



Summary Evaluation

Sladewood Academy is a special needs school that caters for pupils with a diagnosis of Autism and those with Communication & Interaction difficulties. A large proportion of the school are pre-verbal. We have had a successful year 1 of opening in September 23. We have exceeded our capacity by 3 children for year 1 and we have been the school of preference for many parents with our new starters for September 2024, leading to the opening of all 6 classes and going over year 2 numbers by 8.

Year 1 we have seen significant successes in establishing the right ethos and culture so that children feel safe, secure and ready to learn. We have had lots of successful work around communication and interaction and our ethos around this, it is clear we have a total communication approach. All staff have had initial training and received regular support, updates etc. As a result the staff are upskilled and enabled our children to communicate more effectively in their chosen method.

Lots of work has gone into developing our pedagogical approach for learning, which is known as group time. The intent of group time for our children to build their attention, interaction, subject knowledge/skills/language and independent learning skills across all subjects. Staff have been fully trained and we are aiming to embed this further during the next academic year. We are anticipating the impact will be more children and engaged and ready for learning to access their curriculum.

Our core curriculum (reading, English, Maths and PSHE) has been re-written to support our cohort of pupils and this will be fully implemented next year. This has meant that we have a bespoke teaching and learning package for our children and progress remains strong.

School Context

Sladewood Academy is a primary school for children with a diagnosis of Autism and those with communication & interaction difficulties. With this they may have additional needs such as sensory processing needs and social, emotional & mental health. However, SEMH is not their primary need. In year 1 we will have 35 pupils on role with ages ranging from 4-9 years R-4. Next year this number will increase to 53 and we will be opening 6 classes. Class sizes will be 8-10. We are ahead of our opening schedule and are nearly at our PAN numbers for September 24.

We are a total communication school to support communication for all. We have relational practices and we work closely with Speech & Language Therapists, Occupational Therapists and Play Therapists which enables the best support for our pupils.

We have an experienced school team- 8 teachers (including Head and Assistant Head), 18 Learning Supports (including our HLLPs who cover PPA) and 5 non teaching staff.

Additionally, we will be supported across the MAT from experienced leaders to ensure we are moving the school in the right direction. We will have 5 SIP days throughout the year where external judgements and priorities of focus have been acknowledged.

Areas of Concern

- Future growth of the school in years 2 & 3.

We have been aware of the potential year 2 shock with a planned growth of 10 more children (1 additional class). However this has not gone as expected as the Local authority have requested that we take up to 20 further children next academic year (2 additional Classes). As a school we have had to review how we can manage this safely for the new pupils and staff as well as consider the impact on our existing school community, including facilities. Staff have been recruited for the two new classes and we will focus on how we include these new members of Pupils, staff and families successfully into our school. Furthermore the local authority has requested that we take an additional 10 pupils by Easter 2025, this is currently being explored by the Trust school and the local authority together.

- Direction of Pupils to the school by LA. This academic year we have been directed to take an additional 3 pupils which has had an impact on the growth of the school and recruitment issues. This may well be a continuing issue moving forward for the school.
- Recruitment & Retention:

This year recruitment and retention has been difficult and we continue to work with the trust on how we can further improve this area. A new induction program for staff will be introduced in September and it is anticipated that this will support staff to remain in our schools.

Current Ofsted Judgement and Areas for Improvement

The school has yet to be inspected. It is anticipated that the school will receive a graded inspection in its third year of opening, from September 25 onwards.

Overall Effectiveness

Sladewood have had a successful first year of opening- parental feedback has been positive, 100% of parents have said they would recommend us as an educational setting. 100% said they feel their children feel safe & happy at school. Comments from parental feedback “The progress my son has made since September has been phenomenal. The help I've had from teacher's has been amazing, from visuals, boards, advice etc I can't thank you all enough..love to see how happy my child is”, “They have managed to keep my child in school and she is learning! Miracles. In fact she missed being at school in recent school holiday. We appreciate how often staff go above and beyond to support our daughter with her needs - also very staff supportive of us as a family.”

Staff have access to a strong CPD offer. This has been shown by the positive feedback from staff identifying this and with their well being surveys. Our survey results on average scored 4 or above out of 5 for staff well being. “I really enjoy my days at Sladewood. The atmosphere is calm and positive. All staff support each other and congratulate each others' successes. The support from Katy in particular is amazing. She recognises hard work and pushes forward ideas. I'm excited about continuing the Sladewood journey” A recent OFSTED style questionnaire with staff showed that staff agreed or strongly agreed with all aspects of what we questioned. All staff said they would recommend Sladewood as a place of work. “I love my job and i feel soo lucky to be part of the Sladewood team and how we can make a difference to the children's lives. We have a fantastic school and every child can thrive here.” “I think the strategies in place have worked really well and the improvements in children’s communication, tolerance and confidence to build bonds with staff and other peers is shown through they happiness in school.”

Pupil progress has been strong in terms of academic level and in particular behaviour & attitudes- engagement into learning and communication and interaction. EHCP Data shows;

Number of outcomes	Not achieved	Working towards	Achieved
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271	75	111	85
Percentages	28%	41%	31%

We noted that some outcomes were not SMART outcomes and therefore could not be achieved for the child. None of these outcomes we are analysing were set by us. In particular we found that the EHCP outcomes set for our reception cohort were very ambitious, so more of these outcomes were not achieved.

Pupil Asset Data:

	Expected or above	Not Met	Ungraded
Communication, language & Interaction	83%	3%	14%
Early Reading	63%	3%	34%
Read write Inc	34%	20%	46%
Reading	77%	9%	14%
Writing	74%	11%	14%
Working Mathematically	83%	3%	14%
Number & Algebra	83%	3%	14%
Geometry & Measure	69%	17%	14%

Thrive assessments : 100% of pupils have made progress from their starting point. 78% of pupils moved up at least one stage from their starting point.

Attendance Data: We finished the year with 93.03% - 7 children would fall into the persistent absence category, 4 of these children due to medical needs. We have 3 families we are working with to improve attendance next academic year. Whilst this is said these children have improved their attendance from their previous settings. One child has gone from 19.52% to 76.52%

During the year we have had external recognition from our SIP who has validated that pupils feel safe and secure.

We have developed a total communication approach and this has been evident from all visitors. We are now becoming a school of choice for parents.

The Quality of Education: Good	
Evaluation statements based on practice and impact	Evidence
<p>Intent <i>To implement a successful, purposeful curriculum that is sequential and allows progression for all at their right steps.</i></p>	<p>Using a recognised curriculum and starting point from an “outstanding” school across the MAT as our starting point.</p>
<p>Implementation Taken curriculum areas from the identified school with long term plans, schemes of work and visions for subject areas. Taking bespoke assessment Criteria for the curriculum which has been identified to show small steps of progression in all areas for MALD pupils. Experienced teachers in post have been identified with subject coordination roles highlight within their area of strength and experience. CPD and staff training in this area remains an area of strength within focus sessions. Successful ROM and pre-inspection meeting documents created to support opening of school</p>	<ul style="list-style-type: none"> • Schemes of work have been implemented. Soon identified that the core subjects needed to be developed to support the needs of our children, this is impacting in pupil progress and engagement to learning. • Pupil Asset has been implemented and is being developed to support the curriculum- new assessments for PSHE and English. This again shows smaller steps of learning and is not more appropriate for our cohort of learners • Earwig will be being used to support bespoke programs of learning for EHCPs, SALT and OT, this will support us in show all of the children’s progress. • Core subject coordinators have been given time to plan and identify learning needs and direct of the curriculum, we have an increased distributed leadership across the school. • Group time pedagogy has been developed – which will be the Sladewoods approach to teaching & learning. This has had a positive impact in the engagement within learning – meaning pupils are increasingly ready for learning. This has had external verification from our SIP. • SIP visits and DFE moderation calls have been successful and show progress is being made and developed • CPD – teaching and learning meetings have been given a high priority this academic year with positive feedback
<p>Impact A purposeful and sequential curriculum which meets the needs of pupils within our cohort.</p>	<p>Core curriculum now feels more sequential with a clear approach. Big changes to English curriculum will be coming for September 24 in terms of assessment and I can statements. Reading and phonics has developed a lot this year and had positive feedback from the English Hub support. Impact on pupil progress and engagement for learning has been seen across the board.</p>
Actions from previous year	Impact of actions

<ul style="list-style-type: none"> - Work on the curriculum being purposeful for our children- subject leads to develop subject (Core) - Assessments to be adjusted inline with the changes to the curriculum bespoke to the needs of the children - Develop a purposeful approach for how we teach- group time 	<ul style="list-style-type: none"> - Strong foundations for teaching & learning are in place - Largely settled cohort of puils who are engaging in learning and motivated by the curriculum. - Total communication approach evident throughout - Pegeagogy for learning is consistent for all and clear across the school.
Areas for development	
<p>Embed our new core subject approaches and schemes of work with regular monitoring</p> <p>Implement our new assessments for English and PSHE and our Evidence for Learning</p> <p>Focus on developing and creating a purposeful foundation stage curriculum</p>	

Behaviour and Attitudes: Good	
Evaluation statements based on practice and impact	Evidence
<p>Create and feel our school culture and vison across the school- together we thrive</p> <p>Relational school where the evidence of RP, thrive, trauma informed, attachment are at the centre of what we do.</p> <p>A bespoke system for recognition and rewards will be introduced- focusing on celebrating success and achievements</p> <p>A bespoke and well -informed behaviour tracking system allowing us to identify triggers and behaviours easily for our pupils to implement strategies for support without shaming.</p> <p>A Strong and robust safeguarding system in place to ensure the school site and pupils safety remains top priority. Regular safeguarding and attendance meetings with the safeguarding team.</p> <p>A positive approach to attendance and clear policies and procedures are in place.</p>	<p>Ethos has been felt with all in the school and vsitiors and external verification from SIP. <i>“Once again, the Sip was very impressed with how settled the school appeared to be. Students were largely calm and actively engaged. A lot of work has happened in a short period of time, most notably improvements in the environment to support a language rich working space. Large communication boards had been placed around the school and teachers were observed using effective forms of communication.”</i></p> <p>Our celebration assemblies and praising in public is working well for the children all children are engaged and motivated by this in our weekly assemblies. RP approaches are beginning to be used.</p> <p>Sleuth system was in place with clear tracking systems and well used. There are some bits missing- we are improving the system and moving to CPOMS to be inline with the trust.</p> <p>Safeguarding team is strong and regular review meetings have supported us to continue- external verification from SIP and trust lead. Safeguarding system meetings regularly.</p>

	Attendance processes are now in place. Regular monitoring of persistent absences. Shared with parents in newsletter and with the class teams. Monitored in assemblies.
Actions from previous year	Impact of actions
<ul style="list-style-type: none"> - Creation of school vision and relational behaviour policy. - Creation of our sleuth set up for recording behaviour incidents (Taking into account KCSIE). Training and mentoring in place with this - Creation of our safeguarding recording system on Sleuth- training and monitoring on this - Risk assessment set up- sleuth system not working to full advantage back to a word document - Strategy document for attendance in place with persistence absence document. <p>CPD training with thrive, tracking, RP, Well being</p>	<p>A strong ethos and culture has been created with our vision and values at the heart.</p> <p>Proactive safeguarding curriculum</p> <p>Procedures for attendance and support also now in place.</p> <p>Strong safeguarding team and staff in place with understanding of school values.</p> <p>A clear relational ethos that is felt by all who walk the school. Staff and pupils well being is strong. People feel safe, secure and happy. This is evident from our staff and pupil voice.</p> <p>Staff and parents views overwhelmingly positive about the impact we are having on pupil progress both academically and holistically.</p>
Areas for development	
<ul style="list-style-type: none"> - Rolling out CPOMS for staff and training within this area - RP practices further training and embedding the Sladewood way in terms of this – working on the relational school ethos - Implementing supervision for staff. 	

Personal Development: Good	
Evaluation statements based on practice and impact	Evidence
<p>PSHE Sequential pathways</p> <p>Wider opportunities within school for personal development</p> <p>Enrichment and international days</p> <p>Rules and relationship values</p> <p>Tracking system in place for the Education, Health and Care Plans</p> <p>Work with wider professionals</p> <p>Drive for life skills and independence</p>	<p>PSHE update and ready to now be rolled out fully next academic year with new assessments</p> <p>Charity days and parent afternoons to support out wider enrichment activities</p> <p>Assemblies focus on key yearly themes for PSE development.</p> <p>Evidence for Learning has been researched and being introduced to monitor personal development for EHCPs, SALT and OT.</p>

Actions from previous year	Impact of actions
PSHE curriculum has been updated with assessment criteria Total communication approach to support PD Work with wider professionals OT, SALT, play therapists, CAHMS LD and social care to support this. Enrichment and wider opportunities in place charity days, all sorts, mental health weeks, forest school, trips and visits	PSHE and personal development at the heart of what we do enabling children to be ready to access learning. Working closely with wider professionals and families to ensure a consistent approach for the child to support their personal learning journey.
Areas for development	
-Embed our new PSHE curriculum and wider opportunity days/weeks to promote personal development and values. -Evidence for learning tracking system in place to track personal targets for SALT, EHCPs and OT. - focus on our foundation skills curriculum- taking into account life skills	

Leadership and Management: <i>Good</i>	
Evaluation statements based on practice and impact	Evidence
Leader strong knowledge of the curriculum and vision for the school- head has worked in the trust and Special school for a long period of time. Clear vision for the school moving forward and planning for all aspects of school work has been done Successful ROM and pre-inspection meetings Strong leadership support across the MAT with SIP days Clear pre-opening guidelines followed using a specific timeline for the opening of the school. Clear distributed leadership with roles and responsibilities across the team and with a 3 year plan of roles developing Distributed leadership is now in place with AHT, subject leads, UPS and a layer of Middle leadership with HLLPs	Due to staffing changes- Head had to take on extra responsibilities so some areas of development did not move as quickly as anticipated. We have a strong leadership team now including UPS teachers. This has improved distributed leadership. We have clarified job roles and descriptions so there is clear lines of who is leading in what area and a strategic plan in place to ensure there is enough time to lead on areas of work.
Actions from previous year	Impact of actions
- Focused SIP meetings and Director of Education with clear focused action points to move forward	- Strong leadership foundations

<ul style="list-style-type: none"> - Clear roles and remits for the school set up - Recruitment with clear responsibilities - Areas of focus have been identified with curriculum and ethos. 	<ul style="list-style-type: none"> - Areas of priority are moving forward with clear vision inline with overall school aims.
Areas for development	
<ul style="list-style-type: none"> -Subject leadership- develop the approach and our expectations of what this looks like - Coaching and modeling for LPS – teachers leading on the expectations within the classroom - Opal play project- and fundraising to support playground development - Ofsted preparation begins in year 2. 	

The Quality of Education in Early Years: Good	
Evaluation statements based on practice and impact	Evidence
Intent <i>To implement a successful, purposeful curriculum that is sequential and allows progression for all at their right steps.</i>	
<p>Implementation</p> <p>Taken curriculum areas from the identified school with long term plans, schemes of work and visions for subject areas.</p> <p>Taking bespoke assessment criteria for the curriculum which has been identified to show small steps of progression in all areas for MALD pupils.</p> <p>Experienced teachers in post have been identified with subject coordination roles highlight within their area of strength and experience.</p> <p>CPD and staff training in this area remains an area of strength within focus sessions.</p> <p>Successful ROM and pre-inspection meeting documents created to support opening of school</p>	<p>EYFS provision is now successful and been adapted in place.</p> <p>External verification from the SIP with clear comments on environment and development of total communication approaches</p> <p>Successful links across the MAT have been built up within this area</p> <p>Strong cross MAT work so we can include continuous provision within the school but in a safe way for our children that meets their needs.</p> <p>Differentiating curriculum.</p>
<p>Impact</p> <p>A purposeful and sequential curriculum which meets the needs of pupils within our cohort.</p>	
Actions from previous year	Impact of actions
<ul style="list-style-type: none"> - Linking across the MAT on expectations 	<ul style="list-style-type: none"> - A strong and happy EYFS team working together for the pupils.

<ul style="list-style-type: none"> - Focusing on developing the environment for EYFS class in a special school - Adjusting curriculum and assessment protocols inline to our curriculum but EYFS expectations. 	<ul style="list-style-type: none"> - Children engaged, happy safe and secure making progress. - Children making strong progress across the board and ready to be assessed on some of the early learning goals and progressing to the next class.
Areas for development	
<ul style="list-style-type: none"> - How do we assess the children- Earwig – how does the curriculum and evidence look in the EYFS - Lead teacher to support across the two classes to support the EYFS approach 	