SECTIONS	SUMMARY EVALUATION
Context	Hedgewood is a Special Primary School where the very largest majority (90%) of the 158 pupils are autistic and have complex communication needs. The school is going through a period of considerable managed change namely growing pupil numbers; an expanding staff team, embedding key capacity increasing roles; a local High Needs funding crisis; yet another re-working of the LA Top Up system; the re-designation of the school from the current category designation of complex moderate learning difficulties including autism' (extant since 2007), to 'Autism with Complex Communication Difficulties.' ;an extension of our to our ' local offer' contribution to pupils and families using satellite provision based at a local primary school for up to 10 pupils; setting up an 'anti- exclusion' facility for primary autistic pupils at risk of exclusion via a DfE Capital Fund bid (currently on hold due to local politics); managing the huge local adverse impact of new national funding formulae; revising TA PM : Energising CPD for all: re-setting how therapy is delivered at Hedgewood aiming for greatest impact, our successful bid to be the AET Hub for Hillingdon, as well as the vital re-working of our curriculum offer (the three pathways) to include the adoption and integration of EfL alongside the refining of our own assessment system to ensure it matches the emerging pupil pathways. We are also developing our response to the teacher recruitment problem via the local SCITT programme. The school roll could to expand to around 180 by the end of the academic year if the EOI is accepted. We are also working towards advanced NAS accreditation in 2020.
Current Focus for Whole School Development	• Ensure all necessary Safeguarding training is in place an d refreshed and up to date with latest legislative changes • Continue to implement our set, school -based induction programme for the staff team, that delivers an ASD/Communication Toolkit to ensure that all staff have a very good working understanding of autism in order to meet the increasingly complex level of need in our pupil population. (AET training) • Maintain the quality of teaching through regular monitoring, moderation and training so that all teaching is consistently good or better. • Utilise the staff training and development opportunities presented by the Quest Partnership • Further develop our teaching assistant team to support the delivery of high quality learning. • Refine TA performance management. • Develop an in –house facility to support ASD primary pupils at imminent risk of exclusion • Continuing to evolve our training and outreach services for the local community of schools. • 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. • SMT meet regularly in respect of vulnerable pupils.
	• **Capitalise on the Leadership restructure by auditing, adjusting and embedding key strategic responsibilities**. • Further develop our teaching assistant team to support the delivery of high quality learning.
	• To continue to increase the capacity of the therapy team to ensure that the therapy team have the focus, capacity, resources and time to support staff CPD and pupil progress. • To ensure that the therapy team are able to support families in respect of communication and sensory needs via training, workshops and coaching. • 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 Family Service Team continues to offer practical and valuable support to both pupils and families to enable them to manage more effectively. • Given the general teacher and TA recruitment challenge (which is significantly more difficult in SEND and outer London) we are doing our best to 'grow our own teachers' …**by identifying potential in TAs and then working with the Schools Consortium for Initial Teacher Training (SC ITT). Three SCITT places secured on the salaried route 2018/19.** • Work with National College for Education to develop senior leaders and middle leaders via higher degrees. • **Using coaching as a professional development opportunity for key staff.** …… • Use the National Autistic Society accreditation report to guide our strategic development: It is wholly designed to enhance our working with autistic pupils, students, adults and families with the overarching aim of preparing our pupils for a successful and happy life. Target Advanced NAS accreditation in 2020 • 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. • Continue to act as a SEND placement for training nurses for Buckinghamshire New University.

- Continue to offer SEND placements for students on initial teacher training courses from St Mary's University, UCL and the Institute of Education.
- Further develop our Pupil Voice through an increased range of activities but particularly through participation in school and community drama /choir/ dance events and School Council.
- Continue to make available 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.
- To continue to develop our pupil's ability to acquire play and life skills.
- Continue to make available 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.
- **Enhance pupil life skills by developing the school understanding and facility with functional analysis via Essentials for Living.**
- Develop Outdoor learning opportunities for all especially the harder to engage within the on-going development of our wider curriculum.
- To continue to enhance the Local Offer through strategic work with the LA and other partners.
- **To ensure wellbeing is a curriculum and whole school focus**
- To ensure that we develop our positive behaviour/low arousal management via engagement with Studio 3 Training
- **Re -shape our website to ensure improved accessibility to key information**
- To continue and develop our Intensive Pupil Support Team and the Mainstream Support Team.
- To respond to the legal requirements of The Data Protection Act 2018 and the GDPR 2018
- Governors take on key embedded roles to support their strategic overview.

Progress on the main Areas for Improvement in the previous Inspection Report	Key Issues Ofsted January 17	Progress
	• To ensure that the most able, including the most able disadvantaged, make good progress	• Pupil Intervention area set up for 2017-18 • Identify further pupils for interventions/support • Identify relevant curriculum opportunities that support all pupils • To ensure that essential 'softer' social and life skills outcomes are identified and met
	• To ensure that information on the school website explicitly covers all the required areas specifically those relating to the impact of government funding on pupil outcomes.	• Website audited and refreshed in line with DfE guidelines

Outcomes for pupils	Strengths	Development Areas
	• Pupil progress for key stage 2 2017-18 is especially strong in Mathematics showing a significant percentage increase for end KS2 pupils making more than expected progress. There is also an increase in English for pupils achieving more than expected progress. This is especially the case for the most able disadvantaged. The vast majority of pupils achieve the challenging targets set for the development of their key skills. • Progress from end of KS1 to end of KS2 in both English and Mathematics is in line with, or above,	• Continue to use moderation of teacher assessment to verify judgements on positive outcomes for pupils • Using program data, identify further provision, assessment tools, strategies and teaching aids to support the achievement of pupils with more complex needs • Further enhance teachers' scaffolding of learning for more complex pupils and strategies for challenge and effective learning; particularly for pupils with complex needs (this will include the use of appropriate technology). • Parent and family feedback indicates that they would welcome the opportunity to develop skills for family and community life eg. relationship management, sensory needs, travel training; social/ meal times; use of community facilities; cooking; working and travelling safely. (see Essentials for Living development)

	Strengths (continued)	Development Areas (continued)
	national expectations for SEND. Progression Document 2010/2011 • Pupils' rapid progress is acknowledged by parents who also help to set challenging targets for learning outcomes. • Pupils are extremely well prepared for transition to the next stage of their education • Quest School partnership courses on pupil progress and use of data effectively. • a larger % of PP made greater than expected progress than other pupils • End of KS1 assessment sees a 4% increase in pupils making above expected progress.	• Pupil data (July/October 2018) indicates growing strengths in mathematics (end of KS2 assessment). Areas of development focus on the most complex pupil's needs to ensure relevant and positive outcomes in the areas of communication and functional skills. • Our one NAS action point is around developing pupil independence , tolerating skills and interaction through programmes such as EFL, Social Skills groups, Drama, Music
	• Rigorous tracking .... to inform the planning cycle across the school.	• Autism Progress assessment system from BSquared merged with our current tracking system. • School Information Management Systems (SIMS) Discover training for key staff to help analyse data.

	• Moderation of teacher assessment of writing. ………
	• Continued GB investment in therapy and equipment supports stronger pupil academic and self - management outcomes.
	• Embedded sharing of, and quality liaison around, speech and language therapy and occupational therapy targets for supports positive EHCP outcomes.
	• Multi-disciplinary team meetings focused on the tracking of pupil progress ensures early intervention and timely support to enable vulnerable pupils to achieve.
	• Assessment is thorough and detailed. Our analysis of assessment data focuses on identifying patterns to inform the further improvement of teaching and learning.
	• Assessment tools are regularly evaluated to ensure the most effective provision.
	• Sensory support for pupils and families
		• Further develop writing opportunities for our changing population of pupils with more complex needs.
		
		• Continue to embed our systems to ensure assessment and pupil progress tracking drives school improvement
		
		• Further develop the accuracy of our self-evaluation to secure effective school improvement planning
		•
		• Develop the school library in consultation with School Library service to support literacy across the school.
		
		   • The capture of essential 'soft' data to inform learning opportunities that will be essential to developing independence. (NAS Enabling the Autistic Person)
		
		   • Essentials for Living as well as Outdoor Learning/Forest School to provide engaging practical and purposeful learning experiences (NAS Positive outcomes for the Autistic person}

Quality of teaching, learning and assessment:	**Strengths**	**Development Areas**
	• Highly committed teaching and support staff who strive to continually improve their practice. • 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. • A strong emphasis on developing effective pupil communication and learning skills. Staff understand pupils' learning needs and swiftly identify gaps in	• Developing Class/school environment so as to be able to incorporate more appropriate social interaction and communication opportunities. • Maintain the consistency of high quality teaching across the school; supported by revised policies, observations, moderation, systems, structures and procedures. As we regularly lose outstanding teachers to promoted posts in mainstream schools we are growing our own through the local SCITT. • Further strengthen and build on existing training and induction systems to continually develop our talented and an expanding staff team.

	their knowledge and skills; and set appropriate targets. • The development of the curriculum has been supported through high quality planning, careful resourcing and effective systems for managing time and the learning environment to ensure successful learning outcomes. • Quest School partnership enhances curriculum development, assessments. as well leadership. • 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. • 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.	• Ensure Therapy team contribute to the essentials of the staff induction especially sensory issues. • Expand our therapy team to meet increased demand and the reset their focus. • Regular curriculum meetings enable LMs to ensure high quality provision in their subject areas. Frequent LM monitoring to ensure maintenance of high standards of T&L across the school. All teachers contribute to the development of coherence and relevance for all pupils.
	• Pupil Progress Meetings support teachers to identify specific strategies to overcome learning barriers, and accelerate progress. • Quest School joint moderation exercises ie: writing. • GB receive regular updates on pupils' progress with analysis of data. • 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 • Assessment information underpins the planning for individuals and groups of pupils so that teaching embeds key skills across the curriculum.	• Monitor the impact of PPMs closely to ensure all teaching is moving to outstanding. • Encourage more parents to be actively involved in the review of their child's progress. • 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. • Further develop teachers' skills in systematically assessing pupils' understanding during each lesson
SALT	• High quality feedback to pupils supports their rapid progress • Effectiveness of pupils' learning journeys as records of their learning • Staff determination that each pupil achieves well from their starting point. • Pupils respond positively to the encouragement to persevere, when learning becomes more challenging.	• 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 supported by the SALT team • Ensure there is greater consistency in the presentation and annotation of all work within Learning Journeys. • 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.
	• Consistently high expectations of behaviour and learning along with adapted TEACCH and effective	• Further develop the induction of new TAs as well as developing the skills of established TAs to remove the barriers to staff and pupil learning.

	reward and recognition systems support pupils' development of behaviour for learning • Pupils are enthusiastic about learning and celebrate the achievements of others. • Teachers embed the development of English and communication skills in all learning activities and interactions. • 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.	
Personal development, behaviour and welfare	**Strengths**	**Development Areas**
	• Pupils have enthusiastic attitudes to all aspects of their learning; this supports rapid progress. Pupils are proud of their achievements. • There is sustained improvement in behaviour and attitudes to learning for individual pupils with particular needs. • Pupils' confidence as learners grows rapidly. There is a marked positive change in pupils' attitudes to learning once they have settled into our school. • 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. • Quest Schools investigating support for families. • Pupils are able to develop social skills and friendships that persist beyond school (e.g. birthday celebrations, home-play sessions). • A powerful school focus on the emotional health and well-being of all of our pupils. • Respect for, and appreciation of others, are core school values promulgated on a daily basis and understood by all. • 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. • Our school ethos is summarised as 'Be Nice; Work Hard; Be Happy' and is understood by all.	• Enable improved playground social interactions • Increasing opportunities for pupil independence • Generate more 'outdoor learning' opportunities • Increase the number of community visits

	• 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 via holiday respite work • Parental support	
	• 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.	• Extend team Safeguarding competencies and cohesion by training two further Deputy Designated Safeguarding Leads and ensure TMs attend level 2 safeguarding training. • Arrange for TM's to attend Level 2 Safeguarding Training in this academic year.
	• Additional personalised support is carefully tailored for all children in need (they will usually be in our Specialist or Acute category). • We have highly effective systems for all CP and CLA pupils. Multi-agency/ family support work is given the highest priority. • The school's safeguarding systems are considered best practice and serve as models for safeguarding systems across the borough.	• Map Hedgewood's assessment of pupil need onto the new Care Calc LA banding system. • Assess prospective pupils with this new criteria to ensure their entitlement is fully met from the outset. • 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. • To develop parent skills in the delivery of FGT to other families •
	• 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).	• Further develop our work with parents on key aspects of autism awareness via a range of NAS courses and parent led courses from Hedgewood practitioners.
	• Same day admin response for all pupil absence. This is followed up with home visits by SLT, as required.	• Ensure that our progress towards our attendance target is maintained. • Ensure Absence Policy updated and on website

	• 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).
	• Strong reciprocal links with Hillingdon Autistic Care and Support (HACS).
		• Further develop our work to increase family and pupil resilience through training and therapy.
		  • Support HACS holiday clubs with residency at Hedgewood
		  • Support HACS Team Teach refresh with Hedgewood Training Centre

	• Timely Admin/SMT response and reporting to LA of any pupil deemed 'missing in education.'	• 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
	• Pupil Medical Plans and school systems enable an informed, prompt and accurate response in the case of any emergency.	• Maintain high level of staff training to ensure pupil safety.
	• A personalised, sensitive and highly supportive response to any 'complex' pupil absence issue. • Overall attendance levels have increased since 2012. This improvement is despite having significantly more pupils considered vulnerable with complex health needs.	• Make greater use of the skills and capacities of individual Hedgewood staff team members as well as those of the LA area early intervention and positive behaviour support teams. • Continue to monitor pupil absence for trends and pressures. • 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. See above

	• Health and Safety arrangements are robust, as confirmed by the outcomes of LA audit judgement in November 2014 and through subsequent H & S visits • All key H & S annual and bi-annual checks are complete, up-to-date and recorded. • All electrical/mechanical checks are complete, up-to-date and recorded.	• School keeper to attend next available IOSH course. Also refresh working at heights training • School keeper to work with LA's Health and Safety lead on premises' risk assessments and risk reduction. • Revise Evacuation plan in response to fresh Fire risk assessment along with re- training of Fire Marshalls.
	• The issues our autistic community have with social communication and social interaction are supported very effectively to ensure there is no bullying or racism. • E safety awareness training is on-going and the focus of constant work with pupils and families because of their increased vulnerability. • 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. • 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. • 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, the Quest schools choral event, as well as our annual activity residential visit to the Isle of Wight. • E safety for pupils and parents	• Ensure that pupil voice grows and is responded to through further school improvement • Continue to support families with E-safety issues, on all forms of electronic device to reduce the risk of CSE • Expand travel training to include younger pupils • Expand our community links. • Extend our independence focused work • Utilise all of Extended School activities but especially Saturday Study club and Saturday Play Buddies for all of the above • Consider whether Junior Citizenship is still relevant to our pupils & consider alternatives • Ensure safety training and support evolves to meet need • Maintain integrity of school curriculum and admin. servers

Effectiveness of leadership & management:	Strengths	Development Areas
	• 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. • Governors set staffing levels for safety and learning. • 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. • Membership of the Quest Schools partnership provides opportunity for further development and training eg Safeguarding, Maths, and pedagogy. • 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.	• Maintain and refine highly effective, substantive leadership at all levels (Governors, HT, AHTs and TMs) through appropriate training and on-going coaching especially for any new middle and senior leaders. • SLT to reduce bureaucratic workload on teachers and teams to free up more time for reflection and creativity. • Encourage coaching skills at all levels • Encourage empowerment of staff and reduce micromanagement • For the SMT to become even better 'listeners', coaches and 'encouragers'
	• 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. • Monitoring of pupils' attendance is thorough and when concerning, is the catalyst for intervention.	• 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. • Train two further Designated Safeguarding Leads and ensure TMs attend level 2 safeguarding training. • 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. • Review refresher training for all staff on safeguarding policies and practices. • On line system researched and adopted (Safeguard)
	• Leadership at all levels prioritise disadvantaged pupils, Children in Need, Looked After Children, PP pupils and any on a CP plan, to ensure that good progress is maintained; senior leaders closely monitor their attendance and progress.	• Continue to identify ways to further improve pupils' well-being and personal security through training and development, either in-house or using external providers. • Reprise Family Group Therapy • Ensure FS team is able to meet demand • GB Funds Extended School and family support activities • Pupil Premium attendance monitored weekly and shared with GB
	• 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	• Maintain and refine the monitoring of teaching and learning to ensure the highest standards of learning and progress. • Refine the analysis of key data sets in relation to progress and attendance

	impact on pupil outcomes and progress ensures continuous improvement. • Our carefully constructed timetable is a powerful tool to maximise learning time, ensure coverage and meet the needs of our autistic population.	

	• 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.
	• Senior leaders ensure that spiritual, moral, social and cultural development, together with understanding of British values, are woven meaningfully throughout the curriculum.
	• 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.
		• 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. (the Three Curriculum Pathways)
		• Ensure new teachers develop the skills and understanding to audit their subject effectively in order to evaluate the effectiveness of teaching.
		• Curriculum development adjusted from single point of reference to small working group approach
		• Three Curriculum Pathways
		• Governors embedded in working groups
		• All governors are focused on SDP school priorities
		• Named governors have responsibility for key functions as follows:
		
		  Safeguarding and CP
		  LAC
		  Pupil Premium
		  GDPR

	• 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. • Governing Body interrogation of anonymised teacher performance data is rigorous. • Leadership response to any identified underperformance is dealt with via an agreed Performance Improvement Plan. • The GB conducted the PM for the Headteacher, supported by a SIP.	• Continue to refine and update PM in line with policy and regulation • Continue to ensure that any weaknesses are addressed promptly • Continue to develop coaching skills
Effectiveness of early years provision	**Strengths**	**Development Areas**
	• LA Early Years Audits are very positive. • 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	• A Further develop our provision for outdoor learning socialisation and communication.

	- and confidence in pupils who are not autistic but require a strongly scaffolded approach to all aspects of their learning. - 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 highly stimulating and well-resourced EYFS learning environment. - 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. - 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.	