

INTRODUCTION – School Context

Exhall Grange Specialist School is a county wide specialist provision for pupils aged between 2 and 19 for whom the normative expectations of progress in the National Curriculum are appropriate but who have a profile of need which cannot be met in a mainstream school and for whom a placement in a broad spectrum special school would not be appropriate. The pupils' primary needs relate to sensory impairment, physical disability, long-term illness, social communication difficulties or any combination of these and there is a wide range of academic ability. As a designated school for Visual Impairment we lead and manage the Vision Support Service for Warwickshire. The school, in partnership with the Specialist Teaching Service, manages a resource provision for Key stage 4 and 5. These pupils present with complex social, communication and interaction difficulties and acute emotional or mental health needs and have recently moved onto the school site in a new modular building.

1. Overall Effectiveness – Good

The quality of teaching, learning and assessment is at least good. Deliberate and effective action is taken to promote pupils spiritual, moral, social and cultural development. Safeguarding maintains a high profile within all areas of school. The education provided meets the diverse individual needs of all our pupils. Leaders and managers have created a culture where pupils' feel safe, happy and ready to learn.

2. Effectiveness of Leadership and Management – Good

Leaders and Governors have created a culture that enables pupils and staff to excel. They lead by example to create a culture of respect, are ambitious for all pupils and promote improvement effectively. Relationships between staff and pupils are exemplary. Parents/carers and visitors, including external agencies, frequently comment on the positive ethos, purposeful working environment and excellent relationships between leaders, staff and pupils. Pupils are confident and self-assured learners. Pupils make at least good or outstanding progress from their individual starting points.

Area for development

- To empower middle leaders to effectively lead their respective areas.

3. Quality of Teaching, Learning and Assessment – Good

Teachers and support staff have consistently high expectations of what pupils can achieve. A personalised approach to learning that is destination led, along with quality first teaching and specialist teacher knowledge, ensures pupils have the opportunity to fulfil their potential.

Termly qualitative and quantitative assessment informs planning, tracks pupils' progress and identifies any pupil who may need an intervention programme.

Areas for development

- To ensure that there is a robust and effective system to routinely monitor the quality of teaching and learning

- To ensure that teaching across the school provides opportunities for all pupils to experience deeper learning

4. Personal Development, Behaviour and Welfare – Good

Pupils are proud of their achievements and of their school. There is a strong ethos of care and support for each other and pupils are courteous and polite.

The vast majority of pupils manage their behaviour exceptionally well. Lessons proceed without interruption and stakeholder's views are highly positive of pupil behaviour.

The attitude to learning grade system, positive reward system and ambassador scheme strengthens the ethos and promotes all aspects of pupils' welfare. The vast majority of pupils say that they feel safe in school.

There is a strong pupil voice and pupils feel they are heard and their views are acted upon where appropriate.

Through the wider curriculum offer including extensive enrichment, pupils have every opportunity to develop holistically.

Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens both in school and in wider society.

The school actively promotes positive well-being and a number of new initiatives are being developed to support this.

Areas for development

- To unlock the potential of every pupil so that they can become the best version of themselves.
- To ensure that all staff are fully informed and are able to effectively communicate with pupils, parents, carers and wider professionals.

5. Outcomes for Pupils – Good

Pupils come to Exhall Grange at different stages of their education, as they have often not been able to succeed within a mainstream environment.

The school effectively tracks pupils' progress and regular moderation takes place both internally and externally.

Pupils are exceptionally well prepared for the next stage of their education, training or employment and have attained relevant qualifications.

The school is committed to personalisation and delivers a destination led curriculum, which enables all pupils to continue their learning in a diverse range of environments, including paid employment, apprenticeships, supported internships, mainstream colleges, specialist colleges and universities.

Areas for development

- To develop a progressive all through curriculum in which pupils will have every opportunity to achieve their full potential.
- To increase Post 16 capacity and to further enhance the curriculum offer.