

Context and Background:

- Addington is a large (208) Wokingham maintained 2-19 Special School catering for a wide ranges of learners with moderate, severe, profound and complex needs. 51 % of learners also have ASD. The school is in the 0-20th percentile for girls, the 40-60th percentile for free school meals and 60-80th for ethnic minority groups. Stability is in 0-20th percentile as is the school deprivation indicator. It is a good school with many outstanding features with a curriculum we continue to develop that has high aspirations and is personalised to match the needs of individual pupils. We are "A community committed to excellence and the development of the potential of all."
- We are a school that drives improvement led by a new forward thinking senior leadership team, 1 new in post in the last 18 months and 3 new in post last academic year 16-17, including the Headteacher who joined in January 17 after all members of the SLT retired. Distributed leadership is promoted with leaders grown through middle leadership, teachers as leaders of their class teams and all staff valued as role models.

Overall Effectiveness

Since the last inspection in July 2013, Addington has continued to focus on school improvement around the curriculum, opportunities offered and multi-professional working, to ensure the best outcomes for individuals. Due to the retirement of the entire SLT since the last inspection and a new Headteacher in January, an interim SIP was developed to raise teaching, learning, assessment and outcomes to outstanding under the new OFSTED framework. A new School Improvement plan for 17-18 is now in place.

- As a direct result of our comprehensive staff development programmes and succession planning the school has achieved a smooth transition in key senior and middle leader roles minimising the impact of retirement. This is the culmination of many years work in staff development, attracting and retaining high quality staff and growing talent from within.
- From January 2017, a new Headteacher in post, two new Assistant Heads, leaving only the Deputy Head who has been in post more than 6 months.
- Highly committed governing body with proactive Chair of Governors supporting new Headteacher through fortnightly meetings.
- New Head teacher led a re-structure of TLRs Jan – July 17 to allow the school to develop its curriculum further and all new postholders are now in place for September 2017. Pupils' outcomes directly benefit from staff with a high degree of specialised knowledge in the field of SEN, Autism, Sensory Impairments and Positive Behaviour Techniques. Many of the teaching staff have specific further and postgraduate qualifications in SEN.
- As a result of new restructure, departments have been remodelled into Early Years (2-7) Middle School (7-14) and Upper School (14-19) to reflect new curriculum development and better suit learners needs.
- Although fortunate to be in a recently constructed purpose built special school, the environment has continued to be developed to maximise pupil learning. Specialist play equipment has been added to after listening to the views of staff and students. A playground for learners with complex needs is currently being fundraised for.
- We pride ourselves on excellent working in partnership with parents. We have excellent attendance at our Parents' Evenings and strive to engage harder to reach parents. We give practical support to our parents in groups and on an individual basis. This can be from all levels of staff and includes an extensive programme developed by the school's Parent Support Adviser. The latest Parent Questionnaire (Summer 2017) confirmed that the overwhelming majority of parents believe their child is happy, safe and making good progress at Addington School. One of the many positive comments received from this survey is "We could not ask for a better school".
- Low rates of absence and exclusion from Addington remain an area of strength for the school with no exclusions in 2017. The trend for absence continues to be downward. All measures possible are taken to improve attendance through a multi-agency approach including in some instances engaging with Traveller



Support Agencies.

- Addington has continued to look for innovative ways to improve outcomes for pupils by commissioning different therapists (Music, Art, Drama, Yoga). The school has also trained staff in different therapeutic methods – Aromatouch, Nurture. Due to the success of this approach, we no longer commission a counsellor.
- Addington has responded proactively to its changing school population (more complex needs and autism) by introducing an increasingly personalised curriculum including a range of academic and therapeutic interventions. This year, in Sept 17, every pupil will have a Personalised Learning Plan that brings together their EHCP and curriculum. This will be shared with parents and reviewed half termly. This will assess pupil progress using ipsative assessment (personal best and assessing present performance against the prior performance of the pupil.)
- Improving family life through extended school provision (After School Club).
- Diversity is celebrated. Each and every achievement is celebrated in the pupil's school report. Particular successes are highlighted through the weekly Head teacher's award and the use of the House points.
- Creative Arts continues to provide outstanding outcomes for pupils, particularly through the extensive opportunities offered through our music college. Heavily subsidised peripatetic music lessons allow pupils to learn to play an instrument and the school hosts and leads many local music events both for cross border special schools and local mainstream primary and secondary schools.
- Physical Education is outstanding with a dedicated whole school PE team that ensures every pupil participates in some form of physical activity to the best of their ability. Competition is used where appropriate and pupils compete in the school House system increasing a sense of belonging and self-esteem. Outdoor education is prioritised with D of E and Forest schools being introduced this academic year and a higher TLR to expand PE to PE and outdoor learning.
- Post 16 pupils have excellent opportunities to gain full time paid employment through a programme of Internships with the National Grid as well as tailored work experience. 4 pupils secured jobs for September 2016, 2 for September 2017. Employment rates are high due to outstanding post 16 curriculum preparing students to be 'work place ready.'

Areas for Improvement

- **Further data collection and analysis to inform gaps in progress**
- **Targeted support for individual teachers to improve teaching and learning**
- **Curriculum review**

Leadership and Management

Leadership and Management is Outstanding.

Evidence:

- The new Senior Leadership team have quickly identified areas for improvement to ensure the school moves rapidly towards outstanding. A summer term Interim School Improvement Plan (SIP) was implemented after Easter to increase capacity to improve teaching, learning assessment and outcomes for pupils. This fed into the new 17-18 SIP
- Governors work closely with the SLT as 'critical friends' and they are trained (e.g. Safeguarding) to ensure they have the knowledge to discuss the direction of the school and financial decisions. This has led to a thriving Governing Body with a mixture of experienced and newer Governors with sufficiently diverse backgrounds to challenge and lead the school strategically with SLT. New joint Learning walks in the Summer Term 2017 with the SLT have ensured governors have a comprehensive view of, and can challenge, the quality of teaching and learning.
- Financially the school is secure with a focus on making savings for the future to support future budgets.
- We are fortunate to have a purpose built building but continue to invest in capital projects to continue the development of our provision: Replacement trim trail (Easter 2015); Replacement 20 lap tops (July 2015); the next planned major capital project is the replacement of the server and replacement of 6 interactive

white boards.

- Many school leaders have been ‘grown’ from within the school through CPD opportunities, support and specific leadership training - NPQSL, Middle Leader Training. Staff development in school leadership will continue to be a focus as well as attracting high calibre staff from outside committed to driving the school forward. Addington has responded to staff retirement and trained two members of staff ready to adopt the role as teacher of the Deaf and teacher of the visually impaired. This approach to succession planning has also been applied to other leadership roles. A number of teachers have either completed or are completing NPQSL or Middle Leaders courses. There are specialist staff with qualifications at Masters Level and all teachers are given the opportunity to study towards a Masters at an appropriate time. In total 7 with leadership qualifications, 7 with additional professional qualifications and 8 completing leadership qualifications.
- The school leadership team is committed to attracting and retaining high quality staff who feel valued and invested in through high quality CPD. We have Investors in People. We continue to have planned specific training for assistants and support assistants with the correct aptitude to gain qualified teacher status. NQTs and new teachers are mentored. The wellbeing of staff is paramount to the success of the school and work life balance is positively encouraged. Staff yoga classes are provided. Staff wellbeing is being further developed by investing in a new wellbeing award from Investors in People.
- Since Sept2016, we have partnered with Brookfields Special School under the umbrella of the Berkshire Teaching Alliance (www.berkshireteachingalliance.com.uk) to train teachers in special schools under a Schools Direct programme with Oxford Brookes University. This will provide a pool of qualified teachers each year with specialist training ready for an NQT year in a special school thus reducing recruitment costs and improving the skill of teachers on entry.
- New pay policy is rigorous, evidence based, focused on the teaching standards and rewards outstanding performance. UPR teachers are held account to provide evidence of sustained contribution to the wider school. Teachers with SEN 2 also have to provide evidence for their specialist teacher knowledge and practice with learners who have SEN.
- Teacher Performance Management targets link directly to the School Improvement Plan and are now monitored through Blue Sky to improve accountability.
- Pupil premium money is targeted at identified individuals with close monitoring systems in place to measure impact and make adjustments as required. These interventions have led to improved outcomes for pupils in receipt of PP.
- Work with parents is outstanding with high attendance at parents evening and high levels of satisfaction ratings from the annual questionnaire.
- We are a creative school with the award of Platinum Artsmark in Summer 2017 and this is reflected in our curriculum. We are a Specialist Music College. Musical opportunities such as peripatetic lessons, joining in musical projects with other schools, bringing in outside musicians for workshops and sharing with local schools. Other arts are also encouraged through the creative curriculum, arts award, clubs and inter-house competitions. A specialist Art and Drama teacher are commissioned weekly to improve outcomes in the Creative Arts and foster talent in these areas.
- We are a school that promotes health and activity. The PE department regularly arranges sporting events including competitions with other schools as well as lunchtime clubs. The House system also gives opportunities for inter-house sporting events as well as craft and academic competitions. Some classes are offered to take part in adventure days where they can try more action activities.
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Areas for Improvement

- **Due to completed re-structure, newly appointed staff in leadership posts will be supported as part of a smooth transition. New School Improvement Advisor in place to support, challenge and coach new senior leaders**
- **Implementation and development of ‘Blue Sky’ to support clearer links between CPD, the school**

improvement plan and the monitoring of teaching and learning.

- **Increase robustness of monitoring of teaching and learning through implementation of new observation system to include Development Plans for teachers judged less than strong or very strong.**

Quality of Teaching, Learning and Assessment

Quality of Teaching, Learning and Assessment is Good.

Evidence:

- Impact of Autumn and Spring term lessons observations - SLT monitor and moderate quality of teaching. Underperformance is addressed through coaching and, if needed, a support plan. Currently, all teachers are providing lessons which are at least good and many are outstanding.
- Further areas for improvement and sharing good practice gathered by regular Learning Walks by SLT. Many examples of outstanding teaching and learning observed during joint learning walks by governors and SLT in the Summer Term 2017.
- Progress can be tracked through marking in books (where appropriate) and all pupils' progress can be tracked individually in small steps through Assessment for Learning Sheets in the classroom. A more consistent annotation and marking system was implemented in Summer term 2017 across the school supporting next steps of learning.
- Pupils that are able, know what their targets are and some can articulate the next steps in their learning due to excellent formative assessment by teachers and support staff.
- CPD is targeted to improve skills with individuals and groups of staff with regular twilight training for TA's and teachers to ensure high standards of teaching in key areas of maths, literacy and ICT and communication.
- Measurable academic progress made as a result of trained staff implementing a range of interventions (Literacy and Numeracy). Training in Literacy Initiatives give staff the skills to personalise the curriculum for students ensuring that outstanding progress is made.
- Expanded and targeted support for pupils on Pupil Premium ensures that their progress is equal to or excels that of peers. (see Pupil Premium Report)
- Development of the role of QTHI and QTVI to support class teams and introduction of personalised sensory support plans improves outcomes for our pupils with sensory impairments
- The SCERTS model has been expanded across the school, 30 pupils have been assessed using SCERTS, with the results used to inform target setting. In house SCERTS training was delivered to Teachers/TAs during Spring Term 2016, in collaboration with Behaviour Support, OT, SLT & Communication HLTA. This has supported staff across the school to gain understanding and implement strategies related to Social Communication and Emotional Regulation for pupils with ASD.
- All staff, including regular supply staff, are trained in Team Teach. The quality of provision is outstanding - we are the first special school to have achieved the Team Teach Gold Standard on four successive occasions.
- Current Interventions such as Structured Teaching, Intensive Interaction, PECS, Sensory Diets/Circuits have been placed within the SCERTS framework, to support an integrated approach. Members of the Autism Support team have been trained in Attention Autism and the Alert Programmes. Attention Autism supports pupils' attention, concentration, listening and independence; it has been implemented in many primary classes and pupils have shown improvements in these areas. The Alert Programme supports pupils to learn self-regulation skills; it has been implemented with one whole class and other individual pupils.
- A direct result of implementing strategies mentioned above relating to communication and emotional regulation has been shown by our data. Positive Physical Interventions (PPI) have been steadily decreasing and the Autumn 2016 reflected a rate of less than 2% PPI which is due to the knowledge and understanding of managing challenging behaviour by the staff team. Spring 2017 saw a rise in PPI to 5.82% swiftly followed by another decrease in PPI in Summer 2017 to 1.73% due to successful Behaviour Support and Interventions and further training for all staff on proactive strategies.

Areas for Improvement

- **Continual review of curriculum to include new therapeutic approaches, employment opportunities and**



assessment in light of the Rochford Review, focussing on improved outcomes for learners.

- Investigate incorporation of Engagement Scales into current assessment systems and review whole school data collection and analysis systems to better inform gaps in pupil progress.
- Embed Pupil Progress meetings to increase robustness of target setting and monitoring of pupil progress.
- Ensure consistency of AFL across the school by embedding new marking/annotation policy.
- Further develop Maths curriculum and teaching strategies to improve progress in number skills.
- Increase amount of lessons judged very strong

Personal Development, Behaviour and Welfare

Personal Development, Behaviour and Welfare is Outstanding.

Evidence

- Our pupils feel safe and well cared for. Safeguarding systems and training supports a safe community. Pupils have been asked about whether they feel safe and bullying through Student Council representatives, and they are positive about the school keeping them safe. Annual anti-bullying weeks highlight the need for vigilance as well as the PHSE curriculum.
- A new PSD/PSHE coordinator has been appointed (Sept17) to raise profile of safeguarding through the curriculum, SRE and E-Safety.
- All staff, including regular supply staff, are trained in Team Teach. The quality of provision is outstanding - we are the only special school to have achieved Team Teach Gold on four successive occasions.
- Pupil wellbeing is paramount to learning and interventions are in place to support wellbeing and emotional development. Four trained Assistants in Nurture – leading small groups and individual sessions. Another trained Nurture Assistant using her skills as a Job Coach at National Grid.
- Supporting good mental health is a priority of the school's. This is done through specific training e.g. senior staff taking part in joint Wokingham and CAMHS training and disseminating this to staff. The school has a senior leader and a middle leader as Mental Health Champions. Also nurture groups and other therapeutic approaches. The impact of this has been with specific pupils overcoming anxieties and increasing their abilities to self-regulate their emotions.
- Our summer 2017 survey of parents showed that the overwhelming majority were very positive about Addington School. 52% completed the questionnaire. They felt their children were safe and in a place of high quality teaching and learning. They felt informed and were pleased with the school's response to any concerns. 95% would recommend Addington to other parents.
- Impact of Parent Support Work on our students is measurable. PSA worked to support 38 families in the academic year 2015-2016 and 52 families in the academic year 2016-2017, with work continuing over the summer and into the new academic year for a number of families. The PSA has also organised well attended workshops in conjunction with the specialist teams within school and external agencies. One particular success was a series of workshops, run with Dr Fiona Knott of the University of Reading. These brought parents and professionals together to look at supporting young people with ASD and anxiety. Feedback from parents was excellent. This year, the PSA is working toward a more extensive training timetable for parents, including sessions to look at parental wellbeing. In addition, a working group has been set up with other parent support advisors and family support workers from special schools throughout Wokingham and Reading, with the aim of encouraging collaborative working and improve outcomes for pupils and families across the special needs community.
- Attendance is excellent. 2016-17 attendance was **91.95% with only 1.39%** unauthorised. When there are difficulties we work with parents, the Education Welfare Officer and other professionals to support a return to school and continued good attendance.
- We are a school that encourages health and activity. The PE department regularly arranges sporting events including competitions with other schools as well as lunchtime clubs. The House system also gives opportunities for inter-house sporting events as well as craft and academic competitions. Some classes are offered to take part in adventure days where they can try more action activities as part of our aim to encourage suitable risk taking by our students. This creates challenge and boosts self-esteem.

ADDINGTON SEF – SEPT 2017

- We are a creative school and this is reflected in our curriculum. We are a Specialist Music College. Musical opportunities such as peripatetic lessons, joining in musical projects with other schools, bringing in outside musicians for workshops and sharing with local schools. Other arts are also encouraged through the creative curriculum, Arts Award, clubs and inter-house competitions.

Areas for Improvement

- **Further embed safeguarding for pupils through the curriculum by enhancing the PSHE/ E-Safety curriculum.**
- **Develop success of Booster class to lessen likelihood of pupils at risk of exclusion or requiring residential settings**
- **Improve behaviour data collection systems to provide instant analysis of behaviour trends for pupils with challenging behaviour**

Outcomes for Pupils

Outcomes for Addington pupils are Good .

- Students at Addington make good progress (see Achievement Report)
- Although comparative data is a difficulty since the removal of National Curriculum levels, we have embraced 'life beyond levels' in terms of target setting and measuring progress. We are diminishing the difference; our students make excellent progress and there are no significant differences in the achievement of different groups of learners.
- Post school destinations are carefully planned and there have been notable successes with moving on to college, full and part-time work.
- 2015-16 Four students engaged in Supported Internships at the National Grid – all four students acquired paid jobs, in conjunction with further training, within six months of graduation. 2016-17 Five students on the programme, 1 secured full time employment, 1 secured part employment, 1 on a further supported internship with Mencap. This is a direct result of opportunities and investment made by the school and is an outstanding outcome for our most able pupils.
- Students leave Addington ready to live as independent a life as possible as a direct result of individual programmes and class teaching to develop social skills, independence skills such as travel training, attendance on links courses and support to be 'work ready' where appropriate. Projects such as the student staffed café at Wokingham Borough Council Offices is one example of this. Another example is the residential trip opportunities which have been changed to meet the needs of changing school population.
- Students at Addington have person centred reviews to support the co-production of Education Health and Care Plan which is aspirational, prepares them for Adulthood and focussed on measurable outcomes.
- All pupils who need a Behaviour Management Plan (BMP) have one. It ensures behaviour and progress towards self-regulation is monitored closely in order for pupils to access life outside school (see Behaviour data).
- All of our summer 2017 leavers went on to college, paid employment, other schools or moved out of the UK. None of our 2016-17 leavers are NEET.

Areas for Improvement

- **Introduce Personal Learning Plans across the school to combine EHCP and curriculum targets**
- **Involve recruitment agencies with National Grid interns at an earlier stage in the year so that paid employment is accessible upon graduation.**
- **Increase access to extended work experience and generic work experience across Upper School and raise aspirations in families of possibility of paid employment after school.**
- **Increase access to level 1 courses in Ks4 and FE to 'open doors' at college to higher level training.**

The effectiveness of early years provision: quality and standards

- There was an effective handover to the new EYFS Subject Leader during the autumn term. The EYFS Subject Leader has been supporting 2 teachers new to EYFS by working alongside them in the classroom and giving advice regarding planning, assessment and room management.

ADDINGTON SEF – SEPT 2017

- The continuation of Attention Autism in the EYFS classes has supported the development of the students' ability to concentrate, attend, listen and become more engaged learners.
- Working with a range of professionals to implement individual systems that impact directly on readiness to learn e.g. SCERTS, TEACHH. Physiotherapy and OT embedded into the curriculum successfully.
- Working with SALT team to implement PECS and other communication systems so that they are embedded across the curriculum, increasing non-verbal pupils' opportunities to communicate.
- The Outdoor Learning Area (OLA) has been developed to include a wider range of areas and activities, and used more within the curriculum. The OLA is planned for, linked to the same theme as inside the classroom.
- Parents/ carers attended a presentation about EYFS at Addington. Post-its were sent home and parents encouraged to send in 'wow' moments, to add to our assessments. This 'parent voice' offered another useful perspective.
- Home visits undertaken in summer term.
- Transitions into school continue to be successful. Visits for parents and children are positive experiences and the children quickly settle into the EYFS classes. Communication between school and home is effective and informative.
- EYFS data collated and analysed at end of 2016-17, showing some excellent progress from baseline to summer term, particularly for our higher-attaining pupils. Quantifying the EYFS data has given a clearer picture of the cohorts' progress.
- EYFS extended to 7yr olds and a new Head of Early Years appointed September 17 to embed EYFS philosophy and play into KS1 as this better suits this cohort's needs.

Areas for Improvement

- **To review and adapt the existing EYFS curriculum to best meet our pupils' needs.**
- **To collate and quantify the data produced from the EYFS development grids, across all four classes. Analyse data, share with staff and address issues. Continue to develop ways of analysing this data.**
- **To further develop the OLAs in all four EY classes. Training and modelling needed by leader, and resources to be purchased.**
- **To embed play across the four classes, and address any training needs with assistants.**

The effectiveness of the 16-19 study programmes

- Personalised and differentiated curriculum offered at 16 – 19 including vocational qualifications (City & Guilds Level 1 in Hospitality and Horticulture). Courses are very practical with outside experience. This demonstrates a curriculum driven by the needs of the students, not accreditation for its own sake.
- Shutters Café run weekly by students at Wokingham Borough council provides outstanding opportunities to practice work place skills and leads to level 1 Hospitality qualification and increased readiness for work.
- The Shutters café team has been expanded to become an FE mini enterprise company which has run catering events both in an outside of school. Students have therefore benefited from a range of real life work scenarios in the catering industry. This has also ensured a greater number of local businesses and prominent figures have agreed to become involved with the schools work experience programme, and in several instances has led to paid employment for our students. Through this opportunity we have also been able to employ some past students on an ad-hoc basis.
- Work experience annual presentation attended by employers, parents and students raises awareness in families of the merits of paid employment.
- Moderation links have been set up with 2 other similar special schools -Manor Green and Brookfields .
- Over the year we further developed our Work Experience programme to include longer term work experience at Marks and Spencers. This personalised approach has led to one students gaining employment during the school holidays.
- We have continued to proactively seek links and experiences beyond Addington e.g. joint working with mainstream students in Horticulture, fund raising through Business Enterprise and further extending the



number and type of work experience and supported internship opportunities on offer. The impact of this is that more FE students are accessing a personalised curriculum that best prepares them for destinations after they leave school

- We continue to deliver a highly personalised curriculum based on the student's individual needs. The wide range of options available in the 16 -19 curriculum ensures students are prepared for their next steps when they leave school. The impact of this is that all students have made successful transitions to a wide variety of destinations including: full and part time work, Reading College, Berkshire College of Agriculture, Newbury College, MENCAP Supported Internships and Residential Colleges.

Areas for Improvement

- **Review of data collection and analysis systems to set up post 16 pathways from student start point in year 12.**
- **Further develop school based learning for world of work.**
- **More Level 1 accredited courses offered to pupils in FE in order to open doors to FE colleges and employers.**
- **Increase co-ordination of business enterprise and broaden links with local business and enterprise companies.**
- **Create more bespoke work based learning programmes for students**