



ELLEN TINKHAM SCHOOL SELF EVALUATION FORM 2021-2022

Context

Ellen Tinkham is a Local Authority maintained foundation special school with 240 pupils on roll, all of whom have an Education, Health & Care Plan (EHCP). Learners have a range of special educational needs and/or disabilities (SEND) including severe and profound and multiple learning difficulties and autism. An increasing proportion have a range of complex needs including significant medical needs.

The school operates across two sites: Early Years to Year 6 (Primary) at Hollow Lane and Year 7 to Year 14 (Secondary to FE) at Wayside Crescent. There are 131 children at Hollow Lane and 109 at Wayside Crescent.

Ellen Tinkham is federated with Bidwell Brook School in Dartington and together form the Learn to Live Federation.

Our vision statement is:

***Everyone will be the best that they can be
Everyone has a voice
No-one is excluded***

In our schools:

Mutual respect is non-negotiable.

Student voice is heard, valued, and responded to. We are led by a person-centred approach - always working towards preparing our pupils for their best futures.

We give full value to all transitions.

We foster positive, transparent, and open relationships with families, carers, external agencies, and providers.

Our core values underpin a 'can do' approach. This enables mentoring, coaching and a constant cycle of reflection to steer future developments. This is evident in the culture of high trust, high expectation, challenge, and accountability which gives leaders autonomy to create and innovate. Reflection and evaluation play a significant role in leadership and have ensured the school is an accepting and fully inclusive community where all are welcomed.

Although pupils come from a range of socio-economic backgrounds, the proportion of disadvantaged pupils is well-above the national average. 2.9% of pupils have 'Child in Need' plans. Ellen Tinkham School accommodates a school nurse/ physio and works closely with a range of multi-disciplinary practitioners.

The school continues to enjoy a good reputation in the local area and admissions to the school remain very strong, with most year groups running at capacity. Pupils travel to the school from a wide geographical area from across Devon. We have a zero exclusions policy.

Pupils follow one of three curricular and assessment pathways according to their needs; pre-formal, semi-formal and formal. Across the sites, lesson observations, learning walks, work book appraisals and assessment data submitted indicate that teaching and learning is consistently good.

The school nurtures its staff and places emphasis on staff well-being. Leadership at every level is effective and impacts positively on pupil outcomes. Strong adherence to a shared vision ensures the leadership focus is on learning, equitable access to learning and inclusion to and ownership of learning. Knowledgeable senior leaders are articulate, skilled, and passionately committed to driving progress forward in order to continually improve the life chances of pupils.

The provision of a high quality and attractive learning environment is high priority. Where improvements have been made, this has impacted positively on learning.

Outdoor learning provision has been developed and utilised to excellent effect and the refurbishment of areas such as rural skills continues to positively impact on individuals and groups that utilise these areas.

Both Ofsted and the robust Federation Safeguarding systems evidence that procedures are secure and that pupils are safe and well looked after.

The school's OFSTED inspection in March 2020 was very positive with the school continuing to be Outstanding.

Currently, we have 25 classes and 46% of class teachers at the school are either new to the school, new to special or early career teachers. In the last year, several experienced teachers have moved on or retired. On reflection we feel our current practice is good but not yet consistently outstanding. Teachers new to the school participate in our Teacher Induction Programme and are supported by experienced staff to ensure outstanding federation practice is being delivered in a consistent and equitable way.

Ellen Tinkham School's teaching school alliance, South West Specialist Schools Teaching Alliance (SW SSTA) is a strategic partner in the two Devon teaching School Hubs, known as SWIFT. We are working to deliver SWIFT's "two hubs, one offer" vision, providing the SEND element of both Hub offers to schools across Devon, Plymouth, and Torbay.

Recent work has included developing and supporting the DfE approved Early Career Framework Programme, and are sharing our knowledge and expertise with other Alliances across the UK. We have delivered the successful and popular Engagement Model training to schools across the South West with future sessions planned for Autumn 2022. Our Outreach project, invested into by Devon's Local Authority, has allowed us to provide specialist SEN input to mainstream colleagues. Using reputable SEND SLE's, we have provided support to X schools which will help in the longer term, to reducing the number of requests for EHCP's or special school placements and have a reduction on the demands of the high needs block funds. We are also part of the Devon's SEND100 Steering Group, working collaboratively to improve the confidence of mainstream schools and parents in the provision of support for children and young people with SEND.

Data: (January 2022)

240 on roll - 170 male 70 female

2.5% of children are Looked After Children (6 pupils)

38.75% of children are eligible for Pupil Premium funding. (93 pupils)

8.75 EAL (13 different languages)
 43% of pupils entitled to free school meals (104 pupils)
 22.5% entitled to Universal Infant Free School Meals (54 pupils)
 5 % wheelchair users
 22 % of pupils with behaviour management plan to reduce risk to themselves and other pupils
 42 % continence problems
 28 % of pupils use non-verbal communication

Progress against previous inspection	
Areas to improve – Ofsted Report March 2020	Progress
<p>Leaders need to ensure there is a systematic approach to the teaching of phonics and reading so staff are confident in the use of phonics and other strategies that supports pupils' reading skills.</p> <p>Senior leaders need to ensure subject leaders develop their leadership skills to enable them to develop the teaching of reading effectively.</p> <p>Subject leaders need to ensure all teaching assistants have the training, and subsequently the expertise, needed to enable pupils to achieve well in reading.</p> <p>Leaders must ensure books match pupils' phonics knowledge precisely and are age appropriate.</p>	<p>Reading remains a priority across the school.</p> <p>Evidence through monitoring exercises carried out by subject and senior leaders shows there has been a significant increase in numbers of pupils reading regularly. Pupils are being listened to and questioned about their reading on an unprecedented scale - it has become an integral part of the school day. The school has more readers than ever before and there is an increase in numbers of pupils reading at all phonic phases. Subject Leads closely monitor the teaching of phonics and supported teachers to develop delivery.</p> <p>Pupils' reading books are matched to phonics levels after baselines were carried out in all classes across the school so that learners are reading texts appropriate to their abilities.</p> <p>A literacy HLTA has been appointed to support individual and small group interventions. Having this support is a strength in itself in embedding the phonics and reading curriculum.</p> <p>The school has invested heavily in the purchasing of synthetic decodable books. A Consistent systematic synthetic phonics scheme is being used across the primary site (Phonics Bug) and there is a large stock of appropriate levelled reading books in our college setting. We have subscribed to an online reading scheme to enable access at home. There is a bank of phonics teaching and learning resources, and Upper School staff have a responsibility to build on the work by colleagues in lower key stages to continue to prepare students for adulthood. Staff challenge students with content that promotes functional skills (e.g., learning how to read and drive meaning from information texts) as well as providing some of the opportunities their mainstream peers and siblings have by tackling texts such as Dickens' A Christmas Carol, poetry and even Macbeth.</p> <p>In 2021, a small cohort of learners passed their Functional Skills Entry Level exams. This year, there is a small group for whom this opportunity will continue to be appropriate.</p> <p>A Reading for Pleasure initiative has been rolled out across the school. Adults read to children/young people for up to 20 minutes daily, carefully choosing books and materials which learners may not necessarily have chosen themselves. It is</p>

	<p>important our students have role models who inspire children to read, enthuse about the story and value books - they will be inspired and more inclined to do the same themselves.</p> <p>The school has heavily invested in high quality picture books. We continue to develop our site-specific library areas and were successful in our Grant application to the Foyle Foundation to support this development.</p> <p>Leaders devised and delivered phonics training to all staff to ensure consistency in the delivery of our systematic approach to phonics teaching. During Lockdown, leaders developed a phonics area on our online learning platform for families and staff to access to support the teaching and learning of phonics. Staff have also been presented with guidelines for reading support to promote consistency in approaches.</p> <p>English leads have attended local literacy hubs and training on 'Teaching Reading for All' and poetry. They have attended network opportunities with leaders from other special schools through South West Alliance Leaders in Special Schools (SWALSS) helping to share and deliver best practice.</p>
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QUALITY OF EDUCATION – GOOD	
Strengths	Evidence/Impact
<p>Curriculum & Assessment</p> <p>Staff do not limit expectations of our pupils and, irrespective of their individual needs, acknowledge they are entitled to a full, rich, balanced, and relevant curriculum.</p> <p>Our creative curriculum meets pupils' individual needs effectively through staff providing a positive learning climate enabling all pupils to thrive and make good progress.</p> <p>Staff know the importance of embedding assessment in day-to-day learning.</p> <p>Assessment is an integral part of an interactive learning process and is the</p>	<ul style="list-style-type: none"> ➤ Learners leave school knowing they have a voice that is listened to and heard, they feel valued as a person and are confident to try new things. ➤ The academic and pastoral needs of children and young people are met, as evidenced by feedback from Annual Reviews, Evidence for Learning (academic data) and CDMT/CPOMS records. ➤ Destination Data tells us that a high number of students leaving our school attend further education or social care placements. Thorough transition plans, that are co-constructed with the families, young people, Social Services, PPA workers and overseen by our Transition Lead, ensure that our learners are successful in their future placements. ➤ Lessons observations show lessons are meaningful and relevant to all pupils. Learners are empowered and their learning experiences are enriched by programmes such as our Outdoor Learning Program; Rural Skills Program; Whole school themed weeks and events i.e., multi-faith week ➤ Student council meetings as well as individual Advocacy Sessions, capture our learners' views, choices, and preferences. Views and enacted upon whenever possible i.e., Development of a calm corner ➤ Educational visits, including learning within the local community are demonstrative of the ambitious nature of the challenges presented to our learners. ➤ Class timetables evidence pupils are offered a personalised, balanced curriculum that is relevant and meaningful. ➤ Students following formal pathways are enrolled on accredited BTEC and Functional Skills courses: Entry Level Maths and English, ICT, Admin, Land skills, Cooking and Construction. ➤ 2021: 7/7 students passed their Entry Level 1, 2 in ICT Functional Skills;

driver of the curriculum and the next stages of planning.

Knowledgeable, experienced, and reflective practitioners regularly review and evaluate the effectiveness of the curriculum to ensure that it fully meets the needs of all students.

Teachers and staff teams are well equipped with the specialist knowledge and understanding needed to teach the diverse range of age and abilities of students effectively.

Pupils are supported to be as prepared as possible for their next steps of learning. Progress data and SLT moderation shows that all pupils are making at least expected progress, or above, from their starting points.

$\frac{8}{8}$ passed Entry Level 1, 2, 3 in English

$\frac{6}{7}$ passed Entry Level 1, 2,3 in Maths

- KS4+ curriculum allows older students to choose activities they would like to learn. This provides greater independence and autonomy over their learning, and the chance to focus on preferred activities.
- Sequential, progressive, and high-quality planning, reflecting sound knowledge of SEND pedagogy.
- Topic plans and Medium-Term Plans are scrutinised by middle leaders and SLT to ensure they remain relevant, challenging and motivating.
- Lesson observations, data conversations and book scrutiny, evidence that learning is sequential, well thought out and designed to meet individuals' needs. Pupils access a range of learning opportunities, are appropriately challenged, and demonstrate good levels of engagement. Teachers and classroom support staff absolutely know individuals' targets and next steps, and support offered in class has a clear focus.
- Cross curricula skills are highly pertinent and form an integral part of our personalised learning programme approach.
- Individual Pupil data assessments show pupil progress in each curriculum area.
- Higher quality wellbeing/resilience targets have ensured more targeted and purposeful personalised learning, responsive to the needs of the students and their EHCP outcomes.
- Pupils make expected or more than expected progress in the Core Curriculum Subjects – English, communication, Maths and PSHE (Heads Report: Summer 2021).
- "Evidence for Learning" (online assessment system) shows clearly that students are making good progress towards meeting Home: School Agreement targets. Assessment information is used to adapt teaching so all pupils' progress.
- Reading records evidence that students read daily. This is monitored by English Leads on both sites.
- Systems to ensure support for learners eligible for pupil premium are exceptionally rigorous and in-depth. [Pupil premium statement \(special\) \(ellentinkham.devon.sch.uk\)](https://www.ellentinkham.devon.sch.uk/pupil-premium-statement-special)
- Attainment against EHCP Outcomes is good, as evidenced by Annual Review Reports and parental feedback during the AR meetings.
- Collaborative planning across the key stage teachers (site and Federation) ensures consistency of approach and sharing of good practice/resources etc. It also allows less experienced teachers to benefit from the guidance/expertise of more experienced teachers.
- Pupil progress meetings demonstrate staff have a clear understanding of barriers to learning, e.g., complex sensory needs, social needs etc. Strategies are in place to address these.
- Augmentative Alternative Communication (AAC) systems are an integral part of learning. Lesson Observations demonstrate that eye gaze, switches and picture communication systems are used consistently to enable students to communicate effectively and actively engage in learning.

BEHAVIOUR AND ATTITUDES – OUTSTANDING

Strengths	Evidence/Impact
<p>Behaviour as a form of Communication</p> <p>Ellen Tinkham School has a zero-exclusion policy. We recognise that all behaviour is a form of communication and strive to understand the triggers and internal reasons for behaviour.</p> <p>We respond with targeted and impactful personalised interventions, strategically implemented and overseen by the Communication and Decision-Making Team (CDMT). This multidisciplinary approach between teachers, therapists, parents, and senior leaders ensures that clear routines and expectations are embedded.</p> <p>Where pupils present with behaviours that challenge, a calm, positive and consistent approach is adopted by all staff. Pupils are supported based on their individual needs.</p> <p>Regular monitoring, guidance, and training, delivered by our CDMT ensures that all pupils are well supported, feel safe and ready to learn.</p> <p>Highly positive relationships between staff, students and families result in staff having an in-depth knowledge of the pupils' learning and emotional needs.</p>	<ul style="list-style-type: none">➤ The Communication and Decision-Making Team (CDMT) has a strategic overview of all interventions. Effective and targeted interventions are in place. The school has high expectations for pupils' behaviour and conduct.➤ There are very few instances of physical intervention, despite the complexity of pupils. This demonstrates the effectiveness of the school policy of de-escalation and advocacy.➤ There are very few instances of bullying or peer on peer abuse. An Anti-Bullying Policy is in place and CDMT records show we strive to understand the triggers and internal reasons for behaviour.➤ Incidents are recorded and monitored on CPOMS (Child Protection Online Management System). Total number of behaviour incidents reported during Autumn 1 2020 were 501, Autumn 1 in 2021 reduced to 245.➤ Lesson observations, CPOMS logs and Learning Walks evidence that low-level disruption is quickly and skilfully de-escalated, so disruption to learning is minimalised. Staff are very responsive to challenges as they arise – incidents are well managed helping to avoid escalation of behaviours. CDMT use CPOMS to identify patterns and support with strategies to help get pupils ready to learn.➤ Trauma informed practice is developing across the Federation. It fits well with the school's vision and our CDMT approach.➤ Individual Core Documents (Behaviour Support Plan, Behaviour Management Plan, One Page Profile) show staff have a clear understanding of the students' individual needs. Behaviour Incident Logs inform us those high expectations are commonly understood and applied consistently and fairly, which is reflected in pupils' behaviour and conduct.➤ Where difficulties do arise, the class team, supported by the CDMT, accurately adjust the provision to ensure strong outcomes. Staff training can be focused on specialist teaching approaches e.g., 'Attention Autism,' 'Developing Emotional Intelligence,' 'SCERTS,' 'Mental Health.'➤ Educational Psychology input is utilised to identify unmet need and find ways of supporting children's engagement in learning.➤ CPOMS recording encourages staff to seek debrief for their own professional and personal well-being.➤ Diversity Champions are in place including LGBTQ+ Champions.➤ Enrichment weeks are planned across the year, focussing on celebrating diversity within the curriculum.➤ Student Voice via Student Council meetings and interactions with staff, which are logged on CPOMS, are evidence that students play an important role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured.➤ Correspondence between staff, SLT and Student Council evidence students feel empowered to question staff up to and including SLT, expecting and receiving an appropriate response.

<p>Access Pupils make progress because they access learning opportunities in well-structured and safe classrooms and outdoor learning areas which are matched to their individual learning needs and abilities.</p>	<ul style="list-style-type: none"> ➤ Person Centred Reviews evidence that pupils consistently have highly positive attitudes, awareness of the support they need, and are committed to their education. Listen to Me booklets capture the voice of the child which in turn informs supporting documents such as One Page Profiles. ➤ CMDT has been involved in the Federation Outreach Offer to mainstream settings, predominately supporting behaviour and communication strategies. ➤ Our CDMT consists of Speech and Language Therapist; Behaviour support Leads who help support behaviour as a form of communication; Advocacy Leads to ensure our pupils voice is heard at all levels, including Student Council; Link Teachers for Communication and Behaviour; Visual Access Lead. ➤ Staff promote strong routines and a culture that enables and supports pupils to interact with each other effectively. ➤ CDMT offer communication support, which links closely to our ethos of ensuring all pupils have a voice. ➤ Comment from one of our supply teachers: “.....I can’t believe how much I’ve learnt about special needs pedagogy in the last 2 weeks”.
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PERSONAL DEVELOPMENT – OUTSTANDING	
Strengths	Evidence/Impact
<p>Our Personal Social and Health education (including citizenship) curriculum is an integral part of our education. It is aspirational and ensures equal opportunities and education for life.</p> <p>PSHE leads have mapped a curriculum which is in line with the new DfE guidance and allows for personalisation by staff to meet students’ needs. The curriculum is a balance of knowledge and skills.</p> <p>PSHE subject leads continue to work together closely across all the schools, staying in regular contact and sharing resources where possible. Cross-Federation working provides support to Subjects Leads in all settings.</p>	<ul style="list-style-type: none"> ➤ Pupils are taught a wide range of personal and social skills through their individualised teaching programmes. ➤ Staff commitment ensures positive attitudes and rights of access to appropriate learning are afforded to all, irrespective of gender, cultural heritage or learning needs. ➤ Relationships combine mutual respect and tolerance, and staff understand that role modelling is important as pupils may adopt attitudes, practices, and sayings from staff. ➤ Students are confident to ask questions in lessons and in our Upper School, have used a “question box.” This led to identifying and resolving several misconceptions about relationships and sex ed. ➤ Students are able to keep themselves safe and can identify abuse. Previous disclosures from students have been sensitively and professionally addressed by the Designated Safeguarding Lead. ➤ PSHE curriculum delivery has also involved Upper School families via training sessions, aimed at sharing the school’s PSHE planning. The response from families has been overwhelmingly positive, with further sessions planned over the academic year. ➤ Families are also kept informed of the PSHE curriculum content, particularly Sex Ed lesson content, through weekly correspondence. ➤ A shared PSHE dictionary has been developed and shared across the Federation. This has ensured PSHE concepts and language are used consistently across the key stages, which re-enforces learning, reduces the number of misconceptions, and helps our learners to keep safe. ➤ Lesson observations and Learning Walks show teachers answer all questions competently and seek clarification, where needed. Monitoring by Subject Leads through “Evidence for Learning” ensures curriculum coverage.

	<ul style="list-style-type: none"> ➤ PSHE Leads work closely with Designated Safeguarding Leads to ensure the curriculum covers all safeguarding updates.
<p>Rural Skills & Outdoor Learning Students are engaged in meaningful sessions outside of the traditional classroom setting through a wide range of practical activities. These include nature exploration, horticulture, woodwork, ceramics, textiles, outdoor cooking, story-telling, bush-craft, Sail-ability, caving, bike riding, Mencap all move challenge, Trampolining and gymnastics, Duke of Edinburgh, Ten Tors – Jubilee Challenge</p> <p>Opportunities for adventurous learning encourages team work, cooperation, motivation, and self-esteem.</p>	<ul style="list-style-type: none"> ➤ Wellbeing targets held by classes and conversations with teachers both confirm a reduction in dysregulation and challenging behaviour for students who attend rural skills and outdoor learning sessions. ➤ Progress towards relevant targets is recorded on Evidence for Learning. ➤ Rural Skills and Outdoor Learning provide a functional and motivating way to demonstrate the transfer skills to different settings – cross-curricular and Applied learning e.g., maths via woodworking, increase in experience, enrichment, development of practical skills. ➤ Sessions promote engagement <i>with</i> and respect <i>for</i> the outside world. ➤ Access to these activities support our pupil’s recovery from the Covid-19 pandemic, help support mental health and anxiety as well as relationship and character development (i.e., caring for others). ➤ Students develop an awareness of risk and consequence and how their actions affect these. ➤ Students have to demonstrate good listening, attention, and sequencing skills, as well as developing their physical fitness and co-ordination. ➤ Students gain improved fine motor skills, develop competence in practical skills, acquire technical knowledge, show an increased self-efficacy, demonstrate perseverance when physically/mentally challenged and show pride in achievements. ➤ Students challenge themselves and overcome any initial nerves, resulting in a willingness to try new opportunities and visit new places. ➤ Sessions support developing resiliency, working together in unique environments, and discovering new talents e.g., skill in archery.
<p>Advocacy Advocacy supports the voice of the learners. The lead advocate has a team of advocacy champions across the school ensuring all students have a voice, even when they are unable to self-advocate.</p> <p>Having a voice is the right of every student and a strong safeguarding factor.</p>	<ul style="list-style-type: none"> ➤ There is an Advocacy Champion within each class to support each pupil’s voice. Co-production and being responsive to student voice is integral to our practice. ➤ Student Council members are elected by their peers and meet at least once a term with a clear agenda and minutes. The Advocacy Lead supports the Council in their decision-making and suggestions on school developments. The Council participates in the new staff recruitment process. ➤ Students are happy and confident because they are listened to and respected. ➤ Pupils are involved prior to and in their own Person-Centred Annual Review. ➤ During individual Advocacy sessions, confidential notes are recorded on CPOMS for follow-up/review. ➤ Families are involved in their child’s education and feedback is welcomed/acted upon.

<p>Work Experience</p> <p>Learners are supported to engage in work experience opportunities related to their skills and aspirations. Increased emphasis is being placed on developing and extending both vocational and life-skills provision and training.</p> <p>The school continues to develop work experience partnerships in the local community with local businesses, industry, and charities.</p>	<ul style="list-style-type: none"> ➤ Students are fully supported and prepared for their transition at the end of KS5 into work, training, or further education. The school has a comprehensive Careers Programme in place based on Gatsby’s Benchmarks and Preparing for Adulthood. ➤ Clear “work experience pathways” (Vocational Pathway, Work Related Learning Pathway and Work Experience Pathway) helps students consider their interests and options, and provides aspiration to secure meaningful employment. ➤ Students make good progress in developing work-related learning skills, including improved team work/independent working skills. Evidenced by teacher observations and progress towards Home School agreement targets. ➤ The school has worked hard over recent years to broaden the opportunities for work experience. Recent successes include securing a work placement at a local equine centre and regular work experience at Powderham Castle within their grounds, developing and maintaining a pond and planting area.
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LEADERSHIP AND MANAGEMENT – GOOD	
Strengths	Evidence
<p>Safeguarding</p> <p>Effective leadership is in place around safeguarding. Leaders and governors have established a culture of safety throughout the school.</p> <p>Leaders, including governors, have ensured that all safeguarding arrangements are fit for purpose. Records are detailed and of high quality.</p> <p>Leaders are acutely aware of the safeguarding issues that relate to their pupils. Any potential risks are identified early, and problems are avoided because all staff know pupils incredibly well.</p>	<ul style="list-style-type: none"> ➤ Through continuous safeguarding training and updates and the delivery of a sequential PSHE curriculum, pupils feel safe, empowered, and secure in their learning environment. ➤ Federation Safeguarding Leads meet twice a term to monitor and review processes, provide regular supervision, and ensure consistency of practice, offer colleague-to-colleague emotional support and review and monitor training and safeguarding updates. ➤ Termly E-Safety Hub meetings are held, attended by both Designated Safeguarding Leads. E-Safety is overseen by our Online Learning Lead. ➤ Safeguarding concerns, including peer-on-peer abuse is logged on CPOMS and scrutinised daily by SLT T&L. Staff are confident in reporting and recording concerns. ➤ Selected Senior Leaders and our HR Manager have undertaken Safer Recruitment Training and sit on recruitment panels, when required. References are always obtained for new staff. ➤ All staff members are DBS checked. The Single Central Record is up to date and audited termly by the lead Safeguarding Governor. The Local Authority Safeguarding Audit is completed annually. ➤ Ofsted feedback: “The arrangements for safeguarding are effective. Leaders take safeguarding seriously. Staff vetting checks are in line with current legislation and fit for purpose. The induction for new staff is thorough. Staff receive effective training and regular updates on keeping pupils safe. There is a shared understanding by staff of the need to protect each pupil from all possible risks. Staff are able to spot concerns quickly and take the necessary action with confidence.” Ofsted, March 2020.

Operational and Strategic Management

The governing body provides strategic leadership and offers effective support.

Passionate and skilled senior leaders have a clear and ambitious vision for the school. This is communicated through the vision and ethos. Staff are encouraged to support the continued development of the school to feedback openly and honest so that pupils receive the best possible education and are able to encourage and support.

Working With families

Each pupil has a Person-Centred Review that puts the pupil and family at the centre of their review.

Parents and Carers are engaged in their child's learning and see the full picture of their child at home and at school. Students learn that their voice is heard and by hearing the outcomes and actions of the meetings, they learn why

- All staff members receive regular up to date safeguarding training including peer-on-peer abuse and PREVENT training. This is also part of the extensive induction training programme. Additional related training covers topics such as LGBTQI and child sexual exploitation.
- Staff meeting time is solely dedicated once a term to safeguarding. Staff also receive a monthly safeguarding scenario to consider within their teams. Feedback demonstrates the majority of staff are confident in dealing with any safeguarding concerns.
- Governors' Minutes illustrate a clear strategic view of the school. Safeguarding is a standing item.

- A new, clear leadership structure that is known by all staff ensures that all day-to-day operation duties are covered.
- Regular site, key stage, class, SLT, T&L and CBT meetings to ensure strategic progress and development in line with the FDIP and ethos/values of the school.
- Leaders understand that trusting staff and pupils to try new things and learn from risk taking is a key feature of a healthy learning community.
- Our highly motivated, well informed, and skilled governor team take an active role within all aspects of the school life, giving leaders a high level of challenge and support whilst holding staff to account.
- Senior Leaders collaborate with each other and support teaching staff informally and through high quality continuous professional development (CPD), developing skills and resilience. Leaders undertake regular 'drop ins' to classes, to support and monitor the teaching and learning.
- CPD supports staff to develop their skills to best meet the needs of the pupils. CPD meetings highlight additional training needs to ensure a continuing developing workforce. Senior Leaders encourage and support research projects e.g., Laurel Trust project.

- Leaders have established a professional learning culture using knowledge of pupils and their families, well developed pedagogy, and a commitment to reflective enquiry.
- The SLT Health & Safety Manager ensures clear policies, procedures and systems are in place. Staff and students work and learn in a safe environment. All accidents and incidents including "near-misses" are recorded on CPOMS and reviewed by relevant SLT and regularly scrutinised by the Health & Safety Lead Governor.
- The school has a signing in app, iPad security system and all adults are expected to wear identity badges clearly displaying their photograph and name. Learners have been known to challenge people they do not recognise who are not wearing a visitor's badge.
- Families say they feel well supported and listened to by the school. This contributes to ensuring the best outcomes for students.

we ask the questions and the impact this can have on their lives.

Parents and carers communicate through various channels with the school including the Home: School Diary, School Comms, Evidence for Learning, at Parents' Evenings and Annual Reviews plus through regular communication channels e.g., email.

For the vast majority of our families, "school gate" conversations with staff do not exist. School and teachers work hard to keep families informed of all aspects of school life through Home: School Diaries, Family Newsletters, and letters/calls home.

The school has a strong commitment to partnerships with families to promote attendance, lasting outcomes, and well-being for pupils.

Staff Well-being; Training and Development

Our staff are our most valued resource and high importance is placed on staff wellbeing.

Leaders focus on developing reflective practitioners and improving staffs subject, pedagogical and content knowledge to enhance the teaching of the curriculum. This is achieved through an updated and self-reflective performance management process

- Information gathered at the person-centred review is used to build the individual core documents (One Page Profiles, Communication Profile, Risk Assessment, Positive Support Plans) as well as underpinning delivery of pupils' personalised education plans and target setting.
- School newsletters for families and staff are circulated on a fortnightly basis and our websites provide a wealth of information.
- As well as the regular routes (phone, email, Home: School Diary), the Federation has invested in apps including Evidence for Learning, School Jotter and School Comms. All can be accessed easily via mobile devices, allowing quick and easy delivery/sharing of information between home and school.
- The Federation is in the process of implementing its first Communication Strategy and Policy following the appointment of a new Communications Manager in the Summer Term of 2021. Having a Communication Strategy will help promote the school/Federation, assist staff to work towards the school's short- and long-term objectives (FDIP and 5-year plan), maximise opportunities for clear and effective lines of communication between school and stakeholders.
- CPOMS is used to log communications between class staff and home. This is beneficial to ensure continuity of message/information if more than one member of staff is liaising/supporting a family.
- Support Services Coordinator supports families to make referrals to other services. This can be signposting to the service, or completing the form with the parent/carer or on behalf of the parent/carer.
- Parental engagement with Reading Survey showed that parents are supportive of schools drive to promote reading.
- School representatives attend CIN, CIP and Early Help Meetings to better support families needing additional support. School also works closely with the OT, Physiotherapy Service and NHS to provide health and medical support to our more vulnerable students. A range of clinics are held on the school site. As a result of this, loss of learning is minimised.

- We invest in Schools Advisory Service (SAS) to support staff physical and mental wellbeing and our HR Team conducts return to work meetings, exit meetings as well as providing on-going support and advice to staff.
- Our communication cycle of meetings takes place each term, giving staff the opportunity to discuss school-related topics and provide open and honest feedback. Leadership review comments in full collaboration with staff and provide agreed feedback to the whole school community.
- Professional Development meetings take place annually for all staff. One target relates to the whole school focus which enables staff to contribute to the federation priority targets.
- Teachers have termly professional conversations with Senior Leaders to talk about the learning journeys of the pupils in their class. These sessions support reflection and development through coaching style conversations.
- Senior Leaders are continuously looking ahead and planning for new initiatives and projects meaning we are pro-active with our training rather than re-active. We conduct training needs analysis following staff appraisals to inform our federation training plan.

<p>and termly professional conversations with class teachers.</p> <p>Senior Leaders support middle, subject and key stage leads to continue develop their curriculum paths to ensure maximum pupil progress is made. These are monitored through action plans.</p> <p>Staff are taking ownership of their learning and development; undertaking a diverse range of training relevant for their needs and the needs of the students with whom they work.</p>	<ul style="list-style-type: none"> ➤ Staff induction training includes but is not limited to: Child Protection, Moving & Handling, Health & Safety, Mobility, Disability Awareness, Total Communication, Student Voice, Team Teach, Emergency Medication training and an understanding of the hierarchy of needs (Maslow). ➤ Working closely as a federation has allowed us to arrange staff training that would normally be unaffordable as individual schools. ➤ We currently have 6 Teaching Assistants across the Learn to Live Federation in the first year of the three-year professional development programme. ➤ The Learn to Live Federation subscribed to some online learning platforms during the Covid-19 pandemic and sourced free online training courses for staff (Hays Education and Creative Education).
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QUALITY OF EDUCATION IN EARLY YEARS – OUTSTANDING	
Strengths	Evidence
<p>The Early Years Foundation Stage (EYFS) curriculum inspires children, provides development and learning opportunities, helps develop key relationships and ensures children feel secure in line with the EYFS statutory framework.</p> <p>Children’s wellbeing is the first priority and there is a clear focus on developing effective means of communication for individuals.</p> <p>Well-established, non-intrusive assessment processes “capture” learning which feeds into the learner-led approach.</p>	<ul style="list-style-type: none"> ➤ There is a strong partnership between our EYFS staff and parents. Children settle incredibly well into the school environment, and are provided with strong foundations from which they grow as resilient, flexible learners. ➤ Children become confident learners, well prepared for transition into the next stage of learning. In EY, there is strong emphasis on the ‘Characteristics of effective learning’ - how learners learn. Children respond eagerly to the variety of multisensory, imaginative, and integrated learning opportunities. ➤ Skilled Early Years practitioners ensure learning is maximised through highly motivating, purposeful, and engaging choices for learners to explore. They ensure that the curriculum and learning opportunities offered are clearly sequenced and progressive. There is a clear understanding that our children do not always learn incidentally – the EYFS environment supports this. ➤ Children in the Early Years make rapid progress, particularly in communication and physical development. ➤ Staff work closely with the school’s speech and language therapist to ensure ‘everyone has a voice.’ All children have an individual communication system. A language rich environment is evident. ➤ Skilled adult interventions provide opportunities for learning to be extended. Staff know their children’s individual learning styles and how best to present learning to them as evidenced in planning. ➤ Lesson Observations show that through a multi-sensory play-based approach alongside adult directed sessions, pupils have opportunities to interpret their environment, learn to make choices for themselves and grow in confidence, understanding their value in our school community.

<p>Children leave Early Years able to work/play/be alongside other children, follow adult led activities and take part in activities not necessarily of their choosing. They are confident, resilient learners who are well prepared for their next phase of education.</p>	<ul style="list-style-type: none"> ➤ Staff recognise that young children are active learners and learn through their senses, that each child develops and learns in different ways and at different rates and each child can learn and develop well benefitting from experiences that are catered to each child's individual needs. ➤ Evidence for Learning shows that EYFS children make good and exceeding progress towards their Home School Agreement Targets.
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QUALITY OF SIXTH-FORM PROVISION – Outstanding

Strengths	Evidence
<p>Due to the extent of learner achievement, the richness of opportunities and the personalised, respectful ethos, the FE provision at Ellen Tinkham School has been deemed 'Outstanding' since 2007.</p>	<ul style="list-style-type: none"> ➤ Destination Data shows the range of diverse opportunities available for our learners as they continue to aspire, dream and work towards their own life expectations. ➤ Ofsted Report: “Sixth-form and further education (FE) studies provide students with opportunities for meaningful work experience. For example, students who have a clear vision of what they want to do are well supported in gaining the necessary accreditations and qualifications, such as construction, land skills and BTEC National Diploma in cooking. This enables pupils to gain crucial skills that help them achieve their aspirations and prepare them well for life when they leave Ellen Tinkham.” Ofsted, March 2020 ➤ The FE College at Wayside Crescent provides education for our young people Post 16 within a community context. This provision, with our empowering, rights-based Learn to Live ethos means that we are decisively preparing our pupils for adulthood. ➤ Lesson observations show that learner focus is on consolidating skills and transferring them into new learning environments, community settings and work placements. ➤ Comprehensive personalised transition planning with learners, families and colleagues from social and health services ensures high quality preparation for their next phase. ➤ Students leaving Ellen Tinkham School are confident, independent young adults who demonstrate increased competence and self-esteem.
<p>Outcomes for Post 16 students are directly related to the 'Preparing for Adulthood' national strategy, as well as regular literacy and numeracy sessions.</p>	<ul style="list-style-type: none"> ➤ Home School Agreement targets are set based on the Preparing for Adulthood framework. ➤ School promotes high aspirations for pupils, which is reflected in pupils' attitudes to learning and the pride they take in their work. ➤ Students have opportunities for bespoke work placements relating to their long-term outcomes and aspirations. The aim is for these placements to be based in the students' local communities. The impact of this will be creating sustainable work opportunities. There is a strong drive for students to gain paid employment.

	<ul style="list-style-type: none"> ➤ Medium Term Plans and Core documents show staff know each student extremely well and identify programmes of work and access to courses which build on the pupil's individual interests and abilities. ➤ The newly appointed Careers Lead continues to develop work experience partnerships in the local community with local businesses, industry, and charities, where possible.
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Federation Development and Innovation Plan – Objectives Jan 22 – July 23	
Quality of Education	<p>Re-establish high and ambitious expectations for all pupils as the school continues to recover from the pandemic.</p> <p>To further strengthen and develop the curriculum ensuring all elements are meeting curriculum intentions.</p> <p>To continue to develop our online learning platform and ensure it is purposeful and easy for pupils and families to use.</p> <p>Further develop and embed an assessment pathway that maps and drives progress, and informs effective planning.</p> <p>To develop and enhance our schools' environment to continue to support teaching and learning.</p>
Behaviour and attitudes	<p>To effectively embed the relational approach into our practice to promote positive change, ensuring relational practice and strategies across the school effectively support pupils who are communicating through challenging behaviour.</p> <p>To develop an understanding of more complex SEMH barriers to learning for staff and develop subsequent supportive approaches and strategies.</p> <p>To ensure effective communication processes form a strong community that works together to produce the best outcomes for our children and young people.</p>
Personal Development	<p>To ensure the needs of diverse groups of learners are further enhanced through more sharing of staff expertise and best practice across the Federation.</p> <p>Creativity is well taught across the curriculum enriched by specialist music opportunities, activity days, arts weeks, drama.</p>
Leadership and Management	<p>To ensure all Middle leaders are able to articulate succinctly the quality of education in their respective areas- namely the curriculum intent, the quality of teaching and the impact.</p> <p>Leaders at all levels to have identified areas of their leadership skills they need to improve and have set in place learning opportunities to address them.</p> <p>Ensure knowledgeable skilled staff at all levels that are effective, know what they are doing and why.</p> <p>To ensure our schools are financially sustainable, delivering best value for our students.</p> <p>Continue to ensure we have robust safeguarding in place for our children, young people, and staff across our federation.</p>