Self-Evaluation Summary

SCHOOL	Castlebar School	HEADTEACHER	Paul Adair	DATE:	May 2018

	SECTIONS	SUMMARY EVALUATION	
1	**OVERALL EFFECTIVENESS:** **The quality and standards of education** Including SMSC	Castlebar is an outstanding school because it is highly successful in ensuring that its pupils consistently make good/outstanding progress and are very well equipped for each stage of their education. Castlebar is committed to develop all pupils to achieve their maximum potential. It has high standards for learning and a commitment to well-being for all. All staff and Governors are driven by the expectation that our children deserve the best. All internal and external validation and quality assurance confirms this to be true.	**Grade 1**
2	**SCHOOL CONTEXT** Information additional to RAISE	Castlebar is an outstanding maintained Local Authority special school within the London Borough of Ealing (Ofsted: June 2014). It is also the lead in the Ealing Primary Teaching School Alliance (EPTSA), which consists of 18 primary schools (designated Feb 2015). The school is a National Support School (NSS) with the Head teacher holding NLE status and several members of staff designated as Specialist Leaders in Education. The school is a member of Challenge Partners and plays a proactive role in strategy meetings and Reviews carried out in schools across England.	

Data (all figures for May 2018 unless otherwise noted):

Pupils on roll	161
Gender breakdown	116 boys (72%), 45 girls (28%)
Placements	Ealing: 154 (96%), out of borough 7 (4%)
EAL	Pupils with EAL: 102 (63%)
Ethnicity	Black - Somali: 14.9%, Indian: 14.3%, White - British: 9.9%, Pakistani: 6.2%, White Eastern European: 6.2%, Other Asian: 5%, Arab: 5% (plus 18 other groups below 5%).
Pupil Premium	Pupil Premium: 77 (48%). Currently FSM: 63 (39%). LAC: 1 pupil, PLAC: 1 pupil.
Deprivation Indicator	IDSR 2017 – School 0.3, National: 0.2
Child protection	Child protection Plans: 1, Child In Need Plans: 15
Behaviour Management Plans	2016-17: No plan: 71%, BMP: 29% (1 term: 6%, 2 terms: 4%, 3 terms: 19%) Spring 2018: 35 pupils (22%) have a BMP.
SEN	100% of pupils have an EHC Plan 54% of pupils have SLD: 46% of pupils have MLD. In addition 47% of pupils are also diagnosed with ASD with a further 8% on the SOCA Pathway.
Health Care Plans	10 pupils (62%) have Health Care Plans and a further 18 (11%) have asthma cards
Attendance	

	2014-15	2015-16	2016-17	May 2018
Attendance overall	94%	94%	95%	94%
Pupils with PA*	5*	19	14	20

*PA: Persistent Absence, in 2014-15 the threshold was 85%, from 2015-16 the threshold is 90%.

Awards:

- Healthy Schools Award (Gold); STARs sustainable travel accreditation (Gold), Basic Skills Quality Mark, Teaching School status (2015), Strategic Partners SMUC, School Games (Gold), 360 certificate for Safeguarding, National Support School

Partnerships with other institutions:

- As the lead school for the Ealing Primary Teaching School Alliance, Castlebar has a range of partnerships with the LA, Universities, Alliance schools and other Teaching Schools.
- Castlebar is also a member of Challenge Partners with Senior Leaders represented in Reviews across England. Our Recent CP Review report yet again affirmed our Outstanding Status (Jan 2017
- EPTSA leads on the area of SEND within the LA and delivers a range of high quality CPD for schools– bespoke and nationally recognised programmes including SEND Peer Reviews.
- The school Participates in sporting events and competitions within Ealing and London wide.
- There is an active partnership with Ealing's Extended Schools Service.
- Established Links with local nurseries and High schools enables smooth transitions between settings and the implementation of highly effective, bespoke integration programmes for Castlebar pupils.
- Established partnership with Image in Action ensures bespoke delivery of RSE and PSHE programmes for pupils in the upper key stage 2.
- There is ongoing collaboration with Mencap to deliver independent travel training for pupils and pre-travel training for pupils who need different approaches to travelling.
- The Partnership with Forest Schools and funding from John Lyons has been an integral part of the development of the wilderness garden at Castlebar. A trained member of our staff has now reviewed the Science curriculum to enhance lessons through the outdoor learning opportunities Partnership with Ealing Music Service
- Partnerships with Water Babies and J&C Sports have enhanced the provision of PD for pupils within Castlebar. Other local schools and families have also benefitted from the opportunities offered by Water Babies in conjunction with Castlebar

		Developments since previous inspection: ▪ Completion of 2 new extensions to the school building in September 2015, gave capacity to expand the roll. 2018-19 -160 pupils on roll. ▪ The school has been designated a Teaching School (Feb 2015) ▪ Further strengthening of leadership capacity through the new structure. Leadership is distributed, with the senior leadership team consisting of the Head, Deputy and two Assistant Heads leading Upper and Lower school. All Senior Leaders have a responsibility for leading on teaching and learning. The Deputy leads the Teaching school Alliance, the Assistant Heads have responsibility for their phases and Assessment and CPD respectively. Middle Leadership consists of 3 layers of TLR positions. Middle leadership plays a key role in leading curriculum teams and cluster teams within Upper and Lower school. ▪ All middle leaders have continued to develop leadership skills through highly effective training provided through NPQML. One Assistant Head has also completed the NPQSL accreditation. ▪ Challenge of teacher recruitment to meet expanding pupil roll is being addressed through partnership work with SMUC and IOE. Castlebar has one T.A who completed the work-based route into teaching and is currently on her NQT year. 1 T.A completed School Direct (2016/17) and is now employed within the Teaching School Alliance. 1 T.A is about to start her OU degree and 1 T.A is on the work based route, both on the pathway to teaching.	

3	**PREVIOUS INSPECTION KEY ISSUES** Areas for development identified at the previous Ofsted inspection	**Key Issues March 2013** **Grade 1**	**Progress to date**
		▪ Ensure that staff accurately and precisely records the progress, which pupils make in lessons.	▪ Internal training sessions for T.As using the assessment systems in classrooms focussing on the use of precise language to record progress. ▪ Termly scrutiny of planning, marking, assessment and pupils' work undertaken by Curriculum leaders /Assistant Heads/Deputy Head teacher. ▪ Planned sessions on training schedule for book scrutiny led by cluster leaders. ▪ Working party set up to investigate/monitor/introduce best practice for recording pupil progress in pupils books i.e. focus on precise information recorded to inform on progress in each lesson- type of support, progress, next steps. (2016/17). Book Scrutiny monitoring through Clusters, Leadership team. Learning walks with a focus on assessment in pupil's books and the accuracy of information written to inform on pupil progress. (SIP: T&L target 1) (Communication target 1) (Socialisation target 2)
4	**EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT** ➢ Ambitious vision ➢ Secured improvement in teaching, learning & assessment ➢ Capacity to improve **EVIDENCE:** •Challenge Partners January 2017 •Link Officer Reports •Governing Body Minutes Appraisal Information	**Strengths** **Grade 1**	**Further Development**
		▪ A clear vision of high quality teaching and learning is shared through distributed leadership. A culture of learning and professional development exists within the school.	Sustain highly motivated levels of leadership in the school by providing… ▪ Opportunities to work alongside /observe other team leaders. ▪ Opportunities to work with colleagues/peers from other schools within the Alliance. ▪ Ongoing training to gain confidence in leadership. (SIP Leadership targets 1 &4)
		▪ Robust systems ensure all staff fulfil expectations and pupils achieve their potential through an appropriate curriculum which includes an emphasis on communication, socialisation and the development of independence skills.	▪ Use the Lesson Study approach to encourage the use of research to develop further teachers practice in the classroom. ▪ Improve transition /communication between class and playground to enhance pupils' global learning experiences -Playground passports/PECs/Makaton. (SIP T&L target 5)(SIP Socialisation target 2)(SIP Indep , target 2)
		▪ Governors are confident in understanding and questioning school information. Committees function well with good individual involvement. Governors visit the school regularly with a clear focus on school improvement areas.	▪ Further develop Governance - 1:1 conversations. ▪ Training for Governors on legislation and good Governance. ▪ Sustain the results of EFSPA on communication with parents by working with the nominated parent governors. (SIP Leadership target 2&3) (SIP Comm target3)
		▪ Systems and arrangements for safeguarding pupils are outstanding. All aspects of provision are closely scrutinised, constantly reviewed & adapted as required.	▪ Secure the role of the safeguarding group comprising representative senior leaders and governors. ▪ To increase an understanding and awareness of equality and its implications –share policy and ensure training annually for all staff & Governors. ▪ To train all staff in regards to the new GDPR protocols/policies (SIP Leadership targets 1 & 3) (T&L target 2)
		Why is the judgement not the grade above / below? All internal/external scrutiny /validation confirm outstanding judgement.	

5	**TEACHING, LEARNING AND ASSESSMENT** ➢ High expectations of all pupils ➢ Secure subject knowledge ➢ Effective gathering & use of assessment ➢ High quality partnership with parents **EVIDENCE:** • Quality Mark Basic Skills • Challenge Partners January 2017 • Data Booklet Updates • Lesson Study Teacher Performance Management Booklet	**Strengths** **Grade 1**	**Further Development**
		▪ Teachers are skilled in adapting provision to ensure that pupils are appropriately challenged and their needs are fully met. ▪ The curriculum is enriched by creative approaches to teach a range of transferrable skills and to promote pupils love of learning .The school has achieved this by training key staff to enhance delivery of the wider curriculum – Forest School, Art, Let's Get Cooking, Movement programmes. ▪ Quality of teaching over time is judged to be 95% good to outstanding.	▪ Increase staff awareness and skills in enabling pupils' independence. ▪ Embed Lesson Study as an approach to improve classroom practice within the school and the Alliance, having a direct impact on the quality of teaching and outcomes for pupils. ▪ Explore planning systems/Curriculum suitable for SLD cohort. ▪ Review Curriculum maps & topics to ensure relevant for pupils. (SIP T&L target 3 &5) (Independence target 1 & 3) (Socialisation target 3)
		▪ Experienced staff facilitate bespoke training and lead recognised programmes to schools in the wider community. There are currently 5 staff designated as Specialist Leaders in Education. The Head teacher is an NLE.	▪ Provide further networking opportunities with partnership schools to enhance knowledge & skills within Castlebar & in order to share expertise across the TS Alliance. ▪ Increase identified staff to deliver bespoke and accredited courses to others in Castlebar, and across the Alliance / other schools. (SIP T&L target 2, 4, 5) (Socialisation target 3) (Leadership target 4)
		▪ Teachers make effective use of a range of assessment tools and information to inform planning and teaching. As a result, pupils consistently make good to outstanding progress. ▪ Parent Questionnaires in 2016-17 show 96% agree/strongly agree that their child makes good progress at school.	Develop further assessment systems in light of Rochford Review. ▪ Monitor the use and effectiveness of new systems to assess pupils working above P8 and below Year 1. ▪ Streamline current systems- MAPP, PIVATs, I-Can statements. ▪ Establish criteria for good and outstanding progress using I Can statements. ▪ Joint Moderation of I Can statements with special high school. ▪ Further develop pupils' ability to assess and evaluate their own learning and achievement and that of their peers. (SIP T&L target1) (Socialisation target 2)
		▪ The school ensures that parents and carers are very well informed about the progress of their child and have access to training and extended school provision.	▪ Follow Action plan for Castlebar to increase parental engagement-Parental booklet on training/workshops. ▪ Nominate a governor with Parental engagement responsibilities. ▪ Ensure training on the Structured Conversation is part of the Induction process for new teachers to ensure quality meetings with parents. (SIP Communication target 1, 3) (T&L target 4)
		Why is the judgement not the grade above / below? **Teaching, learning and assessment are judged to be outstanding and not good because:** ▪ The quality of teaching is judged as outstanding because teachers are very effective in meeting pupils' academic and social communication needs. ▪ The school's judgement on the quality of teaching, learning and assessment is robust, drawing on a range of evidence including lesson observations, analysis of progress data, scrutiny of pupils' work and the quality of feedback provided and learning walks. ▪ The most recent data analysis indicates that pupils make very good progress from their individual starting points in English and maths. ▪ School data indicates that there is significant evidence of 'closing the gap' between specific groups of pupils.	

6	**PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE** ➢ Commitment to encouraging self-confidence & independence ➢ Readiness for the next stage of education ➢ Commitment to a high level of attendance and punctuality ➢ Raise pupils' understanding of risk and how to keep healthy and safe ➢ Encourage respect for others and contribution to society	**Strengths** **Grade 1**	**Further Development**
		▪ The school is very effective in developing and encouraging pupils' self-esteem, self-confidence and independence. As a result, pupils demonstrate excellent attitudes towards their learning and are proud of their achievements. They are well-prepared for the next stage in their education. **Evidenced in via Learning Walks and PSED SEF/Lesson Study.**	▪ To develop further work through the Ealing Family Partnership programme and gain accreditation. ▪ Develop further pupil voice through peer assessment. ▪ Opportunities for School Council to lead on projects throughout the school i.e. join teachers on LW. ▪ School Councillors to lead on sports projects. (SIP Socialisation target 2) (Independence targets 1,2, 4)
		▪ Staff manage pupils' behaviour highly effectively as reflected by the positive behaviour for learning observed across the school. External observations support this view and evidence of reduction of negative behaviours recorded (BMPs, BSD).	▪ Develop further the staff's skills and knowledge in the precision teaching, TEACH and VB approaches in order to provide focussed opportunities for learning across the school. (SIP Independence target 3) (T&L target 2, 3)
		▪ Technology supports the schools 'total communication' policy allowing greater curricular access via Makaton symbols, objects/pictures of reference and exposure to sensory items. Training has increased teacher confidence and created greater pupil learning and independence.	▪ Further develop training for staff and support for pupils in e-safety, including vulnerability to the risk of radicalisation. ▪ Maximise the use of the environment to ensure clear routines & engagement of pupils. (SIP Independence target 1, 2)
		▪ Attendance is very good when compared with local and national averages in special schools,(average 94%)	▪ Ensure attendance is consistently 90% or better for all pupils.
		Why is the judgement not the grade above / below? ▪ Personal Development, Behaviour and Welfare are judged to be outstanding and not good because: ▪ Excellent attitudes towards learning contribute to pupils' progress across the school. ▪ The school has very effective and consistent strategies and systems in place to manage behaviour that challenges.	
8	**EARLY YEARS PROVISION: Quality and standards** **EVIDENCE:** • Early Years Data • Parent Feedback Challenge Partners January 2017	**Strengths** **Grade 1**	**Further Development**
		▪ Specialised facilities and collaborative working with a specialised Multi-Disciplinary team effectively promote and develop pupils play/exploratory and early learning skills. ▪ Skilled practitioners provide high quality interventions that develop early communication, socialisation and independence ensuring rapid progress within the Early Years.	▪ Explore the use of other teaching methods to support the learning of pupils with complex needs at this early stage. ▪ Collaborate with EY settings to ensure effective Transition- Develop summary information document 'Quick Read'. ▪ Disseminate outstanding practice in Early Years across the school and Alliance. (SIP T&L target 4)
		▪ The extension of EYFS pedagogy and practice throughout the school supports a seamless transition for pupils into the next stage of their education.	▪ Continue to ensure that multi-agency collaboration and input is maximised to ensure pupils individual needs are identified and addressed at this early stage. (SIP T&L target 4)
		▪ Children make outstanding progress by the end of EYFS from their individual starting points.	▪ Ensure that effective practice in early years is shared to ensure continuity of progress in KS1. (SIP T&L target 4)
		Why is the judgement not the grade above / below? **Early Years provision is judged to be outstanding and not good because:** ▪ Pupils make outstanding progress from their starting points because of the high quality of provision in EYFS. ▪ The EYFS areas of learning are carefully and successfully adapted to meet pupils' specific needs.	
11	**STAKEHOLDER FEEDBACK** To support judgements – from pupils, parents and wider community	**What we do well**	**Further Development**
		▪ 99% of parents said their child is taught well and that they receive valuable information about their child's progress.	▪ Regular feedback through surveys from staff. ▪ Review methods by which parents contribute information on pupils' achievements outside of school. (SIP T&L target 4)
		▪ Parents say that they feel welcome at school. 99% of parents say their child is happy and well looked after at school. 98% say the school keeps their child safe.	
12	**PRIORITIES FOR WHOLE SCHOOL DEVELOPMENT** Key priorities identified through school performance review and evaluation.	▪ Continue to strengthen all levels of leadership within the school through targeted CPD opportunities to enhance skills of staff at all levels. ▪ Continue to ensure that the quality of teaching remains consistently good and outstanding, and judged to be increasingly outstanding over time. ▪ Ensure agreed assessment without levels tool enables accurate and rigorous tracking of pupils' achievement and progress from their individual starting points. ▪ Further develop the school's capacity as a TSA - lead posts in place to facilitate the continued growth of TSA, a suite of CPD activities developed for delivery across a number of settings, SLE deployments across Ealing schools and beyond.	