

The Castle School Self Evaluation 2021



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 2020 there are 169 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)
2020/2021	165
2021/2022	170
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 2020

On roll	Joined	Left	LAC	PPG	Dual roll	Boys	Girls
170	24	15	3 (1.76%)	67 (39.4%)	0	123 (72%)	47 (28%)
Nursery/ Reception	Key Stage 1&2	Key Stage 3	Key Stage 4	Key Stage 5	WOW+		
1	62	43	31	29	4		

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 2021	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."

Covid recovery

Over the past 2 years, we have had to adapt and adjust due to the impact of Covid-19. This has been an extreme challenge, but, as a school family, we have come through. Down to the tireless work of the staff team, parents and students, along with support from governors and careful strategic and day-to-day planning from SLT and members of the extended leadership team, we have managed to support everyone through these challenging times.

As a school, we have remained open for the vast majority of the past 2 years. Even during the most restrictive lockdown at the start of 2021, we managed to set-up a system that saw a majority of students having on-site provision. In terms of on-site attendance, nationally secondary schools had around 5% in, primary schools had 21% in and special schools had 30% in. We managed to have 44% of our pupil cohort in school, which was very pleasing given the circumstances. We did this alongside a staff weekly rota, which enabled us to have more room in school and to keep everyone as safe as possible.

For those pupils remaining at home, we developed a comprehensive remote learning offer, bespoke to each class. This included a mix of Zoom sessions as well as other resources to enable all students to have daily link to school and enabled development of learning.

When students returned to school in September 2020 we developed a whole school recovery curriculum. This was developed from Barry Carpenter's research. As a school community our focus was on how we support children and staff to work through any challenges and or anxieties they may have experienced during lockdowns or ones that they are likely to continue to be exposed to in the future. Some of our students have and had many unanswered questions so it was important that we provided as much scaffolding as is possible to help them understand why their daily lives have been changed and how we are all working towards achieving some kind of normality.

A wealth of information has been produced around a 'recovery curriculum'. The reasoning behind this is for it to support our young people recover from their experience of the pandemic. The recovery curriculum was based on themes of recovery whilst recognising the variety of experiences each student will have all been through.

The overriding themes were as follows:

Safety, Connection, Belonging, Reassurance, Empathy, Self-Care, Self-Esteem and Emotions.

These are then broken down into 6 areas in which the themes of recovery can be expressed through. They are as follows:

Communication, Community, Sensory, Physical, The Arts and Wellbeing.

Covid recovery will continue and staff will utilise the recovery curriculum where needed.

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

It has been extremely difficult to have clear progress data for all pupils over the past year due to the restrictions of Covid-19.

Overview

We have moved assessment systems from BSquared to a new system called Earwig. The catalyst for change was based on the reflection that BSquared was not capturing all of the outstanding progress our students make in all areas. A prime example of this could be students gaining employment. In addition, Earwig is able to track progress of EHCP Outcomes in a way that will enable us to analyse the progress more effectively.

Other benefits to moving to Earwig:

- Reduction of admin workload
- Empowering all Teachers and Leadership to access and analyse data
- Bring together all pupil progress on to one system

The process of selecting a new assessment systems was carried out over the period of two academic years and involved looking at a number of different assessment systems.

Leaderships, Middle Leaders and then all staff were involved in the process to ensure we captured views from all users.

Other schools who use Earwig were contacted and questioned to get an understanding of the system over time from a user's perspective.

We phased the use of Earwig in to school over the 2021 Spring and Summer Terms.

Earwig is divided in to two clear sections: Frameworks and Records

Frameworks: A list of statements that students would work to achieve. We have three Frameworks:

1. EHCP
2. Castle Core
3. Discoverer

Records: Allows us to capture any element of progress for a student that is not found on a Framework.

September 2020

We began the academic year with some fundamental changes to the curriculum. We introduced a Recovery Curriculum to support student mental health and wellbeing. The Recovery Curriculum at The Castle School aimed to support the journey into our new normal. This curriculum wholeheartedly reinforces the whole schools vision and draws upon key therapeutic thinking in the current field of education.

Progress was monitored in a vast array of different ways to meet the individual needs of our students. For some, they needed to learn to be back in school and around people, for others they

needed support in understanding the changes Covid has had on their life, whilst others needed the norm of our traditional curriculum. Key Stage Leaders and SLT continued to monitor progress through learning walks, team meetings and book looks. Traditional Pupil Progress meetings did not take place as Leadership felt that they would not capture a true reflection of progress in the school and would add to teacher workload at a time when things were already tough and the mental health and wellbeing of staff and students was paramount and trumped what we would see as traditional academic progress. We wanted the focus to be on supporting staff and students back in to the routine of school.

January 2021

Another National lock down where we continued to be open for as many students as we could. This again shifted the focus of what we would traditionally see as progress. Home learners were provided with daily virtual live sessions. Students in school were in mixed groups, often working with new staff delivering learning through a project style approach.

Throughout the 2020.21 academic year, limited access to the community has resulted in few opportunities to practice skills and see if a student has truly internalised them and can transfer them. We will not assess an area as completed until we have the evidence that a student can transfer a skill to a variety of real life situations.

In the Summer term, the Framework section of Earwig was launched. Staff were provided with training and were set the task to baseline their students by the end of the academic year.

March 2022

Earwig is proving to be a very useful tool for data entry; both hard attainment data against learning statements (Castle CORE) and the softer timeline *learning journey* moments are easy to input into Earwig. However, the analysis and group reports which can be exported out of Earwig are less practical for our needs. Through liaison with Earwig, we are creating our own whole school Castle CORE database which can be interrogated to show both attainment AND progress for the following:

- Individual students
- Classes
- Key Stages
- Ethnicity
- Groups: Gender PPG / non-PPG, EAL / non-EAL, LAC / non-LAC. More groups will follow

This database will enable the production of data reports for Governors, Senior Leaders, Key Stage leaders and class teachers. These reports will be used during Annual Reviews and Pupil Progress meetings. When appropriate, they can also be shared with external agencies. This will reduce workload for teachers and leaders significantly; it will allow them time to concentrate on accurate data entry and analysis of their students' learning. The reports will enable for easier identification of strengths and areas for development across the whole school, key stage and ultimately class level. The outcomes of the data analysis will feed into class, key stages and whole school learning priorities.

We have agreed that there will be 6 *data dumps* per year. Teachers will need to ensure that Earwig is up-to-date at the end of each term. This process will begin this term. We will be having a full training session with staff on 14th March to go over this process and enable everyone to know what needs doing and by when. Once the *data dump* window has closed, relevant reports can

be run and published to begin the process of analysis with a view to improving provision for students. It is expected that the analysis of this data will also drive training priorities for school staff.

From September 2022, we will be introducing the use of *Aspirations* for all students on *Castle CORE*. Based on a student's previous year's learning, the leadership team will set an *aspiration* for the student to reach by the end of the year and will form part of The Castle School's definition of "good" progress. During the year, we will be asking what progress is the student making and what can we put in place for the student to achieve the *aspiration*. The use of an *aspiration* is not intended to be a target to define whether a year's learning has been a success or failure, but rather to help in generating robust conversations and plans to verify and improve (when needed) on student provision during the year.

We will be conducting internal moderation of Earwig data entry this term. We will be using the data reports with teachers and Governors from Term 5 this academic year.

The current version of the database has already allowed for the identification of the following strength of the school:

PPG attainment and progress compared to non-PPG students: Across the whole school, PPG students are achieving higher outcomes in all four areas of Castle CORE (English, Maths, Communication & Language and Health & Well-being) than non-PPG students. PPG students are also making the same or better progress in the same four areas. This is a significant statement and is an inverted picture of mainstream schools.

The current version of the database has also allowed for the identification of the following area of development:

EAL students are achieving less well and making slower progress than non-EAL students in all four areas.

Outcomes for Children and Other Learners - Areas for development 2021-2022:

To establish and embed the Earwig system throughout the whole school

To enable staff and pupils to acknowledge and celebrate a wider range of achievements

To enable clear analysis and monitoring of data to develop actions to ensure pupils are making at least good 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.

New Curriculum

Our new curriculum is now up and running across the school. We have developed a number of pathways to ensure that we can meet the learning needs of all our students. This year we are embedding the curriculum as well as reviewing how well it is going in classes. We will adjust and adapt where needed. The details on the curriculum can be found on the school website at

<https://www.thecastleschoolnewbury.org.uk/page/?title=The+Castle+Curriculum&pid=27>

Quality of Education/Early Years - Areas for development 2021-2022:

- To Establish and Embed new curriculum model throughout the school

Therapeutic Thinking

Following the release of the Revised Keeping Children Safe In Education 2020 and 2021 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), where it is deemed safe to do so in relation to Covid advice and risk assessments. Visitors 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 1st 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 staff starters and new governors will receive Prevent training to ensure that everyone is up to date.

Caroline Whitlock is the DSL (Designated Safeguarding Lead) and we have 4 Deputy DSLs, including The Headteacher and all Assistant Headteachers.

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 Zoom for inclusion of Post-16 students.

From September 2021 we will be having 3 x P4PC Conferences over the year (dependent on Covid-19). 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 and using a therapeutic approach. 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 PRO-ACT 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 Star of the Week, Website Blog, Headteachers Award and Star of the Year awards. Assemblies have been put on hold this year due to Covid-19.

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, via Zoom this year. We attend events throughout the year including the Anvil School Concert and The St Nicholas Church Carol service (prior to Covid), when available – 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 (although we have had to put this on hold at the current time due to Covid); 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 Support 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.

Areas for development 2021-2022

- To establish and embed Therapeutic Thinking Practice across the whole school

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. We have been considerably restricted from our usual operations this year due to Covid, but have managed to continue with many of our work placements.

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 recently:

- **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

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 (although these have been more restricted this year due to Covid), 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 SDP. 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.

Castle @ Theale

West Berkshire Local Authority have commissioned The Castle School to develop and deliver a 42 place provision for students with SEMH and/or autism. The provision is deigned for students who cannot be successfully supported in mainstream education due to the presentation of behaviours.

The Castle @ Theale is a planned specialist educational centre for students with Social, Emotional and Mental Health difficulties and Autism. It will be run and managed by the Castle School and will offer a bespoke, therapeutic environment where young people are thoroughly and expertly supported by a team of highly skilled professionals. This provision will help young people to overcome the challenges they face and to achieve their very fullest potential. The Castle @ Theale will celebrate young people for who they are and the skills that they have. Curriculum pathways are structures within which personalised learning is planned to enable students to engage with and thrive in a broad and diverse curriculum.

This provision will open in September 2022 and will support 12 children initially, rising to 42 pupils at full capacity from Year 7 to Year 13 in 5 years' time. The Castle @ Theale is a specialist provision for children of secondary age with an EHCP identifying primarily SEMH needs who may have a diagnosis of Autism. It may be possible for children who are resident in other LAs to be considered but placement requests would need to come from the LA where the child lives as they would be responsible for funding the placement if one is offered. Admissions will be decided through the Local Authority's SEN Panel following a child's annual review.

Leadership and Management - Areas for development 2021-2022:

- To develop new SEMH/ASC Provision commissioned by West Berkshire Local Authority (WBLA) on old Theale Primary School site
- To develop an ambitious Therapeutic Education model. Plan structure, programmes and curriculum to meet the diverse needs of the learners