



Inspire. Believe. Achieve.

Self-Evaluation Form

For Academic Year 2023-2024

Last updated September, 2024

ABOUT OUR SCHOOL

GENERAL INFORMATION

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| Name of School | Hollywater School | Headteacher | Maria-Brigid Ryan From January 2023 |
| DfE Number | 850/7079 | Website | www.hollywaterschool.co.uk |
| School Type | Special school – CLD all age | Email Address | adminoffice@hollywater.hants.sch.uk |
| Local Authority | Hampshire | Telephone Number | 01420 474396 |
| Address | Mill Chase Road, Bordon, Hampshire, GU35 0HA | | |

| 2023-2024 | SCHOOL | CONTEXTUAL INFORMATION |
|---|---------------------------------------|--|
| Number on roll PAN 136 | 144 on roll | The current staffing structure at Hollywater consists of a Headteacher, Deputy Headteacher and an Assistant Headteacher. We have continued to maintain a TLR for Behaviour support. |
| Moderate Learning Difficulties (MLD) students | 24 | Unfortunately, due to recruitment issues our BfL Lead is not able to be released from managing a complex needs classroom of the classroom to support the development of positive, proactive and preventative strategies for the classroom. |
| Specific Learning Difficulties | 0 | In the academic year 2023-2024 we currently have a TLR for lead on Behaviour support and Climate for learning in response to HIAS reviews of the school. |
| Severe Learning Difficulties Hollywater Special School is an accessible and inclusive school where diversity is celebrated and partnerships with the whole community have increased over the last academic year. A wider range of Community users such as Sea Horses Swim School and Voyage Care | 99 Primary Needs 5 Secondary needs | For the academic year 2023-2024. There are currently 16 FTE equivalent Qualified teachers including the Head, Deputy, Assistant Head and 2 HLTAs. There are 3 Graduate unqualified teachers who are committed to training in the coming academic year. There were 33 Learning Support Assistants including 1:1 supports and therapies. The current headteacher has been in post since January 2023. |
| (SLD) students | | |
| Profound and Multiple Learning Difficulties (PMLD) students | 10 Primary needs 1 Secondary needs | Pupil participation is evident across school through School Council and other whole school events in which students play an active role. In KS4 students have the opportunity to complete the Duke of Edinburgh Award which supports the development of independence and life skills for the future. The introduction of Forest Schools has increased the students access to self-led learning opportunities and increased outdoor learning. Students in the FE department have benefited from access to the Gold and Silver Duke of Edinburgh Scheme sections and undertake a range of activities that support their Preparation for Adulthood. |
| Speech and language and Communication Needs | 2 Primary needs 54 Secondary Needs | |
| Free School Meals | | Students in the FE department undertook the School's First international trip for a week to Gibraltar in the Summer Term and this was a magnificent achievement for the students and reflected the staff commitment to providing aspirational opportunities for the students and their families. |
| Number of Looked After Children | 2 | Destinations for leavers are mostly local colleges or specialist residential settings organised through adult services. (3) Transition planning for leavers is a high priority, with school working closely with parents/ carers, Social Workers and other agencies to clearly identify levels of support that will be required to ensure young people have appropriate access to relevant pathways managed by adult services. |
| Number of Post LAC | 2 | |
| Number of Adopted Students | 2 | Hollywater School is involved in negotiations with the Local Authority to ensure Post 19 sufficiency moving forward and to deliver an increase in post 16 numbers plus free physical capacity in the school for increased reception and primary numbers. |
| Minority ethnic | 18 | 18 students are from a range of Ethnicities including :Arabic, Bengali |

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| <p>Attendance</p> | <p>89.7 % </p> | <p>Malayalam, Nepali, Punjabi, Polish Ukrainian, Russian, Shona, Tamil Tagalog, Turkish and Urdu.</p> <p>126 are registered with English as their first language on the Summer Census Returns.</p> <p>Current consultations for increased PAN are to increase the school numbers to 163 from 136 published but 144 is the current actual.</p> <p>Hollywater School provides an Outreach service to a large number of local mainstream schools. This provision provides mainstream colleagues with the skills, knowledge and understanding to support students with SEND more effectively. The Deputy Headteacher maintains the Outreach programme but the SENCo and Head Teacher are available to support.</p> <p>Due to the resignation of the SENCO and Head of Further Education for relocation overseas the school, the school faced the challenge of appointing a new SENCo and FE lead for 2024-2025. The SENCo took post on the 1st September 2024 and is completing her NPQ SENCo qualification in the coming academic year.</p> <p>Attendance number is up on last academic year and reflects work of the HSLW and families to support students who are EBSA. (Emotional School based Avoidance) both in school and at home Non attending students are given welfare checks at therapeutic clinics (e.g OT) and at home and undertakes Welfare checks to home.)</p> <p>We are strengthening our links with the wider community and we are also working on our open-door policy for parents/ carers and multi agency partners to enable them to have the opportunity to discuss aspects of school life with staff and share any issues with class staff or a member of the leadership team. Both of these aspects are a key priority for the school.</p> |
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| LEARNING AT HOLLYWATER SCHOOL | THE VISION FOR OUR SCHOOL |
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| <p>The curriculum at Hollywater School is adapted to meet the needs of a range of students from PMLD to Students with Autism, MLD, SLD and challenging behaviours. The number of students who are MLD has reduced and will disappear in the</p> <p>The curriculum aims to provide all students with a range of meaningful and appropriate learning opportunities that stimulate and engage them so that they are able to learn, develop and achieve skills that will prepare them for adult life.</p> <p>The curriculum caters for the needs of all individual learners but also provides opportunities to consolidate, challenge and extend thinking and learning.</p> <p>As students move through the school, the skills they need for the future become an integral part of their learning. These include communication, mobility, independence, relationships, self-esteem and self-confidence, self-regulation skills and personal and social development.</p> <p>Please see link to our curriculum overviews below or alternatively contact the school to find out more about our curriculum:</p> | <p>At Hollywater School we enable students and students to : Inspire, Believe, Achieve</p> <p>Inspire: Every journey a child makes begins with a spark of inspiration. For our students, this spark can come from the joy of discovery, the thrill of overcoming a challenge, or the encouragement of a trusted parent, friend or adult. At Hollywater we aim to light up the path with stories of courage and success, and show that every dream, no matter how big or small, is within reach.</p> <p>Believe: To develop faith in oneself is a powerful force. Encouraging each of our students to believe in their abilities, to trust in their potential, and to embrace their unique strengths. With belief, they can turn rise to many different challenges and opportunities and face each day with confidence and resilience.</p> <p>Achieve: Achievement is not just about reaching the finish line; it's about the growth and learning that happens along the way.</p> <p>This will be done through:</p> <ul style="list-style-type: none"> • Developing students self-advocacy skills through a Communication rich environment. • Developing skills and understanding to keep themselves safe. |

- Be effective communicators
- Build effective relationships
- Be active participants in their learning
- Manage their own behaviour appropriately through the school wide approach of Zones of Regulation and Trauma Informed Practice.
- Enhance their social understanding and the skills of citizenship
- Develop a positive self-image and awareness of their rights and responsibilities
- Prepare themselves for the challenge of independent living and change
- Enjoy life!

SUMMARY SELF-EVALUATION

| | SCHOOL GRADE | PREVIOUS OFSTED GRADE |
|------------------------------------|--|-----------------------|
| Quality of Education | Requires Improvement | Good |
| Behaviour and Attitudes | Good / Outstanding | Good |
| Personal Development | Good / Outstanding | Good |
| Leadership and Management | Requires improvement | Good |
| Overall Effectiveness | Good | Good |
| Date of Previous Ofsted Inspection | May 2018 https://reports.ofsted.gov.uk/provider/25/131068 | |

KEY SCHOOL IMPROVEMENT PRIORITIES

| SCHOOL IMPROVEMENT PLAN TARGETS | Reflection on the Aims |
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| <p>Priority 1: Effectiveness of Leadership and Management</p> <ul style="list-style-type: none"> • To continue to evaluate the impact of the class base curriculum model on Secondary students. • To develop the use of the Activity Channel and Parent | <ul style="list-style-type: none"> • This work has not been undertaken and is not complete. • Some moves towards joint lessons with specialist subject leaders conducting joint lessons in Science, Geography and PSHE • This work has not been undertaken and is |

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| <p>Portal to communicate and engage with parents on curriculum content, progress towards EHCP targets and develop two-way sharing of information.</p> | <p>incomplete.</p> <ul style="list-style-type: none"> Changes that have occurred are reflected in the heightened communication with parents and stakeholders, joint consultation surveys on Communication Preferences, |
| <p>Priority 2: Quality of Teaching, Learning and Assessment</p> <ul style="list-style-type: none"> To develop the use of data analysis to track pupil progress towards expected outcomes. To adapt planning documentation to effectively identify cross-curricular learning and opportunities for students to generalise and transfer skills. | <p>The review of the Evidence for Learning Assessment tool has been assessed as inadequate for the purposes of forensic analysis of progress, stretch and challenge and higher level analytical</p> <p>Planning is improved in EYFS and Primary but poor uncertain topic areas in Secondary. This is despite staff being given access to models Task design and for adapted planning Quest (PMLD students) the Equals Curriculum and the Hampshire Moodle resources covering National Curriculum Subject areas. Staff still need support to plan effective sequences of learning.</p> |
| <p>Priority 3: Personal Development, Behaviour and Welfare</p> <ul style="list-style-type: none"> To monitor and evaluate the effectiveness of the safeguarding electronic recording system. To implement initiatives that support the development of pupil's Emotional Health and Well-being within a whole school context. | <p>External agencies including HIAS Safeguarding advisor Sue Savory have assessed the schools Safeguarding and electronic recording system as being outstanding and staff are diligent in their recording and following up of concerns, DSL/DDSLs complete the IARFS and extra agency referrals and attend CIN and Child protection meetings . There are 7 trained DSLs on site and School always has physical coverage despite trips and activities.</p> |
| <p>Priority 4: Outcomes for Children and Learners</p> <ul style="list-style-type: none"> To develop a cohesive PSHE and RSE curriculum ensuring it reflects the ethos of our school and meets the Statutory requirements for RSE. To monitor and evaluate the impact of Attention Autism on developing concentration and attention skills. To develop the functional communication of students using AAC. | <p>Two new PSHE leads have been appointed for the Academic Term 2024-2025 and staff with critical roles (PMLD leads) have training with Chailey Heritage identified on their CPD PM for 2024-2025. Specifically https://www.chf.org.uk/rse-training.html</p> <p>Learning Walks and lesson observations have noted a positive impact in certain classes especially Lemon, Red, Pink and Purple in the use of Attention Autism to</p> <p>Functional Use of AAC devices has had limited focus form the LA communication and Interaction team due to the dissonance between some recommending SALT and others. School have referred a number of students to ACE (NHS) for custom reviews but these have not bee forthcoming.</p> |

PROGRESS AGAINST PREVIOUS INSPECTION

| AREAS TO IMPROVE | PROGRESS |
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| <p>Leaders and those responsible for governance should ensure that:</p> <ul style="list-style-type: none"> That the implementation of the Earwig Assessment system is embedded for all learners and staff to ensure accurate progress assessment an recent improvements to teachers' assessment of students' progress are further developed, and leaders use this information rigorously to identify | <ul style="list-style-type: none"> As part of the Rapid School Improvement Plan a new assessment system. EARWIG has been identified and school has resourced the finding for its' implementation in the academic year 2024-20025 Assessment overview shared with teachers at the beginning of the year so that all teachers are aware of expectations for AfL. All teachers gather evidence throughout the year for all subjects and EHCP targets. Curriculum evidence is shared with parents twice a year via a learning journey and End of Year report. |

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| <p>strengths and areas for continuing improvement, both in teaching and in students' progress</p> | <p>EHCP target evidence is shared at the review meetings annually.</p> <ul style="list-style-type: none"> • Subject leaders carry out moderation of evidence across whole school and information is shared with teachers. DHT and AHT moderate specific key focus areas throughout the year such as Phonics, and feedback is provided. • Teachers record assessment judgements for core subjects, PSHE and PSD each term – baselines, mid-year and end of year. • Teachers meet with the DHT after mid-year judgements have been recorded to ensure that students are on-track and to discuss any initiatives that need to be put in place. • Teachers record assessment judgements for all other subjects in Autumn and Summer term – baseline and end of year. • Teachers set targets for students at the beginning of the year through expected outcomes for core subjects, PSHE and PSD. • All subject leaders analyse the data annually, looking specifically at what the data shows for specific groups across school. This information is then shared with HT and DHT and discussions are had around next steps and targets within subject development plans. |
| <p>Leaders and those responsible for governance should ensure that:</p> <ul style="list-style-type: none"> • Earlier planning supports the successful transition of older students to their next stage • Curriculum for FE is revised and sequenced to support the current and future needs of learners. | <ul style="list-style-type: none"> • Future Event in Autumn Term to inform parents of the process of Transition and what we do in school, in regards to providing information about career pathways. This is now an annual event. • Discussions with the new FE Lead to ensure all Transition support is in place; Independent Future referrals made. • All KS4 teachers informed of new referral process for Independent futures to ensure Parents/ Carers are aware of the support being offered. • Revised FE Curriculum in line with learners needs. Revision work to be undertaken by new FE lead. • Regular discussions with class teachers about the transition information we provide to parents and what our programme in school is; • Also discussed Transition information (Preparing for Adulthood) to be discussed in EHCP review meeting with parents. • Transition booklets designed for Post 16 and 19 transition for parents; these are reviewed and then sent home annually • Careers Statement (including transition) including the Provider Access Policy; completed and approved by Governors and on website. • Careers page on website including a developing Employers page. • Rolling programme from external agencies; <ul style="list-style-type: none"> o JCP (Job Centre Plus) o KS3 x 3 sessions over included 2 x skills and qualities – employability skills, 2 x aspirations and 2 x employer encounters o ASK apprenticeship programme o 3 x sessions for KS4 • Contact made with Adult Day services; Park View in Alton. Fitzroy Centre in Petersfield and Post 19 Farnham. • FE lead organised opportunities for students to attend the post 19 sites as part of live rehearsal for Post 19 provisions, • College taster sessions undertaken by all KS4 and FE students throughout the year at 2 local colleges. For the SLD cohort they have had opportunities to complete taster sessions at the new Alton Independence Hub which is not currently meeting the needs of our students and parents are selecting post 16 on site provision as a result. • Lead teacher working with M3 and Enterprise coordinator on providing additional opportunities for experiences of workplaces/employers and employees. Meeting every half term. • All subject staff have understanding of Gatsby Benchmarks and the co-relation with the |

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| | <ul style="list-style-type: none"> • Termly Compass + evaluations of our career provision continue. • Parents /carers and Student are made aware of joint working sessions such as those held by providers at Rachel Maddox in Term 1 2023-2024. |
| <p>Leaders and those responsible for governance should ensure that:</p> <ul style="list-style-type: none"> • Parents' overall confidence in the leadership and management of the school is assured. | <ul style="list-style-type: none"> • New HomeLink worker appointed along with LSA 3 to support parents/ carers and students so they are able to support students learning and behaviour at home, attendance at school or phased timetable access. • Additional support is given to students who are Educated Offsite other than at School. • Parent workshops have taken place to enable them to develop skills in signing and PECS and NHS nurses have provided support with toileting and sleep support programmes. • Consultants are available to support families with individual sessions at parent /carer consultation evenings. • Termly parent events have taken place in which parents/carers are able to work alongside their child in the classroom on a particular activity or to scrutinise student work, These events are linked to open afternoons, major events such as Christmas, Easter, Sports day, Com and Play activities for EYFS families. • Parents are able to liaise directly with the class teacher via email. Some classes have also re-introduced HomeLink books which support the two-way communication with parents, especially for our less verbal students. • EFL Parent Portal has not been functional and this access tool has been revised with the projected roll out of Arbor (parent portal for correspondence and consents for trips) and access via the new Assessment Tool Earwig for the Academic Year 2024-2025. Training for staff in the first instance and then for Governors and Parents This will enable parents/ carers are easily able to see the progress that their child is making both academically and personal and social development. • Open door policy in school is embedded so that parents/ carers and representatives of external agencies are able to raise and discuss any concerns that they may have. Regular 6 weekly Multi-Disciplinary Team meetings are in place supporting the decision making around students • Monthly newsletter and curriculum maps are shared with parents/carers to inform them of teaching and learning. |

INTENT – Key Strengths :

- At Hollywater students encounter the same curriculum opportunities and experiences as their mainstream peers. The Hollywater curriculum is adapted to meet their individual learning needs whilst providing opportunities to challenge students thinking. Leadership team have worked to identify the Nationally available curricula which meets the changing needs of our learners.
- Work with the HIAS EYFS advisors has supported a rapid increase in the personalisation of EYFS Early Learning Goals for different cohorts of students. This curriculum planning is shared across three classes (Lemon , Lime and Silver) to support the over learning of students. The EYFS lead has been praised for their work and the modifications made to enrich the EYFS provision.
- The Equals Curriculum for Sensory, Semi formal, Formal learner pathways has been re-worked and the Curriculum for Early Years) Hampshire Early Learning Goals and for Primary has been re-worked by the DHT Curriculum Lead supported by the Purple Class Teacher. These lead staff have been given access to high level CPD attending the Equals conference in London and networking with similar SEND profile schools who have been on the journey from RI to Good over an 18 month period e.g. Sunningdale School.
- The curriculum at Hollywater is sequenced within frameworks that provide a balanced and progressive curriculum and includes opportunities for independence and personal development as well as academic achievement. Our curriculum focuses on equipping students with the knowledge and skills that will prepare them for adult life. It caters for the needs of all individual learners but also provides opportunities to challenge thinking and learning.
- The curriculum follows the national curriculum and is designed to ensure children get a good balance of both knowledge and skills and this is adapted to meet the needs of all learners. Our curriculum is based on students' individual needs, incorporating their academic, physical, emotional and sensory needs. We ensure all learning opportunities are meaningful and enable them to learn all the knowledge and skills they need to prepare them for adult life.
- As students move through school, the knowledge and skills they need for the future become an integral part of their learning. These include communication, mobility, independence, relationships, self-esteem and self-confidence, self-regulation skills and personal and social development – Hollywater school ethos.
- Teachers are supported by subject leaders to ensure their subject knowledge and pedagogical knowledge is at least good. As a result, planning across the school is of good quality and gives teachers the support and information required to deliver the subject effectively.
- There is clear curriculum intent and teachers within Key Stages work together on frameworks and planning to ensure progression and consistency. The curriculum is reviewed and adapted so that it meets the needs of a particular cohort and builds on previous learning.
- Reading and Phonics development is being prioritised to ensure students access the full curriculum offer and develop the skills in both areas.

IMPLEMENTATION – Key Strengths :

- Teachers are supported by subject leaders in knowledge and pedagogy to ensure they are working toward students making good progress.
- Learning walks and formal observations show that the delivery of lessons is inconsistent across the school.
- good in English, Maths, Independence and Personal skills and some foundation subjects but this varies from year group to year group. Support to ensure that all lessons are delivered well is given by subject leaders and senior leaders.
- Most staff know and understand the needs of their learners and take action to ensure barriers to learning are removed.
- Assessment is used more effectively to show the progress students make over time.
- Evidence gathered enables teachers to create a learning journey that highlights the progress made for subjects and individual students. Evidence is also obtained to demonstrate the progress made towards individual targets set within EHCPs.
- Medium and weekly planning shows progression and highlights opportunities for differentiation for groups and individual students. Planning shows how teachers take account of individual learning styles and individual strengths.
- Within Early Years the curriculum provides students with opportunities to learn through playing and exploring, being active, and through creative and critical thinking which takes place using a range of learning environments including indoors and outside.

- The majority of students gain qualifications or unit awards for core subjects at an appropriate level at the end of KS4. SLD cohorts within KS4 will produce a portfolio of unit-based work based on independence, personal and employability skills. All students in KS5 (FE) gain awards for their unit-based programme annually.

IMPACT – Key Strengths:

- Pupil evidence demonstrates progress through learning journeys. There is emerging good practice of assessment across the curriculum although the triangulation process needs to be consolidated.
- The curriculum supports learners to develop some skills and knowledge across the curriculum although this needs to be incorporated in all areas of the curriculum.
- Children are well prepared for their transition; they are more independent, resilient and focused learners as a result of the school ethos and approach to learning. There are good links with colleges and adult services and a full transition process.

Actions from previous year:

- Development of differentiation and students provided with opportunities for challenge
- To develop the use of data analysis to track pupil progress towards expected outcomes.
- To adapt planning documentation to effectively identify cross-curricular learning and opportunities for students to generalise and transfer skills.

Impact of actions:

- Use of more effective planning document embedded across the school which highlights how teaching and learning is differentiated and improved sequencing to be evident in primary and secondary learning. There now needs to be further work on providing opportunities for challenge through a range of learning experiences.
- Regular meetings with teachers have taken place – coaching and mentoring ability to record accurate judgements. Discussions will take place with subject leaders at the end of the year to ensure that teachers are held accountable for pupil progress.
- Planning highlights the purposeful cross-curricular opportunities that students encounter that enable them to transfer and master skills. Further opportunities within the wider community needed to be incorporated and developed in the future.

Areas for development

- Ensure that all learners are provided with suitable depth and challenge to improve outcomes
- Ensure that staff are using the Frameworks available to inform their short-term planning and sequencing of Key Skills and language in the lessons they are delivering.
- Secure better outcomes in English and Maths with a focus on establishing good and consistent practice across school
- Improve outdoor learning opportunities for all students across school
- Embedding Phonics Across all classes and identifying interventions for the students failing to make progress in using Little Wandle Phonics.

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| Actions | <ul style="list-style-type: none"> • Students will make greater progress as planning will show lessons that build upon prior knowledge and skills, provide opportunities for challenge and allow learners to practice skills across all areas of the curriculum. • Develop working walls that students can interact with so that the scaffolding required in Maths can be transferred though individuals preferred learning styles. • Training and delivery of our new phonics programme, daily, across KS1 to 4 will embed the decoding of phonics across the wider curriculum. • Outdoor learning will form a key part of the students' curriculum from September 2024 to broaden their skills and knowledge and develop problem solving and independence skills. This will be delivered in Forest School Sessions by appropriately trained school staff and • Leadership will work to secure the 3 quotes necessary for BVM and identify a supplier for the delivery of Forest School construction. |
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Focus on Reading and Phonics:

Here is the Phonics data from December (Autumn 2023) and April (Spring 2024):



| | 3RD ASSESSMENT DECEMBER 23 | | | | | 4TH ASSESSMENT APRIL 24 | | | | |
|--------------|---|--------|--------|---------|----------|---|--------|---------|---------|----------|
| KEY STAGES | 0 STEPS | 1 STEP | 2 STEP | 3 STEPS | 4+ STEPS | 0 STEPS | 1 STEP | 2 STEPS | 3 STEPS | 4+ STEPS |
| EYFS | 25% | 75% | 0% | 0% | 0% | 0% | 75% | 0% | 25% | 0% |
| PMLD | 25% | 0% | 50% | 25% | 0% | 0% | 25% | 50% | 25% | 0% |
| ONE | 20% | 53% | 27% | 0% | 0% | 33% | 33% | 12% | 22% | 0% |
| TWO | 24% | 24% | 24% | 8% | 20% | 22% | 57% | 7% | 7% | 7% |
| THREE | 38% | 19% | 8% | 0% | 27% | 17% | 39% | 0% | 22% | 22% |
| FOUR | 33% | 0% | 0% | 0% | 67% | 50% | 25% | 13% | 0% | 12% |
| WHOLE SCHOOL | 26% | 30% | 16% | 3% | 19% | 23% | 42% | 9% | 16% | 10% |
| | | | | | | | | | | |
| | No data: 2 pupils in KS2, 3 pupils in KS3 and 10 pupils in KS4. | | | | | No data: 5 pupils in KS1, 11 pupils in KS2 and 6 pupils in KS4. | | | | |

December '23 Headlines:

75% EYFS made progress

75% PMLD pupils exceeding expected progress

68% of all pupils made progress
38% of all pupils made expected or more progress
67% of pupils in KS4 exceeded expected progress

21% of pupils following the Little Wandle programme were NOT assessed for Autumn 2024

Action points:

- All staff had further reinforcement of the principles of Little Wandle training; reminders of lessons content and resources to use
- All new staff completed the initial training for Little Wandle programme
- All teachers were reminded to complete Autumn assessments for any pupils not completed before the Christmas break, in the first 2 weeks of January 2024
- Phonic learning walks were completed in the 1st half term of Spring Term and a ragged improvement document created to highlight Teachers requiring interventions, suggested by HIAS advisor for English; attached.
- Fluency programme was re-introduced to all Teachers; book sets ordered and shared

April '24 Headlines:

100% EYFS made progress
100% PMLD made progress with 75% exceeding expected progress
77% of all pupils made progress
44% of pupils in KS3 exceeded expected progress

22% of pupils following the Little Wandle programme were NOT assessed for Spring 2024.

Action points:

- KS4 continue to not follow the programme robustly and this reflects in the data - class teachers were supported to complete assessments and discussions around next steps for pupils were had.
- In KS3 the programme is delivered daily and consistently, which reflects that nearly half of all pupils are exceeding 2 steps of progress.
- 12 pupils have moved from Little Wandle programme to the Fluency programme within KS3 and KS4

Key Strengths :

- School continues to ensure that all students are ready to learn. There is an established culture where children know they are treated fairly with due respect for each other's individual needs. Significant work has been undertaken with the implementation of the PRICE approach and Zones of Regulation training for all staff in the Inset days in September 2023.
- There is a shared language which means that there is a clear and consistent approach to tackling behaviour. High expectations are disseminated from the Leadership team and students have a good attitude to their learning. Learning walks and formal observations consistently demonstrate that pupil's behaviour does not disrupt lessons (See evidence in SSLT and /governor monitoring).
- Children are polite and courteous. The school has a restorative approach to issues around bullying behaviours. This has resulted in many issues being resolved quickly.
- Students are involved in creating the school / class rules and these are discussed at the beginning of the year within the PSHE curriculum. Pupil involvement in this process ensures that they are meaningful and have a clear purpose for the students in ensuring their well-being within a range of different contexts.
- There is a ' Behaviour for Learning ' policy that all stakeholders value; It has been consulted on with Students, staff as a result, the children show kindness, tolerance and respect for each other and the wider school community.
- Positive Behaviour management interventions are in place for individual students (IPBMP) to support specific behaviours to enable them to access teaching and learning. These are shared and discussed with parents and reviewed and updated each term.
- Staff are trained regularly throughout the year to ensure that they have the skills, knowledge and understanding to support students behaviour effectively.
- All teachers use positive praise to build on the students' confidence and self-esteem. Culture in school acknowledges and rewards positive behaviour.
- Pupil behaviour is regularly discussed with Senior leaders, class teachers and parents.
- SLT meetings include a regular agenda item to discuss individual students and strategies to support and engage them in their learning.
- Patience is a prized aspect of adult and student interactions. This open dialogue ensures that everyone is working together and using a consistent approach.
- Zones of Regulation has been embedded across school and is a highly effective tool used by teachers to support the management of pupil behaviour. New staff need to undertake training in this area and to achieve this a rotating carousel of training during direct time is being undertaken and a subscription othe National Education College for Quality CPD is being pursued for the Autumn term 2023-2024.
- Students have participate in Pupil Parliament debates over behaviour and sanctions in school in relation to Bullying incidents and inappropriate use of Social Media platforms outside of school which bleed into activities in school.
- Where children require more support with demonstrating the school values, action is taken to ensure their needs are being met. This includes a range of strategies which includes working with behaviour lead and leadership team and the reviewing / updating of IPBMPs and PHPs.
- There has been a demonstrable improvement in the behaviour and attendance of students with particular needs – with rare exclusions and extremely low levels of Positive Handling incidents being recorded and an increase in positive behaviour being recorded within CPOMS.
- Fixed term exclusions are rarely used; the school works hard to adapt provision for children who are at risk of exclusion; The school uses its ' Behaviour for Learning ' policy effectively to ensure exclusion is used as a last resort.
- Whole school attendance averages **89.7% for 2023-2024 and is up from 86.7% in 2023-2023**. This figure which is in line with County SEN special schools. Appropriate action is taken to support students' poor attendance. The improvement in attendance reflects improved pupil engagement. This is despite repeated cancellations of transport from Hampshire Local Authorities commissioned services providers. Senior leaders work closely with the Health team to help support families whose attendance has been impacted by their medical needs or deteriorating medical condition.
- There is an established remote learning offer that is used by learners who are unable to attend school and there are the same expectations of behaviour on the remote learning offer as in school.

- We take pride in our relationships with our children – there are strong links made from the outset. Staff demonstrate this on a daily basis as an embedded culture in the school. (See testimonials and HIAS Sue Savory Safeguarding Audit for 2023-2024)
- Students and parents take pride in, and talk positively about celebrating their achievements i.e. assembly, celebration displays, outcome events, through remote methods of communication, class reward systems as an example Hollywater School proudly supported the North East Hampshire Duke of Edinburgh Awards evening with over 180 parents and families some associated with the school and others attending from other local schools.
- ELSA support is given to all students that have been identified as needing additional support in regards to their social and emotional well-being. ELSA identifies key areas that need to be worked on and developed through the assessment process. Weekly sessions are then carried out to support development and feedback is given to the class team. The impact of the sessions are shared with Senior leaders and the focus of sessions adapted accordingly.

Actions from previous year:

- Embed robust behaviour management systems including recording of Accident /VIR forms on CPOMS
- Embed consistently high expectations
- Ensure leadership is consistent with approaches
- Support students emotional health and well-being

Impact of actions:

- There is now a clear and robust process in place in which teachers are able to discuss and implement strategies on a successfully to support students' behaviour management. Parents are now fully involved in this process with shared Individual Positive Behaviour Management Plans (IPBMP) and Positive Handling Plans (PHPs) which are reviewed termly and on a needs basis. As a result, pupil behaviour is excellent.
- The school can demonstrate high expectations through learning walks and formal observations. Evidence shows a significant reduction in behaviour incidents as a result although there are a small core of 3-4 SEMH students who struggle to engage in classroom based learning and in following adult expectations..
- Leaders take clear action to address poor behaviour and attitudes and there are clear processes and procedures to address the needs of these learners and minimise the impact of poor behaviours on other learners.
- Raised awareness of the importance of students' well-being in school and evidence has highlighted the positive impact that initiatives have had on students across school. Further opportunities need to be developed next year to provide a range of off-site work-based learning activities which may engage this group of learners.

Areas for development

- Development of reward systems across school that are appropriate and meaningful consultation undertaken in classes with students and
- Continue to develop and fully embed the robust systems in place ensuring that all stakeholders are involved
- Analysing pupil behaviour data more effectively and more regularly to identify trends using the existing.
- Appointment of a full -time Behaviour for Learning Pastoral lead and pastoral assistant to support behaviour interventions.

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| Actions | <ul style="list-style-type: none"> • To develop a specific reward system for Primary, Secondary and FE, to include all stakeholders in the consultation, that leads to a system that is more meaningful. • To revise the current Behaviour Learning Policy to reflect the Kindness principle in a co-relational model of support for our learners. • To provide Trauma informed practice training to support adults to understand what's going on when young people are struggling • Respond well when challenges arise and support young people to develop the skills they need now and for the future • Students will have the opportunities to identify aspects of their unwanted behaviours through adults supporting them, which will promote self-regulation. • Parents will be included in consultation to facilitate engagement in our behaviour for learning strategies This will ensure a consistent approach from both school and home and develop behaviours for lifelong learning. • Home School Link worker has been engaged to support students who are Emotionally Based School Avoidance (EBSA) and • The lead for behaviour will compile a forensic analysis of the behaviour data termly to look for trends and patterns that may be useful in regulating behaviours. |
| CPD | <ul style="list-style-type: none"> • Investigate the CPD opportunities for whole school training in the Empowerment Approach with Kitt Messenger https://www.changingchances.co.uk/empowerment-approach/ • Provide CPD training for Senior Strategic Leadership Team in Restorative Justice Approaches to management pupil and staff conflict in school |

Personal Development is GOOD / OUTSTANDING

Key Strengths :

- The ethos of the whole school is based on inclusion and equality with staff and learners alike embracing all members of the school community regardless of their differences. The PSHE/RSE curriculum which incorporates British Values ensures all learners are taught about respect and differences, individual rights and responsibilities, prejudice and discrimination. Displays and resources throughout the school aim to promote diversity in their images and representation of the school and wider community.
- There is a PSHE and RSE curriculum in place which has recently been revised to ensure that it provides breadth and depth. School recognises the importance of mental health and wellbeing and incorporates the need for students to learn about their need to recognise and take care of themselves during PSHE/RSE lessons and across the wider curriculum.
- Introduction of the Zones of Regulation in 2022-2023 has aided students in identifying their emotions and has provided them with the necessary tools in order to regulate themselves as independently as possible. Students are secure in the knowledge that it is ok to feel the whole range of emotions, it is just how they react and deal with them that becomes acceptable or unacceptable. All staff have been re-trained at Inset days in Zones of Regulation to support students self-regulation,
- The Home School Link Worker and ELSA ably support children's pastoral needs; there is a referral pathway to ensure children who are experiencing issues in their personal lives are addressed appropriately and do not impact on their education.
- Safeguarding culture is part of the curriculum and students are taught about staying safe in a range of contexts including online. E-safety is embedded within the IT/Computing and PSHE curriculum and opportunities to focus on reinforcing aspects of online safety are discussed as and when necessary. NSPCC assemblies are delivered annually and the 'buddy' system is discussed so that all students have the necessary tools to speak out and stay safe. School has ascribed to the Hampshire and Isle of Wight Police School Charter.
- Students who struggle to manage their interactions and impact on others participate in a facilitated Restorative Justice session managed by the Head teacher who has been trained in this process.
- Children are given the opportunity to celebrate their achievements, both at home and in school, through celebration assembly. All achievements are celebrated as milestones for individuals, based on their own unique starting points.
- All students access weekly RE lessons which follow a comprehensive RE framework that focuses on a key aspect which is explored within all religions. Where possible, students are able to access real-life experiences to help consolidate key aspects of particular religions and ensure that the curriculum is meaningful and purposeful in raising cultural diversity in school.
- Range of activities within daily teaching that promote personal development. Within the curriculum there is great emphasis on building independence and life skills across all Key Stages and students work on increasing recognition of these through the EQUALS curriculum, various accreditation opportunities, College opportunities and the Duke of Edinburgh Award Scheme. Whole school events are also organised throughout the year, e.g. Sports Day, Discovery Day, Mental Health Awareness Day, Hollywater Olympics, World Book Day, Children in Need and Red Nose day activities run by students supported by staff to develop their awareness and participation in national agenda days. and themed days that support different elements of the curriculum.
- Teachers are building links with the therapy teams to ensure individual programmes are executed and a working partnership is being developed.
- Volunteering to help others, both in school and out in the community, is active along with regular fundraising events often organised and run by the students themselves. Social skills are developed through regular opportunities to be out in the community accessing public amenities and demonstrating responsible, respectful behaviour.
- As part of our careers and transition programme students are given the opportunity, within the safe and secure environment of school, to make informed decisions about their future.

- EHCP and personal daily targets are set for individual learners based on the key skills they need to develop for the future. Evidence towards EHCP targets is recorded and discussed with parents alongside incentives and rewards unique to individual classes or learners. New Provision mapping is to be purchased to support the development and
- All staff encourage active playtimes to promote positive playtime experiences with their social interactions and also develop their physical activity. This supports their well-being and readiness to learn in the classroom. Students are taught to play co-operatively in both structured and unstructured parts of the day. Movement breaks are often incorporated into class timetables for this key purpose.
- Off-site activities are a key part of the independence and personal skills curriculum. These opportunities provide students with the chance to transfer the key skills learnt within the safe and secure school environment into the less familiar wider community – preparing them for adult life.
- Groups participate in physical activities outside of school including swimming, horse riding, cycling, and walking. Sports coaches visit the school on a regular basis and groups of learners across the school take part in external competitions and tournaments which promote healthy lifestyles as well as build on their ability to deal with competition.
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Actions from previous year:

- Curriculum promotes SMSC and British Values
- Ensure that PSHE curriculum is fully embedded so that students' mental health and well-being is catered for
- Embed opportunities to develop independence and personal skills
- Development of functional communication using AAC

Impact of actions:

- SMSC and British Values are now fully embedded within the 6 strands of the new PSHE curriculum. Students encounter a curriculum that develops their SMSC experiences within a safe context in which they feel free to openly discuss their ideas and communicate their feelings.
- The new PSHE curriculum provides students with practical experiences to cover some of the most crucial aspects of school life – their mental health and well-being. As a result, students are more aware of how they are feeling and their reactions to situations. Students feel more empowered in being able to communicate this and to help to self-regulate by accessing practical solutions to support them returning to teaching and learning.
- The independence and personal skills curriculum is now fully embedded across the whole school. This is also supported by the Attention Autism curriculum for key classes across school. The development of these key areas has led to 94% of students making progress in all aspects of Personal and Social Development in July 2024.
- Communication lead and SALT have carried out targeted work in identified classes across school for additional support and extension of the universal provision time to aid whole class assessment of SALT needs and develop programmes for teachers to deliver (SALT. Effective communication systems have been put in place and this has impacted greatly on student's behaviour as they are now able to communicate their wants / needs more effectively. ALD boards are present in key places around the school so that students can communicate their wants and needs.

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| Areas for development | <ul style="list-style-type: none"> • Re-establish opportunities for students to make a positive contribution which involve the wider community • Provide a wide range of opportunities to nurture, develop and stretch children’s talents and interests across whole school • Implement Forest Schools to support personal development within the outdoor learning environment • Develops the Outdoor provision to include refurbished Play activity areas over the next 2 years. • Provide increased Sensory Integration Occupational Therapy for students through direct commissioning and the development of a Sensory Integration and Occupational Therapy Room on site. |
| Actions | <ul style="list-style-type: none"> • To promote an active Friends of Hollywater / Parent Teacher Partnership to work collaboratively with the school council and plan future school events as part of our strengthening links with the wider school community. • Across the curriculum, and, including outdoor learning opportunities will be provided which focus on personal development and involves parents transferring their skills and knowledge to our children. • Planning shows greater opportunities for students to develop their talents, interests and aspirations and provides opportunities for Enterprise Activities (Including Hospitality, Horticulture and Work-related opportunities such as those offered for SEMH students at the Apex Centre, Havant and in Equine Students supported for the Riding for the Disabled, Headley. • |

Leadership and Management is REQUIRES IMPROVEMENT

Key Strengths :

- There has been a significant shift in the ethos of the Senior Leadership team since the involvement and support of the Interim Head. Senior leaders are currently working alongside the Headteacher to develop and embed rigorous and robust systems of monitoring and evaluating which will improve the outcomes for all learners.
- There is a disjunct however between some senior leaders on their roles and expectations in the school which needs the intervention of personal Emotional Intelligence coaching to facilitate a collaborative professionalism between all parties.
- The appointment of a new Finance Officer has resulted in an increase in the implementation of effective finance tracking systems and a correlation between subject leads taking ownership for the financial and physical resourcing of their subject areas over time. This financial due diligence together with the work undertaken by the Headteacher and SENCo has resulted in an improvement in the financial stability of the school due to students in the school being more appropriately funded , (The band step reviews have coincided with a change in the Local Authorities Funding of students in SEN placements.
- The Headteacher has identified that as a Local Authority provision is being reduced the school needs to commission in house Sensory Integration Occupational Therapy and Speech and Language Therapy Assistant/s and these have been recruited and commenced their work in school in the academic year 2023-2024.
- Leaders at all levels have high expectations of students and staff and lead by example.
- We set pupil targets annually and staff are held to account through pupil progress meetings; procedures for tracking assessment is improved and progress is monitored; rapid development in English and Maths provision is underway and will result in improved teaching and learning for all students in both areas.
- Now, within the Senior Leadership team there is a clear and ambitious vision in place in striving towards establishing a curriculum that provides students with learning opportunities that engage and inspire them to be successful, thrive, and reach their full potential, both in and out of the classroom. In conjunction with this developing the outdoor learning opportunities and wider community links will also be key areas for future development.
- Moving forward there is a clear vision to ensure that the leadership capacity is increased through restructuring and additional time will be provided for teachers to fulfil their wider leadership roles; workload continues to be considered and this is discussed with all staff; policies and the staff handbook is to be reviewed periodically and there are daily briefings to keep everyone informed of the current issues in the school.
- Formal observations have taken place each term and feedback given has a clear focus related to improving classroom practice and pupil progress. A more robust monitoring system will be developed, that includes both formal observations and learning walks, so that all staff are aware of the schedule and focus. Senior leaders will undertake coaching with Sarah Sedgewick from HIAS on supported live coaching of Teaching and Learning and “I do , We do , You do” approach is to be embedded in lessons.
- Ensure that proactive feedback is given to all staff to support their professional development. Coaching and mentoring techniques will also be incorporated into this schedule so that monitoring becomes a more embedded approach.
- Senior leaders are working hard to build an ‘open door’ culture in the school and they are working on ensuring that appropriate procedures and policies are in place. The school is moving from a previous closed culture to developing a whole school culture in which staff feel there is a climate of trust within the school which allows for professional dialogue with other staff over challenging issues if they arise. *There is a disjunct however between some senior leaders in their understanding of their roles and expectations in the school which needs the intervention of personal Emotional Intelligence coaching to facilitate a collaborative professionalism between all parties.*
- Governors are aware of their monitoring and evaluation schedule and there has been a noticeable increase in Governor monitoring in school since February. Senior leaders are fully aware of the importance of Governor monitoring visits to enable them have a comprehensive understanding of the overall quality of provision in the school and to challenge aspects. Developing Governors role in school is a high priority that will continue to be a focus in the coming academic year with the recruitment of new Governors as there has been a significant turn over of Governors this academic year due to personal circumstances and caring needs changing.
- Governors undertake a skills audit through which annual training is established. All governors receive robust induction within the LA and they have started to incorporate a buddy system with more experienced governors so that the school can continue to move forwards. Governors will need to undertake continued training supported by the LLP to recognise how to interrogate the school leaders
- There is an effective safeguarding culture at the school. Staff feel supported by leaders to fulfil their roles; leaders provide ongoing training for staff to identify students and risk and how best to support them. We actively help and support families by signposting additional support and referring to children’s services where appropriate.

- Staff understand their role within safeguarding; records are kept on CPOMS – concerns providing a clear chronology detailing actions taken and followed up; DSLs monitor and evaluate records on a regular basis and meet to discuss key priorities. Governors are becoming better informed of current school context and they are working towards ensuring that the school has high expectations for provision and outcomes.
- There is a designated Safeguarding governor who has begun to carry out regular checks on how the school fulfils its statutory duties and all governors are empowered to come in any time to check the single central record. The school fulfils its statutory duties relating to safer recruitment.
- In-house training for staff is organised throughout the year to support their own professional development, however, there is not a robust and consistent CPD process in place and this has been developed so that CPD is directly linked to the targets set for future development within the School improvement plan 2024-2026.
- We are building on developing our links with the wider community and we are also working on our open-door policy for parents/ carers to enable them to have the opportunity to discuss aspects of school life with staff and share any issues with class staff or a member of the leadership team.
- Both of these aspects are a key priority for the school. Improvements in this area have already been highlighted by some parents.

Actions from previous year:

- Setting a commitment to agreed priorities for school improvement
- Development of middle leaders
- Developing two-way communication with parents

Impact of actions:

- Staff have a clear understanding of the key priorities identified within the School Rapid Plan and they are involved in the process of setting clear targets to ensure improvements in the quality of education.
- Subject leaders understanding of their roles and responsibilities and are setting budgets for their areas with an understanding of the need for practical experientially based lessons to engage learners.
- Evidence highlighting pupil progress is shared with parents twice a year and progress towards EHCP targets is shared at the EHCP review.
- Triangulation of EHCP requirements and outcomes through the appointment of a new SENCO and development of a Therapeutic Wellbeing Team and regular Multi- Disciplinary Team Meetings with NHS professional colleagues from Speech and Language, Occupational Therapy and Physiotherapy.
- Maintaining good communication with parents is a key high priority for the school at present and some parents have already commented on the progress made.

Areas for development

- New assessment tracking system identified and training scheduled for Staff in new academic year 2024-2025
 - 1) Impacts on student progress and planning;
 - 2) Ensures accurate assessment.
 - 3) Reduces Teacher workload
 - 4) Provides Parental /carer access

That parents/ carers have access to the Assessment Tool portal and are able to report developments at home which show transfer of skills Leaders at all levels are held to account for and can speak articulately about their subject area: the intent, implementation and impact and are able to discuss their subject area and development plans and confidently respond to a deep dive. Leaders will have participates in

- In consultation with our LLP continue to provide high quality CPD aligned with staff skills audit, curriculum development and school priorities which impacts on the quality of teaching and learning utilising nationally accredited training from the National College for Education <https://nationalcollege.com/>
- To separate the recording of Behaviour and Safeguarding to clearly identify trends and to have a positive impact on the Wellbeing of Strategic Leadership staff. This will involve the analysis of education industry standards Arbour (Behaviour Modules) My Concern, CPOMS.
- School plays an active role within the wider community and reflects an open and welcoming environment developing opportunities for the wider community to access the school and develop opportunities for SEND students to participate in structured play / skills development. E.g. Martial Arts Clubs, HAF swimming clubs, Table Tennis clubs
- Provide a summer activity club for Hollywater School Students to access during the long summer vacation.
- Governors have a comprehensive understanding of the quality of provision in school and undertake training in Effective Governance and have developed a monitoring calendar for the coming academic year.
- Communication with parents / carers is clear and timely and parents report that there is an open and accessible culture in the school. .

Actions

- Develop and embed a robust system that ensures that leadership is accountable for monitoring and quality assuring that the students are receiving an appropriate curriculum that ensures building on prior knowledge and developing skills.
- Identify future subject leads which will provide robust support and training to all staff in the core areas: New appointments to ensure rollout of “options based Curriculum for Key Stag 4 (includes Photography, Horticulture and Visual and Musial Artsmark!) .
- The leadership team will develop links with the wider community and provide students with the opportunity for experiential visits in the local area and beyond.
- Linked Governors assigned to subject areas: SEN, Safeguarding. Subject leads will be involved in the monitoring and quality assurance of their curriculum area with support from HIAS specialists e.g. Geography, History and RE.
- Communication between school and parents has been developed with parent /carer surveys and communication preferences identified.
- School Communications are regular and informative and communicate the curriculum being studied and helpful links to opportunities for parents to access additional support.
- To ensure the delivery of a Mental Health Team on site from WAVE 12 CAMHS rollout by January 2026 to support the needs of the school and local students.
- Secure delivery from the Local Authority of buildings to support the FE department who have lost a classroom to accommodate pressure from a bulge in KS2 due to increased numbers of students being placed. 28 students for 2 KS2 classes.
- Governors to undertake Intent, Impact, Implementation and Impact training for whole School monitoring in the academic term 2024-2025

EVIDENCE TO SUPPORT SUMMARY EVALUATION

1. External reports – Local Authority - Monitoring Reports from Hampshire Inspection Advisory Service for the past academic year and before including EYFS,
2. School Rapid Improvement Plan with 10 actions Zones
3. Attendance Statistics from Arbor
4. Monitoring and learning walk records
5. Pupil evidence collated and work books
6. Anonymous Performance Management and training records
7. Pupil Progress files
8. Curriculum Files
9. CPOMS / Safeguarding logs and case study reports made available to
10. Behaviour logs including PHPs (Positive Handling Plans) and IPBMPs(Individual Pupil Behaviour Management Plans)
11. Staff successfully engaging in NPQ SENCo and NPQEYFS, SALT training
12. Buildings delivery of Medical Suite for student medical support, Immersive suite for Sensory needs and engagement, Interactive Sports Wall to support student learning activities.
13. Whole Staff inset training in the implementation of SENSORY Diets to support students' self-regulation and readiness to learn and to address Sensory Overload issues.

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| Quality of education: | As above |
| Behaviour and attitudes: | CPOMS, Behaviour for Learning Policy, Behaviour logs, Digital Accident /VIR Forms to be prepared to lessen teacher and senior leader workload. |
| Personal development: | Displays, PSHE and Independence and Personal skills planning, Attention Autism planning and development plan |
| Leadership and management: | Leadership files, Monitoring, Pupil Progress Validation from external support (HIAS / Local Authority) External moderation |
| Overall effectiveness: | REQUIRES IMPROVEMENT. |

