

SCHOOL SELF-EVALUATION REPORT

SCHOOL	Cann Bridge School		
Headteacher	Michael Loveman	Completion	October 2017

SECTION 1: INTRODUCTION

School context, Key strengths and areas for improvement

There is a relatively new Deputy Head teacher in place from September 2016 and the implementation of a curriculum team structure with middle manager team leaders was also implemented in September 2016 along with two teachers new to the school.

Cann Bridge School, for learners 3 to 19 is very popular.

To meet need in the longer term the school commissioned plans for a purpose built Post 16 unit attached to the current school, to build capacity across the whole age range by the number equivalent to a single class group. The LA have supported the development and the extension was completed on 31.01.2017.

SMSC is a strength of the school and the school has been graded Outstanding for Behaviour under the last two Ofsted inspections. This is still an area where the school delivers at an Outstanding level.

The key areas for development are ensuring that the good and outstanding teaching delivers outstanding outcomes for all learners and that the curriculum offer is redeveloped to meet the needs of an increasing complex school population.

SECTION 2: WHOLE SCHOOL DEVELOPMENTS

1. Achievement

Good or better progress made 2016 - 2017	English and Maths Combined		
	2016 - 2017	2015 - 2016	
KS 1- 3 (46)	89%	Whole school (81)	57%*
Girls (12)	83%	Girls (19)	53%*
Boys (34)	88%	Boys (62)	60%*
ASD (14)	85%	ASD (29)	69%*
FSM (15)	73%	FSM (28)	61%*
CLA (2)	100%	CLA (2)	50%**
EAL (5)	100%	EAL (4)	50%**
EYFS (4)	NA	EYFS (5)	NA
Learners undergoing in-year transition (23)	96%	NA	NA
KS1 (12)	100%	KS1 (8)	50%
KS2 (19)	89%	KS2 (19)	79%
KS3 (15)	60%	KS3 (16)	44%

The table shows a comparison of the progress of learners over the two-year period 2015 – 2017. Progress over time is better measured over a longer time frame than by a single year progress.

2. Teaching and Learning

- ✓ All teachers developing increasing understanding of functional behaviour analysis to improve learning behaviour and promote independent learning:
- ✓ Support teacher for monitoring information and supporting teachers in developing, monitoring and evaluating plans.
- ✓ All teachers using specialist teaching approaches to deliver good and outstanding lessons:
 - 85% of the permanent teachers and of Lead Teaching Assistants (LTA) have completed two day Makaton, 65% of teachers have completed 2-day extension in Makaton. 95% of all staff Picture Exchange Communication System (PECS) trained. Since the start of the new academic year staff changes have brought the Makaton 2 day extension trained % down; the aim remains 100% trained.
- ✓ Inter school collaboration to develop learning practice and skills:
 - Since the start of the academic year Cann Bridge staff have visited one school EYFS provision to provide initial recommendations of support for a pupil with SLD and the LA is brokering support for a learner in Devon for who cannot be placed at Cann Bridge at the present time due to capacity.

3. Behaviour and Attendance

- ✓ The school is implementing functional analysis to allow learners to take charge of their own behaviour:

- Teaching staff fully cognisant of the need to analyse behaviour for its function; behaviour support teacher will support colleagues in using information to develop further the support plans for learners and deliver increased ability to manage own behaviours.
- ✓ Working with parents to further develop support to families and their children's learning
The Family and Learner Support Advisor role has proved successful in terms of a middle management role with specific tasks to increase the capacity at a management and leadership level. feedback on the role is very positive from parents and outside agencies.

- ✓ Improve overall attendance:

	2012 - 2013	2013 – 2014	2014 - 2015	2015 - 2016	2016 - 2017
EYFS	90.7%	98.7%	96.6%	85.5%	93.7%
KS1 - 4	92.2%	93.9%	91.8%	94.6%	93.6%
KS5	94.6%	94.4%	92.9%	91.7%	94.0%

It is important to note that the small cohorts mean that the figures are heavily influenced by a single learner's attendance. In 2014 – 2015 two learners in KS4 refused to attend for long periods. The school put in place support into the home and in both cases a short period of re-engagement was managed however this was not sustained and bespoke support packages aimed at return to school were developed with the LA; one of these packages is still in place.

In 2015 – 2016 there was a lot of low level illness in all the learners in EYFS and in KS5 two learners had a high level of sickness absence.

In 2016 – 2017 there was recurrent D&V in one class group in the KS1 – 4 group and also in this group a small minority of individuals have had long periods of time unwell.

Although attendance is very good in relation to special schools in general (the school is moderating attendance with one other SLD school directly and with statistical neighbours) there are individual learners with inadequate attendance and the school works with the Education Welfare Officer (EWO) to deliver better attendance from these learners; the support of the EWO has resulted in improved attendance.

Staff attendance is by enlarge good but with a big staff team who work in very close proximity to the learners there are cover issues and some long term absences which the school works with the staff members to deal with through a robust system.

4. Leadership and Management

- ✓ Developing Partnership working:
- We continue to work on establishing and growing links with other post 16 schools and also within the Tor Bridge Partnership schools. The school has good working relationships with the Children's Integrated Disability team, Speech and Language Therapy (SaLT), physiotherapy and the Child and Adolescent Mental Health Support (CAMHS) SLD team. The input of these teams delivers improved outcomes to the learners and the allocation of specified middle management leads for liaison allows the school to monitor input and outcomes for learners in receipt of support.
- ✓ Establish multi-disciplinary Health and Wellbeing Team:
- Team lead in place and the overall team construction continues to develop with the addition of the Behaviour Support Teacher and increased Educational Psychology (EP) time as well as the Occupational Therapist (OT) time bought in. It is early in the addition of these new elements of delivery to fully judge impact, however early indications are that learners are benefitting from and showing progress in the targeted areas. The school is constructing a protocol for referral to the specialist OT and for monitoring the behaviour of learners once intervention has started. The EP has reported that the additional time has allowed observation time in class groups allowing an increased understanding on her part of the dynamics of the interactions in the classes and an overview of the behavioural support techniques by staff used and knowledge of the learners the staff have.
- ✓ Increase middle management capacity:
- The TLR positions for the Curriculum Team Leaders are all in place; all the incumbents have completed the South West Association of Leaders in Special Schools (SWALSS) Leadership and Management course.
 - Post 16 coordinator role identified and filled to develop capacity and also increase learning for staff member in terms of management skills.

- Teacher identified to provide Behaviour Support and one teacher identified as the PE support coordinator; both teacher have completed the SWALSS Leadership and Management course.
- One staff member on the SWALSS Leadership and Management course.

SECTION 3: PROGRESS IN PREVIOUS INSPECTION KEY ISSUES

- Ensure that each activity is clearly linked to individual learning targets the learners understand:
This target was linked to teacher appraisal in the year 13-14 and again in 15-16. During 13-14 the teaching staff worked to establish ways of supporting learners in the understanding of their targets. The teachers then worked with the rest of the teaching staff to assess learner capacity to understand and retain information about their individual targets so that individual learners could assess their achievement and progress. The learners demonstrate understanding through engagement.
- Ensure that in all lessons learners have enough opportunities to be fully involved with whole class learning activities.
This target was linked to teacher appraisal in the year 13-14 and again in 15-16. During 13-14 the teaching staff worked to establish ways of supporting learners in group situations and then in class teams on the delivery of the target to ensure that all learners are supported fully and appropriately in all groups situations. This involves personalisation in whole group and small group as well as when working in individual situations.
Against both targets progress has been good and across the school there is good assessment which links to the ongoing development of learner targets and learner support. The use of these two Key Issues as targets for teachers once again will ensure that this style of assessment for learning and access to learning is fully embedded in all classes.

SECTION 4: OVERALL EFFECTIVENESS

Grade	1	2	3	4
Overall Effectiveness		✓		

- Quality of leadership and management is at least Good
- Quality of teaching is at least Good
- Behaviour and safety of learners at the school is Outstanding
- Achievement is at least Good and the great majority of learners make Outstanding progress over time
- The curriculum meets needs of learners
- SMSC is delivered through planned and coherent experience and opportunity

SECTION 5: EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

How leaders and managers demonstrate ambition for learners in their achievement, improve teaching and learning, support/develop staff, and capacity for improvement. Also accuracy of SSE, appropriateness of curriculum, governance, safeguarding, equality of opportunity, parental engagement and partnerships

Grade	1	2	3	4
Effectiveness of Leadership and Management		✓		

Ambitious vision and high expectations

The school moved smoothly onto the shared site in September 2012 and the school leaders had a major part in the design and development of the provision. This has provided access to high quality specialist provision which was not previously available to the learners:

- Specialist food technology rooms, increasing learner independence and also promoting a powerful sense of ‘ownership’ of the product. This increases self-confidence and self-esteem as well as meeting curriculum targets.
- High quality sports facilities enabling a wider range of activities to be delivered and also for learners to achieve at a higher level; eg increased space has allowed the school to take on ‘balance-ability’ which has led to one learner progressing to riding a bicycle.
- KS4 learners involved in the national Tycoon in Schools competition have been able to use specialist technology equipment to cut out pine Christmas trees as part of their project.
- On moving there were immediate capacity issues which arose during the build phase. The capacity issue has increased since the move and so the school leaders were proactive in the development of an early year’s satellite provision at Ham Drive nursery school, part of the Plymouth Nursery School Federation, in 2015 – 2016. This enabled the school to provide specialist input to learners who would otherwise not access such provision. It also enabled the staff to develop increased understanding of child development while they work alongside the staff of the nursery and with the mainstream learners, and this exposure to mainstream peers gives excellent normative examples to the Cann Bridge Learners.
- In order to ensure equal opportunity of access for all learners the school leaders developed the plan for a new build to increase capacity and deliver better to the Post 16 learners. This was completed on 31.01.2017, with the support of the Local Authority which recognised the need for such increased capacity, at a cost of £750,000.

Improving teaching and learning:

- Through appropriate target setting, monitoring of teaching and learning with critical feedback allowing development points to be given and acted on and tailored training for staff, the school has seen standards in teaching and learning rise. Teaching is currently Good with elements of Outstanding in the large majority of observed lessons. The learning behaviour in school is Good with much of it Outstanding due to the personalisation of the curriculum and highly differentiated lessons for the learners. This level of personalisation ensures that progress over time is Outstanding for the great majority of learners; the very small steps made are rehearsed and reinforced, generalised and consolidated before teaching moves on but this ensures that concepts are learnt and retained allowing long term progress to be made. In the short term it is recognised that progress is not smooth and that learning requires revisiting to ensure it is secure.

Broad and balanced curriculum:

- The school has recognised that the learners attending the school are demonstrating increasingly complex needs. Because of this and in line with the recommendations of the Rochford Review the school is currently developing a new curriculum and approach to the delivery and assessment of this curriculum.
- Currently learners have access to a wide and varied curriculum focussed on developing learning skills, key skills, communication and PHSE. The learners in early years follow the EYFS curriculum and although at KS1 learners have access to the National Curriculum it is introduced through a ‘learning through your interests’ approach. In KS 2-3 the learners follow all the National Curriculum subject areas, at KS4 ASDAN Transition Challenge is used and at KS5 learners can progress onto ASDAN Towards Independence. All learners have access to individual tailored programmes to meet their educational, social and emotional needs. The curriculum and its associated assessment will be fully reviewed in terms 5 and 6 in line with the current direction of travel indicated by the Rochford Report.
- In all key stages learners have access to a variety of enrichment activities to expand their experience and develop their knowledge of the wider world. The whole school curriculum is linked through the Pathways to Learning and Life. The aim is to ensure that all topics and modules are based in developing skills in the four Pathway areas: Functional Skills, Me and My Community, Work Related Learning, Health and Wellbeing.

Evaluation of strength and weaknesses:

- SMSC is a strength of the school and the school is continuing to work to increase understanding of the function of learner behaviours in order to minimise the impact on learning and to further increase personalisation in learning when the information is used in conjunction with knowledge of learner communication and learning style.
- Teaching and learning is seen to be ‘Good’ and ‘Outstanding’ from both formal observations and learner’s progress and achievement over time. This area is seen to be a further strength due to the consistency over time and across all class groups.

The development of teaching is an area the school continues to work on with all staff keen to develop specialist teaching skills for example Makaton, PECS, TEACCH, colourful semantics and TAC-PAC.

Sustainability through Developing leadership capacity:

- The new Deputy Head was recruited from the LA and has skills which will support school development.
- The school has expanded middle leadership capacity with the development of the staff team through the Leadership and Management course delivered by SWALSS and recruitment to TLR middle leader posts for the four Curriculum Teams.
- Following the establishment of a behaviour support monitoring structure this role is being carried out by the teacher with responsibility for Behaviour Support. The school continues to purchase increased EP time and is developing the use of Video Enhanced Reflective Practice (VERP) to analyse behaviour with the information gained to deliver increased appropriate support to teachers and learners. The school also has a trainer in Managing Actual or Potential Aggression.
- The school is extending the development of leadership to the teaching assistants and has two TAs currently working at Level 4 / HLTA in EYFS and Post 16. The development of Playworx, a play as therapy approach, is being developed across Plymouth and the school has three TAs trained to support the delivery of this within the school and to parents.

Engaging with parents

- The school has good engagement with parents. The overwhelming majority of parents and carers attend Annual Review meetings (87% 2015 – 2016, 96% 2016 - 2017) and the majority of parents attend parent's evenings. There is a Friends of Cann Bridge Association which is run by parents and survey responses indicate that the vast majority of parents who responded are happy that they can approach and are welcome at the school and that their views are listened to and the school communicates with them well. From 09.2016 the school put in place a new post of Family and Learner Support Advisor and this role is being well received by parents. The school has an active parent/staff body, The Friends of Cann Bridge School, and works to communicate well through home/school books, the school website (with parents password protected area) a school Facebook page, Twitter and regular newsletters.

Ensuring learner safety/Safeguarding:

- The school is a secure environment and has robust child protection procedures in place. All staff receive training as part of their induction and this is supplemented by training on a minimum of a bi-annual basis as well as annual updates. The great majority of parents (95%) indicate that their children feel safe and secure in school and the school has a programme of 'keeping yourself safe' within the Personal Health Social Education (PHSE) curriculum.

Surveys

- The school has a bi-annual general survey to parents and an annual survey of learner views at KS2 and above. Parents of learners leaving Class 1 are surveyed on 'the start of school' and the parents of leavers are surveyed regarding the whole of school life. The great majority of responses in these surveys indicate high levels of satisfaction with the school. In the whole school survey completed in Summer 2017 100% of parents who responded felt their child is listened to, 100% feel welcome in the school and 100% stated that they feel happy in asking questions or about concerns. Where concerns are raised they are initially dealt with via contact with the parent by the class teacher or a member of the school leadership team. If this does not resolve the issue then the Partnership policy for Compliments Comments and Complaints outlines the procedure to follow.

Governance

- Governance was recognised as 'Good' at the last inspection. Since that time the Federation with Tor Bridge Primary has ended and the new Cann Bridge Governing Board is developing in depth and strength.

SECTION 6: QUALITY OF TEACHING
Expectations, engagement, motivation, challenge, independence, reading and literacy skills, assessment and next steps in learning.

Grade	1	2	3	4
Quality of Teaching		✓		

The quality of teaching is measured over time and this measure is objectively triangulated from lesson observations, learner work and work scrutiny and from progress and achievement over the year.

Over three years good and better lessons have increased from 70% to over 80% resulting in improved outcomes. The school continues to develop assessment skills in all staff in order to further improve outcomes for learners through assessment for learning techniques and accurate assessment through internal team moderation and external moderation with other special schools.

95% of parents responding to the school parent survey agreed that the school helps their child to a good standard of achievement with 100% agreeing that the school keeps them informed about work and progress.

Scrutiny of learners work ensures that the cycle of recording, assessment, reflection, planning and more personalised delivery is enabled. The priority is always to increase personalisation to deliver the best outcomes for each individual learner. All learners are encouraged to discuss their work in an appropriate way and this is used to help them reflect and improve their work; it is also used as part of the planning cycle as teachers can respond to the outcome of the work and the learners responses to it.

Governor monitoring enables the Governors to challenge and support the school effectively; this is done through appropriate challenge in meetings following receiving reports from staff members, link Governor visits to question staff about progress against the SDP, visits to observe a wide variety of activities, visits to allow understanding of how policy is implemented (for example involvement in moderation of work and scrutiny of work to improve understanding of the assessment, recording and reporting cycle) and visits to discuss financial control and monitoring.

- Observations have been undertaken jointly to allow moderation and the leaders of the school were able to align more closely with the framework judgements following an exercise with an external consultant (Nov 2103) who was an OfSTED inspector and with the school improvement partner in Feb 2015, also an OfSTED inspector at the time of the judgement exercise and most recently the recruitment of the deputy Headteacher who was an OfSTED inspector when working for the LA.
- Expectations are high with content and delivery aligning well to learners assessed levels; this is robust in the majority of lessons observed. In planning for lessons, learner levels are identified and the individual targets are linked to this as well as taking regard of past performance and work completed. This process is supported by good and improving annotation by staff working with the learners and the learners own response to the work.
- The curriculum is outstanding in its breadth and resourcing. Delivery meets the needs of the learners, and planning, is thorough and lesson planning has been worked on to provide a finer analysis of specific objectives linked to learners assessed levels to provide the further challenge identified from inspection in 2012 - 2013. Learners make good and outstanding progress from their starting points over time and achieve well in the accredited courses in KS4 and KS5. The curriculum is reviewed regularly to ensure that it continues to meet the needs of the learners and the increasing complexity of needs; currently the curriculum is under a full review for 2018-2019.
- Learner independence is very good and tighter objectives for individual learners and relevant information to teaching assistants is allowing them to focus the learning and record formative assessment.
- Reading and literacy skills are below chronological peers due to learners SLD, however learners make good and better progress from their starting points in reading and literacy. The school is using Jolly Phonics in the primary classes and Letters and Sounds in the secondary class groups. The use of phonics has helped develop improved speech clarity and also is allowing learners to use another tool in supporting reading.
- To support both reading and sentence construction the school uses Colourful Semantics giving support to learners who find writing difficult and ensuring that literacy skills can continue to be developed in the older learners; previously learners in KS4/5 would turn off from literacy as they became frustrated with ongoing writing difficulties. The use of Colourful Semantics is an area of focus for development for the Communication Language and Literacy team. Three new staff have introduced a deeper understanding of the physical skills needed for writing and this is also being reinforced by the specialist OT the school uses to support sensory integration; ensuring that the learner has gained the gross and fine motor skills necessary to begin the development of writing.
- The teaching of Maths is a strength with 80% of learners in the median and upper quartiles. Learner's numeracy skills are developed well to allow them to be used in a functional way outside the formal learning environment.

- For 2014 – 2015 the school adopted the Adult Curriculum Assessment from B Squared for use at KS4 and KS5 in English and Mathematics. This tool is more aligned to the curriculum and provides better assessment against the curriculum and a more accurate picture of progress and achievement. Achievement and progress have improved this year against the new assessment tool; the data for two years will demonstrate better the usefulness of the assessment tool.
- Staff use the information from B Squared for formative assessment to deliver appropriate next steps. Personal learner objectives are better embedded in delivery.
- Staff ownership of targets and thorough use of assessment data is enabling ongoing appropriate setting of differentiated work across the school.
- The school is working to further develop all staff skills and address learners' needs through CPD:
 - All TAs received a day's training on Personalisation, Assessment and Annotation from the TA College at the start of the 2015 – 2016 school year. All staff received PECS training at the start of term 3 2016 – 2017.
 - All primary class staff have received training in using TacPac to further enhance skills and understanding in very early communication and intensive interaction.
 - Training in Attention Autism is scheduled for all EYs to Lower KS2 staff in terms four and five 2017 – 2018.
 - The teacher in the EYFS class is working closely with the EYFS teacher in Tor Bridge Primary and this includes moderation.
 - In 2016 – 2017 teachers engaged in internal and external moderation, with special schools across Plymouth, in term 2 in English and this was repeated in term 4 for maths.

SECTION 7: Behaviour, Personal Development and Welfare
Including conduct in lessons and around the school, attendance and punctuality, attitudes to others, how well protected from bullying, views of learners, parents and carers.

Grade	1	2	3	4
Learners Behaviour and Safety	✓			

Behaviour:

- Learning behaviour in lessons is judged to be outstanding; a minority of learners demonstrate complex behaviours but these are dealt with well and the learners are returned to focussed learning quickly.
- Learner behaviour in the school is also outstanding with a large minority of learners demonstrating a high level of care and concern for their peers. Where learners show inappropriate behaviours this only impacts on their peers in the small minority of occasions and is seen as a high priority for positive behaviour support.
- Learner behaviour is managed through an explicit policy. The staff carry out detailed behavioural analysis in order to do this. Functional analysis of behaviour is developing well and the school is working with an EP to use Video Enhanced Reflective Practice (VERP) to further develop this area.

Attendance:

- Attendance is good with only a very small minority of learners showing poor attendance in KS1 – 4; the attendance in Post 16 is also good. The attendance data demonstrates a lack of stability however this is due to low cohort numbers which does not allow robust statistical analysis.

Personal welfare and development:

- The school has no recorded bullying incidences and no issues regarding race or gender. The high staff ratios enable behaviour support to be quick and positive and this prevents learnt behaviours from becoming issues which could be regarded as bullying. Where learners display inappropriate behaviours an individual behaviour support plan is developed by the class team and the parents/carers, agreed by the SLT and monitored by the teacher with responsibility for Behaviour Support.
- Each learner has a Learning Champion from within the class team who will advocate for their learning and also ensure information regarding the learner is disseminated appropriately, this ensures that regardless of complexity every learner has a voice within the staff team and their learning needs are heard by the team.
- The great majority of learners are happy to be in school at all times (school data, parental comment) and the occasions when this is not the case are usually attributable. The parent survey in spring 2015 indicates that 100% of respondents feel their child is happy in school and that the school works hard to make sure their child has a voice, and 90% agree that managing complex behaviour is a strength of the school.
- All learners are enabled to report into their Education Health and Care Plan/Annual Review of Statement meeting. These meetings are well attended by parents and where parents are unable to attend the school will always reschedule the meeting. These meetings are vital in summing up the progress over time with the parents and learners and setting appropriate targets for the year ahead.
- Parents and carers are very happy with the provision the school gives for example:

- 95% of parents responding stated their child likes school and some comments were:

She talks about walks, coffee shop, Jazzercise, youth club and some work.

Loves going, isn't unhappy, his face says it all.

He never says no to school.

- 100% of parents responding stated their child is listened to and the school uses a range of strategies to do this.

- 100% of parents responding stated their child feels safe and confident in the school environment (5% felt unable to comment).
 - 100% of parents, responding yes or no, stated the school has a positive approach to disability, racial and gender equality.
- Attendance at Annual Review Meetings is very good. In the academic year 2016 – 2017 the attendance of parents/carers was 96%. Where there is no attendance the school will always reschedule if requested
The attendance at the three parent’s evenings varies over the year dependent on a number of factors, including age of the learner, proximity of the meeting to the learners Annual Review, class ‘open door’ visits.
The school also has an open door policy to parents and so it is often less important for them to attend parents evening because they are welcome into school at any time.
In the parent survey 100% of respondents said they ‘feel welcome in the school’ and 100% also stated ‘I am happy to ask the school any questions or about concerns I have’.

Safeguarding:

- The school has in place a DSL and 3 DDSL and due to the Partnership with the attached Primary School (Tor Bridge Primary) and also the High School (Tor Bridge High) and maintained nursery school (Plym Bridge) on site, is also able to receive support and supervision from the Safeguarding team in those schools. All staff receive initial training as part of staff induction and this is followed by regular updates for all staff. The DSL also represents Special Schools on the PSCB giving additional insight into Safeguarding across Plymouth and any new areas for concern or for schools particularly.
- British Modern Values and PREVENT (radicalisation and extremism)

Following training for Senior Staff from the LA, all teaching staff have received information on what is meant by British Values as an area to cover in the curriculum; this will be followed by a repeat of the session for all support staff. Teachers are now reviewing, in Key Stages, where the elements: democracy, rule of law, individual liberty and mutual respect, are already covered in the curriculum. These areas will be made explicit in long term planning and if necessary additional planning will occur to ensure appropriate delivery of this area. Evidence will be gathered to demonstrate how our Pathways curriculum reflects British Values and SLT will review. All staff have received PREVENT input from the DSL and this session also covered CHANNEL and FGM.

School culture and how it is fostered:

We believe that all young people have a right to a happy and healthy life, with an opportunity to achieve their full potential. Our motto is “We Cann”. Our curriculum is divided into four Pathways that support the development of the young people in our school, providing them with access to learning in a safe and stimulating environment while at the same time developing life skills. Those Pathways are Functional Skills, Me and My Community, Health and Well Being, and Work Related Learning.

Social Moral Spiritual Cultural (SMSC) and citizenship:

Throughout the school there is a focus on developing appropriate behaviour and communication which allows the learners to function in an appropriate way in group and social situations. The school has engaged in developing staff understanding of the fact that all behaviour is communication and that we should focus on the functions of behaviour in order to support learners in developing positive learning and social behaviours. In the Parent Survey 100% of respondents stated they feel their child ‘feels safe and confident in the school environment’ and the great majority of learners are able to demonstrate good levels of social understanding outside the school environment; as shown by the team of KS5 learners in Buckingham Palace at the Tycoon in Schools finals.

The school curriculum aims to develop understanding in SMSC through cross curricula learning and specific modules in PSHE and also through links made to learning in other subject areas such as Black American History and Guy Fawkes where understanding of the social structures in history, moral understanding and cultural norms are explored.

Work related learning:

The development of work skills is an important in part of the curriculum in Key Stage 4 and Key Stage 5. At KS5 we concentrate on retail opportunities and organisational skills. Learners in KS5 run a successful coffee shop for other learners in the school on a weekly basis and last year ran a successful enterprise including pop up shops and an online retail enterprise, becoming finalists in

the national competition, Tycoon in Schools 2015; attending a ceremony at Buckingham Palace with Dragon's Den's Peter Jones. The team were runners up in the Post 16 category.

In key stage 4 we have taken a manufacturing focus to work skills and this acts as 'first steps' into understanding work. This year the learners have been making a range of goods including LED Christmas trees and other Christmas related goods. The school entered Tycoon in Schools again and the KS4 team were pencil holders top of the leader board from day one and finished the 'selling' period with a huge profit of 5,347%. The Team were finalists in the competition in 2016 and attended the Award Ceremony at Buckingham Palace.

In addition learners at KS4 have regular work roles to complete in running a weekly Bacon Bar and completing roles within class.

In KS5 we provide individual experiences for some of our older learners: running a laundry service, office work and helping in a bike shop. These activities build across the 14 – 19 age range developing work related skills from a known environment with known people to a new environment working with new people.

The high levels of appropriate behaviour, engagement and enthusiasm for work fostered by the work of the teaching staff enable the Good and Outstanding progress made by the learners. The teachers are able to use high quality information from the recording processes to support behaviour and develop individuals learning skills in line with learning style and interest.

Positive support allows the ongoing development of good learning behaviour in the learners and this in turn gives good modelling of behaviour for other learners.

SECTION 8: Outcomes for children and learners
Attainment, progress and the quality of learning, for individuals, different groups, particularly SEND learners

Grade	1	2	3	4
Learner Achievement		✓		

Learner progress:

EYFS:

Performance in EYFS is outstanding with learners making significant progress from their starting point. This is demonstrated through the evidence in the learning journeys, lesson observations, visit notes, termly summaries, attainment against IEP targets and parental satisfaction.

The senior managers and the Early Years teacher are working with other local special schools to ensure we are using a robust progress and achievement measure which will allow better comparison with early year's pupils in other schools, similar and mainstream.

Current EYFS pupils:

Parent comments from settling period: "So proud of how he has settled in and how much he has come along in just a few months". "We are very pleased with how happy he is at school, he has settled really quickly and calmed down a lot. He has come a long way in the few weeks he has been there and it's been a noticeable difference." "Absolutely amazing! He loves the school bus and school. He's happy, thriving and making great relationships with everyone. We feel as a family Cann Bridge really suits him and his needs. We've never known a child to love school as much as he does. He's come along so much in 4 weeks. We're looking forward to him reaching and achieving many more milestones."

How well do learners learn:

- Learners learn well and learner surveys (Year Groups 5 – 12) indicate that all subjects are enjoyed by the large majority of learners and that all core subjects are enjoyed by most learners. All learners follow an IEP and have a high level of differentiation and personalisation within the main curriculum allowing them to access learning through the appropriate learning style.

How good are learners learning skills:

- Learners are encouraged to develop their learning skills and levels of independent learning are high. The teaching assistants are good at promoting levels of independence leading to increasing independence for the learners. Learners show increasing levels of self-confidence over time and this is reflected in reports from parents and carers at parent's evenings and Annual Review meetings as well as during formal lesson observations and less formal observations.

Narrowing the gaps:

The progress of learners in receipt of free school meals in English and + Maths combined shows 73% good or better against school criteria. This is lower than whole school (non FSM KS1 – 3) at 89%. Cohort size does have some impact on this with the single student effect skewing the FSM data to a greater degree than for whole school data. Notwithstanding this, the school managers will review progress of the FSM cohort at Christmas and where necessary provide similar support to that which has been successful in the past as well as reviewing the progress in Pupil Progress reviews.

Overall the outcomes for learners are good and better when looked at over time. The nature of the learning disability for all learners means that learning progress will never be smooth and will plateau as conceptual development becomes too difficult for learners processing skills and abilities. However learners show good and better progress from their starting point and develop skills which will support them in adult life.