



The Collett School – Self Evaluation

Two page summary

Overall Effectiveness

- Safeguarding is effective across all areas of the schools' provision; children say they feel safe in the school.
- Spiritual, moral, social and cultural development at the school is outstanding.
- The Collett School leadership team has sustained the good and outstanding aspects of the provision.
- Teachers and TAs are trusted and believe in the culture of the school, effectively modelling the ethos.
- Leaders, teachers and TAs are ambitious for every child's learning and this is evident through the culture of supporting self-esteem and human agency – it's ok to fail in order to learn and move forward.
- Parents and carers feel that communication with the school is helpful, of sufficient quantity and quality to know what they need when they want to.
- Children are happy in the school and behaviours are extremely good overall. The children want to be in school and this is as a result of the very strong, appropriately managed relationships formed with the child and his/her family over time.

The Quality of Education

- The school effectively works with the SEND, medical and social needs of the children holistically across the provision. Children's low cognitive abilities, poor short-term and longer-term memory is a feature of most of the pupils and as such, teaching and experiences reinforce learning, expand vocabulary, praise achievement and encourage extensive engagement with learning activities. High standards and ambitious expectations are the norm.
- The school's curriculum is purposeful with clear intentions at each stage and in each area of the provision. There are no ceilings and the Pathways are flexible to allow movement between these.
- The curriculum remains broad throughout the child's years in school; learning is assessed regularly and knowledge, skills and understanding checked systematically to embed longer-term memory.
- Some areas of the curriculum are not as well embedded as others as the school has focussed on the prioritised needs of the pupils in order to sustain progress.
- Outcomes are appropriate and identified to children and their families through the school's Pathways. They are stretching, relevant and support onward destination learning into adulthood.
- Social disadvantage of SEND pupils is addressed through the school's extensive work around employability and functional skills integral to communication skills required for accessing adulthood with increasing independence. Vocabulary is consistently extended and a love of reading promoted throughout the school.
- Learning is planned and sequenced to build knowledge and skills, whilst securing those required at a foundation level.
- Progress is measured accurately, systematically using specific tools to review progress against benchmarks that include ipsative measures to embed improved self-esteem and, national data for clarity around standards. The children often make outstanding progress against these measures. Data collection is appropriate and assessments are formative; used for diagnostic purpose and improved accuracy in teaching.
- Interventions are expertly used to raise pupils' levels of understanding and readiness for learning. Interventions staff work tightly with teaching in the classroom to address specific and common issues using appropriate testing and collaborative teaching and monitoring.

Behaviour and Attitudes

- Our staff and children are confident in their individual character and encouraging of others'.
- Children's behaviours are safe, calm, respectful and orderly; our clear routines and expectations have been evidenced as maintaining a positive impact in areas outside of school. Each child's needs are different and as such, there are bespoke programmes to support individuals' behaviour identified with parental involvement in their individual behaviour plans. Over time, challenging behaviours are effectively reduced, with some exceptional results identified.
- Attendance is strong despite Covid-19 and leaders know every child's personal circumstances and reasons for absence, working hard to ensure this improves through a range of strategic measures with great successes.

Personal Development

- Pupils make exceptional progress over time as a result of the skills and appropriate strategies of the staff in the school.
- Children value the respect they are afforded and the encouragement and support for increased independence. Working closely with the child's family, school staff support their needs for transitioning learning and behaviour strategies from school to home.
- Pupils are led in procedures that support personalised thinking, their understanding of democracy and the rule of law. As such, they are advocates of others' needs, socially minded and respectful and tolerant of difference. Pupils know their voice matters and are encouraged to use it to the benefit of others.
- Children feel confident and comfortable with their equality status and children have been able to identify their sexual orientation with the support of their peers and understanding of staff. They are supported to identify strong morals through social skills opportunities and develop attitudes that demonstrate their empathy and understanding of others.

Leadership and Management

- Leaders have very high expectations of all pupils and staff in the school. These are communicated on a daily basis and modelled as part of the strong ethos of the school.
- Governance is an integral part of the school's ethos and standards setting – holding school leaders successfully to account.
- Pupils' experiences and engagement with learning are the focus for school leaders, where they strive to ensure every child's outcomes through the carefully managed EHCPs lead to transferrable, successful outcomes for the child's next steps.
- Teachers and TAs are proud to work at the school and the children are proud to be members of the school. Celebrations of achievements – academic, social, pastoral and personal – are exemplified as successes in the schools' systems of rewards and assemblies that parents and visitors often tell us they enjoy as a result of their uniqueness and full participation.
- Distributed leadership is effective in the school and embeds the culture of everyone's involvement mattering and, holding each other to account. Innovation and chance are valued at every level of leadership.
- Leaders have a strong understanding of the work of partnerships and hold them to account for work undertaken on the school's behalf. Partnerships form an increasing part of the work of the school, through fundraising and work experience. *In a singular case, tuition provided by a well established and monitored alternative provider is used.*

Early Years Education

- Leaders plan and staff EYFS education successfully. The children are supported to engage with the experiences provided in order to develop their skills in communication and personal, social development. Reading is taught from the beginning of school and maintained beyond EYFS.
- Teaching is sequential and over-learning used to embed understanding over time.
- Creativity is an essential aspect of the curriculum in the way it is taught at The Collett School.
- Staff have additional training about developmental milestones and how the child with SEND learns differently.
- Staff are attentive, supportive and encouraging of independence and the use of language – using PECS and symbols to support intensive interaction in order to sustain progress with communication.