



SELF EVALUATION FORM 2019-20

Context of the school

Cherry Trees Community School is situated in South Staffordshire in the large village of Wombourne. It is within a few miles of Wolverhampton, Dudley, Stourbridge and Bridgnorth. In September 2017 we became part of the Endeavour MAT together with Wightwick Hall School, with whom we were previously federated, and to which the majority of our pupils usually move on to for their secondary education. On 1st September 2019 two further schools - Two Rivers High School and Two Rivers Primary joined the MAT.

Cherry Trees provides education for children aged 2-11 years with a wide range of special needs including autism, challenging needs, learning disabilities and those whose needs cannot be met in a mainstream school.

Each pupil has an Education Health Care Plan. Individual 'MAP's' - [My Aspirational Plan] ensures that pupil's personal educational needs are identified and met.

As well as all pupils having access to the National Curriculum, they may benefit from other curriculums and approaches offered in school. These include developing interaction skills, speech and language skills and using approaches such as multisensory. The development of communication skills is a priority at Cherry Trees. Outside agencies and professionals are consulted on a regular basis and school staff are all involved in continued professional development to ensure they are up to date with new initiatives.

Facilities at Cherry Trees include 6 classrooms, one of which is a purpose made 'nurture' room, an outside play and learning area for Early Years pupils, together with a second room indoors which has been developed for structured play. There is also a swimming pool, multisensory room, food technology room, interaction room, speech and language room and a small ICT suite. Outside there are two playgrounds and playing field with a small woodland area. The 'Daily Mile' is completed by most pupils each morning and plans are underway to install a track around the perimeter of the field in order that the daily mile can be completed in all weathers.

A dedicated 'forest school' area with two qualified staff is now fully operational and is included in the curriculum.

The school has its own minibus with tailgate lift which enables all pupils to access facilities and practise transition skills in the local community and travel to activities in the wider environment.

September 2019- 47 pupils Boys - 83% Girls - 17%

Pupil Need: - HI [1] - 2%, Other disability [3] - 6.3% SLD [5] - 10.6% Speech & Communication [10] - 21.2% SEMH [10] - 21.2% Autism Spectrum [15] - 32%

Pupil Premium: - 17 pupils= 36% of school population (FSM 13, LAC 3, Forces 1] Boys 82% girls 18%

End of year literacy and numeracy results show that pupils in receipt of pupil premium made better progress than non pupil premium pupils in writing, speech and language and measures.

Pupil Achievement - good or better	Evidence
<p>Pupil progress and learning</p> <ul style="list-style-type: none"> • All children are taught in small groups with a high proportion of 1:1 work. • Pupils who are able to are involved in assessing their own progress. • The quality of learning across the school is good or better. • Pupil's individual targets are set termly in their MAPs [My Aspirational Plan] • B Squared data has been updated to progress steps for each pupil and continues to be up-dated termly. <p>Pupil skills development and attainment</p> <ul style="list-style-type: none"> • Most pupils develop and apply skills well, including literacy and numeracy. • Average percentage of targets achieved or bettered in 18-19 were as follows: numeracy was 84% overall which is broken down as number - 86% measures - 86% statistics - 80%. In literacy the overall average was 78% broken down as Reading - 76% Writing 84% S & L 73%. Pupil Premium children achieved an average of 80% in literacy, and an average of 86% in numeracy The overall average literacy and numeracy percentages were higher for those children receiving pupil premium. • At the end of KS2, five of the seven pupils achieved 100% of their literacy targets, and four of the seven achieved 100% of their numeracy targets. • End of KS1 results - No pupils completed the test papers this year. • Phonics test -Seven pupils were eligible to take the test. One Y2 pupil achieved 39/40 - the pass mark being 32. Another Y2 pupil narrowly missed with a score of 31/40. A further Y2 pupil scored 16/40 and a Y1 pupil scored 20/40. Three pupils could not access the test. <p>Closing Gaps</p> <ul style="list-style-type: none"> • Although the majority of pupils are working below the national averages, they are making good progress towards their individual targets across all subjects over time • Where pupils have not achieved their predicted targets a breakdown of 	<p>Planning folder</p> <p>A1</p> <p>A2</p> <p>A3</p> <p>A4</p> <p>A5</p>

- these has been collated in order that teachers can identify the specific
- areas that have not been achieved and focus on these.
- We believe the good phonics results can be attributed to the implementation of Read Write Inc, across KS1/2 where appropriate.
- Staff are aware of the need to monitor specific groups e.g. FSM, LAC
- Improved pupil premium results indicate that pupil's specific needs are being addressed.

-What we need to do:

- Ensure that the intervention of Read Write Inc. continues to have a positive effect on the progress made by pupils in phonics tests and also end of Key Stage tests.
- Purchase further resources for pupils who have achieved the required level of fluency through the RWI scheme and need to develop their wider literacy skills.
- Ensure that progress is monitored regularly against targets in order that areas of under-performance are highlighted and effective strategies are put into place swiftly. Especially the progress in reading and speech and language.
- Continue to look at best practice of other settings.
- Explore further training opportunities to meet changing cohort - especially developing a sensory curriculum,
- Review curriculum maps against national curriculum requirements.
- Develop a new ICT scheme of work and purchase necessary resources
- Implement training to deliver the new ICT scheme of work
- Implement newly trialled Numicon resources and organise further staff training
- Lesson observation cycle for Science , ICT and PSHE to be completed
- Raise/continue progress of all pupils in all areas of literacy and numeracy to 85% or better.

Behaviour, Attitudes and Personal Development - good or better	Evidence
<p>Behaviour, attitude and engagement in lessons</p> <ul style="list-style-type: none"> • Most pupils behave well and are considerate to each other. • Individual 'nurture' based timetables are developed for pupils who demonstrate challenging behaviour. • Most pupils engage well in lessons and respond very well to the wide range of reward systems which are in place. • Most pupils understand that consequences are necessary and take part in the writing of rules and consequences • Behaviour, Discipline and Anti Bullying Policies in place. 	<p>Classroom observation</p> <p>B1</p> <p>B2</p>

- All staff PROACT-SCIP UK trained and receive annual refresher.
- A member of staff is a qualified PROACT-SCIP trainer.
- Individual Positive Behaviour Support Plans are in place for some pupils which are developed by collaboration between staff/ parents/carers, then approved and signed by parents/carers.
- Continue the reduction of physical interventions which was achieved last year.
- Staff are trained in a range of different teaching approaches which are used to enhance pupil engagement.
- Development of nurture across the school has had a positive effect on many children, especially those with attachment and social and emotional needs.
- Forest school has also had a very positive effect on pupils
- Boxall profiling is showing improvements for all of the pupils assessed.
- Pupils encourage to ask for a break if they need it.
- Staff liaise with and take advice from other professionals to devise strategies for effective behaviour management - e.g. - E.P. - CAMHS - Behaviour Nurse.
- Teachers liaise with parents to provide resources and guidance for behaviour management issues at home if requested.

B3

PBSP folder

B4

B5

B6

B7

Bullying

- Incidents of bullying are rare, pupils are made aware of the different kinds of bullying and the importance of prevention. This also forms part of the work on British Values and covered in assemblies.
- Any issues of bullying are taken seriously and dealt with immediately. Parents are included in the process of addressing such issues.
- A log book is used by staff to record any bullying or racial issues.
- High staff ratio at undirected times like playtimes means that close monitoring can help prevent such issues from developing.

Displays
Assemblies

Safety and Mutual Support

- Pupils are happy to come to school and feel safe in the school environment.
- In the results of the Parents survey July 2018 100% of parents said they strongly agreed or agreed that their child feels safe in school, is happy to come to school and is well looked after in school. This was also reflected in OFSTED's parental questionnaire at the last inspection.
- Parent feedback forms reflect their appreciation for how their children are supported in school
- Health, safety and wellbeing of staff and pupils is high priority. The Authority Health and Safety Audit was completed in May 19 and Level 5 was achieved again.
- A rigorous system of risk assessment is followed to ensure that activities are managed safely.

B8

B9

B10

B11

Attendance and Punctuality

- Parents and pupils are made aware of the importance of good attendance

B12

- and punctuality. The Attendance Policy is available on our website, or
- parents can request a hard copy.
- Attendance over the academic year 18-19 was 94.1% there were no exclusions
- Systems are in place to follow up pupils who are absent. Parents receive a letter once attendance drops below 95%, and then a second letter if attendance drops below 90%.
- The Home School Agreement and Attendance Policy clearly states what is expected in relation to attendance.
- A system of rewards is in place at the end of each term to celebrate good attendance and also improved attendance.
- Great attendance over the year is rewarded with medals and vouchers for children to spend at child friendly stores.
- A chart showing pupil attendance is displayed in each class to demonstrate to pupils its importance.

B13

B14

B15

B16

B17

Personal Development

- There are opportunities during the school day to take part in activities which give pupils chances for personal development. These include:
- Taking part in joint sporting events with other special and mainstream schools.
- Visiting specialists in school including sports coaches and play therapists.
- Regular visits out in to the community.
- Nurture and Forest School
- Gardening Club
- Residential visits for the older children

What we need to do:

- Ensure that attendance continues to be high profile both with parents and pupils.
- Boxall Profiles to be completed for all new pupils.
- Forest School experiences are to focus on those pupils with challenging behaviour this year
- Investigate further CPD to meet the needs of pupils with challenging behaviours.
- Lego Therapy training booked for all staff October 2019
- Continue the reduction of physical interventions which was achieved 18-19.
- Continue to offer and extend the range of skills brought into school by visiting specialists
- Continue to offer and extend if possible a range of activities with other schools.
- Request and take advice from other professionals.
- Be aware of research and further training relating to the mental health of pupils and staff and act on findings.

Quality of Teaching – Good or Better

- The quality of teaching by all teachers has been good or better.
- Raising achievement in basic skills and communication is a priority throughout the school. Basic skills quality mark achieved for the 5th time.
- Data is updated termly and compared with termly predictions. Targets updated on MAP's
- New schemes of work have been purchased to enhance teaching and learning across a wide range of subjects.
- Curriculum maps are being analysed and updated to ensure that they meet the requirements of the national curriculum.
- Up and coming observations should assess the implementation of curriculum changes and new resources
- The wide range of abilities in each class is met by careful differentiation and efficient use of TA's working with small groups or 1:1.

Assessment and Feedback

- Teachers are encouraged to deepen students understanding with more probing questioning techniques if appropriate.
- Feedback is given to pupils during or at the end of lessons, pupils are encouraged to comment on their own progress if appropriate.
- Work is marked with pupils when possible using the 'two stars and a wish' principle if it is appropriate.

Observation folder
TL1
TL2
A1

Teachers Planning

Observation

Pupil workbooks

What we need to do:

- Ensure through regular monitoring of lessons that teaching standards continue to be good or better.
- Pupils EHCP targets displayed in each classroom in order that they are always visible and staff are constantly being made aware of them.
- Differentiation is evident in planning and in observations and appropriate to individual needs.
- Teachers collaboratively assess the updated curriculum plans and make any changes if appropriate.
- All teachers to ensure that progression steps data is complete and up to date for each pupil.
- Develop pupil's awareness of their own targets and how they can improve if appropriate.
- Carry out book trawls to ensure meaningful feedback if appropriate.
- Continue to develop the use of Read Write Inc to improve pupil literacy skills across all curriculum areas.
- Following on from the purchase of Numicon, internal and external staff training to take place

Leadership and Management – good or better	
<p>Impact on outcomes</p> <ul style="list-style-type: none"> • SLT communicates well with all staff which results in a shared vision to always be striving for improvement. • Staff have positive relationships and model the expected good behaviour • A 27 question staff morale and well-being survey was carried out in May 19. Staff were asked to score each statement '1' for never to '5' for always. The overall results showed that 58% of staff responded '5'[always] to questions and a further 32.4% to '4'[most of the time] • The school improvement plan sets out challenges which will help to continue to establish the school as an outstanding provider. 	<p>LM1</p> <p>LM2</p>
<p>Impact on teaching and learning</p> <ul style="list-style-type: none"> • CPD endeavours to give staff the opportunities to meet the ever changing and complex needs of pupils. • CPD requests by staff are accommodated if appropriate to their professional development and in the best interests of pupils. • Staff encouraged to visit other settings to develop their own skills and confidence. 	<p>LM3</p> <p>LM4</p>
<p>Self evaluation, expectations and ambitions</p> <ul style="list-style-type: none"> • 20/20 reviews of subjects give co-ordinators the opportunity to evaluate their subject and identify strengths/weaknesses. • Performance management meetings allow staff to discuss their personal aspirations and also their plans for the subjects they co-ordinate, or responsibilities they hold. • The setting of SMART performance management targets for teachers and teaching assistants ensures the school improvement plan is shared and purposeful. 	
<p>Safeguarding</p> <ul style="list-style-type: none"> • The school keeps up to date with the frequently changing safeguarding policy. • All staff receive regular safeguarding training at the appropriate levels. • All staff are given a copy of the Section 1 of 'Keeping Children Safe in Education' whenever it is updated, and sign to confirm their receipt. All agency staff also have to read and sign confirmation of this. • All staff are given a copy of the Endeavour Code of Conduct and sign to confirm their acceptance of the contents • SD has regular meetings with the trustee [DC] responsible for safeguarding who also speaks to other members of staff and pupils during these visits and writes a report. 	<p>LM5</p> <p>LM6</p> <p>LM7</p> <p>LM8</p> <p>LM9</p>

- CEO and other governor visit to discuss safeguarding and other aspects of the School Improvement Plan and write feedback reports
- Any safeguarding concerns are shared with the appropriate bodies and/or parents swiftly.

LM10

What we need to do:

- Continue to offer relevant staff training to meet pupil needs
- Endeavour to meet the CPD requirements of staff to meet their personal aspirations.
- Subject leaders to attend regular network meetings if appropriate
- Staff to continue to use 'Flick Learning' to complete compulsory online training, but also have the opportunity to complete many other aspects of training in their own time to develop their own skills and understanding.
- Implement strategies to address any weaknesses highlighted in 20/20 evaluations.
- Continue termly safeguarding meetings with DC and share findings with all trustees.

SMSC - outstanding

- SMSC runs through all areas of the curriculum and the school day.
- Promoting British Values is embedded in the school curriculum.
- School is now working to achieve the Silver Unicef standard by July 2020.
- School has invested in further schemes of work and resources [Plan Bee and Twinkl] to support teaching
- Pupils are involved in experiences which cover a wide variety of religions through formal lessons, visits and assemblies.
- Pupils are encouraged to understand their own feelings but also the feelings of others.
- School Development Groups promote respect for others and each other.
- The 'Friendship Tree' promotes respect, understanding and caring for each other in school.
- School 'House' system encourages working together and helping each other across the age ranges.
- Four coffee mornings each year encourages pupils, parents, relatives and friends to come together and interact within the school environment.
- Parents Workshops and 'drop in' Coffee Mornings have been very successful.
- Parents are grateful for the support staff provide to be used at home in the form of advice, strategies to use, charts and symbols.

LM11

LM12

What we need to do:

- Continue to make pupils aware of British Values through lessons and assemblies.
- Continue to provide the opportunities as above which develop respect and caring across the school.
- Work towards obtaining the Silver Award for UNICEF Rights Respecting Schools in 2020
- Produce a programme of workshops for parents to attend over the year
- Develop a parent support group hosted by staff on a regular basis as requested by parents at meetings in July 19.

Early Years - Outstanding

- EYFS last external assessment confirmed that standards had been maintained.
- Focus on pupils with little or no speech has led to staff training in Makaton and PECS to provide daily speech, language and intensive interaction sessions for those pupils who require it in a specially adapted room.
- Early Years Room continues to be timetabled for EYFS and some KS1 pupils.
Staff have visited other early years settings for inspiration and advice
- Staff have attended EYFS training and cluster meetings.

TL4

TL5

What we need to do:

- Extend the use of Makaton, PECS and Intensive Interaction on a 1:1 basis for the new intake of pupils with little or no language
- Complete Boxall Profiles for all new pupils and carry out further assessments on those pupils for whom profiles have already been started
- Ensure that the new EYFS Guidelines are implemented.
- Staff continue to visit other settings and attend relevant meetings.
- Further training opportunities offered to staff who request it as part of their performance management
- Develop cultural links as part of the EYFS curriculum.
- Support parents by supplying resources that mirror those used in school for parents to use at home to aid continuity between home and school.

