

	1. Effectiveness of Leadership & Management Grade 1	2. Quality of Teaching Learning & Assessment Grade 1	3. Personal Development, Behaviour & Welfare Grade 1	4. Outcomes for Children & Other Learners Grade 1
What Works Well	<ul style="list-style-type: none"> • Strong liaison with LB Barnet as main commissioner of places leading to increased intake and income per student. • Effective interim leadership structure covering maternity leave(s) indicates positive leadership succession in place • Regular team meetings help communication and lead to better understanding of student needs • Improving facilities management supports effective learning environment • Clear and effective monitoring and appraisal identifies CPD opportunities of high quality; for governance, leadership + to support development & retention of teaching & support staff • Revised curriculum framework linked to more effective assessment and recording system • Highly successful transitions into school, across key stages and onto FE. • Safeguarding very effective inc. pastoral team links with external agencies • British values promoted well across the school Inclusive school • Outward looking: Challenge Partners and Moon Partnership for Quality Assurance + research partnerships 	<ul style="list-style-type: none"> • 90% teaching good or better in observations carried out • Teachers know students well and are able to differentiate appropriately • Transitions between lessons/ KS departments/ school well planned • Increased use of Plan Board cloud service and differentiated planning to ensure that individual needs are met • Functional literacy and numeracy embedded across curriculum enabling learners to consolidate skills • SCERTS embedded within the curriculum to support development of social and emotional growth • Thematic structure further embedded across the curriculum • Increased evidence of active learning • Introduction of semi-formal curriculum using Equals materials • Accreditation more relevant and appropriate • Teachers have high expectations that promote positive attitudes for learning • Commitment to educational visits support active learning 	<ul style="list-style-type: none"> • Secure safeguarding measures in place with strong connections to health, social care and police liaison officers • Whole staff training on PREVENT. Most of Governors completed on line training • Achieved Cyber Essentials standard • Good ethos towards student behaviour across the school - Positive relationships are apparent and key to the transactional support that is offered. • Marked reduction of positive handling incidents recorded over time • Strong pastoral and behavioural support • Attendance very good – very few unauthorised absences • Students have excellent attitudes towards learning – low level disruption rare • Teaching of personal safety given high profile across school • Successful introduction of Resilience Project to support family wellbeing • Student behaviour on trips is positively commented on by venues visited. • SMSC underpins the development of social understanding, moral code and cultural understanding and inclusivity. 	<ul style="list-style-type: none"> • Excellent support from review coordinator to ensure outcomes from EHCP Plans are highlighted in personalised learning plans • Accurate base-lining enables staff to accurately demonstrate progress over time • New sensory room and new occupational therapy room • Improved focus on what a child is learning rather than doing • Use of SCERTS to enable learner engagement and support academic progress • Use of The Lodge and other work experience opportunities improve self- esteem and confidence- development of real-life working skills • Increased opportunities for students to access the community to develop independence skills • Greater focus on EHCP outcomes including personalised physical care programmes • 100% pupils transition to FE or supported training provision

Development Priorities	1. Effectiveness of Leadership & Management	2. Quality of Teaching Learning & Assessment	3. Personal Development, Behaviour & Welfare	4. Outcomes for Children & Other Learners
	<ul style="list-style-type: none"> • Improve health and safety management arrangements, devolving responsibilities across departments to raise awareness of risk assessment procedures • Develop and cost site refurbishments <ul style="list-style-type: none"> ○ Swimming Pool refurbishment ○ Development of vocational teaching areas (interior & exterior) ○ Prioritise classrooms for refurbishment • Review the quality and compliance of Estates Management • Staff wellbeing • Review strategies for effective support of medical needs and physical care • Review arrangements for provision of therapeutic support. 	<ul style="list-style-type: none"> • Consistently meet needs of higher ability students • Increase involvement of TAs in assessment • Introduce 'Social Thinking' across the school. • Ensure information from regular learning walks is used to promote consistency across departments. • Introduction of Evisense linked to BSq • Improve consistency of curriculum planning within each key stage and specialist subject area • Establish CPD programme to support required range of teaching and learning strategies including SRE • Use knowledge and skills in functional situations • Photographic evidence being used more consistently across the school 	<ul style="list-style-type: none"> • Increase range of family workshops • Improve induction procedures generally, and extend training of Teaching Assistants in H&S, Positive Handling, supporting medical conditions and understanding of behaviour systems. • Greater focus on support for mental health • Additional training in safeguarding for vulnerable adults 	<ul style="list-style-type: none"> • Further develop the PSHE curriculum and ensure that this includes a relevant SRE curriculum. • Expand the use of ICT as a learning tool across the curriculum and ensure that ICT is relevant. • Ensure a high level of challenge for all students and ensure students have the opportunity to build on their own skills and interests. • Joined up working with Speech and Language to improve communication in all learning areas. • Seek parental and student views more frequently • Pupil Voice to be given higher profile- establish a cross key stage Student Council.