Ofsted
Outstanding Provider

The Children's Trust School

SEF 2026

The Children's Trust School

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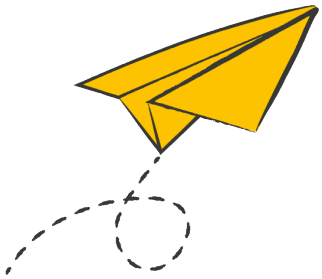


Gathering Evidence

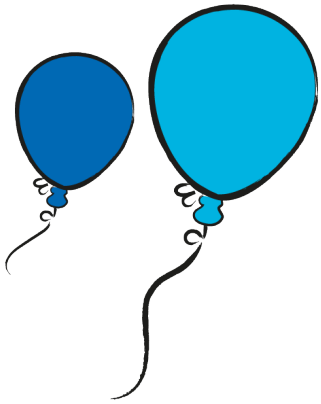
The Children's Trust School maintains a rigorous and continuous approach to self-evaluation through the use of SchooliP, the school's quality assurance, evidence and improvement platform. SchooliP provides a central repository for evidence against school improvement priorities, quality standards, audit frameworks and self-evaluation criteria, enabling leaders to maintain an accurate and up-to-date understanding of school effectiveness throughout the year. Evidence is continually reviewed and aligned to the School Evaluation Form, ensuring that judgements are based on a broad range of first-hand evidence.

Evidence within SchooliP is drawn from multiple sources, including learning walks, lesson observations, pupil progress and outcome data, annual reviews, safeguarding monitoring, therapeutic outcomes, stakeholder feedback, multidisciplinary reviews, audits, policy monitoring, compliance checks and school improvement activities. Documentation is supplemented by reflective notes and professional dialogue, capturing the day-to-day conversations and practices that evidence the school's strengths and areas for development. These conversations provide valuable context and illustrate how systems and processes operate in practice across education, therapy, health and care provision.

The platform enables leaders to triangulate evidence from different sources, ensuring that evaluations are accurate, robust and evidence-informed. SchooliP supports the identification of emerging strengths, trends and priorities, while also maintaining a clear audit trail demonstrating the impact of actions taken. This allows self-evaluation to be an ongoing process embedded within daily practice.

The School Evaluation Form therefore reflects a comprehensive evidence base gathered throughout the academic year. Judgements are informed by quantitative measures, qualitative evidence, stakeholder voice, professional conversations and direct observations of practice. Together, these sources provide assurance that the school's evaluation accurately reflects the experiences, outcomes and quality of provision delivered to pupils and their families.

The following pages provide a summary of evidence held within SchooliP against the key themes of the Ofsted toolkit. SchooliP is the school's central source of self-evaluation evidence and contains the full SEF and supporting documentation.



Safeguarding

Context and Overall Evaluation

Safeguarding across the school is highly effective, deeply embedded, and consistently applied, with clear evidence of impact on pupil safety and wellbeing. There is a strong, open safeguarding culture from Board to frontline practice, underpinned by robust systems, high-quality training, and effective multi-agency working. Leaders demonstrate a sophisticated understanding of risk within a PMLD context, ensuring that safeguarding is proactive, responsive, and continuously improving. As a result, pupils are safer, concerns are identified early, and outcomes are improved.

Stand Out Strengths

- A strong whole-organisation safeguarding culture where safeguarding is prioritised at every level
- Highly effective use of CPOMS and structured safeguarding systems to promote transparency and early action
- A deeply embedded “Think Family” approach, ensuring safeguarding extends beyond the individual child
- Exceptional staff training model (INSET, bitesize, National College) leading to confident and proactive staff
- Highly effective multi-agency working, ensuring coordinated and timely support
- Strong culture of professional challenge, reflection, and continuous improvement
- Staff are empowered to speak up, with clear evidence that concerns lead to meaningful change
- Safeguarding practice is highly personalised, particularly for pupils with PMLD and complex needs
- Children are known individually.

What is Working Well

- Safeguarding is fully embedded in daily practice, with clear and effective systems for reporting, recording, and escalation
- Staff are highly trained, vigilant, and confident to act, demonstrating an embedded “it could happen here” culture
- Leaders, including governors maintain strong oversight through regular monitoring, supervision, and governance scrutiny
- Multi-agency working is highly effective, ensuring timely, coordinated support for pupils and families
- Safeguarding practice is highly personalised, ensuring even the most complex and non-verbal pupils are understood and protected

Impact on Pupils

Safeguarding practice has a clear and demonstrable impact on pupils’ safety, wellbeing, and access to education.

As a result of highly effective systems, strong leadership, and a proactive safeguarding culture, pupils are consistently protected from harm and supported to thrive.

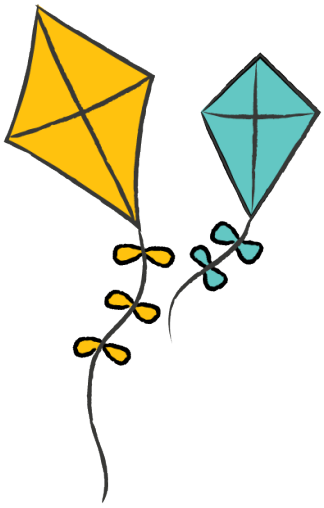
How Leaders Know

Leaders have a strong and reliable evidence base to evaluate safeguarding effectiveness, including:

- Analysis of CPOMS data and safeguarding trends demonstrates increased reporting and timely action
- Regular safeguarding reports (termly and annual) provide clear oversight of practice and impact
- Leaders gain assurance through support and challenge from the Trust safeguarding team, QSEAC scrutiny, and the Freedom to Speak Up process, strengthening safeguarding oversight and continuous improvement
- Safeguarding supervision, audits, and governance scrutiny ensure consistent monitoring and challenge
- Evidence from multi-agency work, referrals, and case studies shows effective coordination and improved outcomes
- Training compliance data and staff feedback confirm that staff are knowledgeable, confident, and able to act appropriately
- Completed statutory audit for safeguarding arrangements (s157/175) Academic Year 2025-2026

Next steps to excellence

- Monitoring and oversight of adult use of network systems is identified as an area for further strengthening
- While safeguarding systems are strong, leaders recognise the need to continue developing external validation and audit processes
- Ongoing refinement of systems to ensure consistency of practice at the highest level across all areas



Inclusion

Context and overall evaluation

Inclusion is central to our special school. We begin with the child, recognising that every pupil has unique strengths, needs, and starting points. As new pupils join our school, we adapt to ensure their individual needs are met. Progress is measured from each child's own baseline, recognising that every learning journey is their own.

Whilst all of our pupils are disadvantaged within our specialist context, we also recognise additional layers of vulnerability. This may include pupils supported by a health care assistant, where educational expertise may differ from that of school staff, and those experiencing temporary periods of increased disadvantage, such as following major surgery. Our provision is responsive and flexible, ensuring barriers to learning are identified and addressed so every pupil can access an ambitious education.

key Strengths

- All children are known individually
- All pupils have EHCPs and attend from 17 local authorities, enabling a highly coordinated approach where education, therapy and care are fully aligned to EHCP outcomes
- High-quality, inclusive teaching embedded in everyday practice. Recognised By Challenge Partners as 'area of excellence'
- Strong culture of awareness of SEND, health, and contextual barriers / reducing barriers
- Regulation / comfort before learning
- Parents actively involved in decision-making and planning
- The school maintains a high regard for respectful learning environments
- Adopt flexible teaching approaches to meet biobehavioural states that influence alertness and readiness to learn.
- Assessment is highly personalised through the ImPACTS and SOI frameworks, ensuring accurate identification of need and responsive planning.
- Staff have a deep understanding of barriers to learning and adapt environments, resources and teaching approaches accordingly.
- Training materials available on school website (innovation and projects)
- An inclusive meaningful school council
- Celebrate individual strengths and interests

What is working very well

- Inclusion is embedded across the school, with provision starting from the individual needs of each child.
- High expectations are maintained for all pupils regardless of complexity of need.
- Strong culture of collaborative working between education, therapy, nursing, families and external specialists
- Parents are valued as key partners and contribute meaningfully to decision-making.

How Leaders Know

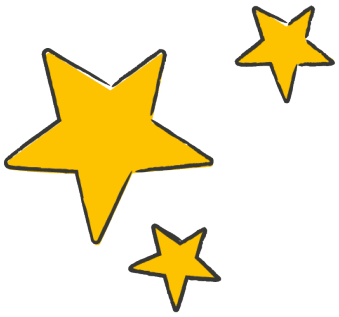
- Lesson observations, annual reviews, EHCP outcomes, progress data, SIP reports, Ofsted (2023), Governor monitoring and ongoing quality assurance.
- Multi-disciplinary reviews, annual reviews, attendance at clinics, parent feedback, ECR records and specialist reports.
- Baseline assessments, pupil learning profiles, workbook scrutiny, data analysis and progress tracking.
- Parent forums, Class Dojo engagement, annual reviews, consultations and parental feedback
- Specialist audits, lesson observations, Leader of Learning monitoring, research projects and external recognition
- Revised accessibility plan with visuals and narrative showing adaptations across all areas
- Recognised at National Level with finalist NASS award (SEE LIIKE ME 2026) and TES 2026 SEND Leader

Impact on Pupils

- Pupils access an ambitious curriculum, make meaningful progress from their own starting points, and are supported to achieve the best possible outcomes.
- Pupils' complex educational, therapeutic and medical needs are met through coordinated support, reducing barriers to learning and improving engagement.
- Provision is precisely matched to need, enabling pupils to make small-step but significant progress in communication, engagement, regulation and independence.
- Provision reflects family aspirations and promotes consistency between home and school, supporting pupil wellbeing and progress.
- Pupils demonstrate improved regulation, engagement and participation because learning is adapted to their biobehavioural, sensory and physical needs.

Next steps to excellence

- Further work is needed to strengthen and articulate the school's definition of disadvantage within a specialist PMLD setting, including identifying additional vulnerable groups.
- Continued refinement of the revised ImPACTS curriculum and further embedding of trauma-informed practice
- Continue to increase opportunities for co-production and ensure all families can access engagement opportunities.
- Complete the individual task 'What makes a perfect week for me’



Curriculum and Teaching

Context and Overall Evaluation

The Children's Trust School delivers a highly personalised, research informed curriculum for pupils with PMLD and complex needs. The IMPACTS curriculum has been embedded since 2016, providing a stable, well sequenced framework that supports incremental progress from pre intentional learning onwards. This is complemented by Sounds of Intent, adopted in recognition of the central role of music as a powerful and essential learning pathway for pupils with PMLD, and Differentiated Early Years Outcomes (DEYO) in the EYFS. Together, these curricula establish strong foundations in communication, cognition, physical development, regulation and independence, enabling all pupils to make meaningful progress from their individual starting points across education, therapy, health and care.

Stand out strengths

- Each learner is unique and therefore not comparable to peer however, all pupils make progress against their personal best as a result of the education they receive. This is well constructed, well taught and based on skills and targets relevant to them at their stage of development.
- Curriculum is ambitious, broad, balanced and age-respectful for pupils with PMLD and complex needs
- Live curricula updated with research
- The IMPACTS curriculum is well-established, research-informed and sequenced from pre-intentional through to formal learning stages
- Strong integration of IMPACTS, Sounds of Intent and DEYO ensures learning pathways are personalised and developmentally appropriate
- All learners are taught by staff who are responsive to individual needs.
- Staff are skilled and able to adjust teaching to maximise engagement for learners to access and progress
- Staff are highly attentive to child's education, health, therapy and care needs – every moment is a learning opportunity
- The core offer is ambitious and creative, includes music education and special yoga
- Total Communication approach is embedded across the school.
- Staff recognise and respond to subtle communication signals, ensuring pupil voice is valued.
- Daily RAG observations and annual review processes provide robust assessment information
- Baseline assessments provide detailed learner profiles and clear progression routes
- Assessment is used effectively to identify next steps and adapt provision.

What is working well

- The "Leader of Learning" model promotes collective responsibility for pupil outcomes.
- Development of the LIKE ME program (SEE LIKE ME / INTERACT LIKE ME)
- Good delivery of education from all our 'Leaders of Learning' including colleagues across Education, Health, Therapy and Care

How Leaders Know

- Challenge Partners recognised our meaningful curriculum as an Area of Excellence
- Education award recognition via Pearson (silver and 2 bronze) NASS finalist on three occasions, TES winner 2026
- Accreditations gained by the school - Gold Trinity SOI award (first in country) Platinum Artsmark, Flourish
- Paper submission for educational journals submitted and in print
- School Improvement Visits from two renowned colleagues Maxine McDonald Taylor and Zoe Evans. Reports support the use of a meaningful, age respectful curriculum
- Strong staff evaluations/ pulse survey on focused areas of the curriculum - i.e. Zones of Regulation, Being a Leader of Learning
- Lesson observations and adult engagement observations, logged and analysed on SchoolIP
- Pupil meaningful data through the annual review process

Impact on Pupils

- Place annual data
- Music, special yoga, aquatherapy, rebound therapy, sensory learning and enrichment opportunities broaden pupils' experiences
- The integrated education, therapy, health and care model supports regulation, emotional development and access to learning
- Pupils feel safe, understood and emotionally regulated, enabling them to engage positively in learning and relationships.

Next steps to excellence

- National outreach of exemplary practice
- Upload of evidence to support exemplary practice
- Implementation of new version of IMPACTs curriculum
- Consistent high quality delivery on the adult engagement scale across all colleagues in Education, Health, Therapy and Care

Achievement

Context and Overall Evaluation

The Children's Trust School supports children and young people to live the best life possible through excellent education, health, therapy and care. Achievement is therefore viewed holistically and extends beyond academic progress alone. The school recognises success in communication, cognition, physical development, emotional wellbeing, creativity, independence, self-advocacy, relationships and quality of life. Through a highly personalised curriculum, integrated multidisciplinary support and robust assessment systems, pupils make meaningful progress from their individual starting points. Achievement is measured against ambitious and individualised outcomes within the ImPACTS curriculum, Sounds of Intent, DEYO and EHCP frameworks, ensuring progress is recognised in ways that are relevant and significant to each learner. As pupils have PMLD and complex needs, success is not measured against age-related expectations but through sustained gains in engagement, participation, regulation, communication, learning and independence. Pupils are supported to experience success, develop their interests and talents, celebrate important milestones and access a rich range of educational, creative and enrichment opportunities. As a result, pupils achieve highly personalised outcomes that enhance their wellbeing, participation and overall quality of life, preparing them for the next stage of their journey and enabling them to live the fullest life possible.

Stand out strengths

- Achievement is viewed holistically and reflects the school’s mission of securing the best life possible for all. Success is recognised across communication, cognition, creativity, independence, self-advocacy, wellbeing, relationships and academic, physical and therapeutic development.
- Pupils make strong progress from their individual starting points across the ImPACTS curriculum.
- In 2024–25, 82% of pupils achieved expected or above outcomes in Communication, Language and Literacy.
- In 2024–25, 88% of pupils achieved expected or above outcomes in Cognitive learning.
- Progress in cognitive outcomes has increased year-on-year for four consecutive years.
- 74% of pupils assessed through Sounds of Intent achieved expected or above progress.
- Achievement is measured through small-step progress which accurately reflects pupils’ developmental stages and complex needs.
- Pupils develop increasing independence, communication, self-advocacy and participation.
- Pupils demonstrate increasing engagement, anticipation, initiation, persistence and problem-solving skills over time.
- Total Communication approaches enable pupils to secure and apply communication skills across different curriculum areas.
- Pupils access a rich programme of enrichment opportunities that broaden experiences, develop interests and improve quality of life.
- Achievement is recognised and celebrated in meaningful and accessible ways through assemblies, school council contributions, briefing paper ‘wow moments’, annual reviews and milestone events, including Nursery Graduation and progression between key stages.
- Accessible and inclusive arts provision enables all pupils to participate in creative experiences and achieve success regardless of physical or communication barriers.
- External accreditations recognise pupil achievement and the quality of provision, including ASDAN pathways and the Trinity College Gold Award for Sounds of Intent.

- Strong partnership working and integrated education, therapy, health and care provision ensure pupils make strong progress towards ambitious and meaningful EHCP outcomes, recognised through positive feedback from local authorities.

What is working well

- Robust annual review processes, ImPACTS assessment and longitudinal data provide clear evidence of meaningful progress and sustained achievement over time.
- Strong links between assessment, target setting and next-step planning ensure learning remains personalised, ambitious and responsive to individual need.
- Pupils successfully generalise communication, cognitive and independence skills across a range of learning contexts and experiences.
- Individual case studies demonstrate significant gains in engagement, communication, self-determination, independence and quality of life.
- Achievement is recognised through personalised targets, pupil voice, accreditation pathways and annual reviews.
- A strong culture of celebration ensures every achievement is recognised and valued through assemblies, school council, briefing paper “wow moments”, annual reviews and milestone events.
- Enrichment opportunities, including music, special yoga, aquatherapy, rebound therapy, accessible arts, community experiences, therapy-led activities and special events, make a significant contribution to pupil achievement, wellbeing and quality of life.
- Accessible and inclusive arts provision enables pupils to participate in meaningful creative and cultural experiences regardless of physical or communication barriers.
- Transition celebrations, including Nursery Graduation and progression between key stages, promote belonging, self-esteem and recognition of achievement.
- External accreditation opportunities, including ASDAN pathways and the Trinity College Gold Award for Sounds of Intent, provide meaningful pathways for celebrating pupil achievement.
- Strong partnership working between education, health, therapy and care ensures achievement is recognised across all aspects of pupils’ development and reflected in ambitious, meaningful EHCP outcomes.
- Best practice is shared through conferences, awards, accreditation programmes and professional networks, demonstrating the impact of the school’s approach to holistic achievement

How Leaders Know

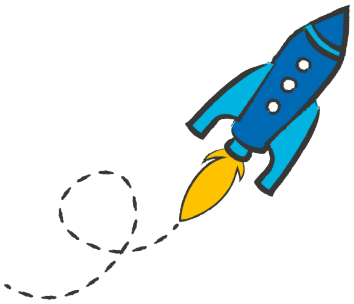
- Whole-school ImPACTS outcome data.
- Annual review reports and EHCP outcome analysis.
- Sounds of Intent assessment outcomes.
- Longitudinal engagement profile data demonstrating gains in anticipation, initiation, persistence and exploration.
- Moderation and validation of assessment outcomes through multidisciplinary review.
- Learning walks, lesson observations and pupil engagement observations.
- Individual case studies evidencing progress over time.
- Parental feedback and annual review contributions
- Pupil achievement tracked across communication, cognition, physical development, self-help and self-advocacy.

Impact on Pupils

- Pupils achieve ambitious personalised outcomes and make meaningful progress over time from their individual starting points.
- Most pupils achieve expected or above outcomes in Communication, Language and Literacy and Cognitive learning.
- Pupils develop increased communication, enabling greater participation, self-expression, self-advocacy and access to their personalised curriculum.
- Pupils demonstrate improved engagement, attention, anticipation, independence, problem-solving and participation in learning.
- Pupils increasingly apply communication, cognitive and independence skills across different environments, activities and experiences.
- Achievement contributes to improved wellbeing, confidence, self-esteem, relationships and overall quality of life.
- Through a broad range of curriculum and enrichment opportunities, pupils develop interests, preferences, talents and aspirations.
- Pupils are recognised as successful learners, communicators, artists, musicians and active participants within their school and wider community.
- Accessible and inclusive arts provision enables pupils to communicate, create, express themselves and achieve success in meaningful ways.
- Celebration of achievement through assemblies, school council, milestone events and transition celebrations fosters a strong sense of belonging, pride and achievement for pupils and their families.
- Pupils experience an enhanced quality of life through meaningful educational, therapeutic, creative and enrichment experiences.
- Pupils leave each phase of education having experienced success, recognition and participation, and are better prepared for future learning, transitions and adulthood through increased independence and self-advocacy

Next steps to excellence

- Attend and host the external validation for ImPACTS outcomes via moderation with other schools (Linden Lodge / Rutherford)
- Increase use of case studies to showcase exceptional pupil achievement and curriculum impact.
- Further develop benchmarking opportunities with specialist schools nationally.
- Continue implementation and evaluation of the revised ImPACTS curriculum.
- Further refine evidence collection to demonstrate transfer and generalisation of learning across environments.
- Increase publication and dissemination of achievement outcomes and research-informed practice nationally.



Attendance and behaviour

Context and Overall evaluation

Leaders have established a positive and purposeful culture where pupils feel safe, supported and ready to learn. Expectations for behaviour are clear and consistently reinforced, in many areas, particularly in relation to emotional regulation and communication, practice is highly effective and reflects sector-leading approaches. Attendance is prioritised and improving, although leaders recognise that further work is needed to secure consistently strong attendance for all groups of pupils.

Stand Out Strengths

- Highly personalised, barrier-aware approach to attendance
- Strong integration of behaviour, wellbeing and learning readiness
- Consistent, embedded emotional regulation strategies
- Pupil Charter supporting attitudes to learning
- Positive, inclusive and emotionally secure environment
- Highly effective multi-disciplinary behaviour support
- Strong culture of positive and respectful relationships
- Personalised curriculum enabling engagement
- Effective use of assistive technology to support engagement
- Strong partnerships with families supporting attendance and behaviour
- Responsive systems that adapt provision to pupil need
- Commitment to removing barriers rather than sanctioning behaviour

What is working well

- Leaders and staff have established a calm, consistent environment where pupils are supported to regulate their behaviour and engage in learning.
- Structured approaches, including the use of emotional regulation strategies such as Zones of Regulation, are embedded and support pupils to manage their feelings and behaviour more effectively.
- Expectations around routines and readiness to learn are increasingly well understood by staff and pupils, contributing to improved engagement in lessons.
- Attendance is a clear priority for leaders, with systems in place to monitor attendance and respond where concerns arise.
- Partnerships with local authority's to address low attendance.

How leaders know

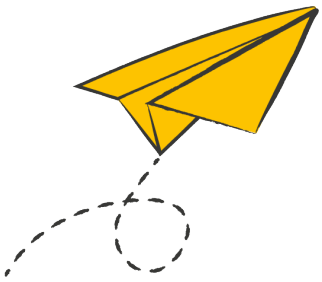
- Monitoring of behaviour and engagement indicates that most pupils are increasingly able to participate in learning activities with appropriate support.
- Leaders analyse attendance information regularly and have identified patterns and groups where attendance is weaker, enabling targeted responses.
- Feedback from staff and observations of practice show that behaviour support strategies are embedded in most classes, although consistency varies.

Impact on pupils

- Pupils are increasingly able to regulate their emotions and remain engaged in learning for longer periods.
- The majority of pupils demonstrate positive attitudes to learning within structured routines and familiar environments.
- Improved attendance systems are contributing to more consistent attendance for many pupils, supporting continuity of learning.

Next steps to excellence

- Attendance remains variable for some groups of pupils and is not yet consistently strong across the school.
- The implementation of behaviour and regulation strategies is not yet fully consistent between classes.
- Some pupils remain overly reliant on adult support to regulate behaviour and sustain engagement.



Early Years

Context and Overall Evaluation

Since opening as Tadworth Tots in 2019, the EYFS provision has developed into a highly effective, specialist early years environment for children with complex SEND. The provision has been recognised by Ofsted as offering outstanding opportunities for children from the age of two. The Leadership for the Early Years changed in 2025/26 to Molly Ramsay.

Practice is securely aligned to the EYFS statutory framework, with a strong emphasis on communication, physical development and early learning through play and purposeful interaction. Staff provide a safe, stimulating and inclusive environment, underpinned by strong partnerships with families. Ongoing reflection, professional development and effective transition planning ensure consistently high-quality provision and positive outcomes for all children.
in academic year 25/26 there is 5 children in EYFS.
Attendance 84.71 % for EYFS

Stand out strengths

- Strong leadership with stable, knowledgeable and skilled staff
- The EYFS curriculum is taught in a logical progression, systematically and meeting individual SEND needs – the school uses Differentiated Early Years Outcomes - 'DEYO' & IMPACTS
- Staff are attentive to child's education, health, therapy and care needs – every moment is a learning opportunity – routines for learning
- Successful EYFS transitions - 1 CYP to mainstream school and to X CYP to Local LA maintained Special School & X CYP to our school
- Staff develop children's love of reading, story is used as a basis for many sessions Medium Term Planning
- Learning is age-respectful, delivered through play, exploring & active learning.
- The daily timetable & responsive environments provide opportunities for planned & child initiated learning. We recognise that our children do thrive on clear structure & routines.
- Child interests inform our planning

What is working well

- Staff consistently meet children's education, health, therapy and care needs, using every routine as a learning opportunity
- Parent feedback, daily communication and consultations.
- Baseline assessments (DEYO and IMPACTS) and ongoing progress tracking.
- Children's care plans and individual learning pathways

How do Leaders Know

- Leadership monitoring, School Improvement Partner (SIP) visits, and external reviews confirm high-quality practice.
- Progress is monitored through baseline assessments, DEYO evidence, IMPACTS, and planned return to Tapestry for tracking

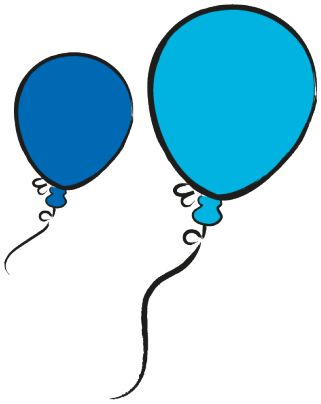
- Individual care plans, "Routines for Learning," and monitoring demonstrate children are regulated, engaged and making progress.
- Daily communication, ClassDojo, consultations, EHCP processes and family engagement provide evidence of effective partnership working
- Internal monitoring, external reviews, lesson observations and peer visits confirm teaching quality.
- Baseline assessments, ongoing progress evidence, transition records and curriculum outcomes demonstrate good progress and readiness for the next stage

Impact on Pupils

- Staff know children exceptionally well, respond sensitively to communication and care needs, and provide consistent routines that support readiness to learn.
- Personalised DEYO pathways, baseline assessments and individual learning plans enable children to achieve their own personal best.
- Personalised curriculum pathways reduce barriers to learning and enable children with complex SEND to access meaningful learning experiences

Next steps to excellence

- Assessment evidence to revert back to Tapestry
- Include the measurable progress data or developmental milestones achieve (end of July 2026)



Sixth forms

Context and Overall Evaluation

The sixth form consists of two classes, with a total of 11 young people, all of whom have an EHCP.

Provision is strong, with elements of exceptional practice. It is highly personalised and age respectful, ensuring that teaching, interactions and opportunities reflect both learners' chronological age and cognitive profile. There is a clear and consistent focus on Preparation for Adulthood and quality of life. The provision is underpinned by a strong moral purpose and ambitious vision, ensuring that all learners are supported to achieve meaningful outcomes aligned with their complex needs.

Standout Strengths

- The curriculum, environment and staffing model reflect recognised standards of high-quality, person-centred support, ensuring consistency across education, therapy and care.
- Staff demonstrate a highly attuned understanding of pre-formal and informal communication, responding to pupils' individual cues, preferences and sensory profiles.
- Integrated multidisciplinary working ensures that health, therapy, positioning and wellbeing are embedded into daily learning, in line with best practice standards.
- Staff build deep, trusting and consistent relationships, recognising relational practice as essential for engagement, communication and emotional wellbeing.
- Learning is centred on purposeful, sensory-rich and meaningful experiences, ensuring all pupils actively participate in learning appropriate to their needs.
- Pupils access a wide range of community-based learning opportunities, enabling participation beyond the classroom and strengthening social inclusion.
- Students engage in social enterprise activities providing authentic opportunities to build purpose, agency and real-life application of skills
- Careers provision reflects the full ambition of the Gatsby Benchmarks, adapted appropriately for learners with complex needs rather than reduced.
- Learners develop skills that directly support future placements, community living, and lifelong wellbeing.
- Staff are well trained, reflective and confident in meeting the needs of learners with PMLD, demonstrating consistently high-quality practice.

What is Working Well

- Highly personalised pathways aligned to EHCP outcomes, co-designed through a multidisciplinary model (education, therapy, care).
- Strong focus on autonomy, communication, agency and participation, preparing students effectively for adult life.
- Integrated provision ensures consistency and responsiveness across all aspects of the learner experience.
- High levels of aspiration and challenge, with leaders actively challenging perceived limitations.
- Effective use of assistive and digital technologies to enhance communication, independence and engagement.
- Strong multi-agency working and transition planning, supporting successful next steps into adulthood.

- Onward placements being Rutherford, Holy Cross, Kingfisher and Highfield
- Rich and purposeful curriculum experiences that build confidence, resilience and life skills.

How Leaders Know

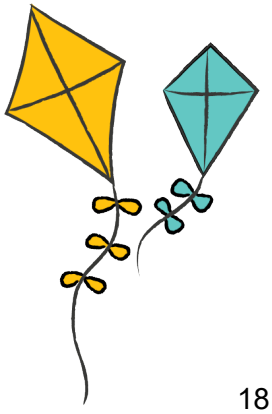
- Robust self-evaluation processes informed by a wide range of evidence, including EHCP outcomes, engagement and progress measures.
- Ongoing multidisciplinary assessment and review, ensuring provision remains closely matched to individual need.
- Monitoring through school development planning, leadership reports and governance oversight.
- Strong use of external partnerships and professional collaboration to review and refine practice.

Impact on Pupils

- Students make meaningful progress from their starting points.
- Improved quality of life outcomes, with pupils accessing meaningful, age-respectful and sensory-rich experiences that reflect adulthood
- Learners develop increased autonomy, evidenced through small but significant gains in independence (e.g. self-care, participation in routines, making choices
- Communication is strengthened and maintained over time, with staff accurately interpreting and responding to pre-formal cues, leading to greater pupil agency and choice
- Retention of key skills (communication, engagement, independence) is recognised as strong progress, particularly where health needs risk regression
- High levels of wellbeing and emotional security, underpinned by strong, consistent relationships and highly attuned relational practice
- Increased participation beyond the classroom, including community activities and social enterprise, promoting inclusion and real-world connection
- Accredited achievements (ASDAN, Trinity/Sounds of Intent) provide recognition of genuinely meaningful skills, not tokenistic outcomes
- Successful transitions to appropriate adult destinations, with families confident that placements reflect pupils' needs, interests and aspirations
- Learners demonstrate increased confidence and resilience, engaging more readily with new people, environments and experiences

Next steps to excellence

- Sharpening impact articulation - develop impact story
- Ensuring even greater consistency across the integrated provision, particularly where practice spans different teams.
- Continuing to refine evaluation of transition impact, evidencing sustained success beyond the school.



Leadership and governance

Context and Overall evaluation

Leaders demonstrate an accurate understanding of the school's strengths and priorities, underpinned by a clear strategic direction focused on improving outcomes for pupils with complex needs. Systems for monitoring and evaluation are well established and increasingly effective in identifying areas for improvement. However, leaders recognise that evaluation does not always translate quickly enough into consistently strong practice across all teams.

Stand Out Strengths

- Clear moral purpose and pupil-centred decision-making
- Highly ambitious and inclusive vision for all pupils
- Deeply embedded culture of respect, dignity and relationships
- Integrated, multidisciplinary model (education, health, therapy, care)
- Significant contribution to the wider education sector
- Highly effective external partnerships and multi-agency working
- Strong governance with effective challenge and support
- Robust safeguarding and statutory compliance culture
- Advanced use of assistive and digital technologies
- Strong culture of collaboration and collective leadership
- Highly effective community and parental engagement
- Commitment to staff wellbeing and professional respect

What is working well

- Leaders have a clear and coherent strategic vision, with improvement priorities centred on curriculum quality, pupil outcomes and staff development.
- Self-evaluation is increasingly robust, with leaders using a range of information to identify strengths and areas for development and set appropriate priorities.
- Staff report feeling supported and valued, with leaders placing a strong emphasis on professional development and workload.
- Governance is secure, with governors developing their understanding of their statutory responsibilities and providing appropriate support and challenge. There is high levels of engagement across all governors.
- Leaders are strengthening partnerships with parents and external stakeholders to better support pupil outcomes and wellbeing.

How leaders know

- Leaders use staff PDR objectives and associated evidence to evaluate progress against School Improvement Plan priorities and measure impact on whole-school improvement.
- Leaders systematically monitor key priorities through a range of activities, including review of provision, staff feedback and evaluation of school performance information.
- Evidence from monitoring indicates that staff understand whole-school priorities and their role in improving outcomes, although consistency of implementation varies.
- Leaders evaluate the impact of professional development and support for staff, including early career teachers, to ensure it strengthens teaching over time.

Impact on Pupils

- A clearer strategic focus has led to improvements in the consistency of provision across the school, particularly in relation to curriculum delivery and communication approaches.
- Pupils benefit from a staff team that is increasingly confident and skilled, particularly in delivering specialist approaches to meet complex needs.
- Strengthened partnerships with families and external agencies are contributing to improved support for pupils' wider needs and wellbeing.

Next steps to excellence

- Monitoring and evaluation do not yet consistently secure rapid improvements in practice across all teams.
- Variability in implementation remains, particularly where staff are newer or less experienced.
- Leaders' evaluation is strong, but sharper focus on measuring impact (rather than activity) is needed in some areas.