

A photograph of two young boys in light blue school uniforms hugging each other. The boy on the left is slightly taller and has his arms around the boy on the right. They are both smiling and looking towards each other. The background is a plain, light-colored wall.

Snowflake School

Summary Self Evaluation And School Development Priorities 22-23

Quality of Education

Strengths: *Evidence From SEF*

- Phonics strategy being put in place across the school supported by a range of resources
- Earwig pathways assessments completed for all pupils
- A new functional thematic curriculum is being put in place
- 80% of pupils met or exceeded their EHCP objectives
- 100% of pupils made significant gains in milestones and reduction in barriers according to VB Mapp assessments
- 80% of ABA teaching met good or better competencies
- 100% of National Curriculum teaching is good or better

Areas for Development (SDP 22-23)

- To ensure Tutor competencies average 90% over the year
- To ensure Phonics teaching is fully embedded as well as an appreciation of books
- To track pupil progress and identify and address any inconsistency using Earwig
- To collect and maintain high-quality evidence of learning
- To ensure circle time and registration content, input and delivery are good and better
- To further develop the tutor induction/training considering feedback
- To ensure the curriculum is challenging for the least **and** most able pupils

Next Steps

- To further develop the PSHE/SRE curriculum and ensure delivery to all pupils
- To ensure that our school continues to enrich and represent the diverse community
- Track retention if staff related to new induction
- Track tutor competencies related to new induction
- Track pupils progress related to new induction
- Plan one cultural celebration event per half term
- Termly measures of phonics progress
- Track and report on progress using data drop and earwig
- Ensure all overlaps take place and are reported to SLG every half term
- Create a learning walk schedule and review results weekly SLG meeting

Behaviour and Attitudes

Strengths: Evidence from SEF

- Data shows a significant decrease in RIP
- Another pupil was having constant toileting difficulties and the BCBA put in an intervention which reduced these to 0. another pupil struggles to access transport and this resulted in daily incidents, which reduced to less than 1 term by the end of the year.
- Pupils sit together in secondary to eat their snacks and lunch without incident
- 100% of pupils transition successfully during the day and on and off their transport
- The school's approach to behaviour management is a strength,
- Systems are in place to track and report on incidents and accidents and seek BCBA support where required.
- Pupils' emotional well-being is paramount and staff modify their approach accordingly
- Pupils use PECS books where they can't communicate their needs verbally.
- Pupils Voice group met in 2021 for the first time
- Pupils are engaged in decision-making in learning opportunities
- Daily welfare checks took place during the lockdown as well as fortnightly surveys
- Groups of pupils able to identify feelings through zones of regulation

Area for Development

- To employ a more consistent approach to positive behaviour support
- To embed zones of regulation in all classes,
- To carry out a pupils survey
- To further reduce RPI
- To ensure team teach practice takes place monthly
- To ensure rigorous and timely reviews of all behaviour support plans take place

Next Steps

- Ensure pupils voice group is running on both sites and meets at least every half term
- Review system for data collection on incidents and accidents
- Ensure team teach practice takes place at least every half term

Personal Development

Strengths: *Evidence From SEF*

- MYCONCERN online reporting very effectively used
- Regular child protection and safeguarding training taking place
- Monthly safeguarding team meetings in place
- Pupils access the community at least twice a week
- RSE training and yoga training for all staff
- Pupils voice group met in the summer term
- Curriculum development to incorporate personal development
- All secondary pupils completing ASDAN

Areas for Development

- To embed pupils voice opportunities through council group and pupils surveys
- To ensure pupils all have SUPER goal set aligned to values
- To embed RSE teaching and further train staff
- To introduce talking mats to enable pupils to share concerns
- To embed multi-professional meetings
- To source and implement work experience placements for pupils
- To introduce carers support for pupils

Next Steps

- Organise Talking Mats training
- Review RSE policy and practice
- Pupils voice meetings each term with a purpose
- Implement multi-professional weekly team meetings
- Discuss SUPER goals
- Research careers support and work experience with community /PE teacher

Leadership and Management

Strengths: Evidence from SEF

- Leaders and Trustees focus on obtaining outstanding outcomes for all pupils.
- Leaders and Trustees have an accurate understanding of the school's effectiveness
- Leaders keep the school improving by focusing on the impact of their actions
- Leaders use quality professional development to challenge and support teaching.
- Leaders created a culture of vigilance where pupils' welfare is actively promoted.
- Pupils are listened to and feel safe.
- Leaders and staff work with external partners to support pupils who are at risk.
- Systems are in place to monitor absence (Who's OFF)
- Leaders involved in ongoing strategic work in phonics curriculum and behaviour support
- Mental Health and Equality Leads in place across both sites
- Plasma screens, who do I go to? newsletter and Earwig and staff survival guide have developed whole school communication within the community.

Areas for Development

- To ensure reports from induction are implemented by supervisors.
- To support staff to develop resilience to manage the complex needs of the pupils
- To ensure equality of opportunity for staff and pupils.
- To improve retention to greater than 60% over the year
- To provide supervisor management training
- For tutors to average 85% competency scores
- To ensure all pupils have SUPER multi-professional goal
- For all pupils to be achieving or exceeding their EHCP outcomes
- To embed Earwig for communication and target setting
- For a senior member of staff to become SMHL
- To ensure that RTW is completed for all absence
- To improve punctuality by rigorous monitoring and feedback to staff

Next Steps

- Apply for mental health funding
- Apply for apprenticeship funding
- Apply for NPQ funding for 2 senior teachers
- Plan supervisor management training
- Re-launch Earwig with families
- Support staff in uploading evidence by providing technology and time
- Implement learning walks and feedback reports on weekly SLG meetings
- Plan multi-professional meetings for setting SUPER goals
- Issue a new attendance policy to staff
- Enhance wellbeing strategies
- Increase diversity training and the schools cultural approach to diversity.
- Update website and ensure compliance systems
- Further develop staff wellbeing (coaching, reflective practice)
- Develop more post 16 links

