



## OVERALL EFFECTIVENESS - Good

<p>Strengths</p>	<ul style="list-style-type: none"> <li>• The school has adeptly responded to the changing cohorts of children placed in the school with additional training and curriculum changes.</li> <li>• Safeguarding is effective across all areas of the schools' provision; children say they feel safe in the school.</li> <li>• Adults are vigilant and proactive in maintaining a strong safeguarding culture.</li> <li>• Spiritual, moral, social and cultural development at the school is outstanding and interwoven through the curriculum.</li> <li>• Leadership has sustained the good and outstanding aspects of the provision.</li> <li>• Teachers and TAs are trusted; they believe in the culture of the school, effectively modelling the ethos.</li> <li>• Leaders, teachers and TAs are ambitious for every child's learning and this is evident through the culture of supporting self-esteem and human agency – <i>it's ok to fail in order to learn and move forward</i>.</li> <li>• The vast majority of parents and carers feel that communication with the school is helpful, of sufficient quantity and quality to know what they need when they want to.</li> <li>• Children are happy in the school and behaviours are extremely good overall. The children want to be in school and this is as a result of the very strong, appropriately managed relationships formed with the child and his/her family over time.</li> </ul>
<p>Areas for development</p>	<ul style="list-style-type: none"> <li>• Curriculum design is more coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment, though further refinement is expected when bedded in.</li> <li>• Subject knowledge is not consistently strong in all subject areas, for all teachers. The assessment, curriculum aims and guidance for Pathways knowledge continues to improve and signpost teachers for further knowledge development</li> <li>• The quality of teaching is not consistently strong across all teachers and subjects, where stretch and challenge has been identified through learning walks and observation as an area identified as a key focus. The quality of work in books is to consistently reflect a high level of stretch and challenge</li> <li>• Further work required on embedding a whole-school approach to reading is happening and this is expected to consolidate and clarify approaches for all staff, pupils and parents including the use of improved systematic assessment schemes bought in 2021.</li> </ul>

Next steps	<ul style="list-style-type: none"><li>• A full review of curriculum offering, revising, reorganising and adding or removing content to meet the changing needs of our children and statutory guidance</li><li>• Revise curriculum to be clearly structured with topics to be mapped over time, identifying different levels within each strand and allowing knowledge to develop cumulatively</li><li>• Provide clarity around expectations regarding the nature and frequency of different monitoring activities, including lesson observation and book scrutiny</li><li>• Create a system for recording monitoring activities more effectively, allowing interrogation of data</li><li>• Focus monitoring and subsequent CPD on key areas of quality of teaching, such as stretch and challenge</li><li>• Training for leaders in lesson observation, allowing more effective support for teachers</li><li>• Continue development of reading</li></ul>
------------	--

## QUALITY OF EDUCATION – Good

### Strengths

- The school effectively addresses SEND, medical and social needs of the children holistically across the provision. Children’s low cognitive abilities, poor short-term and longer-term memory is a feature of most of the pupils and as such, teaching and experiences reinforce learning, expand vocabulary, praise achievement and are effective in encouraging engagement with learning activities. High standards and ambitious expectations are the norm.
- The school’s curriculum has developed its purposeful aims with clear intentions at each stage of learning and in each area of the provision. Ceilings to learning do not exist at Collett and our Pathways are flexible to allow movement between these.
- The curriculum remains broad throughout the child’s years in school; learning is assessed regularly and knowledge, skills and understanding checked systematically to embed longer-term memory.
- Some areas of the curriculum are not as well embedded as others as the school has focussed on the prioritised needs of the pupils in order to sustain specific, functional skills and knowledge through the curriculum.
- Outcomes are appropriate and identified to children and their families through the school’s Pathways. They are stretching, relevant and support onward destination learning into adulthood and the world of work.
- Social disadvantage of SEND pupils is addressed through the school’s extensive work around employability and functional skills integral to communication skills required for accessing adulthood with increasing independence.
- Learning is planned and sequenced to build knowledge and skills, whilst securing those required at a foundation level.
- Progress is systematically undertaken (with national data set benchmarks) and measured accurately through specific tools that review progress against benchmarks that include ipsative measures to embed improved self-esteem. The children often make outstanding progress against these measures. Data collection is appropriate and assessments are formative; used for diagnostic purpose and improved accuracy in teaching.
- Further work that reduces teacher workload are in place but retain an emphasis on securing pupil progress.
- During Covid, assessment has been more challenging as pupils and Pupil Premium catch up funding has secured improved online packages to automate answers and provide instant feedback.
- Interventions are expertly used to raise pupils’ levels of understanding and readiness for learning. Interventions staff work tightly with teaching in the classroom to address specific and common issues using appropriate testing and collaborative teaching and monitoring. In the declining support from NHS SaLT, we have bridged the gap with a SALT HLTA to ensure the delivery of speech and language target work is taught, captured and high quality.
- Teaching is at least Good, including trainee teacher provision in the school.

Areas for development	<ul style="list-style-type: none"> <li>• Curriculum design needs to be more coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment</li> <li>• Subject knowledge is not consistently strong in all subject areas</li> <li>• The quality of teaching is not consistently strong across all teachers and subjects <ul style="list-style-type: none"> <li>○ Stretch and challenge is an area identified as a key focus</li> </ul> </li> <li>• Further work required on embedding a whole-school approach to reading</li> <li>• Quality of work in books to consistently reflect a high level of stretch and challenge</li> </ul>
Next steps	<ul style="list-style-type: none"> <li>• Full review of curriculum offering, revising, reorganising and adding or removing content to meet the changing needs of our children and statutory guidance</li> <li>• Revise curriculum to be clearly structured with topics to be mapped over time, identifying different levels within each strand and allowing knowledge to develop cumulatively</li> <li>• Provide clarity around expectations regarding the nature and frequency of different monitoring activities, including lesson observation and book scrutiny</li> <li>• Create a system for recording monitoring activities more effectively, allowing interrogation of data</li> <li>• Focus monitoring and subsequent CPD on key areas of quality of teaching, such as stretch and challenge</li> <li>• Training for leaders in lesson observation, allowing more effective support for teachers</li> <li>• Continue development of reading</li> </ul>

## BEHAVIOUR AND ATTITUDES – Outstanding

Strengths	<ul style="list-style-type: none"><li>• Our staff and children are confident in their individual character and are encouraging of others' self expression.</li><li>• We are safe, calm, respectful and orderly; our clear routines and expectations have been evidenced as maintaining a positive impact in areas outside of school. Each child's needs are different and as such, there are bespoke programmes to support individuals' behaviour identified with parental involvement in their individual behaviour plans. Over time, challenging behaviours are effectively reduced, with some exceptional results identified.</li><li>• Attendance is strong despite Covid-19 and leaders know every child's personal circumstances and reasons for absence, working hard to ensure this improves through a range of strategic measures with great successes.</li><li>• Leaders and staff have worked tirelessly to ensure that colleagues and pupils feel safe during Covid with tight collaboration with all stakeholders and exemplary measures including cleaning, testing, preparation teaching, the embracing of online learning and management of the environment. As a result Dojo responses are positive and parents are complementary about our processes.</li><li>• Pupils have positive attitudes to their learning</li><li>• Relationships among our pupils and staff reflect a positive and respectful culture</li><li>• Fixed term exclusions used appropriately as part of a wide range of strategies for improving behaviour</li></ul>
Areas for development	<ul style="list-style-type: none"><li>• Behaviour management skills not consistently strong across all members of staff, meaning that high expectations are not always consistently enforced</li><li>• Further improve attendance</li><li>• Increase staffing capacity to:<ul style="list-style-type: none"><li>○ Ensure that all behaviours can be dealt with quickly and effectively</li><li>○ Effect demonstrable improvement in the behaviour and attendance of our pupils who have particular needs</li></ul></li></ul>
Next steps	<ul style="list-style-type: none"><li>• Provide staff with further behaviour management training</li><li>• Review systems for analysing and following up poor attendance</li><li>• Continue to challenge LA on appropriate funding based on our children's needs</li></ul>

## PERSONAL DEVELOPMENT – Outstanding

Strengths	<ul style="list-style-type: none"><li>• Pupils make exceptional progress over time as a result of the skills and appropriate strategies of the staff in the school.</li><li>• The school-wide ethos of creating independence, self-regulation and preparing for life after school is heightened in our Upper School.</li><li>• Children value the respect they are afforded and the encouragement and support for increased independence. Working closely with the child’s family, school staff support their needs for transitioning learning and behaviour strategies from school to home.</li><li>• Pupils are led in procedures that support personalised thinking, their understanding of democracy and the rule of law. As such, they are advocates of others’ needs, socially minded and respectful and tolerant of difference. Pupils know their voice matters and are encouraged to use it to the benefit of others.</li><li>• Children feel confident and comfortable with their equality status and children have been able to identify their sexual orientation with the support of their peers and understanding of staff. They are supported to identify strong morals through social skills opportunities and develop attitudes that demonstrate their empathy and understanding of others.</li><li>• Curriculum provides for pupils’ broader development, with a focus on Personal and Social Development</li><li>• Pupils provided with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society, e.g. school council</li><li>• Pupils receive unbiased information about potential next steps and high-quality careers guidance, and we provide meaningful opportunities for pupils to encounter the world of work.</li></ul>
Areas for development	<ul style="list-style-type: none"><li>• Continue to develop the personal development curriculum in line with new expectations<ul style="list-style-type: none"><li>○ fundamental British values</li><li>○ equality and diversity</li></ul></li></ul>
Next steps	<ul style="list-style-type: none"><li>• Full review of curriculum offering, revising, reorganising and adding or removing content to meet the changing needs of our children and statutory guidance</li></ul>

## LEADERSHIP AND MANAGEMENT – Good

Strengths	<ul style="list-style-type: none"> <li>• Leaders have very high expectations of all pupils and staff in the school. These are communicated on a daily basis and modelled as part of the strong ethos of the school.</li> <li>• Governance is an integral part of the school’s ethos and standards setting – holding school leaders successfully to account. The governing body is new from when the school was last inspected.</li> <li>• Pupils’ experiences and engagement with learning are the focus for school leaders, both in school and more recently as part of online learning. Teachers strive to ensure every child’s outcomes through the carefully managed EHCPs lead to transferrable, successful outcomes for the child’s next steps. Outcomes for pupils leaving in year 11 are positive with appropriate accreditation and attendance at college.</li> <li>• Teachers and TAs are proud to work at the school and the children are proud to be members of the school. Celebrations of achievements – academic, social, pastoral and personal – are exemplified as successes in the schools’ systems of rewards and assemblies that parents and visitors often tell us they enjoy as a result of their uniqueness and full participation. This has continued during Covid with whole school Zoom assemblies.</li> <li>• Distributed leadership is effective in the school and embeds the culture of everyone’s involvement mattering and, holding each other to account. Innovation and chance are valued at every level of leadership.</li> <li>• Leaders have a strong understanding of the work of partnerships and hold them to account for work undertaken on the school’s behalf. Partnerships form an increasing part of the work of the school, through fundraising and work experience. <i>In a singular case, tuition provided by a well-established and monitored alternative provider is used.</i></li> <li>• Clear and ambitious plan for providing high-quality education for all pupils, with a shared ethos among leaders and other colleagues</li> <li>• We aim to ensure that all pupils successfully complete their programmes of study, by creating an inclusive culture and not allowing gaming or off-rolling</li> <li>• Strong culture of safeguarding and effective systems in place</li> </ul>
Areas for development	<ul style="list-style-type: none"> <li>• Focus on improving teachers’ subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment; practice and subject knowledge of our staff, including NQTs, build and improve over time</li> <li>• Further develop engagement with pupils, staff and other members of the community, acting on feedback appropriately</li> <li>• Further develop governors understanding of their role, particularly in light of the new framework, and support them to carry this out effectively</li> </ul>
Next steps	<ul style="list-style-type: none"> <li>• Develop improved systems for monitoring the quality of teaching and learning, allowing the sharing of strengths among staff and more accurate identification of CPD needs</li> <li>• Develop approaches to CPD</li> </ul>

## EARLY YEARS EDUCATION – Good

- Leaders plan and staff EYFS education successfully.
- The children are supported to engage with the experiences provided in order to develop their skills in communication and personal, social development.
- Reading is taught from the beginning of school and maintained beyond EYFS.
- Teaching is sequential and over-learning used to embed understanding over time.
- Creativity is an essential aspect of the curriculum in the way it is taught at The Collett School.
- Staff have additional training about developmental milestones and how the child with SEND learns differently.
- Staff are attentive, supportive and encouraging of independence and the use of language – using PECS and symbols to support intensive interaction in order to sustain progress with communication.