

INTRODUCTION – School Context

Exhall Grange is a 4-19 maintained school which provides a nurturing environment and meets the needs of children and young people with:

- Social, Communication and Interaction difficulties including Autism
- Social, Emotional and Mental Health needs
- Physical difficulties
- Sensory impairment
- Complex medical needs

Many of our children and young people are physically or emotionally extremely vulnerable or have life limiting conditions. Some have a combination of these. Some of our pupils are highly anxious and require a calm, predictable and nurturing environment in order to access school.

All our children and young people are able to access the National Curriculum.

As a designated school for Visual Impairment we lead and manage the Vision Support Service for Warwickshire. The school also has a resourced provision on site, The Pod which is situated in a purpose built, separate building. This is for secondary pupils, usually Key Stage 4 and 5, who present with complex social, communication and interaction difficulties including autism and acute emotional and mental health needs who are unable to access a mainstream setting.

Our Moral Purpose

Be your best self.

Our School Values

These are integral to school life and pupils are encouraged to develop these qualities:-

Respect ♦ Resilience ♦ Confidence ♦ Motivation ♦ Aspiration ♦ Integrity

We prepare pupils for adult life, education and/or employment by developing these values, attributes, and attitudes. This is as important to us at Exhall Grange as the academic/vocational curriculum.

Our Vision

- That we strive to be an outstanding school that meets the complex needs of all our pupils and the communities they represent.
- That we constantly improve the quality of the learning outcomes for individuals by refining and refreshing our high quality teaching, reviewing our curriculum and by using assessment and targeting consistently and effectively.
- That all staff of the school, are committed to personal and shared development of skills that strengthen and support our strategic purpose and vision.
- That we remain open-minded as we seek to follow opportunities that strengthen our focus.
- That we maintain and develop self-evaluation and self reflection in ways that consistently focus on the best outcomes for individuals.
- That we undertake strategic planning that enables us to use our skills, expertise and ambitions to support all the pupils we work with.

Self-Evaluation Summary Against Ofsted Criteria

Termly Summary							
	Overall Effectiveness	Quality of Education	Behaviour and Attitudes	Personal Development	Leadership and Management	Quality of Early Years Education	Evaluation of Post 16 Provision
SUMMER 2022	Good	Good	Good	Good	Good	Good	Good
AUTUMN 2022	Good	Good	Good	Good	Good	Good	Good
SPRING 2023	Good	Good	Good	Good	Good	Good	Good
SUMMER 2023	Good	Good	Good	Good	Good	Good	Good
AUTUMN 2023	Good With Outstanding Features	Good With Outstanding Features	Good With Outstanding Features	Outstanding	Good	Good	Good With Outstanding Features
SPRING 2024							
SUMMER 2024							

Objective 1 : The Quality of Education	
GOOD Grade Descriptors	
Intent	
1.	Curriculum is ambitious and designed to give all pupils the cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition.
2.	The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
3.	The curriculum is successfully adapted, designed or developed to be ambitious to meet the needs of our pupils all with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increased fluency and independence. Where adaptations to curriculum breadth are made for particular pupils, there is a clear rationale for why this is in those pupils' interests, and, where appropriate, there is a clear plan for returning all pupils to studying the full curriculum.
4.	Pupils study the full curriculum; it is not narrowed. A broad range of subjects are taught in KS2, KS3 and KS4.
Implementation	
5.	Teachers have a good knowledge of the subjects they teach.
6.	Teachers present subject matter clearly and promote discussion. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. Their teaching is then adapted as a result.
7.	Over the course of study, teaching is designed to help pupils remember long term the content they have been taught and integrate new knowledge into larger ideas.
8.	Teachers and leaders use assessments well and appropriately.
9.	Teachers create an environment that is pupil focused. Teaching materials do not create unnecessary workload and reflect the school ambitious intentions for the course of study.
10.	The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.
11.	Reading is prioritised to allow pupils to access the full curriculum offer.
12.	A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read.
13.	The sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning.
14.	Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.
Impact	
15.	Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well against their individual starting points.
16.	Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study, our pupils all with SEND achieve the best possible outcomes.
17.	Pupils read widely and often, with fluency and comprehension appropriate to their starting point. They are able to apply mathematical knowledge, concepts and procedures appropriately for their starting point.
OUTSTANDING Grade Descriptors	
18.	The school meets all the criteria for a good quality of education securely and consistently .
19.	The quality of education provided is exceptional .

20. The school’s curriculum intent and implementation are embedded securely and consistently across the school. It is evident from what teachers do that they have a firm and common understanding of the school’s curriculum intent and what it means for their practice. Across all parts of the school, series of lessons contribute well to delivering the curriculum intent.	
21. The work given to pupils, over time and across the school, to consistently achieve the aims of the curriculum, which is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.	
22. Pupils’ work across the curriculum is consistently of a high quality.	
23. Pupils achieve exceptionally well.	
Overall best fit judgement on the Quality of Education	GOOD with outstanding features

Objective 2 : Behaviour & Attitudes	
GOOD Grade Descriptors	
1. The school has high expectations for pupils’ behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in pupils’ positive behaviour and conduct. Low-level disruption is not tolerated and pupils’ behaviour does not disrupt lessons or the day-to-day life of the school. Leaders support all staff well in managing pupil behaviour. Staff make sure that pupils follow appropriate routines. All of this is within the context of their additional needs.	
2. Leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread.	
3. There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs.	
4. Pupils’ attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.	
5. Pupils have high attendance, come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action.	
6. Fixed-term and internal exclusions are used appropriately. The school reintegrates excluded pupils on their return and manages their behaviour effectively.	
7. Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe.	
OUTSTANDING Grade Descriptors	
8. The school meets all the criteria for good in behaviour and attitudes securely and consistently .	
9. Behaviour and attitudes are exceptional .	
10. Pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated.	
11. Pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties. Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. Pupils actively support the well-being of other pupils.	
12. Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. If pupils struggle with this, the school takes intelligent, fair and highly effective action to support them to succeed in their education.	
Overall best fit judgement on the Behaviour and Attitudes	GOOD with outstanding features

Objective 3 : Personal Development

GOOD Grade Descriptors

1. The curriculum extends beyond the academic, vocational or technical and provides for pupils' broader development. The school's work to enhance pupils' spiritual, moral, social and cultural development is of a high quality.
2. The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character.
3. The school provides high-quality pastoral support where appropriate for pupils they know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships.
4. The school provides a wide range of opportunities to nurture, develop and stretch pupils' talents and interests. Pupils appreciate these and make good use of them.
5. 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, and mutual respect and tolerance of those with different faiths and beliefs.
6. The school promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world and its people, including the things we share in common across cultural, religious, ethnic and socio-economic communities.
7. Pupils engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated.
8. The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Pupils know how to discuss and debate issues and ideas in a considered way.
9. Secondary schools prepare pupils for future success in education, employment or training. The school uses the Gatsby Benchmarks to develop and improve their careers provision and enable a range of education and training providers to speak to pupils in Year 8 to 13.
10. All pupils receive unbiased information about potential next steps and high-quality careers guidance. The school provides good quality, meaningful opportunities for pupils to encounter the world of work.

OUTSTANDING Grade Descriptors

11. The school meets **all** the criteria for good in personal development **securely** and **consistently**.
12. Personal development is **exceptional**.
13. The school consistently promotes the extensive personal development of pupils. The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences. Opportunities for pupils to develop their talents and interests are of exceptional quality.
14. There is strong take-up by pupils of the opportunities provided by the school. The most disadvantaged pupils consistently benefit from this excellent work.
15. The school provides these rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities, and they considerably strengthen the school's offer.
16. The way the school goes about developing pupils' character is exemplary and is worthy of being shared with others.

Overall best fit judgement on Personal Development

OUTSTANDING

Objective 4 : Leadership and Management	
GOOD Grade Descriptors	
1.	Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice.
2.	Leaders focus on improving teachers’ subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff, including ECTs, build and improve over time.
3.	Leaders aim to ensure that all pupils successfully complete their programmes of study. They provide the support for staff to make this possible. They create an inclusive culture and do not allow gaming or off-rolling.
4.	Leaders engage effectively with pupils and others in their community, including, when relevant, parents/ carers, employers and local services. Engagement opportunities are focused and have purpose.
5.	Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload.
6.	Leaders protect staff from bullying and harassment.
7.	Those responsible for governance understand their role and carry this out effectively. Governors ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education.
8.	Those with responsibility for governance ensure that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the ‘Prevent’ duty and safeguarding.
9.	The school has a culture of safeguarding that supports effective arrangements to: identify pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation; help pupils reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help; and manage safe recruitment and allegations about adults who may be a risk to pupils.
OUTSTANDING Grade Descriptors	
10.	The school meets all the criteria for good in leadership and management securely and consistently .
11.	Leadership and management are exceptional .
12.	Leaders ensure that teachers receive focused and highly effective professional development. Teachers’ subject, pedagogical and pedagogical content knowledge consistently build and develop over time. This consistently translates into improvements in the teaching of the curriculum.
13.	Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified. When issues are identified, in particular about workload, they are consistently dealt with appropriately and quickly.
14.	Staff consistently report high levels of support for well-being issues.
Overall best fit judgement on Leadership and Management	
GOOD with outstanding features	

Objective 5 : Quality of Early Years Education

GOOD Grade Descriptors

Intent

1. Leaders adopt or construct a curriculum that is ambitious and designed to give children, particularly the most disadvantaged, the knowledge, self-belief and cultural capital they need to succeed in life.
2. The curriculum is coherently planned and sequenced. It builds on what children know and can do, towards cumulatively sufficient knowledge and skills for their future learning.
3. There is a sharp focus on ensuring that children acquire a wide vocabulary, communicate effectively and, in Reception, secure a knowledge of phonics, which gives them the foundations for future learning, especially in preparation for them to become confident and fluent readers.
4. The school’s approach to teaching early reading and synthetic phonics is systematic and ensures that all children learn to read words and simple sentences accurately by the end of Reception.
5. The school has the same academic ambitions for almost all children. For our children all with SEND, their curriculum is designed to be ambitious and to meet their needs.

Implementation

6. Children benefit from meaningful learning across the curriculum.
7. Staff are knowledgeable about the areas of learning they teach. They manage the EYFS curriculum and pedagogy in relation to the learning needs of their children. Staff are expert in teaching systematic, synthetic phonics and ensure that children practise their reading from books that match their phonics knowledge.
8. Staff present information clearly to children, promoting appropriate discussion about the subject matter being taught. They communicate well to check children’s understanding, identify misconceptions and provide clear explanations to improve their learning. In so doing, they respond and adapt their teaching as necessary.
9. Staff read to children in a way that excites and engages them, introducing new ideas, concepts and vocabulary.
10. Staff are knowledgeable about the teaching of early mathematics. They ensure that children have sufficient practice to be confident in using and understanding numbers. The mathematics curriculum provides a strong basis for more complex learning later on. Over the EYFS, teaching is designed to help children remember long term what they have been taught and to integrate new knowledge into larger concepts. This is checked well by staff and leaders. Leaders understand the limitations of assessment and avoid unnecessary burdens on staff or children.
11. Staff create an environment that supports the intent of an ambitious, coherently planned and sequenced curriculum. The resources are chosen to meet the children’s needs and promote learning.
12. The curriculum and care practices promote and support children’s emotional security and development of their character. Leaders and staff are particularly attentive to the youngest children’s needs.
13. Staff give clear messages to children about why it is important to eat, drink, rest, exercise and be kind to each other. They teach children to take managed risks and challenges as they play and learn, supporting them to be active and develop physically.
14. Staff provide information for parents/carers about their children’s progress, in line with the requirements of the EYFS. They provide information to parents/carers about supporting their child’s learning at home, including detail about the school’s method of teaching reading and how to help their children learn to read.

Impact

15. Children develop detailed knowledge and skills across the seven areas of learning in an age-appropriate way. Children develop their vocabulary and use it across the EYFS curriculum. By the end of Reception, children use their knowledge of phonics to read accurately and with increasing speed and fluency.
16. Children are ready for the next stage of education, especially Year 1 in school, if applicable. They have the knowledge and skills they need to benefit from what school has to offer when it is time to move on. By the end of Reception, children achieve well, particularly those children with lower starting points.
17. By the end of Reception, children have the personal, physical and social skills they need to succeed in the next stage of their education. Most children achieve the early learning goals, particularly in mathematics and literacy.
18. Children enjoy, listen attentively and respond with comprehension to familiar stories, rhymes and songs that are appropriate to their age and stage of development. Children develop their vocabulary and understanding of language across the seven areas of learning.

19. Children demonstrate their positive attitudes to learning through high levels of curiosity, concentration and enjoyment. They listen intently and respond positively to adults and each other. Children are developing their resilience to setbacks and take pride in their achievements.	
20. Children are beginning to manage their own feelings and behaviour, understanding how these have an impact on others. They are developing a sense of right from wrong.	
OUTSTANDING Grade Descriptors	
21. The school meets all the criteria for good in the effectiveness of early years securely and consistently .	
22. The quality of early years education provided is exceptional .	
23. The EYFS curriculum provides no limits or barriers to the children’s achievements, regardless of their backgrounds, circumstances or needs. The high ambition it embodies is shared by all staff.	
24. The impact of the curriculum on what children know, can remember and do is strong. Children demonstrate this through being deeply engaged and sustaining high levels of concentration. Children, including those from disadvantaged backgrounds, do well. Our children all with SEND achieve the best possible outcomes.	
25. Children are highly motivated and are eager to join in. They share and cooperate well, demonstrating high levels of self-control and respect for others. Children consistently keep on trying hard, particularly if they encounter difficulties.	
Overall best fit judgement on Quality of Early Years Education	GOOD

Objective 6 : Evaluating Post 16 Provision	
GOOD Grade Descriptors	
Intent	
1. Leaders adopt or construct study programmes that are ambitious appropriately relevant to local and regional employment and training priorities and designed to give sixth-form students, particularly those with high needs and the most disadvantaged, the knowledge and skills they need to succeed in life.	
2. The curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.	
3. The school is ambitious for all its sixth-form students, including those with SEND and those who have high needs. This is reflected in the curriculum. The curriculum remains ambitious and is tailored, where necessary, to meet individual needs.	
Implementation	
4. Sixth-form students study the intended curriculum. The school ensures this by teaching all components of the full programmes of study. Any remove education is integrated into course(s) of study, and is well designed to support the wider implementation of the school’s curriculum. Changes may have been made to the intended curriculum to have a short-term specific focus for some or all students. Where this is the case, there is a clear rationale for why it is in those students’ best interests, and there is a clear plan for returning all students to studying to their full programme.	
5. Teachers have expert knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise. When relevant, teachers have extensive and up-to-date vocational expertise.	
6. Teachers present information and/or demonstrate skills clearly, promoting appropriate consideration of the subject matter being taught. They check students’ understanding systematically, identify misconceptions and provide clear, direct feedback. In doing this, they respond and adapt their teaching as necessary without recourse to unnecessary, time-consuming, individualised approaches to subject matter.	
7. The work that teachers give to sixth-form students is demanding. It ensures that students build knowledge and acquire skills, improving and extending what they already know and can do.	
8. Teachers encourage students to use subject-specific, professional and technical vocabulary well.	

EXHALL GRANGE SPECIALIST SCHOOL
SEF 2022 – 2024 – OFSTED Grade Descriptors



9. Over the course of study, teachers design and use activities to help students to remember long term the content they have been taught, to integrate new knowledge into larger concepts and to apply skills fluently and independently.	
10. Teachers and leaders use assessment well. For example, they use it to help students embed and use knowledge fluently and flexibly, to evaluate the application of skills, or to check understanding and inform teaching or to understand different starting points and gaps as a result of the pandemic.	
11. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or students.	
12. Teachers create an environment that allows sixth-form students to focus on learning. The resources and materials that teachers select and produce – in a way that does not create unnecessary workload for staff – reflect the school’s ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning, independent living and employment.	
Impact	
13. Students develop detailed knowledge across the curriculum and, as a result, achieve well in their study programmes. Students make substantial and sustained progress from their identified and recorded starting points in their study programmes. Where appropriate, this is reflected in results in national examinations that meet government expectations, or in the qualifications obtained.	
14. Students are ready for the next stage of education, employment or training. They have gained qualifications or met the standards that allow them to go on to destinations that meet their interests, aspirations and intended course of study. Our students, who all have high needs, have greater independence in making decisions about their lives.	
15. Students have high attendance and are punctual. Their attitudes to their education are positive. Where relevant, attitudes improve over time.	
16. The sixth form prepares its students for future success in education, employment or training. It does this through providing: unbiased information to all about potential next steps; high-quality, up-to-date and locally relevant careers guidance; and opportunities for good-quality, meaningful encounters with the world of work.	
17. Leaders and staff create an environment in which students feel safe because staff and learners do not accept bullying, harassment or discrimination or peer-on-peer abuse – online or offline. Staff deal with any issues quickly, consistently and effectively.	
18. Students develop and age-appropriate understanding of healthy relationships through appropriate relationship and sex education.	
OUTSTANDING Grade Descriptors	
19. The school meets all the criteria for good in the effectiveness of early years securely and consistently .	
20. The quality of sixth-form provision provided is exceptional .	
21. The work that sixth-form students do over time embodies consistently demanding curriculum goals. It matches the aims of the curriculum in being coherently planned and sequenced towards building sufficient knowledge and skills for future learning and destinations	
22. The impact of the taught curriculum is strong. Students acquire and develop high-quality skills and produce work of a consistently high standard.	
23. Sixth-form students demonstrate consistently highly positive attitudes and commitment to their education. They have consistently high levels of respect for others.	
24. The sixth-form consistently and extensively promotes learners’ personal development. The sixth form goes beyond the expected, so that learners have access to a wide, rich set of experiences that teach learners why it is important to contribute actively to society. This is achieved through activities that strengthen considerably the sixth form’s offer.	
Overall best fit judgement on Evaluation of Post 16 Provision	GOOD With Outstanding features