



BIDWELL BROOK SCHOOL SELF EVALUATION FORM 2021-2022

Context

Bidwell Brook is a Local Authority maintained foundation special school with 160 pupils on roll, all of whom have an Education, Health & Care Plan (EHCP). All pupils have a range of special educational needs and/or disabilities (SEND) including severe (SLD) and profound and multiple learning difficulties (PMLD) and autism (ASD). An increasing proportion have a range of complex needs including significant medical needs.

Bidwell Brook is federated with Ellen Tinkham School in Exeter and together form the Learn to Live Federation.

Our vision statement is:

***Everyone will be the best that they can be
Everyone has a voice
No-one is excluded***

In our schools:

Mutual respect is non-negotiable.

Student voice is heard, valued, and responded to. We are led by a person-approach – always working towards preparing our pupils for their best futures.

We give full value to all transitions.

We foster positive, transparent, and open relationships with families, carers, external agencies, and providers.

Our core values underpin a 'can do' approach. This enables mentoring, coaching and a constant cycle of reflection to steer future developments. This is evident in the culture of high trust, high expectation, challenge, and accountability which gives leaders autonomy to create and innovate. Reflection and evaluation play a significant role in leadership and have ensured the school is an accepting and fully inclusive community where all are welcomed.

Although pupils come from a range of socio-economic backgrounds, the proportion of disadvantaged pupils is well-above the national average, 42% of pupils eligible for Pupil Premium funding. Although all our children may be considered Child in Need, 10% of pupils have 'Child in Need' plans. Bidwell Brook School accommodates a school nurse and works closely with a range of multi-disciplinary practitioners.

The school continues to enjoy a good reputation in the local area and admissions to the school remain very strong, with most year groups running at capacity. Pupils travel to the school from a wide geographical area from across Devon. We have a zero exclusions policy.

The school's Ofsted inspection in October 2017 was very positive with the school continuing to be a good school.

Pupils follow one of three curricular and assessment pathways according to their needs; pre-formal, semi-formal and formal. Across the sites, lesson observations, learning walks, moderation of Evidence for Learning and other assessment data submitted indicate that teaching and learning is consistently good or better.

The school nurtures its staff and places emphasis on staff well-being. Leadership at every level is effective and impacts positively on pupil outcomes. Strong adherence to a shared vision ensures the leadership focus is on learning, equitable access to learning and inclusion to and ownership of learning. Knowledgeable senior leaders are articulate, skilled, and passionately committed to driving progress forward in order to continually improve the life chances of pupils.

The provision of a high quality and attractive environment is high priority. Where improvements have been made, this has impacted positively on learning, with a recent large extension of 4 additional classrooms in Upper School, which has allowed a recent additional intake of 20 pupils.

Outdoor learning provision is being developed and utilised to good effect and the refurbishment of areas of the school such as rural skills continues to positively impact on individuals and groups that utilise these areas.

Both Ofsted and the robust Federation Safeguarding systems evidence that procedures are secure and that pupils are safe and well looked after.

Bidwell Brook School is a member of Ellen Tinkham's teaching school alliance known as the South West Specialist Schools Teaching Alliance (SWSSTA) and through the alliance, staff from across the school support the SEND 100 Outreach Project. The SEND 100 Outreach Project provides local mainstream school with SEND specific advice and guidance.

Data: (January 2022)

159 on roll - 107 male 52 female

5.5% Looked after children (9 pupils)

44.5% of pupils are entitled to Pupil premium funding (71 pupils)

0.06 % EAL (1 different languages)

1 % Service Children (1 pupil)

41% entitled to free school meals (65 children)

18% pupils entitled to Universal Infant Free School Meals (30 pupils)

19% wheelchair users

19% of pupils with behaviour management plan to reduce risk to themselves and other pupils

41.5% continence problems

30% of pupils use non-verbal communication

Progress against previous inspection	
Areas to improve – Ofsted Report October 2017	Progress
The school's assessment system is fully embedded across the school so that pupils' targets are relevant to them and are used to inform teachers' day-to-day plans.	<ul style="list-style-type: none"> ➤ Evidence for Learning introduced to capture personalised pupil progress against personalised targets. ➤ The curriculum has been developed to have clear curriculum pathways to meet the differing needs - pre-formal, semi-formal and formal. ➤ Small steps of progress are recorded to help personalise and differentiate teaching and learning. ➤ Personalised targets are captured within planning. ➤ Targets are visible within classroom (displays, files, work).

	<ul style="list-style-type: none"> ➤ Staff are working in collaboration with parent/carers to work toward Home: School Agreement targets.
Leaders and teams check and evaluate the impact of initiatives, strategies, and therapies on outcomes for pupils	<ul style="list-style-type: none"> ➤ Leaders actively measure and monitor pupil process using data captured on Evidence for Learning. ➤ EHCP and Annual Review processes are integral to ensuring pupils make good or exceeding progress. ➤ Through termly shared action plans, linked to the site-specific SEF, the school is able to make rapid improvements. ➤ Introduction of key stage leads, further development of subject leaders is securing our middle leadership tier. ➤ Development of the performance management process to ensure personalised professional development and to allow coaching practices.

QUALITY OF EDUCATION – GOOD

Strengths	Evidence/Impact
<p>Curriculum & Assessment</p> <p>The creative curriculum at Bidwell Brook School meets pupils’ individual needs effectively by staff providing a positive learning climate enabling all pupils to thrive and make good progress.</p>	<ul style="list-style-type: none"> ➤ The curriculum is person-centred and prepares our pupils for their futures. ➤ Each key stage uses topic/theme plans that highlights what pupils are learning and when. These are constantly reviewed to ensure they remain relevant, challenging and motivating. ➤ Some pupils achieve recognised qualifications in functional skills Maths and English. We also offer BTEC for Construction and Land Based Studies to those identified in KS5 as part of their personalised curriculum to prepare them for their differentiated next steps. Some students also participate in DofE and Ten Tors. Our qualification offer is currently being reviewed. ➤ Diversified and personalised destinations upon leaving school include Pizzalogica - Food prep and pizza making; Hair salon - making hot drinks and sweeping up; Dartington Hall - gardening and conservation work. Employment was secured following successful work experience placements ➤ Pupils say they are happy with their learning. They discuss their progress, inclusion opportunities and bring work to SLT to showcase what they have been doing ➤ Pupils have a wealth of opportunities for character education, including but not limited to: trampolining, rock climbing, Champions for Change meetings, gymnastics, and horse riding. ➤ Pupils are making excellent progress in the core subjects; English, Maths and PSHE (Heads Report: Summer 2021). ➤ During periods when pupils were not able to attend school, pupils were able to continue their learning at home. ➤ Recent observations show medical and behavioural issues are dealt with swiftly, positively, and collaboratively so disruption to learning is minimised. ➤ Class timetables show that pupils are offering a balanced curriculum in a way that is relevant and meaningful to them. ➤ In KS4, pupils are taught in similar academic level groups, through streaming, whilst being in mixed ability tutorial groups. ➤ Learners leave school knowing they have a voice that is listened to and heard, they feel valued as a person and are confident to try new things. ➤ The academic and pastoral needs of children and young people are met, as evidenced by feedback from Annual Reviews, Evidence for Learning (academic data) and CDMT/CPOMS records. ➤ Destination Data tells us that a high number of students leaving our school attend further education or social care placements. Thorough transition plans, that are co-constructed with the families, young people, Social Services, PPA workers and overseen by our Transition Lead, ensure that our learners are successful in their future placements.

	<ul style="list-style-type: none"> ➤ A clear curriculum intent that informs and guides teaching, learning and assessment practices. This is strategically led by Senior, Key Stage and Subject Leaders (Middle Leaders). ➤ A wealth of opportunities and resources are available to enrich teaching and learning practices. Examples including offsite visits, work experience, climbing, rural skills, tennis. Staff have a budget within their E-Teams to continuously review impact and develop the curriculum further. ➤ Teaching and learning spaces enrich the curriculum including Lower and Upper School Kitchen, Outdoor Learning spaces, Hub Rooms, Life and Work Skills Room, Quiet Room, Sensory Circuit Spaces, Library, Hall, playground facilities, physiotherapy spaces, Hydro pool, nurses, and IT suite. A Resources Assistant supports teaching, learning and assessment practices. ➤ Phonics data evidences there has been a huge improvement in the number of pupils who are now able to read. Staff are confident in the delivery on phonics, as evidenced through learning walks, planning and appraisals. Pupils enjoy their phonics intervention sessions and request to attend. Pupil progress is recorded on a database which show clear progression. ➤ In Key Stage 2, 12/20 pupils have made good progress and 4 have moved up a phase ➤ In Key Stage 3, 6/8 pupils have made good progress and 1 has moved up through phases rapidly now their confidence has been built ➤ In Key Stage 4 12/18 pupils have made good progress. One pupil has made 46% progress, one who was recently hospitalised for a prolonged period has moved up 2 phases This Key Stage has made the most progress. ➤ Senior Leaders actively listen to the voice of pupils, staff, parent carers and other stakeholders. This helps informed the Federation Development and Innovation Plan (FDIP). The staff communication cycle includes class-based meetings, key stage meetings and site meetings. Parent/carers complete surveys, feedback through Home: School Diaries, parents' evenings, open door policy, email, telephone – communication is logged on CPOMs. Pupils feedback through learning walk observations, open door policy, School Council, identified Advocates in class. ➤ Teachers have developed an online learning platform to support blended learning for those required to learn from home. ➤ Since the start of the Covid-19 pandemic, staff have adapted to designing and delivering blended learning opportunities through Jotter.
<p>Pupil Progress We know the importance of embedding assessment in day-to-day learning is essential for effective teaching as it allows us to reflect on personalised curriculum design, allows teachers to identify where the learner is going and where they are right now.</p>	<ul style="list-style-type: none"> ➤ Home: School Agreements show pupils are making good personalised progress. Pupils tell us they enjoy school and are keen to share with Senior Leaders what they are learning. ➤ Senior Leaders are welcomed into classroom by pupils and staff, with an open and honest culture. ➤ EHCPs are completed following statutory processes. Our dedicated Family Team ensure Annual Reviews are pupil centred and pupils are heard and at the heart of the decision-making process. There is a clear understanding of mental capacity and ensuring pupils have a clear understanding and support available, if necessary, through Advocacy. ➤ Teachers continue to use Evidence for Learning to gather evidence to demonstrate pupil progress towards their individual targets. ➤ Members of the Empowerment Team (Subject Leads) undertake moderation of evidence collected on Evidence for Learning to inform their planning and target setting within their subjects. ➤ Phonics data is collected on a termly basis by teachers in collaboration with the phonics HLTA. This data gives opportunities for senior leaders to identify areas of strength and where development is required.

	<ul style="list-style-type: none"> ➤ Middle leaders such as Key stage leads and subject leads complete learning walks (Covid-19 dependent) to highlight areas of good practise and identify those that need additional support. ➤ The curriculum is regularly reviewed and developed by subject leads supported by senior leaders to ensure it is both engaging and challenging for the students as the cohort changes. Key stages work collaboratively to ensure high quality learning opportunities are available and resourced. ➤ Data representing the progress made against the Home: School Agreement targets demonstrates that although appropriately challenging, they are SMART and reflect effective assessment of prior learning. ➤ Data gathered supports subject level target setting as well as strategic planning. ➤ Systems to ensure support for learners eligible for pupil premium are exceptionally rigorous and in-depth. Pupil premium statement Bidwell Brook School
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BEHAVIOUR AND ATTITUDES – OUTSTANDING	
Strengths	Evidence/ Impact
<p>Behaviour as a form of Communication Staff recognise that all behaviour is a form of communication and strive to understand the triggers and internal reasons for behaviour.</p> <p>Where pupils present with behaviours that challenge, a calm, positive and consistent approach is adopted by all staff. Pupils are supported based on their individual needs.</p> <p>Regular monitoring, guidance, and training, delivered by our CDMT ensures that all pupils are well supported, feel safe and ready to learn.</p> <p>Highly positive relationships between staff, students and families result in staff having an in-depth knowledge of the pupils’ learning and emotional needs.</p>	<ul style="list-style-type: none"> ➤ The Communication & Decision-Making Team (CDMT) offer communication and behaviour support, which links closely to our ethos of ensuring all pupils have a voice. There is advocacy in place to ensure the pupil’s voice is heard at all levels; including Student Council. There are CDMT link teachers for communication and behaviour. ➤ There is a zero-exclusion policy. All behaviour is a form of communication and staff strive to understand the triggers and internal reasons for behaviour. Staff respond with targeted and impactful personalised interventions, strategically implemented and overseen by the CDMT. ➤ There are very few instances of bullying or peer on peer abuse. An Anti-Bullying Policy is in place and CDMT records show staff strive to understand the triggers and internal reasons for behaviour. ➤ Incidents are recorded and monitored on CPOMS (Child Protection Online Management System). Total number of behaviour incidents reported Sept 21 –Dec 21 300 incidents ➤ Trauma informed practice is developing across the Federation. It fits well with the school’s vision and our CDMT approach. ➤ Educational Psychology input is utilised to identify unmet need and find ways of supporting children’s engagement in learning. ➤ Individual Core Documents (Behaviour Support Plan, Behaviour Management Plan, One Page Profile) show staff have a clear understanding of the students’ individual needs. Behaviour Incident Logs inform us those high expectations are commonly understood and applied consistently and fairly, which is reflected in pupils’ behaviour and conduct. ➤ Student Voice via Student Council meetings and interactions with staff, which are logged on CPOMS, are evidence that students play an important role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured. ➤ Person Centred Reviews evidence that pupils consistently have highly positive attitudes, awareness of the support they need, and are committed to their education. Listen to Me booklets capture the voice of the child which in turn informs supporting documents such as One Page Profiles. ➤ Our Federation CDMT consists of Speech and Language Therapist; Behaviour support Leads who help support behaviour as a form of communication; Advocacy Leads to ensure our pupils voice is heard at all levels, including Student Council; Link Teachers for Communication and Behaviour; Visual Access Lead.

<p>Access</p> <p>Pupils make progress because they access learning opportunities in well-structured and safe classrooms and outdoor learning areas which are matched to their individual learning needs and abilities.</p> <p>Staff promote strong routines and a culture that enables and supports pupils to interact with each other effectively.</p>	<ul style="list-style-type: none"> ➤ Relationships amongst pupils and staff reflect a positive and respectful culture. ➤ Diversity Champions are in place including LGBTQ+ Champions. ➤ Enrichment weeks are planned across the year, focussing on celebrating diversity within the curriculum. ➤ CMDT have been involved in the Federation Outreach Offer to mainstream settings, predominately supporting behaviour and communication strategies. ➤ CDMT use CPOMS to identify patterns and support with strategies to help get pupils ready to learn. ➤ Where difficulties do arise, the class team, supported by the CDMT, accurately adjust the provision to ensure strong outcomes. Staff training can be focused on specialist teaching approaches e.g., ‘Attention Autism,’ ‘Developing Emotional Intelligence’, ‘SCERTS’, ‘Mental Health’. ➤ CPOMS recording encourages staff to seek debrief for their own professional and personal well-being. ➤ Excellent social story provision is offered to meet individual pupil’s needs so they understand significant events/changes.
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PERSONAL DEVELOPMENT – OUTSTANDING	
Strengths	Evidence impact
<p>PSHE Curriculum</p> <p>Our Personal Social and Health education (including citizenship) curriculum is an integral part of our education. It is aspirational and ensures equal opportunities and education for life.</p> <p>PSHE leads have mapped a curriculum which is in line with the new DfE guidance and allows for personalisation by staff to meet students’ needs. The curriculum is a balance of knowledge and skills.</p> <p>PSHE subject leads work closely together across the Federation, staying in regular contact and sharing resources where possible. Cross-Federation working provides support to Subjects Leads in all settings.</p>	<ul style="list-style-type: none"> ➤ PSHE Leads for Lower and Upper School work closely with their Federation counterparts at Ellen Tinkham. They have a clear subject development plan and regularly update staff through teacher training meetings. ➤ PSHE is monitored through Evidence for Learning to ensure curriculum coverage and support where gaps are identified. ➤ PSHE Leads work closely with Designated Safeguarding Leads to ensure the curriculum covers all safeguarding updates. ➤ There is a wealth of PSHE resources linked to different curriculum areas. These are regularly reviewed and updated. ➤ Pupils are taught a wide range of personal and social skills through their individualised teaching programmes. ➤ Staff commitment ensures positive attitudes and rights of access to appropriate learning are afforded to all, irrespective of gender, cultural heritage or learning needs. ➤ Staff and pupil relationships combine mutual respect and tolerance, and staff understand role modelling is important as pupils may adopt attitudes, practices, and sayings from staff. ➤ Students are able to keep themselves safe and can identify abuse. Previous disclosures from students have been sensitively and professionally addressed by the Designated Safeguarding Lead. ➤ PSHE curriculum delivery has also involved Upper School families via training sessions, aimed at sharing the school’s PSHE planning. The response from families has been overwhelmingly positive, with further sessions planned over the academic year. ➤ Families are also kept informed of the PSHE curriculum content, particularly Sex Ed lesson content, through weekly correspondence. ➤ A shared PSHE dictionary has been developed and shared across the Federation. This has ensured PSHE concepts and language are used consistently across the key stages, which re-enforces learning, reduces the number of misconceptions, and helps our learners to keep safe. ➤ Lesson observations and Learning Walks show teachers answer all questions competently and seek clarification where needed. Monitoring by Subject Leads through “Evidence for Learning” ensures curriculum coverage. ➤ PSHE Leads work closely with Designated Safeguarding Leads to ensure the curriculum covers all safeguarding updates.

<p>Rural Skills & Outdoor Learning Students are engaged in meaningful sessions outside of the traditional classroom setting through a wide range of practical activities. These include nature exploration, horticulture, woodwork, ceramics, textiles, outdoor cooking, storytelling, bush-craft, Sail-ability, caving, bike riding, Mencap all move challenge, Trampolining and gymnastics, Duke of Edinburgh, Ten Tors – Jubilee Challenge.</p> <p>Opportunities for adventurous learning encourages team work, cooperation, motivation, and self-esteem.</p>	<ul style="list-style-type: none"> ➤ Wellbeing targets held by classes and conversations with teachers both confirm a reduction in dysregulation and challenging behaviour for students who attend rural skills and outdoor learning sessions. ➤ Progress towards relevant targets is recorded on Evidence for Learning. ➤ Rural Skills and Outdoor Learning provide a functional and motivating way to demonstrate the transfer skills to different settings – cross-curricular and Applied learning e.g., maths via woodworking, increase in experience, enrichment, development of practical skills. ➤ These sessions promote engagement with and respect for the outside world. ➤ Access to these activities support our pupil’s recovery from the Covid-19 pandemic, help support mental health and anxiety as well as relationship and character development (i.e., caring for others). ➤ Students develop an awareness of risk and consequence and how their actions affect these. ➤ Students demonstrate good listening, attention, and sequencing skills, as well as developing their physical fitness and co-ordination. ➤ Students gain improved fine motor skills, develop competence in practical skills, acquire technical knowledge, show an increased self-efficacy, demonstrate perseverance when physically/mentally challenged and show pride in achievements. ➤ Students challenge themselves and overcome any initial nerves, resulting in a willingness to try new opportunities and visit new places. ➤ Sessions support developing resiliency, working together in unique environments and discovering new talents e.g., one student discovered she had a real knack for archery!
<p>Advocacy Advocacy supports the voice of the learners. The lead advocate has a team of advocacy champions across the school ensuring all students have a voice, even when they are unable to self-advocate. Having a voice is the right of every student and a strong safeguarding factor.</p>	<ul style="list-style-type: none"> ➤ There is an Advocacy Champion within each class to support each pupil’s voice. Co-production and being responsive to student voice is integral to our practice. ➤ Student Council members are elected by their peers and meet at least once a term with a clear agenda and minutes. The Advocacy Lead supports the Council in their decision-making and suggestions on school developments e.g., playground equipment, school dinners, feedback on curriculum developments. The Council participates in the new staff recruitment process. ➤ Students are happy and confident because they are listened to and respected. ➤ Pupils are involved prior to and in their own Person-Centred Annual Review. ➤ During individual Advocacy sessions, confidential notes are recorded on CPOMS for follow-up/review. ➤ Families are involved in their child’s education and feedback is welcomed/acted upon.
<p>Inclusion and Work Experience Learners are supported to engage in work experience opportunities related to their skills and aspirations. Increased emphasis is being placed on developing and extending both vocational and life-skills provision and training.</p>	<ul style="list-style-type: none"> ➤ Students are fully supported and prepared for their transition at the end of KS5 into work, training, or further education. The school has a comprehensive Careers Programme in place based on Gatsby’s Benchmarks and Preparing for Adulthood. ➤ Clear “work experience pathways” (Vocational Pathway, Work Related Learning Pathway and Work Experience Pathway) help students consider their interests and options, and provides aspiration to secure meaningful employment. ➤ Students make good progress in developing work-related learning skills, including improved team work/independent working skills. Evidenced by teacher observations and progress towards Home School agreement targets. ➤ Student placements are bespoke to their personal development and interests. Placements are meaningful to support and develop community access to transition to further college courses, accreditations, or employability.

	<ul style="list-style-type: none"> ➤ Evidence of transferable skills is kept as a CV to share with the students and further placement to reflect on their skills and future ambitions. ➤ Students have complied with the safeguarding of Covid-19 rules whilst out on safe placements and are continuing to do so. They have built resilience to be able to return to their community volunteer roles and have embraced this with great enthusiasm. Pupil behaviour whilst on work placements or on community-based learning is outstanding. ➤ The school continues to develop work experience partnerships in the local community with local businesses, industry, and charities. ➤ A number of our students also access inclusion. E.g., Art and Drama sessions at the local comprehensive school - to further develop talent and interest in the arts. Social and communication development when accessing the primary school next door
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LEADERSHIP AND MANAGEMENT – GOOD	
Strengths	Evidence Impact
<p>Safeguarding Effective leadership is in place around safeguarding. Leaders and governors have established a culture of safety throughout the school.</p> <p>Leaders, including governors, have ensured that all safeguarding arrangements are fit for purpose. Records are detailed and of high quality.</p> <p>Leaders are acutely aware of the particular safeguarding issues that relate to their pupils. Any potential risks are identified early, and problems are avoided because all staff know pupils incredibly well.</p> <p>Operational and Strategic Management</p>	<ul style="list-style-type: none"> ➤ Through continuous safeguarding training and updates and the delivery of a sequential PSHE curriculum, pupils feel safe, empowered, and secure in their learning environment. ➤ Federation Safeguarding Leads meet twice a term to monitor and review processes, provide regular supervision, and ensure consistency of practice, offer colleague-to-colleague emotional support and review and monitor training and safeguarding updates. ➤ Termly E-Safety Hub meetings are held, attended by both Designated Safeguarding Leads. E-Safety is overseen by our Online Learning Lead. ➤ Safeguarding concerns, including peer-on-peer abuse is logged on CPOMS and scrutinised daily by SLT T&L. Staff are confident in reporting and recording concerns. ➤ Selected Senior Leaders and our HR Manager have undertaken Safer Recruitment Training and sit on recruitment panels, when required. References are always obtained for new staff. ➤ All staff members are DBS checked. The Single Central Record is up to date and audited termly by the lead Safeguarding Governor. The Local Authority Safeguarding Audit is completed annually. ➤ Ofsted feedback “Safeguarding, at Bidwell Brook is effective” “The leadership team has ensured that all Safeguarding are fit for purpose and records are detailed and of high quality “ ➤ All staff members receive regular up to date safeguarding training including peer-on-peer abuse and PREVENT training. This is also part of the extensive induction training programme. Additional related training covers topics such as LGBTQI and child sexual exploitation. ➤ Staff meeting time is solely dedicated once a term to safeguarding. Staff also receive a monthly safeguarding scenario to consider within their teams. Feedback demonstrates the majority of staff are confident in dealing with any safeguarding concerns. ➤ Governors’ Minutes illustrate a clear strategic view of the school. Safeguarding is a standing item.

The governing body provides strategic leadership and offers effective support.

Passionate and skilled senior leaders have a clear and ambitious vision for the school. This is communicated through the vision and ethos.

Staff are encouraged to support the continued development of the school to feedback openly and honestly so that pupils receive the best possible education and are able to encourage and support a work-life balance.

Working With families

Each pupil has a Person-Centred Review that puts the pupil and family at the centre of their review.

Parents and Carers are engaged in their child's learning and see the full picture of their child at home and at school. Students learn that their voice is heard and by hearing the outcomes and actions of the meetings, they learn why we ask the questions and the impact this can have on their lives.

Parents and carers communicate through various channels with the school including the Home: School Diary, SchoolComms, Evidence for Learning, at Parents' Evenings and

- A new, clear leadership structure that is known by all staff ensures that all day-to-day operation duties are covered.
 - Regular site, key stage, class, SLT, T&L and CBT meetings take place to ensure strategic progress and development in line with the FDIP and ethos/values of the school.
 - Leaders understand that trusting staff and pupils to try new things and learn from risk taking is a key feature of a healthy learning community.
 - Our highly motivated, well informed, and skilled governor team take an active role within all aspects of the school life, giving leaders a high level of challenge and support whilst holding staff to account.
 - Senior Leaders collaborate with each other and support teaching staff informally and through high quality continuous professional development (CPD), developing skills and resilience. Leaders undertake regular 'drop ins' to classes, to support and monitor the teaching and learning.
 - CPD supports staff to develop their skills to best meet the needs of the pupils. CPD meetings highlight additional training needs to ensure a continuing developing workforce. Senior Leaders encourage and support research projects e.g., Laurel Trust project.
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- Leaders have established a professional learning culture using knowledge of pupils and their families, well developed pedagogy, and a commitment to reflective enquiry.
 - The SLT Health & Safety Manager ensures clear policies, procedures and systems are in place. Staff and students work and learn in a safe environment. All accidents and incidents including "near-misses" are recorded on CPOMS and reviewed by relevant SLT and regularly scrutinised by the Health & Safety Lead Governor.
 - The school has a signing in app, iPad security system and all adults are expected to wear identity badges clearly displaying their photograph and name. Learners have been known to challenge people they do not recognise who are not wearing a visitor's badge.
 - Families say they feel well supported and listened to by the school. This contributes to ensuring the best outcomes for students.
 - Information gathered at the person-centred review is used to build the individual core documents (One Page Profiles, Communication Profile, Risk Assessment, Positive Support Plans) as well as underpinning delivery of pupils' personalised education plans and target setting.
 - School newsletters for families and staff are circulated on a fortnightly basis and our websites provide a wealth of information.
 - As well as the regular routes (phone, email, Home: School Diary), the Federation has invested in apps including Evidence for Learning, School Jotter and SchoolComms. All can be accessed easily via mobile devices, allowing quick and easy delivery/sharing of information between home and school.

Annual Reviews plus through regular communication channels e.g., email.

For the vast majority of our families, “school gate” conversations with staff do not exist. School and teachers work hard to keep families informed of all aspects of school life through Home: School Diaries, Family Newsletters, and letters/calls home.

The school has a strong commitment to partnerships with families to promote attendance, lasting outcomes, and well-being for pupils.

Staff Well-being; Training and Development

Our staff are our most valued resource and high importance is placed on staff wellbeing.

Leaders focus on developing reflective practitioners and improving staffs subject, pedagogical and content knowledge to enhance the teaching of the curriculum. This is achieved through an updated and self-reflective performance management process and termly professional conversations with class teachers.

Senior Leaders support middle, subject and key stage leads to continue develop their curriculum paths to ensure maximum pupil progress is made. These are monitored through action plans.

Staff are taking ownership of their learning and development;

- The Federation is in the process of implementing its first Communication Strategy and Policy following the appointment of a new Communications Manager in the Summer Term of 2021. Having a Communication Strategy will help promote the school/Federation, assist staff to work towards the school’s short- and long-term objectives (FDIP and 5-year plan), maximise opportunities for clear and effective lines of communication between school and stakeholders.
 - CPOMS is used to log communications between class staff and home. This is beneficial to ensure continuity of message/information if more than one member of staff is liaising/supporting a family.
 - Support Services Coordinator supports families to make referrals to other services. This can be signposting to the service, or completing the form with the parent/carer or on behalf of the parent/carer.
 - School representatives attend CIN, CIP and Early Help Meetings to better support families needing additional support. School also works closely with the OT, Physiotherapy Service and NHS to provide health and medical support to our more vulnerable students. A range of clinics are held on the school site. As a result of this, loss of learning is minimised.
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- We invest in Schools Advisory Service (SAS) to support staff physical and mental wellbeing and our HR Team conducts return to work meetings, exit meetings as well as providing on-going support and advice to staff.
 - Our communication cycle of meetings takes place each term, giving staff the opportunity to discuss school-related topics and provide open and honest feedback. Leadership review comments in full collaboration with staff and provide agreed feedback to the whole school community.
 - Professional Development meetings take place annually for all staff. One target relates to the whole school focus which enables staff to contribute to the federation priority targets.
 - Teachers have termly professional conversations with Senior Leaders to talk about the learning journeys of the pupils in their class. These sessions support reflection and development through coaching style conversations.
 - Senior Leaders are continuously looking ahead and planning for new initiatives and projects meaning we are pro-active with our training rather than re-active. We conduct training needs analysis following staff appraisals to inform our federation training plan.
 - Staff induction training includes but is not limited to: Child Protection, Moving & Handling, Health & Safety, Mobility, Disability Awareness, Total Communication, Student Voice, Team Teach, Emergency Medication training and an understanding of the hierarchy of needs (Maslow).
 - Working closely as a federation has allowed us to arrange staff training that would normally be unaffordable as individual schools such as Attachment based and Art of being happy with Andy Cope.
 - We currently have 6 Teaching Assistants across the Learn to Live Federation in the first year of the three-year professional development programme.

undertaking a diverse range of training relevant for their needs and the needs of the students with whom they work.	<ul style="list-style-type: none"> ➤ The Learn to Live Federation subscribed to some online learning platforms during the Covid-19 pandemic and sourced free online training courses for staff (Hays Education and Creative Education).
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QUALITY OF EDUCATION IN EARLY YEARS – GOOD

Strengths	Evidence impact
<p>The Early Years Foundation Stage (EYFS) curriculum inspires children, provides development and learning opportunities, ensures learning takes place, develops key relationships, and makes sure children feel secure in line with the EYFS statutory framework.</p>	<ul style="list-style-type: none"> ➤ Early Years is a well-structured and settled, purposeful learning environment which is adaptable to the individual’s needs. Prioritising positive relationships, staff ensure pupils’ basic needs are met. Early Years develop strong and independent pupils. ➤ Skilled Early Years practitioners ensure learning is maximised through highly motivating, purposeful, and engaging choices for learners to explore. They ensure that the curriculum and learning opportunities offered are clearly sequenced and progressive. There is a clear understanding that our children do not always learn incidentally – the EYFS environment supports this. ➤ Pupils make excellent progress through the curriculum and their personalised HSA targets. They are confident learners, happy, safe and engage with the provision. Teaching is learner led in a non-intrusive assessment process that captures learning and small steps of progress, as well as the big ones! ➤ There is good communication and professional relationships with all parents/carers, encouraging them into school wherever possible. Parents are supported to both view and upload to Evidence for Learning to be part of the children’s learning journey at school. Recent email from parent: <i>“Thank you for the Christmas get together at the school. It was so lovely to see all their work, especially in a unique place like the den building area! Covid aside, it was a really good idea, and lovely to have mince pies, and chat to the staff a bit more, meet other parents and see another area of the school.”</i> ➤ There is a wide variety of continuous provision opportunities provided ensuring a well-rounded curriculum and the chance for children to explore new interests and develop those that are pre-existing. ➤ Good use of local outdoor spaces and environments as well as those onsite. This supports children to develop the skills needed to transition effectively and develop awareness of their personal safety and where appropriate, the safety of others.

QUALITY OF SIXTH-FORM PROVISION – Good

Strengths	Evidence IMPACT
<p>The curriculum is focused on preparing pupils for their futures. It is personalised through their HSA targets. There are three differentiated pathways, that ensure pupils are all making pupil progress.</p>	<ul style="list-style-type: none"> ➤ Consolidating medium term planning for PSHE, English and Maths has given us a solid base from which to provide continuity, as well focusing on students' individualised goals. ➤ PSHE is very important for our students' health and wellbeing especially with all the changes re Covid-19. ➤ Pre-Formal pathway has focused on a Sensory approach to the curriculum based around student's individual physio, Speech and Language OT programmes. ➤ Our semi-formal pathway has focused on developing student's independence skills to carry out daily tasks with increasing confidence - using visual and photo prompts to organise themselves for tasks; Increasing their confidence to make choices and express their feelings and opinions; Opportunities to practise life skills such as preparing snacks and drinks, household tasks, personal care. ➤ Our formal pathway has focused on relevant functional skills learning during their English and maths sessions; Improvements in spelling and grammar; The speed at which they record their work; Sentence construction in English; Consolidating knowledge of number and number operations in maths. ➤ In all pathways we have used our PSHE sessions to help students learn techniques and exercises for overcoming anxiety, helping them to focus and stay positive. Sessions around sexuality and consent have helped students better understand issues of consent.
<p>Focus on consolidating and transferring skills into the world of work and life.</p>	<ul style="list-style-type: none"> ➤ Students have had opportunity to complete internal work experience including: gardening, recycling, delivering community magazine to two housing estates in Dartington village. ➤ Students have been very enthused to re-start offsite work experience placements again, following the lifting of Covid-19 restrictions. We have received positive feedback of students putting in maximum effort, being mature and dedicated in carrying out their roles at Dartington Gardens and the Rare Breeds Farm practising animal care in Totnes. ➤ Heart of South West Gatsby Benchmark audit completed.

Federation Development and Innovation Plan – Objectives Jan 22 – July 23	
Quality of Education	<ul style="list-style-type: none"> ▪ Re-establish high and ambitious expectations for all pupils as the school continues to recover from Covid ▪ To further strengthen and develop the curriculum ensuring all elements are meeting curriculum intentions. ▪ To continue to develop our online learning platform and ensure that it is easy for pupils and families to use. ▪ Further develop and embed an assessment pathway that maps and drive progress and informs effective planning ▪ To develop and enhance our schools’ environment to support teaching and learning.
Behaviour and attitudes	<ul style="list-style-type: none"> ▪ To effectively embed the relational approach into our practice to promote positive change, ensuring relational practice and strategies across the school effectively support pupils who are communicating through challenging behaviour ▪ To develop an understanding of more complex SEMH barriers to learning for staff and develop subsequent supportive approaches and strategies. ▪ To ensure effective communication processes form a strong community that works together to produce the best outcomes for our children and young people.
Personal Development	<ul style="list-style-type: none"> ▪ To ensure the needs of diverse groups of learners are further enhanced through more sharing of staff expertise and best practice across the Federation. ▪ creativity is well taught across the curriculum enriched by specialist music opportunities, activity days, arts weeks, drama
Leadership and Management	<ul style="list-style-type: none"> ▪ To ensure that all Middle leaders are able to articulate succinctly the quality of education in their respective areas- namely the curriculum intent, the quality of teaching and the impact ▪ Leaders at all levels to have identified areas of their leadership skills that they need to improve and have set in place learning opportunities to address them. ▪ Ensure knowledgeable skilled staff at all levels that are effective, know what they are doing and why. ▪ To ensure that our schools are’ financially sustainable, delivering best value for our students. ▪ Continue to ensure that we have robust safeguarding in place for our children, young people, and staff across our federation