

Elmwood & Penrose Federation
Penrose School Self-Evaluation Summary 2018-19

	What are we doing?	What is the impact?	What do we do next?
Effectiveness of Leadership & Management	<ul style="list-style-type: none"> Performance Management arrangements are robust and link directly to CPD High quality and rich CPD programme in place for all staff Governors and senior leaders drive ambition and high level of accountability Very effective safeguarding with excellent safer recruitment practices. Working groups to drive improvement with staff at all levels involved 	<p><u>OUTSTANDING</u></p> <ul style="list-style-type: none"> Robust Performance Management arrangements and monitoring of Teaching and Learning ensures high level of accountability and consistency in expectations Distributed leadership model with clear commitment to succession planning at all levels School leaders effectively held to account by highly competent Governors Confident leaders who are outward facing, including links with Teaching Schools and appointment of SLE's within the school Leaders including Governors drive improvements within the school 	<ul style="list-style-type: none"> Designing and building new school in collaboration and partnership with the Local Authority CPD Focus on therapeutic areas Increase support to mainstream colleagues to build capacity for SEND within local area
Quality of Teaching & Learning	<ul style="list-style-type: none"> Pupil progress is rigorously assessed. Teaching and learning is monitored by leaders throughout the year English and maths embedded across the curriculum and secures skills, knowledge and understanding Leaders hold high expectations for all pupils 	<p><u>OUTSTANDING</u></p> <ul style="list-style-type: none"> Kaleidoscope Curriculum provides clear framework and learning pathways Clear assessment pathways link directly to relevant curriculum Cycle of monitoring and data collection ensures sharper focus on progress and attainment Interventions are targeted to boost or consolidate learning in core areas 	<ul style="list-style-type: none"> Embed Kaleidoscope curriculum including developmental assessment tools Embed structure and routine across the school Increase knowledge of assistive and augmentative technologies
Personal Development, Behaviour & Welfare	<ul style="list-style-type: none"> Analytical use of behaviour watch enables leaders to monitor and analyse data which informs CPD, practice and support Increase in parent training, workshops & events Holiday scheme launched with huge success Focus on mental health and support for complex learners 	<p><u>OUTSTANDING</u></p> <ul style="list-style-type: none"> Reduction in the number of restrictive physical interventions Sharper focus on therapeutic support, de-escalation and diversion strategies Focus on behaviour data has directly informed practice and interventions Interventions are measured and scored which gives indication of engagement, learning and understanding Increased engagement in parent support opportunities Increased multi-agency work especially around safeguarding and attendance which has had positive impact 	<ul style="list-style-type: none"> Implement online safety curriculum, including parent input Further develop nurture provision Continue to develop behaviour management strategies based around therapeutic support Increase pupil voice opportunities
Outcomes for children & Learners	<ul style="list-style-type: none"> Targeted assessment links to relevant curriculum Tests in English and maths strengthens teacher assessment Moderation within learning triads has increased consistency and given verification of teacher judgements Targeted interventions linked to progress data Nurture groups which focus on the social and emotional development of the young people, using Boxall as the main curriculum driver 	<p><u>OUTSTANDING</u></p> <ul style="list-style-type: none"> Excellent engagement in learning evidenced through monitoring activities Progress in curriculum learning is outstanding overall Thrive, Boxall and Behaviour data suggests pupils develop well in social and emotional areas Successful introduction of 2 Nurture groups which focus on the social and emotional development of the young people, using Boxall as the main curriculum driver 	<ul style="list-style-type: none"> Introduce intervention materials for maths and English Focus on Literacy and Numeracy at EYFS MSC – increase number of pupils meeting or exceeding expectations NC – focus on Spoken language and Boys progress in writing and measure.
Effectiveness of Early Years	<ul style="list-style-type: none"> New leader and class teacher has high expectations and clear focus on EYFS framework Learning environment is engaging and interactive Safeguarding is effective and in line with the rest of the school Transition for new starters into school is exemplary Learning journals are informative and clearly show a child's development across the EYFS areas 	<p><u>GOOD/OUTSTANDING</u></p> <ul style="list-style-type: none"> Children make outstanding progress in EYFS according to their own starting points Teacher judgements are accurately moderated locally and with external verification Increased parental engagement in assessment through Tapestry Link group with Portage has built greater links with new families to the school and greater links with external professionals Attendance and participation in local MAISEY enables effective future planning and engagement with Portage for effective early help. 	<ul style="list-style-type: none"> Embed Tapestry as online evidence tool with feature to share progress with parents and carers Develop outdoor learning spaces Link with MAISEY and develop further links external to the school

Penrose 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 44 children on roll, this is slightly above the designated places allocated by the Local Authority in September 2018. From the 44 children, there are 32 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 and Marie Neale who are Assistant Headteachers. 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.