



## JOHN CHILTON SCHOOL SELF EVALUATION 2021-2024

### CONTEXT OF THE SCHOOL

#### General Information

Ethos: The staff and Governors of the school share the ethos and vision that:

*" At John Chilton School, we strive for the development of confident, motivated and independent learners in a sociable, safe and accessible environment; supported by communication and engagement between home, school and partnerships."*

- We are an all-age Reception to Y14 Community Special School (London Borough of Ealing) for pupils with moderate to severe and complex learning difficulties as a primary need or as a dual diagnosis to their medical, sensory and/or physical needs.
- Presently there are 150 pupils on roll with a planned place provision of 149. 19.5% of pupils come from surrounding LAs.
- We are unique in the secondary department being located within the all-age Alec Reed Academy (ARA) building. This provides opportunities for inclusion and integration where appropriate. Pupils from both schools can share these opportunities and advantages. Pupils from ARA may attend lessons in JCS and if a JCS pupil is able to manage in a mainstream classroom with no learning support, they have the chance to attend some sessions at ARA. There are no barriers between the schools and pupils have many opportunities to interact socially.
- Our primary department is situated on the new Orchard Site in Greenford. For the year 2023-2024 JCS shares the building with some of the Wood End Primary pupils whilst building works are completed. JCS will take full ownership and expand further from 2024 onwards.

#### Health and Therapy

- The school provides a base for health staff including physiotherapy, occupational therapy, speech and language therapy that work across the two sites. Therapies are given a high priority within the provision to pupils.
- Each site has a school nurse and in addition- the Orchard primary site is supported by a health care assistant; the Bengarth secondary site is supported by two health care assistants.
- The school has privately commissioned educational therapy services. Advice, support and training is given by these services to school staff on student programmes. All therapists contribute to staff training. Regular meetings with therapists ensure therapies are integrated into the curriculum.
- The school has engaged the services of a part-time counsellor for students who works in close co-operation with staff.
- The school has engaged the services of a part time music therapist for students who works in close co-operation with staff.



## JOHN CHILTON SCHOOL SELF EVALUATION 2021-2024

### Types of SEND

- Over the last few years, the cohort of pupils has changed and we now have three distinct pathways through the school. Pupils can move into different pathways as their needs alter.
- In 2019 70% of pupils had a severe to profound learning difficulty; and half of these pupils have additional complex sensory, physical and communication challenges to learning that need further resources, equipment and support. The school has successfully adapted to accommodate this development by developing and implementing a bespoke curriculum, assessment system and approach to learning.
- In 2024, this cohort has fallen due to growth in the SEMH/MLD group and changed in profile – together there are 50% pupils with PMLD/SLD which can be further categorised as: 12% PMLD; 39% SLD and more than 60% of these have a complex physical, sensory or communication need
- 50% of the pupils present with moderate learning difficulties with/without additional physical or medical needs, up from 30% in 2019- this is due to more pupils moving across from mainstream schools due to significant SEMH needs
- 68% of the pupils have medical, physical or severely physical difficulties that affect their health and wellbeing. This has reduced from 90% in 2019, reflecting the increase in SEMH and able-bodied pupils. The school arranges to ensure that these pupils are properly supported both physically and mentally so that they can play an active role in school life.
- 68% of pupils have significant SEMH needs that require intervention from the school's specialist Nurture Team, an increase from 39% in 2019.

### Entry and mobility

- Pupils join and leave the school at different points and in different year groups. There is generally an increase in admissions in year 7. In the present Phase 4 group of 42 pupils. In 2024 we noticed significant changes from previous years, demonstrating that the majority of our current pupils have not had the benefit of consistency of a JCS education and ethos:

2022-2023 intake	KS of joining school	2023-2024 intake
35%	EYFS/KS1	17%
30%	KS2	21%
26%	KS3	52%
9%	KS4	10%

- Attainment on entry for pupils starting at the school at any point is low compared to national expectations; with some pupils needing a bespoke and personalised assessment framework.
- Pupils in EYFS (Reception) assessed against the Early Learning Goals are in the emerging category.



## JOHN CHILTON SCHOOL SELF EVALUATION 2021-2024

### Gender balance

- 67% of pupils are boys and 33% are girls, changing from 60% boys last year

### Ethnicity and EAL

- Pupils at John Chilton School come from 23 different ethnic backgrounds, including White British.
- 70% of pupils come from a family that speak a language other than English as their first language, an increase of 10% from 2017.
- 17 different languages are spoken including English.
- Many of the learning needs of pupils who are learning English as an Additional Language are similar to those of other pupils in our school. However, these pupils are learning in and through another language and they may come from cultural backgrounds and communities with different understandings and expectations of education and learning.
- Increasingly, some pupils are admitted with no previous formal schooling, little physical support and equipment; and some come after experiencing trauma in their home country.

### FSM

- Many pupils come from disadvantaged families who are eligible for free school meals. 50% of families are presently claiming FSM, up from 39% in 2019; although there are a number of families who are eligible and not claiming – a reason for this may be that their child does not eat regular food due to their physical/medical needs and has supplements instead or is tube fed. Families are supported by the school to claim for FSM.
- 24% of families are in poor or overcrowded housing or are currently homeless

### LAC

- There are four LAC at present
- There is one Post LAC pupil at present

### Staffing

- The school employs a range of staff including teachers, HLTAs, TAs at various scales and with different responsibilities, school meal supervisory assistants, administrative staff, specialist assistive technology and communication team, learning mentor and SEMH assistant, therapy liaison assistants, moving and handling specialist, DSL social worker and family worker.
- Effective arrangements are in place for induction of new staff.

### Class Size

- There are generally between 8 and 14 pupils in classes.



## JOHN CHILTON SCHOOL SELF EVALUATION 2021-2024

### Recognised awards

- School Sports Partnership Platinum Award
- Healthy Schools Bronze Award
- Ealing School and Family Partnership Award

### Attendance

- Attendance rate, 83.97%
- Attendance rate with CRA removed, 93.41%
- Pupils persistently absent (below 90%) 84
- Pupils persistently absent with CRA removed, 10

### Behaviour

- 1 fixed term exclusion January 2023
- 1 fixed term exclusion May 2023
- 1 fixed term exclusion July 2023
- 1 fixed term exclusion September 2023
- 1 fixed term exclusion November 2023
- 1 fixed term exclusion December 2023

These relate to three pupils

Progress against previous inspection – November 2018	
Areas to improve	Progress
<p>Leaders and those responsible for governance should ensure that:</p> <ul style="list-style-type: none"> <li>• they continue their work to embed the assessment systems to support teachers' planning to meet different needs, so that all pupils, including the most able, make consistently strong progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum intent devised for each pathway to ensure ambition for all pupils</li> <li>• Robust lesson observations in pathways to identify teachers' strengths and CPD needs</li> <li>• Staff development refocused on lesson planning and pedagogy; effectively improved adaptation of activities for pupils' different learning needs</li> <li>• Lesson Study cycles on promoting early reading</li> <li>• Curriculum reviewed and Long Term Plans revised to ensure clear spiral of sequenced learning activities. Clear outcomes detailed for end of phase for different cohorts of pupils</li> </ul>



# JOHN CHILTON SCHOOL SELF EVALUATION 2021-2024

	<ul style="list-style-type: none"> <li>• Staff deployment to classes ensures that most able pupils access booster groups- links to accreditation success</li> <li>• Deep dives monitor the implementation of aspirational learning outcomes and the progress towards these for individuals and groups of pupils</li> <li>• Improved communication with therapists and specialist teams ensures that the optimum learning environment is in place for each pupil.</li> <li>• Teacher development on pupil assessment to identify gaps and misconceptions, and the provision of small-step feedback</li> <li>• Establishment of “previously” and “next time” in lessons to embed pupils’ understanding and engagement in their own learning journeys</li> <li>• Read Write Inc implemented as synthetic phonics programme across the school where appropriate. Regular assessment and staff training have had a positive impact on improved progress in reading</li> <li>• Pupil progress meetings within established cycle of assessment leading to identifying need and devising and implementing interventions to improve achievement; staff CPD is continuous within the cycle following identification of gaps</li> </ul>
--	--

School Improvement Plan 2021-2024	
Priorities	<b>Quality of Education</b> <ul style="list-style-type: none"> <li>• To increase pupil outcomes and further improve educational provision by developing teachers’ planning to meet different needs, so all pupils, including the most able, make consistently strong progress. (OFSTED)</li> <li>• To ensure that any absence is not detrimental to pupils’ achievement by establishing a clear blended learning approach that allows for consistency and continued input even remotely</li> <li>• To increase pupil progress and achievement by developing the curriculum and improving staff confidence in devising educational activities for pupils with PMLD and using the engagement assessment system (DfE 2020)</li> <li>• To strengthen pupil outcomes by using research findings and refining professional practice to improve reading skills across the school</li> </ul>



## JOHN CHILTON SCHOOL SELF EVALUATION 2021-2024

### Behaviour and Attitudes

- To re-engage positive social interactions and communication following a stressful and disjointed year, improving positive behaviour and relationships and reducing challenging incidents

### Personal Development

- To improve opportunities and life chances in adulthood, by embedding more functional life, work and community opportunities and experiences (for all Pathways) within the curriculum.
- To promote equality and improve inclusion by establishing a curriculum and environment that builds pupils' resilience and promotes acceptance, understanding and positive relationships within the community and wider society.
- To consolidate an effective transition process that will assist a smoother move to each leaver's next appropriate placement.

### Leadership and Management

- To continue to promote awareness of mental health, improving wellbeing across the community
- To further strengthen safeguarding systems, enhancing the vigilance of staff to current and contextual concerns
- To develop the flexibility of our excellent staffing structure across the school sites, increasing its responsiveness to meet the changing needs of the school population and various environmental challenges
- To increase parental engagement by refining virtual and face-to-face events, meetings and training sessions
- To expand and develop the school premises to cater for the needs of our growing and increasingly complex pupil population
- To improve and increase ICT resources, data storage infrastructure and management systems to minimise the risk to continuity, improving the facilities for all.

## Quality of Education

### Strengths

#### Intent:

- The school improvement plan focuses on curriculum intent, implementation and measuring impact. The SIP also focuses on developing reading throughout the school. JCS works with curriculum specialists to lead research into pedagogy and develop improvements in our curriculum intent. Robust CPD develops staff skills and knowledge in meeting the needs of different groups of pupils including PMLD/SLD, VI, HI, more able, SLCN, physical needs. CPD has focused on Rosenshine's principles alongside what cognitive science shows is necessary for learning (embedding in long-term memory), with teachers considering appropriate adaptations to enable pupils to learn.
- The curriculum is broad and balanced; it encompasses all the planned activities to promote learning, personal growth and development. It is benchmarked against all formal requirements of the National Curriculum and includes the range of additional priorities, specialist activities and therapy programmes that JCS develops to engage, enable, empower and equip our pupils for life. The ethos, values and



## JOHN CHILTON SCHOOL SELF EVALUATION 2021-2024

principles, promoting the vision of developing confident, independent and motivated learners, is woven throughout our curriculum. Pupils are at the centre, their personal priority needs are the starting point of their education, and these are met through personalised plans, interventions and adaptations that ensure achievement potential is maximised. The curriculum is regularly reviewed in light of up-to-date pedagogy and new information available.

- The school has developed three pathways of learning that best meet the different cohort needs of the pupils. Pupils can move between different pathways as their needs change over time. The curriculum planning, teaching approaches and staffing of each pathway is adapted to the learning needs of each cohort of pupils. Each pathway has an ambitious intent, giving pupils the experiences and opportunities to develop the knowledge and skills for active participation in adult life. This is built through each phase, reflecting the themes in Preparation for Adulthood, and develops the cultural capital pupils need to succeed in life. The school uses Level Descriptors developed with the Local Authority and other special schools to determine the provision needed for each pathway.
- During the pandemic as many pupils as possible came into school, while pupils at home had access to class learning activities through Google Classroom, the blended learning approach and policy was available on our website.
- The curriculum is designed, structured and sequenced to develop the knowledge and skills pupils are expected to gain at each phase. These cover building for future learning, independence in daily living, accessing the community, autonomy in choice making, with supervised or independent employment where suitable.
  - All pupils follow the full curriculum adapted to meet their needs; secondary pupils study towards accreditation in Functional Skills and JCS Certificates of Achievement
  - Long term curriculum planning and expected outcomes are in place and available for the community to review on our website. Subject content is planned with clear end points for each phase, while building on prior learning and taking account of the need to revisit, rehearse and retrieve concepts and skills to embed in long-term memory.
  - Medium term plans determine the objectives, activities and expected outcomes for each area within a subject, whether through subject-specific lessons or cross-curricular themes. Activities are designed to meet the specific needs of pupils and adaptation to meet need is evident. The use of alternative and augmentative communication, assistive technology, braille, software (such as Grid or Clicker), multi-sensory approaches, structured imagery, concrete apparatus enable pupils to access learning activities fully.
  - The plans are devised to introduce and build the knowledge and concepts that pupils need to know for further accreditation or enrichment. Feedback is prevalent within every lesson, to immediately address misconceptions and gaps, and to elicit deeper thinking.
- The provision is monitored and evaluated regularly to enable continuous improvement
  - Pupil progress is measured termly against clear intended outcomes, with teachers and leaders making a professional judgement about the rate of progress expected for individuals, using the expected outcomes in the long-term plans
  - Leaders use progress information to inform action planning and interventions





## JOHN CHILTON SCHOOL SELF EVALUATION 2021-2024

### Implementation:

- Teachers and support staff have good knowledge of the subjects and courses they teach. Leaders at all levels provide effective support for those teaching outside their main area of expertise
  - The SIP includes relevant staff training and a robust structure of CPD runs through the school
  - CPD is evaluated through classroom observations and pupil progress
  - Training delivered is based on sound research and pedagogy; this is then monitored in classrooms and on learning walks
  - Senior or more experienced staff regularly support newer members of staff; teacher appraisal systems have clear expectations, including UPS teachers supporting less experienced teachers
  - Sharing of specialist knowledge to ensure that pathways build on previous learning in phases by looking at beginning and end of pathways together
- Teachers and HLTAs present subject-specific knowledge clearly, promoting engagement and discussion amongst pupils. They understand the pupils' additional needs and barriers, overcoming these through tailored approaches and adjustments, use of appropriate resources and adaptations through equipment and software
  - The Teachers standards underpin our secure appraisal system, ensuring that each teacher's objectives are shaped by ambitious and realistic standards and improvements in teaching and learning
  - Quality of education is monitored through deep dives that evaluate the environment and pupil learning
- Pupils' understanding is regularly checked, gaps and misconceptions are identified and addressed. Knowledge is presented in different ways, with rehearsal and revisiting to ensure it is embedded in pupils' long-term memory.
- Over time teachers ensure activities are designed to help pupils remember long term the content they have been taught and integrate new knowledge into larger ideas
  - Curriculum leader and subject leads measure the impact of learning through deep dives, reviewing planning to ensure a spiral of learning builds on pupils' prior knowledge
  - Work given to pupils is demanding and builds sequentially through accurate small step planning based on careful assessment
  - Resources are engaging, interesting, age appropriate and relevant to the curriculum area
- Teachers and leaders use assessment well to help pupils embed and use knowledge fluently, or check understanding and inform teaching; without adding unnecessary burdens on staff or pupils
  - Precise formative feedback is given to facilitate each pupil's next step learning
  - Summative assessment is used to track pupils' progress. The school's assessment system is linked to the pathways, curriculum plans and expected outcomes
  - As part of deep dives, work scrutinies, learning walks and pupil voice activities provide evidence of effective use of assessment- this is collated in Q of E reports that are presented to Governors termly

Leaders and staff have created an environment in which, within each pathway, strategies and approaches to learning are ambitious but tailored to pupils' specific needs.





## JOHN CHILTON SCHOOL SELF EVALUATION 2021-2024

- Access to learning through positioning and therapy need is evident through full multi-agency cooperation to optimise pupils' learning opportunities
  - Health and commissioned therapists regularly meet with teachers and teaching assistants and support their training in therapy programmes
  - Specialist therapy liaison assistants provide additional expertise to individuals, groups and classes, meeting therapy needs to promote learning
  - Personalised equipment, such as ICT resources, enable pupils to access learning more independently
- Behaviour for learning is promoted through personalised schedules, zones of regulation and specific strategies- including therapy programmes. Pupils have access to individualised interventions to support positive behaviour for learning.
  - Commissioned OT for sensory regulation support gives advice and resources to staff
  - Specialist SEMH team support whole class understanding of behaviour for learning through Zones of Regulation, and offer personlised interventions for specific pupils
  - Advice from visiting professional enables a holistic approach to learning and promotes optimum learning environment
- Our learning resources reflect the school's ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- The local area and community are used to provide practical and stimulating experiences within the curriculum, such as:
  - Comparing and contrasting different places of worship and inviting spiritual leaders in to class
  - Exploring and investigating facilities reflecting different cultures and ethnicities, such as the Polish shop
  - Understanding how different teams help us, such as our visits to the vet or fire station and inviting visitors in to school, such as the community police, fire brigade, dog charity, dentist.
  - Giving tangible experiences to support pupils' understanding in history and geography, such as town and country; local history; London.
- Developing reading is a school priority to allow pupils to access the full curriculum offer. There is a rigorous and sequential approach to the reading curriculum to develop pupils' fluency, confidence and enjoyment in reading. Scale 6/7 support staff have been trained to run phonic and literacy programmes. Therefore, more intervention groups can be run with smaller numbers of pupils. Training is ongoing.
  - Reading attainment is assessed regularly and teacher development is prioritised to ensure gaps in the understanding of how to teach early reading are addressed quickly and effectively
  - Reading books connect to the phonics knowledge pupils are taught
  - Phonics is taught systematically through Read, Write Inc (RWI) and all staff are trained and supported
  - Parents are invited to phonic and reading workshops
  - Secondary pupils follow an ipsative reading programme, Bedrock learning
  - Reading is a SIP priority and is highlighted in teachers' appraisal objectives



## JOHN CHILTON SCHOOL SELF EVALUATION 2021-2024

- Daily reading in primary from staff to pupils to encourage pupils' enjoyment of stories
- World book day is celebrated annually across the school
- Stories are brought to life through role play, costumes, puppets and small world play for younger pupils
- Historical stories are reimagined through music and drama
- Functional reading is taught for older pupils such as reading timetables, film listings...
- Communication rich environments that promote a total communication approach, using signs, symbols and cues are monitored through leaders' learning walks
- Support from speech and language therapists and visiting specialist VI and HI teachers ensure that communication is pertinent to pupils' need
- Teachers ensure that every pupil reads fully decodable books to build their confidence and enjoyment.
- Teaching and learning policy explains how reading is taught at the school
- Each classroom has a book zone to promote pupils' engagement with books, stories and reading
- Books are available from different cultures and languages
- Books are sent home and reading records monitored for enrichment and for reading pleasure
- Reading assessment data is regularly evaluated
- Specialist/audio books for VI, a diverse range of books and stories that are relatable to all members of the school community are visible
- When planning, teachers identify key subject-specific vocabulary to be reinforced in learning activities
- Cross class interventions within phases; reading, communication, literacy etc
- Deep dives carried out in all subjects with actions for improvement fed into the SIP on a two year cycle
- Cycle of workshops for parents/carers embedded into the school calendar to support home learning
- CPD for teachers and HLTAs focussing on teachers' standards and continuous improvement

### **Impact:**

- Pupils' progress is clear across all subjects, each pathway and all phases. This is evident in our evaluation of pupils' assessment data, in lesson observations and deep dives, in pupil and family voice evidence, in pupils' records of achievements and learning journals.
- Most pupils in Phase 4 gain nationally recognised accreditation through Functional Skills exams in English, maths and ICT. Others gain JCS certificates of achievement in Preparation for Adulthood at sixth form.
- Pupil destinations are monitored and compared post 16 and post 18; only one pupil in the last five years has not found an appropriate placement (this was due to their significant SEMH and a social care placement was found)
- Pupils are ready for the next stage in education after following a functional and practical life skills-based curriculum. The Pathway intent ensures that pupils are motivated, confident and independent. The work experience and adult based learning central themes lead to improvements for all pupils.



## JOHN CHILTON SCHOOL SELF EVALUATION 2021-2024

	<ul style="list-style-type: none"> <li>• The outcomes at the end of each phase are monitored and evaluated; transitions between phases are carefully monitored and core curriculum is taught by subject specialists for P4R and P4P leading to Functional Skills accreditation.</li> <li>• Transition reviews for EHCP at Y10 and Y12 are forensic and establish all equipment, approaches and environmental factors necessary for achievement at the next stage. Pupil and family voice evidence progress over time.</li> <li>• Pupils read well for their levels of ability and enjoy stories and books with peers and adults. Pupils have a sound understanding of key vocabulary in social, community and leisure settings to enable them to be as independent as possible, making their wants and needs known to unfamiliar adults who can help them</li> <li>• Pupils are able to apply their maths knowledge, concepts and procedures in real life situations to problem solve life situations and access community facilities</li> </ul>
<b>Areas for development</b>	<ul style="list-style-type: none"> <li>• Regular reading in secondary from tutor to pupils</li> <li>• Using stories and songs from other cultures and visitors more routinely- and having displays related to these in every classroom; purchase a wider variety</li> <li>• The promotion and embedding of vocabulary development and early reading in all subjects</li> <li>• Reading and communication strategy for blue pathway</li> <li>• Developing the teaching of phonics and reading for pupils with HI</li> <li>• Considering how RWI can be adapted for pupils who are not able to blend (Fred talk) which prevent them from getting a reading book.</li> <li>• Further development of learning spaces through the building expansion project: nurture, new “flat”, sixth form suite, sensory rooms, withdrawal spaces</li> <li>• Further develop the holistic curriculum and assessment process</li> <li>• Establish ICT confidence in staff to improve offer to pupils</li> <li>• Further development, through regular briefings and notifications, the staff’s understanding of the provision in all pathways to improve collegiate planning, assessment, improvement etc</li> <li>• Development of new assessment recording systems to enable parents and carers to be more aware of the learning happening in school and progress their child has made; standardising evidence; enabling translations</li> <li>• Development of support staff appraisal system linked to skills and knowledge; implementation of these within a learning setting</li> <li>• Development of the Rose Room and a TEACCH style approach for a small number of pupils that have significant ASD and need a more structured provision for optimum learning</li> <li>• Support development of the new Bluebells class – holistic learning through play and exploration approach</li> </ul>



# JOHN CHILTON SCHOOL SELF EVALUATION 2021-2024

## Behaviour and attitudes

### Strengths

- Behaviour and attitudes are exceptional in our school. Our pupils behave consistently well, demonstrating high levels of self-control and, in line with their challenges, consistently positive attitudes to their education. Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community through work experience, nurture programmes, buddying.
- When our pupils struggle with this, we take intelligent, fair and highly-effective action to support them to succeed in their education. Considering the SEMH needs prevalent in the school, there is a very low number of fixed term exclusions. Permanent exclusions have never been used; fixed term exclusions are very rare and are only used in exceptional, for example, when there has been a risk to life. We ensure the pupil understands the behaviour and the consequence-these are discussed with the pupil, their family and supported with a restorative justice approach following return to school.
- A multidisciplinary approach to supporting behaviour challenges is used including specialist staff and therapists alongside the class-based staff. The school has expanded its MDT to include specialist SEMH staff, external counsellor, music therapist, therapy liaison assistants, education therapists.
  - School behaviour policy focuses on managing the environment to promote positive behaviour: evidence of consistency throughout the school
  - The school improvement plan focuses on the challenges of returning from shielding and isolation over the covid period
  - Pupils' physical & mental health and welfare are at the heart of everything we do, and are central to the curriculum map
  - Behaviour strategies embed visuals and sensory elements to ensure full understanding by the pupils
  - Class rules are designed and agreed by pupils and are visible in classrooms
  - Merit and house point systems lead to achievement and the celebration assembly each term
  - PSHE with tutor to discuss bullying and appropriate social behaviours
  - Restorative justice is used successfully
  - Finding new appropriate schools for pupils that have been inappropriately placed due to challenge and the physical environment
  - Work with families and other agencies to support; good communication with all stakeholders through chosen method
  - All staff trained in positive handling, de-escalation and diversionary tactics
  - Assemblies, PSHE and RSE sessions educate pupils about positive relationships, appropriate social interactions and anti-bullying behaviours
  - Family support worker and our social worker support families in challenging situations and signpost to supportive agencies
  - Zones of Regulation are used across the school to support pupils' self-regulation and understanding of behaviour and triggers
  - The school OT works closely with staff to support pupils with sensory regulation, programmes, sensory diets, and circuits are used throughout the day to ensure optimum behaviour for learning



## JOHN CHILTON SCHOOL SELF EVALUATION 2021-2024

- Morning staff briefing is used to inform and share pupils of concern and positive strategies to ensure consistency across the school; twice weekly phase meetings add more depth, sharing relevant information about particular groups of pupils
- Playground safety maps are used termly with each secondary class to find out where pupils feel safe and unsafe in the playground, developing improvements from findings
- Pupils are in zones for lunchtimes with allocated staff, staff wear hi-vis vests to be seen in specified zones, with a playground lead to oversee all zones
- Sensory processing and regulation are supported through OT programmes and equipment
- Development of playground and leisure activities, with improved facilities from expansion has improved lunch times
- We have great success with pupils coming to JCS having been excluded several times before and being at risk of permanent exclusion – case studies exemplify the support available to assist a pupil in settling over time and growing in confidence. Where pupils are not placed appropriately due to not meeting JCS criteria or on an assessment placement- emergency annual reviews are held and a full package of home tuition is put in place with approval of the LA where necessary for safety purposes. Many of our pupils have experienced trauma and adverse childhood experiences, they can struggle with their emotional health and this affects behaviour. With consistent and excellent support, they behave with reliably high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated.
  - SEMH in house interventions and nurture room, including Draw and Talk
  - Referrals to educational psychology and CAMHS as appropriate, reports disseminated and advice implemented, referrals are chased if not responded to within an appropriate period of time
  - Robust positive behaviour plans for individuals
  - External professionals – for example, counselling and music therapist weekly for identified pupils
- Behaviour is tracked, monitored and evaluated in different ways using behaviour logs (My Concern and through Motional software) give robust data evidencing that support packages and interventions lead to improved behaviour over time. Learning walks focusing on behaviour evidence pupils engaged in their learning, and participating in restorative activities where necessary, with school values upheld by all
  - Data is analysed to identify trends that lead to actions to support and improve areas of need
  - Reports and feedback from visiting professionals, Governors and parents/carers demonstrate positive ethos in the school, these are shared on the website
  - Safeguarding/child protection policy: evidence of all systems in place throughout school
- Our leaders, staff and pupils create a positive environment in which bullying isn't tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and aren't allowed to spread. Anti-bullying and racism days and events are regular. Relationships among our pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe.
  - Relationship education: evidence of supporting pupils to know and understand how to respect each other and adults



## JOHN CHILTON SCHOOL SELF EVALUATION 2021-2024

- Challenging behaviour and bullying incidents monitored through MyConcern, patterns identified and managed
- Case studies demonstrate evidence of bullying incidents and the impact of interventions
- Observations of the interaction between pupils and staff: in class, around school and in the playground
- Discussions with pupils about safety are regular in tutor time and relevant lessons
- Pupil voice is listened to and gives sound information
- Our pupils actively support the wellbeing of other pupils- they “look out” for each other and report when anyone is struggling
  - Pupils will report concerns to safe adults
  - Pupils will participate in solution focused discussions with each other to solve a problem
  - Pupils can reflect on their behaviour and how they have grown and matured over time
  - Older pupils will support younger pupils when they need additional help
  - Y11 pupils nominate and vote for a Head Boy and Girl to support others
  - Pupils act as ambassadors for events, for example, wheelchair and lift buddies
- Our pupils’ attitudes to their education are positive; they’re committed to their learning, know how to study effectively and do so with support, are resilient to setbacks and take pride in their achievements
  - Pupils’ work and books: evidence of consistently good presentation, pride in work and feedback from staff support this. My Achievement books in primary- pupils share with pride and interest
  - Lesson observations: evidence of pupils taking their learning seriously, showing pride in their work, motivated and resilient to challenges.
- Family support and understanding of programmes is assisted at annual reviews and through home visits and invites into school
- Pupil attendance is reviewed regularly with Head, family worker and DSL and systematically analysed in order to identify any patterns. Considering the range and complexity of medical needs of JCS pupils, attendance is high. Transport depending, pupils come to school on time and are punctual to lessons. When issues are identified the school works in partnership with parents and multi-agency professionals to put in place bespoke plans to support pupils’ attendance. Impact of attendance on behaviour and attitudes is explored.
- School attendance data is positive taking account of condition-related absence (CRA):
  - Average school attendance September – July 2022/2023: 83.97%
  - Average attendance less all medical and condition related absence Sept- July 2022/2023 93.41%

Some pupils at JCS face greater barriers to attendance than their peers this is due to either a long-term medical condition or their special educational needs. When working with these pupils’ parents/carers to improve attendance, we are mindful of the barriers these pupils face and put bespoke additional support in place to help them access their full-time education. This includes:

- Making reasonable adjustments e.g. for uniform, transport, routines, access to support in school and lunchtime arrangements.
- Putting in place an individual healthcare plan





## JOHN CHILTON SCHOOL SELF EVALUATION 2021-2024

	<ul style="list-style-type: none"> <li>○ Additional support from external partners (including the local authority, social care and health services)</li> <li>○ Actions from Family Worker and outside agencies working collaboratively and supportively with families</li> <li>○ Positive impact of school attendance initiatives- including blended learning activities when a pupil has a long-term absence due to medical need</li> </ul> <p>In very exceptional circumstances, where it is in a pupil's best interests, temporary part-time timetables are put in place to meet individual needs, including a range of online learning activities and joining in lessons remotely. These are formally reviewed with pupils and parents.</p>
<b>Areas for development</b>	<ul style="list-style-type: none"> <li>● Feedback to staff and parents on evaluation of data and interventions</li> <li>● Regular pupil voice sessions with school council</li> <li>● Research stages of development in play and cross reference to schema, identify where pupils are working and how to support movement to next stage</li> <li>● Audit and review of resources- development of play and leisure across different phases</li> <li>● Classes measuring their own SEMH using new software</li> </ul>

<b>Personal Development</b>	
<b>Strengths</b>	<ul style="list-style-type: none"> <li>● Personal development in our school is exceptional. We provide pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Our pupils know how to discuss and debate issues and ideas in a considered way. Excellent personal development opportunities and experiences over an extended period of time include: <ul style="list-style-type: none"> <li>○ Pathways develop pupils through opportunities to acquire the skills and knowledge to live a fulfilled adult life</li> <li>○ Curriculum is holistic and functional, developing the whole individual and preparing for adulthood as the ultimate ambition</li> <li>○ Work placements in class café for sixth form, the garden, Purple Spice and tuck shop for Phase 4. All support active citizenship as pupils learn to use money to pay for new stock, and work using the profits for rewards</li> <li>○ Work with BEE and other secondary special schools</li> <li>○ Extra-curricular provision is evident in the SIP, e.g. gardening, forest school, transition events</li> <li>○ School production, performances and JC's Got Talent</li> <li>○ Sports activities and house points. Houses have names that reflect role models with disabilities- chosen by the pupils</li> <li>○ Extended art activity days</li> <li>○ Curriculum and environment promote diversity. Staff have worked with a curriculum specialist to ensure promotion of people of colour through each subject, and Diversity Role Models to normalise LGBT+ throughout the curriculum.</li> <li>○ Family events during the day and evening are well attended</li> <li>○ Theatre and ballet coming to school to perform and share with pupils- bringing a creative experience to pupils who have difficulty attending theatres with their families</li> <li>○ Artists come into school to work with groups</li> </ul> </li> </ul>





## JOHN CHILTON SCHOOL SELF EVALUATION 2021-2024

- Music lessons with music leader are excellent
- Fishing and fitness activities at Northala Fields with community groups
- Inter and intra school sports competitions are wide and varied.
- Our school consistently promotes the extensive personal development of pupils. We go beyond the expected, so pupils have access to a wide, rich set of experiences. Our curriculum extends beyond the academic, vocational or technical and provides for pupils' broader development. Our work to enhance pupils' SMSC development is high quality. We prepare pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
  - Opportunities for our pupils to develop their talents and interests are of exceptional quality especially in music and creative subjects
  - SMSC is promoted in every subject, evidenced through the policies- pupils explore creativity and enjoy art and performance
  - Displays reflect the diversity and cultures of our school community
  - Assemblies, PSHE, RE and RSE reflect acceptance, promotion and diversity
  - Merits and reward systems are prevalent throughout the school; primary have star of the week assembly, in Phase 2 there is also a Kindness award; at the end of each term there is a whole school celebration assembly to praise the Phase 1 Superstar, Phase 2 Effort Cup, secondary merits, Headteacher Learning Award, and the Jack Petchey Outstanding Achievement Award. At the end of the year, we also give the Simon Rosenberg Award for Confidence, Independence and Motivation.
  - Transition to the next stage of education is a key focus, with improved life chances through Preparation for Adulthood themes, and promotion of pupils' resilience and diversity throughout the curriculum.
  - The PPG is carefully used to promote opportunities for pupils through equipment, interventions, activities and events and uniform support, to minimise the effects of deprivation
  - Visitors from different cultures, genders, backgrounds, sexuality come to school; a range of workshops are held regularly; community groups are visited; inter-school sports competitions; work experience and careers workshops with other schools
  - RSE and PSHE- pupils learn to respect each other, with very few incidents of discrimination
  - The school has a robust intent to promote British Values- pupils are tolerant and interested in each other, they are respectful of different beliefs and cultures.
  - Pupils grow in confidence, independence and motivation as an impact of the enrichment activities offered: including whole school events, workshops, clubs and after school opportunities
  - Whole school events reflect our diverse community, celebrating everyone's heritage. Events reflect the wider events happening across Britain- pride, jubilee, religious events.
  - Pupils watch Newsround and are aware of current affairs impacting nationally and internationally- they are supported to fundraise for others



## JOHN CHILTON SCHOOL SELF EVALUATION 2021-2024

- Wellbeing and reflection are promoted through nurture and extra-curricular activities, including clubs
- Pupils' take-up of the opportunities provided by our school is strong. The most disadvantaged pupils consistently benefit from this excellent work.
  - Clubs on Tuesdays/Fridays offer all pupils a range of activities; lunch-time activities and after school-clubs in sports and architecture meet a wide need
  - School journeys offer a residential to pupils with familiar staff supporting, disadvantaged pupils' participation is supported by school funding.
  - Prayer spaces are available for pupils and staff, and often they pray together
  - Staff have supported pupils to access football matches at Wembley at weekends
  - Staff have supported pupils to access community music events at weekends
  - Travel training and access to community facilities are promoted
  - "Tea and chat" is a social and supportive activity in classes
  - Transition events for families are planned termly so that families and students are aware of pupils' next steps in education
- The way we develop pupils' character is exemplary and is worthy of being shared with others.
  - Regular collaboration with other schools- inter-school competitions in sport; careers and work experience joint projects
  - Character education is systematically planned for all pupils, linked to Tutor time curriculum, SEMH sessions and PSHE. Evident in LTP, MTP planning.
  - Pupils apply for the roles and are assessed by leaders to be wheelchair and lift buddies
  - School council considers who will win the termly Jack Petchey Award from nominations, and also decide which charities to support and how
- We provide high quality pastoral support. Our pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an appropriate understanding of healthy relationships in line with their age and stage of development and cognitive ability
  - Relationship and sex education is taught in every year and continuously
  - Visitors and workshops support pupils' RSE and PSHE, focused on healthy relationships, diversity role models
  - Whole school initiatives on keeping fit, implementing therapies and promoting active lifestyles
  - Pastoral support in classes, with nurture and Zones of Regulation, use of TacPac, talking and sharing times, praise and rewards
  - SEMH team with additional training support classes- Learning Mentor, SEMH TA, Talking and Drawing, Walk and Talk, trauma support, bereavement training; external counsellor who sees identified pupils; music therapist weekly sees identified pupils
  - Memory garden area within the grounds support pupils through bereavement
  - Breakfasts are provided for all pupils
  - We have a therapy dog that supports individuals and groups across the school. Taking care of Molly also enhances pupils' understanding of responsibility



## JOHN CHILTON SCHOOL SELF EVALUATION 2021-2024

- We promote equality of opportunity and diversity effectively. As a result, our pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities. Our pupils engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law, and no form of discrimination is tolerated. Staff challenge stereotypes and negativity about others whilst promoting diversity. The curriculum, resources and activities extend awareness and appreciation of different cultures, religions, gender and disability.
  - Robust Public Sector Equality Duty ensures promotion of equality and diversity in the whole school community
  - Displays, activities and family events are representative of the whole school and local community; parents are positive about the school and the welcome they feel
  - Diversity Role Models audit and action plan improves pupils' understanding and acceptance, promotion and celebration of differences and similarities
  - Pupils have the opportunity to meet and work with a diverse range of pupils and adults
  - Pupils support each other and raise concerns and worries about their peers to safe adults
  - Round table approach to conflict
  - Charity fundraising and taking donations to the local food bank gives pupils an appreciation of looking after others
- In Secondary, we prepare pupils for future success in education, employment or training. We use the Gatsby Benchmarks to develop and improve our careers provision. We ensure a range of education and training providers speak to pupils in Years 8 to 13. All of our pupils receive unbiased information about potential next steps and high-quality careers guidance. We also meet the requirements of the Baker Clause. We provide good quality, meaningful opportunities for pupils to encounter the world of work.
  - Robust careers curriculum with effective work experience starts in Year 7 – with events in primary
  - Pathways promote intent for preparation for adulthood across the school
  - School links with other secondary special schools for careers workshops and activities
  - Travel training in the community and access to leisure facilities
  - Vigorous transition process for Y10 and Y12 with multi-agency meetings to provide detailed updates to EHCPs, and all equipment and resources needed for each pupil's next stage in education
  - Bespoke work experience
  - Preparation for Adulthood curriculum in sixth form is based on gardening, café and animal care
  - Access to age-appropriate activities in the community
  - Active careers governor visits school regularly
  - Strong evidence for how we meet the Gatsby benchmarks
  - Life skills room with adapted equipment for access
- Leaving John Chilton School and transitioning into adulthood can be an anxious time for young people with disabilities and their families. That is why we start discussions with pupils about their 'next steps' in Year 9 and continue throughout Phase 4 and 6th Form, helping pupils to build a clear picture of their future and to carve their own pathway into adulthood. Whilst the views and wishes of parents and carers are crucial in these processes, we always encourage pupils to communicate confidently their wishes



## JOHN CHILTON SCHOOL SELF EVALUATION 2021-2024

	<p>and aspirations for their future, and to strive to realise them. Opportunities for discussing pupils' futures arise within annual review meetings, transition events and parents' evenings. In addition, the 6th Form lead teacher, secondary phase leader and our family worker are always happy to discuss options for transitioning into adulthood; answer any questions or concerns parents may have and signpost towards external agencies and professionals to support young people and their families in making these pivotal decisions.</p> <ul style="list-style-type: none"> <li>○ Moving and handling specialist supports transition mobility issues</li> <li>○ Termly transition events for pupils and families, meeting other agencies and institutions for post school</li> <li>○ Event planning in phase 4 and sixth form, using a time line to leaving school</li> <li>○ Assistive technology and therapy specialists support pupils to understand their own needs and take responsibility for their equipment and programmes</li> <li>● The local community is used effectively to enhance pupils' life skills experiences and build their knowledge of how they want to spend time as adults:             <ul style="list-style-type: none"> <li>○ Visiting local leisure amenities such as libraries, green and natural spaces, cinemas</li> <li>○ Travel training using a range of public transport, including road safety and stranger danger</li> <li>○ Visiting functional amenities such as shops, banks, launderettes</li> <li>○ Work experience and discovering potential further education or employment opportunities</li> <li>○ Green Corridor—an agriculture and growing organisation for young people with disabilities</li> <li>○ House of Illustration—art projects involving pupils in the 'Engagement Pathway'</li> <li>○ The Inclusion Project—a weekly social club in which our pupils socialise with other young people with learning disabilities, outside of the school environment</li> <li>○ Essex provide travel training awareness and individualised programmes with identified groups and specific individuals</li> <li>○ Travel training curriculum has been developed for pathways in secondary building on previous years' skills</li> <li>○ Scale Space- a robust work experience in White City in conjunction with the Blenheim Chalcott group for a number of pupils in Phase 4 and sixth form</li> <li>○ NHS—links have been made with NHS work placements to arrange work experience for our pupils</li> <li>○ Disability Confident—Amanda Juid has been working alongside Lynn Johnston to find work experience placements for our pupils</li> <li>○ BEE—Working with large corporate companies to provide work experience training and opportunities in school and extending our links with other secondary special schools</li> </ul> </li> </ul>
<b>Areas for development</b>	<ul style="list-style-type: none"> <li>● Skills builder- embed into practice for secondary pupils with impact assessment developed</li> <li>● Audit current practice for diversity and equality- website, policies, displays, celebrations etc</li> <li>● Ensuring that LGBT+, gender, faith, race and colour are 'normalised' throughout the curriculum</li> <li>● Clarify within a TLR the role of school advocate for diversity and equality</li> <li>● Actively encourage diversity on governing board and in senior leadership roles</li> <li>● Building pupils' confidence in accessing outdoor activities</li> </ul>



## JOHN CHILTON SCHOOL SELF EVALUATION 2021-2024

- Improve transition processes into our school
- Build on earlier careers awareness by broadening the range of visitors for primary and appropriate activities
- Embed the Move Programme into the school to improve mobility

### Leadership and Management

#### Strengths

- Leadership and management are exceptional in our school. Our leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice. This vision has been maintained throughout the pandemic and beyond/during the transitional period.
  - There is aspirational leadership at all levels with a resolve to provide pupils with the best education. Consistently high expectations and ambition are communicated, especially for pupils with significant barriers to learning, using active research to improve systems and learning.
  - The school is outward facing; offering advice and guidance to other schools and agencies. JCS has a collaborative learning ethos. A learning culture for all, with high commitment and engagement for professional development and an outstanding capacity for continued improvement is a priority.
  - School vision and aims are embedded within the environment and curriculum. Pupils are fully aware of leaders' ambition for them to be confident, independent, motivated. This is evident in all school events.
  - School policies are effective and reviewed regularly
  - Subject leaders monitor teaching and learning effectively and mentor and advise staff.
  - Staff surveys, pupil voice, parent/carer voice, visitors, governors and monitoring professionals comment favourably on the leadership of the school
  - The school has a growing population and is well thought of in Ealing
  - Pupils leave with a clear pathway to adulthood. They are confident, independent and motivated and able to take up their next appropriate placements
  - The school improves year on year
- Our leaders aim to make sure all pupils successfully complete their programmes of study. We provide the support for staff to make this possible. We create an inclusive culture and don't allow gaming or off-rolling.
  - Where a pupil has been incorrectly placed, we work closely with family and LA to support the pupil's transition to a new placement as soon as possible. If there is a safety risk to other JCS pupils, if the pupil remains on site, then a comprehensive support package of tutoring is implemented.
  - Curriculum is designed to meet the needs of a wide range of need and promote achievement through pathways towards adult life; our curriculum is functional and holistic. The distinct pathways and specific adaptations for individuals in approach, activity and resources ensure success for all pupils
  - Full range of specialist staff, interventions and equipment remove barriers to learning and assure achievement. Therapists and external agencies work with the school to implement programmes and support – SEMH, Assistive



## JOHN CHILTON SCHOOL SELF EVALUATION 2021-2024

technology, Therapy Liaison, Positive handling, moving and handling, forest school, rebound therapy, Makaton tutors are all employed by the school. JCS is also a base for the health therapists the school commissions OT, Physio, S&LT, music therapy and a counsellor.

- Pupils with significant challenging behaviour and trauma needs have personalised timetables and a robust support plan
- Our leaders ensure that teachers receive focused and highly effective professional development. Our teachers' subject, pedagogical and pedagogical content knowledge is consistently built and developed over time. This translates into improvements in the teaching of the curriculum. The practice and subject knowledge of our staff, including ECTs, build and improve over time. This includes teachers' expertise in delivering remote education.
  - Lesson study, research and commitment to new courses improves the quality of provision through sound staff development
  - Staff are encouraged to implement new ways of presenting teaching and learning in line with research findings
  - Staff at all levels attend courses to improve their practice- including staff being given opportunity to study for and gain Functional Skills qualifications in English and maths
  - RWInc training across the school
  - SIP details development needed to improve the provision offer for pupils and lead to further pupil progress
  - CPD has positive impact on school improvement. Many opportunities to develop effective and excellent practice. Effective calendar of CPD is planned
  - ECT induction and mentors for ECT and new teachers. Strong ethos of peer support for development and training
  - Appraisal is based on Teachers' standards for teachers and HLTAs, and JDs for other staff- all concerned with baseline and improvement and sharing skills and knowledge with others
  - Collegiate working to support the professional development of others; team teaching, collaborative working and observing provision in other classes for staff at all levels. Observations are seen as a learning activity for both the observer and the observed.
- Our leaders engage effectively with pupils and others in their community including, when relevant, parents, employers and local services. Engagement opportunities are focused and have purpose.
  - School surveys evidence parents are happy with the school and speak positively about provision
  - There are three parent/carer progress meetings per year, plus attendance at annual reviews. Meetings are face to face and virtual to allow for optimum attendance.
  - Parental workshops on a variety of topics including Makaton, phonics, maths structured imagery, OT and therapy
  - Parent voice is actively sought through survey, drop ins, meetings, annual review input and attendance
  - Supporting parents on an individual basis through liaison with social care, housing, supporting communication with therapists and symbol systems, etc
  - Family worker supports parents and carers through coffee mornings focused on themes with visitors, as well as individual sessions to complete forms, signpost to other agencies, give advice and moral support





## JOHN CHILTON SCHOOL SELF EVALUATION 2021-2024

- Active working with members of the local community (professionals, local schools, local services) to support school improvement, such as work experience, community access, business support
- Supportive staff appraisal enhances the development of skills and self-evaluation of strengths and needs
- SIP takes account of the need to keep mental health and wellbeing a priority for staff and the community
- Open door policy to share concerns and worries
- Active listening from leadership
- Concerns are explored quickly using LA guidance and procedures

The school has consistently grown in size since 2017 (92 pupils) to the current 150 on roll; and has been instrumental in achieving recognition as an establishment that needs a strategic expansion plan within Ealing. The leadership team have been heavily involved in planning and engaging with LA directors and officers to devise a building project that will meet the needs of the growing population. A major part of the leadership time and energy has been taken up with the complex expansion project involving builds on three school sites involving JCS and two partnership academies. The expansion project is ongoing until 2025, with a move into part of the new building in September 2023.

- Developing and finalising building works and plans
- Staffing consultation for stakeholders, formal consultation period, meetings and updates
- Staffing roles, recruitment and appointments
- Expansion budget and approval from LA with significant liaison and adaptations
- Liaising with LA officers and stakeholders
- Direct communication and planning re pupil numbers and cohorts for the increase in numbers
- Reports to governors and stakeholders
- Removals and phasing of works
- Safety and planning
- Increase in referrals and strategic discussion with SENAS team

### **Wellbeing and Workload**

- Our staff consistently report high levels of support for wellbeing issues. Staff are proud to be part of the school community and state their wellbeing is a priority of the leadership team. Retention is excellent. Our leaders protect staff from bullying and harassment
  - Surveys support planning for improvement. Voices across the school community are positive about leadership listening and acting on concerns, and views are fed into school improvement
  - All staff are involved in building the SIP annually through SEF sessions- groups add comments and review where the school is performing well and what needs to improve, identifying actions and development needed
  - Wellbeing of school community, including staff, is a priority on the SIP
  - Wellbeing policy in place





## JOHN CHILTON SCHOOL SELF EVALUATION 2021-2024

- Open door policy to leadership
- Strong emphasis on community
- Head writes to every member of staff at the end of each term praising input
- Peer support, coaching and mentoring
- Wellbeing days given to all staff, including commissioned therapists and long-term supply, to take throughout the year
- Mentoring/pastoral support: impact positively on mental health and wellbeing of all staff
- Staff wellbeing committee arrange events and activities including staff awards and a staff treat 'give away' half termly
- Pastoral support offered to ECTs with generous time out of class for development and support
- Coaching and mentoring throughout the school
- Work Place Options – counselling service bought into for all staff
- Staff feel supported with health and home concerns
- Support to whole community in tragic situations such as the death of a pupil or member of staff
- Our leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified. When issues are identified, in particular about workload, they're consistently dealt with appropriately and quickly. JCS leaders engage with their staff teams, taking account of the main pressures on them. They're realistic and constructive in the way they manage staff workload. This included managing staff workload proactively in response to COVID-19 and during the transitional period. Staff workload is reduced by:
  - Holding meetings at the end of the day- a different focus on each day with planning time and discussion time planned in. Pupils leave half an hour before staff.
  - Subject leader time in the school day is allowed for collaborative working
  - Leaders have a day allocated for management tasks to allow for reviews and team teaching
  - Appraisal system has been revised to be simpler and less onerous for line managers and appraisees, by streamlining paperwork
  - Agreement to work from home for managers when needed
  - Admin tasks undertaken by admin team
  - Generous PPA time
  - Time in the working day is identified for meeting with professionals, class team training and support
  - Collegiate working on observations and developments, peer support, drop ins and deep dives
  - All teachers, HLTAs and specialist staff have access to portable technology
  - Assemblies allow time for staff teams to meet and develop skills

The Local Authority developed a new method of allocating funding to pupils with EHCPs in special schools, with a huge involvement from the individual schools. Level descriptors were devised with categories and level of need and provision across 10 different level descriptors A-J. The school then needed to allocate individual pupils to each descriptor of pupils in school, and now needs to review each new pupils for September 2023 to agree a descriptor and level of funding as these impact on the high needs top-up funding



## JOHN CHILTON SCHOOL SELF EVALUATION 2021-2024

agreed as the school receives an average based on individual allocations according to the level descriptor allowance. This has increased the workload involved in referrals and offering places.

### Governance

- Governance: A circle model Governing Board allows for termly reviews of the SIP and strategic direction. FGB meets twice a term to review aspects of the school. Working parties contribute to strategic planning for LA initiatives, such as the expansion of the school, financial implications and the description of need across six special schools.
- Those responsible for governance understand their role and carry this out effectively. Our governors make sure we have a clear vision and strategy, and ensure resources are managed well and that leaders are held to account for the quality of education.
- Statutory functions of governance are completed efficiently: school leaders have positive relationships with the FGB and individual governors
- Governors hold school leaders to account for the educational performance of school and the performance management of staff. They inform themselves through visits, scrutiny of hard and soft data and insightful questioning
- FGB oversee the financial performance of the school, making sure money is well spent including pupil premium. Budget monitoring is shared six times a year, with a once a term a meeting focused on finance and resources
- Those with responsibility for governance ensure our school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the Prevent duty and safeguarding.
  - Safeguarding governor and head attend DSL and governance network meetings regularly
  - Safeguarding report to FGB termly presents information needed and questions are asked
  - Safeguarding policies such as CP and Safeguarding, and Prevent are all scrutinised and agreed by FGB

### Safeguarding

We have a culture of safeguarding that supports effective arrangements to:

- **Identify** pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation
- **Help** pupils reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help
- **Manage** safe recruitment and allegations about adults who may be a risk to pupils
- Safeguarding/child protection policy evidences that all processes and procedures are in place
- Pupil surveys: evidence that pupils feel safe at school, including the map of the playground
- Robust staff safeguarding training annually and for all staff on induction, including the use of case studies and a wide range of content to support staff awareness of child-on-child sexual abuse, including the sharing of nudes and semi-nudes; Prevent; child-on-child abuse; contextual safeguarding; county lines.
- Safeguarding weekly briefing with thoughts, tips and case studies from DSL
- All staff are trained in Filtering and Monitoring and Cyber Security



## JOHN CHILTON SCHOOL SELF EVALUATION 2021-2024

- Thorough relationships and health education spirals through the PSHE/RSHE curriculums and is taught regularly. Visitors are arranged to enhance and support learning.
- Leadership team and Chair of Governors have received safer recruitment training and apply these principles at all stages of recruitment for every post.
- Evidence of staff allegations recorded and due process followed- advice from LADO sought with full investigation where necessary
- A record is kept of low-level concerns raised about staff and actions in response to these
- MyConcern software used to record how the school responds to allegations and incidents of sexual harassment, online sexual abuse and sexual violence
- MyConcern software used to record any positive handling/restraint and any concerns from home or contextual safeguarding- these are analysed and also shared with appropriate agencies such as social care
- MyConcern software – regular updates to pupil flags to ensure class teachers and DSLs are clear which pupils are at risk of exploitation and abuse.
- School is signed up for Operation Encompass with the metropolitan police for alerts when there has been a recorded incident of domestic abuse
- Staff teams meet weekly to review safeguarding profiles of pupils in their class and discuss flags, risks and levels of monitoring
- Evidence of our whole-school approach to preventing sexual harassment, online sexual abuse and sexual violence is in the behaviour policy, pastoral support and relationships, sex and health education curriculum.
- Strong safeguarding teams meet regularly. Team meetings feed into meetings with senior leaders who monitor, evaluate and take agreed actions. (See Safeguarding Monitoring at JCS)
- Lanyards are colour coded so pupils understand the levels of safeguarding checks on adults in school.
- Safeguarding checklists completed for events
- Clear escalation of concerns to social care managers when there is a lack of urgency to concerns raised, or if school voice is not being listened to when a case is closed or downgraded.
- DSL/Social Worker takes a lead on safeguarding in school, including monitoring and data analysis, training, parent support, escalations and referrals to social care. Home visits are undertaken with the Family Worker.
- Family worker supports parents with housing and benefit problems and signposts when more support is needed. Family worker has sound understanding of domestic abuse and supports families having problems
- DSLs attend LA networks and briefings and keep up to date with new initiatives or information
- All concerns raised about staff, governors or volunteers are communicated to the LADO for advice. Low level concerns are managed effectively (see case study)
- Child and Adult workforce DBS held by all staff and governors- supply staff need to have this to work on site



## JOHN CHILTON SCHOOL SELF EVALUATION 2021-2024

	<p>The school buys into Andrew Hall's Safeguarding Pro for training, tips and support forum. It also is supported by Judicium with an annual audit, supervision for DSLs and training modules for staff and governors</p> <p>All Governors have been trained in KCSIE 2023 and Filtering and Monitoring</p> <p><b>Single Central Record</b></p> <ul style="list-style-type: none"> <li>• JCS's single central record is up to date</li> <li>• All personnel files are thorough and complete</li> <li>• The single central record is maintained by the school admin team and overseen by the school business manager</li> <li>• The SCR indicates that identity checks have been carried out and by whom</li> <li>• There is evidence that "right to work" in the UK checks have been completed along with suitability checks</li> <li>• There is evidence that all staff have been checked against the Barred List</li> <li>• There is a record of when enhanced DBS and/or Barred List checks were completed and who carried these out</li> <li>• Prohibited Orders checks have been carried out on all teaching staff and this is evidenced on the SCR</li> <li>• Evidence is available to show that at least two references have been taken up for every member of staff</li> <li>• Evidence is available to show that staff have confirmed they are not "disqualified" from working with children</li> <li>• Disqualification checks are completed annually</li> <li>• Safeguarding Governor and a DSL check Single Central Record regularly</li> <li>• Recruitment from January 2024 involves an online search for shortlisted applicants</li> </ul>
<b>Areas for development</b>	<ul style="list-style-type: none"> <li>• Appraisal system for support staff based on clear skills, knowledge and abilities needed for each role</li> <li>• Establish check-ins with line managers to support wellbeing of staff and development</li> <li>• Robust list of line managers regularly updated for reference</li> <li>• Establish series of safeguarding training for governors</li> <li>• Parent to parent support- open classrooms</li> <li>• Development of the full leadership structure for improved provision</li> <li>• Planning for future staffing structure</li> </ul>
<b>Quality of education in Early Years</b>	
<b>Strengths</b>	<ul style="list-style-type: none"> <li>• There are now two classes in the EYFS department, with supportive team working across the classes to enable pupils to access more individual activities tailored to their specific needs. Social interaction and play activities have been emphasised and embedded, supporting families and children in returning to school positively</li> </ul>
	<b>Intent</b>



## JOHN CHILTON SCHOOL SELF EVALUATION 2021-2024

- The curriculum for EYFS is ambitious and designed to give children, particularly the most disadvantaged the knowledge, self-belief and cultural capital they need to succeed in life
- Pupils follow the EYFS curriculum until the end of Year 1 due to their stage of development; we recognise our pupils have missed essential experiential learning opportunities (Covid) and need to repeat and revisit early concepts and skills in order embed foundational learning
- The curriculum is coherently planned and sequenced, building on what pupils know and can do; long and medium-term plans show how all areas of learning are met and support children to lay the foundations for all future learning
- Planning is logical and systematic, building on pupils' prior knowledge and becoming more challenging, moving from simple to more complex knowledge and skills
- The EYFS policy sets out what will be learned, the approach to learning, the environment needed and how children's learning is assessed.
- There is a focus on vocabulary building in a communication rich environment, using a range of communication methods to ensure the best chance of success for all children
- The school's approach to teaching early reading and synthetic phonics is systematic and begins in EYFS. Active phonics teaching uses Read, Write Inc, beginning the school's consistent approach to early reading.
- Challenging and aspirational targets are set for all children regardless of their additional needs; pupils progress and improve due to meaningful learning. This is evident in pupils' attainment gains (see school data)
- Specific interventions from class and specialist teams support pupils' learning and improvement across the EYFS curriculum.

### Implementation

- All children benefit from meaningful learning experiences across the EYFS curriculum:
  - Thematic learning; planning linked to outcomes with scaffolding and overlearning, repetition in different contexts
  - Practical learning through integrated play
  - Baseline undertaken and learning planned for individuals and small groups; continuous assessment and observation of children engaged in learning
- Staff are knowledgeable about the areas of learning they teach; the EYFS curriculum and pedagogy is tailored to the needs of the children. Staff are expert in teaching synthetic phonics and ensure pupils enjoy books and practice their early reading skills
  - Leadership and management of EYFS are outstanding.
  - Regular development sessions for the staff team ensure excellent practice across the department; specific EYFS CPD has a positive impact on the performance of support staff
  - Teachers undertake moderation activities with the school team and with other special school teams in Ealing
  - Read Write Inc ensures the consistent development of staff's knowledge of phonics and reading skills; all staff are trained in phonics and communication systems
  - Speech and language therapy is incorporated into social and communication sessions
  - Language rich environment: adults communicating with children, extending vocabulary, modelling and supporting with effective signing and use of symbols



## JOHN CHILTON SCHOOL SELF EVALUATION 2021-2024

- Staff present information clearly and facilitate learning well; checking understanding, identifying gaps and misconceptions and provide clear explanations to further develop learning.
  - Teaching is adapted as necessary to meet the individual child's needs
  - Teaching is always high quality and highly responsive to the pupils' needs, with interventions and approaches that provide each individual with the potential to improve and initiate their own learning.
  - Staff nurture and promote pupils' curiosity, independence and self-reliance through the structured and accessible learning environment and activities.
- Staff read to children in a way that excites and engages them, introducing new ideas, concepts and vocabulary
  - Observations note excellent use of reading and stories with children across the department
  - Planning integrates books into the curriculum
  - Daily reading from adults encourages pupils' enjoyment of stories and books.
- Staff are knowledgeable about the teaching of early mathematics; ensuring all children are introduced to number in an understandable and practical way
- The maths curriculum provides a strong basis for more complex learning later on in the school
- Learning of concepts is regularly checked by staff in a way that avoids unnecessary burdens on staff and children
  - Lesson observations demonstrate practical engaging activities, using number and maths concepts across different settings
  - Individual pupils are enabled to access ambitious maths activities
- Staff create an environment that supports the intent of an ambitious, coherently planned and sequenced curriculum
  - Classroom and outdoor learning space set up for the 7 areas of learning
  - Flexibility in planning, including making creative resources around themes and children's interests
  - Wide range of child/adult led activities to promote physical development and socialising learning
  - Excellent resources support experiential and active learning, underpinning progress.
  - Pupils develop the ability to form concepts and explore their environment independently, including outside learning
  - Building awareness of the larger school environment in a practical way, such as visiting the café for social interaction and integration
- Curriculum and care packages promote and support children's emotional security and development of their character. The language of feelings is evident and emotional literacy and resilience is strong within the department
  - Modelling positive behaviour, social skills and engagement for learning
  - Positive and effective behaviour management, using rewards and praise
  - Promoting independence through routines and visual timetables
  - Pupils develop positive behaviour for learning from a young age due to appropriate activities, interesting resources and excellent, well-trained staff
  - Routines and high expectations set a firm foundation for each child's future learning journey
  - Staff model expected behaviour and emotional support for children





## JOHN CHILTON SCHOOL SELF EVALUATION 2021-2024

- Specialist SEMH team provide individual and small group support for identified children with attachment difficulties or have had adverse childhood experiences
- Pupil welfare is of the highest priority; staff are vigilant and work closely with appropriate agencies and parents to promote safety and wellbeing.
- Special day celebrations such as World Book Day, school productions and events
- Weekly achievement assemblies and termly superstar cup winner praise and motivate
- Staff give clear messages to children about why it is important to eat, drink, rest, exercise and be kind to each other
  - Pupils given healthy options for body and mind in food and activities; healthy food and drink is available to children as and when they need it
  - Pupils are supported in taking managed risks and challenges as they play; with continuous assessment and observation of pupils engaged in play and socialising activities
  - Input and advice from the therapy team in regard to positioning, exercise, stretches, dysphagia and eating programmes are apparent and embedded through standing and walking sessions, exploring food through play activities and regular stretches
- Staff provide information for families about their child's progress; and about how to best support their child's learning at home
  - Excellent communication with families through stay and play sessions, phone calls, emails, communication books, video calls.
  - Interpreters are used regularly to support languages other than English, including BSL
  - Parent/carer voice show evidence of parent satisfaction
  - Parents/carers are included as informed partners in their child's personalised learning journey.

### Impact

- Children develop detailed knowledge and skills across the 7 areas of learning from their starting points
  - Assessment data shows progress from starting points through the years
  - External moderation with other special schools and the LA reinforces the good judgement of JCS's EYFS staff
- Pupils develop their phonic awareness through the RWInc scheme evidenced by regular phonic assessments
- Children are ready to move on to the next Phase in JCS after Y1, all pupils will have met the school's expected level of outcome against the curriculum plans
  - Deep dives evidence that pupils are on track to meet their expected outcomes from their starting points
  - Pupils have successful transition sessions in the summer term before moving to Y2
- By the end of Y1 the children have the personal, physical and social skills needed to succeed in Years 2 and 3 as the curriculum is carefully planned to support their next stage of learning
- Children enjoy and listen attentively to stories, responding with comprehension to familiar stories, rhymes and songs, appropriate to their age and stage of development; evidencing strong development of language and vocabulary across the 7 areas of learning
  - Observations and assemblies evidence engagement with stories and rhyme activities
  - Planning evidences the excellent use of stories and rhymes in activities





## JOHN CHILTON SCHOOL SELF EVALUATION 2021-2024

	<ul style="list-style-type: none"> <li>○ Children are keen to participate and share what they have learned <i>The youngest pupils enjoyed listening to the story 'The train ride'. They joined in with gusto because of the way in which the teacher brought the story to life. Out of her special bag came a toy train, a torch, a balloon and even grandma's hat. Pupils took turns to hold and feel these objects. This helped them to recall characters and events in the story. (Ofsted November 2018)</i></li> <li>• Children demonstrate positive attitudes to learning through high levels of curiosity, concentration and enjoyment; listening to adults and each other; showing off their achievements, and listening with interest to those of others <ul style="list-style-type: none"> <li>○ Lesson observations evidence actively engaged pupils who are interested in learning and exploration.</li> <li>○ Happy children share their achievement books with leaders</li> </ul> </li> <li>• Children show improvements in their behaviour and managing own feelings over time, they develop a sense of right and wrong in line with their developmental levels <ul style="list-style-type: none"> <li>○ Interventions and excellent adult support enable pupils to become active and sociable participants</li> <li>○ Continuous assessment evidences children playing and communicating together</li> </ul> </li> <li>• Pupils and families were well supported with the move to a new site and the new facilities have been developed appropriately</li> </ul>
<b>Areas for development</b>	<ul style="list-style-type: none"> <li>• Develop the confidence of the EYFS support staff team so that they can disseminate knowledge and skills throughout the Blue Engagement Pathway in the school, based on the facilitative approach of EYFS</li> <li>• Establish regular parent 'come and play' sessions</li> </ul>

Quality of Sixth Form Provision	
<b>Strengths</b>	<ul style="list-style-type: none"> <li>• Our Post-16 provision caters primarily for those pupils who have followed the Blue and Violet 'Engagement Pathway' throughout their time in the secondary phases of John Chilton School. Our 6th Form offers a nurturing environment for our pupils, which enables them to; consolidate learning from previous years, apply key life skills in the wider community and to further develop their independence and confidence, with the support of familiar staff, environments and peer groups. Regular parent/carer support and information sessions are well attended- covering themes such as: transition, move to adult services and life after JCS</li> <li>• Our bespoke post-16 has a challenging curriculum that takes its lead from the 'Preparation for Adulthood' framework. We have used this framework to develop a curriculum that best meets the learning, physical and medical needs of pupils who access the Engagement Pathway at John Chilton School. The curriculum, and the learning opportunities that it encompasses, prepares our pupils for life beyond John Chilton School and provides them with the skills, confidence and personal attributes required to make positive and valuable contributions to wider society. It supports them to understand and make choices about how they spend their spare time and, ultimately, enjoy a safe, fulfilling and healthy adult life. Pupils' learning is enriched through a variety of sporting, musical and creative opportunities</li> </ul>
	<p><b>Intent</b></p> <ul style="list-style-type: none"> <li>• To leave the school with the skills, abilities, potential and confidence to meet the challenges of adult life in a fast-changing world.</li> </ul>



## JOHN CHILTON SCHOOL SELF EVALUATION 2021-2024

- To gain independence skills including, travel, community and cooking skills wherever possible.
- To develop enquiring minds with an awareness of the employment opportunities available to them.
- To communicate effectively and confidently.
- To be able to use functional English, maths and ICT skills within everyday situations.
- To develop positive attitudes towards healthy lifestyles, promoting their physical and mental wellbeing through sport and leisure and social opportunities within the community.

### Implementation

- The curriculum empowers our pupils to develop the functional life-skills and understanding required to participate in everyday activities within their household.
- Pupils develop specific skills in cooking, domestic hygiene and shopping routines. Pupils are encouraged to participate in these practical activities applying their functional English, maths and communication skills in real life situations. These include visiting local shops, using shopping lists to ensure they have the ingredients required for food preparation sessions, sorting and delivering online food shopping for the school; learning to use everyday food preparation and cleaning appliances such as ovens, microwaves and washing machines. During these learning sessions a variety of specialist equipment is utilised in order to promote independence and safe access to these essential life skills. These include talking microwaves, adapted cutting equipment, switch operated kitchen utensils as well as adaptations to support pupils with visual impairments.
- Building on successful projects in Phase 4, pupils continue to build their experience of employment and responsibilities in the 6th Form. Pupils participate in realistic retail and hospitality work in our school café—preparing snacks and drinks and performing money exchanges. Pupils have school-wide responsibilities, including cleaning and organising deliveries of food orders. These activities encourage pupils to recognise their potential in the world of work and to understand the support they will need to fulfil their valuable role in society. With the support of teaching staff and external employment agencies, pupils learn to recognise their individual skills and personal attributes and consider how these skills can help them to carve employment roles within the community. The school has worked hard to develop secure links with businesses and organisations in the local area to support our vision for the important contribution that our pupils can make to wider society through supported internships and work experiences.
- Employment in the curriculum: Throughout their time in 6th Form, pupils will learn to recognise their interests, skills and personal attributes that make them employable. They learn retail and hospitality skills whilst developing their communication skills within the local community. Pupils are supported to identify roles in the community that are of interest to them. Specific work experiences for our pupils include supported internships within the NHS, agricultural work through the Green Corridor project and gaining experiences of different job roles in local shops and community facilities.
- Throughout their time in John Chilton School 6th Form, pupils develop a secure understanding of aspects that contribute towards upholding a healthy lifestyle in preparation for adulthood. This includes; healthy eating, managing personal hygiene, safe and healthy relationships, managing health appointments and therapies and understanding how exercise and socialising contribute towards good physical and mental health. **Healthy Eating:** Pupils learn to prepare healthy snacks and drinks and simple meals.



## JOHN CHILTON SCHOOL SELF EVALUATION 2021-2024

They develop awareness of healthy food and drinks choices and the effect that unhealthy diets can have on the body. Personal Hygiene: Pupils learn about the physiological and social importance of upholding a good level of personal hygiene. This includes dental hygiene and being as independent as possible in their own personal care routines. Sex and Relationships Education: A planned progressive programme of SRE aims to prepare pupils for adult life; supporting the teaching of skills needed to effectively manage the natural physical and emotional changes that they experience as they grow and mature into healthy, confident and independent adults. Pupils are taught how to build and maintain safe and healthy relationships within the community. Physical Wellness: Pupils access a variety of physical activities and PE sessions and are encouraged to recognise pastimes that are enjoyable or help them to relax such as walking, gardening and yoga. Throughout their time in 6th Form some pupils will have access to competitive events such as special swimming galas and boccia competitions.

- Therapies are a key aspect of the ‘Good Health’ curriculum. John Chilton School benefits from having a multidisciplinary team to support pupils with their therapy needs throughout 6th Form. Pupils have access to knowledgeable and experienced NHS physiotherapy teams, Occupational Therapists, Speech and Language Therapists and an Assistive technology team. The school has an onsite NHS nursing team and ‘moving and handling’ specialists. These professionals support pupils and their teachers in carrying out therapy programmes and promote the improvement and maintenance of essential physical, cognitive and communication skills. Our teams work alongside families to ensure that pupils’ needs are also being met at home. This can include carrying out home visits, obtaining specialist equipment for use in the home and supporting families to carry out pupils’ therapy programmes outside of school. During their time in the 6th Form pupils learn to further appreciate the importance of their therapy in upholding a healthy lifestyle and through innovative planning and collaboration between therapists and school staff, pupils develop an understanding of how therapeutic approaches can be embedded into everyday life skills and enjoyable activities such as gardening, swimming and using technology.
- For the majority of 6th Form pupils, their place within the John Chilton School community will be firmly established having accessed our secondary, or in some cases primary and secondary phases. They have built secure relationships with adults and their peers across the school. Our aim in the 6th Form is to broaden the pupils’ sense of community to the local and wider areas. We achieve this by establishing secure links with other special school 6th form provisions within Ealing and other local authorities, providing collaborative learning and socialising opportunities such as visiting their Cafés and school discos. Working alongside organisations such as MENCAP and the Inclusion Project and using community facilities such as shops, cafes and restaurants, libraries and public transport help develop pupils’ confidence within their community. Pupils learn about what money is used for and how to use and manage their own money safely. Our pupils develop key life skills in developing relationships in preparation for adulthood and will be able to:
  - Manage emotions and relationships confidently and sensitively
  - Develop empathy for others and understand self-respect
  - Learn to make choices without prejudice
  - Appreciate the consequences of the choices they make
  - Manage conflict
  - Recognise and avoid exploitation and abuse



## JOHN CHILTON SCHOOL SELF EVALUATION 2021-2024

	<ul style="list-style-type: none"> <li>Exceptional and impartial careers advice and guidance and termly transition events enable pupils to understand the opportunities available on leaving school in further study, work and leisure.</li> </ul> <p><b>Impact</b></p> <ul style="list-style-type: none"> <li>Sixth form has its own identity in the school. There is a significant and noticeable difference in the change from year 11 to year 12. Higher expectations of independence, responsibility and maturity are evident in pupils' behaviour and attitudes</li> <li>Pupils keep a personal record of achievement that evidences their progress, skills and knowledge</li> <li>All pupils in sixth form leave to further their education and/or training in appropriate placements</li> <li>Pupils are safe and like the security that the school's post-16 provision provides. Their behaviour is excellent and they are learning to take responsibility; becoming more mature through acting as school Ambassadors and role models for younger pupils.</li> </ul>
<b>Areas for development</b>	<ul style="list-style-type: none"> <li>More links and activities in the community- especially work</li> <li>Links with other schools- socially</li> <li>Sixth formers sharing their experiences with pupils in P4 and other Ealing schools</li> <li>Develop new suite of rooms for best learning opportunities, with outdoor space</li> </ul>

<b>Overall Effectiveness</b>	
<b>Strengths</b>	<p>JCS provides an effective high standard of education, pupils make progress from their starting point and ambitious outcomes are expected for all regardless of additional need. Throughout the school, pupils learn well in lessons, and demonstrate very positive attitudes towards school. Teaching in all classes is at least good – the school regularly shares good practice between the teaching staff and continues to identify strengths and areas for development. Good teaching in the school is typically characterised by excellent classroom management and an emphasis on pupils learning actively and as independently as possible. The school works collegiately with other special schools in the area to share good practice and expertise.</p> <p>The school has expanded consistently since 2017 and this has resulted in various expansion projects. The school leadership have been a driving force in securing excellent and appropriate facilities for the pupils; adapting and evolving as cohorts change.</p> <p>The school has many outstanding features, notably the high quality of pupils' personal development, excellent pastoral care, the exciting curriculum on offer, the range of extra-curricular activities provided and the specialist support teams. The school has put in place several strategies which are now more fully embedded, and these are having a positive impact on pupils' progress. One example of this is the implementation of Zones of Regulation which has been embedded, focusing on developing children's behaviour for learning – this initiative is having a profound effect on pupils' ability to reflect on and recognise their mood and regulate more effectively for learning.</p>



## JOHN CHILTON SCHOOL SELF EVALUATION 2021-2024

Pupils' behaviour is often exemplary considering the challenges they face. Pupils' feedback states that they feel safe and enjoy making a very strong contribution to the school, their spiritual, moral, social and cultural development is commendable. The school ethos is built on the drive to promote pupils' confidence, independence and motivation; for pupils to be empowered to make a contribution as adults, having had appropriate and valuable life experiences. Pupils are encouraged to take on a wide range of responsibilities in school, such as ambassadors and wheelchair and lift buddies. As they grow and mature pupils take on work experience and activities that improve their skills for adulthood. Pupils enjoy coming to school, joining us at different times in their lives. They recognise and talk about how successful they are at JCS. Over time, pupils, including those who have found previous placements too challenging, are seen to improve in confidence, self-esteem and regulated behaviour. Their good progress begins at this point and is maintained throughout the school. Pupils are enthusiastic about the curriculum, especially the topics, which effectively develop pupils' knowledge, skills and understanding of the local area and the wider world.

All pupils have EHC plans and benefit from the inclusive ethos of the school and the exceptional care, guidance and support that underpin their personal development. The progress of pupils who are entitled to pupil premium is at least as good as the progress of their peers. Support for their learning is well planned to ensure they stay on track.

Leaders' monitoring (such as deep dives, learning walks, pupil and staff voice, book and planning scrutinies and lesson observations) ensures consistency and progression across the school.

Parents and carers are very supportive of the school; typical parental comments in questionnaires were:

- Parent of Phase 2 pupil: "My child settled in so well. The school is so nurturing."
- Parent of phase 4 pupils: "The school has been wonderful and very supportive. Communication is great."
- Phase 4 parent: "We cannot thank you enough for all you do for our child- he is doing so well and you always do so much for him."
- Parent: "I know that the progress that (my child) is making now would not have been possible without the foundations laid by JCS. You believed in (my child) you met her where she was and maintained high expectations for her future, you made her feel safe, and you made school a happy and secure place. I am so grateful."
- Parent of Pupil in Phase 4: "The staff are brilliant at JCS...we have noticed our child make so much progress"
- Ealing Social Worker – "John Chilton School always provides excellent wrap around care for families".
- Parent: "She is more confident and progress I notice every day."
- Parent: "Thank you all for providing a wonderful school for her to flourish in."
- Parent: "I am happy my child shows great progress, has more confidence and he learns a lot of things."

Pupil Feedback October 2023:

- L: "I love coming to school, I am being independent now."
- H: "The work is a bit hard now I am grown up but it makes me think like a grown up."



## JOHN CHILTON SCHOOL SELF EVALUATION 2021-2024

	<ul style="list-style-type: none"> <li>• B: “ School is nice. I see friends.”</li> <li>• O: “I am having fun at school. Teachers are always so nice to me.”</li> <li>• M: “ The school looks nice. It helps me get a job later. “</li> <li>• D “ I learn a lot in my lessons. I get to do fun things. “</li> <li>• M: “ I get to do my therapies and do good maths.”</li> <li>• S: “ The grown ups are happy and this makes me happy.”</li> <li>• D: “ School is so good because of my classmates. “</li> <li>• W: “School helps me be ready to get a job. I am learning to help people.”</li> <li>• V: “School is friendly. I like the teachers. They are kind to me.”</li> </ul> <p>There is effective school-to-school support through the Ealing Learning Partnership and with other special schools in the borough. The headship team participate in Peer Reviews; giving focused feedback and support, observing lessons, carrying out book scrutinies and reviewing each other’s SIPs.</p> <p>The school’s rigorous drive for improvement and the cohesive nature of the school community demonstrates that the capacity for sustained improvement is at least good. The school aims to improve the education of SEND pupils across the LA by undertaking outreach and support of other schools.</p>
<b>Areas for development</b>	<ul style="list-style-type: none"> <li>• Have a clear progression plan, including numbers and cohorts for the future</li> <li>• Continue to develop senior leaders and department leads to ensure effective succession planning</li> </ul>