

Self-evaluation summary	Date: November 2015	Overall Effectiveness Grade: Good
Highshore is an excellent special school. It is an 11-19 secondary school for pupils with complex mixed needs with 130 pupils on roll. 59% of our pupils are on Free School Meals. 50% of our pupils have moderate learning difficulties and 50% have severe learning difficulties. Pupil levels on entry range from P4 to level 2. Our wide designation gives us pupils with a broad spread of disabilities. Highshore has made huge progress since the last Ofsted inspections in 2013. The school roll has increased by 25% and we moved to a brand new building in summer 2014. The quality of teaching and learning has further improved since the last inspection, and we have employed a full time SaLT team and work-experience co-ordinator, which ensures that these elements form an integrated part of curriculum delivery.		
Effectiveness of leadership and management - Good	Areas for development	Impact of actions taken so far
Highshore has high standards for teaching and learning. The quality of teaching and outcomes for pupils have continued to improve since the last inspection. This is evidenced through regular monitoring and evaluation. The curriculum has been redesigned to be broad, balanced and accessible. The governing body is very robust and is able to challenge the school about its effectiveness.	<ul style="list-style-type: none"> - Manage our increased pupil roll and high demand for places - Increase capacity of holiday and after school clubs - Expand coaching and peer support across the school - Provide enhanced induction to new post-holders - Achieve charitable status 	<ul style="list-style-type: none"> - Proportion of good/outstanding lessons has increased - All pupils making good/outstanding progress, regardless of gender, FSM or ethnicity - Robust safeguarding process; staff & governors trained - Enterprise education developed and integrated into curriculum - Governing body reconstituted and members recruited to meet skills gaps; focus on school improvement
Teaching, learning and assessment - Good	Areas for development	Impact of actions taken so far
The quality of teaching and learning overall is very good. Highly effective classroom practice is characterised by secure subject knowledge, thorough planning, clear expectations and rigorous assessment. Celebrating small successes increases pupils' confidence, and all staff have high expectations of pupils. The broad curriculum allows pupils to develop a wide range functional and physical skills	<ul style="list-style-type: none"> - To continue coaching teachers so that all lessons are at least good and to further increase the number of outstanding teachers - Establish consistently outstanding display - Develop opportunities for learning outside the classroom - Increase students' employability - Enhance staff expertise in emerging technology 	<ul style="list-style-type: none"> - Teachers adopting a range of styles to meet pupil needs; all pupils engaged in their learning - Personalised learning using pupil individual targets - Outstanding creative provision in art and music - Enterprise education equipping pupils with functional skills
Personal development, behaviour and welfare - outstanding	Areas for development	Impact of actions taken so far
Highshore is a happy school with a warm and positive atmosphere. Pupil and parent surveys show that pupils feel happy and safe. There are high expectations, and pupils' behaviour is excellent. Weekly assemblies celebrate achievement. There is an active school council with representation from every class. Pupils learn about their community and citizenship through the curriculum and a broad range of enrichment activities, such as themed visit days. Pupils respect each other's beliefs. We have increasing engagement with parents, and are able to offer training and support in a number of areas.	<ul style="list-style-type: none"> - Further reduce unauthorised absence (1.21% 2016-17) - Track the impact of pupil interventions - Source external funding to increase out of school programmes - Offer increased opportunities for parent training and support 	<ul style="list-style-type: none"> - Pupils are proud of their achievements and feel happy and safe in school - Pupils develop social skills and self-confidence through internal & external experiences offered - Pupils are able to communicate their needs and are confident that issues will be dealt with effectively - Attendance has improved since the last inspection - The range of out of school activities has increased; 45% of pupils have attended an activity this term (Autumn 16)
Outcomes for children and learners – outstanding	Areas for development	Impact of actions taken so far
Pupils' progress is outstanding. Pupils are highly motivated to learn, and are proud of their achievements. We have a robust tracking system in place. All pupils are assessed on entry and regularly reassessed. Interventions are put in place for the small number of pupils not making expected progress and are regularly re-evaluated.	<ul style="list-style-type: none"> - Continue improvement to tracking programmes to monitor progress in speaking and listening - To continue to develop our intervention strategies so that all pupils make expected or better progress - Sharing expertise in the wider community 	<ul style="list-style-type: none"> - Progress is outstanding. All pupils made expected progress in maths, 96% in writing and 98% in reading. Over 80% of pupils exceeded expectations in reading, and maths - Vulnerable and minority groups also make excellent progress
Sixth form - outstanding	Areas for development	Impact of actions taken so far
The Sixth form offers an excellent 16-19 programme. Students say they are listened to, and 91% feel they are learning lots. The curriculum is highly personalised. Enterprise education has been introduced and a much larger and more individualised work experience programme developed to prepare students for future employment and increase their independence. All pupils leave with accreditation and are given the chance to enhance accreditation already achieved in KS4.	<ul style="list-style-type: none"> - Increase accreditation opportunities - Support transition of pupils with more complex needs through Individual Supported Placements - Continue to expand the business partnership programme - Share the school's best practice 	<ul style="list-style-type: none"> - Work experience co-ordinator has increased number of placements, all of which are individually tailored - Life skills programme promotes independence - All SLD students make outstanding progress; all met or exceeded expectations - All Sixth form students are supported through transition and have gone on to FE placements