

SELF EVALUATION KEY THEMES SEPTEMBER 2022

IF YOU FALL I WILL CATCH YOU

Our headline for 2020-21 was 'If you fall I will catch you.' This was on the back of recovery from the pandemic and making sure that pupils understand that they can try, they can achieve, and we will be there. It comes from the perspective of a child at a park, wanting to climb up a really big slide for the first time. They are anxious, but in their vigilance, they see a trusted adult who is watching them, encouraging them, wanting them to go for it, to succeed. This support is unconditional whether the child climbs to the top of the slide or not. They are willing them on and giving them the confidence to have a go, but ultimately it is the child who makes that decision as to whether today is the day that they will climb to the top of the metaphorical slide and then experience the euphoria of sliding down, or whether they are still building towards that moment.

- Confidence to have a go
- Overcoming adversity
- Trialling new interventions that engage
- Adults modelling for pupils
- Building on this.....

RITA PIERSON

- *Every child deserves a champion – an adult who will never give up on them, who understands the power of connection, and insists that they become the best that they can possibly be.*

the power of connection



SCHOOL IMPROVEMENT PARTNER

- The curriculum's intent, implementation and impact is embedded, and as a result leaders can demonstrate that pupils make good or better progress and achieve well. Leaders have worked cohesively to raise expectations through clear improvement priorities, and this is evident in the many initiatives and developments evident this year.

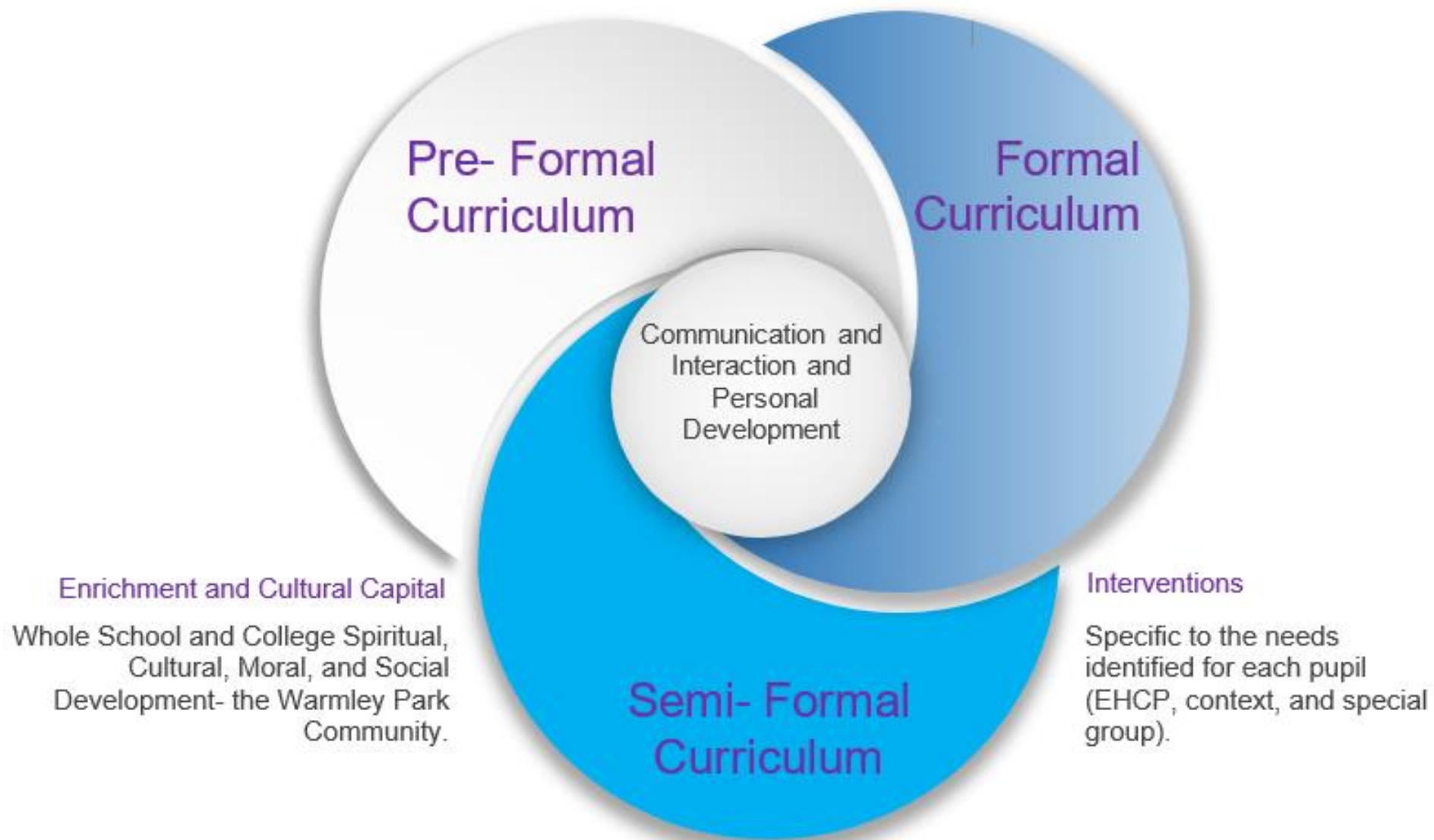
July 2022

QUALITY OF EDUCATION

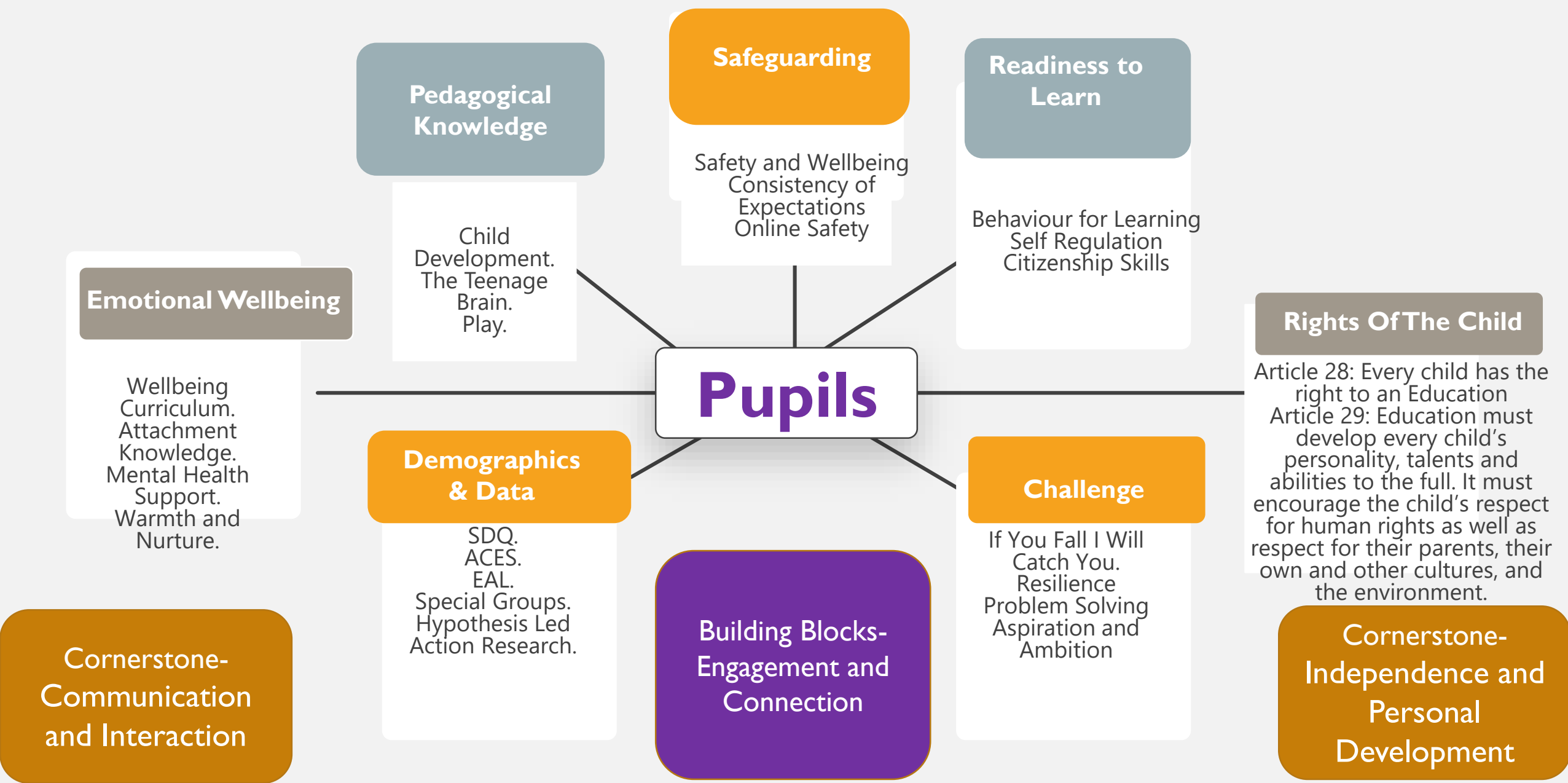
- Comments from parents about their child's progress are positive- Seesaw, annual reviews, surveys
- Learning walk outcomes indicate a good quality of teaching and learning- included Governors and Challenge Partnership Headteachers
- Identification of curriculum pathways- pre-formal, semi-formal, formal. Shared and approved by Governors.
- Analysis of data indicates that progress is good and often outstanding from pupil progress meetings
- Strong curriculum intent and implementation co constructed with staff and Governors
- New assessment framework using Education, Health and Care Plan outcomes in place ready to use
- Highly skilled staff delivering quality intervention- reading, Forest School, hydrotherapy, pottery, food technology
- EAL toolkit in place- support from staff with EAL to co-construct strategic and operational plan
- Reading progress is strong as a result of focused intervention. Feel confident about a deep dive in reading.
- Training on pedagogy including play and teenage brain has improved staff awareness of specific learning issues
- Play Days, World of Work, May the Fourth have specific areas of focus with high levels of engagement.

TARGET SETTING-STARTING POINTS

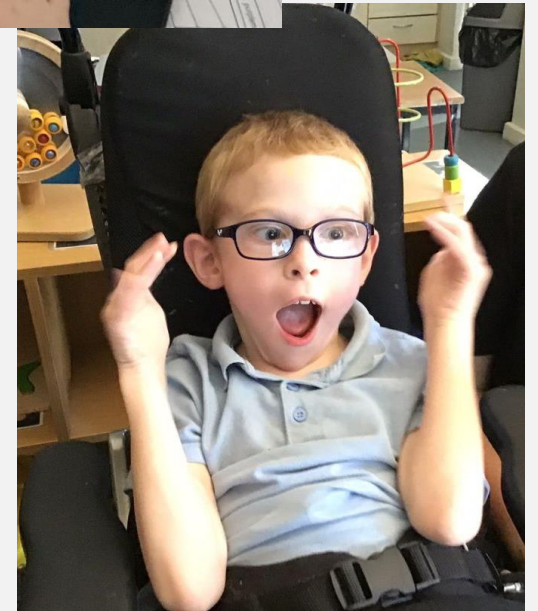
- EHCP driven- the quality of targets is essential and if the EHCP is not detailed enough to be specific for implementation and measurement of impact, that is SMART targets, the outcomes will be rewritten by the class teacher and assessment leads, then submitted at the next annual review of EHCP.
- Rationale-
 - Engagement is the first step for successful learning
 - Engagement builds relationships. Recovery Curriculum focus on relationships- **Rita Pierson: Every child deserves a champion – an adult who will never give up on them, who understands the power of connection, and insists that they become the best that they can possibly be.**
 - Relationships lead to communication.
 - Communication leads to personal development
 - Personal development leads to confidence, acquisition of skills, and engagement in learning
- Not having to follow a prescribed formula for target setting, assessment, and curriculum- NEEDS LED
- Assessment Leads are working on developing a model for this which will include transferring all EHCP outcomes into a data base which teachers can then add IEP targets to, and ongoing running records.
- If the EHCP outcomes are not specific enough to be used as targets, they will be agreed between the teacher and Assessment Leads to be updated at the next annual review of EHCP.
- This will be moderated to ensure challenge and ambition.



DRIVERS FOR CURRICULUM DESIGN AT WARMLEY PARK



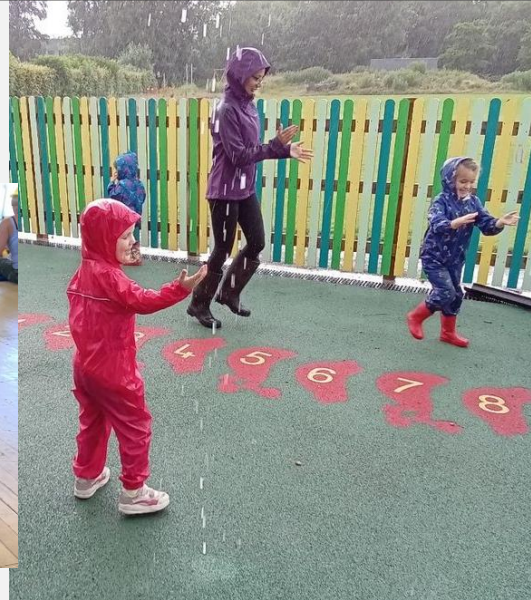
COMMUNICATION



PERSONAL DEVELOPMENT AND INDEPENDENCE



PLAY- A WHOLE SCHOOL APPROACH



Sharing the sand play!



CLAY- COMMUNICATION AND ENGAGEMENT



READING

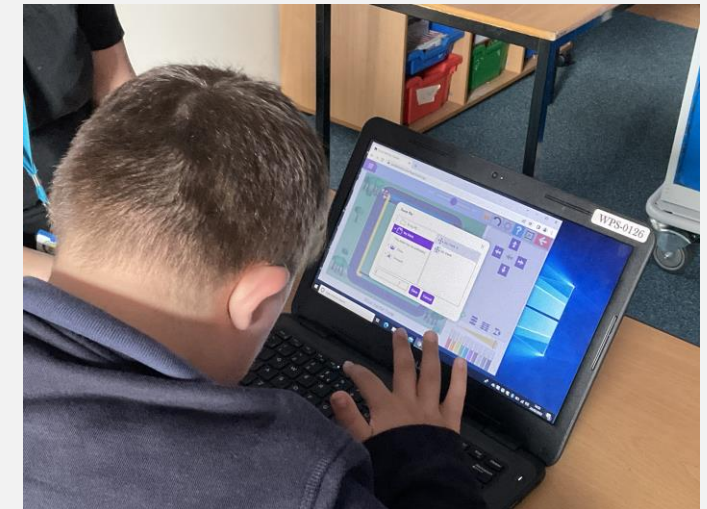
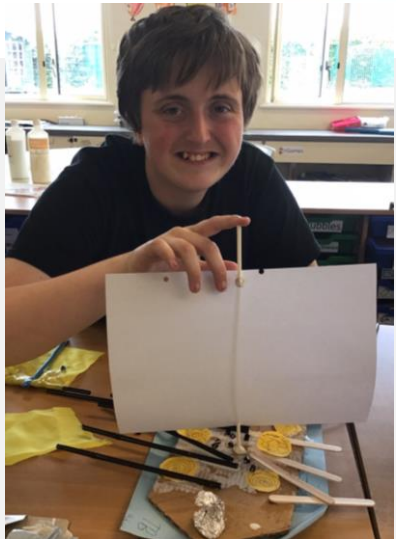
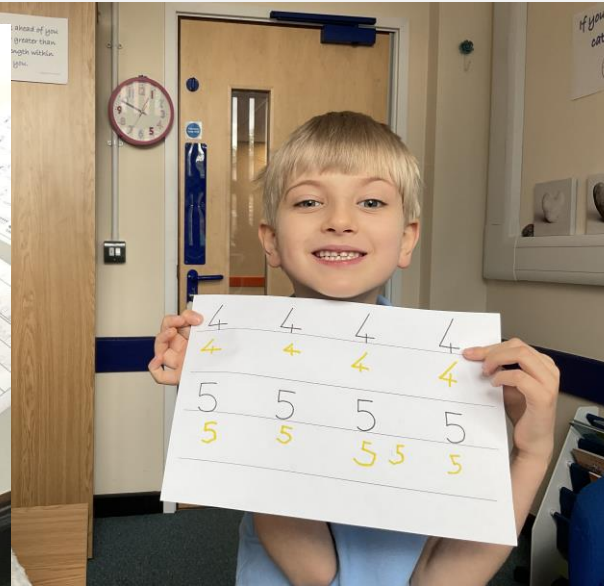
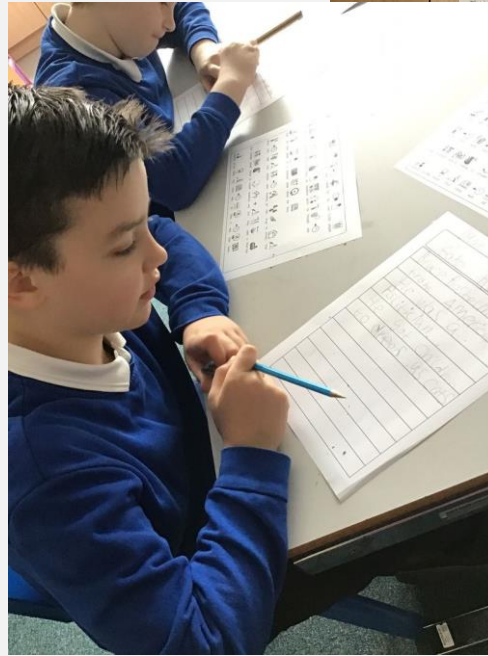


WHERE ARE SUBJECT SPECIFIC (FORMAL CURRICULUM) TARGETS TAKEN FROM?

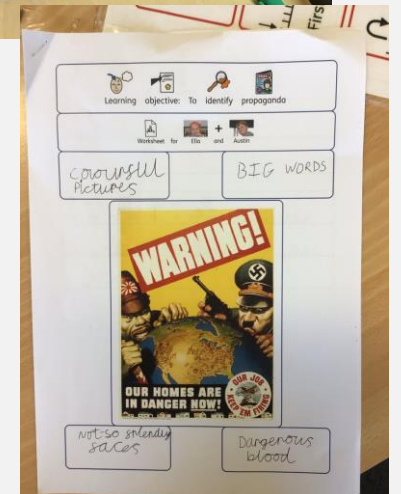
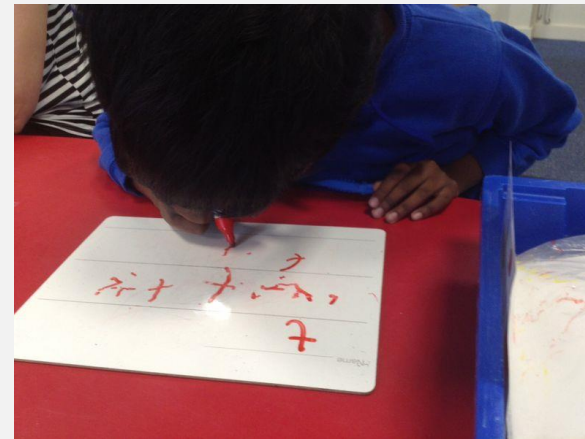
- Schemes of work and guided curriculum inform planning
- Moderated by subject leaders
- Will focus on English, Maths, Science, and IT
- Taken from the Cognition and Learning section of EHCP
- Pupil will also have a target for Communication and Interaction, and at least one other area, for example Physical Development.
- Co-constructed with parents and professionals

FORMAL CURRICULUM

What a fantastic 3D model rollercoaster you made with adult support.



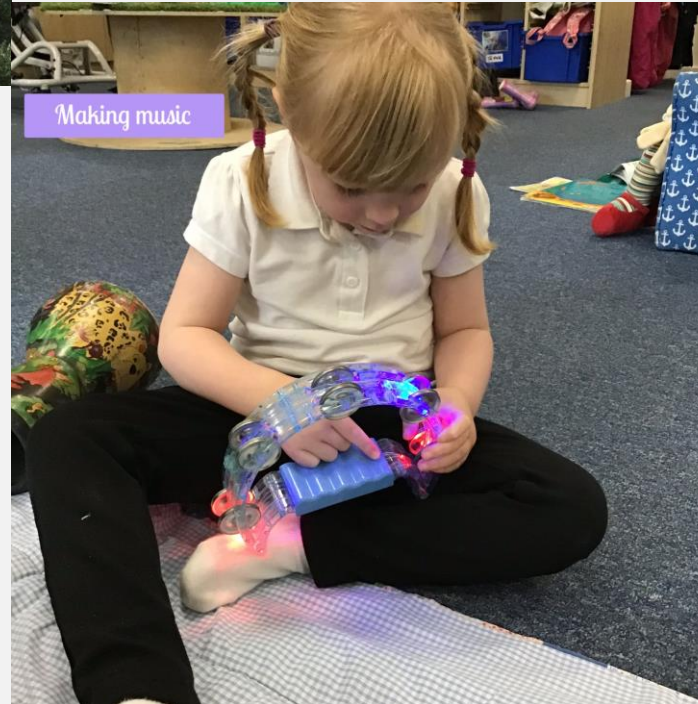
WHAT WILL IT LOOK LIKE? SUBJECT SPECIFIC LEARNING



WHERE WILL SEMI-FORMAL TARGETS BE TAKEN FROM

- PSHEC curriculum- focus on readiness to learn and engagement. We consider these attributes to be essential as building blocks for efficient and effective development of cognition and learning.
- Progress will be moderated by PSHEC lead- quality assured by partners.
- Taken from the Social, Emotional, and Mental Health section of the EHCP (this is likely to also be the focus overall of the EHCP regarding needs)
- Pupil will also have targets for Communication and Interaction, and at least one other area.
- Co-constructed with parents and professionals to agree the personalised balance of the timetable for each pupil .
- Will include communication and reading as core threads, along with PE and SMSC.
- Some pupils will require sensory regulation opportunities throughout the day. The aim is to get the balance of sensory input right so that learning can take place and pupils can self regulate by understanding their own needs.

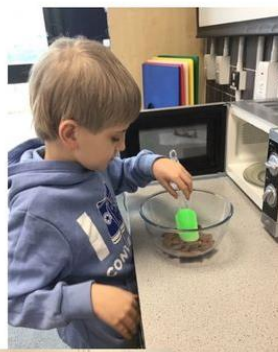
SEMI-FORMAL LEARNING



SEMI-FORMAL LEARNING: FOREST SCHOOL- ENGAGEMENT AND COMMUNICATION



SEMI FORMAL LEARNING- FOOD TECHNOLOGY: ENGAGEMENT AND COMMUNICATION



WHERE WILL PRE-FORMAL TARGETS BE TAKEN FROM?

- Taken from EHCP reflecting identified provision- also the co-owned and shared responsibility of those involved with the pupil.
- Typically will have focus of Communication and Interaction, and Physical/ Sensory (which could include self help)
- May have targets for Social, Emotional, and Mental Health, and Independence/ Preparation for Adulthood.
- Also reading and some cognition and learning linked to early skills such as problem solving through investigation (early Maths and Science). Learning for these areas are detailed in our Schemes of Work for Literacy and Guided Curriculum for Maths and Science
- Co-constructed with parents and professionals particularly in reference to the SALT, OT, Physiotherapy, and Creative Therapy targets.

PRE-FORMAL LEARNING



INTERVENTIONS, COMMUNICATION AND INTERACTION, PHYSICAL, INDEPENDENCE AND SELF HELP



QUALITY OF EDUCATION- NEXT STEPS

- Embed the transitional work on curriculum and assessment from this year.
- Pull together strategies to be able to concisely demonstrate progress and quality of education
- Further development of Humanities and Creative Arts is required
- Consistency of approaches will ensure that expectations are embedded- this includes Head of Departments setting timetables with daily reading and writing, handwriting, spelling, punctuation, and grammar learning.
- Continuing professional development for staff to have the skills to be able to deliver quality teaching and learning.
- Ensure that staff can explain the rationale for curriculum pathways

INTERVENTIONS

- EHCP focus is on Physical and Sensory, Communication and Interaction, Social, Emotional and Mental Health
- Special groups- Pupil Premium, high rating for SDQ, high rating for behaviour incidents, Adverse Childhood Experiences, external factors such as living conditions *please notify Lisa or Ellie
- Behaviour for Learning- aiming for engagement with learning
- Responsive- triggered by emerging or crisis situation such as change in family *please notify Head of Department

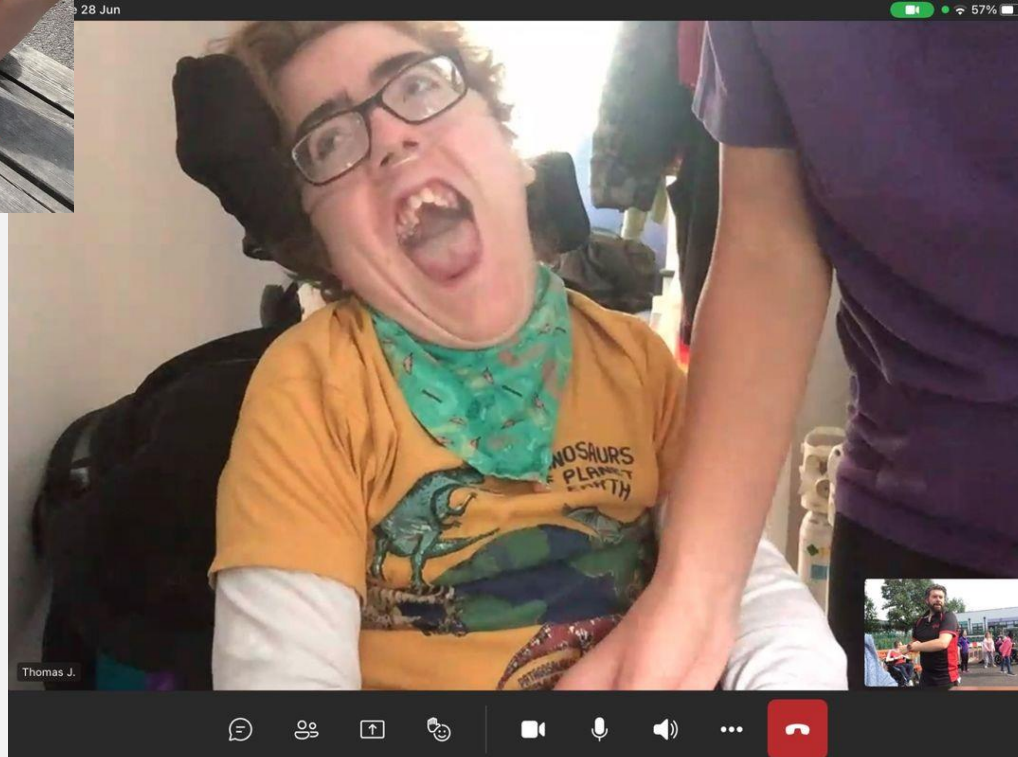
STRENGTHS AND DIFFICULTIES QUESTIONNAIRE



BEHAVIOUR AND ATTITUDES

- Observation of pupils arriving indicates that they are happy to come in to school and college- this is consistent.
- Changes to the curriculum have had a positive impact on pupil engagement and behaviour- Forest School and off site learning has seen significant improvement in motivation to learn.
- Responsive changes to curriculum and grouping where behaviour is a concern mid year if necessary- this has included additional staffing and review of room use.
- School Council is very active with a significant impact on WPSC and the local community with issues such as supporting refugees from Ukraine.
- Wellbeing profile has been extended to ensure coverage for more able/ independent pupils
- Observation identifies transitions are typically orderly and safe throughout the day. Where pupils struggle with transitions staff provide strategies to support such as transitional objects and count downs.
- Unauthorised absence is low- 0.55%. No pupil is a school refuser this year. This is attributed to the bespoke packages put in place including off site provision.
- Detailed analysis of behaviour incidents from Deputy Headteacher has informed next steps. There has been a significant reduction in the number of incidents of bullying/ targeting individuals. This is as a result of the review of the term “bullying” through staff meetings, and specific work on pupils who target individuals with clear strategies about personal space, kind hands and sensory regulation.

BEHAVIOUR AND ATTITUDES



BEHAVIOUR FOCUS

Intent

- Reduce the quantity of challenging behavior - reduce need for restrictive practice and physical interventions
- For the pupils to build positive relationships

Specific Intent of the Outdoor Education day:

- Self regulation through physical exertion
- Engage in child led play/games in the woods
- Looking after belongings / tolerating wearing waterproofs / learning how to keep dry
- Keeping yourself and others safe in the community
- Fun

Implementation

Outdoor Education day

- Sensory /physical activities – rebound, scooters, play on the field
- Lesson sessions times decreased
- Other lessons – highly motivating activities (not National Curriculum subjects as such) e.g. Lego Based Therapy, food tech, reading and Kahoot
- Give them trust e.g. walk to rebound and food tech room (initially split them for success)
- Started with activities on field – recognising boundaries, returning to the group when asked, engaging in activities together.
- Added a minibus journey after week 2.
- First walk at 4 weeks.
- Now 4 hours off site including 2 miles walking, lunch and games in a woodland setting.
- Added second half day of cycling after 6 weeks.

Impact:

- Over 7 week – only **1 behaviour incident** on the outdoor education day (**out of 38** on other days). Therefore we did not have to intervene or use any restrictive practices on the outdoor education day.
- Success in class:
 - Less behaviour overall since introducing the outdoor education day / less need to call for support from SLT
 - This has allowed us to decide that we will not use the top lock on the classroom door anymore.
 - Felt confident enough to add another pupil with challenging behaviour into the class.
 - Pupils moving calmly around school (90% time)
 - Pupils in a good place to integrate within a class next year
 - Pupils relationships dramatically improved



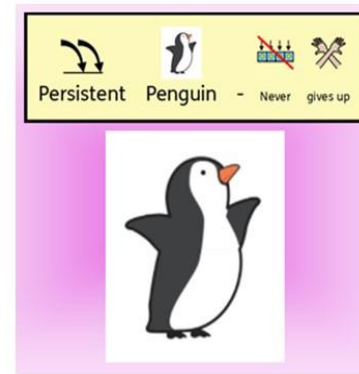
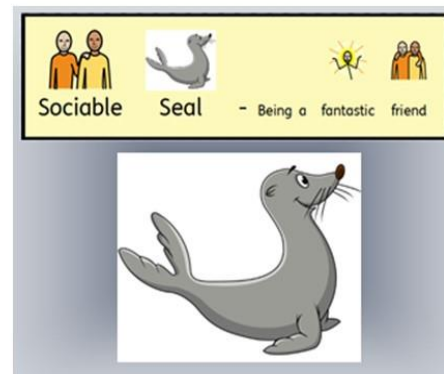
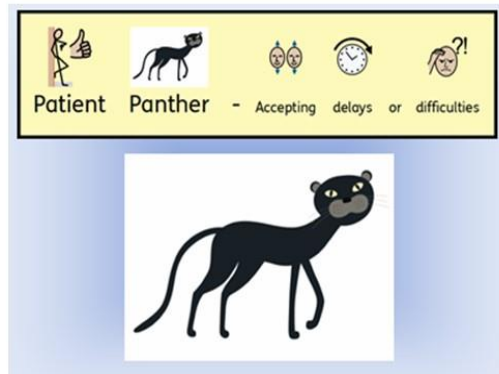
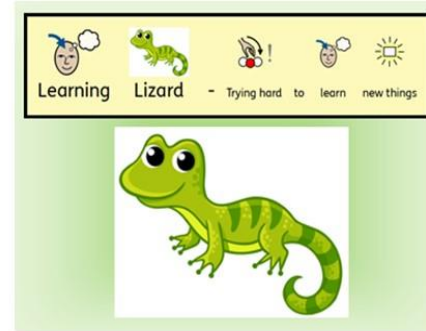
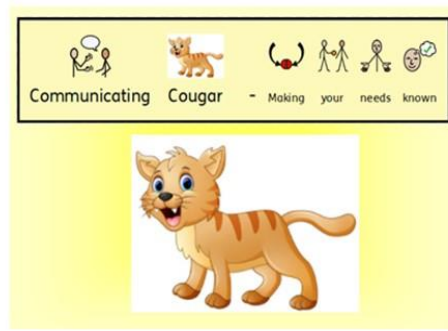
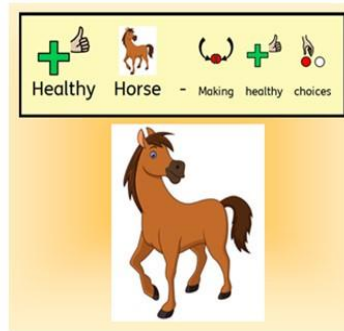
BEHAVIOUR AND ATTITUDES- NEXT STEPS

- Build on outcomes from Behaviour analysis data and evaluations.
- Positive Behaviour Lead- current senior leader will be taking on this role for whole school strategic behaviour support from September
- Focus on Enabling Environments for all classes- consistency.
- Continue with the interventions that have proved successful this year- pottery and Clay Field Therapy (Cornelia Elbrecht), music therapy, cycling, Lego,
- Citizenship Skills Award Scheme ready to launch for September 2022.

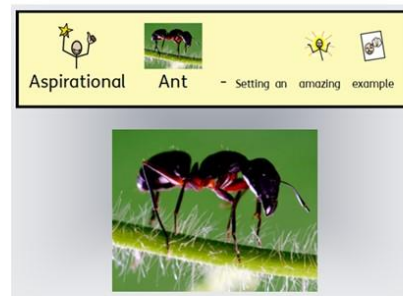
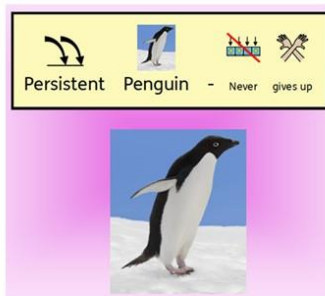
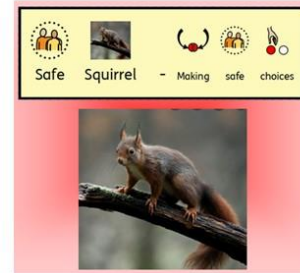
CITIZENSHIP SKILLS AWARD SCHEME- PRIMARY



? ? ? ? ?
What kind of citizen are you today?



CITIZENSHIP SKILLS AWARD SCHEME- SECONDARY



BEHAVIOUR AND ATTITUDES/ PERSONAL DEVELOPMENT: A STUDENT PERSPECTIVE

- Ty- Duke of Edinburgh Award Scheme
- Maisie- School Council
- Kelesie- Work Experience and Transition.



School Council meeting Wednesday 7th July 2022

School Council had a visit from Ellie and Russell. They wanted to know what School Council thought about behaviour in Warmley Park?

School Council gave them some good ideas, which will be shared with teachers in September.

Miriam talked to School Council about something exciting she will be doing this summer. She is going to Uganda to work in a school there. We talked about Warmley Park making links with the school in Uganda. Miriam will send Warmley Park photos about what she does in Uganda.

PERSONAL DEVELOPMENT

- We have adopted the mantra, “if you fall I will catch you” to encourage pupils to have the confidence and resilience to take on new challenges such the reassurance that we will be there for them. This has impacted positively on behaviour especially for secondary students.
- Wheelchair rugby and basketball are offered to provide a sense of equity for pupils. This has been very positively received.
- High quality work to enhance pupils’ spiritual, moral, social and cultural development- theatre trips, visiting theatre groups, drama workshops, dance workshops, inclusive sports on and off site with pupils from other schools.



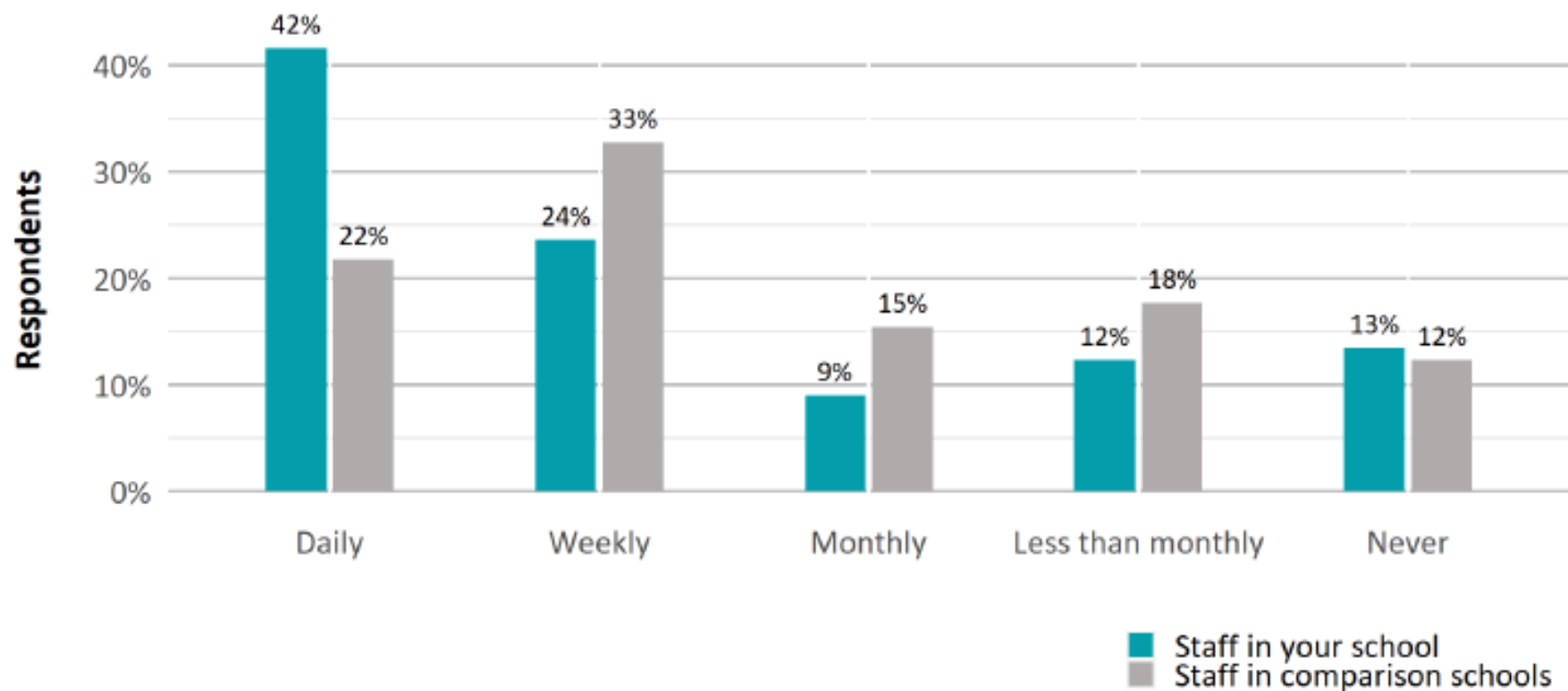
PERSONAL DEVELOPMENT

- WPSC is period positive and is addressing period poverty.
- Interventions to nurture and challenge aspirations are in place including pottery and piano lessons
- First Aid club has been well received with students making strong progress in their skills
- World of Work focus has been fully embraced with very high levels of engagement.
- All students who are leavers are going on to an appropriate setting that is able to meet their needs and therefore none are NEET.
- Tracking of students who are Year 14 leavers this year who started in Early Years identifies year on year progress in all areas of the curriculum. Most significant is their personal development along with their communication. As a result they are able to indicate their likes, dislikes, complete some tasks independently and show an awareness of appropriate behaviour.



PUPIL MENTAL HEALTH

How often do you talk to children in your school about their mental health and wellbeing?

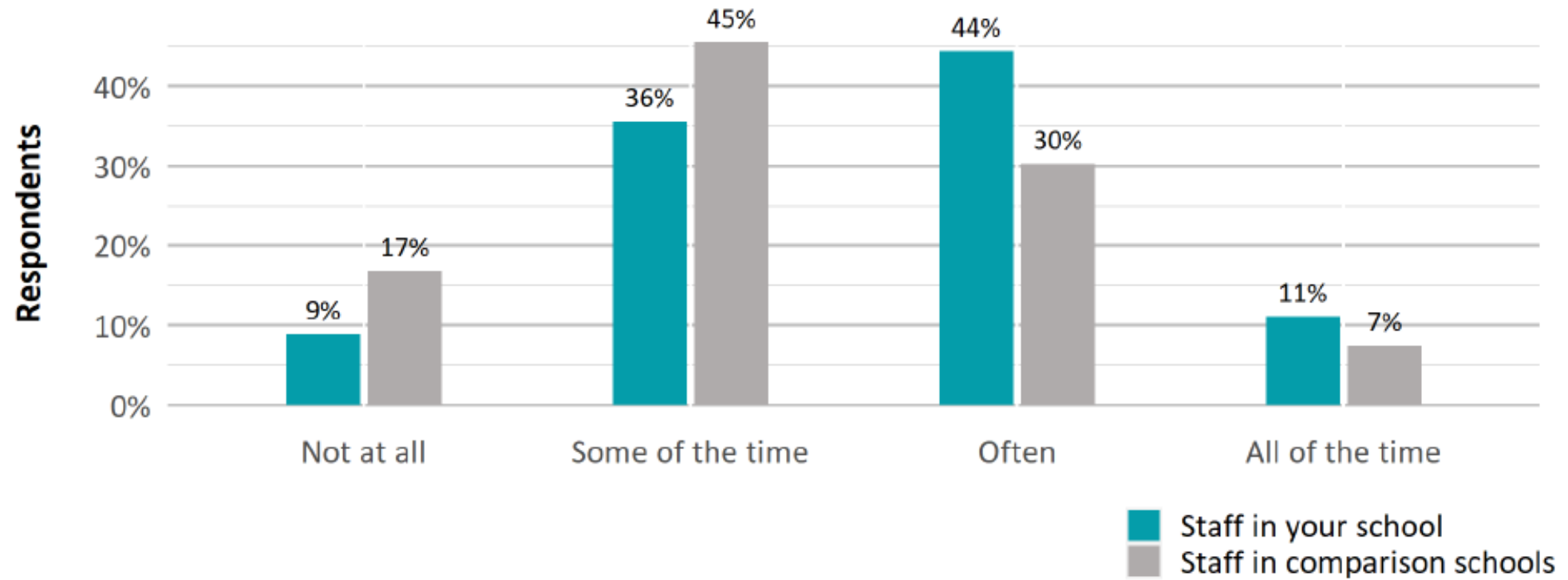


PERSONAL DEVELOPMENT- NEXT STEPS

- Engagement is still challenging for some students- this will be addressed through the semi-formal curriculum
- Improvement of play facilities including play dens- play time for Primary and Secondary pupils needs to be revisited with greater focus on social interaction and appropriate engagement
- Improvement of bathrooms to include music and ambient lighting.
- The impact of the PSHE curriculum needs to be measured through quality assessment.
- A middle leader to take on responsibility for the PSHE curriculum is required for September 2022. This will include delivery of Relationships and Sex Education which is considered an essential safeguarding requirement.
- Play Rangers- pupils who put themselves forward to take on the responsibility for ensuring that playtimes are safe, inclusive, and happy.
- Play Dens- areas with specific designations intended to improve social interaction and make play times more productive.

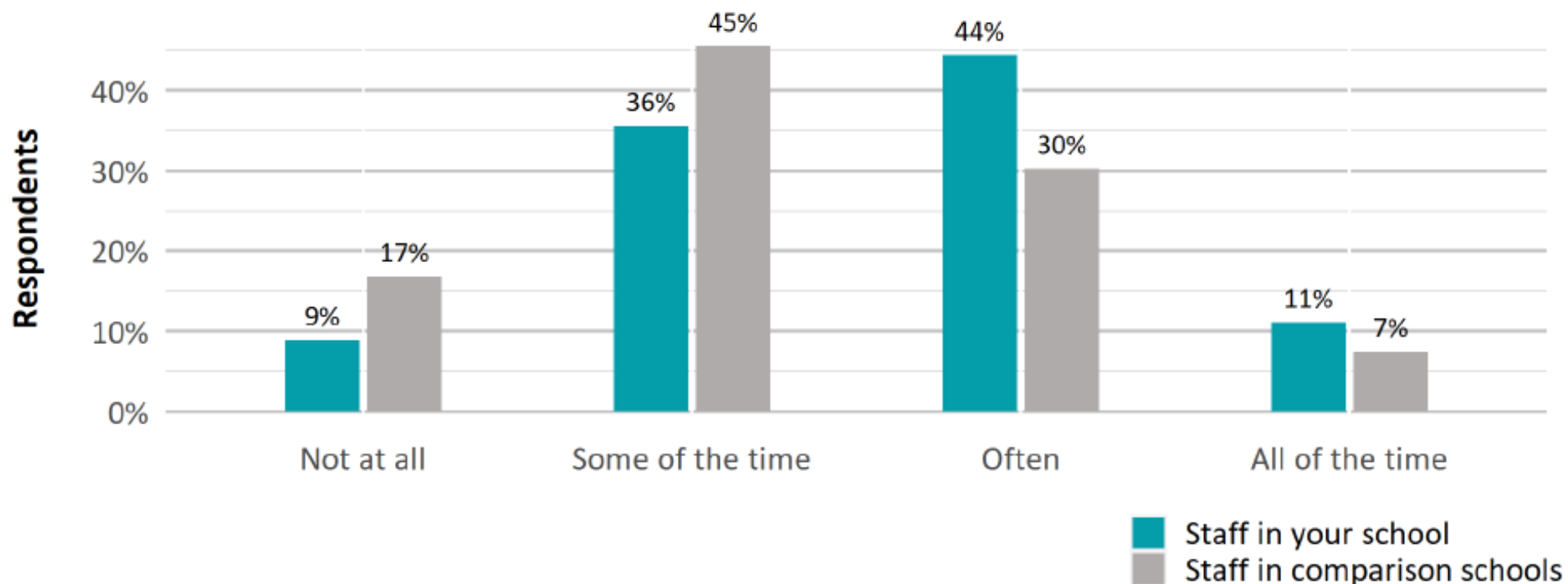
STAFF WELLBEING

My work has a positive impact on my mental health and wellbeing.



IMPACT OF WORK

My work has a positive impact on my mental health and wellbeing.



EAL TOOL KIT CORE VALUES

Cultural Awareness- developing our understanding of what is important to others

Identity- our name, our address and who we are. Individuals within a community.

Representative- our curriculum, our learning environment, our resources, and our languages

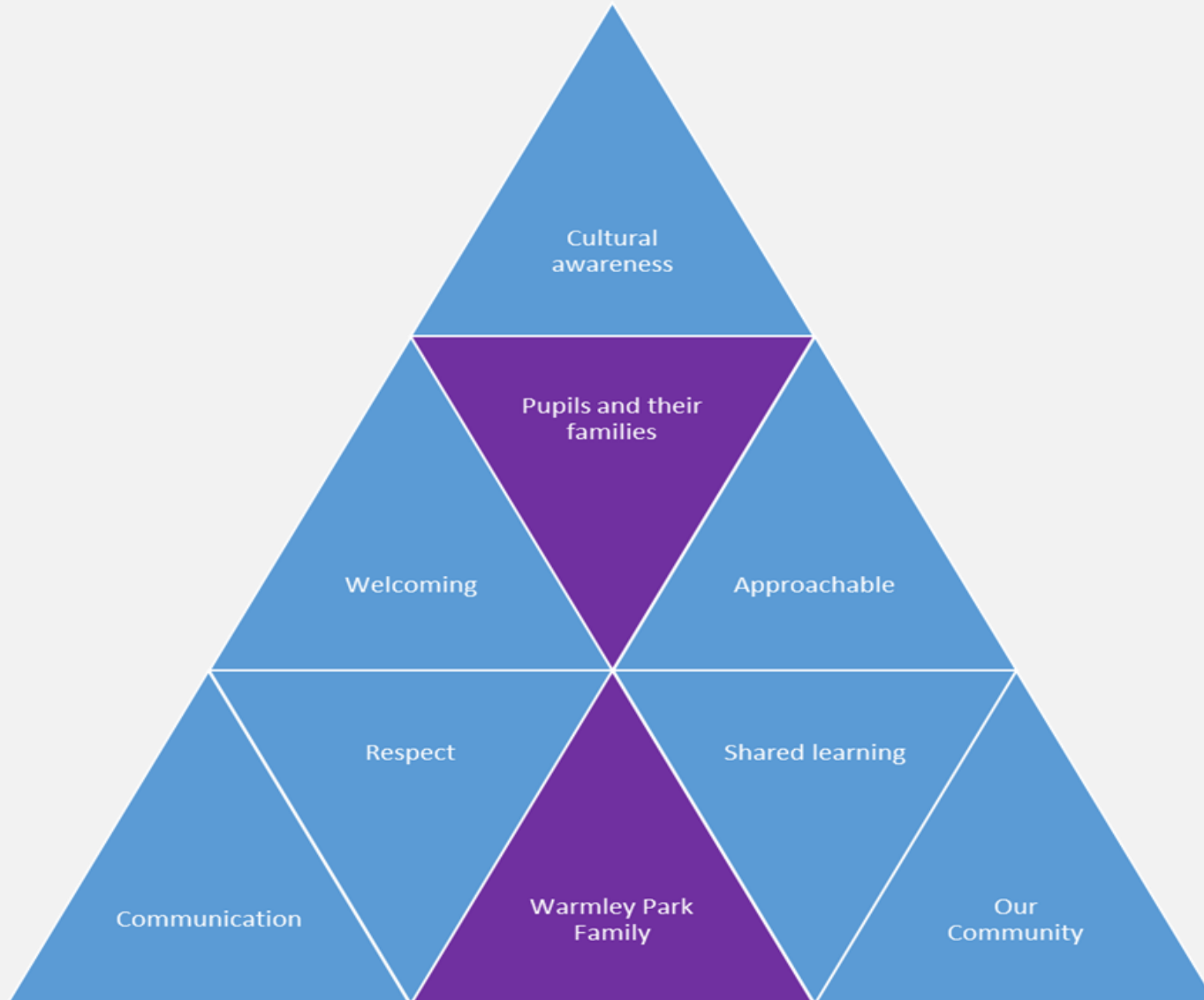
Communication- using technology such as Google translate with our Seesaw app.

Respect- knowing our pupils, knowing our families, knowing our staff. Valuing each other.

Shared learning- if you can learn my language, I can learn yours.

Community- using community groups to support our pupils and their families. Also building relationships for the benefit of our pupils

EAL RELATIONSHIPS



Pupils and their families are at the centre because we are here for them, and Warmley Park exists for them. Without our pupils and their families there is no Warmley Park. Families include siblings, grandparents, and extended relationships. The languages of each may be different.

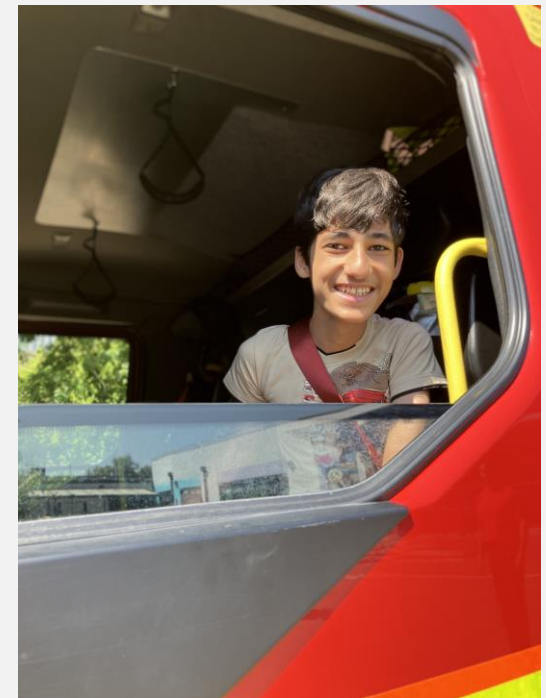
SAFEGUARDING

Number of safeguarding concerns recorded	394- until 28.6.22
Number of pupils with a safeguarding concern recorded	83 out of 163
Number of incidents for individual pupils- there is a correlation between behaviour and safeguarding for all of these pupils	1. 58 2. 53 3. 34
Classes where there are the highest number of incidents recorded	84 incidents Lavender- key stage 3 76 incidents Verbena- key stage 2 55 incidents Sorrel- key stage 4

- Numbers of incidents reported vary from term to term- current hot spots are around mental health and risky behaviours. This includes one student who has had police involvement due to their behaviour in the community.
- Concerns about families where there is social care step down due to parents needing to voluntarily engage.
- Where there are concerns about the wellbeing of a pupil and they require external support this is put in place, for example psychotherapeutic counselling or specialist sex and relationships education. We aim to be as responsive as possible with interventions both in school and from external professionals.

HOLIDAY ACTIVITIES AND FOOD

- Highly successful provision supporting those pupils who are at risk of not having a healthy holiday.
- Important for families who might struggle during the holidays
- Comments from parents were extremely positive
- Thank you to everyone involved in the delivery of HAF at WPSC.
- This could not have been delivered without the support of you!



ATTENDANCE

Number of pupils with less than 90% attendance	61
Number of pupils not attending because of COVID concerns	0
Number of pupils receiving Alternative Provision	3
Whole school attendance 21-22	89%

- Whole school attendance is considered to be very good given the high number of COVID cases earlier on in the year.
- Attendance continues to be monitored daily with unexplained absences chased up before 10am each day.
- One pupil was due to be referred to Educational Welfare as a result of concerns regarding attendance but this has now been resolved without the need to involve outside agencies.

2022- MOVING FORWARD

- Implementation of our Curriculum pathways
- Running records and IEP new formats to improve tracking and progress monitoring
- Continue with action research to improve teaching and learning
- Embed “Every Child Deserves a Champion- The Power of Connection”.

