

**Ofsted Inspection Report November 2016 Development Priorities –**

Leaders and those responsible for governance should ensure that:

- The support and challenge provided by the governing body continue to improve
- Teaching is consistently strong throughout the school
- The assessment system is reviewed, evaluated, refined and fully embedded

**1.0 To maintain and further improve the outcomes for pupils -**

- 1.1 EHCP outcomes are fit for purpose and inform provision for all pupils. All staff understand the process, contribute effectively and deliver identified provision, evidencing individual progress.
- 1.2 Further develop writing skills across the curriculum, ensuring an appropriate developmental approach to teaching.

**2.0 To maintain and further improve teaching, learning and assessment for pupils -**

- 2.1 A comprehensive framework of curriculum opportunities is offered that are relevant to individuals' stage of development and designed with clear intent, implementation and impact measures that clearly reflect the school's vision and values.
- 2.2 A whole school approach is embedded which actively promotes and plans for the development of transferable learning to learn skills across the curriculum, utilising appropriate progress measures.
- 2.3 The current assessment system (DAPA) is reviewed, evaluated, refined and fully embedded in line with the Rochford Review recommendations.

**3.0 To maintain and further improve personal development, behaviour and safety -**

- 3.1 Positive emotional well-being and mental health for pupils is promoted throughout school, encouraging self-regulation and behaviour management through a consistent school approach.
- 3.2 Development, implementation and ongoing evaluation and monitoring of an appropriate transition programme which meets the needs of individual pupils and their families.

**4.0 To maintain and further improve leadership and management –**

- 4.1 Roles and responsibilities for both staff members and governors are clearly defined in line with the school's vision and values, ensuring challenge and accountability for all.
- 4.2 A culture of safeguarding is embedded throughout school, underpinned by a robust recording system which clearly tracks and monitors child protection, pastoral and welfare issues including attendance.

**5.0 To maintain and further improve EYFS provision -**

- 5.1 Further develop baseline and tracking system within the Early Years to meet the needs of a changing school population.

**6.0 To maintain and further improve the school environment (Finance and Buildings Plan) -**

- 6.1 Pupil bathrooms are refurbished and fit for purpose.
- 6.2 Development and resourcing of a sensory integration room, allowing for personalised sensory diet plan to be implemented
- 6.3 Further enhance the forest school learning environment to meet the needs of a changing school population.
- 6.4 Enhance the EYFS outdoor provision to meet the changing needs of school