

SUMMARY OF SELF-EVALUATION & TARGETS FOR DEVELOPMENT 2022-25

LEADERSHIP AND MANAGEMENT

We evaluate the School's leadership and management as **outstanding**.

Leaders and Governors are determined to provide the highest quality service and work effectively to continuously monitor, review, develop and improve the School's performance and outcomes for pupils. Governors have the range of skills and competencies to effectively challenge leaders and hold them account for the performance of the School. Leaders and Governors have clear understanding of the School's strengths and weaknesses; they ensure there are well-focussed plans and prioritise for continuous school improvement. Governors have clear responsibilities for various aspects such as safeguarding, online safety, educational visits and work in monitoring pairs.

Safeguarding is at the heart of the School's provision. There are robust arrangements in place that fully comply with all statutory regulations and requirements. Leaders and managers have created a culture where all staff are vigilant in keeping pupils safe and secure, allowing pupils to learn in a supportive and caring environment. The School adopts safe recruitment procedures and meets all statutory regulations and requirements in line with employment law, equality of opportunity and the needs of recruitment in a school for those with special educational needs. Pupils' wellbeing is ensured by working closely with families through regular and effective communication.

There is a continued emphasis on providing training and professional development opportunities to staff on all levels. Staff are well-supported and provided with various platforms to engage with leaders and managers who are committed to promoting staff wellbeing.

Priority Targets:

- To deliver on objectives and actions of the Trust Wellbeing Charter
- To improve our current practices for home-school communication and information sharing
- To continue to develop the School Dashboard for performance monitoring and target setting
- To review the processes and how information is shared with stakeholders for key functions & operations
- To reinstate and expand the School's parent education programme
- To ensure staff have a deep understanding of safeguarding and child protection practices and implement these effectively

QUALITY OF EDUCATION

We evaluate the quality of education at Jigsaw as **outstanding**.

The high-quality teaching and assessment enable pupils to make substantial and sustained progress from their different starting points. The Quality of Education policy provides a clear framework on the School's teaching approach and how the curriculum is designed, monitored, delivered and evaluated school-wide and for individual pupils. Teaching is underpinned by a science-based teaching approach with teaching staff collecting moment-to-moment data on pupils' responses throughout the school day and providing immediate feedback to pupils. The data are used to continuously monitor pupils' progress and to change teaching or what is being taught accordingly and immediately. The School's curriculum is expansive, rich, individualised and carefully planned to meet the varying needs of pupils. Particular focus is put on addressing pupils' main barriers to learning, their communication and social skills, developing independence and preparation for the next stages of life.

Parents/carers speak positively about their child's learning, agree that their child is taught well and making good progress.

Priority Targets:

- To improve outcomes in reading
- To trial the use of Maths assessment and progress monitoring tools to support progress monitoring & reporting in Maths
- To expand our KS4 and 6th form offer to support preparing for adulthood outcomes
- To increase the average number and rate of daily learn units across the school

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- To improve staff knowledge, expertise and confidence in teaching reading & Maths
- To expand CPD opportunities by offering vocational qualifications

PUPILS' BEHAVIOUR & ATTITUDES

We evaluate pupils' behaviour & attitudes at Jigsaw as **outstanding**.

The School's Behaviour Management Policy provides a clear framework and is implemented effectively by all staff. Teachers act as role models, demonstrating positive attitudes, values and behaviours at all times. The School's nurturing and supportive environment is achieved through a positive approach to behaviour management where pupils are guided and encouraged through reinforcement of appropriate behaviours to become confident individuals. The school has high expectations for behaviour and dependent upon the verbal behaviour of the pupils, these expectations are promoted through using various strategies including setting clear class rules and expectations, reinforcing rule following, implementing behaviour contracts & contingencies and using individualised token economies to promote good behaviour. Pupils are routinely reinforced for demonstrating positive attitudes and behaviours towards one another. All teaching staff are trained in the use of physical interventions and a Behaviour Support Team is also available to support with behaviour incidents. Pupils are happy and attend school regularly. Attendance is reviewed regularly by the School Management Team and where concerns arise, appropriate actions are taken to support families. Professional relationships are built with all stakeholders based on mutual respect.

Priority Targets:

- To reduce the number of behaviours that challenge focusing on the most prevalent behaviours in school
- To ensure school procedures are in line with best practice to reduce the use of physical interventions
- To review and update the definitions of specific physical interventions in the school's Behaviour Management Policy

PUPILS' PERSONAL DEVELOPMENT

We evaluate pupils' personal development as **outstanding**.

The use of positive reinforcement is organically embedded into all aspects of school life and creates an ethos within each classroom so that pupils are given the opportunity and encouragement to succeed and to have access to programmes of learning which match their stage of development. Classroom procedures are clearly understood and consistently applied by all staff to ensure that pupils feel safe, secure and comfortable in their learning environment. Pupils' progress and achievement is routinely recognised and celebrated which enables pupils to develop their self-awareness, self-esteem and self-confidence. The curriculum is carefully planned to support pupils' SMSC development and promote the fundamental British values preparing pupils effectively for their next stages of life and education. Therapists work collaboratively with class teachers on developing pupils' independence and life skills through individualised group and class programmes including personal hygiene (e.g. teeth brushing/shaving), food preparation, daily living skills (e.g. shoe laces) and support the development of language skills and social skills to further pupils' ability to communicate effectively with those around them. The curriculum embeds elements of healthy living, including teaching pupils about healthy diets, preparing healthy meals, benefits of exercise, hydration, sleep and maintaining personal hygiene. Pupils are provided with opportunities to access the local community for different purposes i.e. shopping, eating out and leisure. Where necessary, pre-requisite skills to be able to access the community are targeted on-site, e.g. tolerating helmets for horse riding.

Priority Targets:

- To increase pupils' independence and self-management skills
- To improve staff knowledge and understanding of SMSC & British values
- To further develop 'pupil voice' in the school through the work of the School Council
- To expand opportunities for mental and physical well-being activities