

St Francis School Self-evaluation

September 2020- August 2021

Context

Lincoln St Francis Day and Residential Special School for Physical, Medical and Sensory Needs currently has 164 pupils on roll, aged 2 to 19, with mixed social and economic backgrounds. There is an additional social day care provision at 'The Pheasantry' for students Post 19. The catchment area extends across the county and beyond. All pupils have an EHCP. The needs of the pupils are wide ranging, generic and complex.

The attainment of pupils on entry, across the five key stages, is very varied and reflects underachievement. The wide range of complex disabilities and needs do not raise barriers to learning or performance in this environment. There is a consistency and continuity of staffing across phases and disciplines. The school conscientiously moves forward and embraces change.

All staff continue to rise to the changes and challenges reflected in the increase in more complex pupils on roll and the school is actively engaged in the current LA SEND review looking at locality working and 'all needs' special schools which are due to open in September 2021.

Our longstanding headteacher retired in the summer and a new substantive head has been appointed to start in January 2021. The autumn term has been managed by one part-time head and an interim head both who know the school very well.

Overall effectiveness: Good

- We judge the overall effectiveness of the school to be 'good' with many outstanding aspects. Behaviour and attitudes, personal development, leadership and management, early years education and the sixth form are all outstanding. At present the quality of education is 'good' with a strong capacity to quickly improve this to 'outstanding'
- The school benefits from high quality leadership and management, an evolving progressive and rigorous curriculum that matches the needs of all pupils very well and has staff with a high level of expertise and experience, leading to a very good education for all pupils.
- Effective and rigorous self-evaluation and self-review systems challenge and identify priorities for further improvement. The recognition by school leaders that the quality of education is currently 'good' rather than 'outstanding' demonstrates the deep and accurate understanding of the school's performance that exists. The track record shows the school has maintained outstanding performance and has sustained the capacity to improve. The excellent, highly experienced leadership team are determined to drive improvements to rapidly return the quality of education judgement, and the overall effectiveness to 'outstanding.' It is likely that this grading would have improved had it not been for the extensive lockdown due to Covid-19.

Quality of education: Good

The Quality of Education is currently graded as 'good', as although there is considerable 'outstanding' provision and practice within the school this isn't consistent at present.

Intent

- The **curriculum** is ambitious, broad, relevant and inspirational. It has been carefully designed by the school to meet the diverse needs of pupils who all have SEND. It enables all pupils to achieve their full educational potential, develop the knowledge and skills needed for the next stage of their education and their future life and learn to apply their knowledge and skills with growing independence.
- It **supports excellence** in personal development, behaviour and attitudes, provides enrichment and demonstrates exciting and memorable experiences across all phases.

- The school prioritises **communication** and strives for each individual pupil to have their own voice and communication skills to enable them to make progress across the curriculum and effectively develop their independence and self-advocacy.
- The curriculum is **coherently planned and sequenced**. It is progressive through the phases within school, broadening pupils' opportunities whilst meeting their individual needs.
- Over recent years **three curriculum pathways** have been developed which have been introduced in stages. All three have been formally in place since September 2019.

An overview of the development of the 3 pathways

- Over recent years the school has taken pupils with a **wider range of need**, particularly more complex needs, and it recognises they benefit from a very specialised type of provision. The range of need will continue to be extended from September 2021 when special schools in Lincolnshire become 'all-needs.'
- The school has also recognised the importance of ensuring **all pupils gain relevant knowledge and skills** to succeed in their lives. This led to a drive to transform the curriculum for all pupils and provide the 3 pathways.
- **Developments in pedagogy and curriculum** have been driven by research, links with/visits to other outstanding special schools nationally, professional development opportunities and curriculum area working parties. They have drawn on a range of materials including Routes for Learning, MAPP (Mapping and Assessing Pupil Progress) and the equals Semi-Formal Curriculum, supported with advice and guidance from external professionals and expert speakers (SDP 17-18 Outcomes). This has led to the creation of a curriculum that includes **best practice principles** and meets the differing needs of all learners extremely effectively.
- Full **teacher involvement** in developing the 3 curriculum pathways has ensured teachers have a strong understanding of the rationale for and aims of the curriculum they are delivering.
- A wide range of changes have been made in school to best meet the needs of **more complex pupils** including: staffing structures reviewed; staff expertise developed; good practice shared through a PMLD working group; the building being extended/reconfigured to accommodate more complex needs and provide sensory spaces including the MILE (Multi Interactive Learning Environment) room; and the pre-formal curriculum pathway being designed and implemented. The recent appointment of a new assistant headteacher specialising in PMLD has enhanced this area further. She was awarded SLE status last year and is an Engagement Model lead trainer. Staff training on the Engagement Model has been delivered and trials are being done in preparation for it becoming statutory in September 2021 (SDP 2020-2021 QoE).
- A key element of the **pre-formal curriculum pathway** is the **personalised learning intentions**. Teachers and leaders have worked hard to develop the process of devising learning intentions to ensure they are appropriate, relevant, challenging and personalised to meet the individual needs of each learner and that they are supported and quality assured by experienced school leaders
- The **impact** of the developments for learners with complex needs has been seen in outstanding lesson observations in PMLD classes and excellent progress made by these learners.
- Over the past year there has been a focus on developing the curriculum to meet the needs of **semi-formal learners** (SDP 2020- 2021 QoE). The semi-formal curriculum pathway has been devised by a staff working party led by middle leaders with guidance from external experts. This curriculum is based on the Equals Semi-Formal Curriculum.
- In 2020-2021 **further development work** on the curriculum, particularly refining the semi-formal and formal curriculum pathways and developing the pre-formal curriculum in upper school, will ensure continuing excellence in curriculum provision across all phases (SDP 2020 - 2021 QoE) .

Outline Descriptions of the Curriculum Pathways

Pre-Formal Curriculum Pathway

- Designed to support the engagement and learning of pupils' with PMLD working at the levels of P1-P4.

- Created to enable an individualised approach that allows practitioners to draw on pupils' individual needs, interests and strengths through personalised learning intentions (closely linked to EHCP outcomes).
- Based around the areas of Communication, Cognitive, Physical/Sensory and Social/Emotional and delivered through a cross curricular approach.

Semi-Formal Curriculum Pathway

- A curriculum which reflects the needs of the whole child and prepares them for their future education and life, designed for pupils working from P4 to Year 2 level. It was first delivered from September 2019 and continues to evolve.
- It is based on the Equals Semi-Formal Curriculum and includes functional literacy and numeracy, problem-solving skills, independence skills and opportunities to feel part of and understand the wider community and world.
- Each curriculum area includes a progression of skills which are taught to the pupils at a level appropriate to their individual needs. Alongside this, individualised learning intentions (closely linked to EHCP outcomes) provide for progression in four key areas: English/Communication, Maths/Cognitive, Social and Emotional, Independence/Life skills (or Physical skills if these are a priority).
- There are different routes of progression within this pathway recognising the wide range of needs of pupils on the pathway.
- Elements of a more formal curriculum are incorporated for some pupils when this is appropriate in terms of challenging each individual.

Formal Curriculum Pathway

- This pathway is accessed by pupils who are progressing within the national curriculum framework. It focuses on national curriculum subjects and is delivered at a higher cognitive level.
- In semi-formal a small number of pupils follow this pathway which provides them with appropriate challenge.
- In upper school there are a group of more able learners who follow this pathway. They access accredited courses in functional literacy, numeracy, Information and Communication technology and PSHE as part of their diverse and challenging study programs.
- Accreditation is offered via the AQA and WJEC and NCFE awarding bodies

Implementation

- The quality of teaching and learning is **at least 'Good' and much is 'Outstanding'**.
'Teaching is of a high quality. Staff ensure that the provision is tailored to the individual needs of pupils. Teachers' planning takes account of the key priorities for each pupil and this was clearly evident throughout our classroom observations. Pupils are often offered activities which are designed to meet their very specific needs. Each pupil is helped to develop their communication skills and nearly one third of pupils use alternative forms of communication to let others know about their thoughts, wishes and feelings. Several pupils have achieved meaningful accreditation and qualifications in the use of their communication systems. Staff are highly competent in developing this key aspect of pupils' development, leading to excellent rates of pupils' progress'. Ofsted 2016.
- In 2019-2020 50% of **observed lessons** were 'Outstanding', 44% were 'Good', 6% were RI (1 lesson). Due to the pandemic and the attendance of only key worker children in the summer and subsequent work in bubbles no observations have taken place in 2020. However, learning walks by the senior leadership team take place frequently and will continue in a more-formalised way in the spring term 2021.

Department Organisation

- The school is organised into **4 departments** based on age: Early Years Foundation Stage, pre-formal, semi-formal and Upper School These departments allow each pupil to make a 'journey' through school as they grow older and develop their abilities.

- Within each department each pupil follows the most appropriate **curriculum pathway** for their needs (pre-formal, semi-formal or formal) whilst accessing age appropriate opportunities. This structure of departments and pathways enables the curriculum to be progressive, with each pathway coherently planned and sequenced at each stage to prepare pupils for the subsequent stage.
- In **pre-formal** a motivational **approach** is used so that learning is inspired by broad, engaging, fun activities and experiences. This ensures pupils' learning also progresses in these wider areas, whilst the main focus remains on the 4 key areas of learning from the pre-formal or semi-formal curriculum (see above).
- The curriculum, for appropriate pupils, is further enhanced through the partnerships with local Primary schools for **dual placements**. This allows pupils educational and social needs to be met most effectively.
- In **semi-formal** a **purposeful and functional approach** is followed with inspirational and challenging activities ensuring breadth whilst emphasising the **key priorities** of communication/literacy, cognition/numeracy, social and emotional development and independence. AAC is fully supported by the curriculum pathways on offer and it is fully immersed into daily life. There is a continual drive towards independence, with students contributing to setting their own personal/independence targets and taking ownership of these.
- In **Upper school** students follow diverse and engaging **study programmes**, based around the pre-formal, semi-formal or formal pathways leading to external **accreditation** where appropriate. The curriculum includes Functional Skills as well as a wide range of vocational opportunities and a focus on careers, employability and work experience.
- Students take ownership of their own learning and progress. There is a strong emphasis on developing life skills and ensuring all students become as **independent and self-reliant** as possible in preparation for moving on to adulthood.

Teaching and Learning

- All teachers have very good **knowledge of the curriculum** pathways their pupils follow and the subjects/areas within this. Teachers are supported by **SMT and middle leaders** who lead on curriculum development and monitor the implementation of the pathways to ensure they continue to meet pupils' needs and are being followed consistently. There is a **SLE** in school who specialises in pre-formal learning who supports both within school and externally.
- Ongoing **CPD** enables all staff to develop their knowledge, keep up-to-date and share good practice. In recent years staff skills and confidence in meeting more complex needs have been effectively developed through a wide range of CPD. Whole staff training (2018-2019) on the Semi-Formal Curriculum delivered by an expert in the field (Peter Imray) ensured staff can confidently deliver this new curriculum pathway.
- Coherently planned and sequenced **series of lessons** consistently deliver the content outlined in each curriculum pathway, with a focus on ensuring all pupils make progress against their individualised learning intentions or the key learning objectives in the unit of work. Pupils are challenged to achieve the best they possibly can, so they are prepared for the next stage of their learning/life.
- Teachers use a wide range of **teaching styles and specialist approaches** to meet the diverse needs of the pupils. They systematically and effectively check students' understanding throughout lessons using observation, questioning and discussion, providing effective feedback and anticipating where they may need to intervene or adapt their teaching to ensure **high quality learning**.
- In a **multi-disciplinary approach** teachers, TAs and other professionals (including health and social care) liaise very effectively to ensure pupil's needs, including their physical and mental health needs, are met effectively. This can include the effective use of communication aids, switch access, IT, postural support. The use of well-skilled teaching assistants, precisely targeted, contributes extremely effectively to the quality of learning.
- Teaching is designed to help pupils remember over the **long term** what they have learnt. In the Pre- and Semi-formal pathways individualised learning intentions are worked on for as long as needed to ensure thorough learning. This learning is then incorporated into ongoing activities to ensure it is embedded. The MAPP assessment system that is used for pre- and semi-formal learners prioritises both the maintenance and generalisation of knowledge and skills, supporting teachers to ensure learning is long lasting, functional and embedded.

- **Assessment** is used very effectively. Each pupil is set **individualised targets** that are functional, purposeful and challenging to promote excellent progress that has a genuine impact on their life chances. Targets are effectively shared with and owned by the pupils through their individual learning intentions or lesson objectives.
- Ongoing, **formative assessment** is used very effectively to check the pupils' understanding, their development of skills and their application, maintenance and generalisation of knowledge and skills. Teachers are then able to use this information to adapt or plan appropriate teaching and learning strategies and differentiate learning in order to meet the needs of all students and ensure excellent progress.
- Teachers regularly **feedback** to pupils and involve them in peer and self-assessment within lessons.
- Mapping and Assessing Personal Progress (**MAPP**) is used as **summative assessment** to track progress on the Pre- and Semi-formal pathways. It provides a starting point for a termly professional discussion between each teacher and a school leader focused on each pupil's progress. Leaders are then able to monitor progress and support teachers to intervene where appropriate to eliminate any low attainment.
- In Upper school the majority of pupils are assessed in **NCFE Functional Skills**, leading to external **accreditation**. Complex learners are assessed using MAPP.
- The **Seesaw app** is used as an **online portfolio** and to support **parental engagement**. The semi-formal pathway in School started to use Seesaw in 2017 and found it a valuable tool for both evidencing progress and parental engagement. Therefore in 2018-19 it was also used in the pre-formal classes and was introduced into Upper School. This has led to a large increase in parental involvement with children's learning, working together with the school to support excellent pupil progress. This year the focus is on ensuring its effective use in Post 16/Upper school to support further parental engagement for students following a Pre-Formal curriculum (SDP 20-21 Upper/6th form).
- The very effective delivery of the curriculum and positive, memorable and rich opportunities for high quality learning are supported by the **well-designed school environment**. Facilities include the MILE room, sensory room, DT cookery room, swimming pool, Rebound facilities, drama/music studio, school grounds, Enterprise House, Workshop and small animal care. These facilities are used very effectively to promote high quality learning. This year work is taking place to develop the use of the 'MILE' room further and provide all staff with the appropriate training required to support the broadening needs of all pupils and ensure maximum impact (SDP 20-21 L&M).
- A wide range of multi-sensory **resources**, assistive technology, AAC and ICT, as well as educational visits (including Tall Ships experience) and visitors to school (eg. Oily Cart drama in the swimming pool), also support the effective delivery of the curriculum, although visits have had to be curtailed this year due to the pandemic. These visits ensure all pupils are motivated, engaged and supported to fully participate and achieve exceptionally well.
- The school has the vision and capacity to take on **new challenges** to improve provision, for example: partnerships with local Primary schools for dual placements; developing the drama/music studio and MILE room; constant review/development of new vocational courses/work based learning; continual development of partnerships with local universities and colleges; developing Enterprise House and grounds, providing all students with opportunities to develop their independence, communication, social skills and drive towards adulthood.
- Teachers are **excellent role models** through their effective use of speaking, listening, reading and writing across the curriculum.
- There is a **sequential approach to reading** for pupils who are at an appropriate level. This includes systematic phonics teaching where pupils are able to access this and/or work on whole word recognition and reading symbols, as appropriate to need. Ensuring reading is prioritised for all pupils who have the ability to develop this skill continues to be a major focus within school (SDP 20-21 QoE). The emphasis is on developing fluency, confidence and enjoyment of reading. In-reach workshops have been delivered this term (Autumn 2020) on the development of reading by one of our skilled literacy teachers. Reading pathways have now been identified for each pupil in the semi-formal pathway following extensive baselining.

Impact

- Pupils **consistently achieve at a high level**. This is a result of outstanding teaching and learning and an excellent curriculum that meets pupils' needs effectively.
- Each pupil develops and applies their **knowledge and skills** extremely effectively. They are very successfully **prepared for the next stage** of their education or future life.
- Pupils that are able to gain external **accreditation**, enabling them to progress to their chosen destination. All other pupils achieve the **best possible outcomes**, evaluated rigorously on a completely individualised basis against their individual learning intentions.
- **Leaders have high expectations** and ensure that all pupils achieve at a high level through very effective monitoring. This is carried out with an awareness of the importance of ensuring the workload for teachers is manageable.
 - **MAPP**, the assessment system used for pre-formal learners across school and semi-formal learners in lower and middle school, enables progress to be measured on appropriate, individualised learning intentions. A judgement of the quality of the progress made by each pupil is made by a school leader, in discussion with the class teacher, on a termly basis. This system has been used since 2017 with pre-formal learners and due to its success has been adopted for semi-formal learners over the last academic year.
 - Formal and semi-formal learners in Upper School are set individualised targets in the **Functional Skills NCFE accredited courses**. Leaders set aspirational targets, depending on each student's current level, and monitor students' progress towards these targets on a termly basis.
- The systems outlined above aim to ensure that individualised high expectations exist for all pupils, progress towards these is carefully monitored and intervention strategies are put in place quickly where needed so that all **pupils achieve at a high level**.
- This year there is a focus on further **refining these systems**. The processes to **measure impact** relating to the curriculum pathways across school will be reviewed, to ensure teachers and leaders can clearly see whether all pupils in each curriculum pathway are achieving excellent outcomes and whether any improvements are needed (SDP 20-21 QoE).
- Termly **work scrutiny** within curriculum teams using the online portfolios in Seesaw as well as written work, demonstrates that pupils' work across the curriculum is consistently of a high standard. Where there are any concerns with the quality of work being produced by pupil/s an Assistant Headteacher or TLR holder/SLE will provide additional support to the teacher.

Quality of Education- Next steps:

1. To review our curriculum pathway offers across school.

- To prioritise reading pathways in school to ensure there is a rigorous and sequenced approach.
- To continue to review, research and develop curriculum pathways across school, to ensure that they are coherently planned, sequenced and provide challenge.
- To continue to trial the use of the 'Engagement Model' across Pre-Formal in preparation for it becoming statutory in September 2021.
- To further develop an Intervention and Monitoring process across the curriculums. Use of Teacher meetings/professional discussions to develop process.

2. To develop a clear transition process for the pupil's journey through school

- To develop cross-curriculum links within school to support transition.
- Appointment of a TLR responsible for literacy and transition.
- Develop next steps for pre-formal pathway
- Form long-term outcomes for those students in the semi-formal pathway.
- Form a 'bridging the gap' working party. TLRs to take lead on developments.

Behaviour and attitudes: Outstanding

- The school has **very high expectations** for pupils' behaviour and conduct. The extremely positive and respectful ethos of the school is created through outstanding **relationships** between staff and pupils.
- All pupils have **outstanding attitudes** and consistently show **exemplary behaviour**. This is visible in all settings, both in and out of school. This is evidenced through observations of teaching and learning, learning walks, School Council, the pupil governor, anecdotal comments from visitors to school, observations by external consultants and Ofsted reports: *'The behaviour of pupils is exemplary. During classroom activities, pupils are focused and engaged in their learning because they are effectively supported to achieve their targets. The pupils' behaviour is also superb at break times and lunchtimes.'* Ofsted (March 2016).
- The vast majority of pupils say how much they **enjoy school** and are excellent ambassadors. They involve themselves enthusiastically in all lessons and activities, overcoming all difficulties, and they take pride in their work and are determined to succeed.
- Pupils actively work to ensure that others learn and thrive within an atmosphere of **respect and dignity**. They demonstrate a genuine level of concern for the safety and well-being of other pupils who may have different needs and show a caring attitude towards their peers.
- Where an **incident** of a breakdown in relations with peer members has occurred, this is dealt with promptly and effectively, involving liaison with parents.
- **Home and school** work extremely well together, in liaison with other agencies, to address any specific issues around behaviour and student conduct. This is evidenced by student and parent questionnaires.
- **Pupils voice** their opinions, make choices, and when appropriate, feel able to complain and ask for help through the Schools Council, residential meetings and suggestions box. Outstanding relationships between staff and students also result in students seeking out individual members of staff if they have any concerns. This year the school is working to develop the impact of 'Pupil voice' even further across both St Francis and its partner school St Christopher's (SDP 20-21 L&M).
- Pupils make very **positive contributions** to the life of the school and the wider community, for example through school council, a pupil governor, older students doing work experience supporting younger pupils, the annual music festival, students supporting in a local café for homeless people, fundraising/support for a wide range of charities (eg. Comic Relief, Children in Need, Macmillan).
- Within the very supportive ethos of the school, students feel very safe from **bullying** or any forms of **discrimination** and actively try to prevent it from occurring. Anti-bullying and anti-racism policies are in place and regularly reviewed.
- Pupils have **high levels of attendance**. Attendance is 91.4%. Absences are due to ill health, hospital appointments, emergency admissions or surgery. Where there is a longer-term absence, school supports pupils' learning by liaising with the Hospital Schools where identified and providing work or 1:1 teaching assistant support for learning in the home. The majority of our school cohort returned to school in September 2020 following the lockdown. Where they did not return reasons for this were established quickly and plans put in place for their full-time return, medical conditions allowing.
- Our pupils have a wide range of **medical conditions**, some of which are life limiting. We currently have 11 pupils on "personal resuscitation plans." This requires close working relationships with parents and multidisciplinary health and social care teams, to maintain the pupils' health and well-being as well as possible.
- School staff undergo a range of **medical training** including gastrostomy feeding, administration of meds, caring for the ventilated child, oropharyngeal suctioning, chest physiotherapy and changing of endotracheal tubes. This ensures the child is able to attend school when well and any changes in condition are identified by staff and school nurses.
- **Absences are monitored** and reported to Governors. Increased absence episodes are followed up by either an Assistant Headteacher or Headteacher. All unexplained absence is followed up on the first day by a phone call to parents. Most parents now alert school staff using the Seesaw app.
- All absences are **authorised**- there are no unauthorised absences. Holidays are approved in exceptional circumstances where pupils' families need recuperation.
- **Pupils are safe** in school and both they and their parents feel that they are safe. *'Parents are confident that students are safe and free from harm. All parents who responded to Ofsted's online questionnaire, Parent View, indicated that their child feels safe and is well looked after*

at the school. ... The close liaison between families and the school results in school staff having the information they need to meet pupils' needs and keep them safe.' Ofsted 2016

- Pupils display a **high level of understanding** and regard for the safety and well-being of themselves and others, as appropriate to their age and ability. This is shown by their excellent behaviour and attitudes, the very low incidence of formal sanctions and the sensitive way in which personal dignity is respected.
- Pupils, staff and parents **learn about staying safe** and pupils are helped to stay safe through the development of AAC; PSHE schemes of work (including RSE), Independent living sessions and Citizenship; e-safety training from community police support officers and an e-safety adviser; links with outside agencies including NHS, Road safety partnership, independent travel training including driving training and community police.
- In recent years there has been an ongoing focus on developing staff knowledge and supporting pupils' and parents' developing understanding of both **RSE** and the importance of **safety**, particularly online safety (SDP 18-19, 19-20, 20-21 B&A/PD).
- The **RSE** policy was reviewed in 2017-18 and developed to better meet the needs of all pupils with support from LCC. All staff had professional development on RSE delivered by the LA, NHS and school staff, leading to a firm understanding of the importance of RSE and an ability to deliver it increasingly effectively to pupils in school. There continues to be a working group of staff from across school looking at RSE and its place in the different curriculum pathways to ensure all pupils needs are consistently met very effectively (SDP 20-21, PD). To support parents to develop their confidence and knowledge around talking about relationships and sex the school will be providing the Speakeasy parental workshops across the federation, following the family planning associations training programme (SDP 20-21, PD).
- A range of interventions have had a positive impact on the ability of students to **keep themselves safe**. These include: the HOPE project (Helping Ourselves Prevent Exploitation) through BILD; 'Speak Out, Stay Safe' programme (NSPCC- topical issues including physical/emotional abuse and E-safety), 'How to stay safe' (E-safety through LCC).
'The school is currently involved in a project about child sexual exploitation. Young people's learning has been particularly valuable in this area. The sessions have been delivered by other disabled young people, who have actually experienced being exploited. This area of practice is so strong that it is worthy of wider dissemination.' Residential Ofsted Inspection Feb 2018.
- **Work with parents** to ensure that their children are kept safe when online is a current priority, using support from the LA (SDP 20-21 B&A).

Behaviour and Attitudes- Next Steps:

To support students' and their parents' understanding of the importance of Online Safety

- To work with parents using support from the LA to ensure that their children are kept safe when online
- To gather the views of pupils, parents and staff about safety and wellbeing

Personal development: Outstanding

- The school prides itself on its **wide curriculum** and the breadth of other exciting and meaningful **opportunities** it provides, both within school and elsewhere, involving many different members of the community. The pupils enthusiastically participate in these opportunities. The school's curriculum and its wider work provide very effectively for pupils' personal development and they nurture, develop and stretch the pupils' talents and interests.
- The school works tirelessly to ensure that each individual has their own voice and **communication skills** so that every pupil can develop as many skills as possible for independence and self-advocacy. The development of AAC (Alternative Augmented Communication) has had a huge impact across the school in enabling pupils to communicate their ideas and develop their knowledge and skills in both curriculum and wider activities. It has increased the pupils' independence and ability to make informed choices.

- **Personal development** is an **integral part of the curriculum**, supporting pupils to be confident, resilient and independent. In the pre-formal pathway it is embedded throughout the curriculum and each pupil has at least one social/emotional target. In the semi-formal pathway pupils have weekly PSHE and Independent living lessons and they each have individual both social/emotional and independence/life skills targets. Older pupils contribute towards setting their own personal/independence targets and are encouraged to take ownership of these. In the 6th form PSHE and Independent Living sessions support progression in personal development including a focus on day to day interaction with others, the ability to carry out real life tasks, problem solving, working together and independence skills.
- The school plans a wide range of **extra-curricular activities** that provide excellent opportunities for pupils to develop their talents and interests, to engage in and with the wider community and to further develop their independence and social skills. All pupils are enthusiastically involved in a wide range of these experiences and staff members, parents and the pupils themselves comment on the positive impact they have. See Appendix 1 for a list of activities.
- The school works very effectively to enhance pupils' spiritual, moral, social and cultural development (**SMSC**) through a wide range of activities and opportunities. These include school council, a pupil governor, assemblies covering a wide range of spiritual, cultural and moral issues, 'WOW' assemblies, opportunities to experience awe and wonder, Celebrations (Harvest, Christmas, Easter, Diwali), support of local and national charities, house system, school choir, humanity themed days, community afternoons in Post 16, curriculum themed days, international links such as the Connecting Classrooms project with schools in Sierra Leone.
- The school provides high-quality **pastoral support**. Pupils are safe, happy, fully involved in school and able to fulfil their potential. Class teachers (or form tutors in Post 16) take prime responsibility for the support of pupils in their class, but all staff members, particularly TAs, carry out this role very effectively. Pupils who are able to say they like and trust the adults who work with them and feel confident to talk to them about any concerns they might have.
- The school follows a **multi-disciplinary approach** involving other professionals, including health and social care, to ensure each child's needs, including their physical and mental health needs, are met effectively.
- Pupils know how to **eat healthily** and are encouraged and supported to make healthy food choices. They also know the importance of maintaining an **active lifestyle** and strive to do this as much as possible, bearing in mind any physical disabilities. The school is currently working with the food in schools team to ensure menus fully meet the food in school standards.
- This year two TAs have been trained as **ELSA's** (Emotional Literacy Support Assistants) to support pupils with their emotional well-being. Six members of our staff have now had **Mental Health First Aid** training, to support with the mental health needs of both pupils and staff members.
- Pupils have an understanding of healthy relationships appropriate to their age and general level of understanding. In recent years there have been developments in the provision of **RSE** which have helped this understanding to develop effectively (SDP 19-20, 20-21 PDBW). There continues to be a working group of staff from across school looking at RSE and its place in the different curriculum pathways to ensure all pupils needs are consistently met very effectively.
- The school prepares pupils for life in modern Britain effectively, developing their understanding of the fundamental **British values** of democracy, the rule of law, individual liberty, tolerance and respect.
- The school reflects British values in all it does. It aims to nurture pupils on their journey through life so they can grow into safe, caring, democratic, responsible and tolerant adults who make a positive difference to British society and to the world. It encourages pupils to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in the school, local community and wider world.
- Appendix 2 provides examples of how the values are expressed through school life.
- The school has an **Equality and diversity** policy in place which is regularly reviewed. All students and staff are treated with dignity and respect. The school promotes equality of opportunity, understanding of and respect for people of all faiths, races, genders, ages, disability and sexual orientations. It actively discourages sex discrimination and promotes gender and ethnic equality. The curriculum has no gender bias. Tolerance and celebration of differences is embedded and celebrated. Pupils engage with different views, beliefs and opinions sensitively. This is evidenced through Ofsted (March / May 2016) *'Inspectors noted throughout the inspection that individual difference was always celebrated.'*

- Students make **positive contributions** to all areas of the school. The very active school council representing all students supports feedback and consultation. The House system is embedded in Middle and Upper school and promotes team building, respect and cooperation across all phases. Within the pre-formal pathway pupils' WOW moments are celebrated in class and at assemblies.
- The school prepares each pupil very effectively, in an individualised way, for their future success in **education, employment or training**.
- The **Annual Review** process provides a dedicated time for all those involved with a pupil to discuss the next phase of their educational or non-educational journey, involving the support of social care if required, ensuring a coordinated approach.
- Pupils and parents are made aware of the **provision options** that are available to them dependent upon their locality. The 'Moving on and Preparing for Adulthood' booklet produced by LCC in conjunction with St Francis school is shared as this gives a good insight as to the availability of services.
- A range of education, training and social care providers speak to pupils and visits are made to different provision.
- Older students from all the pathways in the school were able to access the **Residential provision** up until March 2020. The provision is currently under consultation as to its change of use.
- The school uses the **Gatsby Benchmark** indicators to develop and improve careers and employability provision and education.
- Students in Upper School have a weekly **Careers** lesson where high quality, impartial advice and guidance is given about realistic opportunities available to them at the varying stages of their lives; they are also given information about the differing pathways that they are able to take onto further education or employment.
- Students are able to access **work experience** opportunities where appropriate to their needs, including in-house opportunities (school kitchen, with site staff, supporting younger pupils) and external placements such as pre-schools and local businesses.
- The school works closely with the **Educational Business Partnership** to bring businesses/ employers into the school environment. Students have previously accessed such days as 'HOPE' (Highlighting opportunities for Potential Employment), taking part in 'real work' activities to develop a better understanding of what work is. These have been curtailed over the last few months due to the pandemic
- The school is developing **supported internships** with the local authority to support young people into employment and links between local businesses and school are increasing.
- MAD days (**Multi Agency Days**) are arranged with the support of the local authority to give support and impartial advice to students about internet safety, drugs awareness, stranger danger, travel training and healthy relationships.(Currently-these are on hold due to the pandemic).

Personal development- Next steps:

To support students and their parents understanding of the importance of RSE

- To support staff with their understanding of RSE and develop through the different curriculums how this is conveyed to all students across school
- To embed the RSE curriculums throughout school, making sure these are relevant to the pupils within each pathway.

Leadership and management: Outstanding

- The quality of leadership and management is 'Outstanding' as evidenced in the Ofsted inspection May 2016 and peer review March 2016.
- *'The leadership team has maintained the outstanding quality of education in the school since the last inspection of the day school. Since the inspection in June 2011 you have received four further inspections of your residential provision. Social care regulatory inspectors judged this part of your provision to also be outstanding on each of these occasions.'* Ofsted May 2016.

- *The quality of leadership for PMLD was inspirational. This was because the leadership team has successfully identified and benchmarked itself against national best practice. It then implemented an organic, collaborative approach to change management. The result of this has been that the teams involved in PMLD work have taken best practice principles and worked them into the St. Francis context.* Peer Review March 2016
- All leaders, including the federated governing body, successfully **inspire the school community** to share a strong vision and sense of purpose, embed ambition and drive improvement in the pursuit of excellence in all areas of school life.
- All staff play an active role in shaping the **vision, policies and practice** of the school through School Development Meetings. **Morale** is very high and belief in the schools' success runs through all levels of staff. This, along with high expectations amongst all staff, enables school to achieve challenging and ambitious targets. Staff challenge themselves to continually improve.
- Leaders also play an important role in the development and **support of an additional special school** within Lincoln (St Christopher's School). The two schools are federated and work closely together through the governing body and on day-to-day projects eg. developments in Early Years, the Semi-Formal Curriculum Pathway and Pupil Voice, to the benefit of both schools.
- This year leaders will continue to fully engage with the Local Authority **SEND Project**, including the developments/alterations at both St Francis and St Christopher's schools (SDP 20-21 L&M). They will also strive to embed **joint working practices** across the two schools, including around curriculum, and develop the 'Pupil voice' work across both schools (SDP 20-21 L&M).
- The school welcomes **external support** from a range of organisations to ensure governors, senior leaders and staff gain up to date information and are challenged at all levels to move the school forward.
- Very effective **management systems** are in place ensuring efficient running of the school.
- Rigorous and accurate **self-evaluation** ensures key priorities are identified and clear and precise plans are put in place to move the school forward. Consistency is secured by regular and rigorous monitoring of plans and policies by school leaders including governors who actively and decisively monitor priorities set.

Curriculum/CPD

- The Headteachers (shared role Autumn 2020) and Assistant Headteachers **drive the development of the curriculum**, ensuring it is continually evolving to better meet pupils' needs. They ensure the **curriculum is progressive and rigorous**, with excellent, innovative work closely matching the needs of all learners through personalised programmes and clear progression pathways for all.
- They **coordinate CPD**, ensuring that the skills and knowledge of all staff consistently build and improve over time, through focused and highly effective CPD, so the quality of education consistently improves. The TLR holders have continued to develop their **middle leadership roles** through taking specific responsibility for recent curriculum development work.
- **CPD** is effectively targeted following school self-evaluation and is also closely linked to teacher performance management/TA appraisal meetings. CPD enhances and develops staff knowledge and skills to consistently develop the curriculum, improve teaching and meet the broader ranging needs of all pupils in the evolving climate of change within special education. CPD is an ongoing key focus within school. Aspects focused on this year include ensuring less experienced teachers are supported by outstanding practitioners, continuing to research and develop the curriculum pathways including more complex ASD, ELSA training and 'MILE' room training (SDP 19-20 L&M).
- *'There is a clear link between leaders' excellent knowledge of classroom practice, the identification of targets for staff and the opportunities for staff to develop their individual skills. The school has a strong track record of developing the professional expertise of members of staff who have limited experience of special educational needs or disability. Whatever their starting point, staff are supported to improve their work. This greatly benefits the pupils because the quality of their school experience is also constantly improving.'* Ofsted 2016
- Over recent years as the school has taken a **wider range of need**, particularly pupils with more complex needs, leaders have ensured that staff have had relevant training, good practice is shared and the curriculum has evolved to meet these needs (SDP 20-21 Q of E). This work is ongoing with further CPD

around meeting broader needs and further development work around the use of the 'MILE' room prioritised this year extending to all-needs (SDP 20-21 L&M).

- Work with **teaching schools** in the locality continues to develop to further develop staff skills (including NQTs and trainee teachers) to meet the broader range of needs across school (SDP 19-20, 20-21 L & M).
- Through self-evaluation leaders identified the **curriculum for semi-formal learners** as a key area for development. During the past year focused training has been provided, ensuring staff are quickly developing the skills and knowledge to ensure pupils on this pathway are prepared effectively for the next stage of their education or life (SDP 18-19 & 19-20 L&M/QoE). The curriculum for **formal learners** has also been a focus, ensuring the needs of the most able pupils in school are met effectively, as well as ensuring **reading** is prioritised within school (SDP 20-21L&M/QoE).
- Leaders ensure that all pupils successfully complete their programmes of study and they provide the support for staff to make this possible. An **inclusive culture** is embedded throughout the school and gaming or off-rolling never occur.
- Leaders **engage effectively** with a wide range of stakeholders, ensuring engagement opportunities are focused and purposeful. This engagement ensures pupils are supported very effectively and provided with as wide a range of opportunities as possible.
- They engage effectively with **pupils** through regular day to day interaction, school council and teaching responsibilities. They are striving to develop this further this year with work to develop the impact of 'Pupil voice' across both the school and its partner school St Christopher's (SDP 20-21L&M).
- They lead the school's highly successful, individualised strategies for involving **parents and carers** in all aspects of the school, to the very obvious benefit of pupils. Outstanding relationships result in parents feeling confident to contact school to discuss particular issues and they respond positively to contact from the school.
- *'One parent wrote to inspectors and stated that 'St Francis School is an amazing school with excellent staff, it always goes the extra mile to make sure that all is ok. Children are children and not numbers on a spreadsheet. A truly special school.' Inspectors agree with this parent's view.'* Ofsted 2016.
- There is very effective **home school communication** through Seesaw, ParentMail, home school diaries, an open-door policy, coffee mornings, open afternoons, regular telephone calls, face to face meetings, Child in Need meetings, the school website and its Twitter account. Proposed Learning Intentions are sent home termly for parent/carer input to promote joint working. A priority for the coming year is to survey parents/carers on safety, wellbeing and other school related matters using an online questionnaire (SDP 20-21 B&A). This aims to ensure the confidential views of all families are obtained and acted on as required, for the benefit of both pupils and their families.
- There is a high level of **support for parents/carers** through annual reviews, annual reports, meetings with multi agencies including links with therapists, impromptu meetings, parent's evenings, workshops and care plan meetings.
- Partnerships within the **wider community** enable the school to develop significant opportunities for pupils. The school works in effective partnership with other schools (mainstream and SEND) and educational providers (including colleges and universities) and with businesses locally to access work-based learning. It has close links with ITT providers (it is a Lead School for School Direct), sharing good practice and keeping updated with new pedagogies. Two apprentices are now in post following a level 3 Teaching and Learning support course through the apprenticeship levy using a local college provider.
- The school has **international links** with Colleges in Germany and the Netherlands who annually send work experience students for extended placements within school. It is also taking part in the Connecting Classrooms project with schools in Sierra Leone this year.
- The school has established **post 19 Social Care day provision** for the most complex school leavers (The Pheasantry) and maintains very close links with this provision.
- The school has made significant partnerships and positive contributions to supporting the work of mainstream schools through its highly valued **Outreach provision**. The remit in this area is broad, including advice and training around teaching and learning, specialist equipment, moving and handling, care needs, appropriate accreditation and special arrangements for examinations.
- School leaders have excellent **relationships with staff** at all levels and engage meaningfully with them, ensuring any issues, including those about workload, are identified and effectively dealt with. Morale is very high across the school with all staff having a shared sense of purpose and feeling well supported

with any well-being issues. *'Many staff commented how they appreciate (the Headteacher's) unwavering support for them both personally and professionally.'* (Ofsted 2016). This high morale and supportive ethos ensure staff members do their absolute best for the pupils in school.

- With a focus nationally on **staff wellbeing, particularly around workload**, there is a renewed focus on this within school, with the workload of all staff being reviewed to ensure it is manageable and enables a healthy work-life balance. This includes the completion of a staff wellbeing survey. Any workload placed on teaching (or other) staff that is felt to be unnecessary will be removed (SDP 20-21 L & M).
- Staff well-being has also been affected by the Covid pandemic. Therefore, rigorous risk assessments have been put in place to minimise the risk of Covid-19 to staff and pupils (SDP 20-21 L & M). Where there are more vulnerable staff individual risk assessments have been made.
- Six members of staff have now had **Mental Health First Aid** training to support with the mental health needs of both pupils and staff members.
- Leaders protect staff from **bullying and harassment** and ensure these don't occur.

Governance

- The governing body is **highly organised and effective**. They fulfil all their statutory responsibilities, ensuring safe, equal and inclusive practices across school. They are effective in providing a high level of professional challenge across school. They are very involved in all areas of school life and actively support the Senior Management of the school in the innovative and strategic direction of the school, actively and decisively monitoring priorities set. They challenge leaders to continually improve the quality of education provided and the outcomes for all pupils.
- The Governors follow a detailed **Annual Plan**, seeking assurances across a range of areas.
- Annual skills audits are completed and information collated by one of our lead governors. This helps to identify any governor training that might be necessary.
- The Governors assure what is happening in school through: visits, attendance at governor meetings and reports that are written. Governors usually have a visible presence in school and are a well-established group within the school environment. However, due to the pandemic school visits have not been possible. Nevertheless, close liaison and contact between senior leaders and governors has taken place via Teams
- On-going **governor development** can be seen from the individual training that they undertake, including that around safeguarding

Safeguarding

- The school's arrangements for safeguarding pupils **meet statutory requirements** and give no cause for concern. **Rigorous safeguarding procedures** are in place to ensure pupil safety and wellbeing.
- There are **clear management structures** in place, clearly understood by all staff and pupils
- Excellent systems are in place for **identifying pupils** who may need help or who are at risk. Concerns are recorded and shared with relevant staff through the online system CPOMs. Prompt and effective contact is made with relevant agencies when **support is required**.
- All **training** is up to date with regular high-quality child protection training for all staff provided by the local authority safeguarding team. The LSCP 6 Year plan is followed by staff and governors and this is tracked by the DSL, this is an ongoing priority in the school due to its importance in keeping children safe.
- Safe practices and a culture of safety are promoted through the **curriculum**. Pupils display a high level of understanding and regard for the safety and well-being of themselves and others.
- Staff **safer recruitment** procedure is in place. The Single Central Record is maintained, up to date and monitored by the governing body.

Effectiveness of Leadership and management- Next steps:

1. To support student and staff wellbeing during the pandemic.

- To develop and implement a recovery curriculum to suit individual needs.
- To continually review recovery curriculum to measure impact.

- To keep the risk assessment up-to-date and in line with current guidelines, making staff aware of all in-house systems in place.
- A counselling service is available for staff to access.

2. To develop further CPD opportunities for all staff across school

- To further develop 'In reach' opportunities in school where our 'outstanding' practitioners support and mentor newer, less experienced teachers
- To allow all staff CPD opportunities which will support the broader range of needs across school as the school moves to become 'all needs' with a particular focus around the more complex ASD children.
- To work with the Teaching Schools and Bishop Grosseteste University to further develop staff skills (including NQTs and School Direct trainee teachers) to meet the broader range of needs across school
- To continue to research and develop the whole school curriculum, with a particular focus around the Semi-Formal curriculum and Formal curriculum in Upper School.
- To develop the 'MILE' room and provide all staff with appropriate training required around 'Sensology' and using the space effectively to impact and support the broadening needs of all students
- To visit and learn from other 'All Needs' schools (when Covid allows) about the challenges they have and how they overcome them.

3. To ensure that school meets the minimum School foods standards

- To ensure that the schools kitchen equipment is upgraded to support the development of the School foods standards.
- To ensure that all new staff to the kitchen complete Food Hygiene certificate at Level 2 with City and Guilds

4. To engage with the Local Authority, SEND Project

- Continued engagement of the 'Work streams' around Premises and Workforce developments including the developments and the alterations at both St Francis School and residential area and St Christopher's schools.

5. To embed working practices across St Francis and St Christopher's school Federation

- To develop further joint working practices across both schools including curriculums.
- To establish and develop the impact of 'Pupil voice' across both schools
- For SMT to engage with Lea Mason and a Coaching CPD package to support cross federation working.

6. To support staff wellbeing and review staff members workload

- Completion of staff wellbeing survey and review with previous results.

Early years education: Outstanding

Intent

- We recognise the **importance of Early Years education** in preparing children for future learning and life experiences and in building on what children already know and can do. We offer a **curriculum** that is ambitious, that ensures no child is excluded or disadvantaged and that provides a structure with a range of starting points enabling individual needs to be met very effectively.
- As a Special School setting we acknowledge that, "The aim cannot simply to be 'narrow the gap' since... for some children 'narrowing the gap' and enabling a child to 'catch up' are not appropriate expectations." (A Celebratory Approach to SEND Assessment in the Early Years, DfE 2018: p10). However, we ensure that high standards and high expectations are paramount, focusing on the **best possible outcomes** for each child as an individual.

- The **curriculum** is based on the EYFS framework and the four themes of the EYFS inform practice – A Unique Child, Positive Relationships, Enabling Environments and Learning and Development. Each child is unique and all staff have high aspirations for each child’s development.
- Elements of the St. Francis **Pre-formal curriculum** are also incorporated as appropriate to support the needs of children with the most complex needs. This enables an individualised approach that allows practitioners to draw on children’s individual interests and strengths.
- The curriculum is **coherently planned and sequenced**, building on what each child knows and can do. Each child has **Learning Intentions** in the areas of Communication, Cognition, Physical and Sensory and Social and Emotional. This allows for small steps of progress to be observed and built upon based on each child’s starting points, motivators and engagement.
- Learning takes place in a rich and stimulating **environment**, with opportunities provided both indoors and outdoors, engaging and motivating all children and supporting them to achieve their potential.
- There is a focus on ensuring that every child is able to develop their own form of **communication**, whatever this may look like, in order to make their own wants and needs known effectively and as a foundation for their future learning. Those children that are able to use speech are supported to widen their vocabulary. When appropriate, systematic synthetic phonics is introduced in preparation for becoming readers in the future.
- The EYFS is a developmental curriculum which plays a **diagnostic role** to establish which of the three curriculum pathways the pupils will begin in Year 1. If this is to be a formal pathway we would likely support the family in securing an appropriate mainstream placement, whether full-time or a dual placement with St Francis.

Implementation

- Each child is unique and we aim to provide opportunities for children to engage with people and their environment through the **Characteristics of Effective Learning**- playing and exploring, active learning and creating and thinking critically. This is interlinked with a carefully planned cross-curricular approach ensuring meaningful learning across the seven areas of learning.
- **Adults have a good understanding** of how neuro-typical children learn and develop and also how children with specific and complex needs learn and develop. The opportunities adults provide and the approaches they take are always tailored to the needs and abilities of each child.
- These **needs and abilities are identified** through careful observation and very effective partnership working with others who know the child well. On entry to the EYFS department, a care plan meeting is held with parents/carers, class staff, and on-site nurses. This allows discussion on how best to meet the child’s physical, cognitive, communication and emotional needs and provides a foundation for ongoing joint working. Throughout a child’s time in Early Years a holistic approach is followed, with a partnership between parents, class staff, school nurses and other professionals such as SALT, physios and OTs.
- **Parents are very closely involved** in their child’s learning through home-school books, the Seesaw app, parents’ evening, annual review meetings, visits to school, phone conversations and end of year progress reports. These approaches all support partnership working and enable parents to support their own child’s learning at home, leading to the best outcomes.
- We provide a **stimulating and exciting learning environment** in which children feel valued, safe, secure and able to grow in confidence and achieve to the best of their abilities. Very positive, trusting relationships with adults who know the children well are at the heart of this.
- We have a strong focus on **learning and developing through play** and playfulness. We provide opportunities for children to take part in activities that build on and extend their interests and develop their social, intellectual and emotional abilities.
- We provide opportunities for learning in different **environments, both indoors and outdoors**, using a wide range of resources and equipment including specialised equipment to support children’s complex needs. The development of more outdoor provision has been included in the new build plan which will further enhance the curriculum for EYFS.
- Through joint working with SALT and SEST school staff have an excellent understanding of the potential each child has for **communication**. They have the expert knowledge and skills to implement individual strategies to ensure that the highest level of communication is achieved.
- Children are provided with carefully tailored **early reading opportunities and synthetic phonics** (through the Letters and Sounds materials) where appropriate to their needs and abilities.

- Adults have a good understanding of children’s cognitive development, which leads to the teaching of **early maths** being embedded within opportunities for play and exploration as well as being incorporated into targeted activities.
- The **EYFS team** have clear aims for their work and incorporate research into their practice. Regular monitoring and training take place to evaluate and improve practice.
- Joint working takes place with teachers in Key Stage 1 to ensure a smooth and successful **transition**.

Impact

- Children in Early Years achieve the **best possible outcomes**. The opportunities that are provided to develop their knowledge and skills across the seven areas of learning are carefully tailored to individual needs, incorporating aspects of the pre-formal curriculum where appropriate. Each child is therefore able to achieve excellence in their own learning and is well prepared to move on to the next stage of education.
- **Observations** of children’s engagement, motivation and curiosity are continually analysed to ensure they are built upon for each individual, with individualised next steps and opportunities provided.
- The EYFS Statutory Framework is used for baseline **assessment** and to measure progress throughout Early Years, along with individual MAPP sheets.
- **Seesaw** is used to monitor progress and engagement with evidence linked to the seven areas of learning.
- Children are **highly motivated and fully engaged** in their learning, they try hard, persevere and show high levels of enjoyment.
- Children respond very positively to the adults and through these **positive relationships** they are supported to effectively manage their own feelings and behaviour and become as independent as possible. Children also respond well to each other and are supported to interact and communicate with others as much as they possibly can.
- Children’s **communication** skills are developed very effectively through a range of tailored approaches including the use of stories (including sensory stories), rhymes and songs as well as specialist approaches including intensive interaction and the use of augmentative and alternative communication (AAC).

The effectiveness of Early Years provision- Next steps:

To enhance and develop the Early Years provision and delivery

- To continue to review how we assess in EYFS taking into account the upcoming changes.
- To ensure the EYFS curriculum is reviewed, identifying pupils who require challenge

Sixth-form Provision: Outstanding

Intent

- The Post 16 curriculum offers ambitious, relevant, diverse and engaging **study programmes**.
- Students follow one of **three curriculum pathways**, Pre-Formal, Semi-Formal or Formal. These meet the varied needs of all individuals, provide sufficient challenge to allow them to achieve their potential and gain the knowledge and skills they need for their intended destination, whether this be Post 19 education or social care. This year there is a focus on further developing the pre-formal curriculum within 6th form to meet the needs of the most complex students in the department (SDP 20-21 6th form).
- At the heart of the Post 16 curriculums are both the **individualised programmes** that develop each student’s key knowledge and skills and also the **advice and guidance** that all staff are able to offer. The focus is on ensuring all students are supported in becoming as independent and self-reliant as possible, and able to make their own decisions, in preparation for moving on to adulthood.

- Each curriculum pathway is **coherently planned and sequenced** to develop relevant skills and knowledge for each student's future destination. **Elements of the curriculum** offer that are tailored to meet each student's needs include:
 - **Functional Skills** in Literacy and Numeracy (NCFE course) which are taught in a practical way to allow students to work confidently, effectively and as independently as possible now and in the future.
 - **PSHE** lessons to develop essential interaction skills and the ability to carry out real life tasks.
 - **Independent Living** sessions involving situations in which students problem solve, work together and progress in their independence skills.
 - **Vocational Learning** which allows for a personalised approach where students undertake a variety of vocational experiences that give them a sense of what they would like to do, support them on their path towards their destination and enable the acquisition of essential life skills. Options usually include Learning Outside the Classroom, Art, Cooking, ICT, Independent Living, Horticulture, Child Care, Hair and Beauty, Small Animal Care, Drama, Sport, Workshop and Music. However, there have been limitations with these options this academic year due to the pandemic where bubble-crossing has not been possible.
 - Weekly **Careers** lessons where high quality, impartial advice and guidance is given about realistic opportunities available to them.
 - **Work experience** opportunities, including in-house opportunities (school kitchen, with site staff, supporting younger pupils) and external placements such as pre-schools and local businesses. A key focus for this year is to develop a wider range of work experience opportunities for a larger number of students, covid-dependent (SDP 20-21, 6th form).
- Other aspects of the sixth form provision that ensure it is tailored to **individual needs** include ongoing reflection on each student's PCP, the annual review process, working with external partners such as adult social care and visits and effective transitions to college/social care.
- Since September 2018 the sixth form has been accessed by students from the federated **partner school** (St Christopher's) due to the quality of the education and wider opportunities offered (SDP 17-18 and 18-19 L&M). This has benefited students from St Francis, for example by providing a wider peer group and increased curriculum based and wider opportunities.

Implementation

- Teachers and other staff have **strong subject knowledge** and excellent knowledge of the courses they teach. Leaders have provided effective support to develop staff expertise around the needs of more complex students as they move into 6th form, including their curriculum and assessment, so that their needs are met effectively. School staff have relevant vocational expertise and experience, for example in small animal care, horticulture, hair and beauty and drama.
- Teachers have consistently **high expectations** of students of all abilities and set them challenging tasks so they improve and extend what they already know and can do. Lessons are inspirational and motivational with a wide range of effective **teaching methods** used to meet the diverse needs of the students. Teachers systematically and effectively **check students' understanding**, providing effective feedback and adapting their teaching to ensure excellent progress.
- Teachers, TAs and other professionals **liaise** very effectively to ensure the correct support is in place to remove any barriers to learning, e.g. communication aids, switch access, appropriate IT, postural support. The use of well-skilled **teaching assistants**, precisely targeted, contributes extremely effectively to the quality of learning.
- Teachers support students to remember what they have learnt over the **long term** by using practical, functional activities where skills and knowledge are applied, revisited and consolidated in different situations with increasing fluency and independence.
- **Assessment** is used very effectively. Ongoing assessment is used to help students embed and use their knowledge, for example short tests or checks on recall are used to help students embed what they have learnt and remember it over the long term. Ongoing assessment is also used to check how effectively students have understood their learning and how fluently and independently they are able to apply their skills, this then informs future teaching. Students are baselined on entry to sixth form so that progress can be measured effectively.

- The **Seesaw app** has started to be used in 6th form as an online portfolio and to support **parental engagement** (SDP 20-21 QTLA). It is a priority for this year to ensure its use is embedded into the 6th form for pre-formal learners and that it has a positive impact (SDP 20-21 6th form).
- The 6th form **environment** has been created to support the curriculum and students' progress towards their destination. It has a focus on learning whilst also promoting independence, social skills and the practical application of skills that have been acquired. Teaching materials are designed to be interesting, challenging and age appropriate. Information Technology is integral to the learning, with PCs, iPads and Kindles integrated into lessons as appropriate. A range of facilities including the Drama studio, MILE room, trampoline for rebound therapy and the school grounds engage the students and provide ideal opportunities to develop, practise and apply their skills.
- Students' **personal development** is promoted extremely effectively. Within Post 16 there are four tutor groups composed of mixed year students. Tutor time is an important component of the provision, allowing students and staff to interact with one another and develop their social and emotional skills. Other opportunities for advancing personal development include: 'MAD' days (Multi Agency Days) which give support and impartial advice about safety and healthy relationships; E-safety day provided by LCC; the HOPE project (Helping Ourselves Prevent Exploitation) via 'BILD to prevent sexual exploitation (SDP 17-18). Further work is planned this year to even better support students' understanding of RSE and E-safety and the impact they have (SDP 20-21 B&A/PD).
- Students have access to a wide, rich set of experiences that **prepare them for their lives** as adults that contribute positively to society. These include educational visits, Duke of Edinburgh Award, Learning Outside the Classroom, Independent Living, work experience and vocational opportunities, visitors and guest speakers in school, charity work such as volunteering at a café for homeless people.

Impact

- Students **achieve exceptionally well** in their study programmes through an outstanding curriculum which is delivered very effectively. They make substantial and sustained progress from their individual starting points, produce work and develop skills to a consistently high standard and gain external accreditation where appropriate.
- Students develop the **skills and knowledge** they need to succeed in their adult lives. This is a result of a range of provision including: Person Centred Plans; impartial information about possible next steps; high-quality careers guidance; vocational experiences; work-based learning; work with the Educational Business Partnership (bringing businesses/employers into the school environment), 'HOPE' days (Highlighting Opportunities for Potential Employment); 'taster' sessions at local FE providers and social care provision. This year the focus is on enabling students in Year 14 to attend their 'local' college in preparation for their transition.
- Students are ready for the **next stage of their lives**. They all develop greater independence in making decisions about their lives and some gain accreditation which allows them to go on to their chosen destination (often post-19 education).
- Students have high levels of **attendance** and are punctual. They demonstrate excellent **behaviour and attitudes** towards learning and they show consistently high levels of respect for others. The vast majority of students say how much they enjoy school and are excellent ambassadors. Students take a great deal of interest and pride in their work, involving themselves enthusiastically in their lessons and keenly participating in all activities.

Sixth-form/Upper School Provision- Next steps:

To enhance and develop the Upper School offer reflecting the changing diverse cohort

- To continue to review the Intent, Implementation and Impact of the Pre-Formal curriculum pathway in Upper school
- To implement the use of the online journal 'SEE SAW' to support further parental engagement in Upper School for students following a Pre-Formal curriculum pathway.
- To develop further Work Experience opportunities for more students in Upper school linked with the 'Supported Internship' programme.

Appendix 1

Extra-curricular activities:

These activities have been severely curtailed this year due to Covid-19 pandemic but would normally include:

- An annual music festival involving the whole school community and the wider community.
- Curriculum enhancing theme days both delivered by school staff and involving visiting groups such as Sublime Science and Explorer Dome.
- World Book Day involving activities where pupils work together enjoying different texts suited to their ability and interests.
- Regular theatre company visits into school. 'Bamboozle' specialise in intimate sensory performances that are appropriate for more complex students, providing exciting environments and experiences. 'Rhubarb Theatre' performs to much larger groups so pupils from across the school can enjoy the show together. These performances enhance the pupils' education through creative storytelling, offering literature in a way that captures their imagination. 'Oily Cart' have provided unique drama experiences in the swimming pool.
- Open Orchestra facilitated by the Lincoln Music Service trialled a pilot within Middle School to create orchestras that are accessible to young disabled people.
- Music lessons in keyboard, guitar or drumming are available for students to access.
- Educational visits through Learning Outside the Classroom and the Duke of Edinburgh Award scheme.

Appendix 2

Examples of how the fundamental British values are expressed through school life:

Democracy: The principle of democracy is consistently reinforced in school, with democratic processes used for important decisions eg. students across school are nominated to be part of the school council. Topics are discussed and taken forward by a Post 16 student to a governor meeting. The principle of democracy is also explored in the History and Religious Studies curriculum as well as in assemblies.

The rule of law: The importance of laws, whether they be those that govern the class, the school, or the country, are consistently and reinforced in school. Pupils are taught the expectations of the school and the need for mutual respect. They are taught the value and the reasons behind laws that govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police and Fire Service reinforce this message.

Individual liberty: In school pupils are actively encouraged to make independent choices, with the knowledge that they are in a safe, secure and supportive environment. Staff educate and provide boundaries for pupils to make informed choices, through a safe environment and an empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised on how to exercise these safely, for example through e-safety and form time work. The school has a robust anti-bullying culture and has in place a comprehensive behaviour and rewards policy.

Tolerance of those of different faiths and beliefs- This is achieved through equipping students with the ability to understand their place in a culturally diverse society and by giving the opportunities to experience such diversity within the school community. Additionally, pupils are actively encouraged to share their faith and beliefs within the school and celebrate festivities throughout the calendar year. The Religious Studies curriculum provides a broad and balanced education on a range of faiths, religions and cultures. Through our SMSC education we help students to develop their self-knowledge, self-esteem and self-confidence; distinguish right from wrong and to respect English law; encourage students to accept responsibility for their behaviour, show initiative and contribute positively to society and respect their own and other cultures. The school strives to ensure that its pupils leave with the strongest foundations to build the most successful life.

Mutual Respect: Respect is a strong part of the school. Pupils learn that their behaviours have an effect on their own rights and those of others. All members of the school community treat each other with respect and this is reiterated through its teaching and learning environments. Mutual respect is embraced throughout the curriculum by providing the opportunity for students to express their views in a safe environment.