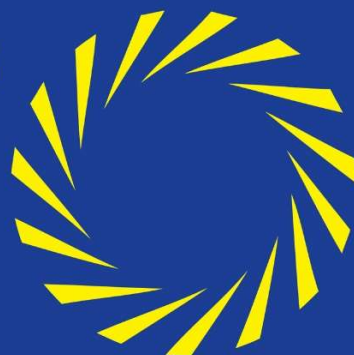


**Sir Charles  
Parsons  
School**



# **Self-Evaluation Form**

<b>Updated</b>	<b>January 2023</b>
<b>Reviewed</b>	<b>October 2023</b>

<p><b>School context</b></p>	<p>Sir Charles Parsons is a secondary special school for young people with severe learning difficulties, profound and multiple learning difficulties and complex learning difficulties and disabilities, between the ages of 11 and 19.</p> <p>At the request of the local authority the school increased its planned place numbers in September 2021 from 162 to 210. To accommodate the increase in numbers the local authority worked in partnership with the school to build additional classroom space ready for use in September 2022</p> <p>The school currently has 207 students on roll.</p> <p>All students have an Education, Health and Care Plan. Standards on entry to the school are significantly below age related expectations but are in line with what would be expected for young people with these types of needs. The school population is drawn from across the city of Newcastle. 67% of students are eligible for free school meals and over 30% come from ethnic minority backgrounds. The majority of students travel to and from school by min-bus or taxi.</p> <p>Attendance across the school is broadly in line with special schools nationally. Whole school attendance for the 2022/23 academic year was 85% with a persistent absence rate of 38%. Severe absence was 8%.The school is working in partnership with the local authority and schools across Newcastle to improve attendance. The school has also accessed support through the DfE system leader programme.</p> <p>Historically the school has a very stable staff base with very low turnover of staff. The increase in student numbers over the past two years has led to a significant increase in staffing requirements. Staffing numbers: teachers FTE 25, support staff (various grades and roles across the school) FTE 106.8.</p> <p>The school was last inspected in 2019, when it continued to be outstanding. Inspectors stated that leaders should continue to ensure that the needs of the most able pupils are consistently well met and that an even greater proportion reach the standards of which they are capable.</p>
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Progress against previous inspection	
Areas to improve	Progress
<p>Inspectors stated that leaders should continue to ensure that the needs of the most able pupils are consistently well met and that an even greater proportion reach the standards of which they are capable.</p>	<p>Since the last inspection the school has carried out a comprehensive curriculum review. The schools' curriculum offer is based on the desired outcomes of education (DOE's), a set of statements which describe our aspirational aims for students of all abilities. The DOE's were reviewed to ensure that aspiration for all and particularly the most able was fully embedded and this then fed into the curriculum review of the offer within each subject area.</p> <p>The skills for life curriculum which provides learning opportunities specifically focused on the most able students is now fully embedded, developing areas of experience and learning which the school identified as a priority for these students.</p> <p>Learning observations, work scrutiny and outcomes for students support the school's view that the most able students' needs are consistently well met and that the majority are making progress at least at the predicted level.</p>
<p><b>School improvement priorities</b></p>	<p>The school has identified one objective for development this academic year which combines two key themes. This objective and the two themes impact across all aspects of the school.</p> <p><b>Objective: Increase learning outcomes for students on all pathways by:</b></p> <ul style="list-style-type: none"> <li>• developing staff awareness and understanding of each pathway and,</li> <li>• making staff impact on learning outcomes clear and explicit.</li> </ul> <p>Theme 1: Understanding learning. Theme 2: Understanding the curriculum.</p> <p>We have asked all staff to constantly pose the following questions:</p> <p><b>Why are we doing this and how do we know it's making a difference?</b></p> <p>These priorities and the school's progress towards achieving them are described fully in the School Development Plan for academic year 2023 2024.</p>

## QUALITY OF EDUCATION – Outstanding

### Strengths

#### Intent:

The curriculum will continue to be broad, balanced and meet the needs of all learners. The scope and ambition will continue to reflect the national curriculum while being delivered appropriately for the needs of the students, taking account of the impact of covid on student skills, knowledge and confidence. Staff across the school have a strong, shared understanding of the school's curriculum intent which informs curriculum delivery, ensuring that all students achieve highly within the appropriate pathway. Students are engaged, motivated and eager participants in learning which meets their needs, reflects their interests and is relevant to their current and future lives.

#### Implementation:

Outcomes for students will continue to be outstanding. Staff skills, knowledge and understanding will continue to grow and develop, ensuring that students continue to be provided with research led, high quality learning experiences which are coherently planned and sequenced.

Staff at all levels feel part of a learning community where they know and recognise their own and others' skills and learn with and from each other. They have the confidence to carry out all aspects of their own job description and identify training needs and interests which would support their future development, improving the expertise and skill base of the staff team. This is supported by strong middle leader and senior leader teams who have the skills, training and understanding of leadership and staff development to ensure that all staff have the opportunity to reach their full potential.

We are continuing to doing this in the following ways:

- The peer learning observation model for teachers is in the process of being reintroduced. This increases staff accountability within departments, links with the performance management arrangements and supports a structured and formalised approach to sharing good practice and addressing development areas for individual teachers.
- Creation of the staff development team has supported this and provided a more intensive peer led support model which has been targeted at specific areas within school to support curriculum development and the embedding of systems and routines where staff are new (within the last two/three years) to the school.
- Layered curriculum model of core, sensory and personalised curriculums ensures all students' needs are met within an integrated delivery model that supports the school ethos and sense of shared community which we are all equal parts of.

- Reviewed and redeveloped Desired Outcomes of Education (DOE's) statements which ensure that our curriculum is driven by achievable but aspirational aims for all abilities of learner. The curriculum offer for each subject has been reviewed in light of the updated DOE statements.
- The integration of the DOE's with all aspects of school, including education, health and care plan outcomes for every individual.
- Pupil progress is measured in a range of ways to ensure all aspects of each individual's progress and development is captured and recognised: academic, social and emotional, physical and sensory.
- The creation, review and use of SCART – Sir Charles Assessment and Recording Tool, to support assessment within all subject areas at KS3.
- Creation and embedding of the SCP Quality First Teaching model which makes explicit the strategies, support and teaching approach which are standard across the school to support learning for all students.
- Development of support staff competencies, including the SCP Quality First supporting teaching model which makes explicit the strategies and support which should be provided by all support staff when supporting learning for all students.
- Continued focus on strong links with other professionals to support student learning and development, for example working with SaLT to develop communication outcomes as part of literacy development.

**Impact:**

All students will continue to achieve highly, making at least expected progress and the majority will make greater than expected progress. Progress includes emotional and social development measures as well as academic, cognitive and sensory/physical progress. Progress is accurately and consistently tracked using the school's own assessment tracking systems which is moderated through shared working with local and national specialist and mainstream schools.

- Data report produced annually and shared on school website which provides information on outcomes for cohorts of learners across the school in subject learning, emotional development and towards outcomes identified in EHC plans. Includes destinations information for leavers.
- The DOE's highlight the school's focus on preparing students for life after and outside of school. The success of our curriculum is measured by the outcomes for students after they leave us. Systems are in development to track students from different cohorts 1, 3 and 5 years after they leave. This data will be used to inform and develop our curriculum to ensure that it meets the requirements of preparing students for life after school.
- EHC plan outcomes are directly linked to students' Individual Education Plan (IEP) targets which are addressed in all lessons. Progress is tracked, monitored and fed back to students daily, weekly and at the end of each IEP cycle.
- Students across ability groups are encouraged to develop the skills and understanding to recognise, monitor and assess their own progress in every lesson through the use of the school developed system 'How is my learning?'.

	<ul style="list-style-type: none"> <li>Assessment and moderation processes were highly successful and were embedded within the school's annual assessment cycle prior to covid. During covid systems were adapted. As part of the work to reintroduce across school assessment and moderation systems these have been reviewed and further developed, with the aim of increasing the role of middle leaders.</li> </ul> <p>Participation in moderation workshops and events with other schools within Newcastle and the wider area.</p>
<b>Next steps</b>	<p>Further develop roll of middle leaders within moderation processes.</p> <p>Further embed peer learning observation process for teachers and continue to develop peer learning observations for support staff.</p> <p>Continue to review and develop the curriculum, with particular focus on careers and preparing for adulthood.</p>
<b>BEHAVIOUR AND ATTITUDES - Outstanding</b>	
<b>Strengths</b>	<p>The school promotes an ethos of tolerance, respect, understanding and community involvement through all aspects of its provision. This is driven by the DOE statements and supported by the pastoral structure and school systems. Students of all abilities work, learn and socialise together and are supported to develop strong, appropriate relationships with their peers.</p> <p>The use of 'Thrive' to develop and embed an understanding of emotional development across the staff team has ensured that we have an emotionally intelligent staff who understand the importance of students being emotionally ready to learn and are able to help students to understand the impact of their own emotional landscape on their ability to make and maintain friendships and engage with learning.</p> <p>The use of 'Behaviours for Life and Learning' (BfLL) is embedded across all aspects of the school provision and supports students to understand and recognise these attributes in themselves and others, supporting the development of cooperation, team- work, self-reliance and positive interactions. Staff actively model these behaviours making them explicit through words, actions and discussion with students.</p> <p>Learning observation records show that student attitude in lessons is overall highly positive and reflects students' knowledge and understanding of the BfLL. Students behave consistently well, demonstrating consistently positive attitudes to their education. Notes of visits from governors and external partners reference the positive relationships between students and their peers and with staff during both structured and unstructured time. The further development of the behaviour intervention team has positively impacted on the school's support systems for young people who are finding it difficult to manage in lessons. Students support plans are able to be implemented more consistently by a highly skilled team working in partnership with pastoral teams. Interventions are personalised for individuals and often link to personalised learning plans. Patterns of difficulty are identified earlier and pro-active measures can be quickly put in place.</p>

<b>Areas for development</b>	Improve attendance through participation in national and local attendance initiatives and shared working with the local authority and other local agencies.
<b>Next steps</b>	<p>Review and update the attendance plan making it clear how support from the LA and other agencies will be utilised to ensure the school meets its statutory responsibilities while incorporating and developing best practice guidance.</p> <p>Continue to develop staff knowledge of neuro development and emotional wellbeing through further engagement with occupational therapy and thrive, including revisiting the sensational schools programme.</p>
<b>PERSONAL DEVELOPMENT – Outstanding</b>	
<b>Strengths</b>	<p>Personal development is embedded within the DOE's and the curriculum offer across the school. It is explicit within the PSHE curriculum and in the delivery of relationships, health and sex education.</p> <p>The school recognises the importance of supporting students to develop understanding, awareness, respect and tolerance of diversity within school and the wider world. This is embedded within our ethos, values and vision and underpins the everyday life of the school ensuring the development of students' understanding of the fundamental British values.</p> <p>The strong pastoral system supports the personal development of individuals, ensuring support, opportunities and experiences are specific for each individual and promoting access to additional support either within school or through partner agencies when required.</p> <p>The curriculum, driven by the DOE's, develops students' ability to communicate effectively and understand that they have a right to be heard and to express themselves. Staff are strong advocates for their students and the school's student-centred approach ensures that student need is the key driver for school development and is based on information gained directly from the students.</p> <p>The school has an embedded and well-developed student voice process which ensures that all students are able to contribute and have their voice heard irrespective of ability or special educational needs. Students are supported and encouraged to contribute to events outside of school and to make an impact on the development of their city, in particular services and opportunities for young people.</p> <p>The impact of emotional and mental health and wellbeing on students is well understood by all staff, supported by the extensive training provided through the Thrive programme and input from other services such as occupational therapy, child mental health services and counselling services. Support to students is provided both by highly trained and experienced school staff and by external providers.</p>

	<p>The DOE's ensure that the curriculum is focused on preparing students for the next stage of their learning and for life after school. This is reinforced through the schools integrated approach to the delivery of student's education, health and care plan targets and the specific elements of learning delivered through the life skills and preparation for adulthood curriculums.</p> <p>SMSC development is supported by the strategies above but is also embedded in systems, processes and experiences across all aspects of the school day and year such as theme days, assemblies, year group events and curriculum or pastoral activities.</p>
<b>Areas for development</b>	<p>Continue to develop student's ability to be active partners in their own learning and development and in the development of the school. Continue to promote and develop an ethos of respect, tolerance and understanding within the school and wider community.</p> <p>Continue to develop the careers curriculum and opportunities available to students when the leave school.</p>
<b>Next steps</b>	<p>Review current student voice activities such as 'student of the week' and student reports for EHC plans and further develop these across the school through sharing of good practice.</p> <p>Further develop student involvement in youth voice events within the city.</p> <p>Further develop links with FE providers.</p> <p>Further develop work experience opportunities.</p>
<b>LEADERSHIP AND MANAGEMENT – Outstanding</b>	
<b>Strengths</b>	<p>Safeguarding procedures and practices within the school are effective and embedded within the school's welfare, pastoral and student support provision. The school is proactive in its approach to safeguarding and operates a process of constant review and monitoring, working with appropriate external agencies and local authority partners. Governors are fully aware of their role with regard to safeguarding and are supported in this by training and advice from external consultants and safeguarding experts. The school has developed a 'harmful sexual behaviour' strategy which is regularly reviewed and progressed. This strategy takes account of the diverse needs of our students and seeks to put in place measures which will support all our young people to develop safe and appropriate relationships.</p> <p>Student voice processes provide regular opportunities for students to identify worries or concerns and these are acted on quickly and effectively by the pastoral support team.</p> <p>Health and safety systems and procedures are well managed and up to date. The school seeks support and oversight from the local authority to ensure that best practice guidance is implemented and followed at all times.</p> <p>The governing body is involved in all aspects of school life and governors are aware of their duties and responsibilities and carry these out diligently in a variety of ways, for example: termly meetings of the full governing body and committees, regular</p>



	<p>monitoring visits to observe and participate in all aspects of the school day and participation in whole school events. The governing body has a range of skills and experience which are utilised effectively through the link governor process to support and challenge all aspects of the school's leadership and management. Recent appointments to the governing body widened the skill set and have been effective in promoting the school's development of its careers programme.</p> <p>The school has a well-developed continuing professional development programme and actively promotes staff development supporting staff at all levels to progress within their areas of interest and expertise. The school has a successful track record in supporting new teachers and supporting existing staff to develop their teaching skills. Staff development is delivered through a mix of peer support and training and the use of external providers and courses. The peer support programme promotes the sharing of good practice across the school, while developing staff skills in training and development. This has developed into a support offer which the school provides externally across the city working in partnership with the local authority to support the development of SEND provision in mainstream schools.</p> <p>A middle leader training programme is developing the leadership and management skills of senior teaching and support staff and supports the performance management and appraisal systems which the school has in place for both teaching and support staff.</p> <p>Staff development is a key priority for the school as evidenced in the current school development plan.</p>
<b>Areas for development</b>	<p>Continue to develop the role of the governing body, embedding recent changes to the link governor arrangements and the role of committees.</p> <p>Develop leadership at all levels across the school as described in the school development plan for 2022 23</p>
<b>Next steps</b>	<p>Ensure all link governors meet with key staff in their link area and understand the role of the link governor including the duty to report to the governing body on key developments in their area.</p> <p>Carrying out actions described in the school development plan relating to developing leadership at all levels.</p>
<b>QUALITY OF SIXTH-FORM PROVISION – Outstanding</b>	
<b>Strengths</b>	<p>The 6<sup>th</sup> form curriculum is driven by the desired outcomes of education (DOE's) and builds on the curriculum offer in key stages 3 and 4. It is focused explicitly on preparing students for life after school and enabling them to achieve the outcomes described in their EHC plan. The curriculum provides students with opportunities to develop practical life skills which are directly relevant to their needs and aspirations. The curriculum is vocationally focused and offers students at all ability levels the opportunity to participate in real life work based learning, for example through the development of the 6<sup>th</sup> form cafe and the lunchtime work programme.</p>

	<p>The curriculum is personalised and layered, providing core learning, sensory and therapy provision and personalised learning to meet individual needs and aspirations and support progression to life after school.</p> <p>Links with FE providers and other agencies are strong and support students and their families to make informed choices about the future. The school works in partnership with families and other agencies to support students as they move from children's services to adult services and move into the adult world.</p> <p>Destinations information shows the success of this work and the appropriateness of the curriculum in supporting students to make a successful transition to life after school.</p> <p>The strong pastoral support system within the school continues into 6<sup>th</sup> form with students continuing to benefit from support being provided from staff who are skilled and experienced and have a deep understanding of the impact of emotional needs and mental health issues on young people, particularly those with additional needs.</p> <p>Behaviours for life and learning, BfLL continue to be promoted, modelled and taught explicitly within the 6<sup>th</sup> form, continuing to build students skills and understanding and promoting the development of attributes and attitudes which will help and support them in future life. Students in 6<sup>th</sup> form continue to show high levels of respect and tolerance for others, demonstrating consistently positive attitudes to their education and future life plans.</p> <p>The curriculum supports students' understanding of relationships and the development of their social skills, building confidence and helping them to understand how to keep themselves and others safe in a range of situations.</p>
<b>Areas for development</b>	Ongoing review and development is currently taking place as the new curriculum is developed and embedded.
<b>Next steps</b>	Further develop and embed the preparation for adulthood curriculum.

## EVIDENCE TO SUPPORT SUMMARY EVALUATION

<b>Ofsted inspection report:</b>	23 <sup>rd</sup> January 2019, grade: Outstanding
<b>Quality of education:</b>	Curriculum documents including curriculum development plan and curriculum statement. SDP. SDP 2021/22. Subject action plans, schemes of work and planning documents.

	<p>One note records, student work records. SCART. Thrive assessments and action plans.</p> <p>Data and progress report, assessment tracker, IEP tracker, EHC documents, destinations information.</p> <p>Moderation plan, work scrutiny records. HIML record.</p> <p>Peer learning observation records and summaries. Peer learning process.</p> <p>CPD programme for this year and last. CPD for individual.</p> <p>SCP Quality first teaching/quality first supporting learning.</p> <p>Literacy strategy and plan.</p>
<b>Behaviour and attitudes:</b>	<p>Student support plans.</p> <p>Behaviour intervention records.</p> <p>Class books and student passports.</p> <p>Learning observations, work scrutiny and assessment records including one note.</p> <p>SIP note of visit.</p> <p>Student voice for EHC reviews etc.</p> <p>Classroom displays.</p> <p>Thrive profiles for individuals and classes.</p> <p>Attendance data and records of input from student support (family support) team.</p> <p>Safeguarding audit.</p>
<b>Personal development:</b>	<p>EHC review documents including progress towards outcomes and IEP targets.</p> <p>Thrive profiles and summary data.</p> <p>Destinations information and tracking of students after they leave school.</p> <p>DOE statements and link to all curriculum areas. PSHE curriculum, PLP offer. My World curriculum. PFA, skills for life. Careers.</p> <p>Harmful sexual behaviour strategy.</p> <p>Grid maker</p> <p>School calendar – evidence of whole school events, residentials and placements.</p> <p>Learning observations.</p> <p>Student voice – EHC reports, consultations, input to events outside of school.</p> <p>Wrap-around provision attendance records.</p>

	<p>Pastoral systems.</p> <p>British values policy and statement.</p>
<b>Leadership and management:</b>	<p>SLT meeting actions and minutes. Governing body minutes, monitoring visit and committee reports.</p> <p>Data and Progress report.</p> <p>Previous Ofsted.</p> <p>Evidence of joint working with LA and support provided to other schools through ASAP.</p> <p>Professional development records in bluewave and the overall CPD offer.</p> <p>Regular meetings with staff representatives, feedback from parents through consultations and EHC process and student voice provides evidence of stakeholder engagement and LG seeking input and addressing issues.</p> <p>Staff progression evidence, staff retention, ECT feedback from responsible body and from Universities re: placements.</p> <p>DOE's, school ethos, vision and mission statement and its use in assemblies and across the school.</p> <p>SDP, developing leadership across the school.</p> <p>Pastoral systems and student outcomes.</p> <p>Staff structure including support staff structure and line management and appraisal systems.</p> <p>Policies, strategy statements, for example harmful sexual behaviour. C-poms.</p> <p>Project plans.</p>
<b>Quality of sixth-form provision (if applicable):</b>	<p>6th form curriculum, DOE's, destinations and outcomes – data and progress report.</p> <p>Progress records – one note, student work, work scrutiny.</p> <p>Learning observations, SCP quality first teaching and quality first supporting learning.</p> <p>Pm and appraisal processes and records for all staff.</p> <p>Student voice and EHC review records. Evidence of students and their families seeking places in 6<sup>th</sup> form.</p> <p>Evidence from governor monitoring visits, committee meetings and from external sources such as SIP.</p> <p>Feedback from external agencies: independent travel training,</p>