

# The Parkside School

## Self-Evaluation 2020



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## **1. School Context**

There are currently 169 pupils on roll (November 2019), including those at Pathways - 110 male (65.09%), 59 female (34.91%). This is a complex needs school where pupils all have learning difficulties ranging from PMLD to Moderate and then have other associated complexities and co-morbidities.

All pupils have an EHC Plan and a few have been excluded from previous schools. Nine (3.5%) pupils are Looked after Children and only 8 (4.7%) pupils are from ethnic minorities. A significant number of pupils have a history of child protection issues and /or social services or health authority involvement. Many pupils arrive at the school with poor motivation and low self-esteem. Currently we are monitoring 56 (33%) pupils because we have significant concerns about their physical, social or emotional welfare. We currently have 8 (4.7%) pupils who have English as an additional language.

The school database of analysis of stated needs indicates that we have the following groups of children:

165 (97%) pupils with PMLD, severe or significant learning difficulties. Of these, one pupil has PMLD as their primary need and 48 have SLD identified as their primary need.

34 (20%) pupils on the Autistic Spectrum, and 27 of these pupils have this as their primary need.

67 (40%) pupils with physical disabilities, of which 8 have this as their primary need.

91 (54%) pupils with social, emotional and behavioural difficulties, of which 4 pupils have this as their primary need.

135 (80%) pupils with speech, language & communication needs, of which 27 have this as their primary need.

5 (0.3%) with sensory needs.

In September 2019 71 pupils were eligible for Free School Meals, which is just over 42% of the school population.

There are 8 learners in the school whose mother tongue is not English.

Many religions are represented at the school and we ensure that all of their needs are met.

There is a planned annual intake of 10 pupils into Year 3/4 and 10 into Year 7, although pupils may enter the school at any point between Years 3 and 12. The demand for places always exceeds the spaces available. However, through our outreach, inclusion and support work, we support children with placements in mainstream schools as part of the County Special School S2S system for outreach support.

The school has links with many other external support agencies including:

- Parkside Community Trust Partners including City College Norwich

- UEA Teacher training programme, OT training programme, Educational Psychology Doctoral Programme
- NASSH - Norfolk Association of Special School Head Teachers
- FLSE - Federation of Leaders in Special Education (East). Parkside School Head Teacher sits on the regional Executive Committee of the FLSE.
- Children's Educational Psychology Practice (CEPP).
- NASSA - Norfolk Association of Special School Administrators
- Paula Stone, Independent Careers Adviser
- Norwich Opportunity Area

## **2. Quality of Education**

- The Parkside School is proud of its status as a specialist provision for learning, cognition and communication and its carefully considered curriculum reflects this.

The curriculum leaders work hard to ensure that the curriculum for each pupil is catering for their specific needs. The national curriculum is followed where appropriate in order to give pupils a broad and balanced education, but with specialist and evidence-based pedagogy to ensure it is always accessible for the pupil. For example the PE curriculum was planned with an Occupational Therapist in order to ensure motor skill development and sensory processing needs were sequenced and developed as well as traditional PE objectives. The result has been a greater impact on pupils ability to perform everyday tasks and those linked to their Education Health and Care Plan outcomes as well as developing PE skills. Parkside ran an externally-funded research project into the most effective methods to teach reading within a complex needs classroom. The findings from this project are now being disseminated across the school as they have shown positive impact in pupils' reading ability and confidence. There are many more examples of this very deliberate planning of subjects across the curriculum, the impact of which is that pupils make excellent progress whilst at Parkside; there is no gap in progress levels between pupil premium and non-pupil premium or girls and boys or indeed any other main groups of pupils.

- One of the reasons that Parkside pupils make such good progress is the tiered approach to support. Tier 1 is quality first teaching and provision for the whole child. This includes learning and behaviour profiles/use of zones of regulation/annual reviews and work on Education Health and Care Plan outcomes. Tier 2 is targeted within school expertise, including Pastoral Support work, Communication Team, Social Emotional and Mental Health support through ELSA [Emotional Literacy Support Assistants] for example and Maths or English specific intervention. Tier 3 is the use of outside agencies such as Educational Psychologists, Occupational Therapy, Speech and Language Therapists. All of this leads to a personalised approach for each child, with all needs fully addressed. Annual reviews of each child's Education Health and Care Plan consider the impact of these approaches/interventions and next steps for the pupil.
- SLT have termly planning meetings in conjunction with teachers, with the tier 3 support teams and use them on a weekly basis to support pupils that are not

making progress academically, socially or emotionally. This takes the form of 1-1 work, class projects, group sessions or direct work with teaching teams. This is considered alongside parents and reflected upon later in the school year to check progress. Additional provision is recorded and tracked on provision map to show impact and cost effectiveness. This also shows input over time for pupils to see what is most useful and where pupils have had support in the past that has not had impact, so therefore should not be repeated.

- One hundred per cent of pupils leave us confidently to go on to further education or employment. Our aim to support pupils in becoming productive and valued members of their community is realised. This is again evidenced through our bespoke careers curriculum; we pride ourselves on giving pupils discrete lessons on expectations of the work place, employability and giving them personalised and real life experiences of work. We ensure, where appropriate, our pupils gain accreditation/qualifications that will support them in their next phase of life/education. This is why we support pupils through Entry Level 1 and 2 Functional Skills qualifications and extend them where possible, but also gives wider experiences and accreditation at Entry Level, such as Hair and Beauty, Land Management or Food Preparation. These courses all support pupils with real skills and knowledge for future careers or college courses.
- Our own Pathways College curriculum meets the need of the specific cohort through developing independence, working with the community and partaking in projects as well as developing literacy and numeracy and ensuring pupils are ready for their next phase of education.
- The academic curriculum is enriched through an exciting array of trips/visits/projects and residential opportunities as well as specific in school interventions. Trips and residential activities are open to all pupils, regardless of their economic background. They serve two purposes - to deepen understanding of the world around them, for example, trips to the local museums, and to develop independence. Our pupils are given opportunities to have new and exciting adventures, away from their families, often for the first time and without their SEN needs even being considered in holding them back. Pupil's canoe, abseil, visit Spain and speak Spanish with locals as part of the core offer from Parkside. We have seen many pupils glowing with pride and with a new found confidence after pushing themselves out of their comfort zone and trying something completely new. It shows them they are able to do this and encourages greater leaps of faith for the future.
- Our pupils are also supported and enriched within school, forest school and horse riding for example are part of our standard offer, enabling pupils to develop their resilience, problem solving and communication and learn about the wider world in a wider context than the confines of just a classroom. Daily nurture club is deliberately designed to support social skills, winning and losing, collaboration and positive interaction. Our Open Door curriculum and provision is deliberately designed to support positive communication both socially and verbally.
- Curriculum leaders follow a cycle of evidence gathering, reflection and then development for their subject areas. This includes feedback from Senior Leader lesson visits, their own investigations into their subjects and presentation to the Senior Leadership Team [SLT] and Governors. This is to ensure that every level of leadership within the school is aware of the current needs and concerns as well

as developments in the curriculum. This informs the whole school development plan and feeds into training and budgeting. It allows for a holistic understanding of the curriculum.

- The above cycle for the curriculum leaders has had direct impact in the design of the curriculum for the coming year. It is understood that the curriculum at Parkside is ever changing; the teachers, subject leaders and SLT recognise that every year the cohort changes and we never know what challenges this may bring. Therefore the offer changes to meet need. For example, teaching such vast and varied needs across primary has led us to consider the offer for our pupils and instead of sticking with our traditional year 3 / 4 and 5 / 6 offer we are developing an Autistic Spectrum Condition [ASC] provision, Severe Learning Difficulty [SLD] and Sensory provision and three formal classes, one of which will be specifically for stretching and challenging our more academic and able pupils. This will help to ensure teachers can use their expertise and specific pedagogical techniques to better meet learners' needs in a holistic way. For example, without a specific ASC provision, those pupils with ASC were being taught in the same class as some pupils that needed a very dynamic pedagogy, whereas they thrive best with high structure and individualised work station approach. Often these two techniques were counterproductive together but with our new approach this will no longer be the case.
- The curriculum leaders at Parkside are passionate educators and problem solvers. They rise well to a challenge and really 'know their stuff'. This combined with a passion and empathy for supporting pupils with additional needs makes them outstanding practitioners and the curriculum at Parkside an outstanding offer for all pupils.

### **3. Behaviour and Attitudes**

Parkside aims to provide outstanding pastoral care to support the development of positive behaviour and interaction for our pupils. The pupils at Parkside School present with a range of complex needs and the majority arrive with significant challenges in behaviour and attitude which have also impaired their self-esteem and progress. Many of the pupils have attachment and/or trauma as identified issues and others present with highly challenging behaviour simply as a result of their complex needs. Whatever their profile, staff are determined that pupils attending Parkside should make extensive progress in their self-regulation skills and develop positive attitudes to social interaction, as this will maximize opportunities and outcomes in their adult lives.

The school worked with an education psychologist in 2018 to review the ethos, provision and approach to behaviour at the school and research good current practice. This resulted in a more resonant behaviour policy underpinned by research and evidence around pupils' social, emotional and mental health, with a therapeutic approach at its core.

The impact of staff-led improved procedures has been that we now have personalized Behaviour for Learning Profiles for each pupil. Use of a colour coded system for emotional regulation 'The Parkside Zones' has enabled the pupils to be able to recognise their own emotional responses and develop strategies to self-

regulate. The school's pastoral team report that during the autumn term 2019 there were 105 visits to The Nest (a calming space at Parkside) and 33% of these were self-referrals by the pupils.

The school finds a tiered approach to supporting behaviour for learning the most effective: The first tier is the school's offer for all pupils, including Quality First teaching and learning, Behaviour Profiles, Zones of Regulation and whole school ethos. Additional support at the second tier offers further in-school resources such as help from the pastoral team, sensory plans, Signs of Safety procedures and risk assessments. If necessary, a third tier of support can be accessed, where specialist agencies may be involved such as EPs, the Harmful Sexual Behaviour Team, or CAMHS to provide additional advice and strategies. Specific pupils with an identified need also have a Risk Management Plan created by the pastoral team. The school considers exclusion as highly undesirable both in terms of the pupil's sense of self-worth and the message it sends to the pupil's family. Exclusions are very rare at Parkside with only one issued in the past 5 years.

We work closely with families to achieve improvements in behaviour both because they can support the efforts we make but also because many of our families feel isolated and anxious about challenging behaviour and by sharing strategies we can help to improve the children's home experiences and family life. For example last year a pupil unable to attend school because of his high level ASC behaviours was supported through daily home visits by specialist school staff that planned bespoke transition opportunities for inclusion.

Parkside recognises that the community also needs to engage with SEN pupils so that pathways to work and community involvement are not limited by lack of understanding, negative public perception or low expectations of pupils with complex needs. For example, last year the school provided training for staff from the Norfolk Museums Service to better understand communication needs and approaches for SEN pupils visiting their sites. This year a class of Y11 pupils has been invited to present at a conference, to increase public awareness of the challenges facing pupils with learning and communication needs.

The school champions pupil behaviour at every level, with on-going observations, conversations, meetings and reviews to overcome barriers, even when behaviour is extremely challenging. Department leads assess behaviour across the school and work cooperatively with staff to implement improvements. Lunchtime organisation has been rearranged to 3 sittings to create a calmer environment and reduce risk. Adjustments to transitions and activities are made to address the needs of specific pupils. In the last year a nurture group has been provided for those pupils unable to manage social interaction in busier settings and two very high needs pupils have been given individualised timetables, resulting in improved behaviour and safety across the school. The school ethos is one of collectively responding to challenge and finding a solution.

To address behaviour needs and protect pupil's long term well-being the school has paid special attention to pupils' SEMH over the last two years. All pupils are assessed for SEMH needs using an Emotional Literacy checklist and the results used

to identify particular areas of vulnerability. An SEMH Intervention team meets every month to look at how to support pupils using a range of interventions such as time with the Emotional Literacy Support Assistant, Draw and Talk sessions etc. The school has considered over 80 referrals in the last two years and provided 76 support interventions. In addition to the outstanding PSHE curriculum, staff continually reflect on and analyse pupil need to create bespoke provision for identified areas of vulnerability, for example, a Resilience group and a Protective Behaviours programme.

Staff have high expectations of pupils using safe and protective behaviours outside and beyond Parkside. We teach pupils the importance of staying safe online and about the potential misuse of technology. The school consistently maintains a 'listening' environment, so that all our pupils feel they can talk to a trusted adult if they have concerns or difficulties with either peers at school, or issues outside school which may be contributing to their behaviour.

Action Areas:

- The school could consider a whole school therapeutic approach to the timetable and curriculum to address trauma needs, such as moving towards more class based curriculum
- We need to assess BehaviourWatch for its effectiveness.
- A focus on our passive pupils; how to track increased engagement

#### **4. Personal Development**

Parkside provides a rich, broad and balanced curriculum and personal development is consistently addressed through PSHE, RE, Citizenship and SMSC. Pupils are treated as individuals and respected for their different talents and potential. EHCPs are used to identify pupils' specific needs and interests which can enable teaching staff to plan personal development through curriculum activities, work experience and other opportunities. For example a Y11 pupil interested in catering has work experience in a local garden centre cafe and will work alongside an ex-pupil who will support him.

The school promotes a 'can-do' culture, planning thoroughly for a wide range of in-school and out of school activities. For example, in 2018-19, every pupil across the school was given an opportunity to participate in a PE event (ranging from football to athletics, dance based activities and trampolining). Projects such as collaborating with a local charity provide pupils with the emotional reward of engaging in the community, having a sense of contributing to it and of being able to shape it. Nativity plays, celebration assemblies and events such as Parkside's Got Talent enable pupils to gain experience with performing to an audience.

Pupils develop their experience of challenge and competition in a safe and supported setting. This year Pathways (sixth form) college students have worked successfully on a project with the Norfolk Wildlife Trust and the school has been asked to participate in future conservation work as a result.

Local facilities such as parks, public libraries, bowling, supermarkets and cafes are regularly visited to increase awareness of community resources, enable pupils to be active in their surroundings and to establish healthy social interests. Residential trips are planned and executed yearly including, in 2018-19, visits to Holt Hall, Kingswood, Eton Vale and Wales. A Spanish trip is planned for Summer 2020. Staff report an increase in pupil confidence after participation in school trips. Staff are outstanding in their commitment to involve pupils in activities supporting personal development and go to great lengths to overcome any barriers. For example a pupil with a fear of escalators had planned practice in city centre shops arranged for her before having to use the airport.

Senior leaders continuously reflect and investigate ways to enhance pupils' personal development. The timetable was amended this year (2019-20) in order to provide specific Personal Progress time from 9-9.45am, which enables a greater emphasis to be placed on personal development centred on EHCP outcomes and staff on-going assessments of pupil needs.

Healthy living and independence are key school themes from entry to exit at Parkside and we expect the pupils to carry these life skills with them into adulthood. Last year staff identified that some pupils have little understanding of personal hygiene and PE lessons now include showers for all secondary pupils with all pupils required to change their clothing. Clubs organised this year to enhance personal development include basketball, dance, computing, swimming and boxing. Pupils attending these activities have greatly increased confidence as a result.

Parkside is fully committed to each pupil's enduring personal development and because of this provision is outstanding, enabling pupils to go on to become confident, active and independent young people. Lewis, a Y11 pupil says "Work experience helps you for when you go to college. Parkside gives me a lot of support, I feel pretty confident and excited about going to college next year"

Further Action:

- A whole school approach to healthy living would highlight the importance of good eating habits and exercise to support mental health needs
- Development of a pupil PD record to give a clearer picture of each child's development through the school and identify any gaps in provision.

## **5. Leadership and Management**

Parkside School has undergone a period of significant change since 2016 in relation to its Leadership and Management. With the retirement of four long serving members of the senior leadership team in this period, the new leadership team has focused on improving pupil outcomes through evidence-based practice. As an outstanding school, we have looked to support the outcomes of pupils with SEND beyond the school itself. This was a significant factor in our decision to work together with two other Norfolk complex needs schools to form a Multi Academy Trust (AIMAT). These plans did not reach completion, however,

Governors and Leaders of Parkside are focused on the need of the school, as priority before reviewing opportunities to work together with other schools in the future.

The school has always striven to provide outstanding opportunities for its pupils and has not been afraid to take risks. To this end, the School has run the White Lion Cafe in Norwich City centre with its senior pupils for the last five years to support communication and interaction skills, functional literacy and numeracy and independence. The School is currently in negotiations with other agencies for them to take over the management of the cafe to allow the continuation of the support for people with SEND, as the school can no longer justify financially supporting the initiative alone.

The aims of the school can be summed up as follows:

*To provide a learning environment with outstanding teaching, support and pastoral care. We will empower all students to have the skills necessary to become valued members of society who will not be afraid to try new experiences, feel limited by their particular needs and who will aspire to achieve their best.*

The school's wider remit to support pupils with SEND across Norfolk is addressed in several ways. The school employs a senior teacher who supports pupils in mainstream settings via the School 2 School support initiative, a county-wide programme of support from Specialist practitioners. Since April 2019, there have been 17 referrals completed by Parkside School staff. Feedback from the mainstream schools has been excellent, reporting good impact for their pupils. Parkside School is also the Specialist Partner supporting four Learning and Cognition Specialist Resource Bases in Norfolk as well as the county Dyslexia Outreach Service. The support has involved a senior teacher regularly visiting each SRB and holding regular meetings at Parkside to discuss practice and issues across the four SRBs. Each SRB supports eight pupils across two terms.

Parkside School looks for opportunities to support colleagues in other ways, including hosting training evenings for mainstream colleagues, offering training to local organisations such as the museums service and the Norwich Business Partners. As the needs of the pupils being admitted to the school has changed over the past years, the school has adapted and continues to adapt to meet their need. Pupils are now presenting with the increased needs in the following areas:

- Social, emotional and mental health
- Sensory processing.

We also identify that generally there are more pupils being admitted with more severe learning and cognition needs. The school structures classes to best meet the need of each class annually. For example, in September 2016 there were four classes of year 7 / 8 pupils all of whom accessed a secondary model. In September 2019, three of the four classes are now arranged as a primary model due to the pupils not being able to cope with the transition around the school. This

has informed our decision to develop our curriculum accordingly to best meet the pupils' needs.

An annual report for teachers' strengths and weaknesses is produced, considering observation notes, learning walks and discussions during the appraisal process. This informs suitable CPD for teachers. CPD is linked to the school SIDP whenever possible. A teaching and learning report highlighting strengths and weaknesses has been written [Autumn 2019] which will inform the school SIDP for 2020.

The school offers a range of training opportunities for both new and experienced staff. This includes:

- Safeguarding,
- techniques to support pupils with ASC, communication techniques (Signalong, Elklan),
- Attention Autism,
- Phonics and
- techniques for teaching reading

All learners at Parkside are safeguarded outstandingly.

The senior Designated Safeguarding Lead (DHT for Pastoral), runs a weekly meeting to discuss the learners being monitored, monitored closely, or subject to child protection planning and Family Support Planning. Attendance is also discussed during the weekly safeguarding meetings.

- A total of 363 concerns were reported by staff affecting 73 Parkside pupils during 2018 - 19, all of which were discussed, acted on, or monitored by the safeguarding team
- There have been 8 incidents passed via Operation Encompass since May 2017 (police involved in home issues such as domestic violence)
- Non-Pupil Premium safeguarding reports = 99, those with Pupil Premium = 264 reports (more than double)
- 3 pupils (and one continuing from the previous year) involved a high level of multi-agency cooperative action to successfully protect them from significant harm (OB, SB, MP & ShB)
- Pupil safeguarding feedback indicates (July 2019) that over 85% of pupils feel safe at Parkside and know what to do if concerns arise.

Feedback from our parent / carer questionnaire of existing pupils [2018] shows the following:

My son / daughter is happy at school [91% strongly agree, 9% agree]

My son / daughter feels safe at school [87% strongly agree, 13% agree]

My son / daughter makes good progress at school [91% strongly agree, 9% agree]

My son / daughter has made friends at school [91% strongly agree, 9% agree]

The school deals effectively with behaviour [83% strongly agree, 13% agree and 4% don't know]

The school is well led and managed [87% strongly agree, 13% agree]

The school responds well to any concerns that I have [83% strongly agree, 13% agree and 4% don't know]

From the Autumn 2019 parental feedback questionnaire for new pupils settling in, 100% of parents agreed or strongly agreed that their child felt safe at school. The School's self-evaluation systems are robust. The framework for evaluation forms the Terms of References for the Governing Body committees, and judgements made by Leaders in the school are discussed in GB committee meetings. Support and challenge in GB committee meetings is minuted and informs development priorities, as identified on the School Improvement and Development Plan (SIDP). Self-evaluative judgements are always agreed with the Governors. Middle Leaders are consulted regarding school development at monthly Leadership meetings.

The School Improvement and Development Plan is discussed at length with Governors, and regular progress towards the key targets are reported at Governor meetings.

Link Governors are in place for key areas:

- Pathways College
- Recreation Road Sports Centre
- Health and Safety
- Pupil Premium
- LAC
- Safeguarding /Attendance
- Careers

## **Governance**

Governance of the school is arranged as follows:

Parkside Community Trust holds the assets of the school and manages the Parkside Community Trust (Enterprises) activities and accounting regarding the White Lion Café. All day-to-day Governance of the school, including outcomes of pupils, is held by Parkside Governing Body.

From September 2019 the Governance has been reorganised. Either the Head Teacher or a Senior Leader has responsibility to lead on that area. The following committees have been arranged:

- 1) Leadership and management (Head Teacher, R Holderness)
- 2) Quality of Education (Deputy Head Teacher, C Ellis-Gage)
- 3) Behaviour, Attitudes and Personal Development (Deputy Head Teacher, K Chappell)
- 4) Sites and Assets (School Business Manager, S Gamble)

Monitoring of these responsibilities is carried out by the Chair of Governors and Head Teacher, who are also Parkside Community Trustees.

There is a system of School self-evaluation during Governor Committee meetings. Governors challenge what is presented by the Head Teacher and other Senior Leaders. They request that staff member with relevant responsibilities attend meetings periodically to ensure that the Head Teacher has a clear understanding of what is happening in the school.

As the school staff has grown significantly, Senior Leaders and Governors have sought to improve ways of communication within the school. These include:

- Daily morning briefing meetings with representatives from each class regarding the day ahead, with opportunities for staff to share any concerns with other staff members, including leaders.
- Daily morning briefings with all senior leaders, with opportunities for staff to share best practice, concerns and discuss matters related to the day ahead.
- Staff Consultation Committee meetings [minuted] have been set up, with representation from teaching, support staff and leadership to discuss issues concerning staff, in particular around safety.
- There is a suggestion box for all staff to use (anonymously if they wish) to put forward ideas to improve any aspect of the school, or to raise issues from any staff perspective.
- Staff are now being linked more closely to smaller teams (Primary, Secondary Static, Secondary Mobile) to develop more collegiate working practices and support.
- Leadership development in the school has ensured a broader team of staff to whom other staff may approach for support.

The current Senior Leadership team has a consultative approach to managing change in the school. There has been a great deal of change within the school over the past three years, with approximately 45 new members of staff, and all Senior Leaders except for one, being either new to the school or new to their position since April 2016. This being said, anecdotal feedback to Senior Leaders has been that staff have welcomed the more consultative approach and feel that they are informed of reasons for key decisions made within the school.

The school has completed a great deal of work in ensuring that provision within the school is focused on the needs of individual pupils. Examples include:

1. Restructuring the timetable to provide bespoke EHCP outcome support each morning
2. Reviewing historical practice in the school (such as daily assemblies), to better organise the school day for the complex needs of the current and likely future cohorts of pupils, eg converting the school hall into a Sensory Circuit area.
3. Closely monitoring the use of interventions to ensure the best outcomes for pupils and best value for the school.
4. The school has no pupils 'Off Roll'. It has one pupil who suffers from extreme school anxiety and has not attended since January 2018. The pupil has serially non-attended four different school provisions from when he was a

young age. The school has organised support within the home, with the support of the LA, CAMHS, CEPP and Social Services, and has advocated successfully for the pupil, commissioning a bespoke provision for the pupil, whilst keeping him on roll.

Evidence: 6-weekly meetings with professionals involved and family. [email and minuted meetings]

## **6. Engagement of stakeholders**

In the 2018 survey of parents / carers views, parents were pleased with the communication between school and home and knew who they should contact if they had concerns. The school monitors the views of all parents actively and ensures that minority groups of parents have easy access to the leadership and management of the school. For those parents who are not able to meet at the school we go to the parents' home or send our Parent Support Adviser to get their views.

For vulnerable groups of parents the school, particularly, monitors the outcomes for the pupils and ensures that good communication is in place. With hard to reach parents we use staff, senior managers and our parent support adviser to gain their views and act upon any requests. Evidence for this excellent work can be found in individual pupil files and Parent Support Adviser case notes.

Those parents who cannot or choose not to attend parents' evenings or Annual Reviews are kept up-to-date by Heads of Department.

The school website keeps parents fully up-to-date with current issues, policies and other important information. Widget Point enables parents and pupils to access written information on the website. We feature our Twitter feed to try to keep them better informed of what is happening in school. The school has a 360° virtual tour to support parents and new pupils to familiarise themselves with the site prior to them starting, as part of our transition offer.

We have links with multi-agency support including Health professionals, (Paediatricians, Clinical Psychologists, School Nurses and Children with Disabilities Team, Physiotherapists, Occupational Therapists, Speech & Language Support , Sensory Support), Educational Psychology (Behaviour Support, Assessment of Needs and ASD Specialists), and Local Authority Attendance Team. In addition, we purchase the services of a School Counsellor and employ our own Parent Support Adviser working in collaboration with the Local Authorities PSA initiative. We have also appointed our own Speech and Language Therapist. With reference to the analysis of progress for individual learners, partnership activities play a significant part in their success. The very low exclusion rates from this school indicate a change in learners' outcomes from the time that they enter the school setting. This can be attributed to the extensive curriculum offered and, hence, is very good value for money.

The school is currently working towards the Sandwell Charter Mark for emotional wellbeing. As part of this work, information was requested from existing parents at the autumn 2019 parents evening, so our usual questionnaire was not issued. A safeguarding / wellbeing questionnaire was used in the summer term 2019 for parents.

All class staff work to provide a bespoke education for each pupil in the school, supporting them to achieve the outcomes identified on their Education, Health and Care Plans in line with the *SEND Code of Practice, 0-25 years 2014*. Last academic year the school introduced a sixth period into the school day to better plan for each pupil's provision in this regard. Interventions identified are logged and appraised for effectiveness.

The school fully conforms to the PREVENT legislation, in line with safeguarding procedures. The school adopts the Local Authority's policies for safeguarding, including PREVENT.

The school conforms to the Equalities Act 2010 and adopts the Local Authority policy. This year a senior leader [F Webster-Lee] has been identified to promote the values across the school and raise awareness of the Equalities Act. Governors [C Waddams] meet with K Chappell regularly to discuss current safeguarding issues within the school. Governors review policy and procedures, in conjunction with senior leaders.

Norfolk Children's Services Inspection ratings are as follows:

Children's Services in Norfolk requires improvement to be good

1. Children who need help and protection - Requires improvement
2. Children looked after and achieving permanence - Requires improvement
  - 2.1 Adoption performance - Outstanding
  - 2.2 Experiences and progress of care leavers - Requires improvement
3. Leadership, management and governance - Requires improvement

## **7. The Sixth Form**

Pathways College is a small 6th form (12 student places) based off site from the main school. The college is safe, secure and welcoming, and offers students a pleasant environment to learn and socialise. Pathways aims to prepare young people to take advantage of the opportunities available to them beyond school through further development of their academic skills, personal skills, independence skills and work related skills.

The Pathways College Curriculum:

- Is designed for students to be equipped with the confidence, knowledge, skills and understanding to make a successful transition to FE, training or employment.

- Enables students to build on prior attainment, existing skills, knowledge and understanding, supporting progression from assessed starting points and identifying appropriate individual learning paths.
- Provides appropriate rigour and challenge to support students to progress to their intended destinations through a well-planned 1-year programme of study.
- Includes relevant aspects of English, maths and work related learning to support employability skills and create potential employment options.
- Gives students options and advice in the Autumn term to inform their personal pathways, informing their route to post 16 provision.
- Has a focus on independent life skills in preparation for adulthood and life in the local community.
- Includes collaboration with outside arts agencies to provide enrichment projects usually involving the local community.

#### Destinations

	City College Norwich	East Coast College	Easton College
2019	10 students	2 students	
2018	9 students	2 students	
2107	8 students	1 student	1 student

All students moving onto FE College have completed a minimum of 2 but in most cases 3 or more years of further education.

#### Areas for development:

- Secure new premises
- Literacy/Numeracy Coordinators involvement in planning and delivery of functional skills curriculum to ensure continuity and progression
- Research further options for impartial careers advice for SEN students
- Improve breadth of work experience placements (e.g. retail, housekeeping, hospitality) and consider timings e.g. regular weekly placements rather than week blocks.

### **8. Overall**

Parkside School had built on the work achieved prior to being granted its outstanding judgement in 2016. Governors and Leaders are confident in their judgement that the school remains an outstanding provision for its pupils. A great deal of development and innovation has been achieved, in particular in regards to pupils' outcomes. The school identified that reading and writing standards were not the best they could be, and has focused on these areas in particular, completing a successful research project in conjunction with the Norwich Teaching School and Norwich Opportunity area initiative.

We acknowledge the challenge of attracting outstanding staff into Complex Needs schools, and have supported quality Teaching Assistants into Initial Teacher training and Teaching Apprenticeships as well as offering an Apprentice Occupational Therapy position within the school. We identify these staff members as having the skills to meet the future needs of the changing cohort of our pupils. We are not afraid to challenge staff members who identify themselves as not needing to change their practice as the needs of the pupils change.

The school has always lead the way in supporting pupils into independence and ensuring successful transition into Further Education. The school successfully ran a city centre cafe (The White Lion) for five years with its senior pupils. We identify that the model no longer meets the needs of many of our pupils and, therefore, cannot be justified financially to support the few. Therefore leaders are looking to work collaboratively with others to continue this work in a different way.  
Summary of impact since last inspection: [March 2016]

Objective	Impact
To develop a Multi Academy Trust in Norfolk [Anglia Inclusive Multi Academy Trust] to share best practice and ensure outstanding outcomes for pupils with SEND.	After nearly two years of development work, AIMAT did not reach fruition. However the process has supported the Head, Governors and Leaders in understanding the landscape of Academies, forged valuable links with other complex needs schools and informed how the school needs to develop in times of greater austerity. The following links have been established between the schools: <ul style="list-style-type: none"> <li>▪ Link to Fred Nicholson for potential post 16 provision.</li> <li>▪ Fred Nicholson supporting authority for triaging admissions.</li> </ul>
To develop a more distributed leadership structure in the school to improve communication and involve all leaders more in both strategic and operational discussions and decisions	Better communication and consultation between Senior and Middle Leaders at monthly leadership meetings. Subject curriculum design considers the links with other subjects. Clear understanding of career stage expectations and accountability for UPS and TLR responsibilities.
To develop best practice in the teaching of reading in the school. Research project Phonics training	The teaching of reading is now consistent across the school. Training in phonics is now consistent across the school. Pupils' report that they enjoy reading. Salford scores demonstrate that pupils' reading ages have improved.
Evidencing the good practice within the school [action from previous Ofsted report]	EHCP outcomes session each morning be concentrate on provision addressing bespoke need from the EHC Plans. ProvisionMap software to analyse effectiveness of Interventions on pupil outcomes.

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<p>Focus on Social, Emotional and Mental Health within the school, including:          Introducing Emotional Literacy Support Assistants          Developing and executing a Social, Emotional and Mental Health Curriculum across the school          Introducing an Intervention Committee, tasked with signposting the most effective support for pupils</p>	<p>HS is compiling a Report on the effectiveness of the ELSA programme. DKC will discuss with HS.          DKC and CS are meeting to discuss the impact on intervention and SEMH - Report to be written.          Introduction of ELSAs          Reduction in the number of instances on BW?</p>
<p>Careers Programme</p>	<p>TD and WS are reporting on what has changed and case studies to demonstrate effectiveness.</p>
<p>Behaviour support</p>	<p>JA analysing Behaviour Watch data and will produce a report.</p>
<p>Sensory Support</p>	<p>The Working Party (DEG, FL, IM and CK) to complete a statement with evidence on current sensory support.</p>
<p>Curriculum Development / Enrichment</p>	<p>DEG to write statement demonstrating impact of development so far.</p>
<p>Progress tracking</p>	<p>HT to write a statement in relation to the use of SOLAR and Earwig in planning effective intervention for pupils.</p>
<p>Trips and Visits</p>	<p>IM to write a statement demonstrating the impact of new trips and visits policy and procedures.</p>
<p>Systemic Support introduced from EP, OT</p>	<p>HT to write a report demonstrating the impact of CEPP's involvement since the start of the SLA.</p>