

# Self Evaluation Report

**Agreed**



**Kiltonthorpe Specialist Academy**

URN: 139110

# School Context

## BRIEF SUMMARY

Kilton Thorpe Specialist Academy (KTS) 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.

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

The school originally opened in 1973 and over the last 10 years 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 3 buildings across 2 sites. The Main Building houses 71 pupils aged from Reception to Year 9. In April 2018 we opened three new purpose built early years classrooms that accommodate our early years and Key Stage 1 children. The KTS 3 building has 53 pupils, from Year 5 - 14. This building is located on our main site and access is via a steep incline. The KTS+ building is home to 39 students, from Year 8 -14 and is located half a mile away from the main site. It was opened in April 2013.

KTS Academy is a 4-19 generic specialist academy and caters for a range of special educational needs and disabilities. The population includes children and young adults with ASC (55%), SLD (29%) PMLD (6%). There are 163 pupils on roll (80% boys, 20% girls). We have a small number of pupils with life threatening and terminal conditions.

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 90% of the population at KS 1 and 2, 66% at KS 3 and 4, and 48% 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 and develop our provision. This includes increased staffing levels (NB we have over 100 staff involved in teaching and learning). We currently have 3 young people who have their own areas of the school and follow an individual timetable with permanent 1:1 / 2:1 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.

8 out of the 9 teaching groups in lower school (KTS1 and 2) are working within Early Years developmental levels (89%). 3 out of the 6 groups in KTS 3 also follow the developmental curriculum (50%). At KTS+ we have 2 tutor groups which follow the formal curriculum and the post-16 group follow Entry level courses in Maths and English.

We receive pupil premium grant for 66 of our pupils (equivalent to 48% of the eligible population). This also includes 7 LAC 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: 5 from North Yorkshire, 5 from Middlesbrough and 1 from Stockton). We only have a small number of pupils who are from family backgrounds other than White British (2.5%). This includes 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 has recently relaunched its parent group, which meets every two weeks in school and is facilitated by one of our HLTAs 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: (July 15)**

- Major resourcing and redevelopment of the learning environment at all of the 3 school sites 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. The creation of additional specialist rooms (Nurture rooms and sensory/light rooms). Additional safe outdoor areas.
- Introduction of computer based system (CPOMS) to support safeguarding, gathering and centralising pupil's information. Termly attendance at the Safeguarding in Education meetings organised by the LSCB.
- Review and improvement of Performance Management procedures including introducing an electronic recording system 'Perspective'. 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 introduction 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 in Jan 2017 and a Head teacher of a large primary academy in April 19).
- Appointing additional trust members to strengthen the board of members (retired educational senior leader from a primary and SEND background, a retired school business manager with a wealth of experience working in colleges and schools and a retired school leader with over 30 years' leadership experience including 15 years as a head of an outstanding special school).
- The commissioning of an Occupational Therapist (specialising in sensory needs) three days per month to support the pupils with sensory assessments and in the delivering of sensory diets.
- Review and implementation of a new whole school curriculum. Introduction of Preparing for Adulthood across upper school.
- Achieving the RRSA silver award in May 2017, then the Gold award in June 2019. Artsmark Silver in June 19. School Games Silver Award June 19.
- Supporting staff wellbeing. In 2017-2018 all staff were involved in a bespoke training package to support the 'five ways to well-being' delivered by Redcar and Cleveland Mind. We submitted a development plan and signed the 'Time to Change Pledge' (one of the first schools in the region to sign up to the pledge). Three members of the SLT are Mental Health First Aid trained. 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.
- The school has continued to develop its links and partnership work with other schools and agencies across the region. The School is 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' and 'multicultural week', giving breadth of experience to all pupils and developing their cultural capital.
- development of phase leaders to assistant heads - all SLT have completed the NPQSL.

### **From the previous Ofsted report:**

- **What does the school need to do to improve further?**

Continue to develop the monitoring and evaluation skills of the less experienced middle leaders

This has been actioned through the development of whole school subject co-ordinator roles, specific targets within the appraisal system looking at whole school developments, peer mentoring, specific CPD on coaching and mentoring, whole school training roles eg. ASC, Makaton, Outdoor Learning etc. We are now identifying our next middle leaders who will lead on staff meetings, training and representing KTS to other agencies.

# Quality of Education

## JUDGEMENT



In early 2018 the SLT reviewed the curriculum due to the changing population of pupils in the school, with an increasing number of pupils having complex needs. It was recognised that although the pupil's needs were being met, teachers were using a range of materials and programmes to deliver the curriculum, leading to a lack of continuity and consistency across school. It was decided that a 'KTS Curriculum' was needed, which would be designed specifically for the pupils at KTS. This would ensure continuity and consistency across school, as well as making it easier to monitor what was being taught and ensure high standards were being maintained, resulting in the best possible outcomes for our pupils.

Over the year, many different curriculums were researched and reviewed, looking at other SEND schools, as well as mainstream schools. Other agencies were also consulted including the speech and language service and occupational therapy service. Based on the information that was gathered, the SLT and subject coordinators then developed the KTS Curriculum, which combines the perceived best practice.

## 2 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.
- KTS1, 2 and 3 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 residential trips, 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 very 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, 48% of the population) is at least good and frequently outstanding (Evidence: pupil progress data 2018-19). There is no 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.

## TARGETS

<b>Curriculum</b>		<b>Reference: 257</b>	
<b>Description</b>	Ensure curriculum remains appropriate and effective and suited to all learners. Review documentation to ensure it remains current and planning follows the needs of the pupils.		
<b>From:</b> 01/09/2019	<b>To:</b> 01/09/2020		
<b>Responsible</b>	Sarah Gunn	<b>Monitor:</b>	Brian Richardson
<b>Success Criteria</b>	Review curriculum documents Review curriculum against learning needs and ensure compatibility Review planning documents (LTP and MTP) to ensure they remain current and applicable. ensure staff are following planning docs to ensure progression within learning		
<b>Progression</b>		<b>Reference: 258</b>	
<b>Description</b>	Develop use of PIPs to allow progression to be seen in some pupils. Devise common format to be used across the school. Allow the use of PIPs to inform monitored progression, enable teachers to report on progress of all learners.		
<b>From:</b> 01/09/2019	<b>To:</b> 01/09/2020		
<b>Responsible</b>	Sarah Gunn	<b>Monitor:</b>	Brian Richardson
<b>Success Criteria</b>	Research PIP formats Devise format to be used across the whole of school Inform staff of PIPs and how to be used Compile PIPs termly to ensure consistency and appropriateness Produce annual report utilising info gained from PIPs		
<b>Moderation</b>		<b>Reference: 259</b>	
<b>Description</b>	Regular moderation meetings to ensure all teachers are consistent in their moderation. Ensure the moderated work is triangulated against MTPs and all necessary areas are being covered.		
<b>From:</b> 01/09/2019	<b>To:</b> 01/09/2020		
<b>Responsible</b>	Sarah Gunn	<b>Monitor:</b>	Brian Richardson
<b>Success Criteria</b>	Timetable moderation events in house Feedback following moderation to aid development Use moderation to triangulate against MTP and LTP Ensure moderated evidence is appropriate to learners needs and development and is following the planning curricular docs		

# 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”. Pupil Voice Advocates support some pupils as necessary to ensure everyone’s voice is heard.

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.

Strategies 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.

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. 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. 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 terms to ensure they have the skills to keep themselves safe.

Absence data shows below national average for special schools. In 2017-18, absence was 7.2% with 2.0 % unauthorised. In 2018-19, absence was 8.5% abs rate with 3.1 % unauthorised. The increase is due to two pupils who have not attended since Sept 2018 - both pupils display high levels of anxiety and are being supported by other agencies, as well as home tuition support financed by the school. The school receives weekly reports on their well-being and progress. The relatively high non authorised rate is due to the above two pupils but also because many families take their children on holiday in term time as this is a quieter time. School does not make individual judgements regarding these families and their circumstances and they are recorded as unauthorised although the school understands why they may want to take them on a holiday at this time. The majority reason for an absence from school is illness and/or hospital appointments.

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.

## TARGETS

**Description**

Monitor behaviour incidents / records to observe trends and a reduction in behaviours.  
 Regularly review behaviour plans and adjust / amend in order to reduce incidents of behaviour.

**From:** 01/09/2019**To:** 01/09/2020**Responsible**

Claire Smith

**Monitor:**

Brian Richardson

**Strategy:**

Use of Sleuth to monitor behaviours. Discussion with teachers to inform behaviour support plans and review to reduce number of incidents and the severity of them.

Behaviours being logged appropriately by all staff.

**Success Criteria**

Support plans in place and reviewed regularly to ensure accuracy and relevancy.

Incidents analysed to look for trends and find alternative support necessary.

Incidents shared with SLT at least monthly, reviewed and additional requirements listed.

# Personal Development

## JUDGEMENT



Pupils demonstrate confidence within school, have high self-esteem and different groups of pupils get on very well with each other.

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 supports. 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.

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.

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 the develop their self-belief during the celebration event at the end of the week alongside their families.

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.

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. 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 well 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.

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.

## TARGETS

**Educational outings** **Reference: 262**

<b>Description</b>	Ensure the proper use of Evolve to ensure trips are effective yet safe. Encourage feedback / review of visits to ensure the required impact was obtained.		
<b>From:</b> 01/09/2019	<b>To:</b> 01/09/2020		
<b>Responsible</b>	Sarah Gunn	<b>Monitor:</b>	Brian Richardson
<b>Success Criteria</b>	Monitor Evolve through EVC role support staff with training as required Promote use of feedback / review tab for trip leaders Collate information of outings and their support of the curriculum Receive training in the use of Evolve and all legal requirements.		

**Preparation for Adulthood** **Reference: 264**

<b>Description</b>	Embed Prep for Adulthood across all learners aged KS3 upwards.		
<b>From:</b> 01/09/2019	<b>To:</b> 01/09/2020		
<b>Responsible</b>	Claire Smith	<b>Monitor:</b>	Brian Richardson
<b>Success Criteria</b>	Preparation for adulthood embedded within planning across KS3, 4, 5. All teachers aware of PfA and incorporating within their planning.		

**Career guidance** **Reference: 265**

<b>Description</b>	Support development of career guidance officer within school, through CPD and workload options, to enable the offering of advice and support to our learners.		
<b>From:</b> 01/09/2019	<b>To:</b> 01/09/2020		
<b>Responsible</b>	Claire Smith	<b>Monitor:</b>	Brian Richardson
<b>Success Criteria</b>	Appointment of external careers guidance. All relevant students receive impartial advice and guidance.		

# Leadership and Management

## JUDGEMENT



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 vice chair and 3 other governors have all 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 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 have introduced B Squared assessment and monitoring system as this gives us a more reliable method by which we can assess and monitor progress and hence greater clarity and precision in setting challenge. These additions have reduced the teacher workload and the need for excessive paperwork. 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. (March 18 curriculum evaluation as part of PD day). Parents and carers also have an exceptionally wide range of opportunities to express their views via questionnaires, meetings, focus groups, working parties and the EHCP process.

SLT and Governors demonstrate excellent skills, knowledge and understanding of the school improvement process and at the termly full governor's meeting each leader reports on progress within their area of responsibility. At these termly meetings there is often a presentation and report by a member of the school staff regarding the progress of their area of responsibility. Governors also gain a good insight into the quality of standards through our termly curriculum and standards 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. 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, pupil voice from pupil council).

The Deputy HT is responsible for monitoring, assessing and reporting on how well the pupil premium, and sports premium is 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.

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 underpinned by a programme of coaching and support 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 team which 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.

**TARGETS**

<b>Self-review and evaluation</b>		<b>Reference: 267</b>	
<b>Description</b>	Ensure robust review and evaluation process through regular learning walks, observations, discussion. Have effective feedback to ensure improvement and development is foremost.		
<b>From:</b> 01/09/2019	<b>To:</b> 01/09/2020		
<b>Responsible</b>	Sarah Gunn	<b>Monitor:</b>	Brian Richardson
<b>Success Criteria</b>	Timetable learning walks and observations Have robust discussion amongst leaders Ensure accurate yet productive feedback is given to teachers		

# Overall

## JUDGEMENT



# Early Years

## JUDGEMENT



## 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 three classes in KTS1. Each class is distinctively different 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. 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 including Speech and Language Programmes and programmes for the Occupational Therapy service.

The curriculum has a strong focus on enjoyment, engagement, communication, independence, self-help, 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. (See EYFS and KTS1 Policy)

Developing the KTS Curriculum is a great achievement since the last Ofsted and as direct result of it, teaching and learning has improved. (See curriculum rationale, evidence from learning walks, lesson observations, planning reviews and work scrutiny).

Staff work in unison with a host of other agencies to deliver holistic, personalised programmes for the pupils eg- 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', 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.

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. 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. Inclusion with pupils from Kirkleatham Hall special school also takes place, with groups meeting at a local park or café each term.

Staff have been trained in the systematic phonics scheme 'Read Write Inc' and effectively deliver it to identified pupils. 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.

Working collaboratively with other agencies is effective and further ensures the curriculum aims are met, for example this year the Speech and Language team are delivering a range of twilights to ensure all staff are trained in the relevant areas to enable them to deliver the programmes specified on the curriculum.

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 scrutinies

## **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 through drop-in observations, learning walks, planning reviews and work scrutinies. 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. This system was implemented in 2016-17 after it was recognised that the previous assessment system did not measure the small steps of progress some pupils make. 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 to inform teacher's planning.

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.

In relation to the statutory EYFS Profile scores June 2019 – all 8 reception-aged pupils were classed as ‘emerging’ within all 7 areas of development.

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. To support teacher’s work-life balance, teachers are not expected to provide excessive amounts of evidence or paperwork, but their expertise and knowledge are valued and their judgements given through discussion are also used evidence of pupil 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-life balance.

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

**TARGETS**

<b>Outdoor learning</b>		<b>Reference:</b> 271	
<b>Description</b>	Improve outdoor learning. Schedule and timetable for regular outdoor learning activities.		
<b>From:</b> 01/09/2019	<b>To:</b> 01/09/2020		
<b>Responsible</b>	Alexis Gardner	<b>Monitor:</b>	Brian Richardson
<b>Success Criteria</b>	Development of additional mud-kitchen area. Development of additional outdoor learning areas. Implementation of outdoor learning across the whole school, incorporated within timetables.		

# Sixth Form

## JUDGEMENT



Provision for the post 16 students is innovative and strong. All students follow learning pathways that are individually tailored to meet their needs and aspirations and all work focuses on what will be useful to each student in their life after school. As a result they are confident learners, they feel safe and well supported at KTS+. Progress from starting points is excellent and all students move on to appropriate next step placements and training courses (cf destinations data).

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 secondary and special education.

Excellent record of development and improvement over the last four years. Review of building and curriculum content. Lesson observations and work scrutiny confirm excellent learning and teaching. (Evidence: Lesson Observation data).

Teachers plan, manage and evaluate study programmes 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 future employment.

Excellent links have been developed to providers of work placements and vocational courses. Also with adult nursing and social services providers.

Benchmarking against the Gatsby targets 100% of all targets met.

Full programme of Careers College, taster days, visits to and from local colleges and links with voluntary providers.

The study programme for each student comprises not only accredited courses but a wide range of other work and leisure related opportunities. The independence and resilience of students is both nurtured and challenged on a daily basis as they are prepared for life beyond KTS+

High quality impartial careers advice and guidance helps pupils and their families to make informed choices regarding aspirational post school provision.

Effective transition at key points helps to equip pupils for the next stage in their education, care, supported employment or training.

Successful and popular community café has been in place for over three years now enabling students to develop work skills.

## TARGETS

<b>Employability</b>		<b>Reference: 272</b>	
<b>Description</b>	Further development of the employability curriculum, including scoping the roles of key staff		
<b>From:</b> 01/09/2019	<b>To:</b> 01/09/2020		
<b>Responsible</b>	Claire Smith	<b>Monitor:</b>	Brian Richardson