

Summary Feedback: special school to school review

This information is to be completed by the independent coach during the joint meeting at the end of the review day. It belongs to the host school.

It records the evaluative information agreed collectively by the reviewers and host school representatives. It forms a final record of the review outcomes based on the information and evidence available prior to the review and throughout the day review itself.

In line with the school to school review model, SSAT will collate the Summary Feedback from each school to provide an anonymised report once all reviews have taken place; this report will highlight emerging themes and key issues across the participating schools, it will draw on research and national policy to offer recommendations of next steps.

SSAT will work with member schools for wider understanding, and where appropriate initiate working partnerships, to address challenges and acknowledge success by school leaders in improving learning experiences and outcomes for pupils in specialist provision.

Date: 14/10/2015		Host school: Camberwell Specialist Primary School	
Focus area(s):	Focus Area The focus for our peer to peer review will be the effectiveness of implementation of Education Health Care Plans (EHCPs)		
Host school leads / job titles:	Headteacher: Mary Isherwood Assistant Headteacher: Johanne Henstock Assistant Headteacher: Alison Randall		
Peers & reviewing school name / job titles:	Sue Goldsworthy, Deputy Headteacher, Chatsworth High School and Community College Pam Symonds, Assistant Headteacher, Manor High School		

<p>Independent reviewer:</p>	<p>Andrew Farren, Consultant , SSAT</p>
<p>Information / evidence accessed as part of this review:</p>	<p>Initial meeting with representatives of the host school to outline the challenges and benefits of EHC plans.</p> <p>Meeting with representatives of the school council.</p> <p>Meeting with parents including Parent Governors.</p> <p>Tour of classes, opportunity to see My Learning Targets embedded throughout the school.</p> <p>Discussion with Teachers and Key workers</p> <p>Visit to parents and carers Sensory \$workshop</p> <p>Meeting with school nurse.</p> <p>Review of comprehensive set of documentation related to ECH plans including surveys and analysis of parent/ carers questionnaires</p> <p>Initial data set of targets achieved</p> <p>Examples of “My Learning Targets”</p> <p>Case studies</p> <p>Minimum standards for Key Workers</p> <p>Copies of letters inviting parents to workshop on EHC plans</p> <p>Most recent Outstanding OFSTED report</p> <p>Key Points from our Self Evaluation Summary document</p> <p>School Improvement Plan 3 year plan</p>

Strengths:

highlighting potential 'hot topics' which can be disseminated to the GMSS LG participating schools, and can be shared across the SSAT special school network with HT permission

- Presentation from School representatives regarding the challenges and benefits provided clear evidence of a cohesive approach that is well understood and embraced across the school.
- Reference to the EHCP timeline 2014- present day demonstrated the care, and appropriate pace, taken in planning and implementing this initiative.
- Pupils on the school council were able to express their delight, enthusiasm and engagement in being a part of the EHC plan process. Pupils were able to describe how the plans had enabled them to make progress with their individualised learning targets. They articulated their successes for example: "good learning", "hard work", "good writing", "no more trams", "and youth club". When asked about the "a meeting all about me booklet" a pupil responded with "I like it cos' it's all about me".
- The three parents reported how valuable the EHCP process is for them and their children. They felt valued, listened to and respected throughout the process. One parent expressed how valuable she felt the Parent Booklet was in allowing her and her family to have a voice. She felt the format was accessible without being patronising. The parents felt very much part of the team together with the school. Parents greatly appreciated the input from their 'keyworker' who they felt supported them and their child holistically. It was clear that the parents held the school in very high regard generally.
- During the tour of classes there was clear evidence that MLTs, drawn from EHC plans are an integral part of everyday teaching and learning. The learning ethos was overwhelmingly engaging and positive. Staff and pupils alike were welcoming and communicative. Pupils demonstrated clear joy and enthusiasm in their learning and were a pleasure to meet. This very positive context for progress and achievement is further enabled through the application of the MLTs.
- The visit to the parents/carers workshop demonstrated very strong parental engagement with a high level of attendance. The sensory topic was relevant, very well delivered and pitched, and parents were attentive and responsive. Again, this important dimension of school provision fits very effectively with the emphasis on MLTs.
- The discussion with teachers and keyworkers reinforced the commitment to EHCPs expressed by the Senior Leadership Team. They valued the impact that the revised approaches are making in their daily practice and in children's lives. They saw the holistic benefit of this very significant innovation. Even with the high level of success so far, staff showed no complacency in seeking further refinements. The keyworker clearly understood the value and impact of her role on the carers, parents and children. The formal guidance provided by school leaders for keyworkers is first-class. The staff are proud of their contribution to this initiative.
- The School Nurse is fully committed to the process and to the team approach in the best interests of the children and their families.
- The Senior Leaders have grasped the opportunity to use the statutory requirement for introducing EHCPs to enhance pupils', parents'/carers' engagement with the school. Rather than allowing

	<p>the transition from Statements of SEN to EHCPs to be a merely bureaucratic exercise, the school's practice has been impressively strengthened in the very best interests of all stakeholders.</p> <ul style="list-style-type: none"> • The school's prior commitment to becoming a Rights Respecting School has created a fertile platform for EHCPs to be skilfully introduced, utilising Person Centred Planning (PCP) methodology. The integration of a strong value-based school ethos with this new initiative represents genuine organic development which impacts directly on the holistic development of each and every child. • Senior leadership, supported well by staff, has succeeded in providing school improvement which blends critical strands of development together to allow a vivid realisation of what is most important to children and their families. The success of this approach is evidenced each time you enter a classroom and witness the positive teaching and learning ethos, or talk with parents. • The transfer to new purpose built premises in the new year is exciting. The advantages of a much improved physical environment will no doubt quickly further enhance the already excellent practice of the school.
<p>Areas for development: suggested ways forward / alternative approaches</p>	<p>No areas of development were identified.</p> <p>The reviewers considered this development in provision to be exemplary.</p> <p>None the less the headteacher and her senior colleagues continue to seek further refinements and monitor and evaluate its effectiveness over time.</p> <p>Data relating to this current work is being carefully gathered and will be analysed in due course.</p> <p>The reviewers would wish to add that it was a privilege to be invited to review this focus area and to have the opportunity to appreciate the excellent effort, commitment and practice that is so evident throughout the school.</p>
<p>Outstanding issues:</p>	<p>None.</p>