



## John Chilton School Self-Evaluation Summary January 2024

*This summary SEF highlights points from the full SEF. For in-depth detail about the school- please refer to the complete self-evaluation plan 2021-2024*

### Leadership and Management

- There is aspirational leadership at all levels with a resolve to provide pupils with the best education. Consistently high expectations and ambition is communicated, especially for pupils with significant barriers to learning.
- The school is outward facing; offering advice and guidance to other schools and agencies with 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.
- Governors challenge Senior Leaders so that the quality of education and pupils' attainment over time continues to improve. They inform themselves through deep dive visits, scrutiny of hard and soft data and insightful questioning. 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. 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
- A pupil centred curriculum has been developed meeting the sensory, physical, emotional, social, functional and educational needs of all pupils, proactively monitored by all leaders through a range of methods.
- 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
- Teachers and subject leaders work together to monitor teaching and learning effectively, mentor and advise new teachers (ECT/ITT) and support staff.
- The school works together with parents to achieve positive benefits for pupils with good attendance at a range of workshops and learning opportunities.
- 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

### Quality of Education

#### Intent

- 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.
- The curriculum is designed, structured and sequenced to develop the knowledge and skills pupils are expected to gain at each phase. This cover building for future learning, independence in daily living, accessing the community, autonomy in choice making, with supervised or independent employment where suitable.
- The provision is monitored and evaluated regularly to enable continuous improvement; against clear intended outcomes

#### 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
- 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
- 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



- 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.
- The school has a robust culture of safeguarding- all staff are vigilant about keeping children and young people safe and promoting their welfare. Effective pupil voice opportunities, an active listening culture, and SEMH support tells us that pupils feel safe and listened to. A vigorous training programme is place so that staff are confident in identifying when a pupil may be at risk of neglect, abuse or exploitation and they report their concerns appropriately. There is close multi-agency partnership work to support pupils who are at risk.
- All staff are trained to protect children and young people from radicalisation and extremism.

#### Next steps:

- Develop appraisal system for support staff
- Develop expansion staffing structure
- Develop training in safeguarding schedule for Governors

- Access to learning through positioning and therapy need is evident through full multi-agency cooperation to optimise pupils' learning opportunities
- 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.
- 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. Phonics is taught systematically through Read, Write Inc (RWI) and all staff are trained and supported; Secondary pupils follow an ipsative reading programme, Bedrock learning
- Remote learning through Google classroom and pupil SharePoint enables pupils that are at home for various reasons to continue learning.

#### 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.
- 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
- 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
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#### Next steps:

- Extend the reading opportunities including more diverse literature and key vocabulary across the school
- Development of progression system in early reading and social sight vocabulary
- Establish new learning spaces including the Flat and the Rose Room



	<ul style="list-style-type: none"> <li>Establish staff confidence in IT software and skills</li> <li>Review and revise the assessment system to be in line with curriculum intent</li> </ul>
<b>Behaviour and Attitudes</b> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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</li> </ul>	<b>Personal Development</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.</li> <li>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.</li> <li>Pupils' take-up of the opportunities provided by our school is strong. The most disadvantaged pupils consistently benefit from this excellent work.</li> <li>The way we develop pupils' character is exemplary and is worthy of being shared with others.</li> <li>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</li> <li>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.</li> <li>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</li> </ul>



<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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</li> <li>• Our pupils actively support the wellbeing of other pupils- they "look out" for each other and report when anyone is struggling</li> <li>• 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</li> <li>• 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.</li> </ul>	<p>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.</p> <ul style="list-style-type: none"> <li>• 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 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.</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</li> </ul>
<p><b>Next steps:</b></p> <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>	<p><b>Next steps:</b></p> <ul style="list-style-type: none"> <li>• Embed <i>Skills Builder</i> into practice across the secondary department</li> <li>• Clarify school advocate for diversity and equality</li> <li>• Build primary careers activities into the curriculum schedule</li> <li>• Embed the <i>Move</i> programme into the school to improve mobility</li> </ul>
<p><b>Effectiveness of the Post-16 Department</b></p> <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,</li> </ul>	<p><b>Effectiveness of the Early Years Foundation Stage</b></p> <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</li> </ul>





<p>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</p> <ul style="list-style-type: none"> <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><i>See full SEF for Intent, Implementation and Impact</i></p>	<p>emphasised and embedded, supporting families and children in returning to school positively</p> <ul style="list-style-type: none"> <li>• Leadership and management of EYFS are exceptional. Teaching is always of a very high quality and highly responsive to the pupils’ needs, with interventions and approaches that provide each individual the potential to improve and initiate their own learning.</li> <li>• Staff nurture and promote pupils’ curiosity, independence and self-reliance through the structured and accessible learning environment and activities.</li> <li>• Parents are included as informed partners in their child’s personalised learning journey.</li> <li>• Excellent resources support experiential and active learning, underpinning progress.</li> <li>• Pupil welfare is of the highest priority; staff are vigilant and work closely with appropriate agencies and parents to promote safety and wellbeing.</li> </ul> <p><i>See full SEF for Intent, Implementation and Impact</i></p>
<p><b>Next steps:</b></p> <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>	<p><b>Next steps:</b></p> <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>
<p><b>Spiritual, Moral, Social and Cultural Development</b></p> <ul style="list-style-type: none"> <li>• SMSC is embedded in the school’s culture, the whole curriculum, assemblies, celebrations &amp; family events and creative &amp; cultural enrichment activities.</li> <li>• Teaching provides opportunities for reflection on learning, ideas, opinions and behaviour. Our curriculum motivates pupils, encouraging imagination, enquiry and cultivating enjoyment.</li> <li>• All pupils are encouraged and assisted to debate, discuss and defend their own and other’s points of view, including moral issues of appropriate use of the internet, social media sites and mobile phones.</li> <li>• British values are: exemplified by the School Council; embedded within the curriculum through attitude, resources, examples and displays; actively taught through visits, visitors, assemblies and special events.</li> <li>• Relationships and emotions are explored to support the pupils in developing self-knowledge and how to build supportive and appropriate connections with others.</li> <li>• The school is proud to celebrate and appreciate diversity whilst confronting and challenging prejudice.</li> </ul>	
<p><b>Next steps:</b></p> <ul style="list-style-type: none"> <li>• Develop more diverse cultural and spiritual activities by inviting in families and visitors</li> </ul>	