

# The Castle School Self Evaluation 2019



## 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 Post-16 centre 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 2019 there are 173 students on role.

Year	Number of pupils
2011/2012	130
2012/2013	136 (4.6%)
2013/2014	143 (5.1%)
2014/2015	150 (4.8%)
2015/2016	157 (4.7%)
2016/2017	162 (3.2%)
2017/2018	169 (4.3%)
2018/2019	163 (-2.9%)
2019/2020	173 (including 4 WOW+ students)
Total increase since 2011	43 (24.8%)

### 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 2019

On roll	Joined	Left	LAC	PPG	Dual roll
173	16	15	3 (1.73%)	57 (32.9%)	0
Boys	Girls	Nursery/Reception	Key Stage 1	Key Stage 2	Key Stage 3
124 (72%)	49 (28%)	0	15	41	50
Key Stage 4	Key Stage 5+				
26	41				

## **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	Jan 2019	1	Outstanding
Current grade based on SEF judgements	Sept 2019	1	Outstanding

OFSTED inspected the school in January 2019. The Castle School was judged as continuing to be Outstanding in all areas.

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

*"Pupils' safety and well-being have the highest priority for all staff."*

*"Pupils say that they feel safe and know that they can share any concerns with an adult. Parents agree that their children are safe in school and that they are well looked after."*

*"Pupils make exceptionally strong progress during their time at the school, both academically and personally."*

*"Clear embedded routines, the knowledge of expert staff, and creative and flexible approaches enable all pupils to be as independent as possible."*

*"The curriculum is engaging and fun, with a broad range of activities to motivate pupils in lessons."*

*"pupils enjoy learning"*

*"The 'World of Work' is a key area of the curriculum and recognised as a best practice model of delivery, with significantly higher-than-average numbers of pupils on supported internships or gaining employment."*

*"Teamwork is embedded in the culture of the school, and working together successfully further enhances the high-quality teaching and learning."*

*"Staff are highly motivated and enjoy working at the school"*

*"Excellent relationships were evident between staff and pupils"*

*"The staff demonstrate patience and care at all times and are dedicated to encouraging pupils to be as independent as possible."*

*"The curriculum reflects the strong safeguarding ethos of the school. Pupils learn how to keep themselves safe through managing their own feelings as well as being alert to dangers beyond the school, particularly online."*

## Team Leader Overview of the year 2018-2019

### Primary 1 – Jess Beasley

It has been a busy and varied year for the four classes in Primary 1 this academic year! This year we welcomed lots of new pupils into our Key Stage who have quickly and easily settled in to The Castle School way of life. All pupils have enjoyed learning through three different topics 'What's On Your Plate?' 'On the Move' and 'The Living Rainforest'. Classes in Primary 1 are lucky to have access to a whole range of different activities throughout the school week including swimming, horse riding, cooking, music therapy and Forest School alongside our day to day lessons.

Some of our highlights of the year for each class are listed below:

**Swansea Class** – Swansea class were a new Primary 1 class this year with many of the pupils moving up from the Castle School nursery. It has been amazing to see the progress that Swansea have made, not only settling in to a new school environment and adapting to life on main site but also in their communication and physical development. Swansea class love music and singing. They have also really enjoyed making friends across the whole of Primary Site at playtimes and during inclusion activities!

**Cardiff Class** – Cardiff class also welcomed many new friends this year! As a busy class of 9 boys they have had a fun filled year. Cardiff have continued to successfully learn through structured sessions and 'discovery time' a play based and child led time in which they can independently explore learning linked to the seven areas of the Early Years Curriculum. Cardiff class really enjoyed going on a train during our 'On the Move' topic!

**Conway Class** – Conway class have made some amazing progress this year particularly in their communication, independence and play skills. As a class they love music and have encountered a range of amazing sensory stories. Conway class have loved going to Forest School during the summer term and have enjoyed playing in the mud kitchen.

**Pembroke Class** - Pembroke is our oldest class in Primary 1. They have been lucky to enjoy a range of different sporting activities this year with specialist coaches. Alongside their day to day learning they have been participating in lots of horticulture and gardening. They have enjoyed having Alice's grandad into school to support them with this!

We have had an amazing year in Primary 1 and it has been a pleasure to not only lead the team but to celebrate the successes of each child within the Key Stage. As I now move on to pastures new I hope that Primary 1 will continue to be as amazing as they always have been!

### Primary 2 – Lisa Boorman

It has been a busy year in Primary 2! With Ofsted visiting, school procedures changing, and new a new assessment to learn, it has been one in which we have had to hit the ground running. The four classes that make up our department (Chillingham, Skipton, Balmoral and Richmond) have many differences, however we have grown as a team as we worked through all of these changes together. This teamwork was epitomised in the Spring term when SAPs had to be rewritten. All 4 teachers spent their own time after school together, helping each other, making suggestions, and providing support. This resulted in our department having good quality SAPs, which therefore

optimise pupil progress, which is what it is all about! Here are some golden moments of the year, to demonstrate just how amazingly our pupils have done:

- Skipton Class Café – a 3 course lunch designed and made by the class for the leadership team
- Balmoral pupils' communication skills – in particular Tom using 'BOB' to communicate, Dylan's confidence in communicating with others, Max's progress in writing
- Cameron adapting to using his communication aid; this has had a real impact on him and his family's life. A few weeks ago it had to be sent back to have a hard case fitted and he was without it for about five days. When it was returned and Nikki walked into the classroom with it Cameron starting jumping up and down and made excited noises and took it, showing just how important he views it.
- Richmond Class physio abilities – Jude walking up and down steps independently, Faye crawling, Otis standing
- Bobbi telling staff how he feels, and being able to identify what he needs to prevent anxieties escalating
- Samuel being so much more settled with a functional timetable
- Richmond and Balmoral inclusion – the pupils are friends, and communicate peer to peer, rather than relying on an adult
- Sahithi being in a period of much better health, and making real, functional progress for the first time in 2 years as her seizures are settling
- Curtis has progressed so well in all areas
- Shelby learning to trust food again, and developing her diet to include more than mini cheddars
- Spontaneous, inclusive singing mornings!

### **Secondary 1 – Emma Bryant**

Tiverton, Dover, Pendragon and Colchester classes make up the Secondary 1 team. During the year the pupils from these 4 classes have developed and progressed greatly especially in maturity and independence. The difference in the pupils is a wonder to behold. It is wonderful to walk into the classrooms and see pupils working independently and accessing wall displays and resources around the room to aid them. Meaghan the teacher of Pendragon particularly wanted me to name Adam, Angus and Jonny at this stage of celebrations.

All pupils have developed greatly with their communication skills. This was particularly noticeable during the science week where KS3 classes worked together teaching each other science experiments. To name just a few pupils who are communicating much more openly and clearly to support themselves; Kai, Maddie, Stefan, Jack, Aiden and Sam have made great strides towards this. Talking with staff in a calm manner. This again shows a development in maturity. Social communication skills also need to be celebrated, again Meaghan wished for me to comment on Louise, Emmy, Stefan and Leo's progress in this area and wonderful it is to observe them in class. From my own observations it has been wonderful to observe the social communication and interactions in the playground with all the pupils. Another major achievement of 3 of the classes has been how many pupils have been entered for their LAMDA exam. This will be taken this Thursday. Every single pupil has given this their all, practised daily and performed in assembly. We look forward to receiving the certificates.

Through Reading, Writing and Maths we have seen many celebratory moments. From Isabelle writing a perfect letter to Sainsbury's about the use of one use plastic to Kai writing CVC words independently. To Leo, Louise and Leah reading books independently. We've had Sean and Bradley showing they had some hidden talents in number and are now working at Step 7. To Sam having to join a different class to ensure he was being stretched enough in Maths. There have been so many achievements that it is impossible to mention them in a paragraph.

A few other things I feel I should mention have to be the success of work experience for Ryan, who attends the furniture project twice a week. The Christmas play where each class put on a small piece based on a chosen panto. All were perfect and a joy to observe the inclusion of every pupil so individually achieved. GO afternoons have seen Amy, Neah, Bradley, Katie, Isabelle and Charlie have learnt to swim 25m independently.

I feel I must end by saying that this and much more has only been possible due to the commitment and determination of every staff member in Secondary 1.

## **Secondary 2 – Liz Wiltshire**

Secondary 2 have had another successful year. We began the year by moving into the new building and having all three classes together along one corridor has helped to create a fantastic atmosphere and helped to build a fantastic team ethos across all three classes.

Windsor Class had another fantastic result at the Agricultural Challenge. They came third overall and got first place for their collage and for their cheese biscuits and salsa. The class were amazing during the judging day and spoke brilliantly to the judges explaining what they had done. Windsor staff were particularly proud of Philip and Kirk. The team have worked hard to provide small steps to help pupils achieve. This was most noticeable when Naomi planned a series of small visits for Oliver to Vue Cinema which culminated in Oliver watching a whole film in a dark cinema- a huge, huge achievement for him. Kirk also need special recognition. He has blossomed, not only due to the support provided by the class team but also through attending Boost Group. This has allowed Kirk to develop not only his communication skills but his independence skills. Kirk has also built an amazing relationship with one of the residents at the care home, who he will have long conversations with! Windsor Class have worked hard to provide as many out of class opportunities as possible including swimming and local area visits. These opportunities have helped to provide real life stimulus for English learning, for example Ollie has developed the confidence to order a drink in a café. During swimming Frankie has swum in the big pool, a huge step for him.

The focus for Totnes Class this year has been on developing their confidence and independence skills. The staff have worked hard through their supportive manner, to challenge the pupils to step beyond their comfort zone. Totnes have run a very successful café for staff on a Wednesday morning. They have been shopping to buy the coffee pods, staffed the café taking on different roles from taking order, taking payments and working out change to making and delivering the drinks. This has been a huge success and allowed pupils to make take the first steps into the 'World of Work'. The pupils have also experienced the positive results from working and been able to use the profits from their café to go out for a meal together. During their visit to Reading for their meal, they learnt how to use public transport as they travelled by train. Kieron needs a special mention as he has, within a very short space of time developed a highly successful team, and has

contributed massively not only to Secondary 2 but the whole of Secondary House. Kieron's sensory story sessions during GO afternoons were a huge hit with both pupils and staff alike.

Oxford Class have also had a busy year. A number of pupils have completed external work-experience placements, all of which have been hugely successful. Danny had an amazing placement at Waitrose. Laura completed a placement at both Waitrose and Sainsbury's and Becky attended RDA with Balmoral Class. Oxford are becoming eco warriors. Andrew and Laura wrote passionate and persuasive letters to companies to try and get them to stop using palm oil. Oxford have also been creating Eco-bricks by washing, cutting and stuffing unrecyclable plastic into bottles which will be used locally to build snake benches in schools. Oxford Class ran a successful enterprise scheme, where they made toasted sandwiches and baguettes for staff. They worked well as a team to take order, buy the ingredients, make and deliver the sandwiches and collect the payments. Another success, due to amazing support from Jackie Hogg, has been the alternative timetable that Henry has been following since Easter. I know everyone feels amazingly proud of how far he has come and what he has achieved and it is so lovely to see Henry happy and engaging again.

It has been a pleasure to lead such a supportive, hard-working team and see the improvements that all our pupils have made, I could have included so many more individuals in this celebration!

#### **Post-16 - Hannah Daniell**

Shared Magic Moment: Flint and Dunnottar: Duke of Edinburgh Expedition – team work, exceeded our expectations, determination and by far the proudest moment of the year for staff and students involved!

Flint: Garden project and Film Trailer unit of work – great for team work, developing relationships and learning new skills.

Dunnottar: Wellbeing sessions have promoted: Social skills, Coping skills, Positive thinking, Self-expression, Self-awareness, Communication skills, Anger management, Conflict resolution, Goal setting, Group unity, Following instructions/directions, Self-control, Responsibility, Tolerance, Accepting others and our unit of work based on Robin Hood. It allowed us to explore past and present laws and views of people which linked well to Citizenship and PSHE. We held a mock trial which gave students more of a concept on how the criminal justice system works and were fully engaged with role playing the prosecution and defence sides.

Wallingford: Julie Calce-Bunker, Children's Habilitation and Mobility specialist and Naomi led a session to teach the class how to be a sighted guide for students who are visually impaired. It was a humbling experience to watch Naomi teach with such confidence and expertise. The Wallingford students were keen to learn, and it opened up so much discussion, empathy and understanding about what it means to be visually impaired, and absolute admiration of Naomi. The class's campaign was to combat plastic pollution, the students joined forces with the charity Refill. The students did a survey to determine the level of the problem at Post 16, Newbury College, and Tesco Extra! Their confidence in being able to approach people to ask them questions was commendable. They spoke with clarity and explained what they were doing with such politeness. They collated the results and saw the problem was huge. They then were able to give cafes and restaurant information about how they could be involved in the Refill scheme.

Again, their integrity and politeness was wonderful to observe, and see them approach managers of establishments with knowledge and passion for the cause.

Plympton: Highlights for us have been the parent tea party and Christmas fundraiser. All students were able to contribute in a variety of ways and it was lovely to see parental support. We have had lots of individual success too - from Finlay's progression in his daily living skills, Harry's super inclusion opportunities, Thomas' ever increasing enjoyment and independence during cooking and Ben's successful introduction/ application of the new communication book.

### **Subject Leader Overview of the year 2018-2019**

#### **English – Amy Murray**

In light of the school's transformation plan, our main drive within English this year was to further support children's independence and engagement within reading. It was evident that to enable children greater confidence and success as independent readers we would need to boost their self-esteem in the use of phonics. As a result we aimed to target those children with a current reading age, who already access the RWI phonics scheme so that we could assess their progress by looking at their developed success since the initial baseline testing. Ofsted were pleased this target was set in reflection from last year's assessments and were supportive of all the proposed planning in place to ensure this change would happen.

A new termly tracking system was introduced to staff as a way of supporting them in reflecting upon children's phonics progress so that any evident gaps shown in their knowledge could be targeted within future planning. This proactive and smarter approach to planning has supported children in achieving greater progress and a boost in self-esteem. Staff have boosted children's confidence in the process of reading by modelling and encouraging them to learn from their mistakes and to use the resources around them to help them improve.

A survey went out during the year to seek other areas of support needed and one main outcome was that staff were struggling to engage students within reading. In response, training was provided to staff that gave several ideas on how to engage all students within the skills of reading regardless of their age, attitude or ability. DEAR Time was made more flexible so that it would fit better within the various class schedules. Staff were also provided with ideas of how to utilise this time wisely by spending 1:1 time with pupils or by incorporating guided reading activities. Staff were advised to allow students to use the time to research a topics of interest as this would encourage greater engagement but still provide students with the opportunity to practise necessary reading skills required for future life.

World Book Day was a huge success with more children and staff than ever getting involved in dressing up. A Read and Share challenge was set in the weeks leading up to the day to further promote children's enjoyment in reading based activities alongside others. We even had some of the most unexpected students take part as they felt motivated knowing that they would be recognised on the display board for their involvement.

BASS groups have enabled greater liaison with other professionals and relationships to be built with local schools. Book looks have enabled us to celebrate children's progress and confirmed tasks



are differentiated to suit the needs of all pupils. Internal and External moderations have taken place and have positively confirmed that the staff and children's efforts are being assessed appropriately giving us data that is reliable to support us in moving forward.

Looking ahead, it may be worthwhile looking at whether setting phonics in certain key stages would further support staff in planning appropriately and enabling students a more focused delivery of phonics.

Spelling is still proving a difficulty for our learners within writing and staff are finding it difficult to make this a meaningful process for them. The Functional Skills exam board have recently shared that children will soon be expected to complete a spelling test, making this target essential if we are to support our students in being successful in taking and passing their exams.

Finally, staff have requested for a bank work samples to be collated into the different progression step levels. This is so that in future moderations they can have greater clarity in knowing they are assessing students work appropriately as they are able to compare it to a previously agreed piece of work.

### **Maths – Meaghan Ebbage-Taylor**

As we have moved over to a new assessment system on BSquared, this year has focused on accurately base lining pupils so that they are working at an appropriate level.

I have slightly changed the expectation in terms of which strands to cover in Maths this year. Instead of focusing on a particularly strand e.g. number, measure or geometry each term, I have given more fluidity to teachers by allowing them to identify which strands they wish to cover within a specific topic, linking it into the topic work, for example using the story for that term in English as a hook for Maths work. Teachers are still ensuring that they are focusing on all areas twice a year, however different topics are being completed within a given term. This has been well received as it has given teachers more ownership over their class's progress in Maths.

We have continued to use Doodle Maths as an online maths intervention on the iPads. This has been utilized well in many classes. Work on supporting teachers to tailor learning on Doodle to reflect what is being taught in class has had a noticeable impact on progress on Doodle, as well as consolidating learning in class. Pupils remain motivated by this and are motivated to gain more stars. Some pupils seem to have met a plateau due to Doodle Maths moving on quickly to new learning, however we are looking at how we can avoid this by making use of the 'added extras' (assigning particularly learning objectives) to personalize learning.

Looking at books, BSquared is being used well to support learning. This ensures that learning is appropriate and differentiated for each pupil, ensuring measurable progress. At moderation, staff either agreed the level the pupil was working at, or levelled the pupil above. This shows consistency across the school, showing irrespective of the class and key stage pupils are in, if a child is working at a particular level, the learning objectives are the same. Some members of staff due to the new assessment system were hesitant in their judgment of pupils' learning, which is why some pieces of work were moderated above.

It has been a very busy year, introducing a new whole school curriculum for our Life Lessons. It was decided by the young people to change the name from PSHE to Life-Lessons, as not many people actually knew the acronym PSHE means Personal, Social and Health Education. Life Lessons encompasses the purpose of these lessons, preparation for life. Tackling all of the tricky issues we meet on the way to include Sex and Relationships Education, Economic Well-Being and Healthy Life-Styles.

Each of the 6 terms across the whole school year had a theme and each of these was taught from Primary 1 through to Post-16. The Young People have usually received an hour of Life Lessons every week over the year. However what is important to understand is that Life Lessons underpin everything we teach child. The Life Lessons have come into every aspect of learning to include: taking turns, eating with our friends at the dinner table, going to the café, understanding that finding things difficult is a good thing and shows we are learning and road safety for example.

**Autumn 1:** Relationships (Primary) Sex and Relationships Education (Secondary and Post-16)

**Autumn 2:** Internet Safety

**Spring 1:** Road Safety

**Spring 2:** Resilience and Mental Health

**Summer 1:** Health and Well-being / First Aid

**Summer 2:** Economic Well-Being

This is how these themes have been taught across the school and how it has been differentiated, here are some examples of the **WALT** (We are learning to) used in lessons.

### **Relationships and SRE:**

**Primary: WALT:** appreciate and value our body, its capabilities and uniqueness.

### **Online Safety:**

**Secondary WALT:** Understand how to chat safely online.

### **Resilience and Mental Health:**

**Primary: WALT:** Understand what makes me who I am.

One of the highlights of the year has to be when James from Open View Education came in for a Cyber Adventure, Internet Safety Workshop. This was thoroughly enjoyed by Balmoral and Skipton from Primary House and all of Secondary House. He told us all about keeping safe online and what to do if we are scared or worried.

### **So what's next?**

Looking towards next year, my hope is to imbed 'Life Lessons' in line with the new curriculum for Early Years and Primary 1, using the Early Years Learning Goals as a focus, working closely with the

team, ensuring that the curriculum is purposeful and supports learning, so it can be assessed using Tapestry (an online journal to help record all the learning and fun of children's early years education.)

From Year 4, on when deemed appropriate I want to relaunch 'Life-Lessons' so they are less prescribed and in which teachers, can dip in and out at a level that works for their classes and Young People. It is important to note that teachers will use this new structure as appropriate for their pupils, as pupils' learning needs will not necessarily correspond to their chronological age or key stage in many aspects of their learning in PSHE education.

Intended learning outcomes have been identified in progressive stages, starting with the first stage '**Encountering**', through to the final stage

**'Enhancement'**.

**Encountering** (effective engagement in the learning process)

**Foundation** (underpinning learning)

**Core** (fundamental learning elements)

**Development** (increasing understanding of learning)

**Enrichment** (deepening of application of learning)

**Enhancement** (applying learning in different contexts)

The intended new themes will be:

**Autumn 1: Self-awareness** (Me, who I am, my likes, dislikes, talents and interests)

**Autumn 2: Self-care, support and safety** (Looking after myself and keeping safe) includes aspects of Relationships and sex education

**Spring 1: Relationships: Managing Feelings** (Understanding feelings and that how I feel and how others feel affects choices and behaviour) includes aspects of Relationships and sex education

**Spring 2: Relationships: Changing and Growing** (How I and others are changing; new opportunities and responsibilities) includes aspects of Relationships and sex education

**Summer 1: Healthy lifestyles:** (Being and keeping healthy on the 'outside' and on the 'inside')

**Summer 2: The world I live in:** (Living confidently in the wider world) Including Road and Internet Safety

- ❖ I look forward to building on a successful year and will continue to ensure that 'Life-Lessons' are taught weekly through monitoring, observation, support and providing opportunities for our amazing 'Young People' to:
- ❖ Experience taking and sharing responsibility

- ❖ Feel positive about themselves and others
- ❖ Reflect on their perceptions and experience
- ❖ Develop the understanding, language, communication skills and strategies required to exercise personal autonomy wherever possible
- ❖ Carry out or take part in daily personal living routines
- ❖ Make real choices (with support where necessary so that they can act upon them)
- ❖ Take part in group activities and make contributions
- ❖ Develop and maintain positive relationships and interactions with others
- ❖ Recognise and celebrate their achievements and successes

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

We continue 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 14% of pupils making double ratio gains in the year. The average months gain in reading was 9 months which is 1 month longer than the intervention. Whole school data showed that 89% of the pupils made gains within their reading in 2018-2019, with an average age gain of 7 months. This is Good progress.

During academic year 2018-19 we focussed on embedding Doodle Maths across KS3 in order to close the gap of underachievement in this Key Stage. The average progress was 7 months, one month less than the 8 months the intervention ran, with one class making an average age of 8 months and another 11 months. We consider this Outstanding progress for your pupils. We found the more time spent doing maths with the app, the larger the gain in progress.

Individual Pupil Progress Action Plan continue for those pupils that did not reach end of year English and Maths targets. 82% of pupils made or exceeded their end of year target in English and 91% in Maths showing OUTSTANDING progress for these groups.

Our Foundation Stage pupil made OUTSTANDING progress against their end of year targets in the 4 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	Good	29% (5 pupil)	71%	Good	35% (6 pupils)	65%
2	Good	26% (10 pupils)	74%	Outstanding	23% (9 pupils)	77%
3	Outstanding	10% (4 pupils)	90%	Outstanding	12% (5 pupils)	88%
4	Outstanding	17% (5 pupils)	83%	Outstanding	17% (5 pupils)	83%
5	Outstanding	20% (7 pupils)	80%	Outstanding	20% (7 pupils)	80%

Ethnic Data shows pupils made Good progress in both English and Maths.

100% of pupils entered for LAMDA exams passed, with 52% gaining a Merit and 48% gaining a Distinction. Six pupils achieved English Functional Skills and 11 Maths Functional skills. Eight pupils achieved the Foodwise course. Three pupils achieved 5 modules within their Transition Challenge work.

We had 9 pupils leave our school; 89% going on to a Further Education and 11% to Social Care. Three of the pupils in Further Education have also gained employment (33%).

## Percentage breakdowns by groups compared to whole school

### Whole School

164 pupils	Working towards target	On target	Exceeded target
English	24 pupils	73 pupils	67 pupils
	15%	44%	41%
Maths	33 pupils	69 pupils	62 pupils
	20%	42%	38%

This is **Outstanding** progress in both English and Maths.

### PPG Pupils Boys

34 pupils	Working towards target	On target	Exceeded target
English	3 pupils	16 pupils	15 pupils
	9%	47%	44%
Maths	5 pupils	19 pupils	10 pupils
	15%	56%	29%

This is **Outstanding** progress in both English and Maths.

### PPG Pupils Girls

15 pupils	Working towards target	On target	Exceeded target
English	3 pupils	8 pupils	4 pupils
	20%	53%	27%
Maths	4 pupils	8 pupils	3 pupils
	27%	53%	20%

This is **Outstanding** progress in English and **Good** in Maths.

### LAC Pupils

3 pupils 1 girl, 2 boys	Working towards target	On target	Exceeded target
English	0 pupils	2 pupil	1 pupil (boy)
	0%	67%	33%
Maths	1 pupils (boy)	0 pupils	2 pupil
	33%	0%	67%

This is **Outstanding** progress in English and **Good** in Maths.

### Traveller Pupils

3 pupils 1 girl, 2 boys	Working towards target	On target	Exceeded target
English	0 pupils	2 pupils	1 pupils (girl)
	0%	67%	33%
Maths	0 pupil	3 pupils	0 pupil
	0%	100%	0%

This is **Outstanding** progress in both English and Maths.

## Girls

48 pupils	Working towards target	On target	Exceeded target
English	7 pupils 15%	21 pupils 43%	20 pupils 42%
Maths	8 pupils 17%	24 pupils 50%	16 pupils 33%

This is **Outstanding** progress in both English and Maths.

## Boys

116 pupils	Working towards target	On target	Exceeded target
English	17 pupils 15%	52 pupils 45%	47 pupils 40%
Maths	25 pupils 21%	45 pupils 39%	46 pupils 40%

This is **Outstanding** progress in both English and Maths.

## Actions for 2019-2020

- Ensure baselines are completed within September 2019.
- Move to an increased holistic approach, with more individual expectations and not whole school/level expectations.
- After discussion a change of Pupil Progress Meeting notes which will let us measure English and Maths subjects separately, choosing what is appropriate for each individual pupil.
- This new approach will also be looking at the end of the year results, with teachers and leaders setting a target that is realistic for each individual pupil.
- Small Steps, ASDAN and exams can also be added and measured if appropriate for an individual.
- New SAP recording sheet to run in conjunction with when staff update SAPs.
- Continue to monitor at the end of each long term, looking for patterns and any training needs within the school.

## The Castle School

### Doodle Maths report 2018-19

During academic year 2018-19 we focussed on embedding Doodle Maths across KS3 in order to close the gap of underachievement in this Key Stage.

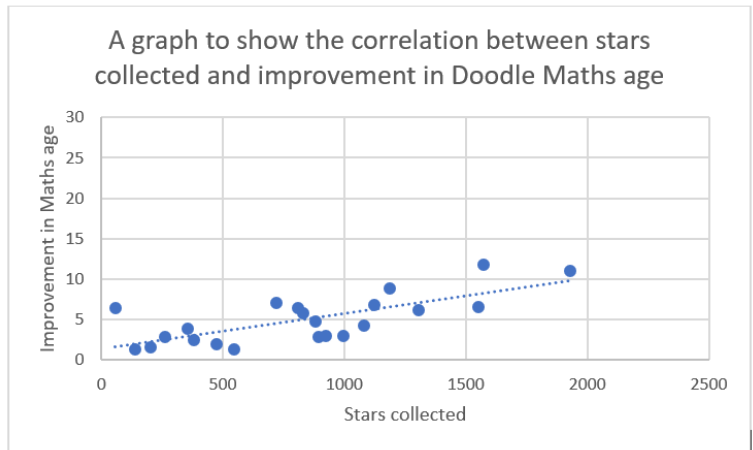
Throughout the year the Maths Lead engaged in continual discussion with teachers to evaluate and improve the impact of Doodle Maths. This included identifying the strength and weaknesses and whether it remained relevant to pupils to maximise its potential. She included the teachers as equal partners and felt it was important to trust them and give them ownership. She also improved plans through training teachers how to make use of 'added extras' to link learning to that in class to embed and consolidate learning. This increased the impact of the intervention as shown in the discrepancy of data when this was not implemented.

Throughout the year she monitored the use of the intervention and supporting teachers to maximise its impact. This allowed us to celebrate short term wins whilst maintaining momentum and focus on end targets, meaning the intervention didn't fizzle out. By giving out certificates for the top users, it changed into a competition between pupils and classes, which highly motivated pupils to make full use of the intervention and kept momentum and learning going.

Data from the 4 classes that the intervention was targeted at showed the positive impact, with pupils making on average 7 months progress. This was also true for how often pupils accessed the intervention, reflected in stars collected and shown in the graph below. This shows the importance of consistency for our pupils. This was appreciated by one pupil who said, 'It teaches you more that you knew you could do and it makes your mind work'.

The average progress was 7 months, one month less than the 8 months the intervention ran. We consider this Outstanding progress for your pupils.

However, Doodle Maths had a mixed impact, raising many questions about its effectiveness.



#### Actions for 2019-20

- Decide whether to continue to use Doodle Maths this year (2019-2020) and how many subscriptions to have to ensure that the intervention is being used effectively.
- Provide training, particularly for teachers new to the school or who haven't used Doodle Maths previously.
- Put more of a focus on KS2 as well as KS3.



**Foundation Stage End of Year Data  
2018 – 2019**

Our Foundation Stage pupil made Outstanding progress in Communication and Language, Literacy, Mathematics and Expressive Arts and Design.

<b>Area of Learning and Development</b>	<b>Lower than expected</b>	<b>Expected progress</b>	<b>Better than expected progress</b>	<b>Expected and better</b>
<b>1 pupil</b>	<b>Progress</b>			
Personal, Social and Emotional Development	0	1 100%	0	1 100%
Physical Development	0	1 100%	0	1 100%
Communication and Language	0	0	1 100%	1 100%
Literacy	0	0	1 100%	1 100%
Mathematics	0	0	1 100%	1 100%
Understanding the World	1 100%	0	0	0
Expressive Arts and Design	0	0	1 100%	1 100%

**Reading Results September 2018 – June 2019**

**Reading results of PPG pupils** (recorded in years and months)

2018-2019	Double Ratio Gains	Triple Ratio Gains
Reading	14%	9%

The average progress in reading was 9 months, 1 month longer than the intervention ran. This is **Outstanding** progress.

**PPG Boys/Girls Reading results average months gained**

2018-19	Reading gains	Double ratio gains	Triple ratio gains
Boys	+ 9 months	14%	9%
Girls	+ 8 months	0%	0%

**Reading results for the whole school**

2018-2019	Double Ration Gains	Triple Ratio Gains
Reading	12%	2%

Whole school data showed that 89% of the pupils made gains within their reading in 2018-2019, with an average age gain of 7 months. This is Good progress. Pupils gained an average of 23 GINN words progress in 2018-19.

**Whole school Boys/Girls Reading results average months gained**

2018-19	Reading gains	Double ratio gains	Triple ratio gains
Boys	+7.6 months	16%	4%
Girls	+5.6 months	6%	0%

29 pupils will no longer be tested as they have reached the maximum age on the test and maintained that throughout the year.

### **Whole School Phonics Progress**

An in house Phonics baseline assessment sheet was introduced in September 2018. Staff have, at the end of each term, tested the pupils involved and recorded the information on the assessment sheet. Progress in this area was deemed Good across the school with the Primary Classes making greater progress with the alphabet sounds. Secondary classes 2, as most of the pupils knew their sounds, made less progress as their learning involved spelling, including the silent sounds, and Literacy rules.

#### **Actions for 2018 / 2019**

- Read Right Inc training planned into Twilight sessions. ✓ **ACHIEVED**
- BSquared new assessment package introduced to staff. ✓ **ACHIEVED**
- Baseline all pupils on English and English Appendices (Spelling, Vocabulary, Grammar and Punctuation). ✓ **ACHIEVED**
- In house Phonics baseline and testing each term. ✓ **ACHIEVED**
- Training planned as needed throughout the year. ✓ **ACHIEVED**
- Continue with DEAR time. ✓ **ACHIEVED**
- Consistency of one person only providing all reading tests. ✓ **ACHIEVED**

#### **Actions for 2019 / 2020**

- Continue with Phonic assessments.
- Continue with phonics training and information gathering.
- Increase focused reading time in classes.
- Provide training to support class teams with reading in the classes

### **Outcomes for Children and Other Learners - Areas for development 2019-2020:**

- Ensure that 80% of pupils achieve SAP targets by end of academic year
- Ensure that 80% of pupils (with a reading age) achieve at least a single ratio gain in reading during the year.
- To review and research assessment recording systems in school  
Ensure governors' have a good knowledge and understanding of pupil progress

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

Teaching is monitored 3 times annually through Practice Enhancement sessions 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 moderated by the Senior Leadership Team. OFSTED further support this in their most recent inspection as stated in the January 2019 report:

*“The curriculum is engaging and fun, with a broad range of activities to motivate pupils in lessons. Learning activities are designed to meet the individual needs of pupils. As a result, pupils enjoy learning, are able to sustain their concentration, and develop skills and understanding in line with the high expectations set for them.”*

*“...teachers and teaching assistants are highly skilled and effective in supporting pupils in their learning. Teamwork is embedded in the culture of the school, and working together successfully further enhances the high-quality teaching and learning.”*

A Quality of Teaching summary gives a holistic view of the impact of teaching and learning and includes 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.

### **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.

### **Quality of Education/Early Years - Areas for development 2019-2020:**

- Finalise and publish the Encounter and Discover Curriculum in Primary 1
- Assess Equals SEN Curriculum offer and report back to SLT
- Develop new SLD strand of curriculum
- Develop new 14-19 curriculum

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

Following the release of the Revised Keeping Children Safe In Education 2019 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. We have redesigned and re-located our reception at Love Lane to increase security and safeguarding for our pupils.

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 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.

From September 2019 we will be having 3 x P4PC Conferences over the year. Debate topics last year included Annual Review feedback and Music Garden Design.

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 3 members of staff who are PROACT SCiPr trainers and we are seeking to train further staff to plan for succession.

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**

Boost group is now embedded within the secondary school; referrals are received from class teachers, Senior Leadership Team and sometimes from Child In Need, Annual Review or parent meetings. Boost continues to use the 'hook' of a light breakfast to enable independence and social skills to be targeted and supported in a structured, nurturing, environment. We remain fortunate enough to enable this group to run on a daily basis led by the Family Liaison Worker and ELSA's, overseen by the Pastoral Manager and there is now a waiting list; we all clearly see the benefits of such intensive collaborative support.

The Hive, run by the Pastoral Manager and exceptionally supported by a Teaching Assistant, opened in September 2019 with 2 of our year 10 students both of whom have significant difficulties with emotional regulation and low levels of engagement. Establishing open relationships with parents has been and will remain our priority; communication is key for focus areas to be worked on and for consistency across all settings. The students benefit from having a base where they can come to talk things through and have that listening ear where you can be completely open and honest; reflecting on actions. Seeing/feeling natural consequence is proving to be empowering for them both. Many personal struggles, particularly around safety and boundaries, have already taken place however it is pleasing to see that both students are beginning to reflect, beginning to see the impact they have on others and their own learning and importantly their individual journeys ahead. I must add that to see 2 students with such challenges be able to sit around a table, have an open, albeit at times emotive, chat with the adults and themselves about their anxieties is absolutely heart-warming – this is hard hitting work which is proving particularly challenging for 1 student. Nevertheless to move forward we need to work on deepening secure relationships, offer experiences in the hope that these prove to be positive ones to elicit positive internal feelings and challenge our motivation for learning in the hope that at some point this become their own drive and not one that is put before them. For those moments where we see regulation and engagement every challenge IS worthwhile. Failure is not a discussion point; moreover progression in whatever area each individual student finds themselves experiencing, irrespective of its content, is the height of any moment; it helps all to move forward building on self-esteem, self-regulation and our own resilience.

ELSA's (Emotional Literacy Support Assistants) continue to carry out 1:1 sessions across the week; we now deliver 5 days in total by way of the time allocated across the school. This is a massive

level of support and one that provides our students with the time and space to develop their emotional understanding and emotional regulation; all aiding their engagement with learning and building trusted relationships.

The Pastoral Manager and Family Liaison Worker continue to be on hand to all new families and respond to all those families across the school who need support in one way or another. One action that we have needed to pass over to the school office is the collation of information received from external agencies and the process of this being quickly disseminated to parents; particularly around courses that are on offer or meet ups with specific groups. With so many things now going on across the week it has become impossible to respond to these requests/information releases fast enough to ensure that parents do not miss out on important training/additional support.

With our wellbeing hats firmly in place our Family Liaison Worker attended training locally on 'parental conflict' and 'Supporting children with trauma and insecure attachments at school'. The Pastoral Manager and P16 lead, who are both part of the schools mental health and wellbeing team, travelled to Milton Keynes to attend training on PDA – Pathological Demand Avoidance. This gave insight into the level of anxiety students with PDA have to deal with not just on the odd occasion but on a moment by moment basis. Parenting Special Children will return in November to deliver their incredible 'sleep course' and as I write this we already have 3 sets of parents from our school attending. Once The Castle family have taken the places they require, this course will be offered out to the wider community, this enables others to be part of and see the extent of our supportive network.

#### **Behaviour and Attitudes/Safeguarding - Areas for development 2019-2020:**

- Develop and embed a culture for positive wellbeing throughout the school
- Develop alternative packages within The Castle School to support the differentiated needs of all learners

#### **Personal Development – Areas for development 2019-2020:**

- Further develop the whole school approach to mental health and wellbeing
- To further enhance the support of Mental Health, wellbeing and resilience. Grow further the whole school approach that is underpinned by this through development understanding of Therapeutic Approach in school.
- Parents and Carers will have a better understanding of future options through activities focused on Preparation for Adulthood.

## **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  
1 x Pastoral Manager  
5 x Team Leaders  
1 x Maths Lead  
1 x English Lead  
1 x PSHE Lead

The Leadership team know their school well – areas of strength and areas for development are identified and linked into SDP. 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, appraisal, 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 4 learners on the programme. 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. Below is information of progress linked to World of Work aspects.

	<b>Progress</b>
<b>Headline Data</b>	<ul style="list-style-type: none"> <li>• Students on Supported internships: 4</li> <li>• Number of students who have gained paid employment: 4</li> <li>• Students individually accessing external work placements: 40</li> <li>• Students accessing internal work placements: 10</li> <li>• Students accessing external work experience groups of 2 or more: 6 Groups, totalling approx. 35 students</li> <li>• New employers engaged with in the past 12 months: 18</li> <li>• Percentage of external work placements in 2018/19 with brand new employers: 38% (e.g. Stryker, Shepherd's Bakery, Argos, Welford Park, New Look, National Trust)</li> </ul>
<b>WOW+</b>	<ul style="list-style-type: none"> <li>• Has started 2019/20 in partnership with West Berkshire Training Consortium</li> <li>• 4 students on the course</li> <li>• Students spending up to 4 days per week in the workplace, and one day in training sessions</li> <li>• Maths / English functional skills continue to be developed where appropriate</li> <li>• Vocational training and specific coaching tailored to each student</li> <li>• Travel training and additional support provided for students who require it</li> </ul>
<b>Careers Hub</b>	<ul style="list-style-type: none"> <li>• Have been selected to part of the Thames Valley Careers Hub</li> </ul>
<b>CV</b>	<ul style="list-style-type: none"> <li>• Each student in Oxford, Dunnottar and Flint has a completed CV</li> </ul>
<b>Presentations/talks</b> Given by James and Louisa to share good practice.	<ul style="list-style-type: none"> <li>• 13/09/18 – Talk to Newbury College about routes to employment for SEND students.</li> <li>• 27/09/18 – Talk to Cambian Group about routes to employment for SEND students.</li> <li>• 04/10/18 – Presentation to BASE South West region regarding our WOW programme.</li> <li>• 27/01/18 – Presentation at BASE Conference regarding our WOW programme.</li> <li>• 11/11/18 - Presentation to Amber Jack regarding Disability Confident</li> <li>• 10/01/19 – Visit from Little Gate Farm to learn about our World of Work programme 29/01/19 – KD from DfE (preparation for Adulthood team) visit re Wold of Work programme</li> <li>• 05/02/19 – Visit from St Lukes School to learn about our World of Work programme</li> <li>• 08/02/19 – Visit from AKS-AS NORWAY! to learn about our World of Work programme</li> </ul>



	<ul style="list-style-type: none"> <li>• 08/02/19 – Visit from Cerebral Palsy Alliance AUSTRALIA to learn about our World of Work programme</li> <li>• 28/02/19 – Visit from Michael Tippett College to learn about our World of Work programme</li> <li>• 13/03/19 – Visit from Spring Hallow School to learn about our World of Work programme</li> <li>• 19/03/19 – Visit from Orchard Hill to learn about our World of Work programme</li> <li>• 25/03/19 – Talk at Spring Hallow School about Supported Internships</li> <li>• 03/07/19 – Visit from William Morris School to learn about our World of Work programme</li> <li>• 18/07/19 – Presentation at EEB2</li> </ul>
<b>Vocational profile</b>	<p>Vocational profiles have been used in Oxford, Dunnottar and Flint.</p> <p>(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>
<p><b>Branding and marketing</b></p> <p>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>• WOW information pack</li> <li>• WOW lanyards and name badges for all students out on work placements</li> <li>• T-shirts with WOW logo for events and presentations.</li> <li>• WOW banner in use</li> <li>• Termly newsletter incorporating our branding and that of supporting organisations</li> </ul>
<b>Celebration event</b>	<p>Took place on the 15/03/19 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>
<b>Expansion of WEX for ASC/SLD</b>	<p>Building on the success of Growing2gether and Christmas tree farm we have worked to place a more complex student at Waitrose which is currently ongoing.</p>
<p><b>Employment is Everyone's Business</b></p> <p>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><b>Employment is Everyone's Business Phase 2</b></p> <p>Government funded project with a focus on supporting students with SEND in mainstream settings</p>	<p>We have been asked to support with the planning and delivery of this project and are working with the Local Authority and BASE to share our good practice.</p>
<b>Supported Employment Service</b>	<p>Attend Contract review meetings.</p>

Local Authority funded service to support 16-25 year olds who meet the criteria into employment	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.
<b>BASE Membership</b>	Attend the South East Region meetings.
<b>Employment Pathway document</b> To show how we as a school work towards gaining employment opportunities for our students	Has been completed and shared with the Local Authority. (will be on the Local offer)
<b>Farm</b> Group work experience	A group of 9 students attend Rushall Farm one day a week to develop their understanding of different job roles on the farm.
<b>Job Club</b> Run daily at Post-16	Students can access support during break/lunch times to search for jobs, get help to complete job application forms and work on their CVs if needed.
<b>New Structure for the WOW team</b> New job titles for existing team to recognise impact and development of the programme. Additional team member to support WOW+	Team roles have been re-defined, with Louisa taking on the position of World of Work Manager, and Nicola Employer Engagement Officer. This recognises the growth of the programme over recent years. Lisa Dobson has been appointed as World of Work Assistant, predominantly to support the WOW+ programme and the additional workload in recruiting employers and supporting students who are on placement several days per week. This additional resource is also key to providing the WOW+ students with bespoke training and development for one day per week at Post-16, plus tracking and monitoring progress and providing workplace aids where needed.
<b>Individual Advice and guidance</b>	25 students have received one to one sessions with an appropriately trained member of staff.
<b>Employers</b> who work with us	New employers continue to come on board. Every work placement tailored to match students' aspirations, skills and requirements Contact database created and maintained to track all employers and organisations.
<b>Staff training</b>	TSl 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. Bespoke tools created for classroom sessions: games, exercises, quizzes, presentations (e.g. money handling, resilience, use of social media at work, workplace behaviour, starting your own business, time management, health & safety, job applications and interview techniques) Visual aids / memory aids created to assist students on work placements, such as laminated cards and work prompts (e.g. milk / size chart to assist with stock rotation at Sainsbury's).

<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	Flint, Dunnottar: one hour per week, from Louisa and Nicola. Oxford and Totnes: on average one session per half term WOW+: full day classroom/ support work every week with Lisa (Friday)
<b>Careers network meeting</b>	Attended by Louisa once every term. It is attended by school careers advisors from across West Berks along with LA representatives to discuss development and share good practice.
<b>Newsletters</b>	Continue termly to share the fantastic work our students are doing. End of year review, showcasing photos of students at work experience throughout the year
<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 and are on the Local Offer.
<b>Business Enterprise Advisor</b>	Russell Shackleton 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.
<b>Disability Confident</b>	We have achieved Disability Confident 'Leader' Level. (Out of the 6500+ organisations that have signed up to the scheme, only 123 have achieved 'Leader' Level.

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.

**Leadership and Management - Areas for development 2019-2020:**

- Increase collaboration and shared working with other local and regional special schools
- Develop use of SIMS for school staff