

Kisimul Schools Lincolnshire

Swinderby Lower School

Acacia Hall Upper School

Self Evaluation at a glance summary



Leadership and Management

Self-Evaluation Judgement - Outstanding.

Focus Area	Outcomes / Evaluation
Leadership team	Roles and responsibilities ascribed by area and by KS. Asst Director post, Asst. Heads and Snr teachers established and in position. Curriculum area responsibilities outlined in Offer document. Parent and professional feedback consistently reflects leadership approval.
Corp Governance	Critical friend relationship between HT / Director of Education / Board of Directors formalised – bi annual reporting in place to outline school performance in all areas of new inspection framework – Feb 2018 report affirmed outstanding in all areas with improvement area identified.
Teaching and Learning	Sensory and physical curriculum now extended to provide greater depth of coverage. Curriculum enrichment days in place to provide a motivational experience for students and provide opportunities for engagement alongside peers of all ages and abilities.
Teaching and Learning	Individual learning plans provide exceptional detail of contextualised learning, include 24 hour targets, and provide detail of how curriculum offer is differentiated – these are now consistently completed within all KS of learning = L&M QA has contributed significantly to improvement of these.
Staff development	Makaton tutor now in place within school. Bitesize training modules developed by SaLT / EP. TA training for external accreditation at Level 3/4 established for a number of staff at each site. HLTA training, and PGCE teacher training also extensively supported. School outlined as excellent source of training provider by OFSTED HMI – May 16 in association with Lincs College.
Assessment	ILPs give ongoing narrative and quantifiable outcomes. CASPA / B Squared analysis well established from point of entry – showing majority of YP achieve well above expected rates of progress for SEN and starting point benchmarking. Kisimul TEST model for overarching assessment in place for all pupils.
Positive Reinforcement	Whole school achievement systems in place and utilised by all teachers. Whole school events such as Sports Day, Graduation established as part of the school cycle. Initial TEST outcomes outline significant and life impacting progress for YP/families of placements at the school
SEN processes	Kisimul EHCP transfer document well received and accepted by most LA's for transfer from Statement to EHCP – detail and precision of reporting and documentation consistently praised at point of review.

Quality of Teaching Learning and Assessment Self-evaluation judgement- Outstanding

Focus Area	Outcome /Evaluation
TEST	Ten strands of assessment in place for all pupils – this gives a reflective assessment of the outcomes of learning, behaviour, social interaction, health – reflecting the success of the waking Day provision in place.
Curriculum	Curriculum SOW modified and reflective of the Routes for Learning with distinct pathways for delivery at various ability levels – thematic approach ensure new NC expectations in place at an appropriate level.
Curriculum	Curriculum Offer, with 6 key teaching areas of focus, outlines the contextual learning model, and ensures that ILPs and curriculum are better interlinked and provide individualised approaches to reflect various ability strands of learners. Basic Skills Quality Mark awarded in place for primary and secondary sites.
SMILE	Sensory and developmental communication approaches better facilitated by installation of immersive learning rooms at each school site, and a dedicated teacher in place to deliver the curriculum. Internal and external QA reinforces this is an excellent addition to T&L at the school.
QA	Mid-year summary of outcomes (Feb 2018) outlines the same positive pathways for pupils as outlined in 2016 17 QA and outcomes report (website)
Class based liaison	Additional observations and input from therapeutic teams through class based liaison now established as part of observation framework – this ensure consistency of communication approaches and behaviour management of pupils to enhance access to learning,
Integrated Curriculum	Therapy input for SaLT and Psych now integrated more effectively into the curriculum – more effective and precise ILP planning means that 24 hour targets and evidence are better linked.
Accredited learning	Accredited learning well established from KS3 – 5 – differentiated outline established to ensure that progression within accreditation reflects ongoing acquisition of skills – focus on independent living skills is clear as learners’ progress into KS5.
Timetabling	Revised timetables for individual classes more indicative of differentiated models of learning in place for different age groups / individuals and the curriculum offer.
Sensory integration	Training in place for all staff by OT teams in sensory modulation provision in classrooms – this is embedded within all classes to augment communication elements of the school day. OT input extended within the core provision and for outlines within EHCP where direct intervention is required.

Personal Development Behaviour and Welfare – Self-evaluation judgement – Outstanding

Focus Area	Outcomes /Evaluation
Pupil Voice	Pupil questionnaires adapted and developed with augmentative communication to give more detailed feedback on teaching and learning. School councils in place at both sites. Pupil participation in review processes is more active through video, slideshows and direct attendance where appropriate.
British Values	Curriculum reflects multi-cultural delivery and input. Achievements of all recognised through achievement books and reward boxes. Display give focus and information on keeping safe, and also celebrating diversity. All teacher have completed external PREVENT training.
KCSIE	All new elements relating to CSE, FGM and PREVENT outlined to staff during training delivery for year. RI and safeguarding training refreshed. Recruitment processes adapted to include British values based questions for applicants.
Behaviour Monitoring	More precise and has evolved further to identify additional causal behaviours- such as medication changes, or home visits – Class based liaisons by therapy team, alongside class forums, enable a more effective sharing of interventions and better impact.
Therapy Input	Integrated into the curriculum – Talktools, Psychology input and the SMILE are all embedded into the curriculum and clearly contributing to effective outcomes for learners.
Pre assessment	Pre assessment processes have evolved and ensure that prior to placement, effective appraisal of needs and wider issues are able to be detailed – and transitions into the school are managed effectively.
Recruitment	Kisimul has supported internal training for a number of senior TAs to complete teacher training, and are now excellent additions to the teaching pool. External recruitment also more rigorous – both selection processes and interview schedules are more effective at sourcing quality candidates.
Behaviour management	Observations and behaviour monitoring show challenging behaviour is managed effectively. Residential staff supporting in schools as part of staff establishment are trained by senior school leadership in effectively engaging pupils in school.

Outcomes for Children and Young people – Self-evaluation judgement – Outstanding

Focus Area	Outcomes /Evaluation
Attainment and progression	Learners typically achieve above expected rates of progress as a norm - using external benchmarking and CASPA analysis. ILPs show ongoing acquisition of skills.
TEST	Ten strands (TEST) of learning identify significant progression in behaviour, learning, health, social engagement and self-regulation – ASD specific strands and assessment also identify significant progress – stakeholder feedback confirms this.
CASPA	CASPA outcomes are very positive – there are no learners or cohorts of pupils who are disadvantaged or do not make above expected progress over time.
ILPs	Learning plans have evolved significantly – these are consistently detailed at all KS and reflect the differentiated curriculum offer in place. External feedback is consistently positive for detail within learning plans.
Parent/professional feedback	Parental and professional feedback is consistently positive throughout the school –both at annual and LAC review, and regular communication from parents to teachers and staff. Where there are remedial issues to address, these are tackled at source.
Destination outcomes data	The vast majority of learners leave and live within small family groups contexts of supported/residential living arrangements- prior to placement many YP were isolated and disengaged from peers. A growing number of learners access our P19 lifelong learning provision and continue to access ongoing acquisition of functional and independent living skills within Kisimul – this is testament to ongoing acquisition of learning and independence at KS5.
Accreditation	Accreditation offers have evolved to reflect the range of learners at the school – a progressive model has been identified to establish linear as well as lateral progression – this allow progress to be established until Yr 14, and progression onto the P19 routes outlined above.