

Self-evaluation summary	Date: July 2017	Overall Effectiveness Grade: Outstanding
<p>Highshore is an excellent special school. It is an 11-19 secondary school for pupils with complex mixed needs with 136 pupils on roll. 55.47% of our pupils are on Free School Meals. 43% of our pupils have moderate learning difficulties and 57% 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 36% 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.</p>		
Effectiveness of leadership and management - Outstanding	Areas for development	Impact of actions taken so far
<p>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. It is highly individualised ensuring that pupils can make progress in their EHCp outcomes. The governing body is very robust and is able to challenge the school about its effectiveness.</p>	<p>-Manage our teaching and playground space more effectively in response to our increased pupil roll (107 July 15 / 136 Sept 17)</p> <p>-To obtain charitable status for the school, application submitted February 2016 and to submit more targeted bids to enhance works in our playground.</p> <p>-To provide a supportive training and mentoring package for three members of support staff who are undertaking a school based PGCE course with the University of Buckingham.</p>	<p>-Capital funds used to enhance playground space: started Aug 17 due for completion Nov 17. Need to evaluate impact on play skills/behaviour/ social interaction</p> <p>-Office space converted to Yoga studio Aug 17. From Sept all pupils can have yoga lessons. Track impact on health, fitness, wellbeing</p> <p>-PGCE colleagues given time to plan & school based induction prog July 17</p> <p>-Successful Lord Taverners bid June 17, still awaiting outcome of Charitable status application</p>
Teaching, learning and assessment - Outstanding	Areas for development	Impact of actions taken so far
<p>The quality of teaching and learning overall is 94% good or outstanding. 35% Outstanding (Autumn 2016). 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</p>	<p>-Following our challenge partners review (March 2017) ensure that our most able pupils are achieving at the highest level.</p> <p>-Build upon excellent formative marking practice by some colleagues so that this is consistent across the school</p> <p>-Further develop our outstanding work experience programme and share good practice with other school through our website, social media and challenge partners network.</p>	<p>-Proportion of good/outstanding lessons has increased to 100% (57% Autumn 2012)</p> <p>-Regular book looks with targeted feedback are improving consistency in marking – May & July 17 Marking reviewed at Key Stage meetings</p> <p>-WEX: confirmed as area of excellence CP review March 17, won Southwark innovation award July 17</p>
Personal development, behaviour and welfare - outstanding	Areas for development	Impact of actions taken so far
<p>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.</p>	<p>-To further refine our pupil intervention programme so that all pupils are making good or better progress</p> <p>-Offer increased opportunities for parent training and support by offering workshops in key areas in 2017/18</p> <p>-To achieve Healthy Schools Silver award to support us in improving pupil health, exercise and wellbeing.</p>	<p>-Data from interventions is enabling us to target pupils quickly and more effectively</p> <p>-Attendance has improved since the last inspection 94.18% 16-17 (91.10% 12-13)</p> <p>-The range of out of school activities has increased; 50% of pupils have attended an activity this term (Autumn 17)</p>
Outcomes for children and learners – outstanding	Areas for development	Impact of actions taken so far
<p>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.</p>	<p>-To refine our assessment programme in the light of national changes. We aim to translate all future monitoring into years & months</p> <p>-To continue to look at best practise nationally in assessment and implement accordingly</p>	<p>- Progress is outstanding. Last year pupils made or exceeded expected progress in maths 100%, writing 92%, and reading 97%. Over each of the past four years at least 70% of all pupil progression in these areas has exceeded expectations.</p> <p>- Vulnerable and minority groups also make excellent progress</p>

Sixth form - outstanding	Areas for development	Impact of actions taken so far
<p>The Sixth form offers an excellent 16-19 programme. Students say they are listened to, and 85% feel they are learning lots. 98% of the sixth form feel that school helps them learn about being a good citizen in London. 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.</p>	<p>Increase accreditation opportunities through the Entry Pathways diploma programme</p> <p>To network with businesses and employers to create increased opportunities for work experience and enterprise</p> <p>To increase opportunities for sixth form teachers to work together so that planning is more cohesive across sixth form curriculum.</p>	<ul style="list-style-type: none"> - 4 additional modules have been accredited through the Entry Pathways Diploma scheme, including 2 vocational modules in the area of horticulture - Work experience co-ordinator has increased number of placements, all of which are individually tailored 69% of sixth form students attend a weekly WEX placement with an external provider - Two further commissions for enterprise from Business Links lunch June 17 - Joint planning between Enterprise and Food Technology has increased the opportunities for co-production and marketing of products for sale by handmade@highshore.