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| **STONY DEAN SCHOOL**  **Self- evaluation form: September 2019** |

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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: 27% (+3%) LAC 6%**  **Support required for S&L 75%**  **White British: 66%**  **EMaG: 34%**  **English as first Language 87%** | **EHCP: 100%**  **SLCN: 33% (-13%)**  **ASD: 40% (+9%)**  **MLD: 12% (+1%)**  **SEMH: 10%**  **Other: 5% (-8%)** | **Whole School Attendance: 2018-2019 91%**  **No. Exclusions 2017-18: 0**  **No. Exclusions 2018-19: 0** |
| **Historical Information** | | |
| 1. The School was judged Outstanding by Ofsted in March 2019. 2. The school is in year three of a five year plan linked directly to the school vision in order 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. The interim review with staff, parents and governors indicated that the five year plan is still relevant and that the improvements made in years one and two are effective and sustainable. 3. The school seeks to continue to build on the national agenda by working with local partners to ensure that the curriculum creates 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. Disadvantaged pupils are identified and targeted.** * **Current system for improving reading and writing enables pupils to make outstanding progress. Ongoing reviews have allowed us to fine tune the assessment and intervention process.** * **Planned Social experiences with local schools have provided opportunities for Sixth Form promoting real life positive interactions with peers.** |
| **Aims arising in the School Development Plan:**  1a. To maximise communication and interaction learning time across the school day 1b. To improve students’ communication and interaction skills with strategies that support learning 1c. To prepare students to be able to communicate and interact effectively outside school |

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| **Achieving Employability for students at Stony Dean School\*** |
| * **The supported internship (19-25) ran a successful first year with 76% of pupils successfully in employment at the end of the program. It has been extended this year to a second location with a full cohort of students.** * **The school have developed a number of effective mechanisms that enable pupils to gain experience, confidence and skills for the world of work** * **The curriculum for work related learning has successfully been redesigned and now the whole school employability assessment is to be rolled out across all subjects** |
| **Aims arising in the School Development Plan:**  2a. For work related skills to be further incorporated into the curriculum  2b. To expand opportunities for work experience  2c. To expand and consolidate the Supported Internship program  2d. To enhance students’ ability to make appropriate decisions for their lives post Stony Dean School |

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| **Achieving Independence for students at Stony Dean School\*** |
| * **A comprehensive target setting system had been trialled and implemented across the school promoting independence directly linked to the EHCP targets** * **There has been significant input developing a curriculum and strategies to promote independence across the school.** * **Specific training for all staff has increased staffs’ knowledge of how to encourage and support independence in lessons. Students are more confident in accessing their learning independently at the first attempt** * **Strategies and systems specific to sixth form has allowed increased independence and encourages responsibility and organisation of self** |
| **Aims arising in the School Development Plan:**  3a. For trips to be planned with a focus on developing student independence  3b. To strengthen links with home to support development of student independence  3c. To integrate more opportunities for independence during the school day |

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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. Specialised research based methodology delivered through solution focused projects in school has advanced staffs’ skills to address and support student’s challenges.** * **The school is committed to a curriculum that is relevant and wholly prepares our students for the future. Adjustments to the curriculum has increased student engagement maximising teaching of the three main strands: Communication and Interaction, Independence and Employability. This has allowed students to make fully informed decisions about their next steps.** * **Innovative approaches to pupil attendance continues to be a priority. Students with school phobia are closely supported to allow them to continue their education with a flexible approach. Our partnership with a mainstream school this year enables pupils to access a broader academic curriculum with high levels of specialist support.** |
| **Aims arising in the School Development Plan:**  4a. To further build links with schools locally, nationally and internationally for the enrichment of the whole school community  4b. To use new pathways for CPD to support teaching and learning across the school  4c. To enhance the sensory provision for students with sensory needs  4d. To continue to closely monitor pupil attendance and adopt personalised specialist programs  4e. To support and improve specific aspects of staff support: attendance, communication, appraisals and workload  4f. To maintain high standards of quality first teaching across the school  4g. To ensure safeguarding policies are followed to the highest standard keeping all children safe  4h. Review and improve achievement and interventions for our most disadvantaged pupils to ensure it has the best impact |

**\* 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**