

Kisimul



school

Self-Evaluation Summary Document

Period: 2015/16

Mid-Year Review, February 2016



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1. Purpose of Document and Referencing.

Kisimul School was designated 'Outstanding Status' following inspection in November 2012. This document is designed to be a summary overview of the judgements and processes undertaken by the school to demonstrate on going reflective practice and self-evaluation with a principle of striving to maintain 'Outstanding' delivery and curriculum offer in Education. There are accompanying referencing documents and data to embellish and support the school's judgements on outcomes for young people; these will be available for inspection but not included within the body of this document (please see Performance and Learner Achievement Report 2014-15). Reference will be made to documentation throughout, with some evidence being utilised to demonstrate competency within more than one framework. This is a dynamic document, which is updated regularly and in conjunction with school improvement documentation and assessment cycles; this is to ensure the report represents a current overview of school performance and remains central to school self-evaluation. Kisimul School also provides a 'Local Offer' document which outlines cores principles and school ethos, which is also available for inspection and readily available on the school website.

2. Key Characteristics of Kisimul School

- Kisimul School is an Independent Residential Special School, and is part of the Kisimul Group Ltd. It is located on 2 separate sites within Lincolnshire. The Lower School (The Old Vicarage) is located in Swinderby, and the Upper School (Acacia Hall) is located in Friesthorpe. Each school is co-located with a registered children's home, and pupils transfer to the Upper School at the age of 16. The Lower School was opened in 1977, and the Upper School registered in 2003.
- Students are placed at Kisimul from 24 Local Authorities; reflecting a diverse demographic, with 76 students placed at the school (Jan 16). This comprises 73% 52 week placements, and 94% either 38/52 week placements. The school is specialised in supporting young people with Severe Learning Difficulties (SLD) and Challenging Behaviour, with pupil attainment on admission being very low in relation to chronological age. Pupils range from P2 -Level 2 of the previous NC benchmarks (although only a minority of learners would attain the higher level of attainment within their school career at Kisimul).
- There are 61 males and 15 female students. There are currently 5 primary aged learners within the Lower School. The school is registered to take learners from age 8-19. 80% of the current placed age range are within KS4/5. 44% of learners are in receipt of Pupil Premium Funding.
- All pupils at the school have a statement of SEN or EHCP outlining Complex or Severe Learning Difficulties; 80% of the students are also diagnosed with ASD. All pupils have (extremely) challenging behaviour patterns allied to their wider SEN. 75% of learners require medication for conditions relating to their SEN (administered by residential staff).
- Kisimul School has an outstanding reputation for education and care, and has a history of success in dealing with learners who have previously experienced placement breakdown or exclusion (or risk of exclusion) from LA Special Schools. The admission process is complex but thorough; prior to placement at Kisimul, a preliminary assessment document is

completed by the Psychology team, with input from senior residential and educational personnel. Transitions are carefully planned, and other than in exceptional circumstances Kisimul does not facilitate emergency placements. The school has had no recent history of placement breakdown.

- There is a significantly high ratio of staffing within the school, in most instances predominately 1.1 support; with similarly high ratios within the residential environment. There are currently: 16 FTE Teachers; 15 Senior Teaching Assistants and 33.8 Teaching Assistants on establishment, to support the young people within class. The school also has a multi-disciplinary framework which includes: an Educational Psychologist; Speech and Language Therapist and 2 Occupational Therapists. Working alongside these is a large educational support team within the school, consisting of: 1 Lead Assistant Educational Psychology Assistant; 6.4 Educational Psychology Assistants; 1 Lead Speech and Language Therapy Assistant; 4 Speech and Language Assistants; 2 Aromatherapist; 1 Music Therapist; 1 Music Facilitator; 1 ICT Assistant; 1 Work Related Learning Co-ordinator and Assistant, and 2 Higher Level Teaching Assistants.
- Kisimul School Leadership Group (KSLG) consists of: Head Teacher for Lincolnshire Schools (Asst Director of Ed. Kisimul Group); 2 Assistant Head Teachers; an Educational Support Manager and 3 Senior Teachers with key responsibilities. The Directors of Kisimul Group Ltd. have corporate governance responsibility for the school's performance, and the Head Teacher formally reports to the Director of Education for the Kisimul Group on a half termly basis.
- The school has excellent facilities, including: a swimming pool with sensory interactive features; a gym; a sensory barn for sensory modulation input at the Lower School, and a small holding at the Upper School to facilitate Animal Husbandry provision. Acacia School also completed additional building works (the Eco School) in 2013, to accommodate the increasing school roll; these classrooms are designed to provide a more suitable environment for pupils with higher levels of independence, to increase the opportunities to intensively develop skills for transition into adult services.
- The school currently has: 15 classroom bases; 2 Sensory Multi Interactive Learning Environments (SMILE); an OT sensory integration room, 2 teaching kitchens, 2 ICT rooms, 2 smaller sensory rooms; music room, 2 soft-play areas and good quality and spacious outside recreation areas at each school base.
- The majority of learners (around 70-80%) move onto Kisimul Group adult provision at age 19; and the school has also currently developing a Post 19 'Learning for Life' Curriculum to reflect education entitlement to 25.
- Kisimul has a significant and detailed training programme in place for all staff. This includes cyclical programmes of: safeguarding and behaviour management training, SEN and ASD training and communication training, as well as mandatory health and safety training packages; as well as thorough induction processes for new staff. This has evolved significantly since 2012 and continues to evolve to meet the specific needs of the young people at Kisimul and current developments and initiatives.
- This programme is regularly updated and refreshed, for example, all teaching staff have received internal training on PREVENT strategy, CSE and FGM, and teachers have also completed external 'Prepare for Prevent for Schools and Academies Training' for which they received certification.

- The school has developed its own assessment processes to identify progression and attainment in relation to the SEN Progression Guidance 2010, and uses B-Squared Small Steps assessment processes to inform judgements against National Progression expectations for SEN. The school has developed its use of CASPA software to further analyse pupil progress, alongside a raft of therapeutic assessments from Psychology, SaLT and Occupational Therapy teams.
- A new Kisimul 'TEST' – the 'Ten Strands of Progress and Outcomes', was introduced in January 2016, which outlines the waking day curriculum impact, and the various measures of progress which reflect the school judgements on individual and cohort outcomes. A multi-disciplinary group is in place to review bi-annually outcomes for all learners and report on progress within each of the strands. This forms the key overview of the assessment processes in place within the school.
- All pupils have an Individual Pupil Care Plan, (IPCP) which outlines: SEN, Communication and Behavioural Profiles, Risk Assessments, Medical Care Plans, Educational targets and strategy and intervention. Educational and residential teams liaise daily in order to maintain a consistency of approach through rigorous and documented handover processes. Managers from each environment attend meetings within each setting, and ensure shared responsibility for resolution of local issues and individual pupil concerns.
- In September 2014 we introduced more thorough multi-disciplinary meetings (MDT) which involve: educational psychology; speech therapy; occupational therapy, educational teams; residential teams and where possible parents and professionals. This process has demonstrated outstanding approaches to furthering the support strategies in place for the young people at Kisimul and this is evident in behaviour and achievement tracking documents.
- Residential inspections have been consistently outstanding or good for several years within Lincolnshire.

References: Whole School Audit, School Structure Document, Achievement and Attainment Summary, Training Schedule, Pre-Assessment and IPCP examples. IPCP outline, Individual Assessment and Accreditation records, class lists and staffing outlines.

3. Effectiveness of leadership and management	
Self-Evaluation Grade	1: Outstanding.

3. Effectiveness of leadership and management

- A new Head Teacher for the Lincolnshire Schools was appointed in November 2012; having previously been the Head Teacher at Acacia Hall Upper School. This was accompanied by the creation of Assistant Head Teacher positions at both school sites, alongside the creation of an Educational Support Lead to reflect a growing and established team. This has enabled a more delegated model of leadership, and a smooth transition for the new management team has been facilitated under the guidance of the Director of Education, who has set up and developed leadership teams in other Group schools. Three Senior Teachers were also appointed within the KSLG during 2014/15. Key areas of responsibility were to enhance the curriculum offer and pupil learning and experience, with focus on: curriculum, assessment, accreditation and P19 responsibilities.
- The leadership team are passionate about success for Kisimul School. All members have a wealth of SEN experience, and use this to good critical effect in management meetings and discourse. Likewise, Teachers have excelled with additional responsibilities and delegation; and succession planning for future leaders is developing. All leaders within the group are passionate about maintaining and embellishing 'Outstanding Status' for the school; both to reflect the standard of provision and their own personal standard of practice. This is also in recognition of the independent status of the school ascribing a need to show how Kisimul provides above and beyond that of local provision.
- The school has developed a more robust and targeted PDR process over the last two years. This is endorsed by the provision of Kisimul Teacher Standards which cover the professional responsibilities outlined within the 'DFE National Teaching Standards'; and then further relate them to Kisimul School conditions and role requirements. Teachers are given targets related to: pupil progress, their wider school contribution, curriculum and subject knowledge, and outcomes related to their teaching improvement plans. CPD will be identified to support achievement of targets.
- All teachers and teaching staff are subject to regular lesson observation and feedback; with an improvement plan related to observations to feed into the PDR process and for teachers to reflect upon to improve their everyday practice and delivery. Whilst excellent practice is always recognised and identified, the leadership team has tackled underperformance with rigour. Where standards have been compromised, structured and detailed performance management plans have been identified to compel improvement, or inform capability procedures.
- The leadership team has recognised the growing population of the school and planned ahead by identifying a pool of future teachers from within the group. Senior Teaching Assistants have been supported in gaining DTLLS or Diploma in Education equivalent; and have been given appropriate mentoring and non-contact time to reflect the demands of the award. A programme of Level 3 and Level 4 training for teaching assistants and HLTAs was introduced in 2015/6 school year.
- The school curriculum is subject to on-going review. The Lower School curriculum topic cycles have been revamped to reflect the updated National Curriculum (Sept 2014). A Senior

Teacher (curriculum lead) was appointed in March 2015; with a focus on developing schemes of work to reflect the range of ability levels within the school. Within the Upper School, a more flexible and individualised teaching model has been endorsed by KSLG, with the curriculum closely linked to accreditation, functional and contextualised learning and acquisition of independent living skills.

- KSLG were also keen to reflect the provision for functional and contextualised skills acquisition through achievement of the 'Basic Skills Quality Mark', and this was achieved at Acacia Hall in February 2015 for secondary provision; this was then achieved in April 2015 for the primary and secondary provision at Swinderby. Both the Upper and Lower Schools are now working towards the 'Arts Mark Award' to recognise the creative curriculum offer and achievements within the school.
- In order to ensure a resourceful and outstanding standard of teaching, recruitment processes were also re-evaluated with interview schedules and processes being re-written in Dec 2012, and again in Feb 2015 to reflect changing focus; for example, questioning on tackling extremism and incorporating British Values. This identified a more realistic appraisal of knowledge and aptitude during the recruitment process; this has led to some very valuable additions from both internal and external applicants to posts at all levels.
- A new training programme of bite-sized training modules has also been developed by the Educational Support Team; so training packages can be more responsive and dynamic to participant need, rather than being a functional cycle of common training presentation.
- The induction processes for both new teachers and classroom assistants have been reappraised and reorganised. They are now more adapted and in-line with current Kisimul processes and practice, and give a rigorous and informed induction period of 6 weeks alongside a senior mentor. This enables them to establish good knowledge of procedure and documentation, as well as support for meeting various pupil needs.
- In recognition of new and emerging pedagogy in relation to ASD, and understanding of the pivotal role of sensory dysfunction as being the catalyst for other difficulties rather than part of a spectrum of need; a new role of Occupational Therapist was created in April 2013 to further the work already undertaken by the Group's consultant OT. This has enabled input at both school sites and continues the process of embedding sensory modulation strategies, resources and activities.
- As part of a self-evaluation schedule, the Head Teacher introduced a school health check exercise at INSET day in March 2013. Taking the new OFSTED framework as a basis, Teachers were required to critically evaluate current practice against the evaluation schedule, utilising a solution focussed approach to identify 'next-steps' where practice was considered as developing or in need of additional focus. Alongside that, this document was established to replace the previous SIEF. Referencing and evidencing of each of the 4 main aspects of inspection commenced in March 2014 and continued to be put into practice in the following academic year. This continues to be an on-going document of self-reflection.
- The leadership team understands the school's strengths and areas for development. The development of a 'Progression and Attainment System' has led to detailed understanding of pupils' relative attainments against national benchmarks for SEN; and enabled the tracking of pupils' progress over time, and from key-stage to key-stage. This led teachers to be given meaningful and aspirational targets for end of the academic year; and has also enabled moderation at mid-year to be more evidence based.
- A detailed School Improvement Plan (SIP) outlines developments and areas of focus over a 3

year period until the academic year 2015/16, with reference to more specific action plans involving various teams of staff. This document reflects the improvement targets and the expansion of the provision more cohesively in-line with the considerations within this document.

- To further embellish this information, the school has purchased CASPA software to identify pupil progress relative to SEN and primary needs; whilst maintaining starting points of achievement as the primary focus of judgment of achievement for individual pupils. This is paying dividends with information about whole school performance being fed back at Teacher's meetings and informing KSLG planning; for instance, in populating this document with feedback regarding school performance. Learner progress has been given greater context and depth by using sophisticated 'Behaviour Monitoring Records', 'Communicative Assessments' and 'Cognitive Profiling' to further outline achievement and contextualise progression. These are all incorporated as part of the Kisimul 'TEST' assessment summary for each learner.
- The school's processes for observation and quality assurance were embellished by introducing learning walks and revised schedules focussing on progress made by learners within sessions, rather than teaching pedagogy (in-line with new OFSTED focuses in 2014/15). This has furthered the emphasis placed upon the learner's engagement, experience and understanding.
- KSLG arranged for Mandy Reddick (Educational Consultant) to appraise school performance and give guidance to the School in June 2015. As part of this process school documentation was scrutinised and lesson observations were carried out in accordance with new OFSTED guidelines and procedures. The overall report was that Kisimul School continues to be of an 'Outstanding' standard and a report was written in accordance with this with guidance for areas of particular strength and areas for development outlined; this information then fed into the 'School Improvement Plan' (SIP) and has been reflected upon to make necessary improvements as advised. There are plans for more external SIP input within Spring term 2016.
- The school has rigorous procedures related to: recruitment, staff training, DSOs and regular reference and reminders of whistle blowing policies and procedures in staff meetings in order to keep individuals safe. All members of KSLG have completed 'Safer Recruitment Training'. Policies are subject to purposeful and regular review; and group wide development of consistent QA procedures ensures that this monitoring is rigorous and self-critical. The group QA Policy was revised in January 2016. A 'Safeguarding Audit' was completed in Feb 2015, and this is updated within the schedule of leadership meetings and at least 6 monthly.
- The school has regular monitoring visits by placing authorities, who continue to be supportive of the school's approaches, with referrals to the school continuing to grow over time. This reflects placing authorities' recognition of the work done in managing very complex children and young people.
- The school uses meeting times purposefully, with detailed agendas and minutes kept and distributed to ensure communication is paramount; especially where this relates to pupil needs or difficulties. This has been accompanied by the provision of new school planner documents and timetables, which condense information onto common documents and ensure that timeframes and deadlines are clear and adhered to.
- Joint Teachers' meetings occur termly where developments are cohesively approached or

shared to ensure all teaching staff regularly communicate and share good practice and are aware of current initiatives or developments. Critical training is also completed at Joint Teachers' Meetings where most recently Teachers were delivered the PREVENT Strategy Training by Lincolnshire Police Special Branch; this was to enhance their understanding and knowledge of: early signs and symptoms of extremism and radicalisation, recognition and knowledge of extremism and radicalisation and early intervention and the procedures to follow. This was in response to recent social and economic issues and the growing emphasis on this in relation to pupil welfare.

- The corporate governance procedures are laid out in a revised policy produced within 2015/6. A revised copy may be found on the school's website. The Director of Education for Kisimul Group is a critical friend of the KSLG, and the Head Teacher regularly liaises to discuss school performance, establishment and recruitment, outcomes, and also compliance with the Independent School Regulations. A formal half termly report is provided to the Directors, along with an annual school performance report, a monthly board report and a monthly QA report. The Head Teacher was recently appointed as Asst. Director for Education which is to reflect future plans for growth in the Group's schools. There is a detailed school structure, and leadership designation document, to reflect the lines of reporting and responsibility within the school.

References: Management structure, 2013-14/ 2014-15 Development Plan Document, Progression and Attainment Plan, SIP, example minutes, Joint Teacher focussed meetings, KSLG meetings, moderation and assessment documents, management group minutes, School Health Check doc, Teacher Induction Schedule, Teaching Assistant Induction Schedule, Basic Skills Mark Accreditation, PREVENT training certificates, Safer Recruitment Certificates, Revised Teacher Interview Schedule, Annual Review example, Curriculum frameworks, half termly /annual school performance reports, SIP reports, School structure documents, Corporate Governance Policy, QA Policy.

Improvement Focus 2015/6:

- To develop further the delegated model of leadership by improving the impact of middle management.
- To embed the Kisimul TEST as the pivotal assessment and measurement of progress within the school.
- To embed a revised curriculum offer covering all elements of the NC and providing a needs led pathway for individual learners throughout the school.

4. Quality of teaching, learning and assessment

Self-Evaluation Grade

1: Outstanding.

4. Quality of teaching, learning and assessment

- Teaching at Kisimul School was judged to be 'Outstanding' by OFSTED in November 2012, and this judgment continues to reflect of the quality of educational experience provided by the teaching staff. Mandy Reddick (Educational Consultant) concluded in June 2015 that: the quality of teaching, learning and assessment at Kisimul School continues to be of an 'Outstanding' standard - where 66% of lessons observed were judged to be 'Outstanding' and 33% 'Good'. Achievement and progress tracking was recognised to be of a very high quality.
- Kisimul has further endorsed this 'Outstanding' accreditation by taking the National Teaching Standards (DFE 2012) and developing the 'Kisimul Teaching Standards' to reflect the diverse and distinct role of teaching within the school. The role of teacher at Kisimul is demanding, and the school promotes evidence based SEN practice by a thorough cycle of quality assurance and improvement processes. This is continually updated to reflect current initiatives and developments to reinforce and enhance the on-going reflective practice and developing role of the SEN Teacher.
- In Sept 2014, Kisimul introduced new 'Individual Learning Plans' (ILPs) to replace the IEPs. These are closely linked to agreed/intended outcomes for EHC Plans, and enable progress to be tracked overtime, whilst providing tangible evidence in the form of photographs linked to targets, or scanned examples of work produced. Several teaching meetings and individual support was given to teachers to establish this new way of identifying learning intentions; with the format of ILPs being given approval by both LAs and parents when provided as part of review documentation. KSLG has specific roles linked to oversight and quality assurance of these documents.
- ILP targets are shared and displayed in each classroom alongside 24 hour targets, to enable YP to be aware and engaged with their own small-steps targets, with all staff regularly checking and providing evidence of progress in aspects of the student's everyday experiences.
- Teachers' reporting arrangements on progress are exemplary. Kisimul has received feedback from LA representatives that Annual Review Reports are among the most comprehensive and detailed available within any setting. Last academic year the school embellished this further by enacting a 'Kisimul Education Health and Care Plan' document to reflect the changing focus of the new SEN Code of Practice and to cater for the wide range of detail and information required by the differing local authorities EHCP documentation. In September 2015 this was further developed to create a document which outlined changes to the YP's current needs, abilities and behaviours; this was implemented to revise the student's local authority EHC Plan and ensure that the information contained within it was current and accurate. Feedback from parent and professionals is consistently positive in relation to the quality of information received.
- Teaching teams at Kisimul are outstanding facilitators of learning, with pupil progress being in some instances remarkable, given learners' educational frameworks on entry to the school. There are no cohorts of learners who make less progress over time than others, and this is testimony to the individualisation of teaching that is rigorously monitored.

- Teachers complete weekly planning documents to include individualised learning intentions for pupils within each session. Whilst some teachers are being given support to develop their practice to extend to learners with all levels of need, the provision for individual pupils is a strength, with everyday contextualised functional skills being embedded into the student's everyday experiences. Students also participate in classroom based sessions which include the development of Maths, English and PSHE (objectives sessions); however, this again places emphasis on personal development such as: life-skills; independence skills, vocational skills and accredited learning wherever possible.
- Senior management regularly complete lesson observations. On occasions this is undertaken with therapeutic professionals, to ensure a wide range and diversity of knowledge and focus. All teachers are provided with an 'Improvement and Development Plan' following observation to reflect upon with support guidance and actions identified; and feedback forms have been developed and arranged to reflect current statutory guidance and focus. Teaching improvement plans contribute to setting focus and support within 'Performance Development Reviews' (PDRs).
- Educational support teams also complete session observations (class based liaisons); these focus on: behaviour management, communication systems and sensory adaptations. Information is fed back to class teams, and can also be discussed within class forums that each class receive monthly to enable further support measures and guidance.
- Lesson observations by senior leaders in 2013/14 identified that 58% of lessons at Swinderby were Outstanding, with 83% either 'Good' or 'Outstanding'. At Acacia, this figure was 50% 'Outstanding', with 75% either 'Good' or 'Outstanding'. This was again reflected in 2014/15 where 54% of observed lessons were 'Outstanding' and as a whole 83% of observed lessons were 'Good', or 'Outstanding'. 16% of sessions observed were 'Requires Improvements' or 'Requires Improvements with elements of Good'. In regards to these levels, with support the Teacher was given strategies and interventions to reflect upon by KSLG and the MDT and moved from 'Requires Improvement' to consistently 'Good'. One other Teacher who was working at 'Requires Improvement' levels instigated capability processes and has since left the school. Each teacher is provided with a detailed 'Teaching Improvement Plan' after each observed session, with specific interventions and strategies in place to identify, reflect upon and develop areas for development.
- In reflection of the new Ofsted framework, lesson observations and learning walks for the 2015/6 year, are appraised in terms of outcomes for learners, in terms of whether these were above, expected or lower than expected within the context of the learning outcomes and the learning intentions identified by the teaching team.
- Community and vocational based learning is facilitated through careful risk assessment. Staff are persistent and determined to engage the young people in their local community and wider external opportunities. ASDAN, PSD and Personal Progress accreditation is implemented for learners and reflects the fact that community experience is an integral part of learning and personal development.
- A dedicated Work Related Learning team at the Upper School ensures that an increasing number of pupils participate in on-site and off-site work experience opportunities. This is reflected in the accreditation on offer at Kisimul School with specific modules being aimed at work experience, work awareness and skills and qualities for work.
- Teachers' provision for communication is outstanding. The school has a number of highly skilled communicators within both teaching and support staff. All staff receive 'Makaton

signing' and 'Effective Communication' training on an annual basis from the Speech and Language Team within Lincs. For a small number of pupils with hearing impairments there is specialist advice and input from the SaLT team.

- The school commissioned 2 day PECS training in Sept 2014/15 to ensure that all teachers have completed this qualification. Allied to this was the implementation of 'bite-sized' Makaton and PECS training sessions which were put in place for lunchtime training sessions. These have proven to be effective in developing and embedding of key communication strategies, in progressing staff skills and in the implementation of everyday effective communication.
- In the majority of lessons, and indeed throughout the school environment, there is evidence of quality communication. PECS, Makaton and visual and multi-sensory approaches are used to facilitate good communicative responses. This is reflected in the outstanding progress pupils make within communication. In 2013/14 24 hour targets were implemented by the SaLT team where identified targets for individuals were set alongside Speech Therapy sessions. The 24 hour targets were implemented to embed core communication skills into the students' everyday lives and enhance contextualised and functional application of these skills. This has had a positive effect on behavioural profiles as pupils are better able to communicate responses and needs.
- In June 2015 the Lead Speech and Language Therapy Assistant was awarded the status of 'Regional Makaton Tutor'. This award enables the Lead SaLTA to deliver all of Makaton's official workshops/courses and enables those that attend the workshop to gain certification in this area. In addition to this, the lead SaLTA is able to provide Makaton support regionally on behalf of The Makaton Charity. The school achieved Makaton Friendly Status Award in 2014/5.
- The school continues to invest in new and existing technology to support learning. The use of interactive whiteboards and I-Pads to support learning is now more consistent, although some teaching staff continue to develop their skills in using devices to their full effect. 'Board-Maker' software and 'Communicate in Print' are used substantially throughout the school to enhance specialised resources for students of all ages and abilities.
- Recording and evidencing of progress and work can be seen within the copious work records and photographic evidence collated for ASDAN modules throughout the school. Teachers and support staff also keep detailed session evaluations which feed into the ILP evidence, and B-Squared 'Small-Steps' assessment software to inform progress over time. Peer moderation of weekly plans has helped make these more consistent, although in some instances evaluation could be better linked to learning intentions. This will be the focus of joint teachers meetings within the 2015/6 schedule.
- Teaching assistants within the school are knowledgeable regarding student profiles. Senior teaching assistants support teaching outcomes by taking on additional roles within the school; for example, oversight of tracking files and completion of weekly assessments within the class. The school has a number of teaching support staff with teaching qualifications or education based degrees. The individualised support available in school contributes tangibly to progress, as identified and reflected by the fact that UQ attainment is common throughout the school. There is a training programme at Levels 3 and 4 learning in place for several teaching assistants at each site during 2015/16.
- The educational support team at Kisimul are invaluable. The highly skilled Assistant Educational Psychologists (AEPs) provide unprecedented support through: training,

consultation, MDT meetings, class liaisons, class forums, direct engagement with learners and through thorough assessment and analysis of behaviour patterns. They regularly carry out internal investigations into learner responses and have a record of positive outcomes. Regular class forums provide responsive intervention and ensure class staff are able to discuss concerns and effects of strategies.

- The training for teacher and support staff is precise and thorough. There is a cyclical scheme of training in place for education staff, and this has been developed further through Psychology and SALT team 'bitesize training' packages that have received outstanding feedback from staff undertaking them.
- Teaching staff are adept at redirecting negative behaviour patterns, and in most classes, the management of behaviour is exemplary. Throughout the school, there is evidence of confidence and authority in dealing with SLD, ASD and Challenging Behaviour. Pupil engagement and progress is testimony to this. Where there are inevitable behavioural outbursts, these are managed efficiently and with minimal disruption to the learning of others. However, given the number of teaching staff, there are some areas where this is less consistent. Regular feedback, class based liaisons and learning walks help to ensure behaviour is consistently managed. The staffing arrangements for classes are carefully considered by KSLG, to ensure there is a range of experience and skill set within each room in order to compel better consistency of approach.
- Inductions for new staff are overseen by senior teaching assistants with guidance from the HLTAs. The process covers all aspects of both day to day and statutory processes, but also pedagogy in relation to SEN. New Teaching Assistants have a very high standard of induction training, this has a positive impact on their classroom presence and confidence with the students' development, behaviours, needs and learning strategies. New staff retention, and therefore consistency of personnel, is strong.

Improvement Focus 2015/6:

- To ensure regular whole school teachers meeting focussing on session evaluation processes to improve practice including peer to peer feedback.
- To revise curriculum routes for learning and overview document to outline in detail the provision by key stage and by level of need to support teaching delivery.
- To develop more needs focussed schemes of work for topic SOWs, SRE and for life skills elements of the curriculum.

References: Lesson Observations and Analysis, Quality Assurance and monitoring, ASDAN examples, E Portfolio Presentation, training schedules / feedback / e.g. Presentations, e.g. Annual Review report, weekly teachers planning with assessments.

5. Personal development, behaviour and welfare

Self-Evaluation Grade

1: Outstanding.

5. Personal development, behaviour and welfare

- Kisimul takes its responsibilities for its pupils very seriously. The school has rigorous safeguarding procedures and pays close attention to DFE Keeping Children Safe in Education 2015. It has a comprehensive single central register for all staff and ensures all teaching staff receive annual child protection input and refresher training. The school has designated lead professionals for child protection on each site, and keeps extensive records of accidents and incidents within very detailed handover files for each pupil. There are bound recording books for physical interventions and sanctions.
- Learners typically come to Kisimul having been excluded (or deemed at risk of exclusion) from local authority Special School provisions. From the school roll in May 2015, 29% of learners were recorded as being out of formal education contexts prior to admission at the school, and 49% of learners were recorded as isolated within their previous placements.
- The 'Whole School Audit' outlines a litany of placement breakdown, problematic education, and social care challenges. Kisimul School is considered for placements for learners with significantly challenging behaviour patterns within their profile; and has recently had a number of learners placed through tribunal processes because of the need for a 'Waking Day Curriculum'.
- The school Behaviour Policy is reviewed at least annually. The document is focused on dealing with behaviour, following a broad set of shared principles and rights for access to learning and being safe. Essentially there is a focus on individual approaches to dealing with behaviour. This is reflected wholeheartedly within the IPCP documentation that details individual approaches and profiles for each student. The 'Behaviour Plan' element was revised and improved after a period of consultation in March 2015. The 'Pupil Profile' section of the document gives the learner a voice and outlines the approaches most likely to produce a positive response alongside areas of difficulty.
- The school has a very structured routine and transitions are managed carefully. Some pupils, for example, may need to transition before or after the majority have entered school, due to noise and sensory factors. Information about pupil behaviour, including home visits, sleep, medical appointments etc. is covered in daily verbal and electronic handovers between care/school staff, so that staff are equipped to deal with any potential issues on arrival in school.
- The school has extended and adapted the outside environment at both schools, as well as enhancing the provision with SMILE (Sensory Multi-Interactive Learning Environment) suites, utilising some PPG funding, at both sites to develop the sensory curriculum on offer and further enhance the learning and sensory-modulation facilities within the provision.
- Within each classroom care is taken to identify the daily routine through visual timetabling and prompts, to enable learners to understand and predict change and upcoming activities for the day. This is again individualised to the learners' needs, behaviour and abilities to enhance their understanding and self-regulation of behavioural needs.
- Each pupil has a daily individualised diet of sensory modulation through provision of 'Sensory Greetings' exercises, to ensure pupils are best prepared to engage with learning. This also promotes positive touch, and is a valuable communicative exchange prior to more formal cognitive based work taking place. The school has embellished its Occupational Therapy provision by employing a qualified recently graduated OT to work alongside the Senior OT to provide additional sensory integration input and monitor sensory diets. Training in Sensory

Integration and gross and fine motor skills was also delivered to all staff in Feb 2014, and training in sensory greetings in 2015.

- The school also promoted and set up 2 student councils in 2013, and students were encouraged to vote for peers and make creative advertising campaigns outlining why they felt they would make good representation of peers. In 2015 this was further enhanced with a Student Council Election week where students took part in a range of activities and focused sessions based around British Values and democracy; a celebration assembly then took place where the winning candidates were announced.
- To enable formal teaching regardless of the complex social interactions within relationships and emotional intelligence, a working group of teachers, psychologists and members of the SaLT team completed a Sex and Relationships Education scheme of work within various developmental profiles to be embedded into the curriculum during 2014/15.
- In lesson observations for 2013/14, 52% of lessons were ascribed outstanding for behaviour management, and 91% either Good or Outstanding. Again in 2014/15 where 54% of observed lessons were 'Outstanding' and as a whole 83% of observed lessons were 'Good' or 'Outstanding'. In some lessons practice was deemed exemplary due to the high standards of individualised provision for the students and behaviour management and self-regulation strategies in place within classes. However, KSLG recognise that there is an on-going need for focus and training given the extreme behaviour patterns of some young people, and the school is due to welcome Dave Hewett, an external trainer, to deliver challenging behaviour INSET training in March 2016.
- All staff are trained (through BILD accredited Timian Training) to intervene physically (as a last resort) if the situation necessitates keeping pupils or other learners safe. These interventions are carefully recorded and analysed for patterns of outbursts and to identify triggers. Within the Upper School in 2014, one monthly record identified only 2 physical interventions. This is a remarkable statistic given the nature of the learner profiles and is testimony to consistency and resilience of staff to improve behaviour and enhance life experiences for young people with SLD. While the school cautions using physical intervention as a measure of success given the fluctuating population and cyclical nature of some behaviour patterns, the Directors of the group have established very thorough Quality Assurance processes. The Head Teacher provides monthly feedback alongside registered managers; to update on intervention and individual pupil responses.
- Daily handover files record behavioural responses in detail. These are then analysed by the AEPs, who use functional analysis to provide detail of successful strategies and responses; this information is then utilised to update IPCPs regularly. Risk Assessments are also updated dynamically as new behaviours emerge; with updates being shared with all staff by key people within the residential and therapy teams.
- Training has also been developed by the psychology team in 'Understanding the Needs of Our Learners'; focussed on outlining the learning, developmental and social communication issues faced by pupils at the school. The whole school staff underwent 'Autism Education Trust Level 2' training in September 2013 to recognise the predominate population of ASD within the school; this also gave formal accreditation for education staff to reflect their knowledge base and skills. This training has evolved into bitesize delivery of elements within the cyclical training programme which can now more purposefully reflect emerging needs within the school, e.g. PDA, Pica, attachment disorder, and 'autism and adolescence'.
- The school undertakes an annual safeguarding training day, which was revamped and revised

in Sept 2014, and again in Sept 15, using a working party of senior residential and education leadership within the Kisimul group, and delivered by the Head Teacher. This included scenarios and role play for staff taking on the designated person role and understanding decision making processes related to child protection. Recording information processes at the school are also very thorough, and revised training is also given to all staff. Where necessary, safeguarding updates are provided – for example as part of the teaching and learning focus INSET in April 2015, a bitesize summary training module in CSE and Keeping Children Safe in Education Guidance was outlined to all staff. The updates to training in Sept 2015 include: CSE, FGM, Radicalisation, Child Protection and the PREVENT Strategy where key principles were delivered with training activities and handouts, in response to current legislation and requirements for KCSIE guidance.

- All teaching staff have received external training on the PREVENT strategy from the Lincolnshire Police Department and have also completed the 'Prepare for Prevent for Schools and Academies Training' to which they received a certificate after completing a test on the content of the PREVENT strategy.
- In October 2015 E-Safety training was completed by key teaching staff at both sites to meet current safeguarding needs and procedures and to work alongside the SRE Curriculum Offer to enhance awareness and understanding in delivery of these concepts.
- Kisimul School takes bullying seriously, and following review of practice and procedures in Nov 2012/13, created resources and information for pupils to refer and give advice on bullying issues. Given the nature of learner needs, these are provided in a visual format, with symbolised interactive prompts and pictorial reference to provide augmentative communication in relation to bullying issues. These are displayed prominently in each school corridor and available for pupils to access at any time. There have been no direct reports by pupils of bullying behaviour. However, the school very carefully monitors pupil on pupil incidents and looks for patterns and pupil dynamics that may create negative responses. The Registered Manager and Head Teacher complete a monthly report to the QA group outlining how these patterns of behaviour have evolved where issues may have been noted, with outcomes and actions.

Improvement Focus :

- To revise pupil questionnaires and visual resources in order to gain a more accurate feedback from learners about the quality of teaching and the curriculum delivery.
- To develop internal training within bitesize modules to enable a more targeted and bespoke approach to training education staff.
- To produce pamphlet information for all teaching staff in key areas of safeguarding including CSE, FGM, PREVENT and CP procedures, and ensure these are a regular features of school meetings for revision of protocols.

References: Anti – Bullying Policy overview, sample training presentation, Sex and Relationships policy, Behaviour Policy, Inclusion Policy, SRE Curriculum SOW, lesson observation evaluation, whole school audit, IPCP evaluation process outline, sample monthly reporting, certificates of external training, bullying board, E-Safety board, training schedule.

6.Outcomes for children and other learners

Self-Evaluation Grade

1: Outstanding.

6.Outcomes for children and other learners

- KSLG revised approaches to Individual Learning Plans during 2014/5, and embedded a more contextual based learning model in the school. This was closely linked to EHC outcomes review processes, and ensures that teachers are clear on the main areas of focus for teaching delivery, and this is based on real life and functional acquisition of skills. Learning plans are evaluated 3 monthly, and progress shared with parents and professionals during review processes.
- Kisimul uses the 'B-Squared Assessment Software' system to provide small-steps assessment against P and NC levels. Kisimul has developed a comprehensive tracking based Progression Tool based on CASPA analysis, and the 2010 Progression Guidance for SEN, using pupils' starting points as a framework for measurement of achievement over time within Key Stages. Learners typically make above expected progress while attending the school.
- Learners make expected or above expected progress at Kisimul as a norm. There are small discrepancies in comparisons of different age ranges. For example, while KS3 learners did not achieve as well as KS4 learners in 2014/15, with 36% as opposed to 50% meeting above expected attainment, the 7% of learners in KS3 not attaining expected progress constitutes only one learner from 13 measurable students. The average above expected attainment across all Key Stages was 63%, with expected progress for 36% of learners, and lower than expected for 1% of learners.
- The School Performance, Learner Attainment and Achievement Reports for 2013/14 and 2014/15 are detailed records of cohort attainment outcomes, with positive returns for young people of all backgrounds profiles and starting points. This is being developed within the 2015 /16 to make this a half termly appraisal as part of revised corporate governance procedures from Jan 2016.
- Learners consistently achieve or exceed expectations in all subjects. Through CASPA analysis of the comparative data of student progress versus expectations, when looking at all subject areas (by KS all subjects EOY 2014 - Jan 16) it was evident all students are achieving at expected or above expected progress. The majority of students (68%) achieved above expected progress. Students in KS4 performed particularly well, where the vast majority (92%) achieved progress above the expected level during the measured period of assessment. The pattern was comparable for students when analysing for core subjects only (by KS core July 14 - Jan 16), where all students were achieving expected levels of progress and the majority (59%) were making above expected progress.
- A gender progress comparison within the core subjects (July 14 - Jan 16) confirmed all students achieved expected progress, and 54% of boys and 75% of girls achieved above expected, the slight discrepancy between the relative success levels in terms of gender can be explained in part by the ratio of male to female students in the data pool (37:8), but is however something to be mindful of going forward in delivery of all core learning.

- Across the mathematics strands all boys and girls have progressed at expected or above expected levels (July 14 – Jan 16) where 30% of boys and 38% of girls achieved above expected progress, showing a closer correlation in this area of learning. In the reading strand the pattern continued (July 14 – Jan 16) where 43% of boys and 50% of girls achieved above expected progress and the 100% all achieved at least expected progress during this assessment period.
- Kisimul considers UQ progression a minimum aspiration for its pupils, and therefore, only consider National Progression UQ data sets to set benchmarks and EOY targets. KSLG set targets considering UQ progression benchmarks and these are moderated mid-year to identify areas requiring additional intervention. Context is given to these tracking documents by using the 'Whole School Audit' of needs to outline learners' point of admission profiles and complex learning presentation.
- Psychology assessments reflect the acquisition of functional skills. 'British Ability Scale' assessments show universal pupil progress in acquisition of language and vocabulary, and within conceptual understanding. The Psychology Team has recently acquired NEPSY ii cognitive assessment which will allow more accurate assessment of learners with more developmental and sensory profiles.
- Pupil progress in communication is outstanding. This is reflected in the number of pupils attaining UQ expectations, and as a result of SaLT input in direct teaching and assessment of pupils, incorporated into individualised timetables. Derbyshire Language Scheme screening and Living Language Checklists assessments feed into Annual Assessment records and reflect quantifiable acquisition of skills. Goal Attainment Scoring (GAS) analysis for 2014/5 school performance reporting show that 86% either achieved or exceeded their target following targeted intervention, and 100% retained their skills over time.
- Behaviour monitoring for all learners, updated on a 3 monthly basis by the Psychology team, enables strategies and interventions to be successfully quantified by evidence of impact. The vast majority of pupils make significant progress in terms of reducing the intensity and frequency of their challenging behaviour. Where learners enter negative spells of behaviour, internal MDT meetings are held to determine possible cause and outline additional strategies. These have an outstanding track record of successfully impacting on turning behaviour onto more positive trends, and thus impacting on learning throughout the school.
- There are no discernible differences in rates of attainment or achievement between boys and girls, or on basis of ethnicity. All students, regardless of category of gender, ethnicity or SEN, consistently exceed expected levels of progress (ILPs, individual progression tracker documents, behaviour monitoring, annual assessment records, and CASPA can evidence this).
- In Jan 2016, Kisimul introduced the Kisimul 'TEST' – the Ten Strands of learning and outcomes, which provides an overview for each student in relation to outcomes and attainment in learning, communication, behaviour, independence skills, health and wider engagement. This analysis is completed by the 'PORT' (Progress and Outcomes Review Team), which is a multi-disciplinary team of KSLG, Psych and SaLT leads and team members, residential staff and OT. A comprehensive guide and outline to the ethos and purpose of this group is outlined in the 'Kisimul TEST' document, appended to this SES. First meetings of this group are due to meet in Feb 2016.
- Pupils enjoy learning at Kisimul School. This is reflected in the positive behaviour patterns that emerge over time and through direct observation of lessons; where pupil engagement is outstanding in the majority of lessons. Feedback from LA professionals and parents reflects the view the school holds of its success in re-engaging disaffected pupils with learning.

- In order to celebrate and encourage pupil voice, all pupils are encouraged to contribute to their review processes and indicate preferred choices through the use of augmentative communication and questionnaire. Active Student Councils at each school site meet regularly to suggest changes and make choices; for example, school resources/activities they would like, reward excursions, themes for graduation.
- Pupil voice is also encouraged within Education Reviews where students are assisted to complete a 'Support Plan' to express their desires, likes and needs and where appropriate students are invited to their annual reviews to communicate this to parents and professionals. Videos are used to present achievements at the start of reviews, which demonstrates students completing and participating in a range of activities and social events to reinforce their engagement and enjoyment at Kisimul School, and to focus the review process on the young person's needs and achievements.
- On arrival at Kisimul, a Preliminary IPCP is compiled for each pupil, which is re-evaluated after 12 weeks by the Ed Psych team, using data from: educational, residential and therapeutic teams to update strategy and intervention. There is an initial 6 week baselining period for the MDT to add further information to the document and provide further foundations to the extensive Kisimul plan. The IPCP is then updated on a 3 monthly cycle to ensure it remains reflective of current need and response. Kisimul believes this document to have an outstanding impact on promoting consistency of approach, and underpins the educational, behavioural and communicative approaches taken to engage and support learners.
- Each pupil has a thorough and detailed Annual Assessment Record, which identifies progress within: communication, development of functional skills, P-Level progression and functional analysis of behavioural responses using analysis of data from daily handover files. Almost universally, pupils make positive progress in developing functional communication patterns and developing more positive behaviour patterns regardless of age or level of need.
- Outstanding achievement extends beyond core subjects. Personal, social and emotional achievements are outstanding, and reflect close liaison between residential and school personnel. This includes students who successfully access community resources on a weekly basis, where prior to placement their challenging behaviour precluded community participation.
- Pupils within KS4 completed 34 Personal Progress Awards in 2014/15 – within KS5 this figure was 76. All KS4 students completed either bronze or silver D of E accredited awards. Accreditation continues to be a strong element of the curriculum offer, and all pupils receive a range of functional learning and vocational awards during their time in the school.
- Pupil achievement is celebrated and praised extensively. This is achieved through: an end of year graduation ceremony; whole school sports day with award ceremony, internal awards displays. In 2014/15 the Achievement Award was implemented at both sites to recognise and reinforce positive achievements made by the YP. The award is for both individual and class achievements where points accrued over time as a class is rewarded with a positive reinforcement for the group (such as a community visit which the group has chosen). In 2015/16 this is now being developed with an interactive display being commissioned to give a visual representation of progress made to reinforce this concept and engage all learners.
- Kisimul receives Pupil Premium payments for a number of pupils. This is tracked and monitored within a discreet PPG tracking document. This funding has primarily been targeted towards raising achievement, for example purchasing electronic tablets for pupils to support their engagement using multi-sensory software and communication applications.

- Kisimul also runs 5 week holiday schools at both sites where learners on 52 week placements in receipt of PPG can access a range of activities and creative and physical learning opportunities. PPG funding was also targeted at the installation of a sensory multi-interactive learning environment (SMILE) at the Swinderby site, to enable learners to access a sensory suite that can create interactive learning opportunities and enable contextual learning and interaction to take place. This was replicated at Acacia Hall in Oct 2015. Plans for 2016 include broadening the curriculum offer, with the addition of, for example, photography classes, further Duke of Edinburgh based activities and additional sensory curriculum initiatives and literacy interventions.
- The Head Teacher was able to report to the Director of Education in 2014/5 that 45% of learners in receipt of PPG achieved above expected 'within year' progress in CASPA comparison, with 100% expected or above, as opposed to 34% above expected of those not in receipt of PPG.

Improvement Focus:

- Identify discreet data and progress for pupils in receipt of Pupil Premium and impact of additional support and intervention.
- Develop a health and well-being analysis using therapeutic outcomes to demonstrate the wider impact of provision beyond the acquisition of functional learning.
- Embed the Kisimul TEST as the central component of pupil assessment and progress measures within the school.

References: IPCPs, Accreditation Trackers, AARs, AAR sampling profiles, Parental/LA feedback docs, lesson observations, Pupil Premium tracking document, 'Individual Case Studies of Learners' with educational disaffection/placement breakdown prior to Kisimul, B-Squared data, school progression tool, 'Curriculum Overview' document, CASPA data, Achievement Summary Document, moderation sheets for each individual student, Learner Pathways Document, accreditation moderation, quality assurance of assessments and accreditation.

7.Overall Effectiveness

Self-Evaluation Grade

1: Outstanding.

7.Overall Effectiveness

- Kisimul School is an outstanding school primarily because pupils make outstanding progress relative to their starting points. Pupil achievement is diverse and is quantifiable in relation to acquisition of functional skills, social development, emotional literacy, physical health and behavioural self-management.
- Pupils make outstanding progress because the teaching is effective, targeted and underpinned by expertise and knowledge in relation to SLD, ASD and Challenging Behaviour. Teaching is superbly supported by a therapy team that provides support through targeted assessment, a thorough process of pre- placement assessment, and the provision and maintenance of detailed and accurate Individual Pupil Care Plans.
- Pupils' behaviour is outstanding, relative to their presentation on admission to Kisimul School. Teaching teams are resilient, committed, empathetic and knowledgeable of individual pupil need, and committed relationships and liaison between educational, residential and therapeutic teams are paramount to this success. Behavioural approaches are proactive and constantly under review, meaning that pupils are able to access the local community and a range of opportunities previously untenable.
- The Leadership and Management of the school is outstanding, striving and insisting on outstanding practice because of a commitment to the pupils and a knowledge of what success looks like for learners with SLD, ASD and Challenging Behaviour when the correct framework is in place. The leadership team is never complacent, and has an on-going commitment to further improve practice through rigorous self-evaluation and critique.
- The School's ethos is centred around promoting independence and preparation for adulthood. Kisimul has a reputation for succeeding with some of the most intransigent and persistently challenging young people in the country, and understands implicitly the conditions needed to maintain and focus these outcomes. It has developed the availability and analysis of data sources to give quantifiable reassurance to performance, alongside the maintenance of a pupil centred and personalised curriculum and approach.

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