertise and knowledge of each child required to make judgments about each child's progress.

Some evidence of pupil achievements may be recorded on Tapestry, however the overarching aims of Tapestry are to celebrate pupil achievements with families to broaden engagement with them, as oppose to gathering assessment evidence. Tapestry entries are limited to once per half-term to further support teacher's work load.

As part of the performance management process, teachers monitor each child's progress across the year, RAG rating them to alert them to any potential support that may need to be put in place. For some pupils who aren't making expected progress, a Personal Intervention Plan (PIP) may be put in place. This might happen if a child has had their learning disrupted due to a medical issue, for example.

Working with families is key and parents/carers are informed about the curriculum through half-termly newsletters, detailing activities for the half-term and how families can support their child's learning. Families are also invited into school to work alongside their child throughout the year. Pupils are set termly 'Goals', which are shared with parents/carers and they are invited to contribute to these. A review of the goals is then sent home each term to keep parents further informed of their child's ongoing progress. 'Wow' stars are sent home for families to capture 'wow' moments in their child's development. These are sent into school and celebrated on the 'Star Board'.

Regular internal and external moderation ensures judgments about pupil progress and attainment is sound. External LA moderation has consistently verified this, as have regional moderation network events involving other special schools.

Sixth Form

JUDGEMENT



Aims

- To support our young people's personal development in every aspect, ensuring students feel safe, secure, stimulated and happy.
- To provide a broad, balanced and fully inclusive curriculum, which meets each student's individual needs, ensuring students make excellent progress in their learning and development relative to their starting points (article 29 RRSA). To ensure the provision for the post 16 students is innovative, strong and personalised.

The post 16 curriculum is determined by the needs and desires of the students and their families. All students have individual programmes. At present there are 6 class groups across the Upper school who have Post 16 students within them and there are 2 curriculum pathways for these students to follow.

Intent

The curriculum plan, design and implementation give students the knowledge, self-belief and cultural capital they need, preparing them for what comes next in their lives. This might look different depending on student's individual needs, interests and experiences. The curriculum has been developed around the Preparation for Adulthood agenda which is to support young people into adulthood with paid employment, good health, independent living options, friends, relationships and community inclusion. Students engage in various learning opportunities to develop independence, confidence and communication with others.

Students who are working below Entry Level 1 are based within the KTS3 and KTS+ building and follow the Developmental Curriculum (see EYFS document). The curriculum has a strong focus on enjoyment, engagement, communication, independence, self-help and self-regulation, resilience, behaviour for learning, and early literacy and numeracy skills. Students continue to have access to the outside learning areas, sensory and therapy rooms.

Students who are able to achieve Entry Level 1 and above are based within the High Hills site and follow the more formal 16-19 Study Programme. Emphasis is based upon vocational learning and learning for life. Learners are encouraged to demonstrate their ability to apply their skills, knowledge and understanding in practical, real life opportunities in the wider community through volunteering, work experience and visits to promote independence and choice. The Study programme offers learners the opportunity to work in the School Café, the school's online shop, Local Farm and JCUH. Our aim is to promote independence as well as preparing learners for post school provision, including employment.

The KTS Curriculum is sequential and ambitious and fully reflects the needs of our students. We constantly reflect and add/tweak it to ensure it contains the most up-to-date 'best practice'. Staff work in unison with a host of other agencies to deliver holistic, personalised programmes for the students e.g. - SALT, OT, HI Service and Physiotherapist.

Implementation

The Developmental Study Programme includes:

Accreditation English and Maths ASDAN Personal Progress. Completed through participation in Communication, Language and Literacy and Mathematics sessions

Work Experience, conducted through enterprise activities.

Accreditation in Independent Living through ASDAN Personal Progress

Expressive Art and Design

Understanding the World

Physical – including therapies

PSED

Preparation for Adulthood sessions focussing on the 4 key aspects (Health, Employment, Independent Living and Community Inclusion)

Preparation for Adulthood (PfA) covers the four areas of the Department for Education agenda, which is embedded within each students EHCP. The outcomes need to be personalised and focus on each students' aspirations and supporting realistic life opportunities. PfA is embedded within the Developmental Study Programme with teachers planning possible cross curricular links within their curriculum delivery. See PfA planning document for more information.

The Formal Study Programme includes:

Accreditation in Functional Skills English and Maths

Work Experience, which is bespoke to the individual's interests. The 16-19 study programme incorporates the Gatsby standards to deliver quality careers and enterprise provision through recognised career and work place opportunities.

Vocational Pathway subjects, bespoke to the individuals interests and includes enterprise experiences

Leisure experiences

Accreditation in Independent Living and Employability

Preparation for Adulthood sessions focussing on the 4 key aspects (Health, Employment, Independent Living and Community Inclusion) See below for more details.

Preparation for Adulthood covers the four areas of the Department for Education agenda, which is embedded within each students EHCP. The outcomes need to be personalised and focus on each students' aspirations and supporting as independent life as possible. PfA is taught as 4 stand-alone lessons for the more formal 16-19 Study Programme. Teachers are aware of PfA outcomes in all lessons and ensure to show cross curricular links within their planning.

Each student has a PfA display board covering the 4 areas and evidence is collected as sticky notes directly on to the board, these are then transferred into the yellow folders with any other evidence throughout the term.

Teachers plan, manage and evaluate the study programme so that learners undertake highly individualised and challenging learning that builds on their prior attainment, meets all the requirements of 16 to 19 provision and prepares them very well for their own individual adulthood. Lesson observations and work scrutiny confirm excellent learning and teaching. (Evidence: Lesson Observation data).

All students will have encounters and engagement with employers, colleges and day services throughout their time at KTS. These are individual to the students needs, wants and interests and gained through the high-quality impartial career's advice and guidance (Benchmarking against the Gatsby targets 100% of all targets met.). This helps our young people and their families to make informed choices regarding aspirational and realistic post school provision. It also informs the vocational pathway options for those students following the Study Programme, to ensure they are gaining qualifications in their area of interest.

Covid19 posed some major challenges and has prompted us to work differently with our students. For the Developmental Study Programme school has a bank of videos, online learning resources and activities which have been shared with our young people at home to ensure they are still progression and achieving their accreditation units. Those students following the more Formal 16-19 Study Programme have accessed videos, online learning and activities to ensure they are progressing and achieving, but in addition have attended online sessions with external employers and advisers in areas such as apprenticeships, work related learning, college etc.

Impact

Teaching is outstanding for our Post 16 students where students are able to make excellent progress. The teaching practitioners within the Upper School have an extensive knowledge and understanding of the Post 16 curriculum and have a

great deal of experience and knowledge. The curriculum design ensures that the content, sequencing and progression across all areas of learning is clear and staff have the skills to deliver this effectively and creatively.

The curriculum impact is monitored by the SLT and subject leads, through drop-in observations, learning walks, planning reviews and work scrutiny. Quality teaching has been found to have a direct, positive impact upon learning and students make significant progress from their starting points and within their capabilities. Teaching is inspirational, engaging and well-matched to student's individual abilities and needs.

All Post 16 learners who are achieving below Entry Level 1, progress is monitored and recorded continually through daily formative assessment, which informs the teachers when teaching and planning and helps them identify 'next steps'. Evidence is gathered in a range of ways including using a 'catch them whilst you can' system on sticky/post-it notes and observations which are then used to inform planning and assessments. Teachers also gather evidence towards the accreditation units in the form of photos, videos, witness statements or completed work.

All students are base-lined on entry to school using Bsquared. Bsquared highlights student's 'next steps' (referred to as 'assessments to be mastered'). This information is used by the teacher to inform them of the progress they are making in the curriculum and in turn, identifies their next steps. In addition to this all Post 16 students who are achieving Entry Level 1 and above complete an online BKSB assessment to identify their baseline. Teachers use this information to plan next steps and support accreditation levels and options throughout their 16-19 study programme.

Progress from students starting points is excellent and all students move on to appropriate next step placements and training courses (destinations data). Effective transition is in place throughout the Post 16 for all students. A full programme of College taster days, visits to and from local colleges, links with voluntary providers, day service visits and independent living options are researched and shared with the young person and their family. Annual transitions events for all of these providers including DWP, transitions nurse, apprenticeships, social service are well attended by young people and their families and are available to all Post 16 students. These events equip all involved with information and guidance that is available to each student as they progress into adulthood and helps inform their decision making.

As part of the performance management process, teachers monitor each student's progress across the year, RAG rating them to alert them to any potential support that may need to be put in place. For some students who aren't making expected progress, a Personal Intervention Plan (PIP) may be put in place. This might happen if a young person has had their learning disrupted due to a medical issue, for example.

Working with families is key and parents/carers are informed about the curriculum through half-termly newsletters, detailing activities for the half-term and how families can support their young person's learning. Families are also invited into school to work alongside their young person throughout the year. Students are set termly 'Goals', which are shared with parents/carers and they are invited to contribute to these and these have a PfA focus for our Post 16 students. A review of the goals is then sent home each term to keep parents further informed of their student's ongoing progress.

The leadership and management in post 16 is outstanding. The teachers ensure high quality teamwork and the provision of an effective curriculum are tailored to the individual needs for all groups of students. The AHT responsible for this area of school is an outstanding teacher with a great deal of experience both in mainstream and special education.

Post 16 learners at KTS are confident learners, they feel safe and well supported. The independence and resilience of students is both nurtured and challenged on a daily basis as they are prepared for life beyond KTS. Our focus is to prepare our young people, to the best of their ability, for their own individual adulthood.