

Elmwood & Penrose Federation
Penrose School Self-Evaluation Summary 2019-20

	What are we doing?	What is the impact?	What do we do next?
Leadership & Management	<ul style="list-style-type: none"> The Governors and Leaders are focused on Professional development of all staff to ensure continued development. Leaders have high expectations of all staff and use performance management and rigorous monitoring activities. There is a clear focus on training for staff in curriculum, pedagogy, resources. Leaders are outward facing, working with both local and regional teaching schools and supporting the school-led improving system. Safeguarding is a key focus for all staff across the school, ongoing training and development is a key area of staff meetings and INSET. 	<p>GOOD</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, encouragement of staff to develop has supported support staff to move into teaching, teachers to move into senior leadership. School leaders effectively held to account by highly competent Governors which ensures the best outcomes for all students. SLE's and LLE appointed within the school, supporting mainstream schools through the delivery of consultancy, training, advice and guidance. Leaders including Governors drive improvements within the school, hold to account appropriately at all levels and are committed to school improvement. The school has a safeguarding culture, training is carried out frequently and staff know their responsibilities in this area. 	<ul style="list-style-type: none"> Designing and build 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 Education	<ul style="list-style-type: none"> Clear focus on curriculum development, looking Intent, implementation and Impact at all levels. Review of Kaleidoscope Curriculum underway with clear focus on Reading, writing and phonics at all levels. Ambition for all learners to achieve their best at all levels with a clear focus on the adult our learners will become, linking explicitly with Preparation for Adulthood and focused on destinations for learners. Blend of curriculum activities and learning plans which focus on both academic, vocational, functional and life long learning. Rigorous monitoring systems in place which check and scrutinise teaching and learning. Assessment framework in place with consistent approach to marking and feedback which is relevant to all learners. Learning environments enable students to be independent learners. 	<p>GOOD</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, RSE and Emotional and mental health. Focus on the adult learners will become ensures teachers are focused on the next stage in a child's education and preparing them for this. Sharper focus on Education Health and Care Plan targets has ensured explicitly linked into teachers planning and pupils personalised curriculum pathways and learning programmes. Students develop independence throughout all areas of their education, independence in the learning environment is supported through total communication approach. Daily focus in reading implemented in all classes from September, ensures learners develop interest in literature and enjoy reading at all levels. 	<ul style="list-style-type: none"> Development of long term schemes of work and knowledge maps to support the teaching of curriculum, subject knowledge and language Develop reading and phonics strategies throughout the school Review of Kaleidoscope curriculum to embed deeper learning of skills and ensure sequential learning over time. Further development of RSE curriculum. Further development of Computing and Online Safety curriculum.
Personal Development	<ul style="list-style-type: none"> Increase in parent training, workshops & events Holiday scheme launched with huge success Focus on mental health and support for complex learners including development of Nurture groups, ELSA, Play therapy and other interventions which support children's mental health. PSHE Curriculum embedded throughout the school Rights Respecting School – Silver award achieved Very active school council and Junior Leadership Team 	<p>GOOD</p> <ul style="list-style-type: none"> Interventions are measured and scored which gives indication of engagement, learning and understanding Increased engagement in parent support opportunities School council and Junior Leadership team are involved in school improvement areas which feed directly to Governors and senior leaders Rights Respecting Schools – embedding within all that we do as a school, students can talk about their rights in the simplest form. 	<ul style="list-style-type: none"> Implement online safety curriculum, including parent input Further develop nurture provision Increase pupil voice opportunities Journey to Gold for Rights Respecting Schools

Behaviour & Attitudes	<ul style="list-style-type: none"> Analytical use of behaviour watch enables leaders to monitor and analyse data which informs CPD, practice and support Focus on CPD for the management of behaviour. Recent employment of Occupational Therapist and Speech and Language Therapist to develop bespoke, individual plans for the most complex students. 	GOOD <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 Increased multi-agency work especially around safeguarding and attendance which has had positive impact Relationships between adults and learners are strong and this has been demonstrated through individual behaviour monitoring for the most complex students. Continuous review and analysis of behaviour incidents, ensures timely intervention, including changes to structure, dynamics and strategies. Staff are offered both individual and group supervision to ensure resilience and support at all levels. 	<ul style="list-style-type: none"> Monitoring the impact of speech and language interventions and sensory integration on student behaviour and engagement in learning. Continue to develop behaviour management strategies based around therapeutic support Continually monitoring attendance and targeting the work of PFSA and Family team in this area.
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 Staff receive regular supervision from a senior leader 	GOOD <ul style="list-style-type: none"> Children make good/ 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 54 children on roll, this has increased since September (2018-19 44 children on roll).
- 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 48% of pupils who are eligible for Pupil Premium and 1 pupil who is currently looked after.
- The vast majority of pupils are white British. 5% 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 who have an Education, Health and Care Plan.
- 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 88 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 is currently under re-modelling works. This space will create a 26 place nursery within the next 2 years, but in the short-term will create additional space within the school for students at primary level who require a specialist setting.
- 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 Shane Baker 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 (currently on maternity leave, Sarah Kerrigan is acting in her absence), alongside any pupils following the Multi-Sensory Curriculum and Lisa House for Key Stage 2 which includes a Nurture base.
- The Executive Headteacher is a Local Leader for Education, Marie Neale and Kat Burgess are also Specialist Leaders in Education. All three were appointed by Quantock Teaching Alliance. The Executive Headteacher and Deputy Headteacher, Kat Burgess work in a regional capacity through SWALLS, both sit on executive committees which supports the planning and delivery of leadership courses throughout the Southwest. The Executive

Headteacher runs a regional Leadership and Management Programme for aspiring leaders within the specialist sector. They are both trained SEND reviewers and use this training to support mainstream schools.

- The Elmwood and Penrose Federation are working closely with The Bridge School, which is the Pupil Referral Unit in Sedgemoor, whilst the Executive Headteacher provides the interim Headship for the school after the retirement of its Headteacher. This partnership has brought about shared resources and shared CPD opportunities for staff.
- Senior leaders work within the local Clusters of schools, working closely with Headteachers to support, advise and guide within SEND which builds capacity within local schools to support pupils with SEND.
- 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.
- Since September 2019, the school have employed Occupational Therapist to focus on Sensory Integration, Speech and Language Therapist and have bought additional support from the Psychology service to support the students across the school.