

Nancealverne School

Self-Evaluation- 2024-25



Quality of education	
<p><i>Quality of education</i></p>	
<p><i>Evidence to Support this Judgement</i></p>	<p>At Nancealverne school we are committed to and passionate about the learning and progress of our pupils. Staff and governors have high aspirations for our children and young people through a broad and varied curriculum; highly structured; differentiated and personalised learning programmes.</p> <p>Curriculum- the curriculum demonstrates equity in the subjects studied. The progressive curriculum is delivered effectively through highly personalised learning routes; no pupil is disadvantaged by their curriculum offer and this meets the needs of all pupils. The curriculum is pupil-centred, inclusive and flexible and recognises that each pupil is unique and aims to empower them to achieve their full potential whilst preparing them for a fulfilling and independent life beyond school. The curriculum is highly personalised and takes into account the diverse needs, strengths and interests of each student and provides opportunities for them to follow in their unique way.</p> <p>We fully consider the interests and aspirations of pupils and families placing great importance upon preparation for adulthood and the extent to which outcomes secured within the school can be both communicated and applied beyond the school day and beyond the pupils’ time at the school. We have developed a Curriculum Framework, with accompanying Progression of Key Skills documents, which provide a guiding structure within which learning takes place. This is a developmentally progressive model moving from a curriculum which is primarily concept and skills driven up to age sixteen, to one which is increasingly context based in Post-16.</p> <p>The value of the education we offer is not just in the acquisition of new knowledge but is rooted in its application in life-building and in consideration of the preparing for adulthood outcomes identified at year 9. This is clearly demonstrated via our work-related Learning offer, which evidences both breadth of study and equity in access (EYFS-Post 16). This curriculum offer identifies end points to further pupils’ skills, knowledge and understanding of potential post school options which may include the world of work/world around them and ways they can make a positive contribution to it. Personalised pathways ensure all pupils succeed and determine accreditation and qualifications routes mapped during the early secondary phase. This directly links to work related learning within the school curriculum.</p> <p>The Curriculum Access and Engagement strategy utilises observational frameworks outlined by the DFE engagement model to very good effect. Person centred planning which includes incorporating the advice and guidance from therapeutic teams is fully implemented; teaching is highly responsive to children’s needs which inspires pupils to learn as we know them so well. The effective implementation of EHCP outcomes is delivered through personalised PLG targets.</p> <p>Subject leads have a clear understanding of the needs of the pupils which drives the development of the curriculum securing it is coherently planned and sequenced to meet</p>

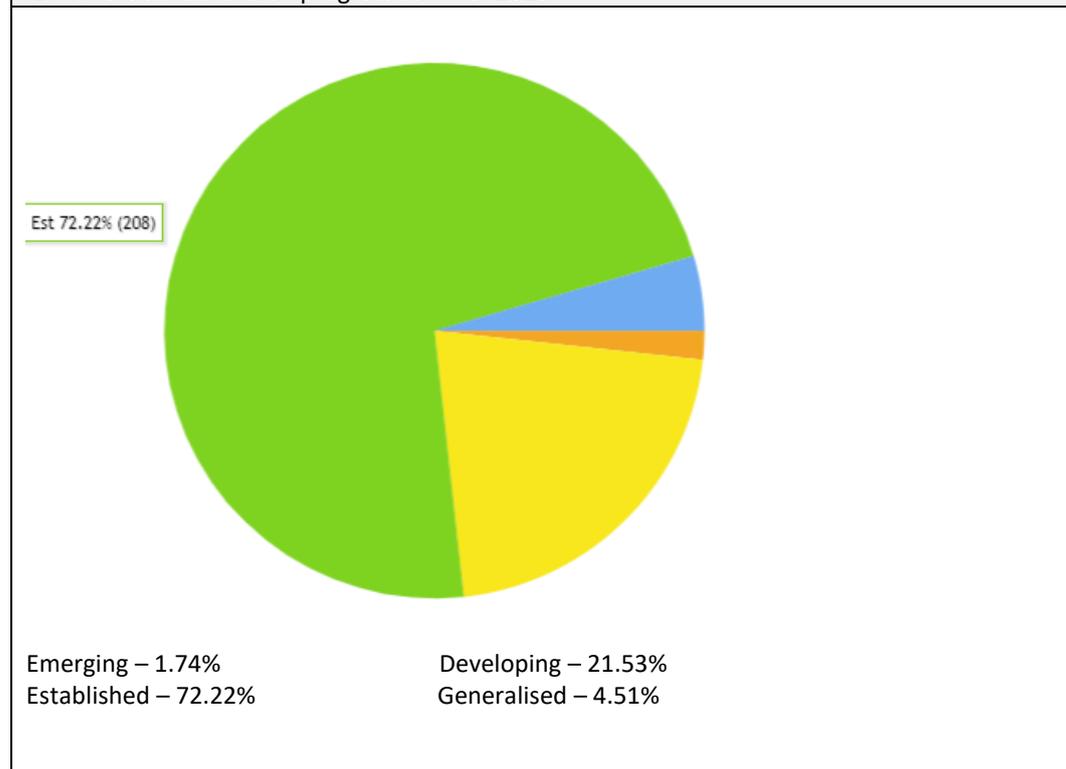
their highly personalised learning needs; roles and responsibilities identified secures accountability of roles. Coherent schemes of work identify a rationale for subject specific teaching. Schemes identify end points for each key stage that will secure sequencing in learning/building upon prior learning. This ensures learning is embedded and builds on pupils' long-term memory using the mastery approach throughout the curriculum offer with ever-increasing complexity.

The curriculum demonstrates equity in subjects studied. The progressive curriculum is delivered effectively through highly personalised learning routes; no pupil is disadvantaged by their curriculum offer and meets the needs of all pupils. Effective implementation of EHCP outcomes achieved via PLGs delivered through the school day/week.

There are three main learning pathways identified as Ready to Learn (R2L) Bridging to learn (B2L) and Learning to Learn (L2L). Fundamental to any personalise learning pathway is the schools' response to outcomes identified via Education, Health and Care plans which are fully implemented within termly personalised PLGs (Personal Learning Goals).

The end of year 2022-23 data demonstrates improved outcomes in all areas with regards to learners establishing or generalising their Personal Learning Goals PLGs. As with the whole school overall narrative this is reflective of the learners having opportunities to practice and generalise skills over a longer period of time, ensuring the repetition needed to embed a skill.

IEP Whole school overall progress summer 2023



Communication and Interaction

Emerging – 0% Developing – 16.39%
Established – 80.33% Generalised – 3.28%

Sensory and Physical

Emerging – 1.52% Developing – 27.27%
Established – 68.18% Generalised – 3.03%

SEMH

Emerging – 0% Developing – 23.33%
Established – 71.67% Generalised – 5%

Cognition and Learning

Emerging – 0% Developing – 12.9%
Established – 77.42% Generalised – 9.68%

Curriculum aims:

- To provide a calm, learning focused environment, which is safe, caring and nurturing.
- To develop and maintain strong and mutually supportive relationships with parents and carers.
- To provide a holistic education, which incorporates guidance and strategies from support agency partnerships e.g., speech and language therapists, occupational therapists, physiotherapists etc.
- Remains as broad and balanced as possible for as long as possible, including when delivered remotely.
- To increase resilience and develop pupils' ability to self-regulate
- To develop pupils' essential life skills, developing their knowledge and the cultural capital they need to succeed in life (personal development).
- To promote physical and emotional well-being for all learners.
- To provide informed access and progression within personalised Accreditation routes.
- To prepare pupils for the next stage of their education.
- To ensure all pupils have a genuine 'voice' and opportunity of choice.
- To ensure all pupils leave Nancealverne with outcomes that reflect the best of their ability.
- To ensure the best possible long-term outcomes are available for all pupils.

Curriculum implementation:

- Leaders construct a curriculum that is ambitious and designed to give all our learners, particularly the most disadvantaged, and that have special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life.
- Nancealverne School Provides an outstanding broad and balanced education, which is personalised to the individual needs of each pupil. Our curriculum is designed to be challenging and appropriate to the pupil's stage of development.
- EHCP outcomes are identified through the Annual Review process and are addressed through the academic year. The targets identified enable learners to work towards longer term aims ensuring development of key skills which secures progress over time within areas specified. EHCP outcomes are addressed within all personalised learning pathways.
- The curriculum that is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. Preparation for the next stage in learning includes transition between key stages/pre/post school. The school recognises the importance of effective transition.
- Through the identification of the appropriate curriculum pathways, we secure outstanding outcomes in developing pupil's academic achievement, independence, engagement, and social skills.
- We assess pupils progress in all areas of learning and development using a range of assessment frameworks, identifying personalised learning needs, achievements (progress) and next steps for learning.
- The school ensures that accreditation is meaningful and clearly reflects the skills and understanding which students need to develop. It is imperative that accreditation provides value in the work students have pursued through personalised learning pathways. All accreditation and qualification pathways strengthen learning.
- Our core subjects are English, Maths, PSHE and Physical Education/Physical development.
- Our curriculum is designed to build and expand on previous skills and learning.

Impact from external validation- SIP visits/reports and Trust wide peer review

Curriculum development:

'It is evident that a lot of thought has gone into designing the multiple layers of the offer that pupils receive. The various curriculum plans show that there is high ambition for pupils, alongside a commitment to delivering a balanced curriculum at every stage of their journey through the school.

Senior leaders have a clear view on all aspects of the school. They understand the cohort well and are calmly confident that they are meeting pupils' needs. There is a good atmosphere in the school and the staff and pupils seem very happy. Everything seems to 'add-up', which is not an easy position to achieve. From curriculum plans, to individual subjects, and lessons, there is a coherence that only comes from well thought out and lead plans. SIP report July 2023

Quality of education:

The quality of education being delivered was high – staff knew their pupils well and planned lessons carefully to ensure high engagement. Progress was evident in books, in assessment records, and could be seen by the fact that pupils could recall prior learning, including good routines. The resources being used in classrooms stand out for their high quality. The curriculum being delivered across the school had high fidelity to the model leaders expected to see. Through the comprehensive recording and evaluation of pupil progress (using 'evidence for learning') EHCPs are kept constantly up to date. SIP report July 2023

Communication-'Communication strategies are clearly in place across the school. Structures and routines help the staff and pupils feel confident and safe in their school day.'
Curriculum- 'there is a clear curriculum – and well-established pathways through the curriculum in place to meet the wide range of needs across the school.'

Trust review Nov 2023

Reading and phonics

'Phonics is a key focus in school – and a clear approach is in place – the school has identified the need to continue to develop this approach to ensure fidelity – ongoing CPD for staff – to further embed the offer. It is important the school is very strong in its use of Phonics and is therefore very clear about if/why any pupils are not accessing phonics at this time.' SIP visit 2023

Reading is prioritised to allow pupils to access the full curriculum offer. A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read.

Formal phonics teaching is highly motivating and accessible using the Twinkl phonics programme. Phonics practice is embedded across EYFS to KS3 through a three- part process -KS1-KS2 streamed Sensory phonics, Twinkl phonics and Precision Teach -KS3 & 4 streamed Phonics phase 5, Guided reading, comprehension and SPAG sessions. KS5 pupils access Functional Literacy within accreditation pathways and reading sessions timetabled daily.

We are a Twinkl phonics trained school- and the scheme has been embedded with whole school INSET CPD training, new staff training and staff top up training videos and meetings. We have also invested in Rhino Reader books to enhance the offer with accessible and engaging new materials which align to their phonics level. Every class has

phase flash cards for their phonics sessions and bespoke resources according to the need of the class and cohort.

By the end of KS3 if our learners have not progressed from Phase 2/3 of the phonics programme or earlier where applicable then the focus becomes the development of social and functional sight vocabulary. If a more personalised approach is recognised earlier as being a more effective strategy, this is introduced and delivered alongside the phonics sessions in class. This may include whole word recognition, and the use of AAC/Visuals and Sensory based activities to support the learners who are non-verbal or have sensory impairments. The SIT team support targeted intervention.

When learners are past phonics support, targeted group Guided Reading, SPAG and comprehension sessions support the application of reading skills and further fluency. It is our aim to nurture, but also challenge and stretch our students in a literacy rich environment which promotes a true 'Love of Reading' whilst fostering skills to communicate effectively in the wider world.

To further progress, phonics and reading intervention groups target any gaps and to stretch and challenge our most able students. The students in these groups are identified from the phonics baselines and have access to a six-week 6 block to help them make targeted progress. Reading Eggs sessions have been timetabled in classes who can access the programme 2/3 times a week on our laptops and iPads aligned to their phonics and reading levels.

Phonics intervention groups have been timetabled every week (twice weekly sessions) to focus on the lowest ability and disadvantaged pupils. An additional phonics intervention group also targets our highest ability readers. There is a strategic approach to reading using our data outcomes to good effect.

The data below compiles the results of primary aged pupils and secondary aged pupils accessing the phonics intervention group in the autumn term. All pupils have made significant progress in their phonetical knowledge. The graph shows the progress increase for the pupils in regard to their sound knowledge, blending knowledge and high frequency words:

	Group 1 (Phase 2)			Group 2 (Phase 3)		
	Autumn 23	Spring 24	Progress Increase	Autumn 23	Spring 24	Progress Increase
Sounds	18/25 (72%)	21/25 (84%)	12%	36/49 (73.5%)	49/49 100%	26.50%
Blending	3/8 (37.5%)	7/8 (87.5%)	50%	6/10 (60%)	10/10 (100%)	40%
High Frequency Words	3/6 (50%)	6/6 (100%)	50%	8/12 (66.7%)	12/12 100%	33.30%

Environment/resources have been developed to raise the profile of reading across the school providing opportunities for all and to foster a love of reading across the school- this has been supported in the development of the new reading room/classroom reading spaces and a focus on motivating texts within our curriculum pathways including high interest low ability readers which are more age appropriate for older students.

The Robust monitoring of reading and phonics across the school is demonstrated through weekly drop ins, termly learning walks and book scrutiny which have a specific focus. Best practice is highlighted and shared within staff meetings. Data is monitored termly alongside our data lead with any arising issues explored and addressed with class teachers. Any target students identified in line management meetings to put actions in place and interventions identified.

All pupils make at least expected progress towards challenging Literacy and Reading targets. Pupils leave school having experienced a large range of texts, enabling them to foster a love of reading and literacy that can be taken into adulthood. They would have developed reading skills acquiring formal accreditation outcomes where appropriate that will allow them to be as independent as possible in their adult life; reading outcomes are therefore aspiration led. Data collection through our assessment systems will support teachers to ensure that students make the expected or exceed the expected progress from their starting points.

The use of colourful semantics provides a platform to re-tell part of the story and show the student's comprehension and understanding of what they have read. As well as teaching the process of searching the text to answer questions and begin to form sentence structure.

Writing- writing is fully embedded across the curriculum through personalised, PLG targets, B2 writing targets, and phonics to secure consistency in the development of core skills. English and writing is taught from the point of entry to the school in EYFS, to our school leavers in KS5 following the appropriate pathways and programmes of study.

Skills builder – Nancealverne School has been awarded as a gold skills builder school accredited from the National Skills Builder programme. The Gold award is given for those modelling best practice in high-quality essential skills education and where: Schools have fully embedded the Skills Builder Principles. Teachers have direct access to the Skills Builder teaching and learning hub, with over 300 activities and lessons which align with our curriculum, providing the children with clear and structured opportunities to develop each skill. Pupils can be assessed as cohorts or individuals, providing a clear pathway to developing each skill and next steps. Development of skills are celebrated throughout the school and Skills Builder challenge days are timetabled into the curriculum to further embed the skills and provide opportunities for these to be explicitly taught and practiced. The school is provided with consistent professional development from external representatives of the Skills Builder programme to sustain high standards and report on progress within the school.

Maths – *Nancealverne School has been awarded the financial centre of excellence award for outstanding work in financial education.* Nancealverne school was the only special educational needs school in the South West to have been recognised for this achievement.

Maths mastery training has been delivered to all staff and the maths mastery approach is well- embedded across the school with a strong focus on ongoing training, use of practical apparatus and representation. The school has been awarded as a 'Financial Centre of Excellence' status and is currently working towards re-accreditation by July 2024. The award recognises the implementation of an ambitious maths curriculum with a clear focus

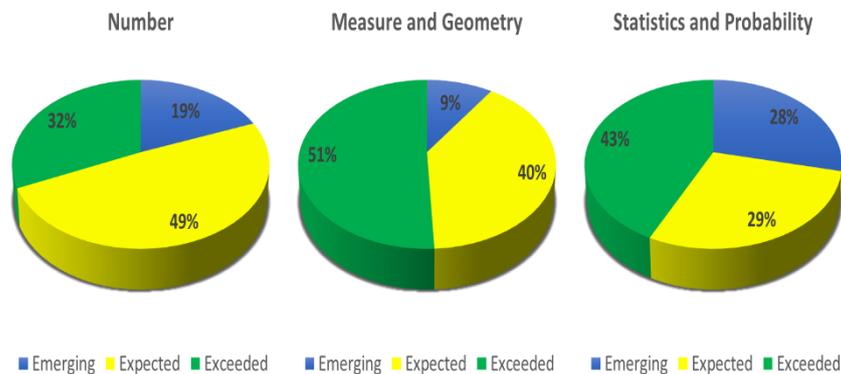
on the importance of building in money and financial skills for all learners and preparing pupils well for life beyond school.

Pupils' learning is embedded and secure, enabling them to solve problems and to reason mathematically, preparing them effectively for the next stage of their learning. Effective curriculum planning allows for smooth transition between key stages, with clear progressions mapped across the key stages. Pupils leave school well prepared for the next stage in their lives, able to live as independently as possible within their communities. Ongoing formative assessment is supported by termly data collection to ensure that pupils' progress is maximised through early interventions and additional challenge. In some classes, overarching maths targets support progress in key skills across the curriculum.

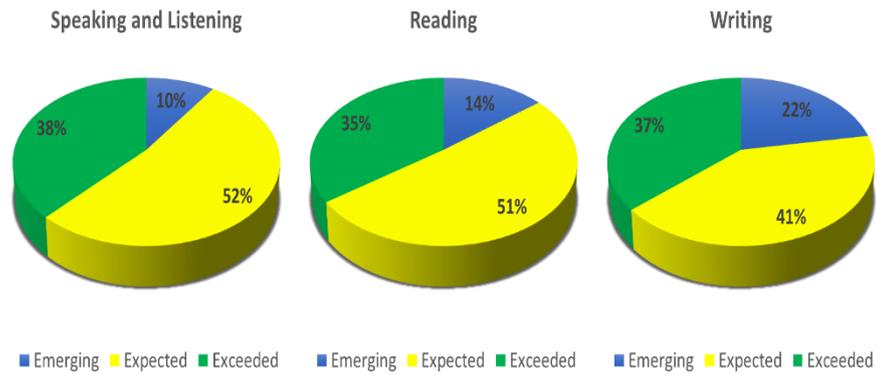
We ensure there is a clear journey for maths learning which delivers/ sequences the intent of our Maths offer, encouraging all pupils to reach their full potential. It is essential that the implementation of Maths via our curriculum offer works towards clearly defined 'end points' which shape our provision, ensuring all pupils in our school are prepared well for their next stage/ steps. The Maths offer is informed by pupils' engagement needs and interests, particularly as pupils embark upon their school journey. The maths curriculum provides pupils with a breadth and depth of study with sufficient challenge in learning content to ensure no pupil is disadvantaged.

All subjects have identified key skills which deliver on end point specified (WALTS); this secures sequence in learning ensuring pupils build upon their skills knowledge and understanding. Through the effective use of assessment outcomes, the school remains fully informed of pupil progress regardless of curriculum pathways as learning builds upon identified start points ensuring sufficient stretch and challenge.

Whole School - Maths



Whole School - English



The curriculum Access and engagement strategy focuses on highly differentiated and personalised learning programmes. Regular access to interventions such as Attention Autism, Intensive Interaction and Colourful Semantics has vastly increased the pupil's receptive and expressive communication, as well as increasing their ability to remain focused during group and one to one learning opportunities. Focus on working memory and knowledge recall helps the pupils to transfer skills between tasks and establishes central coherence that connects their understanding of the word, their education and how they can use their skills across all areas of their lives.

The school environment is conducive to learning and supports the curriculum implementation. Resources which include the outdoor areas which facilitate the effective delivery of therapeutic interventions and interpersonal and wellbeing need of the pupils- PE/PD/outdoor learning offer including rebound therapy, REAL PE and MOVE programme.

The school has a well-embedded total communication environment to ensure effectiveness in the development of pupils speaking, listening and communication skills. Staff are in receipt of CPD designed to enhance their skills in their communication with our pupils- PECS, AAC, visuals, symbols and communication passports. Pupils are provided with the means to communicate based upon the advice and guidance of SALT and AAC. As a result communication between adults and pupils is effective which facilitates pupils developing their understanding, communication conveys meaning and provides purpose. The skilful use of a total communication approach supports pupils' learning very effectively. Pupils can take a full part in lessons. This results in them making progress and having wider access to the community.

Leaders have established a well-structured curriculum to promote work-related learning. This has resulted in pupils having a clear understanding of the different options available when they leave Nancealverne. They are empowered to make informed choices about their future.

Parents/ Carers views are listened to and acted upon. By building respectful and positive relationships with parents/ carers, the school secures effective partnership working. In order to ensure we are actively listening to feedback, parental views are collated termly and include: a parental survey, parental feedback from the Annual Review and parent/teacher consultation feedback. Results from the annual survey are overwhelmingly positive:

Annual survey results summer term 2023:

100% of parents agree/strongly agree their child is happy at the school.

100% of parents agree/strongly agree their child feels safe at the school.

100% parents strongly agree that the school gives their child the support they need to succeed.

97% parents felt that progress and targets were communicated effectively

100% of parents agree that the school had high expectations for their child.

100% of parents felt that their child had not been bullied.

100% of parents agree the school supports my child's wider development.

100% of parents agree there is a good range of subjects available to my child at school.

100% of parents would recommend/strongly recommend this school to another parent.

A range of additional comments taken directly from parental feedback forms 2023:

'I think the school and class teachers are working hard and the very best for my son.'

'I believe my child feels very happy and safe at this school'

'C loves school and I couldn't ask for a better school to send him to! I think you're all amazing.'

'J is very happy with you.'

'F has come on amazingly at school and is so much happier at school.'

'The progress B has already made in such a short time has truly blown us all away. Extremely happy.'

'Yes- don't change anything!'

'All the staff have been amazing, not only with M but also us as parents. They have gone above and beyond to help our daughter settle in school so quickly exceeding everyone's expectations of how M would cope due to her condition and never in her other school. We couldn't be happier.'

'E is waiting by the door with a spring in her step every morning. That speaks volumes to us.'

'Amazing school.'

'Fantastic school.'

The curriculum fully considers the interests and aspirations of pupils and families building upon such views particularly in consideration of the preparing for adulthood outcomes identified at year 9. This is clearly demonstrated via our work-related Learning offer, which evidences both breadth of study and equity in access (EYFS-Post 16). This curriculum offer identifies end points to further pupils' skills, knowledge and understanding of potential post school options which may include the world of work/world around them and ways they can make a positive contribution to it. Personalised pathways ensure all pupils succeed and determine accreditation and qualifications routes mapped during the early secondary phase. This directly links to work related learning within the school curriculum.

Next Steps	
	<ul style="list-style-type: none"> ➤ To continue to develop PE/PD curriculum with a consistent use of Real PE including evidencing charts for school learning pathways. ➤ Maths lead to consolidate and extend understanding of mastery- include this as part of the induction programme. ➤ CPD – implement ‘Show & Tell’ sharing best practice INSET session in Spring term. Peer observations and mentoring will support new staff to the school.
Behaviour&Attitudes	
	
Evidence to support this judgement	<p><i>‘Behaviour and engagement of pupils was really positive. The well-established approaches and confident staff relationships with pupils mean that pupils needs are so well met that the level of complexity of need – or the development that has taken place – are not evident when you visit the school.’ ‘Engagement and relationships are an absolute strength of the school – this could clearly be seen in the interactions between pupils/ pupils and staff and within the staff teams. Learning is really purposeful and takes place in a calm, well-structured, well-resourced environment.’ SIP report Nov 23</i></p> <p>The school values are promoted and embedded in teaching practice and mapped through the curriculum and enrichment offer. Positive behaviour and attitudes underpin our ethos and curriculum as well as permeating through all aspects of school life. Pupils relate well to each other and show respect for others’ ideas and views. The school promotes a culture of respect and inclusion where all students are valued, accepted and treated with dignity.</p> <p>The school has a well-embedded behaviour policy; behaviour incidents are logged and monitored using ‘Trackit lights’ behaviour system. Behaviour meetings are held fortnightly with SLT and the behaviour team to discuss recent incidents, high profile pupils and de-brief incident forms. Referrals and early interventions continue to support these pupils. CPD/training is also identified for further to support staff. The behaviour lead has delivered bespoke training to the class teams supporting individual pupils and bespoke behaviour plans with a focus on de-escalation strategies.</p> <p>De-brief procedures are in place to support staff, identifying any actions and addressing any well-being support required. Well-being plans, Positive Handling Plans and individual risk assessments are regularly reviewed and updated.</p> <p>We continue to see a reduction in level 3 behaviours. During the autumn term 2023 there was a slight increase in Level 2 behaviour incidents compared to the summer term. However, this data reflects a deliberate shift in our incident recording approach. We have actively encouraged staff to document all Levels of behaviour, no matter how minor, to ensure early identification and intervention. This proactive stance allows us to triage and implement early intervention and referrals to external agencies.</p> <p>Whilst there has been an increase in recorded Level 2 incidents, the escalation rate to Level 3 has remained remarkably low. Compared to last year's 51% escalation rate- currently seeing 25% escalation rate to Level 3. This significant drop is a testament to the effectiveness of our targeted interventions and support strategies. Effective strategies include:</p> <ul style="list-style-type: none"> • Enhanced vigilance and recording: By capturing all Levels of behaviour, we gain valuable data to tailor interventions and support individual needs. • Focus on Level 2 interventions: By promptly addressing minor disturbances, we address potential problems at an early stage and prevent them from escalating.

- Strengthened communication: Improved dialogue with students and parents facilitates collaboration and strengthens accountability for individual behaviours.
- Strong ethos and values towards supporting behaviour: Our focus on positive reinforcement, restorative practices, and a supportive learning environment fosters a sense of community and shared responsibility for positive conduct.
- De-escalation training: Equipped with effective diversion, distraction and other team-teach techniques; staff can proactively manage challenging situations and navigate potential escalations Heightened awareness and meticulous recording practices, fostered by refreshed staff training and the "Trackit-light" system, have given us a broader and more nuanced picture of student behaviour. This deeper understanding allows us to identify needs promptly and tailor support strategies effectively.

A proactive approach to behaviour:

- **Increased documentation** empowers us to provide targeted support to students who may be struggling, addressing potential concerns earlier and minimising escalation. This proactive approach allows us to nip potential issues in the bud before they impact student learning and well-being.
- **Individualised interventions and strategies:** Recognising the diverse behavioural profiles present within our student body, we can leverage the detailed data to develop specific strategies and interventions for each individual. This child centred approach ensures that every student receives the optimal support to navigate challenges and thrive in the learning environment.
- **Building a Supportive Network:** Our collaborative partnerships with parents and guardians are strengthened by the comprehensive data, enabling us to communicate needs and implement consistent support mechanisms across environments. This shared approach fosters a positive and unified network for student success.
- **Continuously Learning and Evolving:** We remain committed to refining our data analysis, monitoring the effectiveness of interventions, and adapting our strategies as needed. This data-driven approach ensures that we remain responsive to student needs and constantly improve our support systems

Pupils adopt the appropriate routines via the structured orderly environment identified within the school. Pupils are encouraged to manage change and transitions through the effective use of signs and symbols which prepares them further for change. Pupils are encouraged to further develop negotiation skills through the offering of choices which leads to more informed decision making.

'There is a clear debrief process following any safeguarding or behavioural incident, when staff have time out of the classroom. This is embedded in the culture, putting staff and pupil wellbeing at the forefront of practice.'

LA external safeguarding audit feedback- Nov 2023 (School Effectiveness Team).

Attendance- autumn term attendance data 96%

'As we are aware, Nancealverne has ongoing good attendance. I feel this is due to school having such a pro- active approach towards attendance and having excellent home-school relationships, so parents/carers are happy to be share with you any concerns or issues they have. They realise the school will do all it can to resolve these issues.'

External EWO feedback following visit 14.11.2023

The robust and strategic attendance strategy alongside clear roles and responsibilities for the attendance teams, continues to support good attendance data and impact. Attendance continues to focus as a standing agenda item during weekly staff meetings/safeguarding meetings with SLT, school nurse and designated safeguarding leads. The impact of these meetings has ensured that all key information is shared effectively between key members of the team, including health.

The attendance team review persistent absence on a weekly basis and identify actions and early interventions. Fortnightly attendance meetings with key members of the student welfare team, remain an integral way of identifying and addressing attendance issues. Attendance meetings also address individual pupil issues; these are identified and discussed. Actions and interventions are implemented, and any necessary referrals made to the EWO for further support. PA pupils are discussed with the EWO and early actions are decided. Whole school attendance continues to improve and remains above the SPT and national benchmarks.

Actions and interventions are identified and implemented at an early stage. Whole school attendance strategies continue to have a positive impact on pupil attendance including Attendance meetings with individual families; letters home, reminders and referrals to the EWO team. All concerns/interventions and home-school communication are recorded on CPOMS. Attendance case studies demonstrate impact.

Close and positive relationships with our families alongside early intervention and regular contact have proven successful. Attendance continues to be a high priority and we will continue to support good attendance through weekly staff meetings, fortnightly SLT attendance meetings and monthly meeting with our designated external EWO.

'The school has invested in 2 home school liaison officers, who have different roles, but work equally on parental engagement, ensuring a trauma-informed approach and an understanding of potential unmet needs of parents. They work through the holidays, ensuring smooth and thorough transitions for pupils, and to allow parents a familiar contact when school is closed. The advent of these roles, alongside the robust and trauma-informed approach of the Head Teacher and Deputy has already had a big impact on attendance, which is above national average.'

LA external safeguarding audit feedback- (school effectiveness team)

There have been no fixed term or permanent exclusions at the school. Pupils feel safe and this is evidenced through the pupil and parent surveys and through relationships with staff within the school. The PSHCE curriculum has been designed to help develop interpersonal skills which enable our children/YP develop the skills and understanding of how to build positive relationships alongside the skills required to develop their understanding of personal safety.

'There is a strong culture of mutual respect and support between staff, students and parents.'

'Children feel listened to – they are relaxed and confident and were happy to spend time talking about their school. They say they can talk to anyone if they need to, and that staff listen and respond. They talked about friendships, and the importance of this to their feelings of safety and, as documented above, were confident in talking about how they are taught to keep themselves safe. This included detailed knowledge of online safety, of how to be a good friend and have healthy relationships, as well as emergency services and who to contact, and when, if a difficult situation emerges outside of school.'

LA external safeguarding audit feedback- Nov 2023 (school effectiveness Team)

Anti-Bullying work has a high profile through focus weeks and actions through the Rights Respecting Schools work. PHSE themes are embedded in the curriculum and wider curriculum. Cyber-Bullying is highlighted as a danger and children are well supported with strategies to stay safe online- parent workshop online safety. Impact of offer and address safeguarding issues with parents. Bullying, harassment and discrimination are never tolerated.

'Children were able to talk about how they are taught to keep themselves safe – they discussed online safety and were able to give clear examples about how to respond to the threats of safety. They also discussed their RSE and PSHE sessions and how they teachers and staff teach them about friendships and relationships.'

'The school has a robust PSHE programme, which is flexible to be able to respond to local/contextual issues and concerns, and allows for topics to be regularly revisited to ensure messages are embedded.'

'Senior Leaders have excellent knowledge and understanding of multi-agency safeguarding procedures, attend statutory and non-statutory meetings and take their multi-agency safeguarding responsibility seriously.'

LA external safeguarding audit feedback – Nov 2023 (School effectiveness Team).

Additional support- when children require additional support, the school ensures this support is deployed effectively. The SIT team provide timely and highly personalised intervention programmes to support OT, SALT, Physiotherapy and SEMH needs. In addition to targeted individual interventions, the SIT team have also supported group interventions, upskilling staff to embed strategies from pathway 2 into their universal classroom provision. Group intervention include sensory motor group and the interoception curriculum facilitated alongside the staff teams cascading key CPD and training. Our ability to meet the needs of all pupils is further enhanced by our work with a range of external professionals who also provide ongoing professional development for staff.

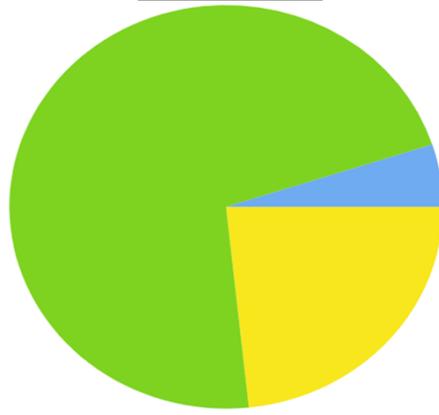
Through the SITT team pathways, there will be enhanced access to Specialised Services. Effective partnership working facilitates access to these specialised services, such as speech and language therapy, occupational therapy, counselling, and educational psychologists. Collaborating with these professionals enhances the quality of support provided to pupils and maximises their potential for success:

The multi-agency approach between SIT and OT at Nancealverne, continues to be successful. This joint work between OT and SIT offers quality assurance of intervention and embedding of recommendations. SIT continues to work closely with Parent Engagement lead to facilitate and support at parent/carer coffee mornings and events. Parent workshops have included: communication, phonics, behaviour that challenges, sensory integration.

The school has a well-embedded total communication environment to ensure effectiveness in the development of pupils speaking, listening and communication skills. Staff are in receipt of CPD designed to enhance their skills in their communication with our pupils- PECS, AAC, visuals, symbols and communication passports. Pupils are provided with the means to communicate based upon the advice and guidance of SALT and AAC. As a result communication between adults and pupils is effective which facilitates pupils developing their understanding, communication conveys meaning and provides purpose. The skilful use of a total communication approach supports pupils' learning very effectively. Pupils can take a full part in lessons. This results in them making progress and having wider access to the community.

The total communication approach where pupil voice and is at the heart of our school ethos and values. We empower students to advocate for their own needs and preferences, helping them to build confidence and independence. Pupils are provided with effective forms of communication and SALT/SIT recommendations are fully implemented. We teach students effective communication skills including non-verbal communication and the use of assistive communication devices where necessary. Whole school communication data demonstrates significant progress in in generalised and established communication and interaction personal learning goals/EHCP outcomes:

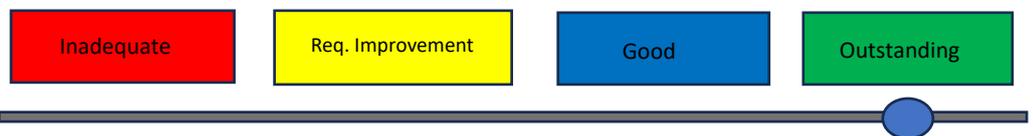
Communication and Interaction PLG Data



Next steps

- Further embed 'Trackit lights' behaviour tracking system to ensure a whole school, consistent approach to tracking level 2 behaviours including de-brief reporting and actions.
- Behaviour & attitudes to continue to be a focus of all learning audits and lesson observations.

Personal Development



At Nancealverne School, we equip students with the skills, knowledge and confidence to lead fulfilling lives, contribute to their communities and maximise their potential. The personal development of all individuals in our school is fundamental in providing rich, inclusive opportunities and experiences in a coherently planned way via the diverse curriculum and through extra-curricular activities.

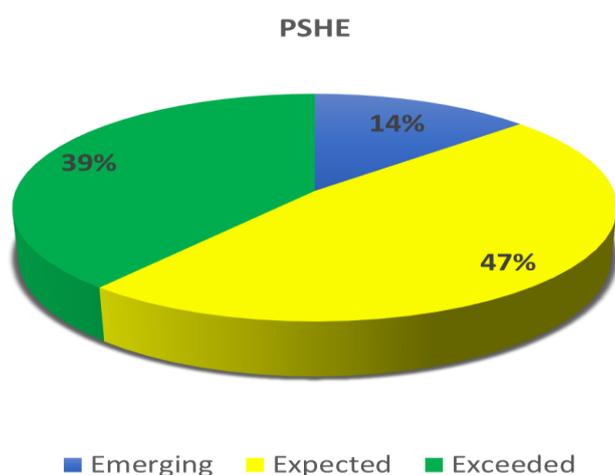
We have an open culture which promotes all aspects of pupils' personal development and ensures effective wellbeing support. School values and robust safeguarding practices

ensure that children/YP feel safe at all times, and that they know how to keep themselves and others safe:

'Children feel listened to – they are relaxed and confident and were happy to spend time talking about their school. They say they can talk to anyone if they need to, and that staff listen and respond.'

'They talked about friendships, and the importance of this to their feelings of safety and, as documented above, were confident in talking about how they are taught to keep themselves safe. This included detailed knowledge of online safety, of how to be a good friend and have healthy relationships, as well as emergency services and who to contact, and when, if a difficult situation emerges outside of school.' External LA safeguarding audit – report

PSHCE- The PSHCE curriculum has been carefully developed to promote the progression of skills and allows for personal development on an individual basis. Regular time tabled PSHCE/ RE sessions throughout the school demonstrates implementation of subjects and progress within PSHE targets:



The PSHCE curriculum offer demonstrates development and progression of skills in reliance, relationships, confidence and health and wellbeing enabling pupils to recognise online and offline risks to their well-being. Citizenship is identified within the PSHCE curriculum and is also delivered across a range of subjects including work related learning and ASDAN.

All pupils are actively supported in their ability to be reflective about their own belief and tolerance for others' views faiths and beliefs. PSHCE at Nancealverne School is delivered through understanding the world in EYFS, delivered as a core subject from KS1 through to KS4 and as a core part of the Preparing for adulthood curriculum in Post 16. Long term planning is driven by the implementation and development of key skills within the area of PSHCE and is interweaved through all subjects linked to the National curriculum within a rolling programme to ensure breadth, depth and balance.

The PSHCE and RHE curriculum ensures that children have an age-appropriate understanding of healthy relationships and know how to stay safe from abuse. Effective safeguarding practice and outstanding pastoral care ensure that vulnerable children and families are protected and supported well. Weekly assemblies and pupil celebrations promote confidence, character building and opportunities for showcasing skills and are focused on broader SMSC development. Assemblies recognise personal achievement and

development and these are celebrated by star of the week, Head teachers' awards, reading and maths stars. The PSHCE lead monitors the curriculum via termly learning walks and book looks. The lead is also a member of the Trust wide PSHCE working community group.

Parental engagement:

'The school has invested in 2 home school liaison officers, who have different roles, but work equally on parental engagement, ensuring a trauma-informed approach and an understanding of potential unmet needs of parents. They work through the holidays, ensuring smooth and thorough transitions for pupils, and to allow parents a familiar contact when school is closed. The advent of these roles, alongside the robust and trauma-informed approach of the Head Teacher and Deputy has already had a big impact on attendance, which is above national average.' LA external safeguarding audit

Parental engagement is a priority of the school and partnership working fosters strong relationships and collaboration between the school and parents/guardians. Two home school liaison officers and the pastoral team work closely with parent/carers and families to encourage positive relationships and communication. Our inclusion lead organises regular coffee mornings and parent/carer information and training sessions. Nancealverne School actively involve families in their child's education, providing resources and training for parents/caregivers, and establishing partnerships with community organisations and mental health agencies to ensure a holistic support network.

Weekly assemblies and pupil celebrations promote confidence, character building and opportunities for showcasing skills and knowledge. Termly school reports showcase successes for individuals throughout the school. Head teachers' awards are given to pupils who demonstrate personal achievement.

Termly focus on British Values is apparent and is also celebrated through areas of the curriculum, such as PSHCE, RE, topic work, Art weeks and celebrations, enables individuals to be promote quality of opportunity and diversity, thus building on beliefs and views different from their own. The school promote an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation.

The school consistently promotes the extensive personal development of pupils and Cultural Capital opportunities for all pupils. The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences. Opportunities for pupils to develop resilience and lead a healthy and active lifestyle through outdoor pursuit, such as horse riding, sporting events and ten tors. Pupils also attend after school, extra-curricular school clubs to promote healthy lifestyles and extend personal interests which include: drama, dance, sports, cookery and ICT. Pupil Premium children are financially supported to attend extra-curricular activities. Pupils make use of community resources such as a local gym, swimming pool, tennis courts and parks.

The school has been awarded the healthy schools Gold award and the school is currently applying for Bronze Pupil Participation award. Cornwall health minister also congratulated the school for the research study and impact it has on pupil's health and confidence. In addition, the school was awarded the Time 2 Move Physical activity, health, and wellbeing winners for an outstanding contribution to health and wellbeing in school.

The promotion of SMSC underpins all aspects of learning; including bespoke and targeted interventions. TIS strategies are fully embedded and identified pupils are tracked using the online Motional tool recording ACE and protective factor scores. Wellbeing profiles provide consistent strategies to overcome specific barriers to learning. Motional termly

	<p>data reveals a positive correlation in both pro-social and executive functions and a reduction in the blocks to learning in key classes from baseline universal snapshot data. This demonstrates that the intent and implementation over a sixth month period is having a positive impact on learners and readiness to learn.</p> <p>The school curriculum supports individuals with their spiritual, moral, social and cultural development through varied media, is closely linked, and compliments the PSHCE curriculum. Cultural and religious stories support in providing a vehicle in showcasing different religious, beliefs, cultures and traditions Celebrations are showcased through harvest festivals, Christmas Nativities and other yearly events.</p> <p>Attendance at Cornwall School games on a regular basis, enabling pupil engagement and supports pupil interests. Involvement with mainstream settings to collaborate on the Mencap around the world challenge, Children and staff worked with peers in another setting and build trusting relationships whilst engaging in their healthy interests and trying new experiences.</p> <p>Opportunities to volunteer at school and in wider community through work related learning opportunities and citizenship; developing responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults. School parliament run meetings fortnightly and is highlighted through school development ideas this also promotes a basis for peer role modelling across the school. Pupil voice</p> <p>Careers days and college visits enable pupils to gain ideas for their future learning and personal development, all guidance is unbiased and informative for pupils and parents; supporting readiness for the next phase of education, training or employment so that pupils are equipped to make the transition successfully. Careers days, Careers fayres and college visits enable pupils to gain ideas for their future learning and personal development. From Year 9, pupil PLGs are focused on areas linking to personal development and enable pupils to decide their next steps with their teachers.</p> <p>The school endeavours to support different charities such as; the local food bank, Little Harbour hospice, and national charities such as; Mind, Place 2 Be, Children in Need, Red nose day and Gene for Genes, again promoting and highlighting different causes and enables our children to make connections and understand how the world works.</p> <p>RE and British Values are closely linked within the setting and are demonstrated through the mutual tolerance of others, respectful attitudes of others and understanding. We celebrate individual liberty, demonstrating that we all have a voice and have a right to be heard.</p>
Next Steps	
	<ul style="list-style-type: none"> ➤ Further develop relationships with community employers in order to secure a more comprehensive programme of work experiences. ➤ To review and evaluate current inclusion links with an aim to create further opportunities for all learners. Update the inclusion action plan to reflect current links. ➤ Develop a directory of PSHE training at all levels of school -i.e. from Induction/ class teachers/ middle leads to INSET planning. Identify training needs and source external training across key stages. ➤ Review use of PHSE assessment across the Trust. Share best practice in PSHE assessment across the Trust- look at the use of EFL in PSHE assessment. Further develop the effectiveness of assessment.
Leadership&Management	

Inadequate

Req. Improvement

Good

Outstanding



Nancealverne school is a school which works together with a collective vision in order to drive improvement and ensure continuing progress. There is a strong, ambitious and a structured distributed Leadership team with clarity and accountability of roles and responsibilities is in place. Distributive leadership ensures key strategic aims identified, securing school developments to improve outcomes for our learners.

The Leadership and management structure is effectively distributed with significant responsibility for teaching and learning across a specific key stage alongside other identified whole school initiatives. Consistent QA/monitoring exists through senior and middle Leadership roles which has led to secure judgements/validation and an increased focus on raising standards.

Subject leaders- The school has a very strong team of Subject Leaders who have responsibility for the management of pupil progress and broader curricular development in their subject area. They conduct an annual subject review and a termly learning walk. In addition, regular 'drop ins' help to inform the subject reviews which are shared with the whole teaching team and link governors. Each subject lead develops a subject action plan outlining priorities for the year and linked to the school development plan. The action plans are reviewed termly. The school development plan is a 'live' document and has been shared with all stakeholders. The SDP is reviewed during fortnightly extended SLT meetings.

Teaching and learning observations take place on a termly cycle with a termly focus on a deep dive across Core and foundation subjects. Lesson observation data has been consistently strong with good or outstanding practice observed across all lessons. The quality of teaching and learning has been externally verified by SIP partners and through the Trust wide QA process of peer to peer reviews. The following feedback was provided to the school and highlighted the main strengths in teaching and learning:

- Twinkl phonics scheme being well embedded and followed.
- Classroom environments- reading enriched and engaging for all learners.
- There was a range of effective resources and high levels of differentiation.
- A clear and impressive impact of established routines – across all groups.
- Good use of open-ended questions – supporting the application of knowledge
- Clearly adapted learning across a wide range of need.
- High level of teacher knowledge in supporting pupils to engage with and access their learning.
- Effective use of TAs to support pupil learning.
- Pupils learning behaviour was very positive and they were mostly well engaged with work that was appropriately challenging – sometimes there was a need for a quicker pace to the sessions.
- Praise is used readily and well.
- Evidence was seen of pupils long term memory and retrieval being supported

Monitoring - our monitoring is rigorous and includes lesson observations, book scrutiny and termly learning environment walks. These ensure consistency across phase and year groups to achieve high-quality outcomes for all pupils. Phase leaders support staff to

achieve their key areas for development. Termly pupil progress meetings support the progress and outcomes for all pupils. Reading and maths intervention groups targets the lower and higher ability pupils across the school.

Since the last inspection, the governing body's ability to interrogate school data and self-evaluation findings has strengthened through a robust governor's monitoring cycle and increased school visits. The link governor structure provides governors with further insight into the effectiveness of the school including leadership/management and offers further opportunities to challenge. The 'open door' policy for governors further strengthens the effectiveness of the LGB.

Safeguarding- safeguarding is highly effective.

There is a strong and robust culture of safeguarding throughout the school. Leaders ensure that they have highly effective and robust processes in place to safeguard children. All members of the Senior Leadership team are trained at level 3, Safeguarding Lead level with a named DSL and Deputy DSL in place. The safeguarding governor has also been trained at level 3 level and works alongside the DSL/DDSL to critically evaluate processes.

We have recently expanded the capacity within the safeguarding team to include the SENCO, Intervention Coordinator and family liaison/home school pastoral team. CPOMS recording system is fully implemented and is consistently use to record concerns. Weekly CPOMS meetings are held with SLT to identify timely actions and referrals required. Full safeguarding meetings are held fortnightly with the whole team including health to ensure a multi-agency approach.

We monitor incidents and recorded concerns in 'real time' with automatic alerts being addressed by the Designated Safeguarding Lead, Deputy Designated Safeguarding Lead and the wider safeguarding team (all are Level 3 trained). Any immediate actions and referrals are prioritised. Fortnightly safeguarding team meetings where individual case studies are discussed and reviewed. This enables us to question decisions as required and ensure that the correct actions are taken. We review all individual students to also monitor any historic concerns.

All staff and volunteers receive level 2 Safeguarding training. This is delivered annually by an external provider and includes the KCISE updates. All staff have received Prevent training as part of their induction and read KCSIE and key policies at least annually. Staff are made aware of the particular vulnerabilities that children and young people with SEND have. All staff and volunteers know what to do if they are concerned about a child or young person.

Safer recruitment- leaders follow Safer Recruitment processes, which includes the panel being safer recruitment trained. Reference to safeguarding at every stage of the process and all online checks/DBS completed. All information regarding those checks is recorded on a Single Central Record which is updated regularly and checked by both the Safeguarding governor and headteacher. There is an equally robust system in place for volunteers and those engaging in work experience.

A safeguarding audit was undertaken by the LA and feedback provided – Nov 2023:
"The details of the safeguarding team are promoted across the school, with clear posters signposting staff and visitors to the team. There is also clear safeguarding messaging aimed at children across the school, which is accessible, relevant and differentiated according to the varying needs and understanding of the children."

“School leaders keep up with current guidance, signing up to national updates, and regular safeguarding information is cascaded from the trust safeguarding lead, which is shared as appropriate across the school.”

“The Chair of governors, who is also the safeguarding governor, is well engaged with the school. She takes her role seriously, and has a good understanding of the safeguarding priorities of the school. She carries out regular monitoring visits, feeding back to the governing body on her findings. The Chair of governors has received training for her role, specifically in relation to her strategic role in safeguarding.”

“Staff are able to appropriately and thoroughly talk through what they would do if they received a disclosure from a child, and can identify the safeguarding team, and how they respond to reports. The staff talk about an open culture of communication, and describe clearly what they would do if they had a concern about another member of staff. Senior Leaders understand the importance of recording low level concerns, as well as seeking advice from the LADO and making referrals if appropriate.’

‘Leaders have an excellent awareness of staff and are alert to behaviours outside of work that could be problematic or could pose a safeguarding risk in school. They are prompt in picking this up and acting on it, to reduce the risk of harm to children or reputational damage.’

“Children were able to talk about how they are taught to keep themselves safe – they discussed online safety and were able to give clear examples about how to respond to the threats of safety. They also discussed their RSE and PSHE sessions and how they teachers and staff teach them about friendships and relationships.”

“Senior Leaders have excellent knowledge and understanding of multi-agency safeguarding procedures, attend statutory and non-statutory meetings and take their multi-agency safeguarding responsibility seriously.”

Governance and Statutory Duties- The governing body provide confident and strategic leadership. They are well informed and have the knowledge and skills to set the culture, values, ethos successfully demonstrating these in conduct/operation of the LGB to create a shared ownership of the organisational strategy, vision and operational performance.

Governing Board Committees regularly meet to carry out more than their statutory duties in supporting and challenging school improvement. Visits by Governors and training for the Governing Body has had a greater impact on ensuring that Governors take a well-informed role in school improvement. Governors are linked to key areas across the school and to members of the Leadership and Management Team. The school judges the effectiveness of the governing body to be a strength of leadership and management. Governors know the strengths and weaknesses of the school through regular contact and dialogue with all stakeholders. Governors engage often with parents and pupils and are able to challenge the work of the school in an informed manner. The process of self - review is supported by external scrutiny where appropriate and all challenges are reviewed so that remedial action is implemented without delay.

Workload and Wellbeing –

“There is a strong culture of mutual respect and support between staff, students and parents. The staff well-being offer is strong, and staff feel cared for and respected. The staffroom is a dedicated well-being space, there is access to staff counselling and a well-being consultant. Staff have good awareness of this, and describe their SLT as having an open-door policy.”

	<p><i>'There is a clear debrief process following any safeguarding or behavioural incident, when staff have time out of the classroom. This is embedded in the culture, putting staff and pupil wellbeing at the forefront of practice.'</i></p> <p><i>LA external Safeguarding audit – external</i></p> <p>school prides itself on the positive and open ethos shared by staff- it is a positive, safe and welcoming environment for all. Sickness absence meetings are held promptly to identify and address any wellbeing issues in addition, return to work meetings are held following an absence of three days or more. These meetings help to identify any issues, early identification of support and prompt referrals made to Occupational Health and other pastoral services.</p> <p>The school is committed to engaging fully with the principles outlined in the DFE Wellbeing Charter and our whole school wellbeing strategy addresses a range of varied initiatives to support health/mental health and wellbeing. Staff consistently report high levels of support for wellbeing issues and feel well supported by the leadership of the school:</p> <p>Staff survey: The external staff survey carried out in the spring term 2023 identified that 89% of staff reported low stress levels in comparison to 63% of staff in comparison schools. 71% of staff reported that they would seek help from the leadership team in the first instance if they felt stressed or unhappy at work. This score is 51% higher than staff in comparison schools at 20%. In addition, 80% of staff reported that work has a positive impact on their mental health. In comparison to 45% in comparison schools.</p> <p>The Link Trustee provides a strong link between Trust and the school- allowing a platform for the Trust to hear the voice of the school including staff and pupils.</p>
Next steps	
	<ul style="list-style-type: none"> ➤ Governance- continue to strengthen the role of the governing body and continue to actively develop and grow, supporting the leadership team and the school community pursuing all aspects of school improvement. ➤ Key members of staff to access relevant SEMH training to support the development of the Cury school offer ➤ Key members of staff visit good/outstanding SEMH schools to identify best practice and curriculum development.
EYFS provision	
	
	<p>The Early Years Phase Leader provides a model of high-quality leadership and management. There is a clear vision for how children will succeed and a practical understanding of what children need to experience. The school monitors EYFS provision in a variety of ways including lesson visits, work scrutiny, planning scrutiny, data analysis, and discussion with the EYFS staff and drop in visits. The EYFS lead is part of the SPT EYFS community group and locality EYFS network hub.</p>

'EYFS ambitious Curriculum coherently planned and sequenced highly personalised-Children are highly motivated and engaged' SIP report summer 2023

Nancealverne EYFS Curriculum is based on "Development Matters" which emphasises the pupils' phases of development encourages progress within these phases through positive relationships and enabling environments. In EYFS the primary focus is Phonics and early reading. Pupils who need extension work in Phonics may work in groups join other classes with peers of similar abilities. Reading and sharing stories is timetabled throughout our day and we have a story time session every morning where we also listen to poems, rhymes and songs. The small focused phonics sessions incorporate a range of phonics and reading strategies, from sensory based activities and songs, environmental sounds in phase 1 up to Phase 6 in Twinkl Phonics, whole word reading, SPAG, comprehension or guided reading sessions.

The EYFS curriculum is based on seven areas of learning through play with a combination of child initiated and teacher led learning opportunities both indoors and in our outdoor areas. The EYFS curriculum provides no limits or barriers to the children's achievements, regardless of their backgrounds, circumstances or needs. The high ambition it embodies is shared by all staff.

Early years implement the curriculum through the use of planned free flow activities and resources when the classroom is set up with as many activities related to a particular area of learning as possible. Practitioners can then adapt the activities to meet the learning outcomes for the pupils. This means we ensure that our pupils make good progress because they can practise their skills during a wider range of activities. The day is interspersed with set routines such as circle time and jobs which incorporate key skills e.g. preparing fruit, counting and giving out cups. This ensures a balance of adult directed and child -initiated activities throughout our day. We also spend a lot of our mornings playing and learning outside in all different weather sand learning how to dress appropriately.

The EYFS curriculum is based on seven areas of learning through play with a combination of child initiated and teacher led learning opportunities both indoors and in our outdoor areas. The EYFS curriculum provides no limits or barriers to the children's achievements, regardless of their backgrounds, circumstances or needs. These small focused sessions

The curriculum in the Early Years combines the interests of pupils alongside the regular teaching of English and maths and the daily teaching of synthetic phonics. Activities in the continuous provision have been planned using 'Development Matters' and are designed to move pupils on in their understanding or further develop a skill they have shown interest in. The curriculum includes a diverse range of books that cover all backgrounds and diversities, creating a more diverse curriculum. Leaders provide high quality, bespoke CPD for staff in the Early Years to ensure all staff are aware of updates/changes and deliver a rich curriculum offer.

A combination of formal and planned 'free flow' learning fosters a love of learning-encouraging decision making and developing independent learning skills. There is a strong emphasis on outdoor learning with a strong focus on pupils' physical/emotional development. Physical skills and confidence are developed in our soft play sessions or at the park, pupils learn to become more adventurous in our weekly hydro sessions or learn how to regulate and calm or make choices with switches in the sensory studio.

The EYFS lead promotes total communication strategies across the school- leading the 'Communication Champions Team'. The communication champions actively promote communication through the school and offer training and support to all staff. As a result, there has been an increased and sustained focus on communication and this is evidenced

	<p>through lesson observations, communication learning walks and the consistent use of Communication strategies and aids across the school.</p> <p>Pupils’ individual sensory diet needs as well as their OT and physio needs and programmes are incorporated into the daily curriculum. Specialist activities such as Attention Autism, TACPAC and Intensive Interaction are incorporated into the school day; Weekly welly walks are planned with a different focus: e.g. making maps, looking for signs of Spring or road safety to promote independence, wellbeing and communication skills. Pupil progress consistently exceeds the SPT benchmark. EYFS use Evidence for Learning to evidence and show phases of development, alongside Cherry Garden. This supports the developmental stages of the EYFS curriculum and enables the effective communication between home and school where work and targets can be shared with families providing an informative portfolio of work, with regular updates of their child’s work and progress. This is also be supplemented with the use of Class DoJo which provides photographic evidence and anecdotes for parents.</p> <p>Pupils’ language skills develop well through the use of photo news books, individual communication and PECS books as well as visuals and photo resources sent home e.g. photo lanyards, photo boards in the kitchen to help choose food and drinks or days of the week symbol boards to help with routine. SERPS (sensory engagement, regulation passports) and communication passports have been developed for all new starters.</p> <p>Transition is prioritised and a strength of the EYFS team. Pupils settle into EYFS and new routines very quickly at the beginning of the school year. This is due to a highly effective transition programme which begins early on in the year from Easter. This supports pupils and families with home visits, stay and play visits to school as well as visits to their pre-school and nurseries CDC settings. Parents/carers feedback about the EYFS transition and progress has been 100% positive. The EYFS lead attends all transition TAC meetings and home.</p> <p>EYFS provision fosters a love of learning and parents engage well, seeking advice and further opportunities to reinforce learning in the home environment; Parental engagement impacts upon pupil achievement. Pupils are motivated and engaged and have the confidence to explore new activities and challenges. Personalised, interest led learning in a safe and stimulating environment. Effective use of additional funding enhances staff CPD. High expectations and inclusive opportunities for all pupils working within EYFS framework.</p> <p>Pupils’ language skills develop well through the use of photo news books, individual communication and PECS books as well as visuals and photo resources sent home e.g. photo lanyards, photo boards in the kitchen to help choose food and drinks or days of the week symbol boards to help with routines.</p>
Next steps	
	<ul style="list-style-type: none"> ➤ Liaise with the curriculum access and enrichment team to support with the development of Attention Autism resources. ➤ Continued development of specialist communication resources including PECS boxes, core boards and outdoor learning environment. ➤ Cherry Garden – assessment is informing next steps QA and monitoring is robust ➤ To continue to develop the use of higher tech AAC for communication in class, e.g. Proloquo 2Go. ➤ Consistent modelling and use core boards in play. ➤ Continued development of the outdoor learning areas.

Post 16 provision	
	
	<p>Our P16 Curriculum ensures there is a clear learning journey for each core area/ curriculum strand delivered over a 3-year period and which encourages all students regardless of need/ ability to reach their fullest potential. The implementation of our P16 curriculum is informed via previous learning, building upon the curriculum outcomes delivered within KS4 & works towards clearly defined ‘end points’ which shapes our provision.</p> <p>Working with families and other professionals continues to be a priority, as consideration and planning for life beyond Nancealverne School begins in Year 9 and continues throughout their time in school and Post-16. This ensures that the students’ learning and experiences best prepare them for the next stage of their adult life. Links and subsequent learning with and within the local community, employers and further education settings discussions about aspirations for the future are carefully informed through our CEIAG processes. This means that 100% of our students leave for provision which is meaningful to them.</p> <p>The P16 offer is always informed by students’ aspirations which further informs their EHCP outcomes and particularly the outcomes specified within preparation for adulthood & in consideration of each students’ destination (life post school). Through our ambitious curriculum we will develop & extend social, emotional & physical skills which enhances student well-being; develop skills which further promotes their sense of self to increase the contribution they may make; promote healthy lifestyles and ways this can be achieved; further develop skills of self-advocacy and increase understanding of personal safety and the impact of their respectful relationships with others, including any on-line relationships formed.</p> <p>Challenging accreditation pathways are mapped from KS3-KS5 and demonstrate the sequenced learning offer which builds towards the knowledge and skills needed for future learning and employment in the context of our local area. Modules of accreditation and qualification are planned and offered with consideration to the students’ needs and next steps; all modules studied will add value to students’ learning & used to ensure knowledge is retained & further enhanced/ extended by the modules studied and is ambitious for those learners.</p> <p>Learners make substantial and sustained progress over time and transference of key skills into new and future learning environments is planned for, with feedback from students and families/carers actively promoted through the EHCP process. Key skill transference is evidenced through the completion of accreditation modules which link to qualifications gained at the end of Year 14.</p> <p>Links with learners from KS4 and L2L complex pathway are strong and offer opportunity for P16 learners to provide mentoring support to others in the school environment.</p>

Individual learners are effectively supported to access academic qualifications tailored to their needs and aspirations for the future – EDEXCEL English and Maths functional skills allow scope for those learners to access Entry level requirements for key college courses.

AQA/EDEXCEL and ASDAN submissions data for 2023 showed a total of 8 students (100%) achieving Entry 1-Entry 3 qualifications in all those they were entered for. 100% of learners left with ASDAN accreditation and certificate in personal progress.

Assessment is used systematically to ensure learners development in key functional skills areas promotes their future aspirations, their increased opportunities in the wider world and their positive contribution to the community and society they live within.

Development of work experience, volunteering work placements and access to multi-agency support which promotes the offer of work and future employment for those learners following pathways to work is in place and effective. Opportunities for in-house and local community work experience in addition to enterprise schemes in school – such as producing and selling products for whole school events, running a café project and sandwich business.

All learners take part in a work experience and volunteering placement during their time in P16. 100% of students participating have gained an understanding of the skills of the role required and key skills for work. Opportunities for high-quality and meaningful encounters with local employers are in place and tracked across the school from EYFS to P16 through the whole school Work Related Learning Offer.

Destinations Data reveals sustained access to further education which links directly to Qualifications Pathways and achievements for leavers in July 2023 and predicted for July 2024

A substantive Careers and Work-Related Learning Offer is in place which tracks learners' access to high quality careers education, advice, and guidance from EYFS through to the P16 provision. The offer has been quality assured by the local Careers Hub (May 2020) and shared within the local authority as an example of best practice. Work with the Enterprise Coordinator for the South- West, local Careers Hub and the wider national focus group for Careers and Enterprise Company secures local, regional, and national links which have strengthened the schools understanding of careers advice and guidance for P16 and has been a key development over the last year.

Work Related Learning and Enterprise is embedded at an appropriate level for learners to access and is evidenced through learning walks, learning walk reports/ feedback and book scrutiny. Students begin to look at course options and visit local providers as part of the WRL and Careers Curriculum from Year 10 onward. Individualised and impartial advice from linked CSW worker is in place and develops further understanding of the opportunities available to young people which meets their interests and aspirations.

100% of students have taken part in taster sessions with the local colleges and alternative placements in the area. Well planned transitions to the next setting mean that over the past 3 years, no pupils leaving the school in Year 11 and Year 14 have become NEET and pupils follow courses which extend the qualifications they have gained in school, as well as offering bespoke packages suited to student aspirations and interests.

Attendance data shows a commitment to learning from young people in the Assessment is used systematically to ensure learners development in key functional skills areas promotes their future aspirations, their increased opportunities in the wider world and their positive contribution to the community and society they live with.

Attendance data for post 16 pupils autumn term 2023-24 – 91%

Leavers 22/23



■ Penwith College - AIL course
 ■ Penwith College - SFL course
■ Drym Valley Farm
 ■ Home education package

Next Steps

- Audit of courses/qualifications to ensure all KS5 courses lead to formal qualification/accreditation at an appropriate level. All pupils can access a range of qualifications across the full curriculum (core, options, enrichment). Establish level of challenge for all pupils.
- KS3 students will use ASDAN to accredit and plan for specific WRL learning
- Develop a parental strategy with an increased focus on family situation and support we can offer for life beyond education.
- **Enterprise** -further develop Post 16 enterprise programme to ensure it is meaningful, inspiring and challenging.