

The Beacon Folkestone Summary Self-Evaluation Report



**The Beacon
Folkestone**

**July
2017/2018
Summary**

SECTION	SUMMARY EVALUATION
<p>Overall</p> <p>1</p>	<p>Ofsted rated both schools within the Federation as Outstanding in all aspects (June 2014). We have looked to improve all aspects of our work to build on this firm foundation to create a single organisation which meets the needs of all students within it, supports the development of provision for students with SEND across Shepway and uses a research based approach to development in partnership with all KSENT schools. The inspection noted in particular;</p> <ul style="list-style-type: none"> • Outstanding Leadership • High levels of expertise among all staff • All groups and ages of pupils make outstanding progress. • Pupils' behaviour is outstanding. • Parents and carers are extremely happy • Centre for excellence for Early Years Foundation Stage education, where pupils make outstanding progress, alongside a successful and expanding observation and assessment nurse provision. • Sixth form is outstanding and pupils at Key Stage 4 and 5 attain a wide range of qualifications and accredited outcomes • Governors provide excellent support and challenge and ensure resources are extremely well allocated <p>The School relocated to a single provision in September 2016 and the new build incorporates a Multi-Agency Service Hub, Specialist Teaching and Learning Service, and our Training & Development Centre, as well as state of the art sensory, hydro and life skills facilities.</p> <p>We achieved Teaching School status in September 2015 and lead the Collaborative Learning Alliance of Special Schools, (CLASS); a teaching school alliance of all 24 of Kent's special schools. We are active within the Kent and Medway Teaching Schools Network, (KMTSN). A strong partnership with Canterbury Christ Church University, CCCU has resulted in the development of a Kent special school research community. We have contributed to the CCCU mentor and coaching development programme for ITT and NQT school mentors.</p> <p>We adopted Cooperative Foundation Trust Status in January 2014 and continue to work collaboratively in a Cooperative Trust of 24 Special Schools (KsENT) with NB chairing the London and South East region cooperative schools network. NB is an NLE and continues to provide leadership support.</p> <p>Having the Multi Agency Support Hub on site allows us to have professional dialogue to foster enhanced collaborative practices for our young people.</p> <p>The Multi Agency Support Team ensures pupils' wellbeing is secure and responses to any issues highlighted are swift and effective, through proactive collaboration with parents/carers.</p> <p>The School Improvement Advisor February 2017:</p> <p>"It is a feature of The Beacon that systems and processes are highly accurate and comprehensive throughout."</p> <p>"The school's rigorous system for monitoring and evaluating pupil outcomes involves a highly focused team approach utilising the full range of evidence about progress."</p> <p>"The open culture of the school and its focus on core values were evident from the very start of the visit."</p> <p>The visit by Consultant Amanda Guard February 2017 states "The school's values are very evident in the vibrant school entrance. Developed by the school community, these include examples of child-friendly language to make the statements accessible to students", and "The SEF is a useful indicator of leaders' ambition for the school, because it sets out their intention to build on existing strong practice so the school is the best it can be. It is a useful working document for leaders to see what has been achieved, because there are regular updates of progress towards the actions in each key area".</p> <p>The School Improvement Advisor June 2017 reports "The Beacon Folkestone is considered to be securely outstanding. And has the potential to develop towards exceeding and outstanding judgement."</p> <p>The School Improvement Advisor April 2018:</p> <p>"Progress in Reception /early years and Key Stage 1 is outstanding (95% expected or better progress)."</p> <p>"Pupils achieve well in all subject areas"</p> <p>"2017 outcomes show no discernible difference between the performance of in school vulnerable groups at Key Stages 1 - 5 and other pupil groups."</p> <p>"Spring 2018 CIC show underperformance in English across the Key Stages. Intervention support is in place and there are clear signs of narrowing the gaps in this area, with approximately an increase of 7% (13 pupils) in making expected or better progress."</p>

Progress on previous inspection issues	Key Issue	The Beacon/Progress
	<p>Foxwood Ensure that the high expectations for teaching, learning and behaviour are maintained and consolidated</p>	<p>The School's Strategic Aims and Intents focus on improving learners' outcomes through the delivery of high quality teaching facilitated by high performing teams; through engaging in an assessment for learning and improving progress culture; and through appropriate school and multi-agency support strategies assist in improving learning and sustained progress over time for all.</p> <p>A full Monitoring and Assessment schedule tracking all groups and cohorts of pupils progress and attainment, data indicated maintain high standards of pupils making expected or better progress in all subjects (89%). The analysis of data for the Academic Year 2016/2017 indicated that in English and Maths across the key stages 88% of pupils achieved expected or better with 32% achieving excellent and outstanding in English and 35% in Maths.</p> <p>There are a range of interventions at The Beacon which appropriately complement the 3 tier curriculum supporting pupil learning and promoting their social and emotional well-being. School staff, supported by members of the NHS nursing team, SALT, Physiotherapists, Occupational Therapists and the community paediatrician and psychiatrists, secure excellent outcomes for pupils utilising additional funding</p>
	<p>Highview Ensure that tasks are always fully matched to the abilities of every pupil in each lesson.</p>	<p>We ensure that high standards of Teaching and Learning are maintained through the Improvement for Learning Framework. Using the four corner stones of Coaching, Training, Monitoring and Support we are confident that pupils are making rapid and sustainable progress in most subjects over time given their starting points. Lesson observations and scrutiny of books show that work is differentiated to meet the needs of all pupils, 97% of teaching and learning demonstrates strengths or major strengths across the school. Independent Safeguarding Review June 2017 commended us that a safe working culture has been established within the school within a short period of time, that there was no doubt that the safety, welfare and interests of children are regarded as paramount. School Advisor reports indicate we are an outstanding provision.</p>
<p>Strategic Intent 2015 - 2018</p>	<p>The Strategic Intent lays out the 4 'High Level' cornerstones of our work. In essence it shows the long term targets for the School, within which each year's Improvement plan is based. Each area is linked via the SER in reference to the Ofsted judgements and each has a section of the School Improvement Plan dedicated to its achievement. In this way, each years detailed plan contributes towards the long term goals of the school.</p>	<p>To ensure all our young people have the best possible chance of securing their preferred futures.</p> <p>To ensure the continuous development of self-reflection, self-learning and research as embedded within a culture of excellence. Never ending spiral of excellence.</p> <p>To play a leading role in the development and delivery of provision for learners with Special Educational Needs and Disabilities to ensure they reach their potential.</p> <p>To be a world class centre for learning, support and development in the field of special educational needs and disabilities.</p>

	Strengths and Judgement	Areas for Development
<p>Leadership & Management 1</p>	<ul style="list-style-type: none"> • Leaders and managers reinforce high expectations and aspirations for all staff and pupils. 97% consistently demonstrate strengths and major strengths in teaching and learning. • Leadership is highly effectively distributed, with middle leaders (leaders of learning) helping foster a real sense of 'ownership' of improvement. All leaders check teaching and learning thoroughly. • The curriculum is extremely well planned and organised by all teachers. The quality and range of subjects and topics taught and the wide range of accreditation offered provide exceptionally well for the interests and needs of all pupils. Additional funding is allocated effectively. • Performance management provides the opportunity to progress through career development including high quality training, outlined in the training offer/cycle. • Pupils experience all elements of spiritual, moral, social and cultural learning with cooperative values at the heart of the school's work as evidenced in the shared spaces across the school. • The school works exceptionally well with other professionals as evidenced by our multi agency hub which includes social services and NHS being based in the school. • All governors have an excellent understanding of their roles and their accountability and are extremely supportive, providing excellent challenge to leaders. • Safeguarding is embedded throughout the culture of the school where the whole community, including pupils are vigilant and actively communicate any concerns, potential risk or harm. This is demonstrated in the external school audit by Kel Arthur (June 2017) and outlined in the robust governor safeguarding monitoring. 	<ul style="list-style-type: none"> • Solution Focused is embedded throughout the school at all levels. • As a lead school for the Headstart programme we have employed a Mental Health First Aid officer and trained a series of champions across the school. • The 3 tier curriculum has ensured fluidity between tiers to enable teaching and learning to be more personalised meeting individual needs. The Tier Three Curriculum is currently under review and Impacts is being implemented. • Staff will be engaging in development through our Focus Groups and PERMA model which will develop a higher profile for our cooperative values. Each zone continues to develop their own identity and improvement plans have been designed. • The SIA comments that there is a very strong sense of school community with mutual respect and tolerance being the core value. • Teaching and Learning continue to be monitored throughout the year on a consistent cycle, with coaching, mentoring and supporting staff embedded. We have introduced a new software package Perspective to track and triangulate teacher performance. • Community based training has been successful in our local community to enhance communication skills.
	<p>EYFS - We are enhancing our dynamic professional learning community within this zone and in collaboration with other schools that is committed to practitioner- led, inquiry-focused and evidence- based research.</p>	<p>Special Sensory Interest Group to be set up with a group of schools- Aspen, Ripplevale, Wyvern To open up our zone for post 16 pupils to use for work experience</p>
	<p>Post 16 - All individuals fulfil their individual ambitions and goals to enable them to be active and successful citizens (consistently the very large majority of pupils move onto their choice of education, employment or training after leaving the Beacon).</p>	<p>To launch a 19-25 pilot project for work skills and independence in partnership with a third party provider.</p>

	Strengths and Judgement	Areas for Development
Teaching, Learning & Assessment 1	<p>Using the four corner stones of Coaching, Training, Monitoring and Support we are confident that pupils are making rapid and sustainable progress in most. Evidence indicates that Teachers plan lessons very effectively. We offer a variety of teaching and learning styles to cater for pupils who have specific learning styles. We are able to demonstrate most pupils made expected or better progress (89%) and this, in turn, informs the EHCP outcomes and possible provision intervention requirements 97% of the teaching was consistently good or outstanding across the School in 2017/18. Spiritual, Moral, Social and Cultural (SMSC) development is an integral part of the curriculum at The Beacon all the pupils the chance to experience and value a range of cultures in modern multi-cultural Britain. We uphold fundamental British values and endeavour to ensure that all children learn these as part of a broad and diverse curriculum.</p>	<ul style="list-style-type: none"> • Learning Walks, Pop-ins, Drop-ins and Book Scrutinies have ensured that the high expectations for teaching and learning are maintained and consolidated. A review of the Induction Training has taken place and the programme has been enhanced. • Improving Learning Framework has been reviewed to ensure that our zones have vision statements and improvement plans. • Coaching and mentoring sessions between the staff take place. Teachers have been identified via their own area of development and a Leader of Learning has been assigned to coach or mentor as appropriate. This alongside peer coaching and mentoring has seen an increase of staff observing each other as a critical friend.
	<p>EYFS - We encourage our children to be aware of their own goals, make plans and review their own progress and achievements.</p>	<p>Identify pupils requiring sensory Integration input use the heart space to implement programmes.</p>
	<p>Post 16 - We aim to equip all students with the knowledge, skills and qualifications they need for the future to ensure that they succeed academically and become responsible, informed citizens who can make positive contributions to our global society.</p>	<p>DEAR time pilot with Personal reading time within timetables, plus 1-1 mentoring to accelerate reading capacity and progress (closing the gap on reading ages). Age appropriate books/reading material for all reading abilities and Interactive clip books in their choice to be available. To track and analyse impact of progress in reading.</p>

Personal safety, Behaviour & Welfare 1	Strengths and Judgement	Areas for Development
	<ul style="list-style-type: none"> Behaviour is outstanding, with pupils' attitudes to learning are extremely positive. There has been only 1 FTE in 2016/17 and 2017/18. The school's work to keep pupils safe and secure is outstanding and pupils feel very safe in school 90% indicated they are safe at school (pupil questionnaire 2018). Attendance is high (91%. 92.4% excluding 5 pupils who are were awaiting a change of placement and were educated elsewhere under the LEA and 92.9% removing pupils with chronic medical needs where a significant and long term medical absence has occurred). Pupils enjoy school very much and are keen to attend school There is little disruption to learning or to unstructured times through inappropriate behaviour as it is both well managed and built upon a strong culture for learning through the school. Early intervention and a proactive approach has ensured the school remains to have minimal disruption and negative behaviour (as evidenced in termly SLUETH data). The school's work to keep pupils safe and secure is outstanding and consequently pupils feel very safe in school. The promotion of SMSC and personal development and British values is excellent and is built upon the strong core cooperative values of the school. 	<ul style="list-style-type: none"> Ensure that the high expectations for behaviour are maintained and consolidated. A Safe Space Tent has been purchased and supports behaviour management. Utilise the Multi Agency links to further strengthen partnership working and to ensure swift action to involve external agencies has supported children and families who are struggling, e.g. Early Help, CAMHS, paediatricians. The embedding of 'Sleuth', a behaviour management tool has enabled us to more quickly identify trends and patterns emerging. Sleuth has been embedded in our everyday practise across the school. Leaders of Learning analyse the termly reports. Two members of staff have specific responsibilities for supporting Leader of Learning for Behaviour.
	EYFS - Children in the Early Years Foundation Stage and Key Stage 1 are encouraged to explore, take risks, enjoy facing challenges, engage in open-ended activity and problem solve.	To evaluate the impact of inclusion groups of pupils, who benefit from an outside learning curriculum, design lesson plans for the Beacon Wood (outside learning)
	Post 16 - Students and staff work within a safe, welcoming and stimulating environment, which embraces diversity and promotes respect.	Provide a platform for pupils to make positive choices post 16 with reference to Local Children's Partnership Targets (from 2017 district based data)
Outcomes 1	Strengths and Judgement	Areas for Development
	<ul style="list-style-type: none"> Pupils make excellent progress in Maths and English (majority consistently making good or better progress). Progress in Reception /Early years and Key Stage 1 is outstanding (95% expected or better progress). The majority of pupils make good or better progress in most subject areas Pupils achieve well in sporting activities and they are developing healthy lifestyles. Achievement of a good range and number of outcomes for pupils, with no discernible difference between the vulnerable groups at Key Stages 1 - 5 and other pupil groups 	<ul style="list-style-type: none"> The introduction of Pupil Asset, as an assessment programme has been embedded across the school to ensure consistent tracking and setting of individual targets for improvement. Base line data has been established for core subjects and the majority of foundation subjects. To focus on raising the levels of accelerated progress in reading throughout the school.
	EYFS - With the support of sensitive and responsive adults our children are supported to become resilient, capable, confident and self-assured.	To liaise with Behaviour focus group to develop more appropriate SEMH scales and implement to track behaviour.
	Post 16 - All Tier 2 pupils gain a minimum of Award in OCR Life and Living Skills, all Tier 1 pupils leave with a minimum of 3 qualifications at Entry Level in Functional Skills English, Maths and ICT. On average pupils leave with an additional 3 vocational qualifications if they remain in Post Sixteen for 3 years. The very large majority of our school leavers move onto further education, employment or training (94% 15/16 and 93% 16/17).	To strengthen outcomes in vocational pathway areas, creating core strands of curriculum that can be accredited at all levels. This will be utilised to ensure high achievement and aspirations