



kisimul school

WOODSTOCK
house

School Evaluation Summary

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Academic Year

2015/2016

1. Purpose of Document and Referencing.

Kisimul School Woodstock House was designated Good 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 and self-evaluation with a principle of striving towards achieving and maintaining Outstanding practice in Education. There are accompanying referencing documents and data to embellish and support the school's judgements on outcomes for young people, and these will be available for inspection but not included within the text of this document. Reference will be made to documentation, and some evidence will be used to demonstrate competency within more than one framework. This is a dynamic document, which is updated regularly and in line with School Improvement documentation and assessment cycles, to ensure it 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 ethos, which is also available for inspection. The SEF refers to improvements made by the school during the academic year 2015-16 as well as areas for development.

2. Key Characteristics of Woodstock House School

Summary

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 2016 the school has 47 pupils on roll from 23 Local Authorities. 39% of placements are for 52 weeks and there are 16 day pupils (35%), some of whom access respite at Woodstock House. There are 8 girls and 39 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 87% of the pupil population is on the autistic spectrum. Many pupils also have an additional specific diagnosis other than autism, such as Epilepsy, PDA and PICA.
- 39% 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 very small.
- 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.

Staffing

- There is a high staffing to pupil ratio during the school day. The school is structured with a Head Teacher, two Assistant Head Teachers, class Teachers (including one Lead Teacher) to reflect the number of classes and Classroom Assistants with one Senior Classroom Assistant per class. There are currently 11 classes of up to 5 pupils.
- Additional daily support in school is also provided by Residential Support Workers. There is a strong educational support team consisting of Speech and Language Therapy, Educational Psychology, Aromatherapy, Occupational Therapy and Music Therapy.

Curriculum and Timetable

- At Woodstock House 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.
- Each pupil has an Individual Learning Plan (ILP) which clearly outlines targets across the curriculum, mapped from Statement/EHCP outcomes, and assesses progress over time.
- The different areas of the curriculum that are taught are planned termly through Schemes of Work by a subject leader. 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. An on-site hydrotherapy pool and indoor gym will be completed by December 2017 and further outdoor gym and play equipment items are awaited.
- The school has established links with Brooklands College and pupils who are able are supported to study there where appropriate. We also have links with the local church, which we use for weekly sound beam sessions and celebrations of Christian festivals.

3. Outcomes for pupils at Kisimul School

Self-evaluation grade: 2 (Good)

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.
- 53 pupils had their data recorded for comparison and analysis over the academic year for 2015-2016.
- Alongside B Squared the Equals PACE assessments are used as a summative tool during the summer term 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.
- Half termly meetings are held with teachers to review and monitor current pupil attainment.
- A review of the Work Related Learning curriculum took place during the year 2015/16 and the range of modules was increased in order to ensure pupils had access to a broad range of vocational opportunities.
- Year 14 pupils gain ASDAN entry 1 qualification in personal progress. There are 3 levels: Award, Certificate and Diploma.
- ASDAN Entry 1 Qualification in Personal Progress: in 2015-2016, 27.3% (3 pupils) achieved Award Level and 72.7% (8 pupils) achieved Certificate Level.
- 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.

- Towards Independence – 96% of KS5 pupils (26 pupils) were accredited for 6 modules throughout 2015/16. 4% of pupils (1 pupil) were accredited for 4 modules.
- As an overall average all pupils made expected or above expected progress in the year 2015-2016. This is an outstanding achievement given the low starting points of most of the pupils.
- Currently CASPA graphs are showing that all pupils are making expected or better than expected progress in English and Mathematics in 2015-16.
- There are no notable differences in performance between different pupil groups.
- Overall progress for English for 2015-2016:
 - KS2 is 100% better than expected progress
 - KS3 is 50% expected progress and 50% better than expected progress
 - KS4 is 80% expected progress and 20% better than expected progress
 - KS5 is 82% expected progress and 18% better than expected progress
 - 82% of LAC pupils are achieving expected progress and 18% better than expected progress in English
 - 100% of PPG pupils are achieving expected progress in English
 - 77% of boys and 75% of girls are achieving expected progress; 23% boys and 25% of girls better than expected progress in English
- Overall progress for Mathematics for 2015-2016:
 - KS2 is 100% better than expected progress
 - KS3 is 66% expected progress and 34% better than expected progress
 - KS4 is 100% expected progress
 - KS5 is 70% expected progress and 30% better than expected progress
 - 73% of LAC pupils are achieving expected progress and 27% achieving better than expected progress in Mathematics
 - 100% of PPG pupils are achieving expected progress in Mathematics
 - 76% of boys and 73% of girls are achieving expected progress; 24% boys and 27% of girls better than expected progress in Mathematics

Development Focus

- Introduction of TEST (Ten Strands of Outcomes and Progress) assessments across 10 key areas will enable us to track pupil progress across all areas, including life skills, therapy goals, health, etc.
- Progress in Computing, Science and Music needs to improve to be in line with other subject areas.
- Continued focus on recruitment, development and retention of good quality teachers, to ensure best possible outcomes for pupils: pupil progress is not as strong in classes which have seen changes in teaching staff.

Evidence

- Individual pupil progress tables and charts
- ASDAN programme certificates
- ASDAN qualification certificates
- CASPA - English and Mathematics graphs
- Annual Review/EHCP Reports
- Individual Learning Plan (ILP) targets and target evaluations

4. The Quality of Teaching, Learning and Assessment at Kisimul School

Self-evaluation grade: 2 (Good)

Summary

- Teaching is often good or better across the school.
- Teaching strategies and pedagogy are matched to pupils' individual needs to ensure effective learning takes place.
- The training programme for school staff is kept under review and every opportunity is taken to include expertise from external trainers.
- Teachers who are not consistently 'good' are supported by one Assistant Head Teacher and are all improving

Strengths

- The national teaching standards have been used to create a revised lesson observation pro forma, which has helped to develop teacher competency and practice.
- The curriculum is planned and delivered through detailed schemes of work written by subject leaders based on the long term plans. These schemes of work focus on learning outcomes and learning activities for each learner group. Class teachers use the schemes of work to feed into their weekly plans. These plan individual lessons in more detail and according to individual learning needs of pupils.
- One Assistant Head Teacher has provided 1:1 mentoring and coaching for new teachers and teachers who are working towards becoming consistently good, in order to meet our high expectations for all lessons to be good or outstanding.
- Teachers plan and teach lessons that are aimed at pupils' individual learning needs and encourage the development of a range of skills across the curriculum.
- Teachers effectively use a range of strategies to deliver planned activities such as the use of symbols to increase understanding. This is coupled with teachers supporting the sensory integration and behaviour needs of the pupils.
- Therapeutic input from on-site staff informs classroom staff in terms of sensory communication and behaviour needs.
- Class staff intervene proactively, actively and reactively when supporting challenging behaviour. All staff use physical restraint as a last resort and are trained to intervene using alternative means of support such as re-direction techniques, removing triggers and providing breaks. These are used to calm the pupil and allow time and space to aid the calming process. In the event that a physical restraint must be used to keep all pupils and staff safe, staff perform the restraint for the least amount of time needed and ensure the pupil's dignity is protected.
- Pupil progress data is captured half-termly and used to inform target setting for individual pupils.
- Pre-admission meetings are held for new pupils to aid their smooth transition into Woodstock school.
- Pupil voice activities each term enable us to ascertain the likes/dislikes of pupils.
- Pupils can access stimulating and attractive open spaces in order to engage in learning outdoors.
- Off-site activities such as the gym, swimming and community trips are a feature of timetables.

Development Focus

- The PSHE/SRE curriculum was being taught for the first time during 2015/16 as a discrete subject lesson. This curriculum incorporates topics that focus on appropriate areas of learning within SRE. A curriculum map has been created and the first scheme of work was delivered in all classrooms in the Autumn Term 2015. It is essential that teachers feedback to the subject leader to ensure that the curriculum area is establishing itself within the school. The leadership group will also use one of the termly observation cycles to monitor this new curriculum area. In 2016-17, SRE will be taught each half term.
- Pupil ILPs now make reference to advice from school therapy professionals and pupils' statements/EHCPs as well as addressing academic targets: work on this needs to continue.

Evidence

- Lesson observations documentation
- Pupil progress evidence
- Monitoring of teachers' planning
- Curriculum planning documents
- Class records
- IPCPs
- Sensory Diets
- SaLT Provision
- Music Therapy Provision
- Physical Restraint Records
- Pupils' views
- Evidence of teaching British Values within the curriculum
- B Squared data/CASPA data
- ILP evaluations

5. Personal development, behaviour and welfare of the Pupils at Kisimul School

Self-evaluation grade: 2 (Good)

Summary

- Teaching staff are highly experienced in redirecting negative behaviour patterns and generally the management of behaviour is demonstrative of excellent practice.
- There is evidence across the school buildings of confidence and authority in dealing with some of the most challenging children in education in the country.
- Use of positive reinforcement strategies, e.g. praise & reward, linked to the Behaviour Policy.

Strengths

- Our school takes its responsibility to keep pupils safe very seriously. The school has rigorous safeguarding procedures and practices
- All recruitment of staff is conducted in line with 'Safer Recruitment' principles and best practice. All ELT members have undergone Safer Recruitment training.
- Safeguarding is part of the intensive induction training of all new staff and every member of staff receives annual safeguarding input and refresher training. Safeguarding

issues are regularly discussed during staff briefings.

- The school keeps extensive records of accidents, incidents and each pupil has a detailed handover file to ensure continuity of up to date information on each child is shared across the settings.
- The school behaviour policy is based on dealing with behaviour following a broad set of shared principles and rights of access to learning, being safe, being respected and being supported with dignity.
- Each pupil has an Individual Pupil Care Plan (IPCP) which includes a behaviour plan for each pupil. This includes identification of behaviours they may display that could challenge possible functions of these behaviours to support staff understanding and agreed strategies to use proactively, actively and re-actively to support the pupil and ensure consistency.
- For those pupils whose behaviour changes in content, severity or complexity, members of staff may call a multi-disciplinary team meeting (MDTM). This brings together all professionals from each discipline to look at how best to support the pupil and improve their behaviour so as to reduce their barriers to learning. These have become embedded into Woodstock School and significant improvements have been documented in the minutes from these meetings.
- All staff are trained, through Timian training, to intervene physically, as a last resort and when all other methods have been unsuccessful, if the safety of the learner, other learners or staff, is compromised.
- All learners have an individual risk assessment, updated regularly. These detail risks that the pupils' behaviour may pose in different situations and interventions which will reduce the risk to themselves, others and property.
- When pupils are taken off site for activities there are risk assessments in place for the activity and environment in which they are taking place. These are used in conjunction with pupils' individual risk assessments to ensure that all pupils are kept safe. Staff are also aware of each individual pupil's cues and triggers and will not risk taking a pupil into the community if they felt they were not calm enough to do so
- During 2015-16 our pupils' attendance was 96.25%. Any absence is usually the result of a pupil being ill or attending medical appointments. This attendance is broken down into 94.3% for day pupils and 96.8% for residential pupils.
- Pupils have a positive attitude to learning and this is evident when observing lessons. Most pupils are engaged in learning when they are calm and comfortable. Most pupils can also be seen enjoying the learning activities they take part in across the school day. The good attitude to learning is also evident when observing the pupils coming across to school in the morning and afternoon. Many pupils enter the classroom with smiles on their faces and look straight to their timetable symbols in anticipation of what they will be doing during the lessons.
- For most of the day our pupils can be observed displaying outstanding behaviour that does not affect their engagement in learning. However, due to the needs of our pupils at times they can display challenging behaviour. This may vary in severity but at times pupils' behaviour can only be kept safe by using the highest degree of restraint if other interventions prove unsuccessful. Pupils are supported with their behaviour and proactive plans are followed to reduce incidents of challenging behaviour.
- Most pupils' negative behaviour will see a dramatic reduction over time and this is tracked by the psychology team.
- Many pupils are prescribed medication to support their behaviour but as and when we can we would always endeavour to reduce or remove medication where possible.
- Many aspects of our day to day work contribute to the secure, predictable, safe and low-arousal environment that gives our children the best chance of success.
- Relationships between staff and pupils are positive and respectful and the school ethos is marked by a positive attitude and enthusiasm for what is demanding work.

- Where appropriate, staff will talk with pupils about their behaviour and hold respectful discussions around why they might have behaved that way and how to avoid doing it again. This is only appropriate for a small number of our pupils.
- Pupils are taught and experience activities around being good to others and friendship through the PSHE curriculum. In each school building all the pupils are encouraged to come together once a week in an assembly where the topics often relate to being a good citizen as well as religious and cultural topics where pupils share in each other's backgrounds with respect.
- Safeguarding 'hot topics' such as radicalisation, FGM and CSE are discussed and training delivered on these during staff meetings and INSET days

Development Focus

- We continue to include Safeguarding 'hot topics' into many weekly staff meetings to raise awareness of current national issues.
- The SaLT team would like to improve the ability of all staff to support pupils' communication needs with the appropriate AAC for each individual: all school staff to have communication key rings in 2016-17.
- There have been no reported incidents of bullying. However it is difficult to determine incidents of bullying within our cohort of pupils. The school is developing a system of improving practice, such as providing pupils with a pupil-friendly anti-bullying policy, careful recording of any incident which could possibly be of a bullying nature, support and debrief sessions for pupils who may have experienced negative encounters with their peers and awareness raising amongst staff and pupils, eg. via the PSHE curriculum and displays around the school.

Evidence

- Safer recruitment certificates
- Behaviour Policy
- MDTM minutes
- Pupil risk assessments
- Environmental risk assessments
- Visits risk assessments
- Policies/ Procedures
- Attendance data
- Lesson observation documents
- AEP frequency of incidents graphs
- Monthly QA data reports
- Anti-Bullying Policy

6. Effectiveness of Leadership and Management of Kisimul School

Self-evaluation grade: 2 (Good)

Summary

- The Woodstock Leadership and Management Team are made up of Sandra Langdon, the Head Teacher, Jane Straw and Denise Heffernan, Assistant Head Teachers and Rebecca Pooley, Lead Teacher.
- Governance and support is provided by Danny Carter, Director of Education and Paul Routledge, Assistant Director of Education.

- The Leadership Team is supported by our School Improvement Partner Anne Hayward and has received support from Surrey CC / Babcock (Peter Pambos) re pupil data.
- Staff opinions on whole school topics are highly thought of by the leadership team. The leadership team seek school staff views annually through a staff questionnaire. School staff have a Monday morning briefing meeting where they can deliver important messages for the week. There is also a Friday morning staff meeting where staff have the whole agenda and can air any views or concerns.
- The School Leadership Team understands the strengths and weaknesses of the school and is active in supporting strengths and addressing areas for development through a school development plan.

Strengths

- Leaders ensure that the needs of staff who need support are addressed through action plans and increased levels of support where appropriate.
- A weekly Teachers' Meeting chaired by the leadership team provides a regular opportunity for the school improvement plan to be communicated with the teachers and emphasis is made particularly on areas of improvement for the quality of teaching.
- The detailed and honest school self-evaluation underpins actions and plans that focus accurately on areas requiring improvement.
- The impact of the self-evaluation and improvement plan cycle is evident when looking at the pupils' progress data and the achievement of the pupils across the school.
- All members of staff take part in an annual performance development review (PDR) which allows a member of the leadership team to discuss strengths and areas of development for each staff member. It is also a forum for encouraging continual professional development and looking at staff areas of interest. A new Classroom Assistant Appraisal pack was introduced for education support staff in 2015-16 and this was well received.
- The leadership team have driven the ethos of the school and embedded the notion of high expectations for all of our pupils, no matter what their learning difficulty and/or behaviours that challenges. This is evident when you see our staff teams confidently teaching and supporting some of our most challenging pupils. Staff teams are also confident in taking these pupils out into the community and feel that they can not only keep the pupil safe in any eventuality but can also keep the public and themselves safe.
- The curriculum is prepared for three groups:
 1. Some learners encounter the curriculum activities and begin to show an early awareness of the world around them. They may participate more formally by accepting full adult support.
 2. Other learners become more proactive when being involved in the curriculum. They develop and refine skills and begin to explore the world around them in increasingly complex way. These learners may participate formally with visual and verbal support.
 3. The remainder of learners begin to consolidate learning by forming skills, knowledge and understanding. They may begin to apply their skills, knowledge and understanding to a variety of learning experiences within familiar settings. These learners may participate formally and independently.
- Each teacher leads in a subject area and is responsible for the planning of that area. This helps ensure that the content of each subject area remains appropriate and covers a broad range of programmes of study.
- The leadership team for 2016-17 is strong and areas of focus for each member of the

team are clearly outlined.

- Pupil transitions have been a focus in 2015-16; as a result, the management of these has improved. A protocol for day pupils leaving in taxis at the end of the day has resulted in improved practice.
- Learning walks undertaken by the ELT have resulted in improved displays, pupil evidence of work, pupil engagement, use of therapeutic interventions, timekeeping and deployment of support staff within the classroom.
- Cross moderation has taken place twice between Woodstock and our sister schools, Swinderby Lower School and Acacia Hall Upper School in Lincolnshire.
- One Assistant Head Teacher has held half termly meetings with teaching staff to improve the way in which teachers assess and record pupils' progress and set targets for moving learning forward via lesson planning and activities presented to pupils.
- As a result of a push to improve staff attendance and changes to procedures regarding absence calls and return to work interviews, school staff attendance improved in 2015-16, with an average absence rate of 1501 working days lost (a 16% reduction from 1788 working days lost in 2014-15).
- Joint working with the Care Leadership Team has led to improvements in the deployment of Residential Support Workers in classrooms and the waking day curriculum provision and collection of evidence in Care.

Development Focus

- To review the leadership needs of the school as priorities change over time.
- Introduction of TEST assessment across the school to cover 10 strands of development.
- Subject leaders need to have the opportunity to observe some teachers delivering their subject in order for them to monitor and evaluate teaching, learning and resources.
- Quality Assurance calendar to be introduced, monitored and maintained in 2016-17.
- Leavers destinations for 2015 and 2016 to be analysed.
- Leadership team to allocate more time to spend in classrooms.
- Consideration to be given to AQA accreditation for independent living skills/ASDAN.
- Devolving of leadership responsibilities across key stages or buildings
- Responsibility for KS5 to be established with a view to embedding improved work related learning curriculum
- A support staff co-ordinator role to be established, to include staffing and some time supporting in classrooms
- CPD for senior and middle leaders
- Safeguarding training for DH and update training for JS

Evidence

- Independent Living Skills (ILS) curriculum document
- ILS progress tracker
- CASPA graphs
- Observation records
- Teacher support plans
- Minutes of Teachers meeting, ELT meeting and MDT meetings
- AEP notes
- Curriculum overview document
- Minutes of Care/Education meetings

7. Overall Effectiveness

Self-Evaluation grade: overall, grade 2 (Good)