



## **Penrose School**

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**Executive Headteacher: Mrs H Farnell**

**Deputy Headteachers: Mrs K Burgess & Mr A Laurence**

**Assistant Headteacher: Miss V McCarthy**

## **Penrose School**

(Part of Elmwood and Penrose Federation)

## **School Evaluation Form**

*2018-19*

*(October 2018)*

## School Context

- Penrose School is a Special School in Bridgwater which caters for children who have Special Educational Needs within the Primary Phase (Reception to Year 6). There are currently 43 children on roll, this is slightly above the designated places allocated by the Local Authority in September 2018. From the 43 children, there are 31 boys and 12 girls.
- The designation for the school is Severe Learning Difficulties, Moderate Learning Difficulties, Profound and Multiple Learning Difficulties and Autistic Spectrum Disorder, we also have a small number of students whose primary need is categorised as Social, Emotional and Mental Health Needs.
- All students at Penrose School have an Education, Health and Care Plan in place or are on an assessment placement following a move to the local area. Pupils' attainment on entry is well below the national expectation.
- Pupils are drawn from Bridgwater, Highbridge, Taunton and surrounding areas. Our catchment areas are mostly within the 20% most deprived areas of the country with parts of Bridgwater and Taunton being within the top 10% of the most deprived areas.
- We currently have 51% of pupils who are eligible for Pupil Premium and 3 pupils who are currently looked after.
- The vast majority of pupils are white British. 7% of pupils have English as an additional language.
- Penrose School is the home of Sedgemoor Switch, which is a specialist service which provides both Outreach and In-reach support for pupils with Special Educational Needs, this service provides specialist resources, advice and support for pupils in mainstream schools.
- Penrose School is one of 2 schools belonging to the Elmwood & Penrose Federation. Elmwood School which is the Secondary school within the Federation is co-located with Robert Blake Science College also in Bridgwater and provides a specialist secondary provision for 89 students. Elmwood School caters for students in Year 7 to 11. Elmwood School also has a separate Post 16 centre, the Jean Rees Centre, is co-located on Chilton Trinity School and 1610 leisure centre also within Bridgwater. The three separate sites within the Federation allows for pupils to access specialist provision, but mirrors the usual transitions from primary to secondary education in line with mainstream partners.
- Penrose School is a purpose built Special School which was re-built in 2014. It is built over two floors and has both stairs and a lift which enables full accessibility for all pupils. Penrose School has a sensory room, soft play room and specialist changing facilities with tracking hoists.
- There is a separate wing to the school which has a training centre including both training room and conference room.
- The Federation is the home to the Learning Support Centre, the main centre is based within Elmwood School, however the lead of the centre runs coffee mornings and other events at Penrose School which enables colleagues from other schools, parents and carers and members of the local community to access and loan specialist resources.
- The school is a key partner within Sen.se (Special Educational Needs, Somerset Expertise). Local Special schools working collaboratively to share good practice, share resources, organising shared conferences and training and enabling staff to work together on assessment and moderation.
- As part of peer review and challenge, Penrose School is linked within a quadrant of 3 other Special Schools, where the Headteachers work together to review aspects of work in each school, provide challenge and peer review opportunities.
- The Senior Leadership Team consists of Helen Farnell, Executive Headteacher, 2 Deputy Headteachers (Andrew Laurence and Kat Burgess) and Vicki McCarthy, Assistant Headteacher. There is a Senior Leader link on each of the sites within the Federation. Kat Burgess, Deputy Headteacher acts as the Senior Leader link for Penrose School. There are a team of Middle Leaders who are responsible for the day to day organisation and management of each Key Stage. They work closely together to ensure there is smooth transition and progression from one Key Stage to another. Michaela Foster is responsible for Early Years and key Stage 1 alongside any pupils following the Multi-Sensory Curriculum and Lisa House for Key Stage 2 which includes a Nurture base.
- The Family Team and Wellbeing Team work closely with pupils and their families. This team liaise closely with multi-agency professionals, take the lead with Early Help Assessments and support families through a programme of coffee mornings, workshops and parenting programmes which take place throughout the year.
- Our Health and Wellbeing Lead has excellent links with all the relevant health professionals, she supports clinics, appointments and also ensures staff receive relevant training throughout the year. She is one of 2 Mental Health First Aiders, who have completed training in this area and work across the Federation to support children and families with mental health needs.
- We have a school Counsellor who offers both Counselling and Play Therapy to the pupils across the Federation.

Significant changes since the last inspection	Impact
<p><b>Leadership and Management</b></p> <ul style="list-style-type: none"> <li>• Succession planning within the Governing Body, with clear rolling programme of Chair and Vice Chair of the Board on a rolling programme. Bespoke training for the Board of Governors in Safeguarding.</li> <li>• Restructure of Middle Leadership took place at Easter 2017, creating a leader for each Key Stage across the Federation with direct responsibility for the day to day organisation and management of each department and leadership role in the curriculum.</li> <li>• The development of the Growth and Development Booklet for Teachers Appraisals, with a clear focus on self-reflection and self-improvement was implemented in September 2017. This had a clearer focus on teachers' development and improvement.</li> <li>• The appointment of a new School Business Manager and Premises Manager has ensured effective line management for the HR, Finance and Premises Team. Ensuring compliance with Health and Safety and Financial Management.</li> <li>• The introduction of a clear Annual Management Planner in September 2017, with a clear cycle of monitoring, scrutiny and evaluation ensured deadlines were met and events were successfully planned and carried out.</li> <li>• Further improvements to the Safeguarding Team, safeguarding is a key focus on SLT meetings, it is reported at all Full Governor Board meetings and is a central part of our Induction training, staff CPD and INSET planner throughout the year. The data through My Concern feeds into referrals for the Family Team and this is discussed at Family team link meetings where actions are monitored and impact measured.</li> <li>• Designated Safeguarding Leads have areas of focus where they attend specialist training and also lead the cascade of training to staff within school, this includes a focus on Radicalisation &amp; extremism, Child Sexual Exploitation, Online Safety and Cultural issues around Safeguarding including FGM (Female Genital Mutilation &amp; honour based violence)</li> <li>• Annual CPD offer enhanced and broadened and tailoring to small groups of staff around specific needs of pupils and/or skills of specific groups of staff.</li> <li>• Induction procedures for staff improved with a clear induction pack, training cycle and the opportunity to meet together as a team of new starters to share experiences, ask questions and learn and develop together.</li> <li>• Implemented a structure for support staff, creating very clear roles and responsibilities linked to Job Descriptions and Pay Grades and giving very clear lines of progression for aspiring members of staff. Growth and Development booklets developed for Support staff at their different levels, with clear standards and a focus on Personal Development.</li> <li>• A focus on CPD for leadership team, including NPQML, NPQH, SWALLS Leadership programme, Internship and Coaching.</li> <li>• The launch of the Junior Leadership Team has enabled a greater emphasis on Pupil Voice, the leaders lead the School Councils and then come together with other leaders from across the Federation to discuss changes needed, make decisions alongside meeting Senior Leaders and organising events. Junior Leaders are actively engaged in recruitment of new staff and representing the school at external events. They have designed additions to the school uniform.</li> </ul>	<ul style="list-style-type: none"> <li>• Succession planning enables the Board of Governors to continue to function appropriately offering challenge but having the level of knowledge of the school.</li> <li>• Distributed leadership has ensured a greater systematic process of monitoring teaching and learning at all levels with increased capacity to hold others to account.</li> <li>• Coaching model used throughout monitoring of teaching and learning is creating reflective practitioners and has raised aspirations and professional development. This has enabled senior leaders to hold teachers to account, but also create an ethos of solution focused thinking and creating reflective practitioners. Appraisal targets were tracked for all staff and completion of targets was high with good outcomes.</li> <li>• Creation of structure within the support staff has enabled clear lines of progression and has raised expectations, lines of accountability and given more aspiration for young, new and ambitious staff.</li> <li>• Improved Safeguarding systems has ensured a tighter focus on open cases, increased links to social care and other agencies and increased Early Help Assessments following review of chronologies. This has led to improved outcomes for families including debt management, access to Somerset Supporters and respite.</li> <li>• Annual management planner has ensured a cycle of evaluation, a higher degree of accountability and a strategic focus on development areas.</li> <li>• Junior Leadership Team ensures a greater emphasis on Student voice both within the school and across the Federation.</li> <li>• Premises Manager has meant an improved focus on Health and Safety procedures and policies including risk assessments. Additional training for the team and an increased focus</li> </ul>

<p>There is a link Governor to the Junior Leadership Team meetings who attends and is involved in this work.</p> <ul style="list-style-type: none"> <li>• Increased the number of classes at Penrose to 5 in September 2017 and introduced the Nurture Group.</li> <li>• Introduction of weekly link meetings between Middle and Senior Leaders to ensure timely sharing of information, accountability, scrutiny and monitoring activities take place throughout the year.</li> <li>• Member of the Senior Leadership Team has taken an active role in community multi-agency groups including Together Team, Team Around the Schools, Sedgemoor Learning Alliance, PFSA working group, Inclusive Schools and the Safeguarding Education Board.</li> </ul>	<p>on value for money in maintenance and servicing.</p> <ul style="list-style-type: none"> <li>• Weekly MLT/SLT link meetings has ensured timely sharing of information and ensured that events within school are planned in advance and communication has improved.</li> <li>• Reduced numbers in classes has had an impact on behaviour and also enabled a more personalised approach to the curriculum.</li> <li>• Membership of local and County groups has ensured the school has up-to-date information and local and regional initiatives. There is a structured way of sharing information about students and families, learning together as a multi-agency group and the ability to have professional dialogues with colleagues from other agencies. This has had improved outcomes for families including housing, drug and alcohol service and access to other services.</li> </ul>
<p><b>Teaching, Learning and Assessment</b></p> <ul style="list-style-type: none"> <li>• September 2017, the new Kaleidoscope Curriculum was launched, there are now clear pathways for learners of all abilities and all ages. The curriculum links closely to relevant assessment which enables the school to demonstrate the progress pupils are making.</li> <li>• The Online Safety Curriculum and Computing Curriculum was launched in April 2018 with clear pathways for learners to follow according to their starting point in terms of knowledge and skills.</li> <li>• Relationships and Sex Education Curriculum alongside the PSHE Curriculum was launched in April 2018 which supported the work of both class teacher for whole class teaching and also the Intervention team who deliver small group and also 1:1 specialist work in RSE and harmful sexual behaviours.</li> <li>• Core leader roles in English and Maths developed and given clarity around expectations. are engaged in data analysis, target setting, writing subject SEF and SIP and monitoring teaching and learning across the school.</li> <li>• Introducing a Multi-Sensory Curriculum for our Sensory Learners ensures that their complex needs are being met and their small step progress and development is tracked and celebrated.</li> <li>• There has been a review of the Intervention team, ensuring there is a clear referral process with focused objectives. All interventions are now time limited with clear review process built in to ensure that impact can be measured.</li> <li>• Marking and Feedback Guidance document launched, giving clear guidance to teaching staff alongside specific training where required.</li> <li>• Increased training in Communication and relevant software for pupils to use specialist hard and software to assist and augment their communication systems. This includes Eye-gaze technology, I pads alongside specific and specialist training for staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum is appropriate and meaningful for all learners.</li> <li>• Core leaders have a clear understanding of their own roles, they work together to ensure consistency and have clear Development Plans in place for their own subject.</li> <li>• Mainstream inclusion is offered to the most able where relevant to add challenge.</li> <li>• Assessment systems are now related to the curriculum for each group and relate to the learning taking place within the classrooms.</li> <li>• All students have personalised communication system in place which has had a positive impact on pupils having their own voice, making choices and developing independence.</li> <li>• (See Outcomes section for progress data for 2018)</li> <li>• Intervention referral system has ensured that all interventions are targeted with clear focus on outcomes, these are now time limited with a review process.</li> </ul>

<ul style="list-style-type: none"> <li>English &amp; Maths tests are now carried out consistently across Key Stage 2 were relevant, these are scored and provide a baseline score alongside teacher assessment in which to set targets.</li> </ul> <p><b><u>Personal Development, Behaviour and Welfare</u></b></p> <ul style="list-style-type: none"> <li>Increased participation in PCR reviews by the Family Team to ensure focus on Action Plans link to long term aspirations and improved engagement with school.</li> <li>Attendance is carefully tracked, with links to the Education Welfare Officer and challenge to families where attendance needs to improve. Closer tracking and joint working with respite and hospice settings to ensure that when pupils are unable to attend school through illness and surgeries, school have regular contact and learning continues wherever possible.</li> <li>Introduction of Thrive, increased Thrive Practitioners completing the training and embedding of nurture principles throughout the school.</li> <li>Nurture group set up in September 2017, Thrive practitioner leading this group. 2 students access this group and all learning is based around making and maintain relationships, emotional development, the sense of self and building resilience. Lead practitioner attended training in Nurture Network and implemented Boxall Profile as a means of assessment within the Nurture Group.</li> <li>Development of timetables throughout the school to ensure that we maximise learning time, reduce time for unstructured times and ensure that we are meeting the requirements of the National Curriculum wherever relevant.</li> <li>Improved engagement with parents and carers, developing the keyworker role and early help interventions for families.</li> <li>Working closely with the NSPCC as part of the recently launched PSHE curriculum which links directly to the NSPCC Pants programme which teaches young people to recognise abuse and how to keep themselves safe. This also feeds into the specialist work for PSHE and SRE which we have developed over the last year at different levels.</li> <li>Behaviour Watch is now in place and all incidents involving challenging behaviour are logged electronically, this enables senior leaders to analyse behaviour of both individuals and groups at anytime and use real-time data to inform planning, staffing, CPD and support.</li> <li>Clear Intervention referral system has been implemented which gives a clear Plan, Do, Review cycle. Interventions are time limited and tracked carefully to ensure focus is impact driven. Interventions include work with families alongside RSE (Relationships and Sex Education, Health &amp; Wellbeing and Mental Health, PSHE, Friendships, emotion coaching, counselling and also support for families.</li> <li>August 2018, Holiday Scheme was launched for the first time. This scheme enabled parents to get respite and pupils accessed high quality fun and active sessions. Very positive feedback received from both staff and parents and this scheme ran in parallel to the Family Activities which were well attended throughout the summer holiday.</li> <li>We continue to work in partnership with Health around our very complex young people, September 2018 we have developed this work to ensure that young people with complex health needs, where possible can attend school and now have 1:1 dedicated careworkers in place supporting alongside education staff. We have also developed a home working system where staff can attend home to support and provide education to children who are not able to attend school.</li> </ul>	<ul style="list-style-type: none"> <li>The Family Team are bridging the gap between home and school and we have seen an increase in EHA (Early Help Assessments) with our families which have prevented them reaching crisis situations.</li> <li>The attendance for the whole school for 2017/18 is 91.01% (this includes students who have not been able to attend school due to complex and life limiting medical conditions. If we take these students out of the whole school data it is 95.4%)</li> <li>Thrive – nurture principles are more embedded throughout the school including Nurture Breakfast and Mindfulness which help students to regulate and prepare themselves for learning. Pupils are assessed using Thrive and data is collated and analysed which gives actions for future work.</li> <li>The Nurture Group has had a significant positive impact on behaviour.</li> <li>Timetables now maximise learning time in all Key Stages.</li> <li>Pupils have learnt how to recognise abuse and how to keep themselves safe.</li> <li>Real time data from Behaviour watch has enabled middle and senior leaders to tailor training and support to put in strategies to manage behaviours which challenge.</li> <li>Increased attendance by pupils with complex medical conditions. Staff have trained alongside care staff and this has given greater confidence in dealing with complex health needs.</li> </ul>
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### Key Issues from the Previous Inspection

*'The new assessment arrangements are used effectively to ensure that all pupils make the best possible progress.'*

The Kaleidoscope Curriculum was introduced in September 2017. The new curriculum enables pupils to follow a specific pathway throughout their Primary Education which is relevant to their needs but also enables them to access a rich, innovative and creative curriculum which enables them to progress and develop but also prepares them for the next stage in their education. The assessment framework in place links clearly to each pathway, so the assessment is relevant to the curriculum the pupils are following. Data is collected 3 times a year, Autumn term Baseline, Mid-Year to check progress indicators and end of year to track progress over time.

Worked with local and regional special schools to develop appropriate assessment frameworks which link directly to the relevant curriculum. Matrix developed for target setting, which gives annual and key stage expected progress indicators. This has enabled the school to make judgements about the individual and overall progress of students.

Trackers have been developed for data have enabled analysis to be detailed to enable leaders to drill down to the detailed analysis of groups and cohorts, which in turn has led to the identification of areas of focus and where interventions for individual students need to take place.

English and Maths testing has supported teacher assessment for both Baseline and End of Year assessments.

*'Teachers consistently set challenging targets that promote good achievement, particularly for the most able'.*

Targets set are relevant to each child, their individual starting point and which curriculum pathway they are following. Targets are set after Baseline data is collected and moderation has taken place. Mid-year data collection enables teachers to make a judgement about progress so far. Interventions are planned for pupils falling behind to help boost their progress.

Targets are set according to the matrix and take into account their starting points and age.

From September 2018, teachers are working in triads/ quadrants to observe each other, moderate books and work and provide a structured and safe forum for challenge and celebration alongside sharing of good practice.

## Self Evaluation

### Effectiveness of Leadership and Management

Outstanding

#### Strengths:

- The Leadership Team and the Board of Governors have high expectations for what all learners can achieve and ensure high standards of provision and care for pupils, and are highly effective, having an excellent understanding and appreciation of all the key aspects of the school, its strengths and development priorities.
- There is a culture of high expectations and everyone believing in themselves to be the best they can, leaders and Governors encourage pupils and staff to excel, this is evidenced through a clear staffing structure with development and progression opportunities and through a high quality CPD programme. There is clear evidence of succession planning with support staff training to become teachers and securing teaching roles within the school.
- The restructuring of Middle Leadership in 2016-17, has ensured distributed leadership across the school and clear lines of accountability. Since their appointment there has been a focus on leadership training including SWALLS Leadership & Management Course, training around accountability and coaching.
- The Executive Headteacher asked staff how they thought the school was well led and managed on her arrival in September 2016, 70% gave a positive response to this question. The improved communication, the work on CPD and developing clear aims and vision for the school has seen a improvement in this and in September 2017, this had risen to 97% of staff feeling the school was well led and managed.
- At the last Ofsted Inspection, the inspector noted 'You have had a positive impact on the school. You lead the school well. Staff commented on your drive and the improved morale in school, as well as the challenge you have provided.' (Ofsted 23 March 2017). In the 2018 Parent Questionnaire, 100% of parents said the school was well led and managed.
- In 2017, the Executive Headteacher hosted an awards evening for staff at the end of the school year, staff nominated winners and awards were given out to celebrate hard work, dedication and commitment to the role. The evening was well attended, it increased morale and staff mentioned this as a highlight of the year. At the 2018 Awards Evening, there was increased attendance including Governors.
- Performance Management systems are rigorous and effective, including that of the Executive Headteacher, identifying good practice and, where necessary, focused development and CPD opportunities. The 'Growth and Development Booklet' for Teaching staff has ensured a clear focus on Personal Development and improvement. The newly formed Learning triads and quadrants has given greater opportunities for teaching staff to come together in small groups and engage in professional dialogue around teaching and learning, engaging in moderation and sharing good practice.
- The Executive Headteacher has led both staff and Governors to carry out a review of the school website. The school launched their Twitter account in September 2017 which has ensured timely sharing of information and increased engagement with parents and carers.
- The Executive Headteacher introduced the Staff Telegraph which is a staff newsletter circulated to all staff fortnightly, this has proved an effective way of sharing information regularly and ensuring staff are up to date with meetings, recruitment, safeguarding information and training opportunities.
- The Appraisal system for support staff has been vastly improved, linking to clear standards for support staff at all levels, there is a clear emphasis on Personal development and encouragement for staff wanting to improve their skills.
- The Assistant Headteacher has led the work of the PFSA's across the County, which has ensured all schools are using consistent standards and line management and to ensure there is a consistent level of accountability. Through this work, has been the development of the BVPT (Behaviour and Vulnerability Profiling Tool) which has been developed for Special Schools and is now being launched for all schools within the County to access and use. The BVPT has enabled us to track the most vulnerable pupils, cross-reference with Safeguarding, Behaviour and Thrive data to ensure that despite their vulnerabilities we are giving them every opportunity to excel.
- Through this review work of PFSA's, we have created a sharper focus on the work of the members within the Family Team ensuring that the PCR's are pupil focused and hold the young person at the heart of decision making and target setting.
- Senior leaders have a clear system of monitoring in place, The Annual Management Planner shows when monitoring activities take place throughout the year. Teaching and learning is observed, pupil's books are scrutinised and planning evaluated, feedback is given in writing with photos to evidence what is observed. Reflective questioning is used to support teachers to improve their practice.

- Where concerns are raised through these monitoring activities, underperformance is challenged, support is offered; and clear expectations and objectives are given. Further monitoring takes place to ensure that things are improving. Recently the school has offered support to another local special school to support teachers in their professional development.
- Induction programme for new staff has been improved further, ensuring there is a rolling programme of training for new staff and the opportunity for new staff to come back together periodically to share experience, ask questions, build confidence and skills and develop skills and expertise.
- Support for NQT's (Newly Qualified Teachers) is of high quality, weekly support is offered through both Middle and Senior leaders, regular observations and mentoring takes place and the school leaders work closely with the Local Authority to ensure that NQT's are given the right support alongside training and development and under regular review. July 2018, the ITT student achieved Grade 1 in all areas, he is now working as an NQT at Elmwood School. This will be the third teacher who has grown through the Federation as they started as Teaching Assistants. Senior leaders actively encourage and support staff who want to study and gain qualifications.
- Recent work on the PCR (Person Centred Review) process has ensured that teachers are focused on both short and long-term objectives and use these to plan the curriculum and experiences. The Family Team support all PCR meetings and ensure that all families are supported and know how to access help and support at any time.
- Pupils working in the Early Years and Key Stage 1 follow the Development Matters Framework which shows their progress and development over time. All pupils made progress in all domains. At least 20% of pupils made 100% progress through a phase in all areas of learning. In PSED, 50% of pupils moved at least one whole phase.
- Pupils in Key Stage 2 either follow the Multi-Sensory Curriculum (MSC) or the National Curriculum (NC). For pupils following MSC, 72% of pupils made good or outstanding progress across the 8 domains. For pupils following NC, 84% of pupils met or exceeded their targets in English and 87% met or exceeded their targets in Maths.
- Pupil premium is allocated effectively with a clear strategy focused on progress and development. and as a result, pupils in receipt of Pupil Premium make progress in line with their peers. The End of Year data shows that in English, for pupils in receipt of Pupil Premium, 83% met or exceeded their targets in comparison to 85% of pupils who are not in receipt of the grant. In Maths, those in receipt of pupil premium achieve higher than those who are not (93% for those who are and 83% for those who are not.) For pupils following the MSC, pupils in receipt of PPG, 63% met or exceeded their targets in comparison to 59% who are not.
- The Primary PE and Sport Grant is targeted at Competitive Sport, Outdoor and Adventurous Activity and providing additional swimming and hydrotherapy. The focus is around sustainability and legacy to embed these principles.
- Governors hold leaders to account for the Grant funding allocation and spend and through challenging discussions, question the use and impact.
- The Designated Teacher for Looked after Children meets with the Assistant Headteacher monthly to review the progress, attendance and the allocation and impact of PEP funding. The Designated Teacher has good links with social workers from different authorities. Last year we had 1 pupil who was a CLA (Child Looked After), this has increased to 3 pupils in September 2018.
- The revised Kaleidoscope curriculum at Penrose School has ensured that English and Maths remains a core focus every day with a thematic approach to the other subjects allowing for a creative blend of the Foundation subjects to be delivered in innovative ways.
- The development of the Multi-Sensory Curriculum has enabled students with profound and complex learning needs to have a relevant and developmental curriculum which focuses on communication and independence.
- The Kaleidoscope Curriculum alongside the PSHE Curriculum and the work of the School Council and Junior Leadership Team ensure a constant focus on pupil's spiritual, moral, social and cultural development.
- Enrichment weeks provide focused learning around topical issues locally, nationally and internationally. During 2017-18 pupils learnt through topics on Colours, Make it go and The Great Fire of London. Enrichment weeks were focused on Science and Technology, The Arts and Cultural Diversity. In 2018-19 topics are planned around My World, Minibeasts and Riddles and Rhymes with Enrichment days and weeks focusing on Online Safety, Global Citizens and a Challenge day exploring enterprise and employability. Topics and enrichment provide a rich broad curriculum where pupils are encouraged to develop curiosity, imagination and are inspired to learn.

- Staff are highly skilled at managing behaviours which challenge, focused support and training has had a high level of success which has seen a reduction in incidents for individuals where there was significant concern. This has included the development of Nurture provision and targeted interventions.
- Attendance at Penrose School for the year 2017-18 was 91.01%, this includes a very small minority of students who have very complex and life limiting medical needs whose attendance at school has been minimal. Without these children included the attendance increases to 95.4%. For this group of pupils, there are timetables in place for staff to visit pupils at home and ensure that they have the opportunities to access learning activities. There are good links with respite providers and the Hospital School where relevant. Pupils who are eligible for Pupil Premium show good attendance at 96.78% and CLA 98.12%. Senior leaders meet with the Attendance Officer fortnightly to review and analyse attendance data. Meetings have clear outcomes with swift action which has ensured improvements have been made where there are concerns.
- Parents and staff are very supportive of the school and responses in the annual questionnaires were very positive. In 2018 Parent Questionnaire, 95% said their child was happy at school. 100% of parents said they would recommend the school to other parents and that their child was well looked after.
- The school meets its statutory Safeguarding responsibilities, including staff training, Child Protection reporting systems are highly effective and all aspects of safeguarding are rigorously and regularly reviewed. Safeguarding is a standing agenda item on Senior Leadership Team meetings where cases, policies and practice are discussed. There is a high focus of safeguarding on Induction and training of staff which includes general updates and specialist areas of work. To this end, staff have completed relevant Safeguarding Training including specific training in Prevent and E-Safety, Child Sexual Exploitation and Harmful Sexual Behaviour.
- The My Concern software enables the DSL to monitor concerns on a daily basis and to report data on concerns over time and for specific groups of pupils. The Executive Headteacher reports to Governors about Safeguarding through the Executive Headteacher's report at each Full Governing Body Meeting.
- The HR Manager is meticulous in her record keeping, she ensures procedures in Safer Recruitment are adhered to at a high level. She has worked extensively at improving staff absence and her support and challenge has had a significant impact on staff morale, wellbeing and attendance.
- Designated Safeguarding Lead and the Safeguarding Governor has completed the Safeguarding Audit for the Local Authority. An action plan has been drawn from the findings of the audit which will drive further improvements.
- The Executive Headteacher is a member of the Education Safeguarding Board for the Local Authority which ensures that the school is aware of local, regional and national initiatives and kept up to date with statutory and local policies and procedures. The Executive Headteacher cascades this information both within school and also across the Sen.se Schools.
- The Assistant Headteacher attends the local Together Team with the local Police where information is shared about families of concern. Actions are set and these are reviewed weekly. This has had significant impact in pulling multi-agencies together to support families and prevent crisis.
- The school's link social worker is working in school once a month to meet with the Assistant Headteacher and the Family Team, to update the BVPT and to share important information about families we are all working with.
- There are robust procedures in place for Educational Visits, both the Assistant Headteacher and the Premises Manager have completed the relevant training and also led training on carrying out Risk Assessments and the roles and responsibilities whilst on an educational visit. A comprehensive tracker is in place which is closely monitored by the Senior Leadership Team.
- In the previous Ofsted, the inspector noted that 'A strong culture of Safeguarding is evident in your school. You, your Governors and your staff take their responsibilities for safeguarding very seriously. The checks on staff recruitment are robust, and records are meticulous.' (Ofsted 23 March 2017)
- The development of structure throughout staff groups including Leadership, teaching and Support staff, has enabled clear routes of progression and career opportunities. This was a strength in the latest staff questionnaire (September 2017) where 84% of staff said they were now aware of development opportunities in comparison to 29% the previous year.
- CPD is held in high regard for staff across the school and in the staff questionnaire in September 2017, 94% of staff said that they feel supported in their own professional development. We have actively encouraged staff to enrol on college and university courses including Initial Teacher Training. The refined Appraisal system has enabled leaders to target the training the school offers, there is a programme of training which takes place weekly to support the development, expertise and skills of staff at all levels.

- This structure and development has ensured there are clear roles and responsibilities and clear lines of accountability for all staff. Progression opportunities now evident supports succession planning at all levels.
- There is an active Online Safety Working Group which is led by a Deputy Headteacher, the Chair of Governors and other key staff within the Federation support this group. They are working on creating policies and looking at the online safety curriculum.
- This working group ensure that policies are kept up to date. The school is aware of the latest initiatives and the curriculum is tailored to the needs of the pupils but is relevant to local contexts and national agendas.
- Outreach and In-reach work increased throughout 2017-18 which supported local mainstream schools to manage children with complex SEND needs. The work prevented a number of children from being excluded from their mainstream placement and received positive feedback.
- A review of ICT equipment has taken place and new devices have recently been purchased to enhance and innovate the curriculum and experiences for pupils. New equipment includes eye-gaze technology which is transformational for pupils with complex physical and learning difficulties.
- When leaders visit classrooms and monitor teaching and learning, pupils are keen to share their work, they are evidently proud of their achievements and can talk about their learning. Feedback in lessons is focused and this supports pupils to practice skills, there is evidence in books to show feedback is followed up and pupils make progress.
- The Junior Leadership Team was re-elected in September 2018 and the Junior leaders run the school council. They meet with other Junior Leaders from both Elmwood and the Jean Rees Centre, the leaders are very proud of their role and can talk confidently about what this means. They meet periodically with members of the Senior Leadership Team to talk about some of the initiatives they want to pursue. They are actively involved with the recruitment of new staff, they contribute to charity and fund raising events and represent the school at external events.
- At School Council and Junior Leadership Team Meetings, pupils learn how to discuss and debate topical issues. They advocate for younger pupils and make decisions which benefit the whole school population.
- In March 2018, we were informed that we were going to design a new school. The new school will be a bigger all through school, bringing together Penrose and Elmwood to create 160 places for Year Reception to 11. We will be retaining Penrose School building which we will adapt to be the Post 16 provision. The new school will be open September 2020.

**Development areas:**

- Work closely with the Project Team to design a new school which supports the needs of the wide range of pupils and responds to the strategic view of the Local Authority to reduce the number of Independent placements.
- Ensure there is a focus in CPD around therapeutic areas, including physio, SALT and OT
- Continue to develop support for mainstream schools through CPD opportunities and Outreach
- Ensure there is provision in place to support staff wellbeing, including staff support mechanisms – Supervision Toolkit, nominated people within the staff team to talk to.
- To develop the role of Parent Mentors and increase participation in parent courses and workshops.
- To continue to work in partnership with local Teaching, Special and local schools to share good practice, resources and CPD opportunities.

**Strengths:**

- Teaching staff have a detailed knowledge of the next small steps required for pupils to progress in all aspects of their learning and plan accordingly, they are skilled in identifying and implementing the specific strategies that best support individual pupils to learn effectively.
- The Kaleidoscope Curriculum was launched in September 2017 following extensive review and development work in the spring and summer terms prior. This has enabled a meaningful, creative, rich and innovative curriculum offer which meets the individual needs of all pupils. There are now clear pathways for pupils to follow according to need.
- English and Maths are taught daily and teachers hold high expectations that pupils will transfer skills in English and Maths across all subjects.
- Teachers' employ a range of strategies relevant to pupils within their class, they hold high expectations and model excellent attitudes to learning. They give pupils opportunities to consolidate skills and understanding through the use of structured tasks.
- Alongside the Kaleidoscope Curriculum, the Online safety, Computing, PSHE and RSE curriculum frameworks were created. These schemes have given structure to the teaching of these subjects and enabled progression throughout the Key Stages.
- The Multi-Sensory Curriculum focuses on communication, developing independence and building relationships. Technology, including eye-gaze, Ipads, switches and touch screens augment this curriculum and enhance the accessibility for pupils with the most complex needs.
- Pupils in the Early Years and Key Stage 1 follow the Early Years Curriculum, they have continuous play opportunities and experience a range of play based and practical learning tasks throughout each day. Their development is tracked using Development Matters and all pupils have a Learning Journal where photos, observations and work is collated. In September 2018, the school launched Tapestry as a tool for collating evidence for Early Years and sharing this with parents and carers.
- Pupils working within Key Stage 2 who are not following the Multi-Sensory curriculum, follow a more traditional National Curriculum model, they experience core learning each morning followed by a thematic curriculum which blends the arts, science, technology and humanities through a theme which creates a rich, creative and interesting curriculum for pupils to enjoy, learn and develop.
- Staff are highly skilled in managing behaviours that challenge and where incidents occur, staff are swift to act and ensure there is minimal impact on the learning of other pupils.
- Assessment meets the relevant curriculum the pupils follow. All pupils are baselined in September and this Baseline assessment along with the End of year data is used to set targets for the year. Targets are challenging but realistic. The school has developed a matrix to support the target setting process which has been developed with other outstanding Special Schools within the South West region.
- The assessment for the Multi-Sensory Curriculum has been refined further, adding more content at the earlier phases and greater challenge for the more able.
- Data is collected mid-year and at the end of year where targets are reviewed. Where pupils are falling behind, this is recognised quickly and relevant intervention is put in place to support progress and development.
- Challenging targets are set according to individual starting points and the progress to these is tracked throughout the year. Scrutiny of work demonstrates that pupils make progress overtime. Where pupils are identified as falling behind, swift action is taken through the use of interventions to ensure that they have opportunities to catch up.
- Core leaders for Maths and English hold exceptionally high expectations, they challenge teachers around groupings, differentiation. They carry out testing in reading and Maths which quantifies teacher assessment and focuses interventions.
- Core leaders monitor teaching and learning and provide feedback and reflective questions to support teachers to continually improve.
- 100% of parents say their child is taught well at Penrose School (Parent questionnaire 2018)
- The school offers a range of Interventions which support learning. These are delivered in Core subjects, some pupils access mainstream primary school which enables them to have additional challenge. All interventions are tracked and monitored and reviewed at various points.
- There is a clear framework in place for the monitoring of Teaching and Learning, which is delivered through the 'Professional Growth and Development' Programme. This ensures there are regular classroom visits, focused on the positive aspects of teaching and learning. Through a coaching model, it supports all teachers to be reflective practitioners and critically evaluate their own practice which supports them to improve. Where reflective questions are provided through feedback, leaders focus on this on their next visit to ensure there is impact on teaching and learning.

- The Professional Growth and Development Programme links directly to the Appraisal process and is monitored and scrutinised by the Executive Headteacher.
- Leaders challenge teachers where concerns are identified with high expectations for swift improvement.
- There were 3 Enrichment Weeks running throughout 2017-18, Science and Technology week took place in the Autumn term which saw the pupils working together collaboratively to explore 'Colour' they made parts of Elmer the elephant and culminated at the end of the week in bringing the parts together to build a whole. The Spring term sees an Arts week where pupils will have opportunities to explore dance and music alongside art and design, the theme for Arts week is 'The Jungle' which links to the topic for the half term. Diversity week will take place in the summer term, which will give a range of opportunities to explore spiritual and cultural aspects of the world.
- In 2018-19, there are 2 Enrichment Weeks and a Challenge Day planned, these will focus on Online Safety, Creative Arts and Enterprise.
- Core leaders have supported the scrutiny of work and monitoring teaching and learning. This has enabled them to have a clear understanding of how English and Maths is being taught throughout the school and across the curriculum.

**Development area:**

- Embed structure and routine throughout Penrose School – focused on CPD for staff.
- Embed the Kaleidoscope Curriculum – including the development of the small step assessment wheels
- Increase knowledge of augmentative and assistive technology to enhance provision and opportunities further.

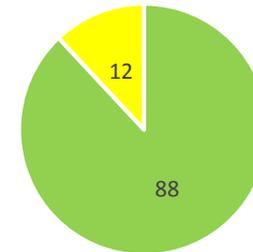
**Strengths:**

- The staff are well trained and highly effective in dealing with challenging behaviour, there is a strong emphasis on supporting and developing excellent behaviour for learning to ensure that pupils can engage and learn.
- Systems are in place and effective for managing Health and Safety across the school, including all staff taking responsibility and ownership for carrying out dynamic risk assessments for all activities.
- The school works closely with parents and carers, social care and health professionals in ensuring that pupils are kept safe and healthy.
- 100% of parents said their child is well looked after at Penrose School (Parent questionnaire 2018)
- The school takes every opportunity to promote pride in and celebrate the achievements of all students. There is a strong positive culture built on celebration at all levels.
- The Pastoral Team work extensively with our families, to increase the engagement with school. Through this support there has been an increase in the number of Early Help Assessments which have focused on preventative and proactive strategies which have prevented families from reaching crisis situations. The multi-agency working through Team around the Schools and the Together team has meant that there has been swift action for Families in crisis situations and this has had good impact, for example access to drug and alcohol services and housing.
- The school has an open culture to families and staff are skilled at working closely with parents and carers. This is evidenced through the parent questionnaire where 95% of parents said they know how to ask the school for help (parent questionnaire 2018)
- The Family Team have a programme of events for parents and carers throughout the year, which includes coffee mornings, workshops and parenting programmes. They also offer support on a 1:1 basis with Internet safety, behaviour management and signpost to a wealth of services external to the school. PFSA is trained to deliver accredited courses to parents, but also to use strategies with young people, this includes restorative justice and emotion coaching.
- August 2018, the school launched a Holiday Scheme, this was full on all days, children accessed fun and active activities and parents had respite. The feedback for the club was very positive.
- There is a programme of family events during the school holidays which are run by the Family Team and which welcome parents from the school to attend, these offer a range of opportunities including use of the specialist provision within the school, alongside family games, movies and picnics.
- The school has implemented a BVPT (Behaviour, Vulnerability Profiling Tool) which scores individual pupils' level of vulnerability, this tool allows school leaders to track interventions, provision and family support and ensure that the most vulnerable pupils are monitored closely. The BVPT is now being used as a model of good practice to other special schools.
- The Family Team offer extensive support at times of transition, supporting families to visit a variety of placements and signposting to agencies who may be able to offer further support. There are robust transition plans in place for all admissions and leavers including school entry planning meetings and regular visits.
- The Health and Wellbeing Lead has excellent connections and relationships with multi-agency professionals including School nurse, CAMHs, Paediatricians and therapists. She organises clinics, supports families and young people to attend appointments and writes and develops plans for pupils medical and wellbeing needs. The Health and Wellbeing Lead delivers and organises training across a variety of themes to support staff to manage complex health needs of individual pupils.
- The Health and Wellbeing Lead has completed training in bereavement and is well placed and skilled to support families at very difficult times.
- She has formed excellent links with respite settings and the local hospices and ensures that she visits when our pupils are there.
- We have 2 Mental Health First Aiders who support children with a wide range of social, emotional and mental health needs.
- The Health and Wellbeing Lead has developed an outstanding transition framework which runs throughout the summer term for September starters to the school. She makes excellent links with families, she builds families trusts and the transition of new starters is incredibly successful.
- The school Counsellor offers both counselling and play therapy to the children. Pupils form strong relationships with the counsellor and are able to talk to her about worries and concerns. Referrals to the school counsellor are limited and focused on clear outcomes.
- The Kaleidoscope Curriculum alongside the PSHE Curriculum, teaching pupils directly and explicitly about staying safe from abuse, being safe within the community, respecting and celebrating diversity. This links with the whole school and Key Stage assemblies which focus on a variety of areas within

SMSC. We work directly with the NSPCC who have supported the school through the delivery of assemblies and workshops. In September 2018, the Junior Leaders attended an Anti-bullying event at a local mainstream school, they took an active part in the activities and were very proud to represent the school.

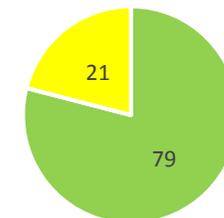
- Anti-bullying has featured in assemblies and through workshops with visiting professionals and where issues have arisen during playtimes, staff work hard to engage pupils in talking about their differences and working on building positive relationships.
- The school has a number of Interventions which support learners who may need additional support or are disengaged from learning in the classroom, these interventions include outdoor learning, horticulture and design and technology.
- The school has shown a high commitment to being a Thrive School with an increased number of staff completing the Thrive Practitioner Training. This has enabled the school to create a strong team of staff who lead on assessment, action planning and supporting staff across the school to implement appropriate strategies and use relevant resources.
- Thrive data is collected three times a year and this is analysed against behaviour and academic data. Thrive data shows that 79% of pupils in Key stage 2 and 88 pupils within EYFS and Key stage 1 made progress in their emotional, social and personal development at Penrose through 2017-18. There was no difference between gender at Key Stage 2, 80% of girls made progress in comparison to 78% of boys. The gender split in EYFS and Key Stage 1 is not comparable as there was only 1 girl.
- Disadvantaged pupils did not achieve as well in Thrive, 54% of pupils in receipt of Pupil Premium made progress in comparison to 81% of their peers.
- The vast majority of pupils are working at very low levels within the Thrive framework. The Thrive data is used to inform intervention referrals around nurture, and also groups for Active Thrive and Structured Play.
- For pupils within the Nurture Groups, Thrive is used alongside the Boxall Profile to ensure a clear focus on the personal and emotional development for both targets and planned interventions.
- Incidents of challenging behaviour are all managed by skilled staff, behaviour for learning is on the whole good and where there are incidents of challenging behaviour, staff manage these well so the impact on others is minimal. 'Effective analysis of pupils' personal and social skills and high-level training have equipped staff to understand and work effectively, in supporting pupils to behave well.' (Ofsted 23 March 2017)
- The school created a Nurture Group in September 2017, a lead for the provision was appointed. This provision has already had a significant impact on the behaviour of pupils who access this. The curriculum for the pupils in the Nurture Group focus on relationships, emotional development, building self-confidence and resilience. The lead for the Nurture Group will be trained by Nurture Network by the summer term when the school will look at the implementation of the Boxall Profile as entry and exit criteria and ongoing developmental tracking for children who access this provision.

Thrive Data All pupils EYFS & KS1 (%)



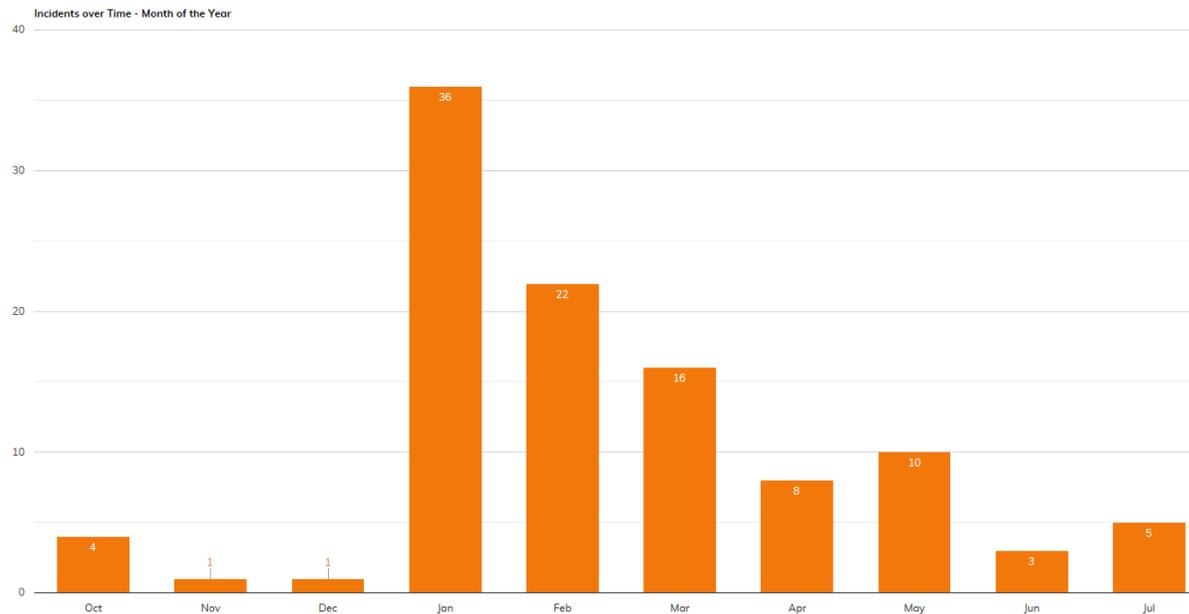
■ Progress% 88 ■ No progress % 12

KS 2 (%) - All pupils



■ Progress% 79 ■ No progress % 21

- Behaviour Watch has been implemented into the school, this has enabled all incidents of challenging behaviour to be logged timely and has enabled senior leaders to quickly analyse behaviours of individuals or groups and be able swiftly to offer support and put in additional strategies to support and help. The impact of this has been the identification of a pupil's behaviour causing concern, swift action taken and reduction in incidents is evident (see chart below, which shows a pupil starting at Penrose in January with a significant increase in incidents, this was raised with senior leaders, intervention was put in place and there was a significant reduction in incidents.)
- The Federation of schools has embarked on the Rights Respecting Schools Journey and are well on the way to gaining the Bronze and Silver Award. The Articles are beginning to be embedded within our curriculum, policies and procedures and the Junior Leadership Team have been choosing specific articles for the schools to concentrate on. The articles will be a feature in Nurture Breakfast, assemblies and through PSHE. The school have already taken part in the National Shoe Share Appeal and collected a high number of shoes. The Junior Leaders lead the school council and are involved in some of the decision making within the school.

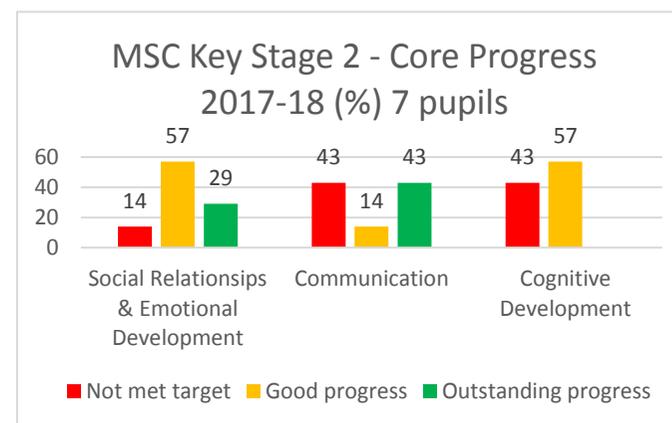
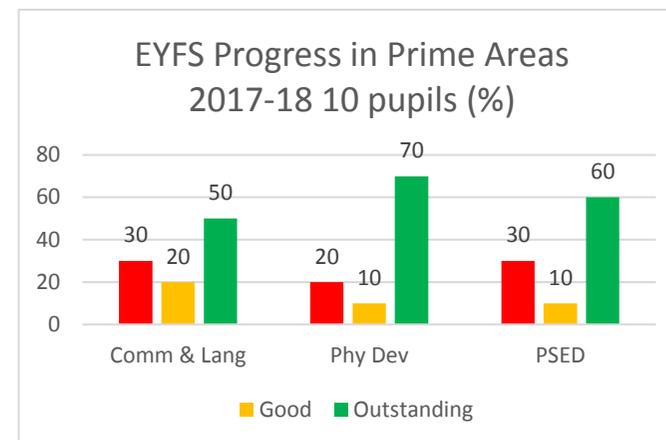


**Development area:**

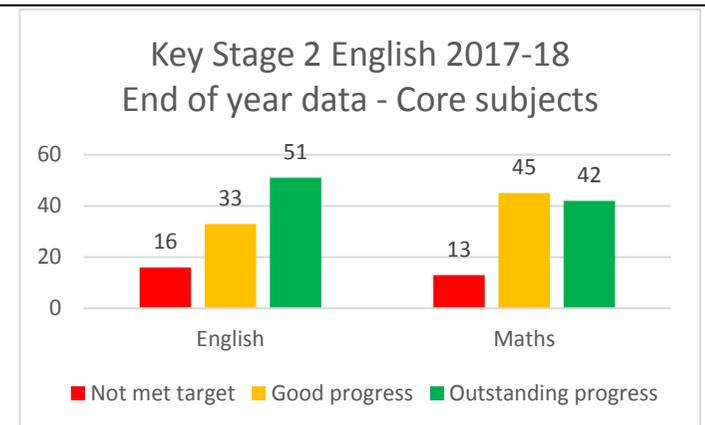
- Implement the Online Safety Curriculum – Enrichment week (October 2018) and on-going CPD through the working group for Online Safety
- Further develop nurture provision – setting up a second Nurture Group and developing clear entry and exit criteria, curriculum and assessment.
- To continue to develop behaviour management strategies with a focus on therapeutic support – Sensory Integration
- Increase pupil voice opportunities to include participation on working groups.

**Strengths:**

- The end of year data shows that 86% of pupils at Penrose School made good or outstanding progress. 47% made outstanding progress. This means that pupils overall made outstanding progress.
- Pupils in Early Years and Key Stage 1 follow the Early Years Framework and their progress and development tracked using Development Matters.
- All pupils in the EYFS made progress across all domains. The chart opposite shows the rates of progress pupil made according to their starting points.
- Progress is measured across all domains, however the Prime areas are tracked more closely. In Communication & Language and Personal, Social & Emotional Development, 70% of pupils made good or outstanding progress and 80% of pupils made good or outstanding progress in Physical Development.
- All pupils who start at Penrose School are learning at lower rates to their mainstream peers, they all have an EHCP in place and progress is tracked and measured according to their baseline on entry.
- Pupils in Key Stage 2, follow either the Multi-Sensory Curriculum and their progress is tracked and monitored through this, or they follow a National Curriculum model and their progress is tracked using B-Squared.
- Pupils following the Multi-Sensory Curriculum and working at the lowest levels in comparison to mainstream peers, traditionally this group of pupils would have been assessed using the early P-Levels P1i – P4, the 2017-18 data showed that 72% of pupils met or exceeded their targets across all domains.
- In Core areas of learning, 86% of pupils made good or outstanding progress in Social relationships and emotional development. 57% in Communication and Cognitive development.
- Baseline in 2017-18 was not carried out until January, targets were set based on this and therefore progress does not represent a full year. In other domains, 100% of pupils made good or outstanding progress in Sensory Responses and 71% in Responses to Routine and Changes.
- Pupils eligible for Pupil Premium achieved slightly better than their peers in MSC (63% in comparison to 59%).
- Girls achieved marginally better than boys in MSC (69% of girls made good or outstanding progress in comparison to 63% of boys.)



- Pupils following the National Curriculum, the data shows that 84% of pupils met or exceeded their targets in English and 87% in Maths.
- In English strands, 87% in Reading, 83% in writing and 82% in Spoken Language met or exceeded their targets.
- In Maths, there was no difference in the strands with 87% met or exceeded targets in Number, Measure and Geometry.
- Pupils eligible for Pupil Premium, in English there was marginal difference with 83% of pupils eligible for PPG met or exceeded their targets in comparison to 85% who are not eligible. In Maths, pupils eligible for Pupil Premium achieved better with 93% meeting or exceeding their targets in comparison to 83% who are not eligible.
- Girls achieved better across the Core subjects with 90% meeting or exceeding their targets in comparison to 80% of boys.



- Pupils read daily, where pupils are identified as needing support, interventions are put into place swiftly to support pupils to make expected progress. The school has invested in Toe by Toe intervention materials to help boost progression in reading. In Maths The Power of 1 and Plus 2 materials have been put into place.
- English and Maths tests are used to support teacher assessment, which supports baseline and target setting. The information collected through testing also supports the sharp focus through interventions.
- Challenging targets are set according to individual starting points, progress is tracked throughout the year and where a student is falling behind swift action is taken through interventions to ensure they are quickly back on track.
- Pupils are keen to share their learning, this is evident when leaders conduct monitoring activities, pupils can answer questions about what they are learning and they are justifiably proud of their own achievements. Feedback shows that pupils are engaged in learning and teachers use a range of strategies to motivate and engage learners.
- The Kaleidoscope Curriculum ensures relevant learning opportunities are planned to enable students to learn knowledge and skills, students across the school are given time to practise and consolidate their learning before moving on.
- The most able students have opportunities to work alongside mainstream peers and their work is moderated across the schools.

#### **Development area:**

- End of year data suggests the following are areas of focus for 2018-19
- The end of year data suggests that Literacy and Numeracy will be a focus within Early Years to increase the number of pupils making good or outstanding progress within these areas.
- MSC – Multi-Sensory Curriculum
  - Cognitive development to increase the number of pupils exceeding their targets
  - Understanding of time and place to increase the number of pupils exceeding their targets
  - Orientation, Movement and Mobility to increase the number of pupils exceeding their targets
  - Communication to reduce the number of pupils who did not meet expectations
- NC – National Curriculum
  - English – spoken language for pupils working above Level 1 to increase the number of pupils meeting or exceeding their targets
  - Boys -writing to increase the number of pupils to meet or exceed their targets
  - Boys – measure to increase the number of pupils to exceed their targets

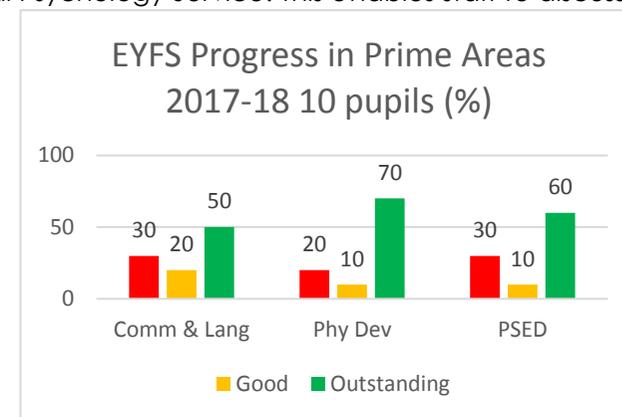
## The Effectiveness of the Early Years

Good /  
Outstanding

### **Strengths:**

- The Middle Leader for Early Years is clear about her role and expectations, and is now teaching in the EYFS.
- Senior and Middle Leaders are very clear about the strengths within the Early Years and where the key areas for development lie. Improvement areas for Early Years is explicit within the School Improvement Plan for the whole school. Leaders have driven forward improvements within the Early Years over the last year and the impact has been significant on the progress of the new cohort.
- Safeguarding within the Early Years is effective, staff access high levels of training in line with the rest of the school. Staff are confident at identifying concerns and use procedures effectively.
- Teaching is consistently highly effective, staff are skilled at supporting, stretching and challenging pupils' thinking and learning. This is evidenced through regular monitoring of teaching and learning.
- The staff team hold high expectations of all pupils and this is evident in both monitoring teaching and learning and also through Learning Journals.
- Transition for new starters is excellent and this ensures that key information is shared and care plans, manual handling plans alongside additional support from external professionals is put into place swiftly.
- Leaders have created an open culture to parents and carers and relationships are excellent. School Entry Planning meetings are well attended and parents are keen to engage with the school.
- There is good attendance at Parent Stay and Play sessions and coffee mornings. Communication through home school books, face to face and over the telephone is excellent. Parents and carers form trusting relationships with keyworkers and open dialogue takes place daily around progress, behaviour and development.
- End of term assemblies are well attended by parents and carers and there is high attendance at formal parents evenings.
- Early Years planning is meticulous, it takes into account individual pupil's needs and interests. Staff are all engaged in collecting evidence, writing high quality observations and this is used to plan motivating and inspiring play and learning activities.
- Planning is sent home for parents and carers to have an understanding what their child is learning, parents and carers are actively encouraged to support their child's learning and development.
- On entry baseline assessment is carried out using Development Matters. Progress and development continues to be tracked through the year, data is collated for moderation mid-year (February) and end of year (July).
- All pupils have a Learning Journal where evidence of a child's development is collated, photographs, observations, mark making, pieces of work are collected and annotated. The Learning Journals show the child's development throughout the Prime and Specific Areas of the Early Years Foundation Stage Curriculum. Leaders frequently scrutinise evidence, highlight progress and provide feedback to ensure continual improvements.
- All pupils are working below where they should be on entry to the Early Years, the majority of pupils are pre-verbal when starting. There is a clear focus on communication and the lead for communication supports pupils to ensure this is a priority. Ambitious targets are set using Development Matters, Early Years leader holds high expectations and pupils make rapid progress from their baseline at entry. Targets are communicated to parents and carers and progress and development is celebrated.
- Transition for new starters is exemplary, home visits and visits to settings are completed and this supports the baseline assessment. Parents and carers are invited to a School Entry Planning Meeting with school and other professionals where important information is shared. Transition sessions take place throughout the term prior to starting which all supports a smooth transition. Children new to school have a review meeting within 12 weeks which enables both school and families to address any concerns and celebrate progress and development. All pupils in the Early Years have both a six month and an annual review which looks specifically at the EHCP and ensures that targets remain relevant.
- In September, 2018 Tapestry was introduced as a way of sharing pictures, evidence of development to parents and carers and ensure this links directly to Development Matters.
- Development Matters is used to set small step targets for the children in all areas and these are a focus of all sessions throughout the day.
- Child protection procedures are connected with those of the whole school and staff have log in details for My Concern software and are able to log concerns at any time. Staff details are logged into the Single Central Record.

- Staff attend all training alongside the rest of the staff team at the school and have completed relevant Safeguarding Training including specific training in Prevent and E-Safety.
- The Early Years Leader attends Local Authority network meetings and moderation and last year's moderation gave positive feedback. Judgements made in July 2017 were accurate.
- The curriculum is planned around the Prime and Specific Areas, the school is developing the Early Years Curriculum, and looking at other Nurseries and Reception Classes to support this development.
- The learning environment provides both a stimulating learning space also providing a level of structure and routine pupils with Special Educational Needs require. There is a high focus on communication and displays are both interactive and celebratory.
- Teachers have excellent knowledge of all children and provide for the individual needs of all pupils.
- Staff working within the Early Years are offered the opportunity for Supervision through the Educational Psychology Service. This enables staff to discuss individual children or concerns they have about the provision in a safe environment which supports staff to be solution focused and reflective.
- Senior leaders attend local MAISEY meetings to support local pre-school provisions and also to strategically plan for future numbers attending at Penrose.
- A number of staff working at Penrose school have paediatric first aid alongside other medical training specific to the health needs of pupils.
- Pupils in Early Years and Key Stage 1 follow the Early Years Framework and their progress and development is tracked using Development Matters.
- All pupils in the EYFS made progress across all domains. The chart opposite shows the rates of progress pupils made according to their starting points in Prime Areas.
- Progress is measured across all domains, however the Prime areas are tracked more closely. In Communication & Language and Personal, Social & Emotional Development, 70% of pupils made good or outstanding progress and 80% of pupils made good or outstanding progress in Physical Development.
- The chart shows the progress across all domains.



**Development area:**

- Explore the use of Tapestry as an online tool for collating evidence and monitoring and tracking progress and development.
- Develop outdoor learning spaces further to incorporate the Prime and Specific areas of learning throughout the day.
- Create further opportunities for mark-making throughout the day both indoor and outdoor provision.
- Senior leaders to attend the termly MAISEY meetings for North and South Sedgemoor and work with the Lead Educational Psychologist to develop a Buddies support group for pupils 0-4 at Penrose School.
- The end of year data suggests that Literacy and Numeracy will be a focus within Early Years to increase the number of pupils making good or outstanding progress within these areas.

