



Kisumu school

WOODSTOCK  
house

# Academic Report

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Academic Year

2016/2017

## Characteristics of Woodstock House School

### *Pupils*

- Kisimul School Woodstock House is an independent Residential Special School and part of Kisimul Group Ltd. It is located in Long Ditton, Surrey, on one site, and co-located with a registered children's home. It opened in 2008.
- Registered by the Department for Education for 75 pupils, in September 2017 the school has 59 pupils on roll from 23 Local Authorities. Placements range from 52 and 38 week residential to day placements. There are currently 9 girls and 50 boys.
- No pupil has ever been placed with us as a result of an SEN tribunal hearing.
- Our pupils have complex needs, including severe learning difficulties or profound and multiple learning difficulties and may present with behaviour which challenges. Around 80% of our pupils are diagnosed with an autistic spectrum condition. Many pupils also have an additional specific diagnosis other than autism, such as Epilepsy, PDA and PICA.
- Around 40% of pupils are designated 'child looked after'; 15% are in receipt of pupil premium.
- Pupil attainment is low on admission in relation to chronological age. Pupils and students range from P3 to L2 of the National Curriculum but the number of pupils operating at Levels 1 and 2 is relatively small, but increasing as a proportion of the cohort.
- All pupils and students have a statement of SEN or EHC Plan.
- Kisimul School Woodstock House has a growing reputation for managing learners with a history of placement breakdown or exclusion from other schools. The admission process is thorough. Prior to placement, visits to the school, assessment visits to the child's home and/or school and/or respite provision, and transition meetings take place. A preliminary assessment document is collated by the Educational Psychology team.
- All pupils have an Individual Pupil Care Plan (IPCP) which outlines SEN, Communication and Behavioural Profiles, Risk Assessments, medical and care plans, educational targets and strategies and protocols for intervention. Each child also has a handover book to aid communication between care and educational teams. Multi-Disciplinary Team Meetings take place regularly to discuss pupils giving cause for concern and afford the opportunity for care, education and therapy staff, as well as managers, to contribute to improving practice, sharing understanding and developing a consistent approach across all settings.

### *Curriculum and Timetable*

- At Woodstock we teach a differentiated curriculum based on the National Curriculum. There is an emphasis on practical and functional learning and this takes place through whole school, group, paired and individual work. For Key Stage 2, 3 and 4 the programmes of study for each subject area are incorporated

into the termly themes and are suitably modified to give all pupils relevant and appropriately challenging work.

- The different areas of the curriculum that are taught are planned termly through Schemes of Work by a subject leaders. The schemes of work detail learning outcomes for 3 different ranges of learning needs, which are P1 to P3ii, P4 to P6 and P7 to NC1. Teachers then use these as a guide to individualise outcomes for pupils in their class. A suggested activity to meet these outcomes is planned in a structure of introduction, main activity and plenary/conclusion. Resources are also suggested in order for teachers to gather the required items to support the learning outcome.
- All pupils in key stages 3 – 5 undertake accredited learning. At key stage 3, pupils undertake the ASDAN ‘New Horizons’ programme and at key stage 4 complete the ASDAN ‘Transition Challenge’ programme. For post 16 there is a greater emphasis placed on functional learning as well as vocational and life skills; pupils undertake the ASDAN programme ‘Towards Independence’ as part of this. Throughout key stage 3 to 5, the pupils’ ASDAN work is collected and evidenced within a portfolio which is kept until the pupil is in year 14. The portfolio is then entered for external assessment for the ASDAN Entry 1 Personal Progress qualification.

#### *Facilities*

- The school has excellent facilities and a development plan to improve provision on site. The school has sufficient soft play and kitchens in all three school buildings. There are aromatherapy, occupational therapy and music therapy rooms.
- Annual SEN Reviews and Looked After Child Reviews take place in the reception building.
- Pupils and students have an adventure playground to use as well as a horticulture and sensory garden.
- We also have extensive grounds with swings and trampolines and other exercise equipment. Our Woodland Walk has recently been developed to create outdoor curriculum areas and increase access to outdoor learning experiences. Classes access swimming facilities off-site and use a professional gymnasium and indoor climbing facility.
- We have recently begun work on building an on-site hydrotherapy pool and indoor gym which should be completed by May 2018.
- Further outdoor gym and play equipment items are being developed.
- We have links with the local church and church hall, which we use for regular sound beam sessions, drama productions and celebrations of festivals.

## Outcomes for pupils at Kisimul School

### Summary

- All pupils make expected or better than expected progress in the majority of subjects.
- All pupils make progress in terms of behaviour and emotional literacy as well as academically.
- Pupils had their data recorded for comparison and analysis over the academic year for 2016-2017.
- B Squared assessments are used to measure pupil attainment.
- Assessment data is collected termly and measured against end of year targets generated by CASPA.
- Reports from Annual SEN and Looked After Child Reviews are uniformly positive and thankful to the class teams who educate the pupils and students. Parental feedback is also full of praise, whereas areas for development highlighted by parents are followed up.
- Parents enjoy and compliment the class teams on the weekly diaries sent home to outline activities, learning and progress. In these diaries, class staff also share photographs of individual children with their families.
- Pupils make significant progress, as evidenced in their individual progress tables, despite many having been out of school or struggling in their previous schools.

### Strengths

- Positive outcomes for pupils are influenced not just by the teachers and classroom staff but also by the Therapy and Care teams.
- Attainment is tracked in all strands of English, Mathematics, Science, PSHE & Citizenship. At the beginning of an academic year an end of year target is set. This is reviewed and the progress table updated at the end of the academic year.
- Regular meetings are held with teachers to review and monitor current pupil attainment.
- As an overall average all pupils made expected or above expected progress in the year 2016-2017. This is an outstanding achievement given the low starting points of most of the pupils.
- An analysis of school data using CASPA shows that all pupils made expected or better than expected progress in English and Mathematics in the 2016-17 academic year.
- There are no notable differences in performance between different pupil groups.
- Pupils in Key Stage 5 have been introduced to English and Maths through ASDAN Towards Independence – English, Sensory, Introduction and Progression and Maths – Introduction and Progression. This was a positive experience for all pupils, it had a big impact on the higher achieving learners

who have completed both units at the highest level and now moved on to 'ASDAN Function Junction English'. This has allowed us to stretch the pupils in a way that has never been tried before.

- Due to the increase in therapy provision across the residential and school setting we have been able to implement personalised integrated therapy approaches, which has had a positive impact on progress across all key stages.
- As we are now having a younger cohort of pupils arriving in school we have developed the Key Stage 2 curriculum and appointed a curriculum lead to devise a suitable progression route for pupils as they move through the school.
- The annual review schedule was revised so that all pupils in their last year would have meetings in the autumn term. This has enabled us to plan effectively for moving on to the next provision. It has given us terms to plan and ensure that pupils have a robust and tailored transition plan.
- All pupils in the academic year 2016-17 were enrolled on the Pathways to Independence programme. This was rolled out effectively on the residential side the previous year. Teachers were very keen to implement it in school when pupils enrolled, so that day pupils were captured and progress measured.

## Accreditation Overview

### *Accreditation 2016-17*

#### **Personal Progress Leavers 2017**

9 leavers

8 received a credit	89%
1 received a diploma	11%

#### **ASDAN Towards Independence – English & Maths KS5**

9 leavers plus 2 Post-16 = 11

English Sensory	English Introduction	English Progression	Maths Introduction	Maths Progression
0	6	5	4	7
0%	55%	45%	36%	64%

#### **ASDAN Towards Independence KS5**

26 pupils

P3ii and below	2 pupils
P4+	24

Term	Unit	Level	Pupils participating	Percentage achievement	Total	Not achieved (reasons)
Autumn	Starting Out – new pupils (9)	P3ii +	9	100%	100%	
Autumn	Engaging with the world around us – people (3)	P3ii below	3	100%	100%	
Autumn	Sport and Leisure (21 out of 23 pupils) 2not complete	P4+	21	91%	91%	2 pupils arrived late in the term
Spring	Using ICT	P4 below	21	80%	92%	2 pupils arrived late in the term
	Using computer technology	P5 +	3	12%		

Summer	Current Affairs	P3ii +	26	100%	100%	
Summer	Pottery and Ceramics	P3ii +	26	100%	100%	

#### Transition Challenge 11 pupils KS4

Units	Pupils Participating	Percentage
Feeling Good	11	100%
Knowing How	11	100%
Making Choices	11	100%
Moving Forward	11	100%
Taking the Lead	11	100%

#### New Horizons 6 pupils KS3

Units	Pupils Participating	Percentage
Citizenship	6	100%
Health	6	100%
Personal	6	100%
Relationships	6	100%
Social	6	100%

#### Commentary

- Year 14 pupils gain ASDAN entry 1 qualification in personal progress. There are 3 levels: Award, Certificate and Diploma.
- KS3 pupils work towards ASDAN accreditation for “New Horizons”. New Horizons is an activity-based curriculum resource which supports the delivery of PSHE, Citizenship and Careers Education. The activities also offer an opportunity to develop communication and numeracy skills in a life skills setting.
- KS4 pupils work towards ASDAN accreditation for “Transition Challenge”. Transition

Challenge provides a framework of activities to develop and accredit independent living and personal skills for learners. Transition Challenge works through areas of activity relating to statutory programmes of study for National Curriculum subjects, complemented by activities contributing to the skills of adult living.

- KS5 pupils work towards ASDAN accreditation for “Towards Independence”. Towards Independence provides a framework of activities through which personal, social and independence skills can be developed and accredited.