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| **STONY DEAN SCHOOL****Self- evaluation form: September 2017** |

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| **The context of the school: key strengths**KS3-5 Specialist school for Communication and interaction: SLCN, ASD & MLD |
| **Girls: 3%****Boys: 97%** **PPF: 24% LAC 5%** **Support required for S&L 75%****White British: 86%****EMaG: 14%** | **Statement/EHCP: 100%****SLCN: 46%****ASD: 30%****MLD: 11%****Other: 13%** | **Whole School Attendance: 2015-16 94%****2016-17 95%****No. Exclusions 2014-15: 0****No. Exclusions 2015-16: 0****No. Exclusions 2016-27: 0** |
| **Historical Information**  |
| 1. The School was judged to be Outstanding in November 2014- All areas were Graded 1
2. The school has recently developed a five year plan and vision for the school to provide an improved schooling experience. This will be 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 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 interactions 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 reviewing to ensure its meeting the ever evolving needs of the changing pupils**
* **The school has had some success with positive language training and policies in the previous year with pupils and staff. This program will need rolling out across the school to improve students and staff communication and interaction skills.**
* **The school is being requested to take pupils from the Local Authority that do not fit our current model and as such the school needs to develop provision and expertise to offer outstanding experiences for these pupils**
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| **Actions arising for school Development plan:*** 1. implement and deliver whole school adjustments to reading and writing fluency and comprehension across the curriculum
	2. Develop the language used to engage with students; based around communication and interaction
	3. to improve the provision for pupils that have become disengaged with education and are not attending school to support efforts being undertaken by BCC
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| **Achieving Employability for students at Stony Dean School\*** |
| * **The school have developed a number of effective mechanisms that enable pupils to gain experience, confidence and skills for preparing pupils for the world of work currently**
* **A number of parents and staff have expressed a desire to offer more work related learning that provide an alternative to college or apprenticeship that would meet the need of a number of different pupils**
* **At the moment there is a mismatch between KS4/5. This has always been an intentional decision as the school develops its curriculum there will need to be a more seamless transition between KS4/5 for individual pupil pathways**
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| **Actions arising for school Development plan:**2.1 develop, trial and implement a bridging KS4/5 curriculum to enhance life skills and independence2.2 Ensure students are appropriately challenged for their individual pathways2.3 implement the commissioned model for supported internship |

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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 what pupils. They would like to know more about what they can and cannot across curriculum areas as well as functioning skills for life and independence**
* **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**
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| **Actions arising for school Development plan:**3.1 Reduce stress levels for pupils in school through therapeutic approaches3.2 to develop, trial and implement a target setting system across the entire school that supports meaningful child centred outcomes in line with the EHCP plan3.3 to develop, trial and create a new vision for GOAL that focuses on life skills3.4 Refine teaching strategies targeting independence and resilience3.5 Strengthen the students’ social skills when communicating with those beyond their immediate sphere3.6 to expand the provision of afterschool clubs that the school offers |

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| **Achievement across all strands for students at Stony Dean School\*\***  |
| * **The school has had and continues to drive forward the skills development of its staff at the heart of it’s priorities and 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 evolve as policy and society evolves.**
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| **Actions arising for school Development plan:**4.1 to develop a coaching focused, ***performance management*** process based around principles lesson study4.2 to develop, trial and implement ***a curriculum that is less accreditation*** focused and seeks to develop the whole child in line with their EHCP4.3 to ensure the ***appropriateness of qualifications*** that the students study and that every qualification contributes in its entirety towards C&I, employability and independence entire school4.4 a fully mastered comprehensive ***CPD program*** that incorporates all elements of training (UCL)4.5 to strengthen opportunities to better ***communicate*** and up-skill parents with specialist skills and knowledge4.6 Improve the provision for the ***mental health*** of the students in school4.7 to ensure all systems and processes are reviewed, adjusted and maintained regarding to ***safeguarding*** of pupils4.8 Improve and maintain high levels of student ***attendance***4.9 developing the ***leadership capacity*** within the school through bespoke packages to drive through school improvements for leaders in the school  |

**\* 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**