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| **STONY DEAN SCHOOL**  **Self- evaluation form: September 2018** |

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| **The context of the school: key strengths**  KS3-5 Specialist school for Communication and interaction: SLCN, ASD & MLD | | |
| **Girls: 2%**  **Boys: 98%**  **PPF: 24% LAC 5%**  **Support required for S&L 75%**  **White British: 64%**  **EMaG: 26%**  **English as first Language 85%** | **Statement/EHCP: 100%**  **SLCN: 46%**  **ASD: 30%**  **MLD: 11%**  **Other: 13%** | **Whole School Attendance: 2017-18 93%**  **No. Exclusions 2015-16: 0**  **No. Exclusions 2016-17: 0**  **No. Exclusions 2017-18: 0** |
| **Historical Information** | | |
| 1. The School was judged to be Outstanding in November 2014 2. The school is year two of a five year plan and vision for the school to provide an improved schooling experience. This is based around improving the quality of our language provision, our preparation for independence and the students employability skills 3. The school seeks to continue to build on the national agenda by working with local partners to ensure that the curriculum and systems designs create a challenging environment for the future | | |

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| **Achieving effective communication and interaction for all students at Stony Dean School\*** |
| * **Current provision across the school is highly effective at developing communication and interaction skills. This has been developing across the school for over a decade focusing on pupils’ social interaction skills both personalised and across the whole school** * **There are extensive interventions in place (see intervention tracker) that target multiple areas of pupils’ communication and interactions skills** * **Current system for improving reading and writing enables pupils to make outstanding progress but the system will need continuous reviewing to ensure its meeting the ever evolving needs of the changing pupils** * **The school has had successes with positive language training and policies in the previous year with pupils and staff.** |
| **Actions arising for school Development plan:**  1.1 Create whole school curriculum where reading, with a focus on comprehension, is an integral skill  1.2 Investigate and invest in technology which supports independence in reading and writing  1.3 SEMH initiatives support mental health for pupils and staff  1.4 To optimise and increase opportunities for social interaction for students with parties outside school  1.5 Adapt classroom strategies to account for the changing needs of pupils  1.6 Review and develop transition process for year 7s |

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| **Achieving Employability for students at Stony Dean School\*** |
| * **The supported internship (19-25) pilot has been developed and piloted, the next stage is imbedding and expanding** * **The school have developed a number of effective mechanisms that enable pupils to gain experience, confidence and skills for the world of work currently** * **A number of parents and staff have expressed a desire to offer more work related learning that provides an alternative to college or apprenticeship that would meet the need of a number of different pupils** * **The curriculum for work related learning has successfully been redesigned and now the whole school employability assessment is to be rolled out** |
| **Actions arising for school Development plan:**  2.1 Review the Work Related Skills curriculum and the curriculum across the school to identify changes needed to further promote employability  2.2 Track and monitor the progress of students’ work related skills  2.3 Work with at least 2 new local employment providers to offer partnerships and courses that meet our pupils’ needs  2.4 Design and deliver a pilot supported internship program with at least one local employer  2.5 To deliver at least 1 SEN specific traineeship for 19-25s in Buckinghamshire  2.6 To collate information from parents in order to support work related projects |
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| **Achieving Independence for students at Stony Dean School\*** |
| * **There has been significant input over the years developing a curriculum and strategies to promote independence across the school. Independence interims of learning skills, and relationships have been the key focus** * **With the changes that have been made to curriculum expectations and description, parents and staff have expressed a desire to have a clear reporting system for pupils. They would like to know more about what they can and cannot do across curriculum areas as well as functioning skills for life and independence in the Annual Review** * **Pupils have stated that they need more input to help them develop their resilience skills and input for managing stress. Pupils have also expressed a strong interest in how to communicate with girls and other adults that they are not familiar with in a variety of different contexts** |
| **Actions arising for school Development plan:**  3.1 To develop, trial and implement target setting system across the whole school that supports meaningful child centred outcomes in line with the EHCP  3.2 Ensure opportunities for independence are integral to new premises designs and adapt curriculum accordingly  3.3 To create curriculum and culture where all staff encourage independence  3.4 To develop a range of ways to connect with and support parents across the school  3.5 The behaviour system in the upper school encourages and supports independence and taking responsibility for their own actions  3.6 Review KS4 and Sixth Form lunchtimes in order to develop more purposeful activities at these times |

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| **Achievement across all strands for students at Stony Dean School\*\*** |
| * **The school has and continues to drive forward the skills development of its staff at the heart of its priorities. As such the school needs to invest in current and up-to-date research based methodology to raising standards** * **As the national curriculum and accreditations evolve, the schools needs to ensure that the pathways we offer to pupils are appropriate for the school context. The school needs to prepare the pupils for the ever changing climate that the country exists in. At the moment the curriculum is for purpose, but it will need to review and develop as policy and society evolves.** |
| 4.1 To provide extracurricular activities through after school provision  4.2 Stage one of new curriculum plan to be effectively implemented and reviewed  (change in subject balance/KS4 options/enrichment afternoon)  4.3 Enhance curriculum provision inside and outside the classroom with a focus on the 3 vision strands (C&I,E,I)  4.4 To develop collecting, handling and presentation of data so that it is accessible and meaningful to all users  4.5 To implement the lesson study program across the school to develop inter-department working and a research and reflect approach  4.6 To collate appraisal and performance information to better support staff development  4.7 To improve student attendance and the provision for school refusers with high mental health needs  4.8 To continue to investigate and move forward with academisation  4.9 to ensure all systems and processes are reviewed, adjusted and maintained regarding the safeguarding of pupils  4.10 To develop Stony Dean as a Hub for SEN Excellence within the county |

**\* Evidence collated from parent and student feedback and Hard and soft data from a multitude of sources**

**\*\* Data on pupil progress and achievement available separately on the web page as well as a curriculum map and overview that explores all areas of the school curriculum design**