

Isebrook SEN College
Self Evaluation Summary November 2017



Overall Effectiveness - Good

<p>Good because:</p> <ul style="list-style-type: none"> a. Teaching is at least good throughout the College, and improving b. The students achieve well in relation to the complex difficulties that they face. c. Behaviour, inclusion, pastoral and safeguarding are outstanding. Attitudes to learning are often exemplary. Conduct outside lessons is often impeccable. d. Senior leadership and middle leadership & management are at least good and demonstrate capacity to be outstanding. e. Outstanding range and practice of effective therapies such as Occupational Therapy and Sensory Integration, Speech & Language, Educational and Clinical Psychology and Drama Therapy all support learning and inclusion. f. The capacity of middle leadership is now outstanding. 	<p>Not yet outstanding because:</p> <ul style="list-style-type: none"> a. The quality of teaching learning and assessment is not yet outstanding because assessment is not rigorous and as such AfL strategies cannot be fully embedded as expectations for outcomes are not clear b. The curriculum is not consistently well-planned or joined-up, especially in relation to cross-curricular application of communication, reading, writing and mathematical knowledge and skills.
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<p>Priorities:</p> <ul style="list-style-type: none"> a. Raise the overall quality of teaching from good to outstanding through the implementation of effective Assessment b. Improve the quality of differentiated curricular planning, especially cross-curricular planning, so that effective application of communication, reading, writing and mathematical knowledge and skills is always well-promoted. c. Develop the capacity of Teaching Assistants to support learning and teaching across a range of complex needs.

Leadership and Management - Good

<p>Good because:</p> <ul style="list-style-type: none"> a. Senior and middle leadership is good b. The capacity of the leadership team is now outstanding. c. Isebrook community is unified through vision, mission and core values and has high ambitions. d. Monitoring and quality assurance of standards by SLT is accurate and rigorous. e. Whole-college self-evaluation is progressively more effective. f. Relationships between College, parents/carers and professionals from multi-disciplinary teams are highly operational and appropriately effective. g. Key improvement initiatives are successfully implemented. h. Middle Leadership now remunerated on Leadership Pay Range [and not UPR/TLR]. 	<p>Not yet outstanding because:</p> <ul style="list-style-type: none"> a. Isebrook's new curricula are still under development and not yet wholly interrelated b. All governors need to understand their role and responsibilities in relation to effective governance
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<p>Priorities:</p> <ul style="list-style-type: none"> a. Further develop capacity of Senior Leadership Team. b. Continue to develop the capacity of Middle Leadership to evaluate, work with, and improve the effectiveness of the teams they lead so that the quality of provision continues to increase and achievement rises further. <p>Develop the curriculum and assessment so that it is highly organised and thoroughly cohesive</p>

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Quality of Teaching, learning and Assessment - Good	
<p>Good because:</p> <ul style="list-style-type: none"> a. Teaching in KS3 is at least good. Some teaching in KS4 and Sixth Form is outstanding. b. Most teachers and support staff have high expectations. c. Most teaching and learning support creates a positive climate and actively engages the students in learning. d. Support and intervention strategies are generally effective creating a positive and inclusive learning climate. 	<p>Not outstanding because:</p> <ul style="list-style-type: none"> a. Assessment for Learning Strategies are being implemented however as the school's assessment procedures have not been rigorous challenge and aspiration have not been good enough b. A minority of KS4 and KS5 teachers rely on passive, over-directed 'teaching' strategies.
<p>Priorities:</p> <ul style="list-style-type: none"> a. Monitor the implementation of assessment policy, particularly in English and mathematics in line with the new assessment system, so that by summer 2018 they are consistently well embedded and highly effective throughout the College. b. Improve where necessary, teachers' use of active learning strategies, and constructive marking strategies, so that by summer 2018 these approaches are consistently well embedded throughout the College. c. 	

Personal Development, Behaviour and Welfare - Outstanding	
<p>Outstanding because:</p> <ul style="list-style-type: none"> a. Attendance is better than national average figures. b. Excellent interagency links with Disabled Children's Team, Troubled Families Team and CTPLD etc. c. Conduct is good and almost all students behave well all of the time. d. Attitudes to learning are exemplary. e. The views of stakeholders are unreservedly positive. f. Bullying, in all its forms, is rare. g. Nearly all students feel safe at College. h. Revised behaviour management strategies and core values are consistently embedded. 	<p>Even better if:</p> <ul style="list-style-type: none"> a. Medical and social and mental health issues for some students still limit acceptable attendance levels.
<p>Priorities:</p> <ul style="list-style-type: none"> a. Continue to review strategic behaviour management planning relative to inclusion, so that by summer 2018 it is consistently well embedded across the college and fully understood by all members of staff. b. Continue to develop effective strategies for improving attendance so that the overall level is maintained above national average figures by summer 2018 and beyond. 	

Outcomes for Children and Learners - Good	
<p>Good because:</p> <ul style="list-style-type: none"> a. Performance gaps between different cohorts of vulnerable students are statistically negligible. b. Students develop a range of functional skills relative to their needs. 	<p>Not yet outstanding because:</p> <ul style="list-style-type: none"> a. Assessment policy and procedures not in place to support progress b. Complex educational needs and social deprivation c. Attendance of a few students. d. Missing knowledge and skills gaps of a few students. e. Greater challenge and aspirational attainment for all students from Year 7 through Year 10

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Priorities:

- a. Assessment policy and procedures to be embedded
- b. 'Differentiation' linked to individual needs and personalised learning preferences.
- c. Greater personalisation of curricula access.
- d. Wider range of qualification pathways and subject choice.
- e. Increased access to alternative curriculum provision.

Effectiveness of Sixth Form Provision - Good

Good because:

- a. Detailed Annual Reviews and Transition Planning accurately inform personalised future pathways.
- b. Social, emotional and mental health support is outstanding.
- c. Student numbers in Sixth Form are increasing year on year.
- d. Strategic planning for future Sixth Form development is being realised.
- e. Nearly all students across all groups, remain on their study programmes [retention rates are consistently high], meet or exceed their core aims and progress towards GCSE grade C in English and/or maths.
- f. Arrangements for safeguarding students are outstanding.

Not yet outstanding because:

- a. Not all teaching in Sixth Form is consistently good or better.
- b. Non-qualification or enrichment activities and/or work experience opportunities are still limited in choice.

Priorities:

- a. Move teaching practice from good to outstanding.
- b. Embed creative and skills-based curriculum geared towards independence, community inclusion, employment and training and health.
- c. Outcomes reflect aspirations through SMARTER planning
- d. Teaching must be aspirational and ensure rapid and substantial progress.
- e. Study programmes build on each student's prior attainment and enable them to make progress and move on to a higher level of qualification.