



## SELF EVALUATION FORM

<b>DATE:</b>	February 2022	<b>DATE FOR REVIEW:</b>	July 2022
--------------	---------------	-------------------------	-----------

### SECTION 1: INTRODUCTION / CONTEXT

Highfield Littleport is an all age (2-19), area special school which is part of the Active Learning Trust catering for a range of needs (MLD, SLD, SpLD, PMLD). Highfield Littleport works in partnership with Highfield Ely – also an area special school which is an established school. All pupils at Highfield Littleport have an Education, Health and Care Plan. Many pupils have additional medical, behavioural, sensory, communication and/or physical disabilities.

Most pupils are entitled to transport with some pupils travelling long distances to attend. 23 pupils travel to school with parents or carers, which is broadly in line with other Cambs Area Special Schools.

#### **Pupil Population**

The school roll stands at 124. The population is comprised of 0% pupils with PMLD, 21.8% SLD, 78.2% MLD. Other identified additional needs are 51.6% ASC, 11.6% SEMH, 13.7% SpLD and 22.6% SLCN. Pupils with health, medical and physical needs constitute 20.9 % of the school population. We have 27.5% girls and 72.5% boys. Historically our school role has been predominantly students with ASC, however in the recent academic year the trend has moved towards more complex needs and associated medical conditions. As we are co-located with a Littleport and East Cambridgeshire Academy (a secondary school) we have attracted students who may be able to access mainstream provision while still receiving specialist provision. Other pupil data is:

- We have 5 CiC currently on roll, which is average for the pupil roll.
- Pupil's eligible for FSM is high and is currently at 47.5% this is above the national average of 20.8% for 2021.
- The school deprivation is within the 3<sup>rd</sup> Quintile which is classed as average deprivation.
- Pupils from ethnic minorities are below the national average of 30.5% at 13%
- Pupils with English as an Additional Language is 3.2% which is below the national average of 19.4% in 2021. The percentage is 1% for the staff population.



## SELF EVALUATION FORM

### 2: PROGRESS AGAINST LAST YEARS OUTCOMES (school yet to be inspected opened 2017)

Key Issues	Progress including impact
1. Appropriateness of placement for students with significant SEMH needs	Work with the Local Authority has taken place and all students have left for more appropriate placements to meet their needs. Development of nurture based provision and the implementation of STEPS mean the school now responds to difficult and dangerous behaviours in a more therapeutic way. As a result of this there has been a significant reduction in the incidents of physical intervention. Boxall profile assessments have shown marked improvements in social and emotional wellbeing.
2. Development of the pathways model incorporating cultural capital to ensure we have engaged, independent and confident learners	We built upon the practice from Highfield Ely to shape our curriculum to be individualised to meet pupil need. Within the long term curriculum plans careful sequencing has taken place to ensure there is a carefully planned progression in knowledge and a spiral building of skills in order for students to begin to generalise and apply these skills in everyday life. Our learners have made at least expected progress towards their EHCP outcomes and our leavers have significantly improved life chances as a result. All have secured college placements post Highfield.
3. Appointing a skilled and experienced staff team to open safely and support learning from day one with skills focussed on pupils' individual needs	There was a measured and structured approach to staff recruitment with staff at different levels and skills recruited in a timely manner with measured growth. Some skills and experience were utilised from our sister school including having an Executive Headteacher leading both schools. There is now increased capacity to jointly develop provision. Staff are well skilled to support learners in the classroom as observed within learning walks. Leaders are more skilled and confident at holding themselves and teachers to account, as identified in pupil progress meetings with the vast majority of students meeting individual EHCP targets



## SELF EVALUATION FORM

<p>4. Formulation of a shared governing body which challenges and supports the school with a good understanding of our learners and their needs</p>	<p>Initially a joint governing body was formed with the neighbouring secondary school. As HLA developed leaders wanted greater accountability and now has a joint governing body with Highfield Ely. This means that governors are more knowledgeable about the provision for learners with SEND and are able to appropriately question decisions and information in order to develop an agenda to improve. Governors are holding leaders to account as a result of their increased knowledge.</p>
<p>5. Establishing a robust assessment system in order to accurately identify progress, identify next steps in learning involving all stakeholders (School, Parents, Governors)</p>	<p>We have fully implemented Evidence for Learning which captures evidence of achievements against bespoke learning targets linked to EHCP outcomes and curriculum targets where appropriate. Parents can view this evidence as well as contribute their own evidence anytime they like. Evidence of achievement is used within conversation within class teams, teacher to middle leaders and then with senior leaders. This ensures we address all gaps in progress. The large majority of learner's progress is good or better. Progress against individual outcomes is now the main focus of our assessment system and Teachers and TA's are now focussing learning opportunities to the individual child. There is sharper differentiation for learners and staff are more in tune to student's emotions and needs. This is demonstrated through lesson observations, learning walks and pupil progress triangulation.</p>
<p>6. Establishing a CPD offer tailored to pupil needs with an embedded cycle of evaluation</p>	<p>CPD opportunities are identified within performance management reviews for all staff and linked to pupil progress data, quality of education and emerging school needs. This is effective because staff have been able to share their knowledge with other members of the staff team and advise and inform. There have been increased opportunities for staff to develop their skills and knowledge within the development of new staff roles to meet emerging needs of students e.g. therapy based interventions (play, art), 2 ELSA practitioners, and Medical and Health responsibilities. This means that there is targeted provision by those knowledgeable in their field to successfully</p>



## SELF EVALUATION FORM

	support our learners having a positive impact upon progress towards EHCP outcomes.
--	--

SECTION 3: OVERALL EFFECTIVENESS	
Improvement Area	Progress
<ul style="list-style-type: none"> <li>Development of a sixth form provision which meets the needs of Green and Blue pathway learners that remain with us Post 16</li> </ul>	<ul style="list-style-type: none"> <li>School effectiveness is judged as good because there is a coherent progressive curriculum designed to build upon pupil’s skills and knowledge. Staff know students well in order to personalise this learning setting them challenging targets and next steps. Behaviour is approached therapeutically taking the students individual needs into account. Individual plans for students have demonstrated improved behaviour and a significant reduction in the use of physical intervention school wide. The introduction of ELSA support has meant that students are supported to reflect upon their own behaviour and are supported to self-regulate. Students have wide access to additional therapies and experiences such as horse riding, community visits and work experience in order for them to develop into personally responsible individuals. Leadership and management is strong as leaders have a clear vision for areas of improvement and consult all staff in areas for development.</li> <li>Pathways model for whole school has been developed and is continually reviewed. This means that it is tailored to the needs of the individual</li> <li>Trial of Development Matters 2021 and Birth to Five framework completed with evaluation. Birth to Five chosen as appropriate as there are smaller incremental steps that match the needs of the development of each learner.</li> </ul>
<b>SELF EVALUATION GRADE</b>	<b>Good</b>



## SELF EVALUATION FORM

The quality of education is good. All other key judgements are good or outstanding. Safeguarding is effective.

**Why overall effectiveness is not the grade (above/below)**

We do not feel yet that we are outstanding in the four key areas. The Leadership of Governors is developing and we feel governors could be further involved in school life in order to critically evaluate our work. The quality of education needs ongoing review to be consistently strong and well planned and sequenced through to KS4 and KS5

**KEY ISSUES FOR ACTION**

- Develop a rolling programme for Blue (PMLD) and Green (SLD) KS5 learners to include work related learning
- Continue to embed STEPS, delivering parental training to reinforce the approach both at home and school
- Ensure CPD planning is 100% consistent for all staff and closely linked to the needs of our learners.
- New Governors to get to know the school through visits/online meetings. Increase capacity for challenge and support by ensuring they are provided with a variety of evidence and strategy in order to question actions and decision making.



## SELF EVALUATION FORM

SECTION 4: Quality of Education (Intent, Implementation & Impact)	
Improvement Areas	Progress
<ul style="list-style-type: none"> <li>Develop a rolling programme for Blue (PMLD) and Green (SLD) KS5 learners to include work related learning demonstrating progression of knowledge and skills between each key stage</li> <li>Embedding a robust assessment system via Evidence for Learning in all curriculum areas and pathways</li> </ul>	<ul style="list-style-type: none"> <li>Reviewed all pathways curricular with the involvement of Department Leaders and Teachers in order for continual reinforcement of skills and tailored learning. This is effective because each learner has an individualised approach and there is sharp identification of next steps for each and every learner. This is demonstrated within students' progress towards EHCP outcomes.</li> <li>Evidence for Learning already effectively used across the school to assess progress within EHCP outcomes and core subjects. Formative assessment is an integral part of our pathways curriculum because it informs our teachers on appropriate next steps for each learner on an up to date basis. Staff effectively use assessment to share the learning for students as it is used in the moment to adapt and shape the learning. This is typical in all lessons resulting in highly tailored learning and good progress for each learner.</li> </ul>
<b>SELF EVALUATION GRADE</b>	<b>Good</b>
<p><b>Intent</b> School leaders have a shared vision about the knowledge and skills that pupils need to prepare them for the next stage of education or daily living. This is effective because learning is relevant for each student and appropriate to their needs as identified in their EHCP plans. Our ambitious curriculum:</p> <ul style="list-style-type: none"> <li>Is planned and sequenced so that new knowledge and skills build on what has been taught before.</li> <li>Recognises the need in many learners for over-learning and is flexible to meet individual's needs.</li> <li>Accounts for delays and gaps in learning that arise as a result of the pandemic through an individualised approach</li> <li>Is as broad as possible, including when delivered remotely.</li> <li>Varies from pure sensory experiences to Functional maths and English at level one to address all learners' needs.</li> </ul>	



## SELF EVALUATION FORM

### Implementation

Almost all teachers have expert knowledge in the teaching of young people with a range of SEND. Where they do not, they are supported to address gaps in their knowledge so that pupils are not disadvantaged.

Observations show that teachers enable pupils to understand key concepts and encourage appropriate discussion or communication. Teachers check pupils' understanding effectively, and identify and correct misunderstandings through carefully identifying student's next steps. The topic approach which contextualises learning ensures that pupils can transfer key knowledge and skills to long-term memory, generalising skills according to their SEND needs. Staff meetings have demonstrated that teachers are willing to attempt new methods and evidence based approaches based upon their knowledge of the learners and their next steps

Students produce high quality work because expectations from teachers and support staff are high.

Teachers use assessment information in Evidence for Learning to inform their teaching, and to help pupils embed and use knowledge and skills fluently and develop their understanding. When remote education is in place, it is designed to support the wider implementation of the school's curriculum. Teachers consider the most important knowledge, skills or concepts pupils need to know and focus on these through an effective feedback based plan do review cycle. Remote education enables all pupils to access lessons and learn according to their learning pathway. Teachers monitor pupils' engagement and communicate effectively with parents and colleagues if there are concerns.

Reading is prioritised at a level that is appropriate for each individual so that they can access the full curriculum offer. A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading through the application of the Read Write Inc. approach. This is demonstrated by improvements in reading ages over time, observable application of phonic skills during lesson observations and observations of students reading around school. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils.

Pupils experience numeracy with the same regularity. It is effective because skills are applied across many areas of learning and is contextual. For example money skills are practised and reinforced on weekly visits to the shop.



## SELF EVALUATION FORM

### Impact

Pupils acquire the knowledge, skills and cultural capital they need to succeed very well in life given their starting points which will be lower than their age related peers. This is seen through demonstrable progress within EHCP reviews. Many achieve exceptionally well, particularly considering their starting points. Pupils are making progress in that they know more, remember more and can do more. Our pupils are being well prepared for their next stage of education, training, employment or life at each stage of their learning. All students who left Highfield in the last year went on to college destinations. All students gained an Entry Level Maths qualification and ASDAN accredited qualifications.

### Evidence

Lesson observations, Learning Walks, Moderation records, Pathway booklets, Pathway maps, E4L, destination data, parental feedback, class reading folders

### Why quality of education is not the grade (above/below)

- The school's curriculum intent and implementation need to be further embedded securely and consistently across the school because some subject leader roles are new.
- We judge all other areas to be good as our curriculum is ambitious and individual to the needs of our learners enabling fluency and independence. There is careful planning and sequencing ensuring a spiral approach to developing and revisiting skills and building knowledge appropriate to our learner's capabilities. Assessment is used effectively to plan next steps in learning and identify any potential gaps in learning.

### KEY ISSUES FOR ACTION

- CPD on the role of a subject leader to give clarity in , subject development and monitoring
- Provide dedicated time to deliver and evaluate the curriculum to ensure it is embedded using a triangulated approach of joint learning walks and pupil book study
- Developing the confidence of middle leaders through coaching approaches to confidently talk about their subject



## SELF EVALUATION FORM

SECTION 5: Behaviour and Attitudes	
Improvement Area	Progress
<ul style="list-style-type: none"> <li>Embedding a therapeutic approach to behaviour management with a nurturing ethos consistent across the whole staff team</li> <li>Ensuring all students (including the small minority) attend above the school target of 92%</li> </ul>	<ul style="list-style-type: none"> <li>ELSA, Boxall profile, training for staff in nurture approaches and initial introduction to STEPS approach has been completed. This means staff can accurately use these tools to identify appropriate ways to support learners.</li> <li>Individual chronologies have been put in place to monitor attendance patterns, action with the Local Authority where attendance causes concern. This has meant attendance has improved throughout with support from our Family Support Worker building strong relationships with families. Families who refused to attend due to the Covid pandemic have begun to attend on a part time basis.</li> <li>Thorough tracking of behaviour in place to establish patterns and early intervention embracing the STEPS approach. Early identification of triggers mean that therapeutic interventions can be put in place to promote engagement in the curriculum and reduce incidents of physical intervention. Physical intervention at school has already been reduced to just under 3% of the school population.</li> </ul>
<p>The school has high expectations for pupils' behaviour and conduct. The school is currently transitioning over to the Steps approach to behaviour management to reduce the need for restrictive physical intervention and promote positive engagement within the curriculum. School wide there is a nurturing ethos which makes students feel safe, secure and supported. These expectations are commonly understood and applied consistently and fairly, fully taking into account the needs of individual students – many of whom have been excluded from mainstream education. This is reflected in pupils' positive behaviour and conduct. Pupils' behaviour does not disrupt lessons or the day-to-day life of the school and leaders support all staff well in managing pupils' behaviour.</p> <p>Leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread. There is considerable demonstrable improvement in the behaviour and</p>	



## SELF EVALUATION FORM

attendance of pupils who have behavioural needs. Pupils' attitudes to their education are positive, the vast majority are willing to engage and are positive about their school experience. This is demonstrated through pupil voice surveys, school council minutes and assembly discussion forums. They are committed to their learning and are resilient to setbacks. Pupils have high attendance, within the context of the pandemic and taking into account medical and other needs with timekeeping being very good. When this is not the case, the school takes appropriate action. Fixed-term and internal exclusions are very rarely used because relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and say they feel safe as reflected in pupil surveys and comments from EHCP reviews. Difference is valued and nurtured, and bullying, harassment and violence are never tolerated as there is a consistent reflect, repair and restore process in place across the school. This has also been reflected in parent comments from Annual Reviews. Pupils consistently have highly positive attitudes and commitment to their education as there has been a good level of attendance maintained which is consistently within the upper quartile of the Local Authority attendance benchmarking tool. It is extremely close to our own target of 92%. Pupils make a highly positive, tangible contribution to the life of the school for example choosing their own clubs and activities. Pupils actively support the well-being of other pupils and work together well.

**Evidence:** : Pupil voice, parent voice, individual behaviour plans, behaviour policy, observation feedback, learning walks, annual review paperwork, attendance data, individual case studies.

### SELF EVALUATION GRADE

**Good**

#### Why behaviour and attitudes is not the grade (above/below)

- Behaviour and attitudes are not yet outstanding because not all pupils make a highly positive, consistent contribution to the wider community.
- Consistent application of STEPS approaches needs to be embedded throughout the school so that all staff (including those new to the school) apply approaches well.
- Our approach is consistently good with elements of outstanding practice because students are encouraged to share their views with meaningful nurturing relationships.

#### KEY ISSUES FOR ACTION

Expand the Family and Student Support Worker role to work directly with families experiencing difficulties and facilitate whole school events

Re-invent the School Council to raise profile and further value students contributions to the school and wider community



## SELF EVALUATION FORM

SECTION 6: Personal Development	
Improvement Area	Progress
<ul style="list-style-type: none"> <li>• Development of a rich menu of extra-curricular activities with engagement in the community</li> <li>• Introduce and embed careers strategy in order for students to be active citizens who contribute positively to society</li> </ul>	<ul style="list-style-type: none"> <li>• Clubs in place prior to Covid such as films, football, choir and sing and sign. Links and visits already made to residential home which had to be paused due to the Covid pandemic. Community visits embedded into work experience to promote holistic social skills and have a positive impact upon their environment are to be promoted in order to develop social skills and promote community engagement.</li> <li>• Work Experience Coordinator now in post which has meant that there is a single point of advice and contact to discuss work experience needs and organise appropriate placements for our students based around their needs and interests. Individual conversations around leaver’s destinations mean a personalised approach.</li> <li>• Careers strategy has been written in line with the Gatsby Benchmarks. Training has taken place in the use of Talentino for all staff to introduce the principles of the careers strategy and available resources.</li> </ul>
<p>Students’ personal development is excellent because the school consistently promotes the extensive personal development of pupils, whatever their learning need. The school ensures pupils have access to a wide, rich set of experiences from horse riding to hosting visiting authors and bespoke work experience packages. There is strong take-up by pupils of the opportunities provided by the school. The most disadvantaged pupils consistently benefit from this work because tailored support is provided on a needs basis alongside family support and communication.</p> <p>The school’s work to enhance pupils’ spiritual, moral, social and cultural development is of a high quality. The curriculum and the school’s effective wider work support pupils to be confident, resilient and independent, and to develop strength of character. Pupils are encouraged to eat healthily, maintain an active lifestyle and keep physically and mentally healthy – this can be seen in the additional playtime activities and interwoven throughout the curriculum approaches in all pathways. Learners have an appropriate understanding of healthy relationships as they act to engage positively in restorative approaches where necessary as seen within behaviour tracking. Students help each other and cooperate well as demonstrated in lesson observation and general learning walks around the school.</p>	



## SELF EVALUATION FORM

The school prepares pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. The school promotes equality of opportunity and diversity effectively through curriculum learning and clubs. They demonstrate acceptance of each other regardless of need and collaborate effectively as seen within learning walks.

Pupils engage with views, beliefs and opinions that are different from their own in considered ways because the curriculum encourages free thought, discussion and expression in an unbiased manner. They show respect for the different protected characteristics (e.g. gender, race) as defined in law and no forms of discrimination are tolerated. The school provides pupils with meaningful opportunities engaging in the community, being given schools responsibilities and sharing viewpoints to understand how to be responsible, respectful, active citizens who contribute positively to society. Secondary students are prepared for future success in education, employment or training through supported work experience placements and a comprehensive careers programme which is introduced very early in the school. The school has used the Gatsby Benchmarks to develop and improve the careers provision and enable a range of education and training providers to speak to pupils in Years 8 to 13. The school provides good quality, meaningful opportunities for pupils to encounter the world of work through its strong work experience program. Students have benefitted from a variety of work placements such as car mechanics, food technology and support work all linked to their individual interests. This has already led to the school supporting employment of a former pupil of our neighbouring SEN school therefore raising aspirations.

**Evidence:** annual review paperwork, E4L data, parental feedback, attendance, destinations, work experience feedback, social media feedback.

### SELF EVALUATION GRADE

**Good**

#### Why personal development is not the grade (above/below)

- To develop a wide, rich set of experiences in the community now that Covid restrictions have been lifted.
- Developing awareness in all staff members of the careers framework and use the [Gatsby Benchmarks](#), to define and improve careers provision in the area of employer engagement making a positive contribution to society
- Our provision is consistently judged as good as we give students many opportunities to debate in a measured way promoting diversity in all areas of our practice.

#### KEY ISSUES FOR ACTION

Planned opportunities to work within the community (residential home, Food Bank. work experience)  
Further development of lunchtime clubs guided by students needs and interests  
Work experience coordinator to work on engaging local businesses to widen offer



## SELF EVALUATION FORM

SECTION 7: Leadership and Management	
Improvement Area	Progress
<ul style="list-style-type: none"> <li>Develop and document a CPD offer in line with the Trust's strategy appropriate to staff at all levels</li> <li>Develop parents understanding of school systems in order to increase their positive contribution</li> <li>For governors to actively challenge and support leaders of the school to ensure clarity of ethos and ensure strategic direction</li> </ul>	<ul style="list-style-type: none"> <li>Implemented the Trust CPD offer and there is a wide range of opportunities for staff. Monitoring is in place via feedback questionnaires and dissemination of training to other staff within the school. The impact of this is that staff are well equipped to manage a variety of needs and they are open to explore new ideas to support our pupils.</li> <li>86% of parents have active logins for Evidence for Learning, Family &amp; Student Support Worker is now in place as from September 2021 to improve family attendance and engagement to help parents understand how some aspects of our curriculum is taught. This will mean that parents can then effectively support their students at home.</li> <li>Shared governing body with sister school in order for a common understanding of SEN settings to be developed in order for governors to be more informed on our practice. This allows them to ask challenging questions in order for practice to be improved.</li> <li>Small number of governor visits have taken place (Safeguarding, CiC, general governor introduction) thus promoting a deeper governor understanding of our school.</li> </ul>
<p>Leaders have a clear and ambitious vision for providing high-quality education to all pupils because they are committed to gaining the best outcomes for all through individualised learning. This vision has been maintained throughout the pandemic and beyond. Leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff, including ECTs, build and improve over time including remote education. Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified. When issues are identified, in particular about time management, they are consistently dealt with appropriately and quickly. Staff consistently report high levels of support for well-being issues. Leaders aim to ensure that all pupils successfully complete their programmes of study. They provide the support for staff to make this possible. They create an inclusive culture and do not allow gaming or off-rolling. Leaders engage effectively with pupils and others in their community, including, when relevant,</p>	



## SELF EVALUATION FORM

parents, employers and local services with a clear purpose. They are realistic and constructive in the way they manage staff, including their workload. This includes managing staff workloads proactively in response to COVID-19 and beyond. Leaders have put in place a number of measures to reduce workload, including electronic recording of assessment data by all staff, streamlining assessment practices and collaborative planning. Leaders protect staff from bullying and harassment. Governors ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education through rigorous challenge in external reviews, and Governor visits. This outside view has helped the school to move forward in making them more accountable and challenged through critical and constructive questioning and subsequent demonstration of practices. Those with responsibility for governance ensure that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' duty and safeguarding. The school has a culture of safeguarding that supports effective arrangements to: identify pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation; help pupils reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help; and manage safer recruitment and allegations about adults who may be a risk to pupils.

**Evidence:** staff voice, staff surveys, Gov's minutes, lesson observation notes, disciplinary paperwork, training records

### SELF EVALUATION GRADE

**Good**

#### Why leadership and management is not the grade (above/below)

- Governors are further developing their knowledge of finer aspects of the school provision in order to improve further and critically question.
- We feel all other areas are consistently good as we positively engage parents in decision making, we support staff well where we are able through wellbeing groups and activities and parents are engaged in school life. To be outstanding we want to enhance this existing practice for parents to make more of a contribution to the life of our school.

#### KEY ISSUES FOR ACTION

Initiate parent open sessions (Covid permitting) to share classroom practice, Evidence for Learning, behaviour approaches

Initiate focussed governor visits within different area of the curriculum for all pathways to ensure they have a secure knowledge of the school