



Summary of Self Evaluation Processes

March 11th 2019

Rowan Gate Primary School is a community Special School serving Wellingborough and East Northants. The school is based on two sites known as Rowan Gate (Wellingborough) and Rowan Gate (East). Pupils at the school are aged between 3 years and 11 years old and all have complex learning difficulties and disabilities. The majority of children experience complex communication difficulties including a high percentage of pupils with an Autistic Spectrum Condition (ASC). The school has 180 pupils on roll and the majority of these are boys. A high number of pupils have Autism, either as their primary need or as part of their complex needs. (40%) Many of our pupils have associated difficulties such as Attention Deficit Hyperactivity Disorder (ADHD), Dyslexia, or other Specific Learning Difficulties. Some pupils have profound and multiple learning disabilities, many pupils have difficulties regulating their emotional state and their behaviour, and this can be significant and challenging. In the academic year 2017 -2018, 37% pupils were in receipt of Premium Funding, representing a significant proportion of the cohort who are socially disadvantaged.

<p>Overall Effectiveness</p>	<p>Pupil Outcomes- Outstanding. Personal Development, Behaviour and Welfare - Outstanding. Teaching, learning and assessment - Outstanding. Leadership and Management - Outstanding.</p> <p>Progress since the last inspection has continued and initially focussed on the development of new provision in Rushden, more recently the school has designed new assessment processes and introduced a new curriculum. The opening of Rowan Gate (East) in 2015 enabled most children on roll to be educated within their own community. The team has high expectations and ambition. The leadership team is stable, uncompromising and highly driven. The school community is led by a strong and stable governing body that holds leaders to account, and works with the leadership team to secure the strategic direction of the school. The school is part of the strategic board for two Teaching Schools locally, and is committed to the training and development of high quality teaching staff. The school works closely with two local special schools which provide challenge, support and moderation as part of the annual peer review and school improvement process. The school is visited annually by the Local Authority School Improvement team as part of the evaluation of effectiveness.</p>	
<p>Outcomes for Pupils</p>	<p>1</p>	<p>Evidence to be found in the School Improvement file, Power point presentation, provision maps and Pupil Tracking files.</p>
<p>Teaching, learning and assessment</p>	<p>1</p>	<p>Evidence found in The Rowan Gate Curriculum file, Lesson Observation files, work scrutiny files, Performance Management information, School Improvement file and Pupil Tracking files.</p>
<p>Effectiveness of Leadership and Management</p>	<p>1</p>	<p>Evidence to be found in Governor Minutes, School Improvement Plan, Subject improvement Plans, Performance Management information. Minutes of strategic, senior and local leadership meetings are available electronically.</p>
<p>Personal Development, Behaviour and Welfare</p>	<p>1</p>	<p>Evidence to be found in SMSC Grid information, EHCP reviews and I.E.P planning, incident logs and Team Teach forms. My Concern can be shown to inspectors on request.</p>

Progress in previous Inspection key issues:

Raise achievement further by making sure that all adults who support learning have the subject knowledge needed to support pupils and are clearly told how to carry out the learning. (Ofsted report March 2014)

The school has taken a number of steps to improve the quality of support provided by Teaching Assistants in each classroom, and as a result pupils' needs are well met using agreed approaches which ensure better progress. Staff have been trained in Kinetic Letters and Clicker 7 to enable them to improve the support that they are able to give pupils.

The school is now a strategic partner in both the Fairfield's Teaching School Alliance and the Maplefields Teaching School Alliance.

The school is working in partnership with special schools in the county as part of "Three share" to offer mutual school to school challenge and support driving collective school improvement.

A robust system for support staff continuing professional development is now embedded in school systems. This includes target setting and reviewing, as well as ensuring compliance with basic training. Each staff member produces a folder of evidence which allows for moderation of standards across both sites.

The vast majority of support staff are qualified to at least NVQ 2 level, with many holding higher qualifications. This has been achieved in partnership with Leicester College.

Four teachers have been trained in school through the Schools Direct programme, one candidate is currently undertaking the final year and three candidates have places for September 2019.

A system and policy for staff induction is now embedded.

There is a robust and effective mentoring system in place for all new teachers, which includes individual coaching.

Staff meetings and training days are planned annually to include specific training needed to improve classroom practice and understanding of pedagogy.

Staff have been trained in specific areas for example sensory processing, Kinetic Letters and Clicker 7 which enable them to understand how best to help the pupils in the classroom make progress.

Staff are trained annually in Safeguarding in order to ensure that their knowledge and understanding of this is current and used effectively to safeguard pupils.

Outcomes for Pupils - Outstanding.

The vast majority of pupils at Rowan Gate Primary School made substantial (in year) and sustained (over a key stage) progress from their starting points during the academic year 2017-2018. The vast majority have made expected or better progress in English, Maths and Science.

The expected progress has been moderated and agreed by the Northamptonshire Special School Data Group – a cross county group, working together to ensure secure judgements are made.

All groups of pupils achieve well, with no significant variation based on gender, race, language, pupil premium entitlement or need.

EYFS – Pupils in the EYFS classes make consistently good progress in all areas of development. Despite very low starting points, some pupils achieve expected levels in some areas by the end of EYFS.

An improved picture of progress across **KS1** is evident this year, with the average step change for pupils in Reading - 2.8, Writing - 2.8 and Number - 3.3. The work scrutiny and Lesson observations as well as the assessment processes indicate the very positive impact of a more practical approach to learning.

In **KS2** the average step change is Reading 2.5, Writing 2.2 and Number 3.1. The vast majority of pupils make sustained progress throughout KS2, and have made substantial progress throughout their time in KS2.

Pupil progress against Salford and Vernon standardised in **reading** and **spelling** tests indicate outstanding progress in the majority of pupils who are able to access the tests in reading and spelling.

There are no pupils in either Key Stage who were able to access the National formal tests, although levels were formally reported as required by DfE.

The complexity of pupils' needs is a challenge and teachers strive to understand the individual child and the specific barriers to their learning in order for them to achieve their potential.

The leadership team have judged the vast majority of pupil progress as good or outstanding, taking in to account the 'whole child' and their individual circumstances.

The school has introduced a '**Key Skills**' session at the start of each day for every child, this enables pupils to secure cross curricular skills and has a positive impact upon pupil progress. The research project which was conducted is available in school, and all staff have been trained in the delivery and importance of this session for each child.

These patterns of outstanding progress have been **consistent** and **maintained** since the last inspection.

Teaching, Learning and Assessment - Outstanding

Many of the teachers at the school have been in place for several years and are highly skilled, as a result teaching is consistently good, with much outstanding practice.

The pupils are placed in needs based class groups and as a result benefit from highly personalised approaches which maximise progress. The pupils' individual targets are agreed with parents and are closely monitored by class teachers to ensure progress. Agreed targets support the outcome detailed on the pupils' EHC Plan.

Teachers are clear about the next developmental steps for each child, and plan accordingly. This ensures that the outcomes for each child are clear to the whole team.

Pupil progress is reviewed formally each term, which ensures that progress is monitored and underperformance challenged by members of the Senior Leadership Team. This ensures swift action is taken to ensure that each child learns effectively.

There are three newly qualified teachers, who are mentored by a Senior Teachers or Assistant Head Teachers.

The Head Teacher and Senior Leaders work to support other schools in the area and the school is a strategic partner in both Fairfield and Maplefields Teaching Schools Alliance, this ensures that the senior team develop their evaluation skills, and that their view of standards are maintained.

Performance Management is robust, and last year 2017– 2018 100% of teachers met their performance objectives and showed evidence that they had met the Teachers' Standards. These judgements were moderated by the head teacher.

The school has a rigorous and robust self-evaluation cycle, which engages middle leaders, senior leaders, governors and other stakeholders in the evaluation of standards of teaching and learning at the school. Lesson observations are carried out regularly and ensure that Senior Leaders have a clear view of the standards of teaching and can act swiftly where there are concerns.

Termly work scrutiny exercises are carried out by Senior Leaders which give a clear picture of the quality of work, pupil progress and areas for development. Outcomes are reported to teachers with areas for improvement clearly identified.

Planning is scrutinised termly by Senior Leaders who check for breadth and balance, as well as differentiation and coverage of subject areas.

Leadership and Management - Outstanding

The implementation of The Five Keys – Roots to Growth framework ensures that the vision and values for the school and its pupils are shared by all.

The senior leadership has remained stable, and the capacity has been increased by enlarging the team, thus enabling the school to expand over two sites.

The school judges for all areas of L and M as being outstanding. Subject Leadership is strong and focussed upon pupil progress as well as the quality of teaching and learning. One subject Leader is an S.L.E and one is currently engaged in a leadership programme.

The consistent drive and determination of the SLT has ensured consistently outstanding Impact on outcomes for pupils.

The leadership team make accurate judgments in terms of self -evaluation and communicate a clear sense of purpose which galvanises enthusiasm of staff and utilises staff strengths.

The leadership team has established a clear and consistent self- evaluation and action cycle which incorporates all aspects of the school and involves wider stakeholders – this ensures that leaders have a clear and accurate view of standards at the school.

Pupils' work is scrutinised each term as part of the Self Evaluation Cycle, ensuring that expectations for pupils are high and that approaches used are consistent which enable pupils to make good progress.

Performance Management processes, including that of the Head teacher are rigorous and effective in securing school improvement and positive pupil outcomes.

Despite challenges to the budget, the school is financially stable and well managed, with all processes compliant with the Schools Financial Value Standards.

Pupil Premium funding is allocated and tracked effectively, and as a result there is no difference in pupil outcomes for pupils in receipt of this funding.

Sports funding is used well to ensure that all children have access to specialist PE coaching, and that staff are able to learn from their methods of delivery. Pupil access to sporting events and competitions has improved, with many pupils taking part in competitions alongside their mainstream peers.

Attendance at the school is good, 92.5%, taking into account the highly complex health needs presented by many pupils.

The Senior Leadership Team show an uncompromising and highly successful drive with all leaders sharing high expectations.

Leadership and Management - Outstanding

The Governing body are actively involved in setting the strategic direction of the school, which is based on their very clear understanding of the school and needs of pupils.

The Governing body is strong and stable, and is both supportive and challenging of the school. Governors are involved in the self- evaluation cycle, and regularly visit school to monitor the quality of various aspects. Governors take individual roles seriously, and meet with staff to hold them to account in each area.

Governors successfully gained the Governor Mark Award (July 2015) as an indication of the quality of their work and are in the process of renewing this award. One Governor has gained NLG status and works to train and support other Governing bodies.

The Senior Leadership Team consider the capacity to improve to be Outstanding, and have proved this by the successful opening new provision in Rushden, which has been built on secure, consistent and robust system management. The team have developed a new curriculum, new assessment system and a new approach to managing challenging behaviour since the last inspection. The Head teacher and School Business Manager have worked closely with an accountant in order to manage the budget and plan for a secure future for the school.

The Senior Leadership Team have further developed safeguarding systems to ensure that concerns are recorded and acted upon quickly. There is a large team of seven Designated Safeguarding Leaders who work to ensure that all systems meet the school's statutory safeguarding responsibilities including annual staff training in the recognition of signs and indicators of neglect and abuse.

The annual survey of parents' views shows that 98% of parents feel that their child is happy at school, and 90% of parents feel safe in school. 99% feel that their child is doing well. The questionnaire was more positive this year than last, which reflects the commitment of the leadership team to work with parents to support their child, in a transparent way.

Personal Development, Behaviour and Welfare –Outstanding

Pupils are consistently very well behaved. Levels of engagement and cooperation in lessons are high. Attitudes to learning are very good. Pupils manage their own behaviour positively in lessons and in social situations. Pupils are enabled to regulate their feelings and behaviour, as principles and methods are applied consistently. Pupils are calm and orderly when moving around school.

There have been no incidents of bullying in the school for several years. Pupils understand different forms of bullying and are instrumental in its prevention. The school is proactive in identifying and preventing bullying, and all staff model appropriate interactions with children and each other.

There have been two incidents of racism this year. Both incidents were reported as hate crimes in accordance with local procedures, and were managed robustly and transparently with the families concerned.

Provisions of lunchtime clubs ensure that pupils are given a range of activities from which to choose. This ensures engagement in positive activity, and as a result incidences of poor behaviour are minimal. The school funds a high level of staffing at breaks and lunches to ensure high levels of pupil engagement in activities.

Pupils respond extremely positively to the school's de-escalation strategies. There are four members of staff trained in Team Teach, but this is rarely used. De-escalation techniques are taught to the staff to enable them to manage challenging behaviour calmly.

Most pupils feel safe at school and most families feel that their children are safe at school. They are encouraged to explore and understand risks and dangers. The school employs a team of Family Liaison staff (one Assistant Head teacher, One Senior Teacher, a Level 4 Learning support assistant and a Level 3 support assistant). This has had a positive impact on safeguarding, parental engagement, attendance and family support.

Staff work to an agreed Code of Conduct which ensures that expectations with regard to behaviour management are clear and consistent for pupils. As a result, pupils are managed kindly, fairly and with respect.

The Head Teacher maintains an overview of all safeguarding concerns which ensures a clear understanding of each pupil and the factors which impact on their well-being. Robust action is taken in order to safeguard all children as necessary, and referrals are followed up to ensure appropriate action is taken by partner agencies. The school regularly uses the escalation procedure to challenge decisions made by Social Care in respect of pupils who are in need of help or protection. Governors maintain oversight of Safeguarding procedures and policies, and regularly check that actions taken by the school are conducted correctly and in a timely manner, ensuring compliance with Keeping Children Safe in Education 2018.

Governors are actively involved in the Health and safety monitoring and policy writing, and perform regular visits to evaluate the impact of their work. This ensures a safe and well managed environment is available in which children can learn effectively.

The school offers a wide range of therapies and nurture group provision to children and parents, which have ensured that exclusion is extremely rare.

Personal Development, Behaviour and Welfare -Outstanding

Personal insight and spiritual development: Pupils are curious about the world around them and embrace new experiences which broaden their understanding. The Five Keys Framework has ensured that teachers focus upon the importance of Curiosity and Wonder in lesson planning.

Pupils engage very well with a wide variety of cultural experiences including theatre visits and trips to museums.

The development of partnership working with mainstream schools has given pupils opportunities to work very well with pupils from other schools and explore a wide range of creative and cultural activities.

The School Council and Class Council structure is a system for pupils to learn to respect others' needs and interests, as well as develop skills of citizenship and responsibility, including an understanding of democracy.

Moral understanding and relationships: The vast majority of pupils know the difference between right and wrong and understand the consequences of their own and others' actions - our whole school approach enables pupils to think about, talk to and respond to one another.

Assemblies in school are structured to ensure a variety of Social and Moral Issues, including British Values, are explored which broadens the experience of all pupils.

The school is pivotal in the local community and pupils take part in performances and festivals alongside mainstream peers.

Pupils have opportunities to visit and work alongside European peers through the British Council Erasmus projects. Pupils have visited Ireland, France, Lithuania, Poland and Latvia. Pupils from these countries have visited our school. As a result of this work, pupils have opportunities to understand and experience wider cultures and ideas.

Strategic Priorities of the School

Priority 1

To ensure that the school is always up to date with Government requirements and compliant with latest legislation and policy requirements, providing a firm base for advice and outreach to other schools.

Priority 2

To improve financial sustainability by developing a business plan for Outreach work to support pupils with SEND in mainstream settings.

Priority 3

To develop and improve a curriculum and assessment system to more effectively meet the needs of each child.