

# The Castle School Self Evaluation 2018



## Overview of The Castle School

The Castle School is a community special school based on two sites in Newbury. This consists of a the main Primary and Secondary school located at Love Lane and a purpose-built Post-16 centre, opened in 2011 situated adjacent to Newbury College.

The Castle School's catchment area is predominantly the Western half of West Berkshire. However, a small, but increasing number of pupils are placed here from Wiltshire, Hampshire and Oxfordshire.

The school has experienced significant growth over the past 8 years. In 2011 the school catered for 127 students. As of September 2018 there are 170 students on role.

Year	Number of pupils
2011/2012	130
2012/2013	136
2013/2014	143
2014/2015	150
2015/2016	157
2016/2017	162
2017/2018	169
Current	170

### Characteristics of learners

The Castle School caters for students from 3 to 19 years of age. There is provision for pupils with a wide range of needs including Profound and Multiple/Complex Needs (PMLD) (9%), Severe Learning Difficulties (SLD) (14%), Moderate Learning Difficulties (MLD) (35%) and Autistic Spectrum Condition (ASC) (42%).

The majority of students are white British. 13% are from ethnic minority groups and this is roughly representative of the local area.

### Admissions profile September 2018

On roll	Joined	Left	LAC	PPG	Dual roll
170	16	15	6 (3.5%)	54 (32%)	0
Boys	Girls	Nursery/Reception	Key Stage 1	Key Stage 2	Key Stage 3
120 (71%)	50 (29%)	1	17	40	49
Key Stage 4	Key Stage 5				
25	38				

## **Vision and Values**

### **Our Purpose**

The Castle School exists to provide a caring, nurturing and outstanding educational community for the learners of West Berkshire and beyond. Our key purpose is to educate, motivate, inspire and celebrate all children with additional needs and to provide a quality educational experience which encourages equality for all; to develop individual self-worth, esteem and potential in all learners and uphold their rights.

**Our vision is** to create a happy, secure and stimulating learning environment which will encourage and challenge our learners to develop their skills and knowledge as far as they can and provide the best education possible.

**Our aims** are to:

- encourage all our learners to be curious and hungry to learn, now and in the future
- enable our learners to become valued citizens who contribute positively within their community and beyond
- set high expectations in all areas of learning and create an environment that enables our learners to flourish
- deliver outstanding provision that is at the cutting edge of good practice
- develop positive, mutually-trusting partnerships with families to improve the outcomes of our learners
- empower our learners and equip them with the skills to achieve a full and independent adult life
- engender confidence, resilience, self-worth and a passion for life-long learning

**We believe** that anyone with the drive and desire can reach their goals. Our role is to inspire young people to achieve and provide the support to enable our learners to become independent, self-confident and resilient members of the community.

**We will strive** to do this together by:

- providing each learner with the skills, resilience, drive and passion needed to be successful and happy through a well-differentiated broad, balanced and inspiring curriculum
- celebrate everyone's achievements and talents and embrace the wonderful diversity of our inclusive school community
- having a highly trained, creative and innovative staff team
- empowering each learner through a total communication environment enabling everyone to express themselves and to remove barriers
- supporting each learner with engaging and active challenges to encourage everyone to become life-long learners.
- working together with learners, parents, carers, professionals and members of the community to improve outcomes for all.

## **SEF Judgements**

	Date	Overall effectiveness Grade	Comment
Last OFSTED Inspection	Oct 2014	1	Outstanding
Current grade based on SEF judgements	Sept 2018	1	Outstanding

OFSTED inspected the school in October 2014. The Castle School was judged Outstanding in all 6 inspection areas.

### **Some key quotes from the report:**

*"The school is a calm and harmonious place of learning"*

*"Pupils love their school"*

*"The behaviour is outstanding"*

*"Pupil progress in communication and in reading is exceptional"*

## **Key Stage Overview of the year 2017-2018**

### **Key Stage 1/Complex Needs/EYFS – Lisa Boorman**

It has been a busy year for our department, with each pupil achieving so much. These moments are captured well on Tapestry, our online learning journal, which allows photographs and video observations to be uploaded and viewed by parents and other professionals. A few golden moments though include:

**B:** B's communication is fantastic – he has recently begun to use PECS successfully, allowing him so much more choice in his immediate environment.

**M:** M has become so much more independent this year, and can now zip up his coat, trace over his name and choose toys independently, demonstrating an increase in independent thought.

**O :** O has made a fantastic transition from the nursery to Richmond Class, making huge levels of progress with his communication. He is now wanting to interact with people around him, and can use a switch to request for "more please" of an activity. His tolerance of new people, and new found enjoyment of being in groups of people have allowed him and his family to do things they have not been able to before.

**B:** B has been working hard on coping with transitions this year, and can now transition to the sensory room and secondary hall independently. He has also been able to sit and engage in several lessons with his peers this term which is a huge progress.

**S:** In a recent reading test, S was only one sentence away from getting a reading age – a fantastic achievement for her.

As a department, one of our key aims is to facilitate the making and building of friendships between our young people. A crucial part of this is inclusion, and through special events, our weekly wake

up shake up, and individually planned sessions, more of our pupils are communicating directly with their peers, rather than relying on an adult to initiate and facilitate the interaction. In fact, the adults rarely get acknowledgement from the children now... exactly how it should be!

Our Early years provision was externally moderated by the local authority in May, something which happens approximately every 5 years. The moderation was really successful, with the moderators agreeing with our judgements on the pupils' attainment against the EYFS goals, and also stating that "all practitioners who work with the children had a thorough knowledge of each individual, and talked passionately throughout the professional dialogue". We have such a caring and committed team in the department, and are so pleased this has been recognized by external professionals.

## **Key Stage 2 – Jessica Beasley**

It has been a busy year for Key Stage Two! This year we have been comprised of five different classes: Balmoral, Conway, Pembroke, Skipton and Chillingham, making us the biggest key stage in the school. We have enjoyed coming together for a range of different lessons and topic launch days this year. Some of our highlights have included a space afternoon where we created our own aliens, dressed up in astronaut costumes and eating space food; having a key stage bug hunt in our outdoor areas and numerous sporting opportunities with different coaches including boccia, gymnastics and cricket. Towards the end of the year we have had a push on making our playtimes more inclusive for all children introducing a range of different visual symbols to aid communication. It has been wonderful to see how our older children have stepped up to the challenge of being language role models for some of our children who are less verbal, alongside staff supporting them.

There have been so many magic moments in Key Stage Two this year – below I have highlighted just a few of these.

**Conway Class** – We have seen huge improvements in all areas of learning in Conway class this year. They have worked incredibly hard to improve their communication and independence skills. All students are able to transition around school and between different activities. Particular highlights from Conway class have included T increasing the range of words he can say and being able to address his friends and the staff he works with by name. B, C and L are three pupils who have made huge social progress this year, they have formed a wonderful friendship and this has had an incredibly positive impact on their attitude to school and to their wellbeing. I cannot discuss the progress in Conway class without crediting Aaron for all of his hard work, as an NQT he has shown outstanding commitment to his class and the students he teaches.

**Pembroke Class** – This year it has been wonderful to see how the students in Pembroke class have matured and grown up. Under the guidance of Alice they have transitioned from a play-based to a more formal curriculum. The class have been settled and show real enjoyment for learning. After an early change of class D has shown some wonderful progress in Pembroke class – in particular it has been lovely to see him try new activities including swimming and being part of the pupil panel for teacher interviews.

**Skipton Class** – Skipton class have worked very hard over the course of this academic year. Whenever anybody visits their class they are hard at work! As a class they are a real team and stick together. They are always supportive and love to celebrate each child's achievements including cheering LI on when she finishes her lunch and celebrating as Leah wrote her first and last name for the first time.

**Chillingham Class** - Chillingham class have adapted well to a new routine and a new classroom set up. Nikki and the team work incredibly hard to meet the needs of all of the children within the room. We have enjoyed having Chillingham class transition to join in with some of our key stage events including Christmas craft activities.

**Balmoral Class** – Balmoral class welcomed two new students, O and A at the start of the year. I am always amazed by how welcoming our students are and how much they enjoy having new friends. Later in the year we also welcomed S, who has moved to England from Romania. A huge highlight of our year in Balmoral has been the increase in confidence and communication from J. He sang a beautiful solo in a class assembly and at Addington School as part of Singing Superstar, which left staff and parents all feeling very emotional!

We have enjoyed many successes for our classes, individual students and for our staff this academic year. Leading such a dedicated team of teachers has been a privilege and I look forward to building on all of our hard work over the next academic year.

### **Key Stage 3 – Emma Bryant**

The pupils have been very busy this year in KS3 as with all the other pupils across the school. Here is a quick overview to show you what we have been up to!

#### **Imperial War Museum**

All the pupils had a wonderful experience at the Imperial War museum in the autumn term. This ran alongside our topic of World War 2. Whilst there, pupils were able to observe artefacts and machinery they would have seen during lessons back at school. It was fabulous to observe the pupils remembering and asking questions.

#### **KS3 Christmas Performance**

KS3 worked collaboratively with KS4 to produce a masterpiece of drama, music and song. The performance took the audience around the world at Christmas time.

#### **Wind Turbine**

During the spring term 2 classes from KS3 enjoyed a collaborative trip to the wind turbine near Reading. This ran alongside the learning of energy in science. During this trip it was a fantastic opportunity for the pupils to relate previous learning and ask a wide variety of questions of our guide.

#### **Activities Days**

KS3 enjoyed a range of days out together. Pupils were given the opportunity to build on their collaboration, determination and resilience skills through the outdoor adventurous activities at Youlbury Scout Centre. Through bowling at the Hollywood Bowl the pupils were able to work in mixed groups. Be given the opportunity to support others, play a competitive game and take turns with their peers. A huge learning opportunity for the pupils was to order their own lunch. It was quite surprising the pupils who were reluctant and nervous to do this and in the same light, exciting to see those who usually struggle with communication being clear and understood.

## **LAMDA – Speaking and Listening exam**

A large number of pupils from the key stage were able to participate in the speaking exam. Each pupil had a poem and a spoken piece to learn and deliver. The level of communication skills seen was amazing. It was wonderful to observe the expression and passion shown by the pupils. We are eagerly awaiting the results.

This is just a small glimpse of what we have been up to in KS3, in between all the daily Literacy, Maths and PSHE learning.

## **Key Stage 4 – Liz Wiltshire**

Key Stage 4 have had a busy and successful year with more successes to come in the next few weeks in relation to Functional Skills Assessments and the completion of ASDAN programmes.

Windsor Class had success this year getting the runner up place in the Agricultural Challenge, a real achievement! Hayley has taken her GO (Guided Options) group to Growing Together and they have set themselves the challenge of creating a snake's head from plants. Windsor also had an amazing visit to The Hawk Conservancy. The photos from the day, including many smiling faces, and the resulting writing show how much all the pupils got from this visit. Pupils have continued to enjoy weekly visits to the farm where they have been able to develop their independence. One pupils has had real success using PECS to communicate, he was able to explain to staff that he'd had his hair cut and that he'd had to tidy his bedroom.

Totnes have been working hard to support each other in a positive manner and recognising that everyone has individual needs. There has been major positive improvement in the pupil's maturity and ability to recognise and manage their emotions. Lots of Year 11 pupils have completed work experience placements (Corn Exchange, Sainsburys, Waitrose, The Furniture Project). They have worked hard and been praised for the improvements they made during their placements and also how well they represented our school. Amy has praised her GO group for their amazing recreation of The Lion King.

Oxford Class have demonstrated how supportive and considerate they are especially welcoming a new student to the class. It has been very special to watch the students interact with each other and how the new student has been encouraged to use his communication aid. One magic moment from this year for Oxford was their adapted version of Twelfth Night and the pupil who played Duke Orsino was a real star!

Key Stage 4 staff have worked hard to deal with some challenging situations this year. They have been flexible and have supported each other amazingly. They have shown their dedication to all the pupils in Key Stage 4 especially when providing for their wellbeing as well as their academic improvements.

## **Key Stage 5 – Hannah Daniell**

Post 16 has many things to celebrate, here are just a few...

We have continued to support students in the world of work and have seen fantastic successes! Students have gained permanent employment through not only their hard work and determination but also through encouragement, knowledge and drive of staff (particularly our

World of Work Team). Work experience has continued to be a success with many students starting first time placements and absolutely loving them!

Our relationship with London Irish has continued to grow positively bridging the gap between mainstream and SEN education. Our students are motivated and engaged by the new skills and relationships they are developing all of which are supporting our young people holistically in the community.

Our students have worked solidly on developing their life skills, from household chores to Growing2gether – life skills is something Post-16 excels in. The development of My Independence Pathway (MIP) is to be commended by all involved. This pathway is clear and exactly what the pupils involved in need.

Wellbeing is a fundamental element of Post 16's ethos for both staff and students. Classes have explored an array of wellbeing concepts in an aid to best understand how and why we need to look after ourselves both physically and mentally.

This year is the first year that we will be sitting Functional Skills Level 1 exams. Students have worked so hard on new and challenging elements which will help them for their futures. This has been a hugely rewarding and proud experience for staff involved.

The development of Castle Hospitality and Catering is incredible and staff and students have shown endless, unequivocal commitment to make it a success – and oh my, what HUGE success it is!

Post 16 Magic Moments:

### **Stirling's Garden**

Stirling students have been immersed in an array of cross curricular and sensory experiences whilst developing their garden. All have been actively engaged throughout this process resulting in a beautiful area that can be shared and enjoyed by all.

### **Bamburgh's Event Management – Bingo Night**

This project was developed across a whole term allowing for cross – curricular work to take place. The skills that were developed were purposeful and allowed for students to build positive self – esteem and confidence. Students were raising money for a charity they knew, making it purposeful and an evening full of excitement and enjoyment by all involved.

### **Caernarfon's Fundraising Event for ATE**

This was a huge project that involved many, many parts, however watching students go into the community and interact with others in order to gain support and donations for the event was honourable as so many students broke their boundaries in order to achieve this. A huge accomplishment that will support people less fortunate lives.

### **Lancaster's Team Building**

Lancaster has worked hard to gel as a team they are a truly energetic and strong bunch! Having had changes this year, Lancaster hit the ground running and it has conveyed just how amazing our students are at accepting, adapting and coping with many changes.

## Outcomes for Children and Other Learners - judged to be **Outstanding**

We continue to use the Progression Guidance to measure our pupils' progress and set challenging targets to ensure our pupils make the best progress they can. Outstanding is determined by 75% or more pupils having made expected progress or better, good by 50%-75% having made expected progress or better. We set targets which enable pupils to achieve and this is monitored through termly Pupil Progress meetings which the Management team review using FADES. Stretch targets are also set through the meetings, pushing staff and pupils to work towards greater gains.

Catch-up Reading results are **OUTSTANDING** with 39% of pupils making double ratio gains in the year. The average months gain in reading was 12 months which is 3 months longer than the intervention ran. Whole school data showed that 80% of the pupils made gains expected for the reading intervention, making this Good progress.

The maths results have shown that there is a strong correlation between Doodle Maths and Doodle Maths age, as well as Doodle Stars and Doodle Maths age. This shows, the more time spent doing maths with the app, the larger the gain in progress. 100% of the pupils made expected or better progress on the programme.

- 16 made more than single ratio gains. This is 64%.
- 7 of the pupils made between single and double ratio gains. This is 28%.
- 6 of the pupils made between double and triple ratio gains. This is 24%.
- 3 pupils made more than triple gains. This is 12%.

This year we introduced an Individual Pupil Progress Action Plan for those pupils that did not reach end of year English and Maths targets. 77% of pupils made or exceeded their end of year target in English and 80% in Maths showing **OUTSTANDING** progress for these groups.

Foundation Stage pupils (6 pupils) made **OUTSTANDING** progress against their end of year targets in the 7 areas of learning and development.

### Summary Overview for End of Year targets is **Outstanding**

KS	English	Working towards target	On or exceeded target	Maths	Working towards target	On or exceeded target
1	Outstanding	18% (2 pupil)	82%	Outstanding	18% (2 pupils)	82%
2	Outstanding	16% (7 pupils)	84%	Outstanding	18% (8 pupils)	82%
3	Outstanding	17% (7 pupils)	83%	Outstanding	19% (8 pupils)	81%
4	Outstanding	13% (4 pupils)	87%	Outstanding	13% (4 pupils)	87%
5	Outstanding	15% (5 pupils)	85%	Outstanding	12% (4 pupils)	88%

### Summary Overview for End of Year in Reading, Writing and Number is **Good to Outstanding**

KS	Reading below target	Reading on and above target	Writing below target	Writing on and above target	Number below target	Number on and above target
1	14%	86%	14%	86%	29%	71%
2	18%	82%	23%	77%	16%	84%
3	36%	64%	28%	72%	26%	74%
4	25%	75%	26%	74%	26%	74%
5	24%	76%	32%	68%	24%	76%

**Percentage breakdown by groups****Whole School**

167 pupils	Working towards target	On target	Exceeded target
English	24 pupils 14%	65 pupils 39%	78 pupils 47%
Maths	24 pupils 14 %	50 pupils 30%	93 pupils 56%

**PPG Pupils Boys**

36 pupils	Working towards target	On target	Exceeded target
English	6 pupils 17%	14 pupils 39%	16 pupils 44%
Maths	6 pupils 17%	10 pupils 28%	20 pupils 55%

**PPG Pupils Girls**

16 pupils	Working towards target	On target	Exceeded target
English	2 pupils 13%	8 pupils 50%	6 pupils 37%
Maths	3 pupils 19%	5 pupils 31%	8 pupils 50%

**LAC Pupils Boys**

1 pupils	Working towards target	On target	Exceeded target
English	0 pupils 0%	1 pupil 100%	0 pupil 0 %
Maths	0 pupils 0 %	0 pupils 0%	1 pupil 100 %

**LAC Pupils Girls**

3 pupils	Working towards target	On target	Exceeded target
English	0 pupils 0%	2 pupil 67 %	1 pupil 33 %
Maths	0 pupils 0%	1 pupils 33%	2 pupil 67%

**Traveller Pupils**

3 pupils	Working towards target	On target	Exceeded target
English	0 pupils 0%	2 pupils 67%	1 pupils 33%
Maths	0 pupil 0%	3 pupils 100%	0 pupil 0%

**Ethnic non-white**

12 pupils	Working towards target	On target	Exceeded target
English	4 pupils 33%	6 pupils 50%	2 pupils 17%
Maths	3 pupils 25%	4 pupils 33%	5 pupils 42%

**Ethnic other white**

3 pupils	Working towards target	On target	Exceeded target
English	0 pupils 0%	1 pupils 33%	2 pupils 67%
Maths	0 pupils 0%	0 pupils 0%	3 pupils 100%

**Girls**

49 pupils	Working towards target	On target	Exceeded target
English	6 pupils 12%	18 pupils 37%	25 pupils 51%
Maths	7 pupils 14%	15 pupils 31%	27 pupils 55%

**Boys**

118 pupils	Working towards target	On target	Exceeded target
English	19 pupils 16%	45 pupils 38%	54 pupils 46%
Maths	19 pupils 16%	32 pupils 27%	67 pupils 57%

100% of pupils entered for LAMDA exams passed, with 24% gaining a Merit and 73% gaining a Distinction. Ten pupils entered in ASDAN Personal Development Programme achieved Bronze Award. ASDAN Short Courses, Science and Foodwise, were also achieved. Six pupils achieved 5 modules within their Transition Challenge work.

We had 15 pupils leave our school; 1 NEET with 10 going on to a Further Education, 1 to Social Care and 3 to employment.

**Areas for development:**

- Ensure that pupils in the ethnic non-white group make at least the same progress as whole school
- Ensure that 80% of pupils achieve at least a single ratio gain in reading during the year.
- Ensure moderation of all levels throughout year.
- Develop further training for governors

**Quality of Teaching, Learning and Assessment – judged to be *Outstanding***

Teaching is monitored 3 times annually and any issues addressed through methods such as action plans, coaching and team teaching. The school is confident that teaching is outstanding because observations are joint moderated by the Senior Leadership Team and moderated by SIP. Evidence shows that teaching is consistently good and is outstanding in many lessons, providing a breadth of learning opportunities.

A Quality of Teaching summary gives a holistic view of the impact of teaching and learning and includes performance management, book looks, practice enhancements and progress data, along with information gathered from learning snapshots.

Parents are invited in to school 3 times per year to attend a SAP Parents evening. At these meetings they will review and set new targets with the teaching staff, based on EHCP objectives. Parents can also request a telephone conversation if they are unable to attend in person.

### Annual Reviews

Number of Annual Reviews	Number with Parents/Carers attending	Number with West Berks Council/DCT	Number with Professionals attending
168	140	62	71
	89%	37%	47%
			Of this number 17% were our Pastoral Support Team

There has been a total of 168 Annual Reviews during the 2017-2018 academic year. Parents have attended 150 reviews in total, which is an 89% attendance rate. Pupils attended 30% of the reviews. To support updates on EHC plans extra meetings were held for some pupils in years 2, 5, 9 and 14.

The staff training programme is used to target the priorities and needs of the school and to identify what to include in the weekly staff training sessions. The programme focused on areas of need in the STP and on evaluations. The 2018-2019 programme will focus on Assessment,

Pupil Progress Meetings – 5 per year. Team Leaders and Leadership Team set challenging short term goals for Class Teams. The meetings will focus on issues or concerns and interventions will be put in place and monitored at each meeting to ensure that the correct support and challenge is being put place.

Use of local and wider community to enhance learning – Community Matters board in reception highlights all our links and collaborations.

Whole school curriculum – theme-based. To enable our pupils to create links and generalise learning we have developed topic themes that run through each term. This allows us to develop learning with meaning and context and allows for greater collaboration across the school. This has been developed and refreshed to ensure vibrancy, creativity and relevance for students. In conducting a full curriculum review through a staff working party, students were widely consulted through Pupils for Positive Change Debate (P4PC), to glean their interests and what they felt important in their learning.

QCF Training Centre. The QCF centre received an excellent External Verifier report, and continues to maintain its high standards.

Since September 2017 we have had 2 learners complete their level 3 diploma in supporting teaching and learning in schools.

Currently we have 8 learners on role and most are expected to finish their level 3 diplomas by January 2019. We also have 4 staff members which have expressed a desire to train with, but we are currently looking into to offering the level 2 and 3 qualifications through an apprenticeship. This will enable us to use some of the levy money we pay into each year. This is all at the consultation stage as I write.

We had all our EYFS records and levels moderated (this is part of regular process that all schools go through periodically). This was a very challenging and intensive process and everything was scrutinised in great detail. We are very pleased to report that we came out with a very good result and a confirmation that our judgements are secure. This is very pleasing for our early years teachers and staff.

### **Inclusion for Learning**

To enhance the experiences of all pupils across the school, we have developed our "Inclusion for Learning" afternoon, which takes place on Friday afternoons. These sessions involve all pupils being in varied and mixed groups to take part in an activity. The group activities range from collage-making, choir, yoga, art, orienteering and volunteering, which complements our Rights Respecting Schools and British Values. It is a very diverse session. Pupils of very different needs and abilities learn together to develop skills and experiences.

These afternoons are highly successful and feedback from staff through surveys indicates that 91% feel that there has been an increase in their skills.

### **Go Afternoon**

Our Key Stage 4 Pupils have the opportunity to choose guided options for a Thursday afternoon. These option groups are led by a group of teachers who have devised their own curriculum programmes. This has been an excellent opportunity for staff to demonstrate their skills and work on something that they are truly passionate about. The programme subjects have been as diverse as working in the community; volunteering; map work; environment; DJing and Arts Award to name but a few.

### **Metacognition and thinking skills**

Throughout the school we continue to develop the metacognitive strategies to develop thinking skills and resilience with our pupils. These go across the school working with all pupils. Teacher take on board the plans that work best with their class and use them to enhance the learning across the curriculum.

### **Areas for development:**

- Embed whole school World of Work Curriculum
- Embed whole school non-core curriculum
- Develop new ways of measuring progress across the whole school to ensure we are measuring a wider range of aspects
- Implement further metacognitive techniques and embed across school

## **Personal Development, Behaviour and Welfare – judged to be *Outstanding***

Following the release of the Revised Keeping Children Safe In Education 2018 and updated safeguarding policy, a safeguarding Training session was delivered at the beginning of September to all staff. Further sessions have been planned to ensure that all new staff who did not attend are fully trained.

All staff are up to date with Safeguarding Training. Prior to any training taking place all new staff have a brief introduction to safeguarding as they walk through the door.

All visitors are required to sign in at the reception (both main site and Post-16). They are issued with a badge which states who the designated safeguarding lead (DSL) is.

All staff use the online MyConcern system to report any concerns about pupil safeguarding. The reports are actioned by the DSL or deputy DSL.

All teachers and Teaching Assistants have completed online training on FGM (Female Genital Mutilation), CSE (Child Sexual Exploitation) and DV (Domestic Violence) Training by 1<sup>st</sup> December. They have been given time in lieu so that they can complete it at home if they so wish. In this academic year, new teachers Teaching Assistants will again be required to complete this on-line training.

All new starters and new governors will be receiving Prevent training during this half term to ensure that everyone is up to date.

Caroline Whitlock is the DSL (Designated Safeguarding Lead) and we have 5 Deputy DSLs, including The Headteacher, all Assistant Headteachers and the Pastoral Manager.

The school is committed to the Rights Respecting School Award and we have achieved the bronze award. We will be investigating moving towards RRSA Gold this academic year.

Pupil voice is a central part of what we do at The Castle. We have a representative group of pupils (which allows all pupils the opportunity to be involved as it rotates membership) which is called P4PC. These are conferences which look at particular areas and seek to gain opinion and views from pupils and act on them. Pupils are involved in the recruitment process and form pupil panels for teacher interviews.

Pupils for Positive Change continues to be a successful element of reviewing and evaluating whole school life. There have been regular events gathering the thoughts, opinions and values of students and utilised Skype for inclusion of Post-16 students. Discussion topics this year have included the review of non-core curriculum, what is important for students' 'Life Skills' development and student voice in developing a wellbeing focus across the school.

From September 2018 we will be having 3 x P4PC Conferences over the year. Debate topics last year included, Vision and Values, Curriculum Review, ways to wellbeing, charities and PSHE.

Behaviour around the school site is exemplary. Students are polite, friendly, courteous and kind. They are very welcoming to people coming in from outside and especially to new students. They are keen to interact with each other and visitors and staff.

Exclusion numbers are extremely low. We manage behaviour in a positive way following the PRO-ACT SCIPr de-escalation training. The school approaches behaviour proactively and positively. Staff training is updated progressively 3 times per year.

Robust systems are in place to deal with any issues – class team; Team Leaders; Leadership Team; PROACT SCiPr training for all staff; Behaviour Plans are written for pupils who have additional difficulties or challenges with behaviours. We have 4 members of staff who are PROACT SCiPr trainers.

There have been no incidents of prejudiced-based bullying over the past year.

Celebration of students' achievements include weekly Team assemblies, Star of the Week, Website Blog, Headteachers Award and Star of the Year awards.

We have a very rich Music and Arts curriculum. We have specialist teachers for music, art and drama.

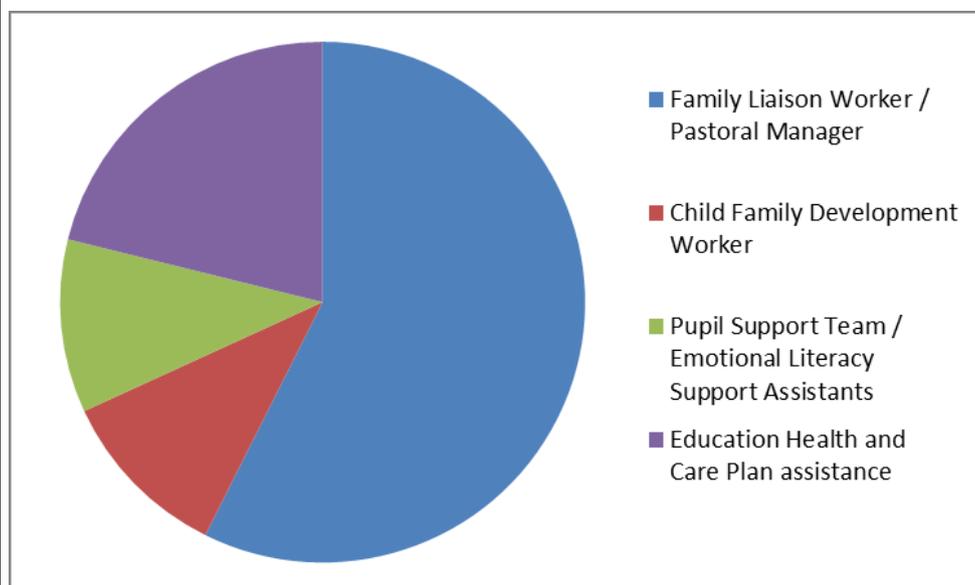
We have a well-subscribed School Choir. We attend events throughout the year including the Anvil School Concert and The St Nicholas Church Carol service – both where we are the only special school performing.

We have Safeguarding training for all staff and also for students who will be taking up work placements where they will be working with young children.

### **Pastoral Support**

Comprehensive support for parents from our Pastoral Team – 91% of families have received some kind of support from the team since 2012.

We have now embedded a pastoral programme throughout the school delivered by a very comprehensive and skilled Pastoral Support Team. This includes 4 trained ELSAs (Emotional Literacy Support Assistants), a Pastoral Manager and a Family Support Worker. The team have had the following input to families:



The team have made over 570 contacts with parents in the last academic year to help develop strategies to support parents at home with their children. The ELSA team have had 350 sessions supporting children and young people in the school. Parents, staff and more importantly students have commented around how the sessions help, how they use the strategies that the team talk about with comments from students like “when can we do it again?” “when can I see you again?” ELSA time is truly a chance for the team to connect with

the child on a 1:1 level, build trusting relationships, find out what's important in their life, help the young person to understand themselves; subsequently others and how they fit into society. The pastoral programme is a very significant part of supporting progress of young people, particularly those who receive pupil premium grant (PPG) funding. It can be seen by the results of pupils with PPG (above) that the impact of the team ensures that pupils who are the most vulnerable progress as well as all other pupils in the school.

### **Mental Health and Wellbeing**

A programme of training was established in September 2017 for mental health and wellbeing. A clinical specialist, funded by local Mental Health Charity, The Charlie Whaller Memorial Trust, led two training sessions in school for all teachers and teaching assistants. This was focused around understanding and supporting children and young people with depression and anxiety. The whole participating in World Mental Health Day and learnt about positive wellbeing for all through a wide range of engaging activities.

A group of key stage 4 and 5 students attended and were part of 'The Guinness Book of Record' attempt at the World's largest Mental Health lesson.

A Lead Teacher for Mental Health was designated. She has now become a Mental Health First Aid trainer. This has meant that a group of front-line staff were Mental Health First Aid trained in summer 2018. This will be offered again this year.

Further mental health awareness and support training is planned for 2018/19 with the focus on Autism and Mental Health. The Lead Teacher for Mental Health and attended training from National Autistic Society in September and will deliver whole school training throughout the year.

### **Areas for development:**

- Further develop the whole school approach to mental health and wellbeing
- Develop and embed a culture of wellbeing throughout the school
- Develop the culture, value and application of early intervention opportunities in school for young people and families
- Develop a digital safety policy and practice + training

### **Effectiveness of Leadership and Management** – judged to be **Outstanding**

The leadership team at The Castle School is broad and has a wide range of skills. The leadership is well delegated and this allows for the team to lead on many aspects of the school development. The extended leadership team consists of:

Headteacher  
Deputy Headteacher  
3 x Assistant Headteachers  
School Business Manager  
5 x Team Leaders  
1 x Maths Lead  
1 x English Lead  
1 x PSHE Lead

Leadership team know their school well – areas of strength and areas for development are identified and linked into STP. Line Management Structure provides clear routes for supporting staff.

Monitoring Schedule – A very clear and robust system of monitoring is in place including practice enhancements, snapshot learning walks, book looks, performance management appraisals, moderation of work (internal and external) and pupil progress meetings.

The extended leadership team use FADEs (Focus, Analysis, Do, Evaluate) to analyse areas of need and how to move forward.

Strong, determined and passionate leadership.

Each pupil has a book for English and a book for Mathematics. The books are marked using a 2 stars and a wish system on a weekly basis and the books are monitored by the Team Leaders and senior leadership team and feedback given to staff on a termly basis.

Very high expectations of all staff.

Induction package for all new staff. This covers Safeguarding (with PREVENT), PROACT SCiPr-UK, Makaton, Manual Handling and Roles and Responsibilities. New teaching staff also receive a pre-induction day prior to starting which covers assessment, curriculum, risk assessment/EVOLVES as well as time at all school sites.

QCF – Support staff in classes are offered the opportunity to study for qualification on the Qualification and Curriculum Framework at Level 2 and Level 3. We currently have 12 learners on the programme which is our maximum number. We have staff waiting to take up the training with a roll-on/roll-off system.

High levels of support for all staff through training and mentoring.

Comprehensive, relevant and evaluated training programme. All teachers and Teaching Assistants attend various training activities which are delivered in two dedicated hour-long slots each week. The training is evaluated weekly through an online tool and the feedback is used to adjust and change the programme to suit need. Additional targeted training is put in place and evaluated where appropriate. We invest over £30000 in external staff training each year in addition to the internal weekly training.

**World of Work** is a key area of our curriculum and is embedded in our work at Key Stage 4 and 5. The World of Work Team have been visited by many schools from the local area and wider regional area and are recognised as a best practice model of delivery by organisations such as BASE. We have also been awarded the BASE Team of the Year this year. Below is information of progress linked to World of Work aspects.

Headline Data	
	<ul style="list-style-type: none"><li>• Students on Supported internships: 1 (100% have gained employment during the year)</li><li>• Number of students who have gained employment and still in employment: 4</li><li>• Number of student who has a period of paid employment: 2</li><li>• Students accessing external work placements: 42</li></ul>

	<ul style="list-style-type: none"> <li>• Students accessing internal work placements: 25</li> </ul>
<b>CV</b>	<ul style="list-style-type: none"> <li>• Each student in Oxford, Caernarfon and Lancaster have a completed CV.</li> </ul>
<p><b>Presentations/talks</b> Given by James and Louisa to share good practice.</p>	<ul style="list-style-type: none"> <li>• 02/10/17 – Talk to Reed employment about routes to employment for SEND students.</li> <li>• 06/12/17 – Talk to Engaging potential about routes to employment for SEND students.</li> <li>• 12/12/17 – Presentation to group at Reading Council regarding our WOW programme.</li> <li>• 18/01/18 – Presentation to Critchill School regarding our WOW programme.</li> <li>• 01/03/18 - Presentation to Dynamic training regarding our WOW programme.</li> <li>• 27/03/18 – Follow up presentation to Dynamic training.</li> </ul>
<p><b>Vocational profile</b> Vocational profiling is as a person centred tool to assist students to make informed choice about job preferences and to establish the necessary pathway.</p>	Vocational profiles have been used in Oxford, Totnes, Caernarfon, Lancaster.
<p><b>Branding and marketing</b> Creating a brand has made us recognisable. Companies are now calling us to be involved!</p> 	<ul style="list-style-type: none"> <li>• Ongoing development. Leaflets now available and electronic 'blue' flyer in use.</li> <li>• T-shirts with WOW logo for events and presentations.</li> <li>• WOW banner in use.</li> </ul>
<b>Celebration event</b>	Took place on the 09/03/18 and was a huge success. We had a follow up article in the local paper, numerous Tweets regarding the event and a number of new companies join the programme following the event.
	<p>Building on the success of Stirling Class working at the Growing2gether project last year, they have been working as a group on a Christmas tree farm this year.</p> <p>Bamburgh class have taken on a plot at Growing2gether to develop their work skills</p>
<b>Castle Hospitality and Catering Launched</b>	Huge success creating a large number of work experience opportunities in the catering and hospitality sector.

<p><b>Employment is Everyone's Business</b> Government funded project that West Berkshire was involved in.</p>	<p>Meeting attended with the Local Authority every term. Funding for EEB phase two had been agreed with a focus of supporting mainstream settings. We are going to be a Hub for the west of Berkshire.</p> <p>At the end of the project 3 guides were written (funded by the DfE). The Castle School was given as a case study of excellent practice)</p> <p>Phase 2 of the Project now being run in West Berkshire which we are helping to lead on.</p>
<p><b>Supported Employment Service</b> Local Authority funded service to support 16-25 year olds who meet the criteria into employment</p>	<p>Contract with Ways into Work started on the 1<sup>st</sup> April 2016 One of the successful candidates (Megan) was based at Post-16.</p> <p>Contract has now been renewed for another year. We have worked very closely with Ways in to Work. 3 of our students have received Job coaching through the Supported Employment Service. 2 of our leavers from last year have received Job coaching through the Supported Employment Service.</p>
<p><b>Employment Pathway document</b> To show how we as a school work towards gaining employment opportunities for our students</p>	<p>Has been completed and shared with the Local Authority. (will be on the Local offer)</p>
<p><b>Farm</b> Group work experience</p>	<p>A group of 8 students attend Rushall Farm one day a week to develop their understanding of different job roles on the farm.</p>
<p><b>Job Club</b> Run daily at Post-16</p>	<p>Students can access support during break/lunch times to help complete job application forms</p>
<p><b>New employee</b> To support WOW programme</p>	<p>The impact of the World of Work Assistant has been significant. Not only has it allowed many more students to access work experience, it has allowed us to further develop our business contacts and relationships with more local and national organisations. It has allowed us to set more targets for students to achieve within work experience and have more time to get feedback from companies on progress and areas for development. Nicola has also been pivotal in developing our information spreadsheet allowing us to record more detailed information on all aspects of the World of Work Project.</p>

<b>Individual Advice and guidance</b>	25 students have received one to one sessions with an appropriately trained member of staff.
<b>Employers</b> That work with us	New employers continue to come on board.
<b>WOW Visits/guest speakers</b>	<ul style="list-style-type: none"> <li>• Pepsico</li> <li>• Blacks</li> <li>• SENDIAS</li> <li>• Thames Valley Police PCSO</li> <li>• Newbury Fire Service</li> <li>• WBC</li> <li>• Cats Protection League</li> <li>• S.A.M / Quantel</li> <li>• Anthony Stansfield, Police and Crime Commissioner</li> <li>• Mike Bushell - BBC sports presenter</li> <li>• NHS (roles and opportunities)</li> <li>• Tesco Extra Farm to Fork Tour</li> <li>• Pret a manger - Amy Head</li> <li>• "Advisor" Careers /apprenticeship session</li> <li>• Sara Naylor IBM Workshop</li> </ul>
<b>Staff training</b>	TSI job coaching qualification for Louisa (December 2015) Job coaching course for Nicola (October 2016)
<b>Resource development</b>	Development agreement created to clarify roles and goals during work experience.
<b>Curriculum development</b>	Termly areas to be confirmed for Louisa to focus on with each class. Teachers can then work on this in other curriculum areas.
<b>Time in class</b> by Louisa/Nicola	Lancaster, Caernarfon, Totnes and Oxford on average 1 hour a week per class from Louisa and Nicola.
<b>Careers network meeting</b>	Attended by Louisa once every term. It is attended by school careers advisors from across West Berks to discuss development and share good practice.
<b>Newsletters</b>	Continue termly to share the fantastic work our students are doing.
<b>Case studies</b>	Used to profile what we do and how we do it. These are shared with companies to show what we do.
<b>Business Enterprise Advisor</b>	Mark Tippett now works with us in a supportive role. He can help in many ways from CV writing, interview practice to helping us to link up with new organisations that we can work with.
<b>Spreadsheet</b>	We have a master spreadsheet that now logs all WOW activity
<b>Travel Training</b>	The loss of formal travel training could have had a big impact on work experience. We have not let this happen and are

	incorporating travel training into work experience wherever possible. NH is a prime example of the success of this as he now travels independently to and from school.
<b>Job Coaching</b>	Louisa and Nicola have been providing 1 to 1 job coaching on site at work places as appropriate. The outcome is that students are becoming more confident and able to complete tasks independently. This also increases confidence from an employer perspective.

Very high expectations for all students to ensure outstanding progress and achievement.

Effective and robust assessment systems enable staff to set challenging targets and drive forward improvement.

Curriculum – continually adapted and changed to meet needs of students.

Pupil Premium utilised very carefully to ensure greatest impact – see pupil achievement.

Leaders at all levels are empowered to make decisions and take initiative on situations. Leadership is well delegated throughout the school.

Rigorous safeguarding arrangements are in place.

### **Awards**

We have achieved the following:

- **Disability Confident Leader Award** (of 4000+ organisation that have signed up, only 25 have achieved this level of award.
- **BASE** (British Association for Supported Employment) – **Team of the Year 2017**
- The Careers and Enterprise Company '**SEND Careers Provision of the Year**' award winner **2018**
- **Makaton Friendly Award 2018**

The school website is a key portal of information for the school. The Headteacher ensures that the website meets statutory requirements and that the information is relevant and accessible for parents and other stakeholders. The news blog on the website is updated at least weekly with lots of positive information and pictures of what is happening in school. The website can be accessed at this address: [www.thecastleschoolnewbury.org.uk](http://www.thecastleschoolnewbury.org.uk)

### **Governing board**

Governors know the school well and are aware of strengths and areas of development – Information is fed to governors in a number of ways including, regular meetings between Headteacher and Chair, Annual Strategic Session to plan School Transformation Plan, governor visits to school, governors' subcommittee meetings, Pay Panel meetings, Full governors meetings and budget setting meetings. Governors are closely involved in all aspects of the school and offer strong challenge and support.

Governors attend staff training where appropriate and there has been specific bespoke training for governors including on progress and achievement. Governors have all attended safeguarding universal training and Prevent Training.

Governors have a good understanding of schools areas of strength and areas of improvement.

Governors are passionate about positive outcomes and have very high expectations of the Leadership Team and the staff creating a high level of challenge.

Governors are involved in the Headteacher's Performance Management Review and are clear about the targets set for all staff, based on the current STP. The review is assisted by an external School Improvement Advisor. The governors have 3 review meetings with the Headteacher throughout the year to check on progress of the objectives.

The governing board has a robust approach to monitoring the school's finances resulting in very effective management of the school budget enabling the school to develop and grow and staff all classes appropriately. Key governors form the Finance Committee meet with the School Business Manager and Finance Officer termly to reconcile the school accounts.

Pupil Premium spend is closely monitored by the governing board through Curriculum and Pupil Committee and through the HT Performance Review Panel. This is carried out by governors analysing and challenging committee reports from the Leadership Team.

Governors are highly involved in the school including:

- Visits to events, meetings, celebrations, performances, training and assemblies
- Governor training)
- Governors' Tea for new staff
- Training on progress and achievement – upskilling
- Volunteering at school including tidying garden and planting orchard.

### **Areas for development**

- Increase collaboration with other special schools
- Investigate Post-19 provision
- Look at developing use of SIMS for all staff
- Further develop Castle School Hospitality and Catering Enterprise