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| Updated: May 2024 | | | | |
| **Vision, Mission, and Values** | | | | |
| **Our Vision**  A world which recognises, understands and values autistic people, and where they receive the services and support they need throughout their lives.  **Our Mission Statement**  To advocate, provide and develop high-quality services, information, and support, in partnership with others, for all those whose lives are affected by autism.  To recognise and respond to the needs of the individual, enabling people with autism to live their lives with dignity, choice and independence.  Therefore, Sutherland House School’s aim is to equip autistic pupils with skills which put them in the best possible position to lead fulfilling, productive and meaningful adult lives. We have a strong focus on supporting pupils to develop a sense of well-being; to recognise and value their interests and talents; and to develop their cognitive and practical skills.  **Our Values**   * Promoting Independence * Innovative * Person-centred * Efficient and Effective * Aspirational | | | | |
| **Sutherland House School Contextual Information** | | | | |
| Sutherland House School is part of Autism East Midlands and has a long-standing commitment and reputation in providing education for pupils with a diagnosis of Autistic Spectrum Condition. All pupils at Sutherland House School have Education, Health and Care Plans (EHCP’s) and present complex life-long areas of need in communication, social and life skills with a wide range of cognitive abilities, talents and skills.  Sutherland House School offers provision for pupils ranging from 3 to 19 years of age, who travel from approximately eight different local authorities. The needs of the pupils whom we support are broad and varied and we have developed a unique approach to curriculum to accommodate this, ranging from sensory based and clinically informed experiences; to academic study and working towards accreditations in KS4 onwards.  Sutherland House School was previously set in five different sites which were amalgamated into one site in 2016. The aim for this move was to improve the provision and offer a coordinated and consistent approach to education with integrated clinical and positive behaviour support.  Sutherland House School has now a well-established leadership structure led by Ann Stewart, Director of Education; Robbie Jones, Head Teacher, with the support of Suzannah Diamantis, Deputy Head Teacher; Milly Murray, Assistant Head Teacher; (Vacancy, Assistant Head Teacher); Laura Conway, Senior Teacher and Iain Hickman, Senior Teacher. We also have a clinical team comprising of Speech and Language Therapists and an Occupational Therapist. This team is managed by Robbie Jones, Head Teacher with clinical supervision delivered by external providers.  Sutherland House School is strongly committed to Safeguarding and has a robust system of safeguarding procedures in place. This was classed as effective during the Ofsted visit in July 2022, and this was upheld in the further inspection in February 2023, in which the school was judged to remain at least ‘Good’ in all areas. | | | | |
| **Information On School Cohorts** | | | | |
| **Sutherland House School has 78 pupils on roll.** | | | | |
| **Gender** | | | **Numbers** | **Percentage** |
| Male  Female | | | 67  11 | 85%  15% |
| **Ethnicity** | | | **Numbers** | **Percentage** |
| Any Other Asian Background  Any Other Black Background  Any Other Ethnic Group  Any Other White Background  Bangladeshi  Black – African  Black – Caribbean  Not Specified  Other Mixed Background  Pakistani  White – British  White and Black African | | | 1  3  1  4  1  2  1  7  2  3  53  1 | 1.2%  3.6%  1.2%  4.8%  1.2%  2.4%  1.2%  8.4%  2.4%  3.6%  66%  1.2% |
| **Language Spoken at Home** | | | **Numbers** | **Percentage** |
| Arabic (Morocco)  English  Hindi  Kurdish  Manding/Malinke  Not Specified  Polish  Urdu | | | 1  37  1  1  1  37  1  1 | 1.2%  44.4%  1.2%  1.2%  1.2%  44.4%  1.2%  1.2% |
| **Safeguarding Related** | | | **Numbers** | **Percentage** |
| Pupil Premium  LAC  CIN  Child Protection Register | | | 29  7  8  2 | 34.8%  8.4%  9.6%  2.4% |
| **Key Stages & Year Groups** | | | **Numbers** | **Percentage** |
| Early Years | Three Year Olds  Four Year Olds  Five Year Olds | | 0  0  0 | 0%  0%  0% |
| KS 1 | Year 1  Year 2 | | 0  4 | 0%  4.8% |
| KS 2 | Year 3  Year 4  Year 5  Year 6 | | 4  3  3  9 | 11%  3.6%  3.6%  12% |
| KS 3 | Year 7  Year 8  Year 9 | | 9  6  12 | 12%  12.2%  14.4% |
| KS 4 | Year 10  Year 11 | | 15  3 | 18%  3.6% |
| KS 5 | Year 12  Year 13  Year 14 | | 4  4  3 | 4.8%  4.8%  3.6% |
| **Behaviour** | | | **Fixed Term Exclusions** | **Permanent Exclusions** |
|  | | | 0 | 0 |
| **Attendance** | | | | **Percentage** |
| September-December 2023  January-March 2024 | | | | 78.62%  76.64% |
| **Significant School Information** | | | | |
| The school has recently appointed a new Head Teacher, Robbie Jones on April 15th, 2024. Ann Stewart has been appointed as Director of Education. | | | | |
| **Ofsted** | | | | |
| **Areas identified as strengths** | | **Areas identified for improvement** | | |
| * Pupils are happy, safe and enjoy school. * Pupils say they trust adults in the school, and they help the, and keep them safe. * Pupils study a broad and balanced range of subjects. * Learning to communicate is central to the school- Pupils learn that their choices and opinions matter. * Curriculum is ambitious and well-sequenced. * Qualifications in KS4/5 taught and differentiated assessment and feedback implemented. * Adults in the school understand the needs of pupils very well and pupils are well supported. * Curriculum develops pupils’ broader development. * Safeguarding is effective. * Leaders engage well with staff and help them to manage workload. | | * Opportunities for extended reading * Precise knowledge not always clear in curriculum maps or consistently taught. * Inconsistent approaches to assessment * A more strategic approach to personal development | | |
| **School Evaluation of Strength and Areas of Strength** | | | | |
| **Areas identified as strengths** | | | | |
| * The school has a strong ethos of ensuring person-centred approaches are always used to support pupils. This is further supported using the Positive Behaviour Support specialists and training that all staff have. * High expectations and aspirations for pupils are evident and result in good learning and positive relationships throughout the school. * A curriculum review is currently being undertaken to ensure our curriculum meets the of our cohort of pupils and this is being redeveloped using the knowledge of our wider staff team. * The dedication and care displayed by our teaching staff ensures all staff are fully on board with the delivery of a personalised curriculum and staff are now using assessment data to support progression across all subjects. * A variety of meaningful and aspirational courses are on offer to develop pupils across all pathways in the school. * The school has developed an independent living facility in a 3-bedroom semi-detached house in Chilwell. All post-16 pupils will have the opportunity to develop their independent skills using a structured programme developed by our independent living lead. * Life skills and RSHE are promoted throughout the school and there is a clear calendar and cycle in place to support personal development. * Staff have recently received Travel Training, and this is being implemented to further promote independence for our pupils. * Staff support pupils to manage their behaviour and express their needs in a supportive way. This is evident in the behaviour data and use of PI data. * Careers education is strong, and the school meets the criteria as outlined in the Gatsby Benchmark. | | | | |

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| **Quality of Education – School Judgement: Good** | |
| **Strengths** | * The SHS Curriculum has been further developed and now offers curriculum maps for all subject areas these are classed as a working document. The SHS Curriculum has been redeveloped to highlight a clear and distinct offer for pupils in different pathways and key stages. * Milestone targets are now used to measure progress over time and to ensure teaching staff can track small steps of progress. This further helps teaching staff to identify gaps in knowledge and ensure pupils are making good progress from their baseline data. * All teachers are now confident in using the assessment system and are able to use this data to inform their planning. * Data and progress are reviewed regularly and challenged by the leadership team and Governing Body. * A thorough induction plan is in place for all staff joining Autism East Midlands which equips staff with the skills to start their career at Sutherland House School. * A curriculum review is currently being undertaken to further refine and develop our curriculum for September 2024. This is in line with our aim to have a ‘dynamic curriculum’ which is reviewed annually to ensure it meets the needs of **all** our learners. * The SHS Curriculum is designed to offer sequenced learning through scaffolded steps which build onto one another. Each subject has specific Curriculum Frameworks. The SHS Curriculum has a distinct approach to Post-16 (Sixth Form) with focus on preparation for adulthood. * In February 2024, Sutherland House School opened Marchant House, a new learning resource for post-16 to develop their independent living skills. This house is a 3-bedroom semi-detached house based in Chilwell and pupils get to learn real world living skills to prepare them for the world beyond Sutherland House School. * Pupil cohorts are grouped into three Learning Pathways (Purple, Orange and Blue). In the Purple Learning Pathway, we support pupils who are not yet engaged in subject specific learning or at early stages of subject specific learning. In the Orange Learning Pathway, we support pupils who are engaged in subject specific learning and working towards the National Curriculum framework. In the Blue Learning Pathway, we support pupils who are engaged in subject specific learning at National Curriculum levels possibly below the expected levels for their age. A pupil might be at different Learning Pathways for different subjects or move between Learning Pathways over time. This offers a flexible approach to learning and reflects the strengths and needs of each pupil. * Education, Health and Care Plans (EHCPs) are reviewed annually and the EHCP outcomes are reflected in the Individual Education Plans (IEPs) which are reviewed three times per school year. The IEPs facilitate learning across the curriculum and are personalised to the individual needs of each pupil. The IEPs are quality assured at point of writing. * The Assessment System has been further developed and now offers a robust process incorporating summative and formative assessments through the year. There is a clear schedule for assessments which and this allows for data analysis and intervention to be put in place where pupils are identified as needing additional support. Progress is tracked on the Progression Steps framework on B-squared. The teachers in purple pathway are currently baselining pupils against the Steps for Life B squared assessment package following a recent increase in primary aged children. * The SHS Curriculum is ambitious and aspirational and has been designed and developed to meet the needs of our cohort of pupils who have a diagnosis of autism. * There has been a recent emphasis in further developing the role of teachers in the school with their growing involvement in overseeing and monitoring their subjects/classes across the different Learning Pathways. There are subject teachers in place: English, Maths, Science, ICT & Computing, Art and Design, PE, Humanities and Active Living. * The accreditation routes for all pupils are now embedded through the work of the Examinations Officer and teachers in establishing further opportunities for accreditations for pupils in the Purple and Orange Learning Pathways. * There are predicted accreditations routes in place for each pupil across identified subject areas. * The Deputy Head Teacher with responsibility for Quality of Education has established a robust cycle of quality assurance which includes Observations of Teaching and Learning and Learning Walks; review of assessments which includes moderation of IEPs and cognitive assessments; and moderation of planning. * Teachers’ Meetings are well established and focus on CPD with specific topics focused on developing a shared approach and high standards. * A validated DFE phonics programme has been purchased and is being imbedded with staff and rolled out to pupils within lessons. * In recognition of reading as a priority to the school, we have designated a reading and writing specialist who will champion and create further opportunities for reading and writing across the curriculum. * The SHS Curriculum reflects AEM vision in supporting autistic children and young people and their families and was written with input from the multi-disciplinary work across education and clinical teams. * The planning and assessments systems are focused on further developing the quality of education and on reducing teachers’ workload where appropriate. |
| **To secure Outstanding** | * Lessons and schema across the school, consistently matches the aims of the curriculum. Lessons are coherently planned and sequenced towards ensuring the right knowledge and skills are taught for future learning and employment. * Assessment data is used to further support teachers to identify gaps in knowledge, plan interventions and to secure knowledge for our pupils in all subject areas. * Teaching is consistently good and outstanding with a clear, structured approach to the pedagogy to enable our pupils to thrive. |
| **Current priorities for the Academic Year** | * All teachers can confidently talk about the intent, implementation and impact for their subject and use QA to inform next steps in their subject area. * Quality Assurance is in place to challenge and support teachers across the school including learning walks, book checks and formal observations. * Curriculum plans enable progression for pupils across all pathways and enable pupils to leave school with the skills and knowledge to move onto the next steps of their education. * Assessment data is used and understood by all teaching staff to identify gaps in knowledge and to plan in opportunity for overlearning to further develop mastery of skills and knowledge. * Curriculum intent shows clear progression for purple pathway learners throughout their whole journey at Sutherland House School. * Phonics programme is fully implemented, and reading is celebrated and valued across the school. |

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| **Behaviour & Attitude – Good** | |
|  | * Ensuring good quality of life for all pupils is at the centre of all decision making. Positive behaviour support is always a focus with continued efforts to ensure a low arousal environment, a person-centred approach and continued reduction in restrictive practice. * Behaviour for learning is a focus at Sutherland House School, and all staff are supported to understand this concept and embed this within their groups. * There has been an increase in pupils’ admissions to Sutherland House School and staff have effectively supported transition into school. * Staff are using the online reporting system to record incidents of distressed behaviour and injuries. Incidents are reviewed by respective line managers who will monitor this to identify any patterns or changes to practice that should be implemented. * Incident data is reviewed by SLT weekly to ensure an accurate picture of the school’s needs, monitor any changes, and implement strategies to support staff and pupils. * The leadership team take a multi-disciplinary team approach to monitoring and supporting behaviour. This is managed by the Assistant Head Teacher, Milly Murray and the team consists of Speech and Language Lead, Occupational Therapist and the positive behaviour support team. * Pupils are supported to develop strategies to regulate, increasing wellbeing and reducing incidents of distressed behaviours. Teachers have the skills and support through training line management to implement strategies to support this. * Pupils are encouraged to be as independent as possible through the implementation of appropriate and person-centred systems, this works on improving a sense of wellbeing and improved self-esteem and quality of life. * The school ethos is focused on proactive support to improve behaviour through identifying the functions of behaviour and working on reducing the triggers and implementing strategies that are functionally equivalent to the behaviour. * All pupils have a positive behaviour support plan completed by the class teamworking with the pupils, and this is reviewed termly. The plan identifies key information relating to functions, triggers and behaviour and how to support proactively and reactively, if necessary, co-produced with parents, pupils and other stakeholders. * Behaviour for learning and engagement is good within school because of highly personalised timetables and interventions in response to individual needs, with support from SALT, OT, PBS team. * Supportive sessions and or interventions such as intensive interaction, attention autism, ‘bamboozle’, and musical interaction are well embedded within the curriculum as part of a universal offer. * Staff knowledge of each pupil is good, embedded by an extremely open line of communication between school and parent/carers. * SLT and class leads are responsive to changes in behaviour and the necessary responses are actioned in a timely manner to see an improvement. * There has been a reduction in the use of restrictive practice within school over the last year as a result of more intensive training for teachers. * Autism East Midlands has a Positive Behaviour Support Team (PBS). The team provides support for pupils using functional assessments in order identify functions and patterns of behaviour and implement appropriate strategies to support change. * Multi-disciplinary team approach is adopted throughout Sutherland House School, this is formalised by termly MDT meetings to discuss specific pupils who have been triaged to receive an MDT meeting against the threshold. * All staff are CALM trained. All new staff complete a two-day theory course, followed by a two-day practical course. Each year staff have a one-day refresher course. * Pupils who arrive at school with a background/history of non-attendance or negative school experience due to their unmet needs thrive and are supported well to achieve and feel safe. Transitions support pupils to settle in quickly into school life. * The school link with the Nottingham City Educational Psychology Service and the Senior Leadership Team works closely with these professionals to further support our pupils. * Any incident where a restraint has had to be used as a last resort a debrief is completed, to reflect on what happened and how practice can be improved. * Positive behaviour support continues to be embedded and regularly updated in line with developments in good autism practice. * Pupils are supported by two Speech and Language Therapists, two Therapy Assistants and one part-time Occupational Therapists. * The Head Teacher and Assistant Head Teacher attend the wider-organisational lessons learned meeting monthly to analyse the behaviour data with the wider leadership team. * Within each school year, there is a CPD block of training dedicated to PBS. This is planned and delivered in response to current context and needs within the school. Understanding is checked through monitoring progress within learning walks and the incident data. * High expectations for attendance at Sutherland House School whilst considering the individual needs of each pupil at school. * Clearly defined attendance policy details an attendance flow-chart which includes templates for each level of response to absence. * Attendance analysis is completed half termly and discussed within SLT meetings. * Analysis of improvement to attendance for new pupils who may have had low attendance prior to joining Sutherland House School. * Clear plans around transition timetables and goals for full time attendance for new pupils. |
| **To secure Outstanding** | * Staff and pupils clearly understand the expectations in relation to behaviour at Sutherland House School and this is captured periodically through pupil, staff and parent feedback. * The staff ethos and culture foster high expectations for behaviour and the appropriate action is taken confidently to improve self-regulation skills in collaboration with the multi-disciplinary team. |
| **Current Priorities for the Academic Year** | * Revised policy relating to behaviour and attitudes which is understood and embedded across school. * Empower and train teaching staff to embed consistent response to bullying to include clear SLT reviews and training opportunities for staff. * Empower and train teaching staff to embed a consistent response to attendance concerns using the Attendance Flow Chart. * Clear and consistent systems to support co-production of person-centred plans/meetings. * Define the tiered system of support available to teaching staff to include the clinical team and the new PBS team. * Provide accessible document to ensure pupils can access and understand expectations of behaviour across school. * Plan and deliver training to all staff on ‘active support’ to work on further embedding a culture of high expectations of pupils. * Consistent opportunities for pupil and parent feedback on safety and support at school. * Work closely with the new PBS team to systematically review and quality assure positive behaviour support plans in line with the team around the pupil. * Audit the level of confidence and skill set in implementing PBS strategies to support pupils. * Recruit and implement ELSA sessions to support wave 2/3 interventions in developing regulation skills and skills to keep safe for identified pupils. * Ensure staff can confidently employ strategies to support a wide range of needs across the school to maintain exceptional positive behaviours and attitudes across the school. * Develop a partnership with parents to ensure they understand the school’s approach to positive behaviour support and attitudes to learning. * Develop parent/carer workshops and training sessions to further support families outside of school. * Attendance monitoring systems are in place to promote high expectations around attendance at all times. |

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| **Personal Development – Good** | |
|  | * Staff at all levels have shared ambition and enthusiasm and are very effective in their work to support Pupils holistic development, enabling them to develop and discover interests and talents and prepare them for adulthood. * The SHS Curriculum has a planned personal development theme which is mapped out over 3-years . This strategic personal develop plan maps out the delivery of linked to Spiritual, Moral, Social and Cultural (SMSC) development and British Values and how the quality, range, and take-up of extra-curricular activities links to positive outcomes for pupils, linking to weekly assemblies, extracurricular activities and theme days. * Pupils across all pathways continue to attend and join in the Implementation of weekly assemblies, linked to themes associated with SMSC and British values. * Pupils have access to a wide and rich set of extracurricular activities and plentiful opportunities to develop interests, learn skills and develop knowledge needed for a meaningful adult life. * School provides regular access to a wide range of physical activities which help pupils to develop an understanding of the importance of physical activity, staying healthy and the importance of mental health. There are ample opportunities for pupils to be active during the school day and through extracurricular activities. * Pupils attended the University of Nottingham in a Discovery program. The visit to the University gives pupils an insight into university life with the aim of providing them with inspiration, information, advice, and guidance – through the power of sport. Pupils participated in a range of interactive workshops, sport tasters, meet current pupil ambassadors and tour one of the campuses. * Individual educational plans linked to Education Health and Care Plans’ (EHCP) outcomes inform teachers’ planning and allow for the sharing of learning opportunities with parents and carers. This results in a continuum of learning. Senior leadership rigorously track and monitor pupil progress. * Pupils access weekly personal development sessions with targeted time to focus on working towards and achieving EHCP outcomes. * The school has developed a Personal, Social, Health and Economic - PSHE Curriculum Framework with reference to the PSHE Association’s *‘PSHE Education Framework for Pupils with SEND’*.  This includes Relationships and Sex Education (RSE). PSHE and RSE curriculum maps have been created for all pathways and Key Stages within school and are delivered in a sensitive manner, being mindful of pupils’ age, needs and appropriateness * PSHE/RSE delivers sessions in groups or on 1:1 basis dependent on needs of pupils. The curriculum maps have been developed using a combination of B-Squared, PSHE Education Framework for Pupils with SEND and “Sexual Expression” - a resource created by Brook to support the delivery of RSE to pupils with SEND. Specific interventions are available for pupils where there has been an identified concern/area that needs addressing. * The school has a Careers Lead who provides 1:1 support and guidance for pupils in KS4 and KS5. * The Careers Lead attends all annual reviews for pupils in year 9 and above. * All pupils from KS3 upwards have a weekly careers lesson. The school has purchased the Talentino programme to support teachers and class coordinators to deliver appropriate careers education to pupils of different ages and pathways. * Staff have recently attended Travel Training and we are in the process of implementing this across the school. * The school promotes British Values and works to ensure pupils understand and apply the values to their own decision making and actions. * Our pupil mentor offers 1:1 mentoring for identified pupils to specifically focus on RSHE and Safeguarding elements. * The school takes part in national and local fund-raising activities to promote charity and supporting others. * Life skills are developed throughout the school in all stages of the curriculum. There is now a system in place to monitor and assess progression of skills linked to this area (BSquared Skills for Life). * The school Pupil Council meets half-termly and all pupils can have their voice heard and have some ownership of their environment and educational journey. Pupil council minutes are discussed at leadership and a member of the SLT sits on pupil council to hear their views. * There is a weekly assembly that has a specific focus on pupil well-being and peer engagement. Weekly feel-good Friday sessions embeds a social and cultural focus. * All pupils have an independent living (cooking) session each week. These sessions may follow a TEACCH approach and support our pupils to be able to cook meals independently. * Small steps of success are celebrated by all. * All pupils have a Preparation for Adulthood lesson each week. This is an opportunity for pupils to develop skills such as independent travel, money management, managing a home and personal hygiene. * All classes also have a Personal Development session each week. This is a time for individual pupils to work on other areas of need which may be identified on their EHCP or IEP. The sessions could focus on social skills, preparation for adulthood, PHSCE, SHRE, behaviour support. These sessions are planned to meet individual needs. * The school has regular theme days to provide additional learning experiences. * There is a school council. There are regular meetings where class representatives can express their views and ideas for the school, and then receive feedback. * The school actively promotes external college placements/visits and supports with work experience to ensure pupils develop their skills in the workplace. * Pupils can have a placement at Marchant House, our independent living skills house alongside our independent living lead. |
| **To secure Outstanding** | * Personal Development is exceptional across the school. * The school consistently promotes the extensive personal development of pupils. The school beyond the expected, so that pupils have access to a wide, rich set of experiences. Opportunities for pupils to develop their talents and interests are of exceptional quality. * More extra-curricular activities are offered to provide opportunities for pupils to develop their interests. * Character development is exemplary and a model to others. * The impact of opportunities is tracked and mapped in a coherent way to ensure pupils have access to a wide range of different experiences inside and outside of school. |
| **Current Priorities for the Academic Year** | * Audit to take place of the current activities on offer, areas of strength and areas of development to ensure the school consistently promotes the personal development of all pupils through assemblies, visitors, visits, discussions, and wider opportunities. The curriculum offers a coherent and well-structured approach to prepare young people to live in modern Britain and be prepared for further education or employment opportunities. * Pupils can recognise risk inside and outside of school to keep themselves safe. * The RSHE curriculum supports the personal development of all pupils and is mapped as part of the curriculum review. * The school provides access to a wide range of rich experiences in a coherent and planned way which is mapped across several years to ensure progression and challenge. |

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| **Leadership & Management – Good** | |
|  | * The leadership of the school set high expectations for all pupils and staff. The leadership team lead by example to create a culture of tolerance, respect and supportive challenge. Positive relationships between leaders, staff, parents and pupils help to support the progress of all pupils. * The school has a clear leadership structure with the Head Teacher having the overview of all areas in the school, a Deputy Head Teacher with responsibility for Quality of Education, an Assistant Head Teacher responsible for Behaviour and attitudes and Designated Safeguarding Lead, an Assistant Head Teacher responsible (vacancy) and two Senior Teachers. * Policies are updated and reviewed to ensure they are up-do-date with current guidance. * Staff appraisal targets are closely linked to school improvement priorities and are consistent with career stages. * The Governing Body know the school well and conduct regular learning walks and visits. They hold the senior leadership team to account through their link visits and the Head Teachers report. * All members of SLT have completed the Safer Recruitment training in order to carry out this process well. * All staff carry out annual safeguarding training including Prevent. * Leaders ensure pre-employment checks are carried out. Health and safety checks and risk assessments are in place to ensure pupils are safe in school and when out of school on visits. These are reviewed regularly and personalised to individual pupils. * The Head Teacher leads on an integrated approach including Safeguarding, Education, Clinical support, Good Autism Practice and Positive Behaviour Support. * Expertise and training in Autism are at the heart of the leadership focus for the school. * The Positive Behaviour Support Team is part of our intervention for behaviour and attitudes. This consists of experienced practitioners, committed to person centred practice. Positive behaviour support is always a focus with continued efforts to ensure a low arousal environment and continued reduction in restrictive practice. * The school offers opportunities for parental engagement through contact with teachers and leaders in the school; participation in person centred reviews, parent questionnaires and scheduled Parents Forums with topics related to various aspects of school life. The Head Teacher recognises that communication is key and continually needs to improve. * The Head Teacher is focused on the professional development of the school staff and creates opportunities for engagement with the NPQs available for identified staff. The Head Teacher and Assistant Head Teacher are currently completing their NPQH. The Head teacher has a consultant coach who offers unbiased and critical support and feedback. * All staff receive a copy of the Sutherland House School Information book. This was revised in January 2024. This resource supports staff understanding of working at Sutherland House School, provides valuable information and sets out clear expectations. * The school has a DSL and three DDSLs. All have completed DSL training including updates as required. SHS uses My Concerns for recording safeguarding concerns. There is regular safeguarding training for staff. The DSL attends various networking meetings for different local authorities. * The school has robust safeguarding procedures in place, as well as regular staff training sessions in safeguarding verified by Ofsted February 2023. * Keeping Children Safe in Education 2023 updates have been added to the Child Protection policy. * The designated safeguarding lead has arranged prevent training for the designated safeguarding lead and whole school. * The Assistant Head Teacher has completed the Mental Health Lead, DFE approved course, the mental wellbeing for staff and pupils is a priority within school. * School staff have the opportunity to attend the BILD Annual Conference which focuses on delivering high quality lectures and updates on PBS. * Staff at Sutherland House School attend special interest groups and network meetings as part of NASS (National Association of Special Schools). * The school has a governing body. The governing body meets half-termly. Members of the governing body have allocated responsibility areas and have meetings with key staff for regular updates. * The school has a school improvement plan which is reviewed on a weekly basis. * The Head Teacher meets with Senior Leaders weekly to discuss, set targets and review actions for their area of responsibility. * There is a rolling programme of CPD for staff each half-term on a Wednesday. Each half-term there are sessions related to Education, Safeguarding or Health and Safety, SALT, Behaviour and Psychology, as well as regular sessions from the Senior Leadership Team. The school also has a programme of INSET days. Individual staff members are supported to follow individual training packages linked to their career role and future aspirations. The school is currently supporting 3 members of staff to train as teachers, or to complete their ECT programme. * The Assistant Head Teacher has completed the Mental Health Lead, DFE approved course. All staff also have a line manager that they can go to for support and guidance as required. The SLT team are available to staff as required during the working week. All staff have a weekly supervision session. * Parents receive regular letters and termly newsletters. Parent forum meetings take place on a half termly basis. |
| **To secure Outstanding** | * Governors systematically challenge senior leaders to ensure staff and resources are used effectively. Governors hold leaders to account for outcomes for all pupils. * Link governors meet regularly with their respective areas and supportive challenge is in place to ensure developments are happening in line with the school improvement plan. * Teachers understand their role and responsibility for taking responsibility for their subject area. * Appraisal and supervisions are carried out in a meaningful way in order to support the outcomes for all pupils and further work towards securing Outstanding. * School vision and values are clearly communicated and understood by all stakeholders. * Quality Assurance cycles are in place for all aspects of school life to further progress outcomes for all pupils. |

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| **Quality of Sixth Form Provision** | |
|  | * There has been a recent emphasis in further developing the role of subject teachers in the school with their growing involvement in overseeing and monitoring their subjects across the different Learning Pathways. There are subject teachers in place: English, Maths, Science, ICT & Computing, Art and Design, PE, Humanities and Active Living. * The accreditation routes for all pupils are continually enhanced through the work of the Examinations Officer in establishing further opportunities for accreditations for pupils in the Purple and Orange Learning Pathways. * There are predicted accreditations routes in place for each pupil across subject areas. * The school has introduced options choices for pupils in Key Stage 4 and 5 which has given our pupils the opportunity to choose some of the subjects that they are studying. * The school has a number of subject specific teaching spaces such as a science lab, teaching kitchen, ICT suites, a sports hall as well as subject specific classrooms. * The school has a careers advisor who provides 1:1 support and guidance for pupils in KS4 and KS5. * All pupil in KS4 and KS5 also have a Preparation for Adulthood lesson each week. This is an opportunity to pupils to develop skills such as travelling independently, money management, managing a home and personal hygiene. * Sixth Form pupils can have a placement at Marchant House to further develop their independent living skills. * Work experience is organised and supported by the Careers Lead. Pupils have many opportunities to experience different work placements. * Pupils are supported to attend college placements where this is identified as an aspiration, and we have strong links with Nottingham College. * The Careers Lead organises local universities and colleges to work with our pupils to hold workshops and also organise visits to view facilities outside of school. |
| **To secure Outstanding** | * The curriculum is coherently planned and sequenced towards building sufficient knowledge and skills for future learning and destinations. * Post 16 pupils demonstrate consistently positive attitude and commitment to their education. They have consistently high levels of respect for each other. * Post- 16 consistently and extensively promotes learners’ development. |
| **Areas of development** | * Seek opportunities for supported internships to further develop opportunities for employment and training. * Review of accreditation to ensure it meets the needs of the changing cohort (current large year 9 group) * Embed Gatsby Benchmark and achieve Careers Mark award. * Develop partnership with parents to include leavers and celebrate success stories for SHS leavers. * To strengthen links with local colleges and employers to ensure all post-16 pupils have clear destinations and external support to make informed choices. |

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| **School Overall Judgement – Good** |
| **Leadership and Management Priorities**   * Governors systematically challenge senior leaders to ensure staff and resources are used effectively. Governors hold leaders to account for outcomes for all pupils. * Link governors meet regularly with their respective areas and supportive challenge is in place to ensure developments are happening in line with the school improvement plan. * Teachers understand their role and responsibility for taking responsibility for their subject area. * Appraisal and supervisions are carried out in a meaningful way in order to support the outcomes for all pupils and further work towards securing Outstanding. * School vision and values are clearly communicated and understood by all stakeholders.   Quality Assurance cycles are in place for all aspects of school life to further progress outcomes for all pupils. |
| **Quality of Education Priorities**   * All teachers can confidently talk about the intent, implementation and impact for their subject and use QA to inform next steps in their subject area. * Quality Assurance is in place to challenge and support teachers across the school including learning walks, book checks and formal observations. * Curriculum plans enable progression for pupils across all pathways and enable pupils to leave school with the skills and knowledge to move onto the next steps of their education. * Assessment data is used and understood by all teaching staff to identify gaps in knowledge and to plan in opportunity for overlearning to further develop mastery of skills and knowledge. * Curriculum intent shows clear progression for purple pathway learners throughout their whole journey at Sutherland House School. * Phonics programme is fully implemented, and reading is celebrated and valued across the school. |
| **Behaviour and Attitudes Priorities**   * Review and quality assure all positive behaviour support plans to ensure they are effective and up to date to support all pupils. * Audit the level of confidence and skill set in implementing PBS strategies to support pupils. * Recruit and implement ELSA sessions to support wave 2/3 interventions in developing regulation skills and skills to stay safe for identified pupils. * Ensure staff can confidently employ strategies to support a wide range of needs across the school to maintain exceptional positive behaviours and attitudes across the school. * Develop a partnership with parents to ensure they understand the school’s approach to positive behaviour support and attitudes to learning. * Develop parent/carer workshops and training sessions to further support families outside of school. * Attendance monitoring systems are in place to promote high expectations around attendance at all times. |
| **Personal Development Priorities**   * Audit to take place of the current activities on offer, areas of strength and areas of development to ensure the school consistently promotes the personal development of all pupils through assemblies, visitors, visits, discussions and wider opportunities. The curriculum offers a coherent and well-structured approach to prepare young people to live in modern Britain and be prepared for further education or employment opportunities. * Pupils can recognise risk inside and outside of school to keep themselves safe. * The RSHE curriculum supports the personal development of all pupils and is mapped as part of the curriculum review. * The school provides access to a wide range of rich experiences in a coherent and planned way which is mapped across several years to ensure progression and challenge. |
| **Sixth Form Priorities**   * Seek opportunities for supported internships to further develop opportunities for employment and training. * Review of accreditation to ensure it meets the needs of the changing cohort (current large year 9 group) * Embed Gatsby Benchmark and achieve Careers Mark award. * Develop partnership with parents to include leavers and celebrate success stories for SHS leavers. * To strengthen links with local colleges and employers to ensure all post-16 pupils have clear destinations and external support to make informed choices. |