

School self-evaluation

School	Clovelly House
URN	144619
Age range	10-19
Date	August 2022

This document provides a summary of the school's judgements about the quality of provision and outcomes at the date stated above.

Judgements stated in this document take account of the Ofsted framework for the inspection of non-association independent schools. Senior leaders have considered the Ofsted evaluation schedule, including the extent to which the school meets the requirements of the Independent School Standards, 2014.

The judgements provided in each section reflect the school's current evaluation, based on the criteria in Ofsted's evaluation schedule (Pages 26 to 58 of the 'Non-association independent school inspection handbook, February 2016').

Senior leaders must ensure that they have suitable evidence available to illustrate and justify their judgements.

Text boxes will expand to accommodate typed text.

Prompts	Context of the school
<p><i>Maximum of one page. Use bullet points. Factual information.</i></p> <p>Previous inspection date.</p> <p>School ethos.</p> <p>Main school aims.</p> <p>Residential provision.</p> <p>School characteristics.</p> <p>Special needs.</p> <p>Age range.</p> <p>Barriers to expected progress.</p> <p>Attainment on entry.</p> <p>Children looked-after.</p> <p>Pupils' experience in previous settings.</p> <p>Periods out of school.</p> <p>Irregular attendance.</p> <p>Mobility.</p> <p>Notable achievements, school awards etc.</p> <p>Alternative providers used.</p> <p>Recent leadership changes.</p>	<p>The school had a full inspection in November 2021 and was graded 'good' in all categories but with an 'outstanding' grade for the personal development of children.</p> <p>The school is a new school, 5 years old, which has grown significantly during the past school year. This included the registration of a second site at Enderby in Leicestershire, an annex, which is used as a BTec centre. The SLT has remained in place during the past three years.</p> <p>It is an Independent SEMH special school for up to 10 pupils on each site with anxiety disorders, self-harm, mental health difficulties for mixed gender pupils from 10-19.</p> <p>At the original Clovelly site, four of the children are 'looked after' and live in a home on the same grounds as the school. These children may attend either school site. In addition, up to sixteen pupils are day scholars who live in surrounding areas and come to school by taxi.</p> <p>The school is not a residential boarding school, but is on the grounds of a children's residential home which is part of the organisation. Because of this, the school has a close relationship with the care staff.</p> <p>The school aims to create a safe and nurturing environment with an emphasis on learning so that children can thrive and grow to achieve their full potential. There are three therapists working at the school, a psychotherapist, an Occupational Therapist and a SALT, and the school has adopted a therapeutic working model based on DDP and PACE for trauma and attachment difficulties and SCERTS for ASD pupils.</p> <p>Most of the pupils have had a history of poor school attendance and achievement. Because of this they come to the school with significant educational backlogs and school avoidance challenges. Our children have mostly experienced considerable socioeconomic challenges and have had a limited experiential background. The school uses a therapeutic approach to develop relationships and attachment methods to support learning and development.</p> <p>Attendance, for the most part is good and the school works proactively with parents and carers to address any attendance concerns and to increase the attendance of pupils over time. For children who struggle with attendance due to ASD or mental health needs, the school has now implemented an outreach program and will go out to children if necessary. Any outreach work includes a plan to reintegrate fully into school over time. Each child has an attendance action plan to support this and computers were provided to those pupils who needed them.</p> <p>Over time, we have promoted our children's achievements in the local community. Two years running, one of the was entered for a 'young writer's competition' and her poem was chosen for publication. Another pupil performs on 'Taiko Drums' with Berkshire Young Musicians Trust and was invited to open a Concert for the Mayor of Leicester performing on the lead drum. A third young person had her art chosen to be displayed in a young artist's exhibition in Leicester two year running. The school celebrates all these achievements.</p> <p>The school uses local Leisure Centres and the Outdoor Pursuits centre and other off-site venues, but pupils remain with Clovelly staff while using off-site facilities. The school leased a woods at the outdoor pursuits centre which is on the river, for paddle-sport and woodland activities for the pupils. All pupils have membership at Enderby Leisure Centre which is located opposite the proposed new annex. This enables the pupils at the annex to access all the Leisure Centre facilities easily.</p> <p>The school enters all pupils for external exams each year according to their ability and also analyses the results. These have evidenced that pupils have received GCSE, BTec, Functional Skills and ASDAN and unit awards. The results are available online.</p> <p>The annex is located in Enderby, 7 miles away from Clovelly. This building is opposite the Enderby Leisure Centre and is near to public cycle paths. This provided opportunities to broaden the options offered at Clovelly main site and is used primarily for academic, vocational options and PE, using its proximity to the Leisure Centre, which all children have membership to. These facilities include gym, multi-purpose hall, swimming and golf. In addition, there is a large field and tennis courts next door.</p> <p>The school gained the 'Well-being award' for schools in April 2021.</p>

Prompts	Teaching, learning and assessment
<p><i>Approx. one page. Use bullet points. Evaluate impact.</i></p> <p>Summarise the school's view of its typical teaching quality.</p> <p>Teachers' subject knowledge.</p> <p>Teachers' expectations.</p> <p>Suitability of tasks and activities.</p> <p>Level of challenge.</p> <p>Areas in which teaching is strongest.</p> <p>Areas in which teaching causes most concern.</p> <p>Pupil engagement and motivation.</p> <p>Independence in learning/pupils take responsibility.</p> <p>Teachers' monitoring of learning.</p> <p>Current assessment arrangements from September 2015.</p> <p>Use of assessment to assist lesson planning.</p> <p>Marking and feedback to pupils.</p> <p>Effectiveness of other adults in teaching.</p> <p>Senior leaders' understanding of teaching quality.</p>	<p>The quality of teaching and learning at the school is mostly 'outstanding'.</p> <p>The school has grown during the past two year and the 'curriculum officer' has passionately taken up the role of developing the curriculum. The school has subject specialists in: Languages, English, Science, Art, Music, Sociology, PE, Outdoor Pursuits and Vocational Options. We offer qualifications in GCSE, Btecs, Functional Skills, Entry level, ASDAN and unit awards, amongst others.</p> <p>There are five members of staff currently on the ELT, (Education leadership team). The school has appointed a new Head of Centre to support the Principal and has taken on the role very positively. The deputy is very experienced in SEMH and is responsible for 'Arts' and 'Pastoral Care. The school has appointed a new SENCO to leading on the SEND provision under the guidance of the Principal. The third leader is experienced in SEMH and 'Autism' and is responsible for Safeguarding. She leads on Outdoor Pursuits and Vocational Options. This is a dynamic and forward-thinking team and the school has made significant progress during the past academic year.</p> <p>The curriculum officer leads on 'Assessment' using BOXALL profiles for all pupils as well as standardised assessment to measure levels. Pupils are taught individually, or grouped in small groups of up to three, in similar ability groups, for English, Maths and Science. Pupils may be regrouped for other subjects. The school has developed a 'Comprehensive Assessment' package for all pupils which is currently being revised. (See Assessment Package and School results.) The school also offers bespoke onsite assessments, such as dyslexia to assess SEND needs.</p> <p>All staff have high expectations for all pupils.</p> <p>Teaching staff support tutors and higher-level teaching assistants to take on additional roles. This was, we have a dedicated 'Equalities Officer', 'Anti-bullying Officer', 'SEN Officer', 'Food & Nutrition Officer', 'Medical Officer', 'Wellbeing Officer', 'Careers officer', etc.</p> <p>Because of the profile of the pupils the school admits, the school has recently developed the 'Clovelly Curriculum Recovery Model'. This model focusses on the use of nurture and therapeutic approaches to build relationships with children and to lead them to a place where they can access more formal learning. This may take many months, but the work is purposeful. (See model).</p> <p>The school offers a broad range of qualifications in a wide range of subjects. There are schemes of work for all subjects and specific awards or qualifications for each subject. Teaching staff and pupil books are subject to quality assurance by the Head of Centre and Deputy Head. (See Illustrated curriculum model on the website.) Pupils express their interests in certain subjects and this is accommodated in their subject choices. Children's voice is important and they are involved in their target setting and levels.</p> <p>All pupils do Literacy/English and Numeracy/Maths at different levels. Pupils are assessed on entry to the school and put on a route to obtain the most appropriate qualifications. Progress is constantly monitored. For some pupils a 'play-based' route is offered, including 'Reading race-track', 'X Factor' and '5-minute maths'. All pupils are assessed for progress three times per year. The results of these assessments are stored and compared to log whole school progress. All pupils are assessed termly and the levels used to inform the targets for the following term.</p> <p>All pupil work is marked and assessed by staff and encouraging comments given. Pupils are given feedback as soon as possible. Where TAs and Tutors are used to cover lessons, their lessons plans are provided by teachers and are then filled in using set systems and comments given to subject teachers.</p> <p>Through the use of key workers, most of the pupils develop attachments to some adults, and these significant adults support pupils in behaviour and engagement. In addition, the school offers a highly practical and enriched timetable for pupils which itself is naturally motivating.</p> <p>The previous teacher teaching science left early during 2021 due to ill health, and two new tutors have been appointed, and offered extensive training to develop the science curriculum. Science teaching is improving, but the school is unable to make a judgement about science now.</p> <p>A Head of Centre has been appointed who is being trained to support curriculum and teaching and learning across the school.</p>

Teaching, learning and assessment are outstanding

Areas for improvement in teaching, learning and assessment. *(Taken forward to school improvement plan).*

To support the new science teacher to embrace the role and achieve good results in science.

Prompts	Personal development, behaviour and welfare
<p><i>Approx. one page. Use bullet points. Evaluate impact.</i></p> <p>Pupils' behaviour and attitudes to learning in lessons.</p> <p>How proactive are pupils in driving forward their own learning?</p> <p>Attendance and punctuality.</p> <p>Persistent absentees.</p> <p>Pupils' behaviour towards others, including pupils and adults.</p> <p>Staff expectations of behaviour.</p> <p>Use of derogatory or aggressive language.</p> <p>Bullying.</p> <p>School actions to improve behaviour – impact.</p> <p>Permanent and fixed term exclusions.</p> <p>Pupil safety.</p> <p>Pupils' ability to assess risk (e.g.: e-safety, substance misuse, extremism, knives and gangs, water, fire, roads and railways).</p>	<p>Pupils admitted to the school have SEMH difficulties. These manifest as anxiety disorders, self-harm and mental health difficulties. In addition, 50% of the pupils are on the ASD spectrum. As a result of their complex needs, the pupils display challenging behaviours at times.</p> <p>The school ethos and vision statement was developed by the school staff, care staff, therapists. It is based on DDP, PACE, SCERTS, ELSA and Zones of Regulation. All staff are trained on the model and are required to implement it in behaviour management of children. In addition, several staff members have trained in subject specific therapeutic working which is implemented with children across the curriculum. These specialisms include, 'Nurture Therapy', 'Drawing and talking' therapy, ELSA, 'Lego therapy', and other staff members are currently pursuing studies in 'Art therapy', 'Music therapy', and 'Woodland Nurture Therapy'.</p> <p>The school staff members engage in weekly 'reflective practice' sessions with the psychotherapist to learn to understand individual pupils and to share best practice about working with them.</p> <p>Many of the children coming to the school have attachment disorders and initially find it difficult to trust and work with adults. The teaching staff work in a nurturing way to support those children to reach a place where they can settle down, feel safe and focus on learning.</p> <p>There is comprehensive contact with parents through family liaison which promotes good attendance, and punctuality.</p> <p>There is a culture of accommodation and working towards rewards that they determine. The curriculum is bespoke and motivates them to learn – accommodating their own interests which supports positive behaviour.</p> <p>Other pupils, who have missed out on early childhood experiences arrive at the school with emotional backlogs. Their behaviour is often emotionally immature and lacks self-regulation. Again, staff members use a nurture model to work with the child to go back to and relive some of the childhood experiences, whilst at the same time, supporting them to accelerate their emotional maturation process to an age appropriate level.</p> <p>Pupils coming into the school are not generally proactive towards their own learning, however, there have been some moments captured by the staff which are evidence of pupil independent learning and engagement in their own areas of special interests, for example when one pupil discovered newts in the pond and ran off to find out about them in his computer. Staff record instances of unacceptable behaviour and these are logged together with codes for discriminatory comments/behaviour, police involvement, physical intervention and bullying for monitoring patterns.</p> <p>Pupil voice is encouraged at the school. There is a weekly school meeting for pupils to bring their own agenda items. Pupils are encouraged to contribute ideas to the running of the school and their requests are recorded and acted upon. Pupils are also encouraged to contribute to policy making across the school. E.g. During lockdown, senior pupils met face-to-face or on zoom to rewrite the 'Activities Policy'. Pupils are also nominated as 'Wellbeing Champions' and a 'school council' has been set up. Students and staff they have lunch time committee meetings to discuss pupil wellbeing. Pupils are also encouraged to report H&S concerns to the school office and to be more eco-aware.</p> <p>The school staff work in a proactive way to reduce behavioural incidents through praise, reward and incentives. There is a star chart in the meetings room to record daily success. There are specific incentives for short term rewards, and there are monetary vouchers that can be earned across a term for work and engagement, uniform and attendance. The close relationships allow for 'direct' work with children to reflect on and consider other 'choices' for their behaviours.</p>

	<p>The environment at the school supports behaviour management. The school consists of log cabins spaced out in large grounds. All of the classrooms open straight out into the garden and pupils are encouraged to take space if they need it. The grounds themselves, have a number of areas for sensory needs and offer quiet spaces for pupils to calm down. The high staff pupil ratios also support this.</p> <p>Staff members are required to record and report all incidents. These are then logged in a central digital behaviour log which allows for monitoring of 'bullying', 'police incidents', 'discriminatory incidents' and other. These are tracked for whole school monitoring.</p> <p>At times there is some bullying at the school, but, due to high staff pupil ratios, this is been dealt with immediately. An 'Anti-bullying officer' has been appointed and is being trained. Also, the school has held anti-bullying weeks, and work around 'respect' is undertaken constantly. Child-on-child abuse is not considered acceptable, however, pupils are highly supervised and any incidents are addressed immediately by supervising staff together with parents/carers where necessary. Staff actively follow up on 'direct work' with children, meetings take place to tackle bullying, counselling and restorative practices are implemented. All pupils have done 'Stay Safe' booklets and there is a culture of encouraging children to report H&S and concerning issues, e.g. bullying.</p> <p>There is a high incidence of swearing from some pupils, but staff work with children in a proactive manner to reduce this swearing. We do this through using a recording system based on rewards.</p> <p>The school pays particular attention to safeguarding. All staff are trained to L3 and more specialist roles have further safeguarding training. All children are given 'safe' workbooks to work through with the counsellor. All staff have had updated training in KCSIE, in September 2022 and policies were updated in line with new developments. Managers do 'Allegations' Training, 'Safer Recruitment' and 'DSL' training. The school has a safeguarding team who meet weekly to review safeguarding and an organisational team, at senior management level, who meet three weekly. The SLT updates policies in line with 'The Key for School Leaders Guidance on Policy writing, and 'The Safeguarding Network', both of which we have service contracts. Pupils do eSafety work through the curriculum.</p> <p>PHSE is considered a core subject in the school. Many of the themes and targets in PHSE are aimed to develop pupils' own understanding of their behaviours and how to self-regulate their emotions.</p> <p>The school counsellor does direct work with pupils on topics such as e-safety, substance misuse, extremism, knives and gangs, water, fire, roads and railways, etc.</p> <p>The school has had no fixed term exclusions last year.</p>
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Personal development, behaviour and welfare of pupils at the school are outstanding

Areas for improvement in personal development, behaviour and welfare. *(Taken forward to school improvement plan).*

To reduce the level of swearing and incidents of bullying in the school.

Prompts	Outcomes for pupils
<p><i>Approx. one page. Use bullet points. <u>Have tracking data available to support judgements.</u></i></p> <p>Summary in words of the standards and progress for pupils currently in the school.</p> <p>Attainment and progress in English and mathematics.</p>	<p>In 2021/22, the pupils achieved the highest results so far. There were five pupils in Yr 11, who wrote a range of exams and achieved qualifications. The school results were enhanced because a number of year 9 and year 10 pupils sat FS level 1 exams in English and Maths, and these contributed to the overall results.</p> <p>The school is particularly strong in its breadth of subject options and the range of qualifications available for each subject. Each pupil is enabled to select an individualised package to suit their needs and abilities.</p> <p>The school uses a range of awards and qualifications from Unit awards through ASDAN awards and Entry Level Qualifications to Functional Skills, BTecs and GCSE qualifications. The lower level awards are used as 'enablers' to encourage pupils to achieve awards and to gain confidence to begin to work towards more challenging qualifications. All pupils are on routes to</p>

<p>Proportions of pupils making or exceeding expected progress from their starting points, in En and Ma.</p> <p>Attainment and progress in science, computing and other notable subjects.</p> <p>Progress of disadvantaged pupils (children looked-after and those entitled to free school meals).</p> <p>Summary of external examination results.</p> <p>Trends of improvement in subjects and age groups.</p> <p>Summarise areas of concern and areas of success, particularly sustained improvement.</p> <p>Best subject areas, year groups, gender and other groups.</p> <p>Strategies that have been successful in creating improvements.</p> <p>Arrangements for monitoring and evaluating progress.</p>	<p>gain awards and these may be a combination of vocational and GCSE qualifications. (See Clovelly House School results).</p> <p>All pupils are initially assessed using the BOXALL scales, and using standardised tests. These standardised assessment test results in English and Maths enable us to track progress over the school year at three monthly intervals to give indicators of progress and success. Because this is a new school, there is limited previous data to compare results to. The school is also able to offer initial assessments for dyslexia.</p> <p>It is difficult to quantify a composite graph of English and Maths progress across the school, but each pupil is on an individual path to achieve the highest qualifications they are able to in the period they have at Clovelly. This route is planned and monitored in detail. (See individual plans)</p> <p>The school will do 'deep dives' into 'reading', 'writing', 'art' and PHSE during the next OFSTED Inspection.</p> <p>The school has appointed a new science tutor to cover science and she is being supported to deliver programs for science. Some of the KS4 pupils take 'sociology' as a science. IT is offered as a subject, but it is generally embedded into other areas of the curriculum.</p> <p>Disadvantaged pupils do well at the school because of the nurturing approach. We have implemented a robust 'careers development plan' during 2020/21 and supported pupils with developing independence skills and moving one. With the result that all of our pupils so far have successfully moved on to college and apprenticeships.</p> <p>The school is too small and too new to have sufficient amounts of data to compare for exam results, but results have been compared over the past four years, see website.</p>
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Outcomes for pupils are outstanding

Areas for improvement in outcomes for pupils. (Taken forward to school improvement plan).

To further develop the areas identified for 'deep dives' next year

Prompts	Leadership and management
<p><i>Approx. two pages. Use bullet points. Evaluate impact</i></p> <p>Extent to which the Independent School Standards are met.</p> <p>Extent to which the requirements of the EYFS are met.</p> <p>Monitoring and evaluation of teaching and learning – securing improvement.</p> <p>Monitoring and implementation of school policies.</p> <p>Positive ethos and relationships. Focus on improving outcomes.</p> <p>Management of complaints.</p> <p>Monitoring and evaluation of school performance.</p> <p>Driving forward improvements.</p> <p>Provision of a broad and balanced curriculum.</p> <p>Progress in core skills.</p> <p>Curriculum engages pupils and prepares them for life in modern Britain.</p> <p>Suitable and challenging range of accreditation.</p> <p>Quality of any off-site/alternative provision.</p> <p>Extra-curricular activities.</p> <p>Governance provides support for leaders.</p> <p>Governance provides challenge – ‘governors’ have well-informed knowledge of the school.</p>	<p>The school met the standards for Independent Schools in April 2018 and in 2019, (during a Variation Inspection), and obtained a ‘good’ grade in a full OFSTED Inspection during November 2021.</p> <p>The organisation consists of a care home, therapy provision and an administration department. The home manager, Head of School and school business manager for the SLT meet with the Principal weekly for a SIP, (systems, information and planning) meeting. This body serves as the senior leadership team and an advisory body for the Principal and are established enough to challenge the Principal where necessary. (It functions as a governing body for the school.)</p> <p>The Principal oversees the monitoring and implementation of school policies. Policies are reviewed at least annually and contributions to policy are welcomed from staff, pupils and families. As a result of the October 2020 unannounced OFSTED inspection, the school took up membership of the ‘Keys for School Leaders’, and ‘The Safeguarding Network’. In addition, the school has access to DRB updates every two weeks for guidance on policy change. This enabled the school to access up to date policies and procedures, (specifically related to safeguarding), and to receive daily alerts regarding key policy changes so that the school does not miss policy changes in the future. Furthermore, the leadership team receive a number of journals, SEN magazine, ‘Children and Young People now’ and ‘Therapeutic Communities’ which are read and discussed at the weekly leadership meetings and our half termly research meeting. Any topical information is cascaded down to staff who all have access to the journals.</p> <p>The Principal uses a combination of leadership styles, authoritarian, collegiate, and coaching styles. The school has had a relatively settled core staff team over the past eighteen months and has increased due to expansion of the team. The new and dynamic staff team have a rich range of skills and experience and enthusiastically bring this to the school. There is a strong focus on team building and giving a level of autonomy to all staff so that each staff member has their own area of responsibility. Training, after Induction, is geared towards staff development and supports the ‘Workforce Development Plan’. There is an ELT (Education Leadership Team), and each of the ELT members has supervisees. Supervisions meetings take place at least half termly with all staff members.</p> <p>During 2019/20 the Principal was instrumental in setting up an administration department to support the running of the school. The appointment of a new School Business Manager allowed for more rigorous recruitment and monitoring and freed up the Principal for Performance Management of staff. All of the ELT members had supervision and leadership training from the Principal, then staff members were allocated to the ELT as supervisees. The Principal supervises the ELT and monitors the quality of supervision. Through these routes issues are brought to the attention of the Principal timeously.</p> <p>The school is committed to networking and continual improving by learning from research and from high quality other provisions. We also network with professional bodies such as ‘TCTC’, ‘Leicestershire Primary Heads Forum’, and the Safeguarding Network, etc. We perform regular audits, engage in training to strengthen departments and the school as a whole. We have upgraded recruitment and training across the school to promote better outcomes for departments, and, ultimately, the children.</p> <p>The school receives few external complaints. Complaints are dealt with by the Principal according to policy and procedures and records of complaints are kept. Pupils who are unhappy are encouraged to use the complaints process, and this is rigorously followed so that pupils are made aware that they are listened to and that their grievances have been addressed. The school has records of pupil complaints.</p> <p>The Principal has a robust SDP which is monitored throughout the school year. Objectives are ambitious and the school is making good progress and development. The SDP is complimented by Action Plans addressing specific areas of need within the school. (See Action Plan file). There are also three-year development plans for the company which link with the annual SDP.</p> <p>The school is working towards maintaining the ‘Well-being award’ for schools and this supports the positive ethos and relationships evident in the school. Teaching assistant staff members have been largely instrumental in leading on this and have personally developed as a result of this opportunity.</p> <p>The school offers a broad and balanced curriculum and qualifications are offered from unit awards through to GCSEs. There are new structures in place for monitoring teaching and learning. The</p>

<p>'Governors' understand the views of pupils, staff and parents.</p> <p>Effective performance management – impact.</p> <p>Good opportunities for further staff development.</p> <p>SMSC and British values at the heart of the school's work.</p> <p>Equality of opportunity and diversity promoted well.</p> <p>Effective safeguarding – policy; training; referrals; recording.</p> <p>Quality of work with external partners.</p> <p>Safety of pupils – protection of vulnerable pupils.</p>	<p>'curriculum' team meets at least half-termly to review practices across the school and the deputy Head Teacher monitors teaching and learning. All pupils do the core subjects and choose further options from a broad range offered.</p> <p>Embedded across the curriculum, the school follows weekly themes. These allow for exploration of British Values and social, moral, spiritual and cultural matters. The young people have significant emotional difficulties on entry to the school, but are supported to develop behaviours and viewpoints that will prepare them for life in modern Britain. These children are offered 'tutor-time' first thing each morning to give them structured one-to-one time and a settling in period before beginning the school day. This is enhanced through the promotion of opportunities for pupils to have a 'voice' and for meetings where pupils bring agenda items and express their opinions about the running of the school and other matters. All schemes of work are linked to SMSC and this is cross-referenced on lesson plans.</p> <p>The young people at the school access a range of off-site activities. All pupils have membership to Enderby Leisure Centre for Gym, Swimming, Multi-purpose Hall and Golf. Pupils also access the 'Outdoor Pursuits' centre weekly. In addition, they have had termly bookings for 'Boxercise' and sessions for 'Paddlesport', 'Woodland therapy', 'Alpaccas', 'Forest Schools', and other physical activities. All pupils are taken out for numerous school visits to local places such as the 'Reptile Centre', 'Birdland', Gorse Hill Farm, Cycling trails, Places of historic and religious interest, National Trust Properties and English Heritage places. These are intended to enrich the experiential world of the child and to enhance the curriculum. The school values these trips as we recognise that access to these experiences supports the improvement of imagination, exploration skills as well as language.</p> <p>The curriculum is enriched by the themes as well as the school visits. At all times opportunities are sought to introduce SMSC matters and issues are raised about citizenship in modern Britain. The school appointed a new 'Equalities and Diversity' Officer this year. This individual received training and has led on important themes and weeks regarding equality and diversity. Children are encouraged to promote tolerance and understanding for all. Equalities values are embedded and embraced across curriculum, the recruitment of staff, policies and procedures, reflected in our staff team and promoted by all. The school promotes tolerance and supports LGBTQ+ agendas. WE have staff members trained to implement 'Stonewall', 'Gay Pride' and 'Black Lives Matter' agendas.</p> <p>The school enhanced it's careers guidance program during 2020/2021. This has led to include a dedicated careers team at the school, continued use of an external careers advisor, a careers library, invitations to have professionals in to talk to children and celebration of a careers week.</p> <p>The safeguarding team in the school, consisting of the Principal, DSL and deputies meets weekly to review current safeguarding. The school has annual training in KCSIE as well as Safeguarding L3 training.</p> <p>All of our children are considered to be vulnerable. Because of this we maintain high staff:pupil ratios of at least 1:3, and young people are supervised at all times unless they are working towards independence. Staff members work directly with pupils throughout their time at Clovelly House School and try to guide them towards responsible adulthood. They do this through life-skills program, independence work and work-related learning.</p> <p>The SLT embrace work with external partners. The Principal and ELT staff communicated well with professionals by phone call or video conferencing on a regular basis. The Principal has appointed a 'Family Liaison Officer' to maintain weekly or daily contact with families and carers. This information is then cascaded back to relevant staff. The staff team have a 'Whats Ap' social media group which is used for professional sharing of information throughout the school day.</p> <p>The SBM set up new systems for personnel management using the services of Bright this year. This has facilitated the appointment and management of staff files, service and absence. Together with the HR service, the school signed a contract with Peninsula for Health & Safety support services. Alongside this, the SBM set up a new website which is very accessible and allows for information to be conveyed to a wide audience. There are areas for diary dates and events notices at the school.</p> <p>The school welcomes visitors and has Open days at least three times a year. Through these events, parents and carers as well as professionals have been able to attend social events at the school to share and celebrate in the achievements of the pupils. External agents have been particularly receptive to have enjoyed these events.</p>
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	The school, additionally holds 'mentoring meetings' with parents/carers about their child once a half term. These are short concise meetings held with the child to discuss academic progress. This is to give parents/carers and children a realistic picture of their current performance and to set targets for improvement over the term.
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Leadership and management is graded as good

Areas for improvement in leadership and management. *(Taken forward to school improvement plan).*

What do learners say about their experiences at the school?

- See feedback sheets.

What do parents and carers say about the school?

- See feedback sheets

Prompts	Spiritual, moral, social and cultural development
<p><i>Approx. one page. Use bullet points. Evaluate impact</i></p> <p>How does the spiritual, moral, social and cultural, provision enable pupils to:</p> <ul style="list-style-type: none"> ○ reflect; ○ use imagination and creativity; ○ develop curiosity in their learning; ○ apply an understanding of right and wrong; ○ demonstrate social skills? <p>Respect for the civil and criminal law of England.</p> <p>Respect for democracy.</p> <p>Respect for public institutions and services in England.</p> <p>Contribute positively to the locality in which the school is situated and to society more widely.</p> <p>Respect for other people; protected characteristics set out in the 2010 Act (age, disability, gender</p>	<p>SMSC provision is embedded across the school. The school uses daily and weekly themes to introduce new ideas, stimulate imagination, increase experiences and promote fun activities for pupils. This allows frequent opportunities for dressing up and using imagination.</p> <p>The large site in the countryside allows for opportunities to explore and develop curiosity in their learning. This occurs through playing in the stream, pond dipping, and exploring eco-systems on and off-site.</p> <p>During lessons, teachers use questioning techniques to encourage pupils to think about and use their imagination to learn new topics.</p> <p>Using 'reciprocal' conversations, staff are able to lead pupils to reflect on the world around them and to try to understand their role in the environment and their responsibilities towards the wider world.</p> <p>The pupils attend school meetings weekly and are encouraged to bring agenda items, to contribute to the meeting and voice their opinions and to vote on certain issues. Pupils are also consulted in the interviewing and appointment of new staff members.</p> <p>The school appointed a school counsellor who sees all children weekly. This allows for targeted work to be done with children on matters such as 'Relationships,' 'Anger management', 'antibullying', 'resilience', etc.</p> <p>Through 'direct work' as well as group discussions and meetings pupils learn social skills and begin to learn to understand the difference between right and wrong. They experience positive adult modelling, reparation approaches and learn that adults can also apologize. The school staff have had 'Restorative Justice' training.</p> <p>Many of our children have had a history of negative experiences with the police and the law. Through therapeutic approaches we lead pupils to try to make sense of early experiences. We encourage children to see the police as 'protectors' and not as 'people who are there to catch you out'. We invite the local community officer in to school to do some work with the children to build relationships and to value the role of the police. We support our children to understand legal processes as they apply firstly to themselves and then to the wider world, but this work may take many months.</p> <p>Through school meetings, our children experience a level of 'democracy'. Pupils can bring agenda items to the table and take turns to speak. Anyone who disrespects the meeting is requested to leave. Pupils have developed in their ability to manage school meetings and are encouraged to</p>

<p>reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation).</p> <p>Tolerance and harmony between different cultural traditions.</p> <p>Balanced presentation of opposing views on political issues.</p>	<p>participate. The experience of democracy is perpetuated further by encouraging all staff and pupils to suggest names for the pets. These names are all put into a hat and one is selected.</p> <p>Pupils at an earlier stage of emotional development also learn turn taking and sharing through playing board and team games and through spending time together with staff members.</p> <p>School visits take place to public institutions and Public buildings in the local area. In addition, pupils find out about public institutions through 'theme' days and 'weeks' and through PHSE and Citizenship lessons.</p> <p>Visitors and appropriate members of the local community are invited to visit the school. Thus, the MP for this area visited the school last week. In addition, visitors are invited in to talk about careers and the local WI held a crafts day for the school pupils. The pupils have decided to raise money for a defibrillator for Merrylees and are fund-raising with the community for this purpose.</p> <p>Pupils have contributed to the local community. They have been involved in 'litter picking' along the road. Pupils have also invited neighbours to attend 'charity coffee mornings', which they have hosted using 'Food and Hospitality' skills. This, in turn, led to an invitation from the local WI group to our pupils to attend a 'WI crafts fair' in the village. The children also made items to sell at 'Open days' held at the school to raise money for charity. There is a targeted action plan to improve community links during 2022/23 through some exciting projects.</p> <p>The young people have engaged in 'Fun runs' and 'Charity Walks' to raise money for charity.</p> <p>The school has appointed an 'Equalities Officer' and the children engage in various themes around equality. During the summer term, pupils held a 'Gay Pride' parade at the school and also celebrated 'Windrush'. Across the curriculum, discussions are held with pupils to promote tolerance and understanding for others.</p> <p>There is a culturally varied staff team in place, and the school celebrates religious festivals of a range of different religions such as Christmas, Easter, Ramadan, Divali, Chinese New Year, etc.</p> <p>The school subscribes to 'Newsweek' and a young people's newspaper, to encourage pupils to read and follow current events and issues.</p> <p>All pupils contribute to the termly newsletter promoting articles about life across the school and local news. Children also write a 'blog' which is available to see on the website. Children contribute to interviews of new staff, policy making and decision about school life through direct work and school meetings.</p> <p>Across the curriculum and in 'Sociology' lessons staff members propose a balanced presentation of opposing views on various environmental and political issues.</p> <p>Pupils have been encouraged to lead on school clubs that will benefit the pupils and the school. This is slowly being taken up, e.g. 'Crafts club', 'Eco club'.</p>
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Areas for improvement in SMSC development. (Taken through to school improvement plan)

To further develop school clubs and committees lead by pupils to promote SCMC issues.

Prompts	Early years provision
<p><i>Approx. one page. Use bullet points. Evaluate impact.</i></p> <p>Extent to which the early years Independent School Standards are met.</p> <p>Quality of teaching, learning and assessment.</p> <p>Children's engagement and enjoyment.</p> <p>Quality of curriculum.</p>	NA

Phonics teaching.

Personal development, behaviour and safety.

Outcomes; including attainment at end of Reception (compared with EYFS profile national figures).

'Catch-up' by disadvantaged children.

Engagement with parents.

Leadership and management.

Governance arrangements.

Early years provision is outstanding/ good/ requires improvement/ inadequate *(delete as appropriate)*

Areas for improvement in early years provision. *(Taken through to school improvement plan)*

- (Type here)

Prompts	Sixth form provision
<p><i>Approx. one page. Use bullet points. Evaluate impact. (See also prompts in school sections above)</i></p> <p>Quality of teaching, learning and assessment.</p> <p>Students' motivation and engagement.</p> <p>Quality of curriculum.</p> <p>Arrangements for assessment and monitoring progress.</p> <p>Personal development, behaviour and safety.</p> <p>Outcomes; including external accreditation.</p> <p>Careers guidance</p> <p>Quality of any off-site/alternative provision.</p> <p>Student destinations.</p> <p>Leadership and management.</p> <p>Governance arrangements</p>	<p>The school currently offers further education provision.</p> <p>One 17 year-old pupil with autism, requested to remain on roll at the school for an additional school year. The school offered him a bespoke package which was agreed by the LA and his parents. He is timetabled to come in five days a week and he does a comprehensive independence and life-skills package aimed to teach him to cope with living independently. This package consists of shopping and cooking, IT skills for independence, PE, Outdoor pursuits, Social skills/PHSE sessions, home independence skills, work experience and functional literacy and numeracy skills.</p> <p>An additional further education pupil has requested to stay on at the school and will follow a similar program.</p> <p>The current further education pupils have ASD needs and are working towards independence through following the ASDAN 'Paths to Independence' program. They have access to a comprehensive careers guidance support package and are taken on off-site activities to promote independence.</p> <p>FE pupils are encouraged to enrol in and complete IHASCO training in to increase their range of skills for the workplace. Our pupils are encouraged to do work experience where possible.</p>
<p>Sixth form provision is good <i>(delete as appropriate)</i></p>	
<p>Areas for improvement in sixth form development. <i>(Taken through to school improvement plan)</i></p>	
<ul style="list-style-type: none"> ▪ To develop more robust monitoring and assessment processes for FE provision. 	