

Self Evaluation Report

Agreed



Kilnthonorpe Specialist Academy

URN: 139110

School Context

BRIEF SUMMARY

Kilton Thorpe Specialist Academy (KTS Academy) is located in a semi-rural location of East Cleveland in the village of Brotton. KTS Academy is a 3-19 generic special provision. The school converted to an academy in December 2012 and continues to be a standalone academy. KTS is a successful school which has continued to be graded as 'Outstanding' by Ofsted since 2011.

The academy operates 4 buildings across 2 sites. The main site houses 121 pupils across 2 buildings. The St. Margaret's Way site, approximately 1 mile away accommodates 49 pupils across a further 2 buildings. The buildings on this second site are leased from the local authority on a 15 year agreement. All of the buildings were built originally in the 1970's and 80's as an MLD school, a residential home for respite care and a school for PMLD and SLD (we have half of his building and the other half is used by the NHS).

| | | | |
|---|------------------------|-----------|--|
| Mainsite KTS1 & 2 building | 76 pupils Rec to Y7 | 9 classes | 7 developmental curriculum 2 blended curriculum |
| Mainsite KTS3 building (This building is located on our main site and access is via a steep incline). | 45 pupils Y6 to Y13 | 5 classes | 3 developmental curriculum 2 formal curriculum |
| St Margaret's Way Site KTS+ building | 13 pupils Y9 to Y14 | 2 classes | 2 developmental curriculum |
| St Margaret's Way Site High Hills building | 36 pupils | 3 classes | 3 formal curriculum |

The school's catchment area breakdown:

| | |
|----------------------|--------|
| Redcar and Cleveland | 91.76% |
| North Yorkshire | 5.88% |
| Middlesbrough | 2.35% |

Current School Cohort by Deprivation Characteristic:

| Characteristics | |
|------------------------------|-------------------|
| No. on roll | 170 |
| % free school meals | 42.8% (59 pupils) |
| % minority ethnic | 3.5% |
| % first language not English | 3% |
| % boys | 74% |
| % girls | 26% |

The population includes children and young people with:

Autism (62%), Severe Learning Difficulties (22%), Profound and Multiple Learning Difficulties (4%), Physical Difficulties/SLD (6%), SEMH (3%) and MLD (3%).

A high proportion of our population have complex learning difficulties and disabilities. As a result they require a higher level of resources and staffing and therefore receive greater top up funding amounts. Funding is agreed based on the Redcar and Cleveland Range Descriptors with Range 6 being the highest level of funding:

| | KS1 & 2 | KS3 & 4 | KS5 |
|------------------|--------------------|--------------------|------------|
| Range 4.1 | 0 | 0 | 5.88% |
| Range 4.2 | 2.4% | 28.2% | 23.52% |
| Range 5 | 57.6% | 64.1% | 55.88% |
| Range 6 | 4% | 7.69% | 14.7% |

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.

All pupils have Education, Health & Care Plans (EHCP) which are reviewed annually. 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. 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 follow the developmental or formal post-16 study programme.

Quality of Education

JUDGEMENT



Curriculum

Ofsted describe KTS leaders as 'having a clear vision to provide all pupils with an exceptional education with two ambitious pathways'. Leaders developed the curriculum and launched it across school in September 2018. The impact of the curriculum is monitored by subject leaders. Adjustments are made based on the experience of teachers delivering the content and the outcomes of monitoring and assessment.

KTS Developmental Curriculum – The developmental curriculum is based on the EYFS Developmental Matters 2022. It provides a broad and balances holistic approach incorporating Speech and Language, Occupational Therapy and Physio programmes. It was developed alongside these professionals. -The developmental curriculum is for all pupils EYFS and KS1 and those throughout school working below Year 1 expectations.

For pupils at KTS there is a strong focus on the Prime areas of Communication & Language, Personal, Social, Emotional & Physical Development, as they align with SEN code of practice four areas of need. Activities are also delivered through the Specific Areas.

The KTS developmental curriculum works successfully alongside a robust assessment system which ensures learning is personalised and provides the next steps. The Engagement model is embedded within these systems. The PfA outcomes are embedded within the developmental curriculum to develop key skills from the earliest stages through areas such as development of early communication and making choices.

The success of this curriculum pathway being based on the EYFS framework that is familiar to staff and therefore this opens up lots of CPD opportunities, resources and chances to work with other schools and settings.

KTS Formal Curriculum – The Formal Curriculum is a well sequenced, ambitious curriculum, which builds on knowledge and skills acquired in the Developmental Curriculum. It continues to incorporates multidisciplinary programmes. The Formal Curriculum is based on the Primary National Curriculum aims and programmes of study however pupils are working below their chronological age and this is determined using the assessment system. All pupils working at Year 1 level and above, once the Developmental Curriculum is securely embedded and pupils have the knowledge and skills needed to access the Formal Curriculum.

The core subjects are English, PSHE and Maths. This is preparing pupils for the Post 16 study programme and the qualifications they will be working towards. Reading is taught to the majority of pupils through systematic, synthetic phonics using the Read Write Inc scheme. Pupils develop a love of reading through Enrichment lessons. Developing pupil knowledge, skills and understanding is done through other subject areas combined, as in the developmental curriculum, to embed knowledge and deepen understanding through well planned and meaningful topics.

PfA is embedded throughout the curriculum with a focus on employment, education and training, independent living, community inclusion and health.

The curriculum was designed in this way as the Primary National Curriculum meets needs of, and is able to, challenge the more cognitively able pupils. The National Curriculum builds on knowledge previously learned and aligns with the EYFS curriculum.

By using the Primary National Curriculum as a basis for the formal curriculum there are again, CPD opportunities for subject leads with opportunities to work collaboratively with other settings.

(Evidence Curriculum Document Poster)

Blended Curriculum - All classes/pupils follow one of the curriculum pathways. There are some classes which follow the developmental pathway but it is delivered in a more formal way, they may take elements from the formal curriculum such as PE. This is referred to as the Blended Curriculum and teachers use their knowledge, based on robust assessment, to coherently plan for each child using whichever curriculum they need in each area of learning.

Occasionally, there may be individual pupils who have personal timetables based on a different curriculum to their class group.

A series of 'curriculum ready statements' are used by teachers to confirm if a pupil is ready to move from the developmental to formal curriculum.

Topic

All classes (except the Post 16 formal curriculum classes) follow a half termly topic on a 3 year rolling programme. The same topic is chosen across the school so that resources and enrichment events can be shared. Topics reflect a selection of themes which support history, geography and science subject areas and reflect the interests of the cohort of pupils.

Post 16 Study Programme

Post 16 students have personalised study programmes for both the formal and developmental curriculum. They have vocational opportunities and work experience. For the formal curriculum the vocational pathways are Make and Bake, Shop and Aid, Show and Create and Build and Grow. They gain qualifications that prepare them for their next steps. All pupils go onto appropriate destinations.

The breadth of curriculum is demonstrated through regular use of the community, through educational visits, and through accessing local learning provisions e.g. leisure centre, Beyond Boundaries and Senses Centre. Enrichment weeks ensure areas of the curriculum are enhanced and accessed by all e.g. healthy school week, arts week and multicultural week.

Quality Assurance

There is a rigorous quality assurance process in place where termly planning reviews, lesson drop ins, learning walks and book/evidence reviews are regularly undertaken by the extended leadership team. Detailed and supportive feedback is given to staff teams. This includes 'what went well and even better if's'.

The governing body are informed about the quality of teaching and learning through the Deputy Headteacher's termly report to Governors. Governors also accompany the extended leadership team on learning walks.

Planning reviews and lesson drop ins show that teachers use the curriculum documents to plan quality, engaging and differentiated lessons and activities. 'Teachers know every pupil exceptionally well. Staff plan carefully to help every individual do better' Ofsted May 2022. Pupils are challenged where this is appropriate to do so. The use of the curriculum documents ensures that lessons demonstrate sequenced learning over time.

Book/file and evidence reviews demonstrate that for the:

Developmental curriculum - staff have a good understanding of how to record observations of progress made. Staff use observation sheets and ensure that there are a broad range of observations across the areas. For those pupils working at 8-20 months staff identify which of the five areas of engagement they have observed during the observation and will use this information to create an 'engagement profile' for the pupil. This is used in planning engaging activities for that pupil.

Formal curriculum – staff use the marking policy effectively and record the level of support and the feedback given to the pupil.

Assessment and Progress

The Bsquared online assessment system is used effectively throughout KTS demonstrating that pupils make exceptional progress from starting points. The developmental curriculum uses Early Steps for all 7 areas of learning and the formal curriculum uses Primary Steps for; English, Maths, PSHE, and PE. This allows assessment data to be carried over when pupils are able to move from the developmental to the formal curriculum. A progress overview is completed each half term for pupils on the formal curriculum for subject areas not covered by the Bsquared, this provides information for starting points for future planning.

The evidence/observations and pupils' work are used when data is collected each term and from these next steps are identified and used in future planning.

The Basic and Key Skills Builder (BKSB) assessment is used by the Post 16 formal curriculum students to assess how strong they are in Maths and English and are a precursor to them working towards Functional Skills qualifications.

Progress for all pupils (including pupil premium, 42.8% of the population) is at least good and frequently outstanding (Evidence: pupil progress data from b2).

To ensure pupils are making the best progress they can, the extended leadership team meet termly with teachers, for a pupil progress meeting. Teachers complete a Pupil Progress summary at the meeting. 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. 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 Deputy Headteacher and reviewed by Extended Leadership Team. Any areas for concern and actions should have been identified in the pupil progress meetings.

Behaviour and Attitudes

JUDGEMENT



Exclusion Data: Fixed and Permanent

- There have been no fixed or permanent exclusions in 2022-2023

Bullying & Discrimination

- Incidents of bullying and discrimination are extremely rare. Pupils told Ofsted inspectors 'that they trust adults to sort out any problems when they do happen'. Pupils are aware of how to remain safe as a result of the excellent support system and teaching.
- 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.
- Any incidents are swiftly dealt with and recorded on the electronic system CPOMS. 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. Ofsted reported that pupils 'know that it is important to respect and treat each other equally'.
- Pupils are educated on internet safety termly to ensure they have the skills to keep themselves safe online and on social media.
- Pupils on the student council were involved in the development of a visual/child friendly version on the anti-bullying charter and policy.
- The RRSA Accreditation report describes KTS as 'a school with inclusion at its heart, where pupils feel safe and secure and where the values of dignity and respect are lived and valued by children and staff'.

Attendance & Punctuality - Attendance data varied during Covid:

- **2019-20** 75% - due to parental concerns and lockdown over the summer term
- **2020-21** 79.1% - affected by lockdown in the spring term.
- **2021-22** 75% - continued to be affected by Covid isolations, but the majority reason for an absence from school currently is illness and/or medical appointments.
- **2022-2023** 94%
- KTS has a graduated response to monitoring and addressing attendance. Initial absence the office staff will contact families on the first day of absence if families have not already contacted school. They will continue to monitor for the first week depending upon the reason for absence. The class teacher will then, if not before, contact families and offer additional support. This may be to collect a child and bring them into school if they are anxious or struggling to separate from their care giver, contact other professionals if it is a medical reason or provide work and activities to be delivered at home.
- Pupil attendance is on the agenda for SLT meetings. Half-termly analysis of attendance data by the leadership team.
- For persistently absent pupils the school may choose to get support from the Redcar and Cleveland Attendance and Welfare Service. KTS has previously used alternative provision and the local hospital school service to engage a chronically disengaged pupil. WE also used an AV1 no isolation robot so a pupil could access sessions from home and eventually got them back into school fulltime. Home visits are made every 10 days for pupils not attending school.

Current barriers to improving attendance:

- Some parents find that taking their children on holiday in term time is more effective as they struggle with busy environments
- The majority of pupils rely on home school transport and if they live out of the immediate catchment area will often have all of the day off school for a medical appointment
- A number of pupils have complex medical needs and have had been admitted to hospital for in particular respiratory illnesses or for medical procedures

Personal Development

JUDGEMENT



Relationships, health and sex education (RSE) & PSHE and equality

- Pupil's Personal Development is paramount, at KTS the pupils are 'happy, confident, children.' KTS has an 'ethos that places positive relationships based on mutual respect at the heart of school life' (RRSA Accreditation Report May 2022)
- The ambitious PSED and PSHE curriculum, which are core elements for both curriculum pathways, 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.
- PSED/PSHE covers mental health and wellbeing; physical health (including healthy lifestyles and first aid); learning about safe, healthy relationships and sex. The PSED/PSHE curriculum has recently been updated to include SRE, alongside national guidelines.
- PSED/PSHE subject leaders and curriculum leader, have been on So Safe, Sex factor and Teach Teach RSE training.
- The PSED/PSHE is supported and enhanced with the NSPCC Speak Out Stay Safe Programme, Curriculum4Life and SCARF.
- Secondary age pupils have workshops provided by Brook Education who provide RSE sessions at the appropriate level for groups or individuals.
- The headteacher or behaviour and wellbeing lead attend the local authority half-termly Mental Health Lead meetings.

Pupil mental health and wellbeing

- At KTS the mental health and well-being of our students and staff is a high priority. We have trained mental health first aiders for both adults and children in school who are able to offer support. The headteacher trained through Thrive as the Designated Mental Health Lead using the DFE funding.
- The Behaviour and Wellbeing lead is a licensed Thrive Practitioner.
- KTS employs a counsellor through Time4U and staff can put in a referral for pupils who need additional support.
- KTS also work closely with the Tees, Esk and Wear Valley Children and Adolescent Mental Health Team. Medication reviews are held in school, observations take place by LDCAMHS professionals and positive behaviour support plans are shared and implemented in school.
- As an AET (Autism Education Trust) Hub, KTS fully meets all of the standards which have an emphasis on Personal Development throughout each of the four strands. KTS has 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).

Spiritual, moral, social and cultural development (SMSC) & British Values

- 'The schools Rights Respecting Gold Award is the foundation for promoting pupils' spiritual, moral, social and cultural development' Ofsted May 2022.
- Pupils who are able to, can speak about their rights and give examples of what they mean to them. Displays around school promote children's rights and Rights of the Week are discussed in assemblies and through the curriculum,
- The PSED/PSHE curriculum, alongside planned enrichment weeks such as multicultural week, black history week and religious celebrations throughout the year, ensure that spiritual, moral, social and cultural education (SMSC) is extremely well promoted. Pupils have the opportunity to take part in a range of exciting experiences, for example; watching and taking part in African dancing, participating in a Chinese dragon parade, exploring black history, heritage, culture and achievements at a level matched to their understanding. As a result, pupils are equipped to be thoughtful, caring and active citizens.
- The school council are involved in deciding which charities to support and how e.g. Children in Need, Comic Relief and Save the Children.
- Every year school holds a very popular, informative and successful Healthy School week. 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.
- Pupils experience 'awe and wonder' throughout the curriculum, for example by participating in exciting sensory experiences, by watching a visiting theatre group or by handling animals during an encounter experience.
- During the Arts Week enrichment pupils have the opportunity to work alongside visiting artists, dancers, 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. 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'.
- 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.

Pupil voice

- KTS has a student council which meet each half-term and are also the RRSA steering group. Minutes are taken of the meeting and a member of the leadership team respond, by writing a reply to be shared at the following meeting or attending the meetings.
- The RRSA Accreditation recognised that one of the strengths at KTS is 'The school's respect and empowerment of the children is extremely clear and highly effective. Pupils are listened to and involved in decision making at all levels and are confident that their views are taken seriously.
- Pupils recently interviewed members of the new leadership team, choosing some of the questions they wanted to ask during the interview.
- Pupils asked to run a colouring competition and make and sell a joke book in aid of Comic Relief.

Preparation for next stage of learning/careers guidance

- 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 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+/High Hills 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 11-14 are invited to attend both events. The first event focuses on colleges, welfare rights and careers advice. The second event focusses on day services, social care, health transition and independent travel. All providers have information stalls. 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, interests and aspirations of the students and their families. A clear focus is maintained on independence, next steps and preparation for work or further training. The students are offered a comprehensive transition programme to ensure they are supported and ready to move to the next stage of their lives.
- Students engage in various learning opportunities to develop independence, confidence and communication with others. The PfA outcomes are embedded in both curriculum pathways for all students in school starting from early years. 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.

Leadership and Management

JUDGEMENT



Leadership and Management

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.

Safeguarding

The arrangements for safeguarding at KTS are effective with Ofsted reporting that 'There is a strong culture of safeguarding. Leaders ensure that all staff are well trained. Leaders ensure that staff have a clear understanding of the additional needs and vulnerabilities of their pupils and know how to keep them safe. Governors ensure that policies and procedures are effective.' (Evidence: Ofsted May 2022)

The school's safeguarding policies and procedures are fully compliant with Keeping Children Safe in Education 2022 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 Office Manager and Headteacher have undertaken training on the Single Central Record. The leadership team and the Chair and other governors have undertaken safer recruitment training.

Safeguarding leads keep up to date with local and national safeguarding developments and attend half termly Safeguarding in Education Network Meetings with other schools in the local authority. They complete annual LADO training in addition to the DSL Core Training.

School training and policy ensures that staff are confident and competent at bringing any concerns which may suggest a child is at risk, to the attention of the safeguarding leaders. They know when to bring this information immediately and when this may be a monitoring concern to be added to CPOMS. CPOMS is used to record all concerns in addition to any communication with families and professionals. This thorough process allows leaders to monitor individual cases and be proactive in referring to outside agencies when this is needed. All actions are recorded on CPOMS.

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, CIOC). 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. Through training, staff aware that, because of their additional needs, pupils are more vulnerable to abuse and/or less able to speak out if something isn't right.

Pupils are taught through the PSED/PSHE curriculum about how to keep themselves safe and know whom to speak to if they have concerns. Child friendly safeguarding posters are placed around school so pupils know who they can talk to. Staff have good relationships with pupils and they will often speak about concerns with those who they trust and school policy and procedures are then followed. Each building has a secure entrance area and electronic signing in procedure. Incidents of Child on Child Abuse are rare at KTS. Any concerns are reported by staff to the safeguarding leads and also recorded on CPOMS alongside the action and outcome.

Self Evaluation

School self-review and evaluation demonstrates ambitious and aspirational practices for continual improvement. A clear framework of rigorous and robust quality assurance, which supports teaching and learning, 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. 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 students on the formal curriculum, through NOCN Functional Skills, Employability and Skills for Employment, Training and Personal Development. Pupils on the developmental curriculum work towards ASDAN Personal Progress awards. The school continues to review its assessment and accreditation offer to ensure it meets pupil's needs.

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

Governance

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, learning walks, observations and full governing body meetings.

Governors are effective, accountable and ethical, 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 as has the appointment of the KTS retiring headteacher. They robustly monitor and evaluate aspects of school life, such as achievement, finance, safeguarding, curriculum and standards. 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 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.

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, staff, parent/carers and the school community play a significant role in the evaluation processes (including annual surveys of staff and parents, and pupil voice from the student council).

The Deputy headteacher is responsible for the monitoring, assessing and reporting on how well the pupil premium and sports premium are utilised. She works closely with teachers and reports on progress on a regular basis to the Governing body. Progression data clearly demonstrates that our pupils on Pupil Premium achieve at a similar rate to their peers and is also a focus for discussion in the pupil progress meetings.

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

Staff teams at all levels express and demonstrate a 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 involved across all areas of the school to ensure they are aware of issues facing staff at all levels. The SLT and Extended Leadership Team effectively monitor progress of groups of children and individuals. At the weekly leadership meetings any concerns regarding individual pupils are brought to the attention of the group for discussion and resolution.

Middle Leaders

Teachers have an increased awareness and understanding of their individual and collective 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 leaders, and effective succession planning strengthening the overall leadership and management capacity within the school through targeted CPD. The recent addition of four teachers as TLRs with responsibility for; Behaviour and Wellbeing, Autism and Parental Engagement, Curriculum and Preparing for Adulthood has increased the capacity to implement strategic developments across the school. An additional TLR has been appointed to lead on the new nursery provision.

Continuous Professional Development

The school has the capacity and systems to ensure staff improvement through CPD including induction sessions, training, coaching and support for its staff. All new staff are assigned a mentor to offer support and guidance. The AHTs monitor performance of staff and if individual staff are finding it difficult to maintain our required standard then they are given support and guidance. CPD and its impact is reported to the Governors on a termly basis. We have supported staff to gain nationally recognised qualifications in Rebound Therapy, Team Teach, Manual Handling, Makaton and Thrive. KTS are currently supporting a non-qualified teacher to gain her QTS through the assessment only route. The extended leadership team are currently training in the Liberated Leadership model and plan to embed this within their practice. All of the TLRS teachers are currently working towards the Best Practice Network NPQ qualifications.

Wellbeing

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, this includes the 'Thank You' boxes in each staff room, where staff can thank a colleague and nominate them to be in a weekly draw to receive a handmade chocolate bar. We operate The KTS Hub, 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. Leaders use the TES Pulse to send out monthly online surveys to gain insights about how staff are feeling. They are able to communicate anonymously with staff and create development plans to involve staff in whole school change. Staff can self refer or can be referred to Health Assured which is an employee assistance programme. Three members of the leadership team are also trained mental health first aiders.

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 overwhelming majority of Key Stage 1 pupils 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 received 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.

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.

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. The Local Authority EYFS advisor also delivered training on the importance of outdoors, in March 2021. Outdoor areas include a large playground (with specialist play equipment), 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 have also been trained in White Rose Maths to support mathematical development. Regular In-house training also takes place for example, teacher meetings on Action Words, Read Write Inc. and SALT interventions.

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. Using an assessment tool which is designed for pupils with SEND and that measures even the smallest steps of progress, means that progress can be illustrated for almost all pupils in all areas.

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 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 allows teachers to utilise photographic evidence in an efficient way.

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 Senses Centre, 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 incorporated 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 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 student's 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

Learning 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, have their 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 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 student's 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.

Teachers monitor each student's progress across the year and attend pupil progress meetings where they identify actions and support for pupils not making expected progress or exceeding expected progress.

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 'Personal 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 upper school is lead by an Assistant Headteacher who is relatively new to the school and special education but brings a wealth of experience in leadership including pastoral and behaviour. This is a strong team which also includes the teacher who is the lead practitioner in PfA across the school and a very experienced careers subject leader

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.

Overall

JUDGEMENT



KTS Academy was inspected by Ofsted in May 2022 and was graded as 'Outstanding'. We believe that the school continues to be outstanding in all areas. This is due to the continuing significant developments since the last inspection.

Significant Developments and improvements since the last inspection in May 2022

- New senior leadership team in place due to the retirement of the previous headteacher and promotion of the deputy to headteacher and the assistant head to deputy. Two new assistant headteachers appointed one with experience in special education and the other with experience in leadership in a mainstream setting. The extended leadership team are currently completing the Liberating Leadership course and aim to embed this in their practice.
- Development of middle leaders to form an extended leadership team. Appointment of additional teachers with a teaching and learning responsibility and their roles defined to support the development of the school with specific responsibilities for leading on behaviour and wellbeing, Autism and parental engagement, curriculum development and PfA. Extended leadership team all in the process of completing a variety of NPQ qualifications.
- TLR to lead on EYFS in particular the setting up of nursery provision appointed to start in April. Nursery provision for 8 pupils to open in September 2023.
- PfA embedded across school and both curriculums and this is evident in quality assurance – learning walks, planning and pupil's work/evidence.
- Additional staff trained to deliver Team Teach training to staff and CPD to support staff with strategies for managing challenging behaviour and to monitor, analyse and report on behaviour data.
- Building work has started on two additional classrooms to make room for the remodelling of two classrooms into specific Reception and Nursery classrooms.
- Teacher leading on Autism and her colleague have successfully delivered the Early Bird course to two groups of parents and carers. Family Links group has started holding face to face meetings again.
- Subject leaders have met with subject leaders from other local special schools and shared good practise in their subject area. Subject leaders are working with the teacher leading on curriculum to further improve the curriculum offer e.g. the pilot of the SCARF resources for PSHE which are now being written into the curriculum
- Further development of the Maths curriculum by the assistant headteacher and math subject leaders. Following the Ofsted inspection, a review of the implementation and impact of Numicon was carried out. White Rose Maths was introduced to provide a more sequential maths curriculum with resources which would better suit the formal curriculum, reduce teacher workload and improve staff subject knowledge, therefore improve learning outcomes for pupils. All staff attended whole school training and the curriculum is being updated to reflect the use of White Rose Maths.
- Pupils Cultural Capital is planned for across the year with the continuation of the enrichment activities to support the whole curriculum.
- Staff plan in clusters of teaching groups with pupils on the same curriculum and with similar learning styles.
- Extended leadership team, staff, pupils and governors have reviewed the mission, vision and values to ensure that they reflect the current school community and the stakeholders vision for the school.

From the previous Ofsted report:

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

Inspectors felt that it was more appropriate that subject leaders were able to monitor and review their subject area by spending time in class groups, observing teaching and learning, looking at pupils work and speaking with those pupils who could share their views. This had been planned but not actioned due to Covid rules and staff absence. The curriculum lead has put together a timetable to allow subject leaders to observe lessons for their particular subject. This is to ensure that the curriculum is being delivered across school and allow subject leaders to deepen their understanding of what this looks like across school. This is used to gather evidence and data to use as the basis for putting together an idea of how to further improve the curriculum pathways, provide appropriate

support and CPD and improve learning environments where needed. Subject leaders have also met with leaders in other schools to share good practice, resources, planning and assessment.