

# Self-Evaluation Summary

<b>SCHOOL</b>	Castlebar School	<b>HEADTEACHER</b>	Paul Adair	<b>DATE:</b>	October 2020
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SECTIONS	SUMMARY EVALUATION		Grade																																																																																																						
1 <b>OVERALL EFFECTIVENESS:</b> The quality and standards of education Including SMSC	<p>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.</p>		<b>1</b>																																																																																																						
2 <b>SCHOOL CONTEXT</b> Information additional to RAISE	<p>Castlebar is an outstanding maintained Local Authority special school within the London Borough of Ealing (Ofsted: June 2018). Following designation in Feb 2015, it is also the lead school for the Ealing Primary Teaching School Alliance (EPTSA). There are currently 19 schools in the Alliance. 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. As part of Ealing Learning Partnership, the school has had its outstanding status confirmed during the Joint Practice Review process.</p> <p><b>Data (all figures for October 2020 unless otherwise noted):</b></p> <table border="1"> <tr> <td>Pupils on roll</td> <td colspan="7">164</td> </tr> <tr> <td>Gender breakdown</td> <td colspan="7">125 boys (76.2%), 39 girls (23.7%)</td> </tr> <tr> <td>Placements</td> <td colspan="7">Ealing: 156 (95.1%), out of borough 8 (4.8%)</td> </tr> <tr> <td>EAL</td> <td colspan="7">Pupils with EAL: 78 (47.6%)</td> </tr> <tr> <td>Ethnicity</td> <td colspan="7">Black - Somali: 12.6%, Indian: 11%, White - British: 15.24%, Pakistani: 6.7%, Arab: 6.71%, White European: 7.3%, Other Asian: 6.7% (plus 14 other groups below 5%).</td> </tr> <tr> <td>Pupil Premium</td> <td colspan="7">Currently FSM: 56 (34.1%). 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The Deputy Head teacher has been trained as a Lead Reviewer. In Jan 2019 the CP Review report yet again affirmed our Outstanding Status</li> <li>EPTSA leads on the area of SEND, commissioned by ELP and delivers a range of high quality CPD for schools–bespoke and nationally recognised programmes including SEND Peer Reviews.</li> <li>The school Participates in sporting events and competitions within Ealing and London wide.</li> <li>There is an active partnership with Ealing’s Extended Schools Service.</li> <li>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.</li> <li>Established partnership with Image in Action ensures bespoke delivery of RSE and PSHE programmes for pupils in the upper key stage 2.</li> <li>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.</li> <li>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 enhances lessons through the outdoor learning opportunities. We have a Partnership with Ealing Music Service</li> <li>Partnerships with J&amp;C Sports have enhanced the provision of PE for pupils within Castlebar. The school has a trained swimming teacher on site and other local schools and families have benefitted from the opportunities offered through this resource.</li> </ul>		Pupils on roll	164							Gender breakdown	125 boys (76.2%), 39 girls (23.7%)							Placements	Ealing: 156 (95.1%), out of borough 8 (4.8%)							EAL	Pupils with EAL: 78 (47.6%)							Ethnicity	Black - Somali: 12.6%, Indian: 11%, White - British: 15.24%, Pakistani: 6.7%, Arab: 6.71%, White European: 7.3%, Other Asian: 6.7% (plus 14 other groups below 5%).							Pupil Premium	Currently FSM: 56 (34.1%). 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		<p><b>Developments since previous inspection:</b></p> <ul style="list-style-type: none"> <li>• Further strengthening of leadership capacity through the new structure. Leadership is distributed, with the senior leadership team consisting of the Head; Deputy and Assistant Heads. The Assistant Head role for the lower School is currently shared by two leaders who work three days a week each. The assistant Head post for Upper School remains a full time position. The School benefits from having a full time Social worker on site throughout the week. 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, CPD and Curriculum 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.</li> <li>• All middle leaders have continued to develop leadership skills through highly effective training provided through NPQML. .</li> <li>• Teacher training and recruitment supported through partnership work with SMUC. Castlebar has one T.A who completed the work-based route into teaching and has now completed her NQT year. 1 teacher completed School Direct (2019/20) and is now employed at Castlebar. One TA has completed her BA ready for teaching route going forward. Two TA's have begun the work based route into teaching with SMUC</li> </ul>		
3	<p><b>PREVIOUS INSPECTION KEY ISSUES</b> Areas for development identified at the previous Ofsted inspection</p>	<p><b>Key Issues June 2018</b> <b>Grade 1</b></p> <ul style="list-style-type: none"> <li>▪ Continue to support those few pupils who are absent for long periods so that persistent absence reduces to be at least in line with the national average.</li> </ul>	<p><b>Progress to date</b></p> <ul style="list-style-type: none"> <li>▪ Monitoring systems in place to track pupil attendance and identify patterns of absence. Assistant Heads and lead for safeguarding half termly meetings to discuss absence levels. Letters for good attendance and poor attendance are issued when required. Contracts are set and meetings with parents where persistent absence is identified.</li> <li>▪ Class staff are in regular contact with parents-phone calls on first morning of absence. Parents encouraged &amp; expected to bring pupils to school prior/after medical appointments if possible.</li> <li>▪ Home school diary system supports contact with parents</li> <li>▪ Attendance is consistently 90% or better for most pupils.</li> </ul>	

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**QUALITY OF TEACHING, LEARNING & ASSESSMENT**

- High expectations of all pupils
- Secure subject knowledge
- Effective gathering & use of assessment
- High quality partnership with parents
- The Structured Conversation

**EVIDENCE:**

- Quality Mark Basic Skills
- Challenge Partners January 2017
- Data Booklet Updates
- Lesson Study
- OFSTED June 2018
- Joint Practice Review (ELP Feb 2019)

Teacher Performance Management Booklet

**Strengths** **Grade 1**

- Teachers are skilled in adapting provision to ensure pupils are appropriately challenged and their needs are 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 good to outstanding.
- 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.
- Experienced staff facilitate bespoke training and lead recognised programmes to schools in the wider community. There are currently 6 staff designated as Specialist Leaders in Education. The Head teacher is an NLE.
- 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.
- The extension of EYFS pedagogy and practice throughout the school supports a seamless transition for pupils into the next stage of their education.
- Parent Questionnaires in 2018-19 show 98% agree/strongly agree that their child makes good progress at school.

**Further Development**

2020/21

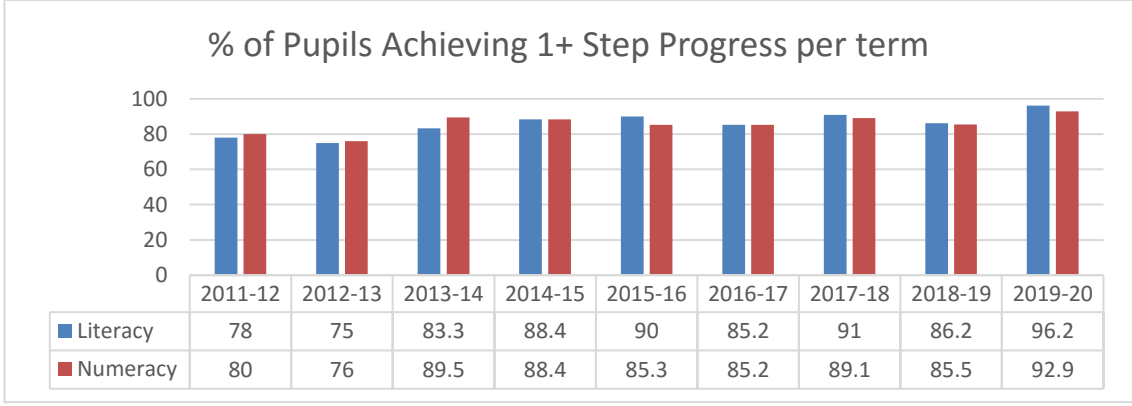
- Review Curriculum maps & topics to ensure relevant for pupils and in line with the new Curriculum
- Explore/develop elements of the world of work across curriculum areas.
- Disseminate outstanding practice in Early Years across the school and Alliance.
- Initial programme for training for G Suite for staff and parents rolled out to support Blended Learning  
(SIP T&L target 1&3,4)  
(Independence target 1)  
(Socialisation target 1)  
(Leadership target 4)

See SIP for a more detailed outline of priorities

**Summary of Impact**

**Teaching, learning and assessment are judged to be outstanding 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.
- 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, Lesson Study, analysis of progress data, scrutiny of pupils’ work, 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.



**KS2 + KS1 Results**

The results were not taken this year due to the pandemic. Most pupils were not receiving full time education for the summer term 2020.

We are currently in the process of baselining the pupils following the extended time off from school.

5	<p><b>EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT</b></p> <ul style="list-style-type: none"> <li>➤ Ambitious vision Secured improvement in teaching, learning &amp; assessment</li> <li>➤ Capacity to improve</li> </ul> <p><b>EVIDENCE:</b></p> <ul style="list-style-type: none"> <li>•Challenge Partners January 2017</li> <li>•Link Officer Reports</li> <li>•Joint Practice Review</li> <li>•Governing Body Minutes</li> </ul> <p>Appraisal Information</p>	<p><b>Strengths</b> <span style="float: right;"><b>Grade 1</b></span></p> <ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ Robust systems ensure all staff fulfil expectations and pupils achieve their potential through an appropriate curriculum which includes an emphasis on communication, socialisation and independence skills.</li> <li>▪ The Leadership team offer high quality coaching, mentoring CPD to support teaching, subject knowledge and styles of teaching in relation to pupils with special educational needs. As a result the quality of teaching and learning and pupil progress is outstanding.</li> <li>▪ 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.</li> <li>▪ Systems and arrangements for safeguarding pupils are outstanding. All aspects of provision are closely scrutinised, constantly reviewed &amp; adapted as required.</li> <li>▪ Robust Appraisal systems in place for all staff.</li> </ul> <p><b>Further Development</b></p> <p>2020/21</p> <p>Sustain highly motivated levels of leadership in the school by providing...</p> <ul style="list-style-type: none"> <li>▪ coaching techniques among all staff, using the LS approach to enhance feedback on LWs, Progress meetings etc.</li> <li>▪ As part of CPD package in school, deliver training around coaching at all levels</li> <li>▪ Review Curriculum Maps and Policies in line with the New Curriculum.</li> <li>▪ Provide training/guidance for governors on the new OFSTED framework and the new Curriculum.</li> </ul> <p>(SIP Leadership targets 1 ) (SIP T&amp;L target 2,3 &amp; 4) (SIP Leadership target 3)</p> <p><b>Summary of Impact</b></p> <p>All internal/external scrutiny /validation confirm outstanding judgement.</p>

6	<b>PERSONAL DEVELOPMENT; BEHAVIOUR AND ATTITUDES</b> 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	<b>Strengths</b>	<b>Grade 1</b>	<b>Further Development</b>	
		<ul style="list-style-type: none"> <li>▪ The school invests in the 'cultural capital' for pupils. There are a range of afterschool clubs offered each week as well as residential trips. The work based curriculum extends pupils access to the world of work through trips and visitors input.</li> <li>▪ 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. <b>Evidenced in Learning Walks and PSED SEF/Lesson Study.</b></li> <li>▪ 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).</li> <li>▪ 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.</li> <li>▪ Attendance is very good when compared with local and national averages in special schools (average 94%)</li> <li>▪ Transitions and Independence</li> <li>▪ Pupil Premium – Equal opportunities</li> <li>▪ Sports Premium</li> </ul>			
		<b>Further Development</b>			
		2020/21 <ul style="list-style-type: none"> <li>▪ To raise awareness of Mental Health establishing a team with an identified Mental Health lead and Mental Health First Aiders within the school</li> <li>▪ Enable pupils in the Upper school to learn about future career prospects and life skills needed.</li> <li>▪ Ensure attendance is consistently 90% or better for all pupils.</li> </ul> <p>(T&amp;L target 4)</p> <ul style="list-style-type: none"> <li>▪ (SIP Socialisation target 1)</li> <li>▪ (Independence targets 1)</li> </ul> <ul style="list-style-type: none"> <li>▪ See SIP for a more detailed outline of priorities</li> </ul>			
		<b>Summary of Impact</b> <ul style="list-style-type: none"> <li>▪ Excellent attitudes towards learning contribute to pupils' progress across the school.</li> <li>▪ The school has very effective and consistent strategies and systems in place to positively manage behaviour that challenges.</li> </ul>			
11	<b>STAKEHOLDER FEEDBACK</b> To support judgements – from pupils, parents and wider community	<ul style="list-style-type: none"> <li>▪ Regular feedback through surveys from staff, highlight that 96% of parents said their child is taught well and that they receive valuable information about their child's progress. Parents say that they feel welcome at school. 99% of parents say their child is happy and well looked after at school. 99% say the school keeps their child safe.</li> </ul>			
12	<b>PRIORITIES FOR WHOLE SCHOOL DEVELOPMENT</b> Key priorities identified through school performance review and evaluation.	<ul style="list-style-type: none"> <li>▪ Continue to strengthen all levels of leadership within the school through targeted CPD opportunities to enhance skills of staff at all levels.</li> <li>▪ Continue to ensure that the quality of teaching remains at a consistently high quality standard over time.</li> <li>▪ Develop knowledge and skills around remote learning and the G Suite platform</li> <li>▪ Ensure agreed assessment without levels tool enables accurate and rigorous tracking of pupils' achievement and progress from their individual starting points.</li> <li>▪ Review schools wider CPD role inc Outreach as a result of TSA de-designation nationally August 2021</li> </ul>			