

## Overlay Hall School Self Evaluation 2023/2024

1a. Our Curriculum intent is good	2a. Implementation is moving towards outstanding	4a. Personal development, welfare and safety is outstanding because	6a. Leadership and management is outstanding because
<p>Curriculum Policy is complete and outlines true vision and detailed models supporting effective implementation. Our ambitious aims are a reality and help form an ethos that provides a milieu for outstanding impact</p> <p>Interactive website which highlights ALL key documentation for Intent and teaching guidance</p> <p>All managers have outstanding insight and belief of school vision and Educational direction, sharing and promoting such ethos at all times</p> <p>An Education Model has been created which enables a reflective system of practice which can evolve through further cyclical evaluation</p> <p>Pupil Voice is an integral of our Educational Model</p> <p>Therapy is an integral of our Educational Model</p> <p>Systems for planning have clear intent for bringing about sequential teaching offering opportunities for progression all of which is highlighted through our 'educational Model'</p> <p>Training is heavily focused around Intent and embedding new systems are in place</p> <p>Curriculum intent is to provide a broad and balanced blended curriculum which is further enhanced with thematic events and enrichment opportunities</p> <p>Curriculum design places the child at its heart. Inclusion focus ensures access for all. Curriculum design is steered by the needs of learners, both academic, and needs-based learning is offered with a strong focus on reducing barriers to learning</p> <p>The intent is to provide opportunities which promote voice, maximise liberty, reduce dependency, improve the quality of engagement and ability to transfer skills</p>	<p>Interests and strengths are utilised as a platform for learning consistently throughout the school</p> <p>PACE and play based learning have become embedded within teaching practice with the inclusion of curiosity to enhance learning direction and motivation</p> <p>Teaching and documentation enables children to move on in their learning when targets are achieved</p> <p>Teaching documentation ensures a sequential process for learning where targets directly focus on prior learning and next steps</p> <p>During this academic year, teaching practice is consistently being judged at a higher level where self-reflective models are also being used to steer self-evaluation</p> <p>Expectations of teaching and learning are high and tools for observations and reflection have been developed and implemented to ensure continued development to maximise learning opportunities</p>	<p>Curriculum design ensures a high level of personal development and growth where 'pupil voice' and maximising liberties are at the heart of our systems and Education Model</p> <p>Breadth and 'student led' opportunities are mastered through our 'vehicles for learning' and cross-curricular approaches.</p> <p>Teaching incorporates systems that enable greater independence, depth and generalisation of skills through activities that embrace real-life and functional learning</p> <p>As well as prioritising academic ability, emotional, social, vocational and mental health needs are included within planning, teaching and assessment.</p> <p>Interests and strengths are evidenced within reports and are used to develop community inclusion and work-based experiences</p> <p>Strong links are made with families and stakeholders to ensure inclusion, bridging gaps, planning forward, person-centred approaches and positive working relationships</p> <p>The Calendar of Events and SMSC offer are outstanding features to our curriculum design which further promote active citizenship, current affairs, British values such as liberty, tolerance, resilience, democracy and mutual respect</p> <p>Learners flourish in their personal development across all key stages with the life changing progression towards key stage 5; systems that enable this include assessment, generalisation, functional skills focus and the vocational curriculum on offer supported by relevant qualification.</p> <p>Success stories highlight valuable evidence where students leave school with the ability to access the strategies offered through our curriculum design e.g. following extreme trauma and mental health difficulties one learner went from requiring total child-led approaches where extreme levels of support and resources were required to a young man who is now able to access the community with ability to communicate his feelings and aspirations</p> <p>Those who struggle to attend due to extreme anxiety or attachment issues are supported by school to re-engage, leave the family home and access the community through tailored person centred, child led transition planning.</p> <p>Independent careers tuition and advice continues to be a strength, preparing learners and their families well for the next stages of their lives. The subjects' development is supported by detailed Development Plans and a curriculum map that offers pathways for deeper understanding for all abilities; audited against the Gatsby Benchmarks; promotes vocational awareness across key stages</p> <p>Overlay Hall has a strong culture of safeguarding and transparency. We have developed a dedicated team of DSL's who are ever present and through training, supervision and strong policy/procedure are there for all, ensuring low level need receives the support and investment necessary to reduce the likelihood of matters escalating to meeting threshold. Emphasis is placed on audits, data collection, analysis coupled with action planning where required. There is also a culture of continuous development. Examples of this include: The introduction of our Low Level Concern Policy &amp; newly developed Low Level Procedure; The new Supervision Overview; detailed analysis of 'child on child' abuse data to the HT's Report; the development of our curriculum and education model which strongly focuses on the development of pupil voice, developing independent thought and maximising liberty. The appointment of a CSE lead and ensuring this person has skills to support our complex young people to express themselves to the best of their ability; further development of school council and the training of all staff to be able to carry out talking Mats and level 1 – 3 debriefs for learners etc.</p>	<p>Leaders understand the purpose for all they do which is to provide a curriculum which supports the development of 'pupil voice' and to maximise liberties and their commitment to always knowing the reason why we are doing what we are doing</p> <p>Leaders have created and implemented a curriculum design which promotes a deeper and higher quality of engagement, promotes independent thinking and ability to transfer skills across a variety of contexts including the out in the wider community</p> <p>Leaders have also fashioned a way of developing deeper understanding based on prior knowledge and skills</p> <p>Leaders undertake extensive quality assurance and audits from which they reflect and use findings to support future development</p> <p>Leaders have a clear understanding on the strengths and areas requiring further development and are extremely proactive in their practice</p> <p>Leaders have a high level of presence across the school that further supports their awareness of needs moving forward. This also enables them to work proactively, and through solution focused practice ensure wellbeing, knowledge and the skills necessary to work effectively to support both learners and staff. This establishes a healthy school, minimising safeguarding potential and paving the way for the belief in a therapeutic practice for all</p> <p>Leaders have clear and strong vision that has developed from a mixture of sources. Vision which has led to a clear 'intent' and how this should be implemented for each learner and across each group. We have evaluated our curriculums' effectiveness through considerable reflection of its impact both in terms of measuring qualitatively and quantitatively</p> <p>This distinct vision of intent has been derived from a variety of sources which include, but by no means are limited to:</p> <ul style="list-style-type: none"> <li>-Detailed assessment of data:</li> <li>-Need-based/academic/vocational/pastoral/emotional etc.</li> <li>-Specialist guidance (Therapy/Clinical/EHCP/Tutors and Teachers/Parents</li> <li>-Direct observation using a triangulated approach</li> <li>-Voice of staff, parents, governance, stakeholders and learners</li> <li>-Experience and knowledge from working within this and other SEND specialist fields, trial &amp; reflection; -Evidence based research</li> </ul> <p>Leaders have minimised staff work load and established a type of planning which is meaningful and steering but allowing more time to plan for how deeper understanding can be achieved through the use of curriculum maps and required sequential planning</p> <p>Leaders have established a school with a strong family feel ethos, that has:</p> <ul style="list-style-type: none"> <li>- A consistent team of staff who develop well in line with school vision and personally with most undertaking personal development L3, L4, L5, and L6</li> <li>-Learners make very good progress particularly with their personal development from their starting points upon entry and leave us so much better prepared emotionally and vocationally for life as an adult</li> <li>-A team who have a voice and feel listened to throughout our development. Staff who have been very much a part of shaping the direction of the curriculum and feel very involved in its introduction, implementation and its evaluation. Staff who feel very supported by our therapy and clinical team, our independent advisors such as Safety Solutions, Future Focus, School improvement partners and governance teams</li> <li>-A transparent and supportive culture where safeguarding and health and safety are tenaciously addressed proactively and reactively</li> </ul> <p>Leaders and managers who are vigilant to need s of learners, staff, parents and other stakeholders and are working proactively/responsively to ensure best outcomes. Leaders ensure the schools vision, aims and development plans are supported and steered through detailed performance management</p>
<p><b>1b. What needs to be done to secure outstanding is.....</b></p> <p>Ensuring the curriculum maps and themes stretch and challenge our most able</p> <p>Continue to develop resources that guide the implementation of curriculum intent i.e. training videos</p> <p>Ensuring our qualification offer is such that it challenges and stretches the higher ability maximising their outcome.</p> <p>Ensuring the curriculum vision and intent are fully understood, implemented, measured and evaluated through performance management and other methods.</p>	<p><b>2b. What needs to be done to secure outstanding.....</b></p> <p>Further develop and embed the role of subject ambassadors to further develop staff confidence to be able to celebrate what they know during deeper dive evaluations and share good practice and newly established initiatives to further improve knowledge and skills across curriculum areas.</p> <p>Developing and evidencing cross-curricular approaches for signpost option/show me/integrated subjects.</p> <p>Providing specialist teaching to the higher ability learners to implement sequential planning and teaching and offer the challenge they require to secure deeper understanding</p>	<p><b>4b. What needs to be done to secure outstanding.....</b></p> <p>Having developed our curriculum offer we are excited to enhance strategies around promoting good health (Healthy School Award) in its broadest terms, measuring effectiveness, impact and ultimately transforming lives.</p> <p>To further develop safeguarding procedures for PREVENT, Accessibility, Contextual Safeguarding, CSE.</p>	<p><b>6b. What needs to be done to secure outstanding.....</b></p> <p>Ensure the school retains its intent despite being almost full to capacity and having recruited new staff as we have grown. Utilizing staff natural styles, strengths &amp; interests to create best possible outcomes and a happy team. Our curriculum brings about outstanding holistic progress, but leaders must continue to strive for the highest academic progress possible to ensure all are stretched.</p> <p>Leaders must ensure the staff are upskilled to be able to offer therapeutic education to the highest standard.</p>
	<p><b>3a. Our curriculum impact is outstanding</b></p> <p>Learners are thriving across all key stages</p> <p>Assessment is embedded and used to bridge gaps, analysis of data is thorough and informs future planning</p> <p>All areas of the curriculum are being assessed to inform teaching and learning (Broad areas of need and learning, academic, emotional, social)</p> <p>Specialist guidance is embedded within curriculum design which staff more confidently access for teaching and learning</p> <p>Sequential planning for White – Blue ensures that greater depths of knowledge and understanding.</p>	<p><b>5a. Behaviour and attitudes is outstanding because....</b></p> <p>Views of pupils and staff are valued; any conflicts or incidents discussed further to establish positive approaches</p> <p>Views of parents and stakeholders are regularly sought and analysed and data used to adapt SIP and approaches</p> <p>Behaviour is regularly analysed and discussed by DSL's. Patterns are identified and followed by multidisciplinary 'meetings around the child' to offer supporting strategies</p> <p>A new model has been created to ensure all stakeholders know how to respond to peer on peer abuse</p> <p>Safeguarding section has been added to the website. Curriculum has been designed to further maximise liberty and develop voice. Education model has 'pupil voice' at its heart</p> <p>A deep dive into safeguarding was carried out by T &amp; W Safeguarding team, randomly selected, specifically focusing on peer on peer abuse which led to a positive report</p>	
	<p><b>3b. What needs to be done to secure outstanding.....</b></p> <p>Ensuring Progress &amp; Impact Reports &amp; 'show me' evidence captures the learning celebrating what learners can do over time</p> <p>Moderation helps to demonstrate consistency, quality of evidence and helps identify further training and future planning for development</p> <p>Embarking on developing our impact, the recognition of our impact and the data for us to celebrate the achievement of our impact by undertaking externally accredited awards which focus around Curriculum/SEND/Emotional &amp; Mental Wellbeing/Social/Health &amp; Safety/Safeguarding / Outcomes / Approaches for Complex Learners / Diagnosis – ASD, LD, Attachment etc. Using Performance Management matched to strengths and interests to provide direction and drive.</p> <p>Capturing the impact of our Green – Cyan Banded learners given adaptations made such as the introduction of the teaching group.</p>	<p><b>5b. What needs to be done to retain and further secure outstanding is.</b></p> <p>Further develop facilities to minimise impact of dysregulation on peers that can also lead to general disruption across school. Also minimise the impact of crisis situations on well-being by ensuring collaborative working with involved stakeholders to bring about best possible outcomes for all involved across staff, family, learners and authorities. Continue to further develop systems and practices to reduce the likelihood of crisis situations by early intervention. Behaviour data to be closely analysis, reported on and shared with relevant stakeholders.</p>	

Further updated Jan 26<sup>th</sup>2024

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