

SECTIONS	SUMMARY EVALUATION	
<b>Context</b>	Hedgewood is a Special Primary School where the largest majority (80%) of the 148 pupils are autistic and have complex communication needs. The school is going through a period of considerable change: growing pupil numbers; an expanding staff team ; a new LA funding system; transferring from SEN statements to EHCs; re-designation of the school from the current category designation of ‘ complex moderate learning difficulties including autism’ (since 2007), to having autism as the principal focus for the school; a governing body led proposal to be an all-age school; the on-going development of Curriculum alongside the refining of our own assessment system, , as well as contributing to the LA’s Additional Needs Policy 2015.	
<b>Current Focus for Whole School Development</b>	<ul style="list-style-type: none"> <li>• Continue to implement school-based induction, training and outreach services for the local community.</li> <li>• Maintain the quality of teaching so that all teaching is consistently good or better. Ensure that all staff are trained and have the key skills and understanding of autism in order to meet the increasing complexity of need in our changing and highly challenging pupil population.</li> <li>• Further develop our teaching assistant team to support the delivery of high quality learning.</li> <li>• To enable the therapy team to increase pupils’ and staff’s capacity to access learning, make good progress and achieve key outcomes.</li> <li>• Further develop our work on: pupil and family well-being; emotional literacy; family mental health and resilience. This is development work with a range of partners and co-professionals (our therapy team also runs a series of courses for staff and parents). It will include the school delivery of two National Autistic Society parent courses: Early Bird Plus and Healthy Minds as well as the Marlborough Family Group Therapy course to build family and community resilience. Our expanded Family Worker Support Team is also designed to support pupils and families under pressure.</li> <li>• In light of the general teacher and TA recruitment challenge (which is significantly more difficult in SEND) we are doing our best to ‘grow our own teachers’ and TAs. Identifying potential, work with ITE providers and by coaching and embedding key skills (such as TEACCH, Signalong, Communicate in Print 2, Assessment via BSquared, Pupil Learning Journeys, Shape Coding, Attention Hedgewood and the Alert Programme), secure high quality teaching quality assured through all the elements. This investment is on-going and constantly evolving.</li> <li>• Continue our work towards National Autistic Society accreditation. This will be achieved by November 2017. It is wholly designed to enhance our working with autistic pupils, students, adults and families with the overarching aim of skilling and preparing our pupils for a successful adult life.</li> <li>• Continue our work as an area training-hub for ELKLAN which is a nationally recognised speech and language/communication approach. We have two staff trained as Lead Practitioners (Communication) who have trained all of our staff team. They will also be acting as community trainers for parents and professional colleagues.</li> <li>• Continue to act as a SEND placement for training nurses for Buckinghamshire New University.</li> <li>• Continue to offer SEND placements for students on initial teacher training courses from St Mary’s University UCL and the Institute of Education.</li> <li>• Our SEND context requires whole staff vigilance with regard to every aspect of Safeguarding. There are regular whole -school and new staff safeguarding updates with refresher training to ensure both the local and national priorities are addressed.</li> <li>• Further develop our Pupil Voice through an increased range of activities but particularly through participation in school and community drama / dance events.</li> <li>• Extend our Saturday Study Club opportunities to children who are not on our school roll. We will support children with autism and complex communication needs within our wider community especially when there is known significant pressure on families.</li> <li>• Extend our Saturday Play Buddies’ opportunities to children who are not on roll. We will support children with autism and complex communication needs within our wider community.</li> </ul>	
<b>Progress on the main Areas for Improvement in the previous Inspection Report</b>	<p><b>Key Issue December 2012</b></p> <p>In some lessons teachers do not make the best use of teaching assistants, notably in whole class situations, to ensure that learning is of the highest quality for all pupils.</p>	<p><b>Progress</b></p> <p>1] Regular ‘scaffolded’ training of teaching assistants, together with on- going daily support, on key aspects of supporting pupils’ learning (eg. Elklan, Signalong, Sensory issues and Autism). The outcome is that TAs now have greater knowledge, skills and understanding and this has resulted in better management of pupils and improved behaviour for learning.</p> <p>2] Regular in-depth auditing (March 2016) of teaching assistants’ skills helps direct our professional development schedule. It also informs the building of staff teams.</p> <p>3] Team Leader lesson observations followed by tailored training and TA coaching has significantly sharpened the staff focus on maximising progress and securing the highest quality of learning for each pupil. This is evident</p>

		in improved attendance (see analysis) and behaviour for learning, improved pupil outcomes and improved parental satisfaction.
	Ensure that Middle Managers engage with lesson observations to check the quality of teaching across the age groups.	1] Leaders and Team Managers carry out joint lesson observations to ensure that their understanding of the quality of teaching and learning is up to date and accurate. This also develops the evaluation and coaching skills of Team Managers and is on-going. The improved practice of team managers has resulted in rigorous lesson evaluation and powerful feedback to teachers and support staff on the quality of teaching, the impact on learning and pupil progress. This has had a positive effect on pupils' progress and outcomes. 2) Regular lesson observation and evaluative feedback by team managers has sharpened the focus of each class team on the most effective way of securing high quality learning for each pupil.
<b>Outcomes for pupils</b>	<b>Strengths</b>	<b>Areas for Development</b> <b>Judgement: 1</b>
	<ul style="list-style-type: none"> <li>Progress (measured using Progression 2010-2011) across the school; for each year group; for individual pupils, is strong. The vast majority of pupils achieve the challenging targets set for the development of their key skills.</li> <li>Progress from end of KS1 to end of KS2 is in line with, or above, national expectations for SEND. Progression 2010/2011</li> <li>Pupils' rapid progress is acknowledged by parents who also help to set challenging targets for learning outcomes.</li> <li>Pupils are extremely well prepared for transition to the next stage of their education</li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop the moderation of teacher assessment (further mathematics moderation in June 2016 will focus on geometry).</li> <li>Using program data, identify further provision, strategies and teaching aids to support the achievement of pupils with more complex needs</li> <li>The 14/15 PP data, identifies the need for further provision and strategies to accelerate progress of pupils identified as our most able in KS2. We have set up a KS2 Progress Class for September 2016 to further accelerate the most able pupils in upper KS2 and likewise continue to utilise Saturday Study Club.</li> <li>Further enhance teachers' 'questioning' skills and strategies to assist the development of pupil voice and feedback; particularly for pupils with complex needs (this will include the use of appropriate technology).</li> <li>The PP data indicates that we should increase challenge for our most able pupils at the end of KS1 so that they achieve outcomes closer to national averages.</li> <li>Parent and family feedback indicates that they would welcome the opportunity to develop skills for family and community life eg. travel training; social meal times; use of community facilities; cooking; working independently.</li> </ul>
	<ul style="list-style-type: none"> <li>Rigorous tracking (incorporating curriculum 2014) informs the planning cycle across the school.</li> </ul>	<ul style="list-style-type: none"> <li>Merge the Autism Progress assessment system from BSquared with our current tracking system (September 2016). We anticipate that this will provide additional assessment analysis tools.</li> </ul>
	<ul style="list-style-type: none"> <li>Moderation of teacher assessment of writing, at the end of KS2, was judged to be detailed and accurate (LA scrutiny June 2015). No development points identified.</li> <li>GB investment in therapy and equipment supports stronger pupil outcomes.</li> <li>Embedded sharing of, and quality liaison around, speech and language therapy and occupational therapy targets for pupils supports improved outcomes.</li> <li>Multi-disciplinary team meetings focused on the tracking of a pupil's progress (SALT, OT, CAMHS, SENDIAS, teacher and parent) ensures the best support to enable vulnerable pupils to achieve.</li> <li>Assessment is thorough and detailed. Our analysis of assessment data focuses on identifying patterns to</li> </ul>	<ul style="list-style-type: none"> <li>Further develop writing opportunities for our changing population of pupils with more complex needs.</li> <li>Continue to embed our systems to ensure assessment and pupil progress tracking drives school improvement</li> <li>Further develop the accuracy of our self-evaluation to secure effective school improvement planning</li> </ul>

	<p>inform the further improvement of teaching and learning.</p> <ul style="list-style-type: none"> <li>• Assessment tools are regularly evaluated to ensure the most effective provision.</li> </ul>		
<p><b>Quality of teaching, learning and assessment:</b></p>	<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• Highly committed teaching and support staff who strive to continually improve their practice.</li> <li>• Teaching that is consistently good with an increasing proportion of outstanding practice. Staff questioning is highly effective in shaping learning, and in checking pupils' understanding.</li> <li>• A strong emphasis on developing effective pupil communication and learning skills. Staff understand pupils' learning needs and swiftly identify gaps in their knowledge and skills; and set appropriate targets.</li> <li>• The development of curriculum 14 has been supported through high quality planning, careful resourcing and effective systems for managing time and the learning environment to ensure successful learning outcomes.</li> <li>• The GB, through the School Development Plan, has invested in materials and approaches to ensure that the curriculum is delivered in ways that meet the emotional and mental health needs of all of our pupils.</li> <li>• Pupils love learning and are determined to achieve. Parents are highly appreciative of our comprehensive approach to learning via our: extended school provision; training for parents; therapeutic support and support for families with particular sudden or chronic challenges.</li> </ul>	<p><b>Areas for Development</b></p> <ul style="list-style-type: none"> <li>• Developing Class environment so as to be able to incorporate more appropriate social interaction and communication opportunities.</li> <li>• Maintain the consistency of high quality teaching across the school; supported by revised policies and procedures. Further develop support for NQTs as in the interim we regularly lose outstanding teachers to promoted posts in mainstream schools.</li> <li>• Further strengthen and build on existing training and induction systems to continually develop our expanding staff team.</li> </ul>	<p><b>Judgement: 1</b></p>
	<ul style="list-style-type: none"> <li>• Pupil Progress Meetings support teachers to identify specific strategies to overcome learning barriers, and accelerate progress</li> <li>• GB receive regular updates on pupils' progress with analysis of data.</li> <li>• Robust observation linked with monitoring of assessment information, teachers' planning and the on-going review of pupils' experience secures high quality teaching, learning and assessment</li> <li>• Assessment information underpins the planning for individuals and groups of pupils so that teaching embeds key skills across the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor the impact of PPMs closely to ensure all teaching is moving to outstanding.</li> <li>• Encourage more parents to be actively involved in the review of their child's progress.</li> <li>• Revisit and develop further the effective use of learning objectives and success criteria particularly for teachers and support staff who are new to the school.</li> <li>• Further develop teachers' skills in systematically assessing pupils' understanding during each lesson</li> </ul>	

	<ul style="list-style-type: none"> <li>• High quality feedback to pupils supports their rapid progress</li> <li>• Effectiveness of pupils' learning journeys as records of their learning</li> <li>• Staff determination that each pupil achieves well from their starting point.</li> <li>• Pupils respond positively to the encouragement to persevere, when learning becomes more challenging.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure all staff are using a range of strategies to give high quality feedback to pupils with the most complex learning difficulties eg. use of objects of reference, visuals and/or symbols; technology</li> <li>• Ensure there is greater consistency in the presentation and annotation of all work within Learning Journeys.</li> <li>• Further develop the understanding of new staff about the purpose/use of Learning Journeys, to ensure the high standard of each learning journey is maintained.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Consistently high expectations of behaviour and learning along with adapted TEACCH and effective reward and recognition systems support pupils' development of behaviour for learning</li> <li>• Pupils are enthusiastic about learning and celebrate the achievements of others.</li> <li>• Teachers embed the development of English and communication skills in all learning activities and interactions.</li> <li>• Resources and teaching approaches reflect and value the diversity of the pupils' and the community's experience. Pupils' understanding of other people and communities is well developed.</li> </ul>	<ul style="list-style-type: none"> <li>• Further develop the induction of new TAs. Develop the knowledge and coaching skills of experienced TAs to better support new TAs especially in understanding autism and removing the barriers to learning..</li> </ul>	
<b>Personal development, behaviour and welfare</b>	<b>Strengths</b>	<b>Areas for Development</b>	<b>Judgement: 1</b>
	<ul style="list-style-type: none"> <li>• Pupils have enthusiastic attitudes to all aspects of their learning; this supports rapid progress. Pupils are proud of their achievements.</li> <li>• There is sustained improvement in behaviour and attitudes to learning for individual pupils with particular needs.</li> <li>• Pupils' confidence as learners grows rapidly. There is a marked positive change in pupils' attitudes to learning once they have settled into our school.</li> <li>• Pupils rapidly develop/improve their social skills. This is in response to staff's effective strategies. Many pupils develop effective self-regulation. Pupils are increasingly able to respond appropriately in a range of social situations.</li> <li>• Pupils are able to develop social skills and friendships that persist beyond school (e.g. birthday celebrations, home-play sessions)</li> <li>• A powerful school focus on the emotional health and well-being of all of our pupils.</li> <li>• Respect for, and appreciation of others, are core school values promulgated on a daily basis and understood by all.</li> </ul>	<ul style="list-style-type: none"> <li>• Through further training, highlight the key elements of our autism focused Behaviour Policy so that new staff have a clear understanding of the most important aspects. (Induction procedures for new staff)</li> <li>• Further develop the already close collaborative work between the SALT and OT teams to optimise the provision for pupils with complex communication and sensory needs. Anticipate, assess and meet the needs of our increasingly complex school population.</li> <li>• The further expansion of our family support worker team to support the children and families who do not meet the support criteria of the CWDT. This expansion will also complement the work of SENDIAS.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Spiritual, moral, social and cultural development, together with understanding of British values, are woven meaningfully throughout the curriculum and incorporated into all our extra-curricular activities.</li> <li>• Our school ethos is summarised simply as 'Be Nice; Work Hard; Be Happy' and is understood by all.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Meeting the needs of all of our pupils (particularly autistic pupils with complex communication needs) is fully embedded in all behaviour and safeguarding practice, processes and policies.</li> </ul>	<ul style="list-style-type: none"> <li>• Train two further Designated Safeguarding Leads and ensure TMs attend level 2 safeguarding training.</li> <li>• Arrange for TM's to attend Level 2 Safeguarding Training in this academic year.</li> </ul>
	<ul style="list-style-type: none"> <li>• Additional personalised support is carefully tailored for all children in need (they will usually be in our Specialist or Acute category).</li> <li>• We have highly effective systems for all CP and CLA pupils. Multi-agency/ family support work is given the highest priority.</li> <li>• The school's safeguarding systems are considered best practice and serve as models for safeguarding systems across the borough.</li> </ul>	<ul style="list-style-type: none"> <li>• Map Hedgewood's assessment of pupil need onto the new LA banding system.</li> <li>• Assess prospective pupils with this new criteria to ensure their entitlement is fully met from the outset.</li> <li>• Extend the Family Support Team to improve safeguarding; meet identified family need and to develop family based 'resilience.' through Family Group Therapy (FGT) and other activities.</li> <li>• To develop parent skills in the delivery of FGT to other families</li> <li>•</li> </ul>
	<ul style="list-style-type: none"> <li>• We deliver LA wide training on understanding autism. This is for parents and the wider community (We are accredited NAS trainers for Early Bird Plus and Healthy Minds as well as ELKLAN (Lead Practitioners: Communication).</li> </ul>	<ul style="list-style-type: none"> <li>• Further develop our work with parents on key aspects of autism awareness.</li> </ul>
	<ul style="list-style-type: none"> <li>• Same day admin response for all pupil absence. This is followed up with home visits by SLT, as required.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that our progress towards our target of 96% attendance is maintained.</li> </ul>
	<ul style="list-style-type: none"> <li>• Highly effective work with other agencies to support pupils and their families (EWO/SENDIAS/Social Care/Community Nursing; Paediatric nursing and the NHS Asthma/Epilepsy/Anaphylactic Teams/LD CAMHS services).</li> <li>• Strong reciprocal links with Hillingdon Autistic Care and Support (HACS).</li> </ul>	<ul style="list-style-type: none"> <li>• Further develop our work to increase family and pupil resilience through training and therapy.</li> </ul>
	<ul style="list-style-type: none"> <li>• Timely Admin/SMT response and reporting to LA of any pupil deemed 'missing in education.'</li> </ul>	<ul style="list-style-type: none"> <li>• Further development of all aspects of attendance monitoring and response; with support of EWS to ensure our practice is up-to-date and best practice</li> </ul>
	<ul style="list-style-type: none"> <li>• Pupil Medical Plans and school systems enable an informed, prompt and accurate response in the case of any emergency.</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain high level of staff training to ensure pupil safety.</li> </ul>
	<ul style="list-style-type: none"> <li>• A personalised, sensitive and highly supportive response to any 'complex' pupil absence issue.</li> <li>• Overall attendance levels have increased since 2012. This improvement is despite having significantly more pupils considered vulnerable with complex health needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Make greater use of the skills and capacities of individual staff team members as well as those of the LA area team.</li> <li>• Continue to monitor pupil absence for trends and pressures.</li> <li>• Establish and train an Intensive Pupil Support Team to meet the needs of very challenging pupils, to work with families along with our FSWs, and to train and motivate staff.</li> </ul>

	<ul style="list-style-type: none"> <li>Health and Safety arrangements are robust, as confirmed by the outcomes of LA audit judgement in November 2014 and through subsequent H &amp; S visits</li> <li>All key H &amp; S annual and bi-annual checks are complete, up-to-date and recorded.</li> <li>All electrical/mechanical checks are complete, up-to-date and recorded.</li> </ul>	<ul style="list-style-type: none"> <li>School keeper to attend next available IOSH course.</li> <li>School keeper to work with LA's Health and Safety lead on premises' risk assessments and risk reduction.</li> </ul>	
	<ul style="list-style-type: none"> <li>The issues our autistic community have with social communication and social interaction are supported very effectively to ensure there is no bullying or racism.</li> <li>E safety awareness training is on-going and the focus of constant work with pupils and families because of their increased vulnerability.</li> <li>Pupils tell us they feel safe at school. Some pupils can say how school helps them to stay safe and be aware of their own safety when outside school.</li> <li>Travel training, visits to local shops and libraries, use of community facilities are part of our focused work to increase pupils' awareness of safety beyond school. Every off site activity is thoroughly risk assessed.</li> <li>Our pupils are very 'literal' and frequently inconsequential. Many struggle to understand personal safety so it is always work in progress. Highly focused safety training happens through: Junior Citizenship work with the police and Transport for London; work with Ealing MENCAP on Travel Training; local library visits; regular use of community recreational facilities; Holiday Clubs; our contributions to the Yeading Collaborative of Schools Dance and Drama festivals as well as our annual activity residential visit to the Isle of Wight.</li> <li>80 parents signed up for E safety workshops after responding to our school-generated E safety survey; a workshop that will include the input of an IT technician.</li> <li>Safer Internet Day (February 2016) was impactful and will be regularly repeated.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure that pupil voice grows and is responded to through further school improvement</li> <li>Continue to support families with E-safety issues, on all forms of electronic device to reduce the risk of CSE</li> <li>Expand travel training to include younger pupils</li> <li>Expand our community links.</li> <li>Extend our independence focused work</li> </ul>	
<b>Effectiveness of leadership &amp; management :</b>	<b>Strengths</b>	<b>Areas for Development</b>	<b>Judgement: 1</b>
	<ul style="list-style-type: none"> <li>Governors provide robust challenge to senior leaders on all aspects of finance, safeguarding, vulnerable pupils (including pupil premium funding), pupil progress as well as pupil safety and well-being.</li> </ul>	<ul style="list-style-type: none"> <li>Maintain and refine highly effective, substantive leadership at all levels (Governors, HT, AHTs and TMs) through appropriate training and coaching.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Governors set staffing levels for safety and learning.</li> <li>• Governors are determined that the school continuously improves; they focus sharply on pupil progress and achieving best outcomes. Governors are highly ambitious as evidenced in their vision for our school's future development.</li> <li>• Senior leaders and governors canvas the views of parents, pupils and staff regularly. This is done powerfully through each pupil's annual review process as well as through Parent Consultations. Parents' views and feedback are also sought when they attend training sessions, drama club productions and when they collect their children from Holiday Club and Saturday Club sessions. These views shape school our improvement priorities.</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain and refine highly effective, substantive leadership at all levels (Governors, HT, AHTs and TMs) through appropriate training and on-going coaching.</li> </ul>
	<ul style="list-style-type: none"> <li>• Safeguarding at all levels is highly effective with all staff vigilant around pupils' welfare. In response to pupils' potential vulnerability, staff are highly trained and sensitised to signs and risks. Work with external agencies is regular and effective.</li> <li>• Monitoring of pupils' attendance is thorough and when concerning, is the catalyst for intervention.</li> </ul>	<ul style="list-style-type: none"> <li>• Further develop GB, through training, ensuring that they have up-to-date knowledge of recent DfE initiatives (duty to promote British Values, Keeping Children Safe in Education Part 1, CSE, FGM, the PREVENT agenda and the duty to report along with 2016 legislation changes to KCSE 2016.</li> <li>• Train two further Designated Safeguarding Leads and ensure TMs attend level 2 safeguarding training.</li> <li>• Review Induction training for all new staff to ensure a sharp focus on more complex CP issues, reflecting the potential needs of our school population.</li> <li>• Review refresher training for all staff on safeguarding policies and practices.</li> </ul>
	<ul style="list-style-type: none"> <li>• Leadership at all levels prioritise disadvantaged pupils, Children in Need, Looked After Children and any on a CP plan, to ensure that good progress is maintained; Senior leaders closely monitor their attendance and progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to identify ways to further improve pupils' well-being and personal security through training and development, either in-house or using external providers.</li> </ul>
	<ul style="list-style-type: none"> <li>• Senior leaders and middle leaders set and model high expectations for staff and pupils. Robust monitoring of teaching and learning, teacher - improvement plans and the sharp evaluation of impact on pupil outcomes and progress ensures continuous improvement.</li> <li>• Our carefully constructed timetable is a powerful tool to maximise learning time, ensure coverage and meet the needs of our autistic population.</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain and refine the monitoring of teaching and learning to ensure the highest standards of learning and progress.</li> <li>• Refine the analysis of key data sets in relation to progress and attendance.</li> </ul>
	<ul style="list-style-type: none"> <li>• Learning (subject) Managers, supported by senior leaders, have developed policies, planning and resources to secure delivery of a broad and balanced curriculum. The key foci in curriculum design is the engagement and motivation to generate enthusiastic learners while helping all pupils to acquire basic knowledge, understanding and skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Further develop our curriculum so that the needs of our increasingly complex pupil population are met in the context of learning that excites and enthuses each pupil.</li> <li>• Ensure new teachers develop the skills and understanding to audit their subject effectively; to be able to scrutinise pupils' assessments in order to evaluate the effectiveness of teaching.</li> </ul>

	<ul style="list-style-type: none"> <li>Senior leaders ensure that spiritual, moral, social and cultural development, together with understanding of British values, are woven meaningfully throughout the curriculum.</li> <li>Development of our curriculum (in response to Curriculum 14) created the opportunity to plan learning to develop and consolidate knowledge and skills over time. It also enabled us to develop bespoke learning opportunities and experiences to maintain the lateral progression of our pupils with the most complex learning needs.</li> </ul>		
	<ul style="list-style-type: none"> <li>Senior leaders respond promptly to any indication of underperformance by teachers or TAs. Coaching and peer modelling are used effectively. More significant underperformance results in a performance improvement plan and a fixed period of support and challenge. These have been highly effective in raising performance/addressing concerns.</li> <li>Governing Body interrogation of anonymised teacher performance data is rigorous..</li> <li>Leadership response to any identified underperformance is dealt with via an agreed Performance Improvement Plan.</li> <li>The GB conducted the PM for the Headteacher, supported by a SIP.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to refine and update PM in line with policy and regulation</li> <li>Continue to ensure that any weaknesses are addressed promptly</li> </ul>	
<b>Effectiveness of early years provision</b>	<b>Strengths</b>	<b>Areas for Development</b>	<b>Judgement: 1</b>
	<ul style="list-style-type: none"> <li>2015 LA moderation of EYFS assessment identified effective practice and accurate judgements in line with national expectations for effective EYFS provision. No development points from LA Early Years Audit.</li> <li>Adapted TEACCH systems and structures enable class teams to facilitate excellent guided play and social opportunities for our mainly autistic population. These structures also encourage play development and confidence in pupils who are not autistic but require a strongly scaffolded approach to all aspects of their learning.</li> <li>Provision across the seven areas of learning in EYFS are incorporated into daily structured and directly taught activities. Child-initiated learning and engagement is supported through the creation of a</li> </ul>	<ul style="list-style-type: none"> <li>A school target is to Improve Play opportunities through training and outdoor adaptation to enhance social interaction and social communication. (SDP)</li> <li>Further develop our provision for outdoor learning.</li> </ul>	

	<p>highly stimulating and well-resourced EYFS learning environment.</p> <ul style="list-style-type: none"> <li>• A seamless transition from EYFS learning to the key stage 1 curriculum is achieved through highly responsive planning together with high quality adult support for each learner.</li> <li>• EYFS assessment is thorough and includes all adults involved with each child's learning and development. It underpins all planning so that all learning experiences are carefully planned and sharply focused.</li> </ul>	
<b>Overall Effectiveness</b>		<b>Judgement: 1</b>