

# Highshore School Self Evaluation Form

(Updated September 2017)

## Information about the school

Highshore is an excellent special school. It is an 11-19 school for pupils with complex mixed needs. Most of our pupils come from the London borough of Southwark, with a small number of pupils coming from neighbouring boroughs: six pupils from four boroughs 2017/18. Over the past five years the school roll has become increasingly complex: 43% of our pupils have moderate learning difficulties and 57% severe learning difficulties. The number of pupils with SLD has increased from 42% since our last inspection.

At Highshore School we enable our pupils to gain the skills, confidence and opportunities needed to progress to employment, meaningful voluntary opportunities and training.

Our pupils tell us that they want to make a contribution to society. We are a central London school and expect our pupils to be active citizens.

Our core aims of developing pupil's communication, self-help skills and independence ensure that our pupils are empowered to make decisions about their future.

In June 2014 we moved to a purpose built new site in Camberwell.

55.47% (provisional) of our pupils receive Free School Meals and 51.11% of pupils are on school transport. Almost all of our pupils stay on in the sixth form, which now offers a three year programme. We take at least sixteen pupils into our year 7 each September, the majority of which come from mainstream primary schools. This September (2017) we took 24 pupils at the request of the local authority.

At the time of our last inspection (February 2013) we had 100 pupils on roll. At present (September 2017) we have 136 pupils on roll of which 70.8% are boys and 29.2% are girls. Highshore is a popular school and is over-subscribed.

### *Pupil Ethnicities - By Ethnicity*

<b>Ethnicity Description</b>	<b>Number</b>	<b>Percentage</b>
Any Other Ethnic Group	1	0.74%
Asian or Asian British - Pakistani	1	0.74%
Asian or Asian British - Bangladeshi	8	5.88%
Asian or Asian British - Indian	1	0.74%
Black - Sierra Leonean	5	3.68%
Black or Black British - Any Other Black Background	6	4.41%
Black or Black British - Caribbean	22	16.18%

Chinese	1	0.74%
Ghanaian	6	4.41%
Latin/South/Central American	3	2.21%
Mixed/Dual Background - Any Other Mixed Background	4	2.94%
Mixed/Dual Background - White and Black African	2	1.47%
Mixed/Dual Background - White and Black Caribbean	3	2.21%
Mixed/Dual Background - White and Asian	1	0.74%
Nigerian	17	12.50%
Other Black African	11	8.09%
Somali	5	3.68%
Turkish	2	1.47%
White - British	33	24.26%
White Other	3	2.21%
White Western European	1	0.74%
Totals:	136	100.00%

We became a challenge partner school in September 2015.

### **Distinctive features**

Highshore employs two speech and language therapists.

Due to the wide range of needs of pupils who attend Highshore, pupil's levels on entry range from P4 to level 2.

Over the past few years we have seen an increase of pupils joining us with complex medical needs.

Our wide designation gives us a broad spread of pupils with disabilities such as ASC, ADHD, Speech, language and communication difficulties and Down's syndrome

### ***Pupil Primary Need***

<b>Primary Need</b>	<b>Number</b>	<b>Percentage</b>
Autism	44	32.35%
Global Development	25	18.38%
MLD	6	4.41%
Physical Disabilities	16	11.77%
Severe Learning Dis	15	11.03%
Social & Mental	5	3.68%
Speech & communication difficulties	13	9.56%
Specific Learning Difficulties	12	8.82%

<b>Total</b>	<b>136</b>	<b>100.00%</b>
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Classes are usually no larger than eight or nine pupils and support varies in each class according to the needs of the pupil group.

## **1. Effectiveness of Leadership and Management**

### **Overall Grade - Outstanding**

The SLT and governors strive for excellence and have a clear vision which is communicated effectively to staff, pupils and parents. Our school development plan is challenging and aspirational in order to realise our vision and core aims<sup>1</sup>.

- We are an ambitious school that sets high standards for teaching and learning and emotional well-being, in order to inspire our pupils to be the best they can
- The SLT and governors have ensured that the quality of teaching and outcomes for pupils have continued to improve since the last OFSTED inspection
- The Headteacher and the SLT model and provide excellent leadership (96% of parents who responded in parent survey 2017)
- Performance management is used effectively<sup>2</sup> for improving teaching and learning. Staff development<sup>3</sup> is a priority to improve performance and pupil outcomes<sup>4</sup> our commitment to staff development was recognised in our recent Investors in People assessment (October 2016)
- Performance management is rigorous and informs high quality CPD

### **Monitoring and evaluation**

The SLT undertakes a range of highly effective monitoring and evaluation activities to ensure Highshore is continually moving forward:

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<sup>1</sup> Leadership and Management: Document 1 – *School Development Plan*

<sup>2</sup> Leadership and Management: Document 2 – *Performance Management summary*

<sup>3</sup> Leadership and Management: Document 3 – *Training Questionnaires Summary*

<sup>4</sup> Leadership and Management: Document 4 – *Training Summary*

- This includes lesson observations, data analysis<sup>5</sup>, scrutiny of work and pupil participation and feedback via the school council

The sustained focus on improvement by the SLT and governors has ensured that the proportion of good and outstanding teaching has increased since the previous inspection<sup>6</sup>. Based on our most recent lesson observations Autumn term 2017 100% of lessons are good or outstanding as compared to 57% Autumn 2012. Of which 35% of lessons are outstanding.

All pupils are making good or outstanding progress from their starting point and given their particular learning needs in both their academic and personal development as outlines in their EHCp. We have a robust pupil's intervention programme which focusses upon pupils who are not making expected progress.

- Gender, FSM or ethnicity do not have a significant impact on pupil progress
- Our pupil progress coordinator ensures rigorous monitoring of progress and attainment
- Governors provide a high degree of challenge and effectively hold the school to account<sup>7</sup>

## **Leadership and Safeguarding**

- Highshore has robust and rigorous procedures for safeguarding and risk assessment<sup>8</sup>
- The SLT and governors are trained in safeguarding<sup>9</sup> procedures (latest whole staff training April 2015). The safeguarding team (five colleagues) includes a dedicated On-line Safety coordinator. The safeguarding governor meets half termly with the DPs on safeguarding matters. Governors are trained in safer recruitment<sup>10</sup>
- Clear procedures are in place for identifying and supporting pupils including those at risk of radicalisation. We have a rolling programme in place so that all staff complete online Channel training.

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<sup>5</sup> Leadership and Management: Document 5 – *Lesson Observations, analysis by teacher*

<sup>6</sup> Leadership and Management: Document 8 – *Governor Minutes*

<sup>7</sup> Leadership and Management: Document 9 – *Safeguarding Policy*

<sup>8</sup> Leadership and Management: Document 10 – *Dates of Governor/ DP Safeguarding meetings*

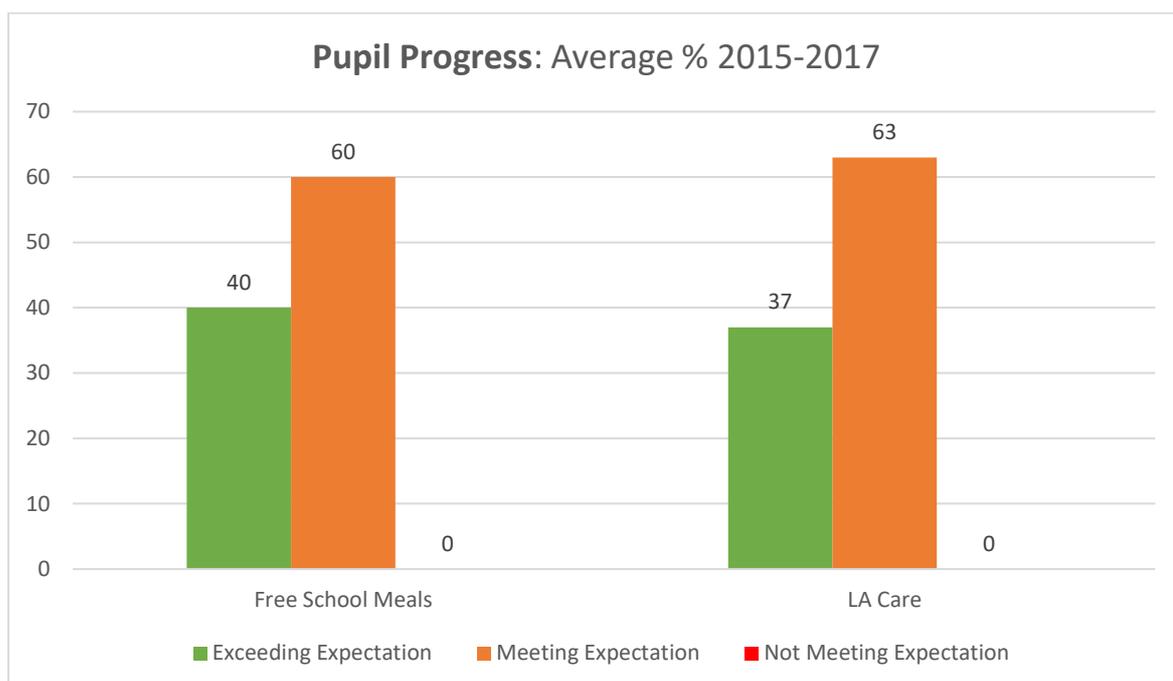
<sup>9</sup> Leadership and Management: Document 11 – *Safeguarding training*

<sup>10</sup> Leadership and Management: Document 12 - *Training numbers for support staff*

- 97% of parents believe that their child is safe at school (Parent survey 2017)

### Pupil premium

- There is highly effective use of the pupil premium:
- In 2015/16 and in 2016/17 all pupils in local authority care made expected progress and all pupils entitled to free school meals equalled or bettered expectations



### Performance management

- There are robust arrangements in place for regular reviews of staff performance
- Our performance management is supported by a range of learning and development opportunities for all staff

Since the last OFSTED inspection we have increased opportunities for teaching assistants to achieve nationally recognised qualifications ( ELKLAN, OCN Level 3)<sup>11</sup> In September 2017 three teaching assistants will start a school based PGCE with the University of Buckingham.

- Since the last inspection the SLT has focussed on increasing the numbers of outstanding teachers at Highshore and sharing their good practice throughout the school. (33% teachers Autumn term 2016 / 18% Autumn 2012)

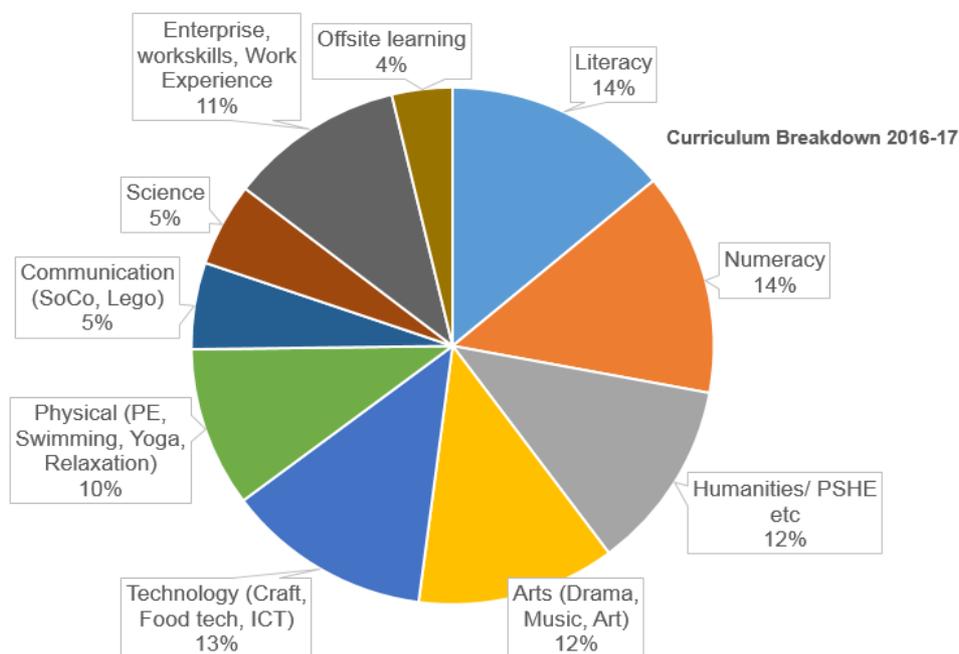
<sup>11</sup> Leadership and Management: Document12 – OCN & ELKLAN

## The leadership of governors

- Our governing body is highly experienced, effective and is committed to school improvement and raising standards
- Governors have a high rate of attendance at training and as such are well placed to ask challenging questions and hold the SLT to account. (See Governor attendance tables on the school website)
- Governors are actively involved in the life of the school. Attendance at meetings and training is high, and governors regularly attend events such as assemblies, coffee mornings and business lunches

## The Quality of the Curriculum

- The Highshore curriculum has been redesigned since the last inspection to create a broad and balanced provision that provides opportunities for every pupil to achieve. It is highly individualised so that pupils can make progress in their EHCp outcomes.



- Since the previous inspection the SLT collaborates even more closely with parents to ensure they have a higher level of engagement and understanding of the curriculum offer, for example through increased use of school website and curriculum presentations

- After reviewing our offer in 2014 the SLT initiated curriculum theme days, often offsite and in the local community which highlight broader themes such as citizenship and careers education
- Staff feedback has shown that these visits are an excellent way for pupils to demonstrate and develop core skills in communication, independence and self-help as well as developing a broader understanding of their environment <sup>12</sup>
- Since the last inspection our sixth-form curriculum has been re-designed in the light of the school's aims and to include a day each week of enterprise education. Three teachers have been successful in winning external bids to further develop their enterprise curriculum
- Our work experience programme was accredited as an area of excellence in our Challenge Partners review March 2017.
- Our creative curriculum is outstanding, particularly in the area of the Arts. Six pupils achieved GCSE Art & Design in summer 2016. We have thriving partnerships with for example Kinetica Bloco and The South London Gallery
- In September 2014 the SLT introduced daily reading time for all pupils. This has supported the improvement of pupils' reading skills. From October 2015 we have started a mobile library to support reading at home. In addition we now have a number of parent volunteers who work on supporting reading and literacy on Monday mornings. It is our intention to train further parent volunteers in the Autumn Term
- Our new building (May 2014) has given us the opportunity to develop curriculum areas through use of specialist spaces (Drama, PE and Enterprise education) In Summer 2017 we converted office space to a yoga studio in order to offer our pupils more exercise and well-being opportunities – see SDP section 2 Healthy Schools/ sports development.

### **Development priorities**

- Manage our teaching and playground space more effectively in response to our increased pupil roll (107 July 15 /136 September 17). Playground works started during August 2017
- To obtain charitable status for the school, application submitted February 2016 and to submit more targeted bids to enhance works in our playground

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<sup>12</sup> Leadership and Management: Document14 *Theme Day summary evaluations*

- 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

## 2. Teaching, Learning and Assessment

### Overall Grade - Outstanding

#### Quality of Teaching and Learning

The quality of teaching and learning overall is very good at Highshore School. Practice is evidenced by:

- Highly effective classroom practice that is characterised by secure subject knowledge, thorough planning, clear expectations, skilful questioning and rigorous assessment to support learning – “Questioning from teachers and TAs is skilfully used to promote independence and help pupils think for themselves” Challenge partners review March 2017
- High quality displays that celebrate pupils’ achievement and learning<sup>13</sup>
- Staff nurturing pupils and celebrating small steps in success both in and out of the classroom, which impacts on pupils’ confidence and their love of learning<sup>14</sup>
- Teachers adopting a range of teaching styles depending on pupil needs and as a result all pupils being engaged in their learning<sup>15</sup>
- Teachers’ understanding of the challenges of complex needs
- Teachers’ subject knowledge enabling them to deliver teaching that ensures that pupils engage, attend and actively participate in their learning
- Teachers planning and delivering activities that are functional, and supporting communication as well as promoting independence<sup>16</sup>
- Pupil transitions around the school are well managed by all staff and visitors comment on our calm and safe environment
- Teachers making full use of pupil individual targets to develop personalised learning<sup>17</sup>

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<sup>13</sup> Teaching, Learning & Assessment: Document 1 – *Photos of displays*

<sup>14</sup> Teaching, Learning & Assessment: Document 15 – *SaLT film link*

<sup>15</sup> Teaching, Learning & Assessment: Document 2 – *Films of teaching styles on shared area*

<sup>16</sup> Teaching, Learning & Assessment: Document 3 – *Examples of excellent planning*

<sup>17</sup> Teaching, Learning & Assessment: Document 4 – *Pupil individual targets*

- Teachers and other professionals (e.g. Speech and Language Therapists) working collaboratively<sup>18</sup> to devise dynamic and innovative learning opportunities<sup>19</sup>
- Everyone at Highshore sharing high expectations of learning and behaviour to inspire pupils to be the best they can be. For example celebrating pupil achievement through pupil of the term, pupil of the week and Jack Petchey awards
- Our Art and Music department offers superb<sup>20</sup> provision and creative opportunities which is reflected in the exam results achieved by pupils (6 pupils achieved results in GCSE Art Summer 2016)
- Our enterprise education programme is designed<sup>21</sup> to equip pupils with the functional skills and confidence<sup>22</sup> to apply these skills in a vocational setting
- The wide range of physical activities available<sup>23</sup> through the PE department and our partnership with the Greenhouse charity.<sup>24</sup>Our emphasis on Health, Fitness and Wellbeing in 2017/18 aims to extend this provision. SDP section 2 - healthy schools/ sports development.
- Our award winning work experience programme (Southwark innovation award, teaching excellence June 2017) is creating employment opportunities. Two young people gaining part-time paid employment in 2014/15 a further pupil gained part time employment September 2016 and a sixth form leaver (July 2017) has gained part – time employment following a successful work experience placement.

## Development priorities

- Following our challenge partners review (March 2017) ensure that our most able pupils are always achieving at the highest level
- Build upon excellent formative marking practice by colleagues so that this is consistent across the school

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<sup>18</sup> Teaching, Learning & Assessment: Document 5 – *List of film on shared area of SaLT/teachers*

<sup>19</sup> Teaching, Learning & Assessment: Document 14 – *link to soundcloud*

<sup>20</sup> Teaching, Learning & Assessment: Document 7 – *Enrichment evidence –Kinetika/SLG/Coral Dance*

<sup>21</sup> Teaching, Learning & Assessment: Document 8 – *twitter sites*

<sup>22</sup> Teaching, Learning & Assessment: Document 9 – *Photos of enterprise activities*

<sup>23</sup> Teaching, Learning & Assessment: Document 10 – *List of sports clubs*

<sup>24</sup> Teaching, Learning & Assessment: Document 11 – *Photos of events*

- Further develop our outstanding work experience programme and share good practice with other school through our website, social media and challenge partners network

### **3. Personal Development, Behaviour and Welfare**

**Overall grade - Outstanding**

#### **Behaviour and Personal Development**

The behaviour of pupils at Highshore is outstanding. We are a happy school with a warm and welcoming atmosphere<sup>25</sup>. Our pupils love coming to school and feel safe at Highshore.

Pupil transitions around the school are well managed and visitors comment on our calm and safe environment.

In our pupil survey (Summer 2017) pupils report that:

- Pupils have a positive attitude to learning and are proud of their achievements (94% of pupils feel proud when they do good work Pupil Survey 2017)
- Pupils are thoughtful and considerate of the feelings of others (94% agree that they have good friends at school. Pupil survey 2017).
- Our school council take a lead in promoting positive behaviour<sup>26</sup> (Playground friends, friendship charter, response to London terrorist attacks<sup>27</sup>)
- In Summer 2015 the school took part in a London governance day<sup>33</sup>, where we all visited places linked with how London is led and governed, in order to deepen our understanding of what being a British citizen means. Our Pupil Survey 2017 demonstrated 94% of pupils like activity days such as London Day, World Book Day and Dragons Den and 94% feel that School helps them learn about being a good citizen in London

Our parent survey shows that 91% of parents who responded believe that their child is happy at school (Parent Survey 2017).

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<sup>25</sup> Personal development, behaviour and welfare: Document 1 – *BMP exemplars*

<sup>26</sup> Personal development, behaviour and welfare: Document 2 – *School council minutes*

<sup>27</sup> Personal development, behaviour and welfare: Document 9 – *Friendship Charter*

The experiences pupils gain at Highshore (e.g. selling to public at Borough Market, serving visitors at Business Links lunch, visiting places of work<sup>28</sup>) enable them to develop appropriate social skills and self-confidence<sup>29</sup>

All colleagues at Highshore have high expectations of pupils' behaviour and pupils respond positively to the various reward systems in place<sup>30</sup> (Pupil Survey 2017 93% of pupils know that they are expected to work hard, 94% get praise and certificates if their work is good and 91% know that they have targets to help them to improve.)

Pupils take pride in their achievement folders and learning journey films. Weekly assemblies celebrate achievement and progress and have pupil voice at their heart.

## **Welfare**

Pupils are able to communicate their needs and anxieties to an appropriate adult (Pupil Survey 2017 92% feel that teachers and TAs are interested and listen)

Pupils are confident that any issues or problems they bring to an adult will be dealt with effectively and sensitively (Pupil survey 2017 90% know who to go to if they need help with learning and 92% if they have a problem or feel unhappy)

Pupil attendance is excellent and has improved since the last inspection 94.17% (2016/17)<sup>31</sup>

Specialist staff (SALT, OT, CAMHs)<sup>32</sup> provide excellent pupil support and liaise closely with families and school staff

Our full-time Family Worker continues to offer a range of services and support to families and signpost them to more specialist services<sup>3334</sup>

We offer an increasing range of after-school and holiday provision to support parents and pupils<sup>41</sup> 70% of students regularly attend clubs (including breakfast club, after school clubs and lunch time clubs) in Summer term 2017.

Highshore effectively encourages pupils to engage with the local community to promote independence and develop leisure interests (Kinetika Bloco, Salmon Centre and The Challenge Summer 2015 & 16 & 17)<sup>35</sup>

Our pupils have a strong sense of social responsibility. We encourage them to be outward facing. Pupils have fund raised over a number of years for: Save the

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<sup>28</sup> Personal development, behaviour and welfare: Document 3 – *Numbers of pupils involved in events and photos*

<sup>29</sup> Personal development, behaviour and welfare: Document 4 – *thank you letters following events*

<sup>30</sup> Personal development, behaviour and welfare: Document 6 – *Reward systems examples*; Document 7 – *Pupil of the week certificates*; Document 8 – *Pupil of the term numbers*; Document 17 – *pupil case studies*

<sup>31</sup> Personal development, behaviour and welfare: Document 10 – *Attendance data*

<sup>32</sup> Personal development, behaviour and welfare: Document 11 – *SaLT drop in data*

<sup>33</sup> Personal development, behaviour and welfare: Document 12 - *Family worker's spreadsheet*

<sup>34</sup> Personal development, behaviour and welfare: Document 13 - *After school programmes and numbers*

<sup>35</sup> Personal development, behaviour and welfare: Document 14 – *summer school numbers: Kinetika and the challenge*

Children (Christmas Jumper day) Comic Relief, British Legion and Children in Need.<sup>36</sup>

We provide opportunities for parents to support each other, share experiences and to seek advice. E.g. coffee mornings, parent network group, resource making sessions and training opportunities in online safety.

Our parent group meets at least every half term and organises events for families to meet together. Our International evening in March 2017 was attended by over 100 people and also raised funds for the school. Our leaver's prom was attended by over 130 people and was a wonderful send off for our young people.

Our school has a diverse range of faiths and cultures. Pupils respect each other's beliefs and acknowledge the important part that this plays in the lives of our pupils and their families. Our theme day in summer 2016 focused on faith and worship in London visiting a wide variety of places of worship<sup>37</sup>.

### **Development priorities**

- To further refine our pupil intervention programme so that all pupils are making good or better progress<sup>38</sup>
- Offer increased opportunities for parent training and support by offering workshops in key areas in 2017/18<sup>39</sup>
- To achieve Healthy Schools Silver award to support us in improving pupil health, exercise and wellbeing.

## **4. Outcomes for Children and Learners**

### **Overall Grade: Outstanding**

Pupils at Highshore are highly motivated to learn and proud of their achievements.

Within the first half term of joining Highshore all pupils are formally assessed at the appropriate level in all aspects of Literacy and Numeracy using Progress in English and Progress in Maths. Additionally all pupils are assessed in their expressive and receptive language using a battery of tests which, like those for English and Maths, yield statistically valid measures of ability from 4 years and from level 1 of the National Curriculum. All pupils across Key Stages 3 and 4 are then assessed annually on the same formal basis so as to ensure a statistically valid and objective assessment of their progression, with progress being

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<sup>36</sup> Personal development, behaviour and welfare: Document 20 – *Fundraising records*

<sup>37</sup> Personal development, behaviour and welfare: Document 21 – *Faith and Culture Day (2016) Staff feedback*

<sup>38</sup> Personal development, behaviour and welfare: Document 15 *Interventions matrix*

<sup>39</sup> Personal development, behaviour and welfare: Document 16 *Parent training list and numbers*

monitored against both the school entry base-line of year 7, to give a measure of school career progress, and across the preceding academic year, to give a yearly measure. The results are then fed in CASPA so as to compare Highshore progression with that of other similar pupils nationally. The findings from this assessment, together with the equivalent National Curriculum/P levels are passed to class teachers to provide them with baselines and guidance as to pupil progress and attainment.

Whilst class teachers review pupil progress continually B-Squared is used as a tool for assessment in English, Maths, Science, Music, and PE to record this progress. Data from B-Squared also provides a valuable compliment to the macro measurement of pupil progress across the school. In particular in so far as it provides data for Key Stage 5, which is not covered by CASPA; and for a small number of Key Stage 3 and 4 pupils, who score less than the statistically valid measures on their annual tests of progression.

### **School career progress against the year 7 base lines:**

#### *Reading*

Progress in reading is outstanding. Over the past three years there has been a pattern of outstanding achievement. In the course of the academic year ending in the summer of 2014 98% equalled, or bettered expected levels of progress with 80% exceeding expectations; in 2015 98% equalled or bettered expectations, with 81% exceeding expected levels of progress; and in 2016 96% of all pupils equalled or bettered expected levels of progress, with 72% exceeding expectation. In 2017 97% equalled or bettered expected levels of progress, with 74% exceeding expectation.

#### *Writing*

In 2015/16 achievement was outstanding, 96% of all pupils equalled or bettered levels of expectations with 72% exceeding expectation. In 2016/2017 92% of all pupils equalled or bettered levels of expected levels of progress, with 74% exceeding expectations.

#### *Speaking and Listening*

In the past three years achievement in Speaking and listening has been significant. In 2015/16 over 92% of pupils equalled or bettered expectations with 63% exceeding expected levels. In 2016/2017 91% equalled or bettered expectations with 59% exceeding expected levels.

#### *Maths*

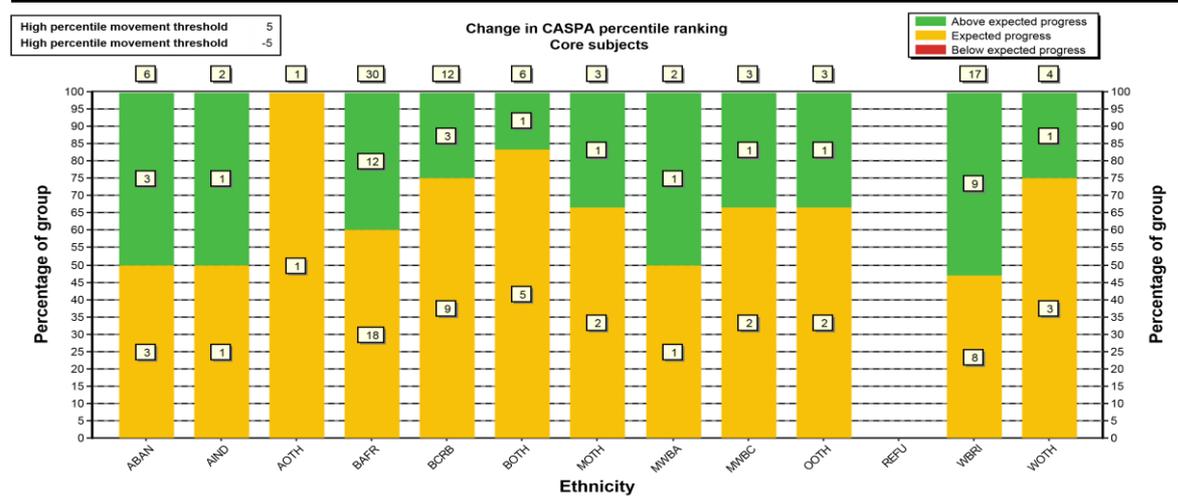
In 2015/16 progress in Maths was outstanding, all pupils equalled or exceeded national expectations; with 82% exceeding. In 2016/17 all pupils equalled or exceeded national expectations; with 80% exceeding.

This represents a steady improvement since the last OFSTED. In the year 2012/13, 72% of student progress exceeded expectations, and in 2013/14 the figure was 75%.

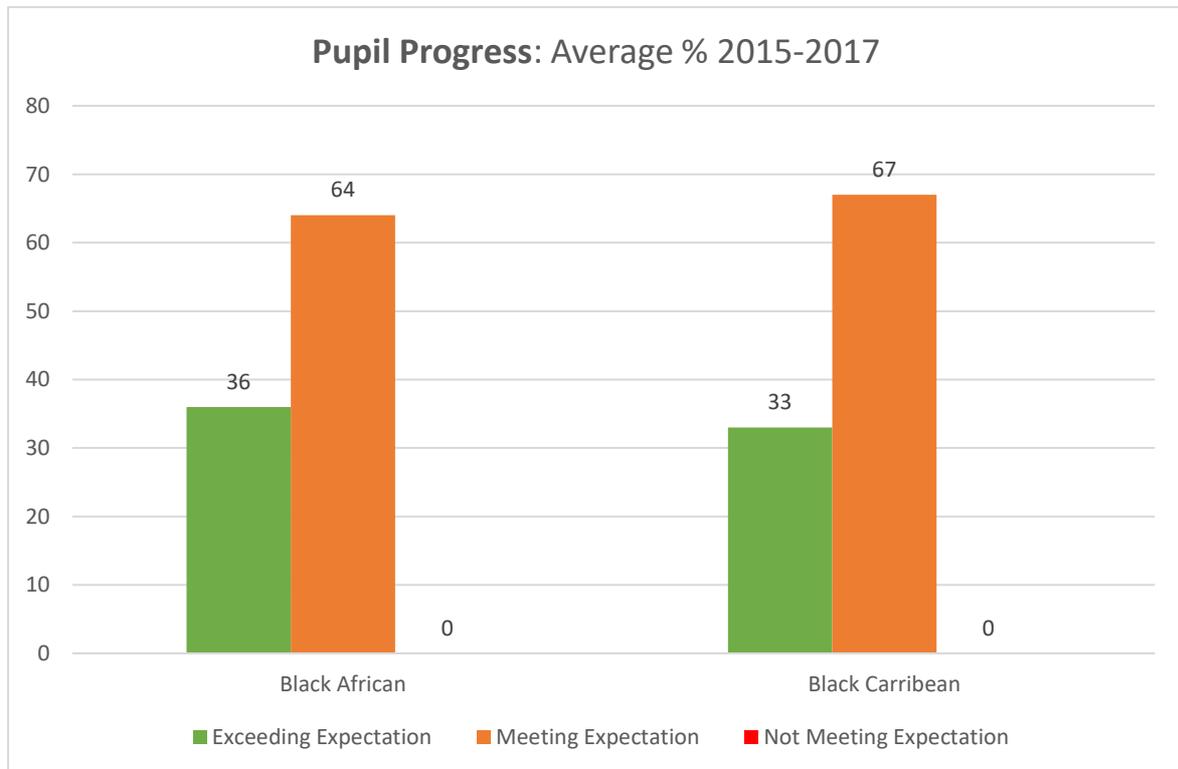
*Progress by particular groups.*

In 2016/17 all pupils in Local Authority care made expected progress; and all pupils entitled to free school meals equalled or bettered expectations.

All pupils at Highshore make excellent progress regardless of their ethnic origins. Last year all categories of ethnicity equalled or bettered expected progress.



The graph below shows the progression of the two largest non-white groups as an average over the last two years.



All pupils regardless of gender make excellent progress at Highshore. Progress is broadly similar for boys and girls. In the course of 2015/16, 91% of girls equalled or bettered expectations, for boys the figure was 95%. In 2016/17 all boys and girls equalled or bettered expected progress with 51% of girls exceeding expectation compared to 32% of boys.

Progress is broadly similar for SLD and MLD pupils. In the course of 2015/16, all SLD pupils equalled or bettered expectations, for MLD pupils the figure was 83%. In 2016/17 all categories equalled or bettered expectations with 36% of SLD pupils exceeding expectations compared to 42% of MLD pupils.

Any pupil failing to make expected progress in either reading, writing, maths, or speaking and listening, either against their school entry base-line, or over the course of an academic year is highlighted for all staff to consider, and to implement interventions as appropriate. Interventions are reviewed regularly by the interventions group. This group meets weekly and reviews pupil progress and monitors the impact of strategies put in place.

### **Development priorities**

To refine our assessment programme in the light of national changes. We will translate all future monitoring into years and months.

To continue to look at best practise nationally in assessment and implement accordingly

To continue to develop our intervention strategies so that all pupils make expected or better progress

Sharing our expertise in the wider learning community

## 5. The Effectiveness of the Sixth Form

### Overall Grade: Outstanding

Our sixth form has expanded since our last Ofsted and we now offer a full 16-19 programme to 41 students<sup>40</sup>. Our move to our new site in May 2014 has enabled us to further develop our excellent sixth form programme, for example creating three bespoke classrooms for enterprise education.

The leadership of the sixth form is outstanding. Since our last Ofsted we have appointed a Head of Sixth Form (Jan 2014), who is strongly supported by an experienced and creative team<sup>41</sup>.

### Students

Our sixth form students are outstanding ambassadors for Highshore School<sup>42</sup>. They are excellent role models for younger pupils. Examples include being playground friends, supporting younger pupils with reading and providing assistance in the dining room.

By providing a variety of opportunities for students to participate in school events our students are able to develop the skills to enable them to become confident and responsible young citizens. Examples include greeting and assisting parents at parent evenings, and making and serving refreshments at school functions.

The Pupil Survey Summer 2017 shows that the Sixth Form feel well supported by the staff with 95% agreeing that the adults listen to them. 95% feel that they get praise and certificates if they do good work and that they feel pleased if they do a good piece of work, these are both higher than the school as a whole.

A high percentage of the sixth form go to clubs or activities after school (65%), this is slightly lower than the whole school result of 66% but is higher than last year (60%).

### Curriculum

Our excellent curriculum offer enables students to continue to develop their communication, independence and self-help skills, preparing them to participate in society as fully as they are able when they leave us.

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<sup>40</sup> Effectiveness of the 6<sup>th</sup>form: Document 1 – 6th form curriculum handbook

<sup>41</sup> Effectiveness of the 6<sup>th</sup>form: Document 2 – Meeting minutes

<sup>42</sup> Effectiveness of the 6<sup>th</sup>form: Document 3 – photographs of 6<sup>th</sup> formers

Our sixth form curriculum is highly personalised to meet individual needs and provides a level of challenge to students. Examples include school kitchen placements with Harrisons and bespoke placements with Southbank Mosaics<sup>43</sup>.

Since our last inspection (Feb 13) we have introduced Enterprise education into our sixth form<sup>44</sup>. Examples of business projects include handmade jewellery, business cards (fulfilled an order for 800 – October 16), upcycled furniture and Buff Bites catering. This has proved so successful that we have now introduced Enterprise education into the Key stage 4 curriculum.

Our focus on preparing students for future employment enables our students to understand the purpose of their learning and aim high. Examples include pupils being offered external paid employment through opportunities provided by Highshore.

To promote independence, our students engage with the local community by shopping, using local leisure centres and taking part in travel training. Participating in a residential outing is an important part of our life skills programme and we offer all sixth form students the opportunity to take part in a school journey as part of their programme.<sup>45</sup>

## **Teaching, Learning and Progress**

SLD pupils continue to make outstanding progress. As of the end of 2016 all year 12, 13 and 14 SLD pupils were exceeding CASPA generated expectations in Reading, Writing, and Speaking and Listening; whilst at least 82% exceeded expectation for Maths. All SLD students met or exceeded expectations. In 2016/17 98% of SLD pupils equalled or exceeded expectations in reading whilst the figure was 92% for speaking and listening and 100% for both maths and writing.

Accreditation in the sixth form offers all students the opportunity to have their achievements in all aspects<sup>46</sup> of the curriculum recognised through the WJEC Entry Pathways set of qualifications<sup>47</sup>.

## **Work Experience**

Our strong focus on vocational education is an outstanding feature of the sixth form.

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<sup>43</sup> Effectiveness of the 6<sup>th</sup> form: Document 4 – pupil case studies

<sup>44</sup> Effectiveness of the 6<sup>th</sup> form: Document 5 – *Enterprise PowerPoint*

<sup>45</sup> Effectiveness of the 6<sup>th</sup> form: Document 6 – *residential power point*; Document 7 – *residential feedback to parents*

<sup>46</sup> Effectiveness of the 6<sup>th</sup> form: Document 8 – *accreditation data*

<sup>47</sup> Effectiveness of the 6<sup>th</sup> form: Document 15 – *feedback from exam boards*

Since our last inspection we have appointed a full-time Work Experience Coordinator (Sept 14). This has enabled us to develop a broad range of business & community partnerships with organisations such as RBS and Just Hospitality<sup>48</sup>.

In 2016/17, 100% of students participated in a work experience activity/visit and 59% of students completed an internal work experience placement, lasting at least half a term. In the sixth form 69% of students attended a weekly placement with an external organisation.<sup>49</sup>

## Transitions

As part of our preparation for transition at 19 we offer our oldest students the opportunity to attend a local FE college link course, to assist students and parents to make informed choices about future destinations.<sup>50</sup>

Our work in facilitating transitions is strong and bespoke. Parents and students are supported throughout the process. For example, we conduct visits and communicate with post 19 education providers. Parents have expressed appreciation for the support we give them.

In the past four years all sixth form students have transitioned to further education placements<sup>51</sup>

## EHC Plans

Students and parents are offered a high level of support during the preparation of their Education and Health Care plans (EHCP).<sup>52</sup> The pupil voice is clearly heard in our EHCP plans, evidenced by the local authority commenting on the high quality of our plans and stating that they were “a joy to read”.<sup>53</sup>

## Development priorities

- Increase accreditation opportunities through the Entry Pathways diploma programme SDP
- To network with businesses and employers to create increased opportunities for work experience and enterprise
- To increase opportunities for sixth form teachers to work together so that planning is more cohesive across sixth form curriculum

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<sup>48</sup> Effectiveness of the 6<sup>th</sup> form: Document 9 – *work experience data*

<sup>49</sup> Effectiveness of the 6<sup>th</sup> form: Document 17 – *work experience film*

<sup>50</sup> Effectiveness of the 6<sup>th</sup> form: Document 10 – *college data*; Document 11 – *college photos*

<sup>51</sup> Effectiveness of the 6<sup>th</sup> form: Document 12 – *sixth form transitions data*

<sup>52</sup> Document 14 – *Link to film – SaLT EHC work*

<sup>53</sup> Document 13 – *EHC feedback from LA*

## 6. Overall Effectiveness

### Overall grade Outstanding

We believe we are an excellent school and are ambitious in our aims. We strive to continually improve and believe we have made huge progress since our last inspection in February 2013. Our recent Challenge partners review March 2017 graded our school improvement strategies as outstanding.

The quality of teaching and learning has improved since the last inspection. In autumn 2014 76% of lessons were good or outstanding. The latest observation results from autumn 2017 show that 100% of lessons were good or outstanding.

Since the last inspection the school has grown by 36% and now has a full three year sixth form programme. The school's leadership team has successfully managed this growth in number without any increase in leadership capacity.

Since the last inspection, in line with our aims we have developed an outstanding work experience programme. Key to this was appointing a full time work experience coordinator in September 2014.

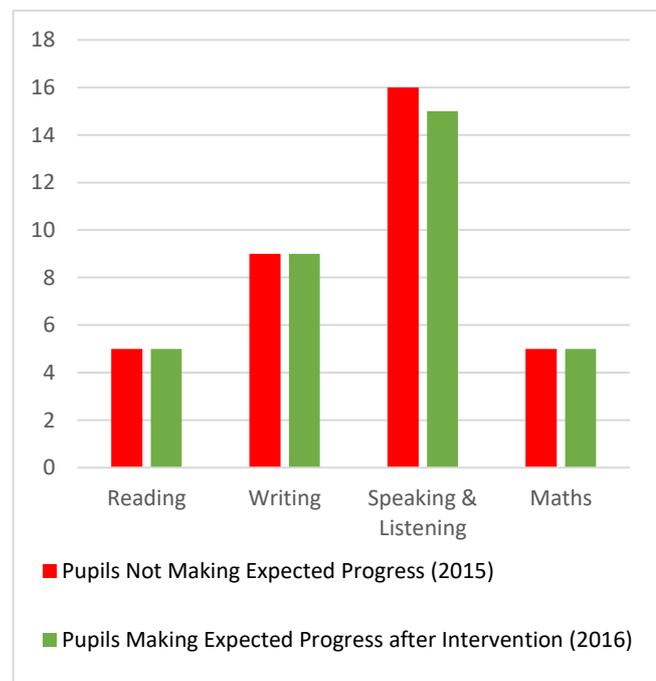
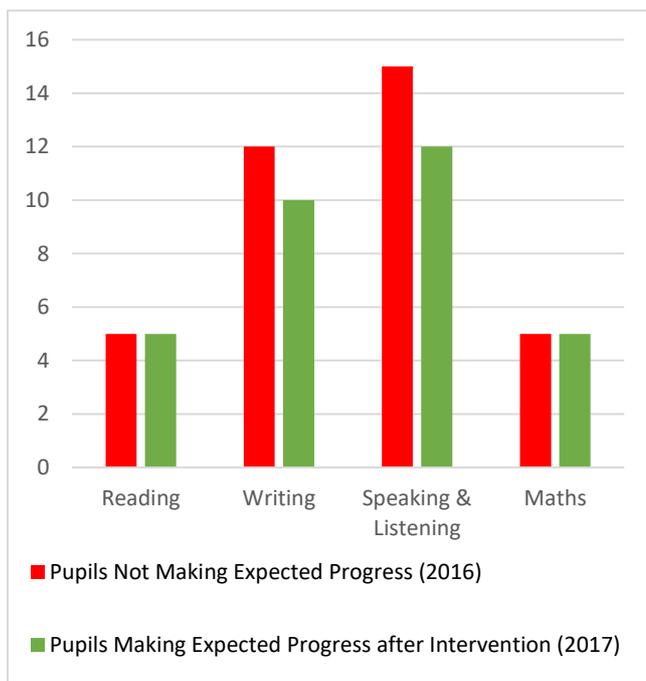
Our latest parent survey shows an increase in satisfaction:

- 47% of parents agreed that their child is making good progress, this is higher than 2014 (40%), 2015 and 2016 (33%). One parent commented "I am also very pleased with the progress that she is making- she has come on leaps and bounds". 39% strongly agreed.
- 52% of parents agree that they are happy with the quality of teaching that their child is receiving, this is higher than 2014 (38%), 2015 (35%) and 2016 (41%). 43% strongly agreed.
- 50% of parents agree that they are happy with what their child is being taught, this is higher than 2014 (45%), 2015 (39%) and 2016 (42%). 43% strongly agreed.
- 36% of parents agree that their child enjoys going to school, this is higher than 2014 (24%), 2015 (26%) and 2016 (25%). 58% strongly agreed. The number of parents strongly disagreeing has decreased from 3% last year to 1% this year.
- 44% of parents agree that staff keep them informed about how their child is doing, this is higher than 2015 (40%) and 2016 (42%). 46% strongly agreed.
- 98% of parents strongly / agree that they would feel comfortable approaching the school with a problem or complaint, this is higher than last year (97%).
- 52% of parents agree that the school listens to what they say and takes their views into account, this is higher than 2014 (43%), 2015 (42%) and 2016 (46%). 40% of parents strongly agreed.

- 92% of parents strongly / agree that the school is able to provide information and advice about complex needs, this is higher than 2014 (91%) and 2016 (88%).
- 95% of parents strongly / agree that staff teach their child to become as independent as possible, this is the same as last year and higher than 2014 (91%). One carer commented “[He] loves going to school and enjoys the independence and friendships. He is very proud of his achievements.”

Our pupil interventions are targeted, timely and effective. Where pupils are not making expected progress, as judged by: failure to meet CASPA generated expectation against either the annual base-line of the previous year, or against the school entry base-line; or in the case of KS 5 MLD (for whom CASPA does not permit a comparison) where progress in B-squared is less than 2 national curriculum sub-levels, extra provision is made.

The graphs below summarize the position over the past two years for each curriculum area. The columns in red indicating the numbers requiring intervention, followed by columns in green indicating that nearly all pupils return to expected levels of progression within the academic year.



Highshore has a committed and talented staff group who are always eager to embrace new ways of working. The staff team has the welfare and safeguarding of our pupils at the heart of all their work.

“Pupils make exemplary progress from their low starting points. They join the school with increasing severe levels of difficulty but when they leave most are mature, friendly and confident young people who can deal with the outside world.”

Challenge Partners report - March 2017