

Impact of senior leaders

- 📌 Strong and **clear vision** with embedded **ethos, aims, values**.
- 📌 Clear understanding of the school **strengths and weaknesses**.
- 📌 Strong SEF, SIP, Training pathway (**triangulated**).
- 📌 Tools to better **market** such as PROSPECTUS, CURRICULUM POLICY, improved website, which truly reflect the provision, our visions with photographic real life evidence.
- 📌 Embedded unique **assessment system** scaffolded by strong evidence based research; driving engagement, communication development, curiosity, problem solving and cognitive functioning, independence, emotional wellbeing, vocational skills; reducing prompt dependency, improving generalisation of skills supporting a safer and more fulfilled life as an adult; a system which also serves to drive and measure progression across individual targets linked to the EHCP.
- 📌 A curricular policy which shapes and drives systems which promote **sequential learning** across academic, emotional, social, communication through our detailed **curriculum maps**.
- 📌 **Greater clarity** of roles and responsibilities

Impact

- 📌 Securing a successful **cross provision management** team who have stood strong and resilient to navigate the **impact of COVID-19**.
- 📌 Effective **risk assessment for COVID 19** keeping the provision going and enabling the education of all children to continue throughout the pandemic.
- 📌 Strongly **advocating for the child** during to ensure their human rights were prioritised; standing up against whole authorities.
- 📌 Ensuring provision to support **mental health and wellbeing** of children and staff wellbeing has been available during such a difficult period. (Brad Time increased days, extra presence, listening culture, ensured fun days, easing off when needed, and increased training with breakfast throw in!)
- 📌 **Reduced boundaries** between departments (care/education). Created opportunities for staff development giving rise to a stronger feeling of value and fulfilment Steve, Jason, Anna, Caz, David, Debbie, Mandy, Dee and so many more – considerable change to have to manage successfully. Utilizing the strengths from a greater range of people. Being able to call upon the cross team management team to work as one provision has significantly changed and from which we greatly benefit.

Impact of senior leaders

- 📌 Creating a '**culture of safety**' across the school with **no safeguarding situations** related to school needing to be reported to TWSB.
- 📌 Truly outstanding fully embedded structures/**systems of challenge** and support following difficult situations which promote **professional curiosity** and **reflection**; enhancing knowledge, technique and strategy; A healthy '**can do**' milieu has been created; A belief that we **can always do better** and that is OK😊
- 📌 A truly **transparent and open operation** which begins with valuing and listening to the staff, children and family.

Direct Impact

- 📌 **Asymptomatic testing** centre to be truly proud of, securing the health and safety of all and reducing anxiety, building stronger relationships; developing a strong sense of 'one team'
- 📌 **Stronger policies**.
- 📌 Quality strategic and **operational support**, helping to unclutter the connections and help clear the mist.
- 📌 Supportive challenge moving us towards leader's outcomes.

Impact of Governance (Both direct and as a result of indirect implementation)

Impact

- 📌 Strong but supportive leadership developing an **outstanding quality of teaching and learning developing** and shaping a happy and consistent team of staff (requiring no agency staff) and supporting the development of our care colleagues by inviting them to work in school to develop the knowledge and skills needed to work with our children with autism and learning differences.
- 📌 **Staff who are thriving**, who can share and celebrate their classroom culture/focus/strategy talking with greater confidence and knowledge recently shown through the videoing undertaken during last twilight CPD.
- 📌 **Improvement in attendance** and retention continues to be almost 100% in school.
- 📌 **Outcomes and feedback** received is extremely pleasing. No complaints received since June 2014.

Impact

- 📌 **School full** for the first time (24 learners) with one waiting for one YP to leave before they can start; with four referrals looking for a September start.
- 📌 **Day provision** building and potential for further growth if we decide to extend our registration numbers.
- 📌 Increase **authorities placing** with us and contacting us **directly**.
- 📌 Consistently **outstanding attendance rates** for learners and staff; for the small numbers of staff who are less than consistent, and **improving attendance** rates for two staff
- 📌 Carefully **managing referrals**: Since Governing Body was established we have had 7 new placing authorities, 4 additional children placed by authorities already having already placed with us, four children whose parents decided to fight the authorities to secure a placement with us which in some cases took over one year.
- 📌 Most referrals coming **directly** to us rather than through a portal. 20+ referrals where we engaged in assessment, were rejected by Overley as we felt we would not be able to meet their needs or would negatively impact on our YP, despite having placements available during 2020/2021.
- 📌 Successfully transitioning children into and out of Overley, staggering with detailed transition planning to ensure seamless transitions.
- 📌 Referrals coming to us as a result of **Word of Mouth, Positive Reputation**

Q of E

- 📌 Greater professionalism
- 📌 Improving outcomes for children
- 📌 Upskilling teachers which has increased expectations in the classroom.
- 📌 Clarity of vision
- 📌 Person centred approach continues to grow
- 📌 Clear intent has been established
- 📌 Curriculum Policy
- 📌 Implementation particularly linked to curiosity and engagement has become much more consistent
- 📌 Q of T has improved since 2018.
- 📌 Communication is very much a focus and reading
- 📌 Cultural capital is very visible
- 📌 Improved