

Frank Wise School

Self-Evaluation Form
September 2023





Introduction and Overview

Judgement

Based on the evidence and our analysis of this evidence, we believe that Frank Wise School is **outstanding.**

Evidence to Support this Judgement

Frank Wise School is outstanding because:

- *The school's curriculum intent and implementation are embedded securely and consistently across the school. It is evident from what teachers do that they have a firm and common understanding of the school's curriculum intent and what it means for their practice. Across all parts of the school, series of lessons contribute well to delivering the curriculum intent.*
- *Pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated.*
- *The school consistently promotes the extensive personal development of pupils. The school goes 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.*
- *Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice. This vision was maintained throughout the pandemic.*

Frank Wise is a community special school for pupils aged 2-19, serving a mixed catchment area covering Banbury, North Oxfordshire (Cherwell) and parts of West Northamptonshire.

Frank Wise is a high performing school which is significantly oversubscribed and one which has seen progressive change to the profile of the pupils attending it. We now successfully meet the needs of children working across a broad developmental range, including children who could be identified as having Profound and Multiple Learning Disabilities, Severe Learning Disabilities and in some cases Moderate Learning Disabilities.

At Frank Wise School we take our purpose, values and aims very seriously, and are dedicated to providing a high quality, stimulating and memorable education for our children:

- We believe that all pupils are individuals, are of equal worth, have the potential to learn and have a unique contribution to make to the life of the school, their family and the community.
- We believe that all pupils are entitled to a stimulating and challenging education of the highest quality within which they know that their achievements are valued.
- We believe that pupils learn and thrive in an environment of high expectations and positive attitudes and that teaching is most effectively delivered by a dynamic professional team of highly motivated and well trained staff with a passion to educate.
- We believe that our school should be structured, caring, yet innovative, so that teaching can be flexible and exciting whilst never losing sight of each pupil's need to constantly learn and make progress.
- We believe that we should foster understanding and positive attitudes towards our pupils across the community and develop the role of the school as part of the total educational provision in Banbury and the surrounding area.

We are a school that rigorously self-evaluates in order to improve its provision and ensure that effective learning opportunities lead to optimum outcomes for all of our pupils. It is the pupils that are at the heart of our decision making and our drive for continual improvement is relentless. We are not afraid of acting on evidence and taking brave decisions in the pursuit of that improvement.

Introduction and Overview (continued)

We approach the development of the school with a very clear strategic vision to which everyone within the school community and beyond has the opportunity to contribute, ensuring a robust, progressive and proactive process. Within this cycle there is also enough capacity to respond, where appropriate, to wider changes and to the unexpected.

We are a school that takes its wider responsibilities very seriously and advocates on behalf of people with learning disabilities more broadly. It is important that we recognise the challenges our pupils face do not cease at the end of the school day nor at the end of their school career.

We are a leading school locally, regionally and nationally, in meeting the requirements of children with special needs. This is reflected in our role in a range of local and national initiatives, including, but not limited to, our contribution to the delivery of the DfE's SEND Universal Services Contract (Whole School SEND), the development of the Oxfordshire County Council SEND Strategy and Education Commission, representing SEND on the Teaching School Hubs Council, contributing to the drafting of several DfE policy and guidance documents, representing Special schools on the Oxfordshire Teaching School Hub board, coordinating the Special Schools Assessment and Moderation Group, attending the national SEND Reference Group, supporting the strategic leadership of the National Network of Specialist Providers and Medicine in Special Schools, and Chairing the Oxfordshire Association of Special Schools.

For decades Frank Wise School has been committed to providing stimulating, challenging and ambitious residential and day-visits. All pupils have opportunities to participate in trips and activities organised away from the school site, and this includes annual over-night stays for pupils and young people from key-stage two upwards. We have an agreed programme of increasing duration that includes outdoor and adventurous activities, city-breaks and coastal trips. Our post-16 students organise their own residential trips, working within a given budget. Trips are carefully tailored to meet the individual needs of our pupils, within our mixed-ability classes. They are carefully planned and clearly focused, and can be a very effective way to deliver and/or generalise learning for many areas of the curriculum. Our pupils benefit from being exposed to new experiences that broaden their horizons. We know this can be especially helpful for pupils in receipt of the Pupil Premium, or with learning needs or disabilities that otherwise prevent them being exposed to these opportunities. Incidental feedback from pupils, parents and staff, as well as qualitative research with our Alumni, tells us that trips are valued by all members of the school community, particularly as a component of our work preparing our young people for adulthood.

We are an aspirational school on behalf of our pupils and their families, our staff and the wider communities we serve, striving to provide the very best to all, all of the time. We are recognised as a school where "pupils receive exceptional levels of support and thrive" (OfSTED 2019). We continue to build on our strengths and through continual self-evaluation improve our identified areas for development.

Sources of Evidence

- Parental questionnaire and Alumni survey
- School Development Plan implementation evidence
- OCC Local Area SEND strategy and Whole School SEND resources
- Attendance summary
- Oxfordshire Teaching School Hub offer and OTT SCITT enhanced SEND programme
- SSMAG documentation
- Residential and out of school visits documentation

Areas for Development

- To work in partnership with Oxfordshire Local Authority in the redesign of financially viable, sustainable, high impact SEND provision
- To work in partnership with families, other agencies and the wider community to improve the long term life opportunities of people with learning disabilities

Quality of Education

Judgement

Based on the evidence and our analysis of this evidence, we believe that the quality of education at Frank Wise School is **outstanding.**

Evidence to Support this Judgement

The quality of education is outstanding because:

- *The school's curriculum intent and implementation are embedded securely and consistently across the school. It is evident from what teachers do that they have a firm and common understanding of the school's curriculum intent and what it means for their practice. Across all parts of the school, series of lessons contribute well to delivering the curriculum intent.*
- *The work given to pupils, over time and across the school, consistently matches the aims of the curriculum. It is coherently planned and sequenced towards cumulatively effective knowledge and skills for future learning and employment.*
- *Pupils' work across the curriculum is consistently of a high quality.*
- *Pupils, including the most socio-economically disadvantaged, achieve exceptionally well in relation to their personal starting points.*

At Frank Wise school we are strongly committed to both maximising and realising the potential of all pupils, irrespective of the complexity of their needs, doing so within a highly inclusive learning environment. Teaching and learning at Frank Wise are characterised by individualised pupil centred approaches. We avoid making generalisations based on medical, psychological or social labels. As such, achievement at Frank Wise school reflects the pupils' individual potential rather than any preconceptions based upon their disability or diagnosis.

Outcomes are characterised by our pupils' ability to actively contribute to and access the community in which they live, and to have the potential to lead a rich and fulfilling life. Visitors to the school frequently comment on the purposeful but vibrant atmosphere, and the pupils' ease of engagement.

It is a school which places great importance upon preparation for adulthood and the extent to which outcomes secured within the school can be both communicated and applied beyond the school day and beyond the pupils' time at the school. We have developed a Curriculum Framework, with accompanying Progression of Key Skills documents, which provide a guiding structure within which learning takes place. This is a developmentally progressive model moving from a curriculum which is primarily concept and skill driven up to age sixteen, to one which is increasingly context based in Post-16. For us the value of the education we offer is not just in the acquisition of new knowledge but is rooted in its application in life.

Frank Wise School is a school which values the outcomes and achievements of all of its pupils equally and seeks every opportunity to celebrate them within the school, the family and the wider community. To succeed in this, we carefully develop and consistently use bespoke assessment tools, supported by commercially available assessment materials. The evidence based systems we use to identify targets are highly robust. This ensures that the targets we set for our pupils are both challenging and developmentally appropriate.

We are careful to ensure that we rigorously evaluate the quality of the targets set for the pupils through the Annual Review and ongoing monitoring processes, ensuring that achievement is meaningful. All targets are reviewed by the Subject Leaders and the Senior Leadership Team. We have always carefully and systematically analysed pupil achievement. The information gleaned has been used for the analysis of pupil progress and has directly informed school development action planning. We have always conducted internal moderation exercises to ensure the consistency of the judgements made. These judgements have been further validated through regular external moderation forums at both a countywide and national level, which have also enabled us to strengthen our practices. Progress information has been analysed at a range of strategic levels in order to provide a clear view of pupil achievement across the school.

Quality of Education (continued)

We are continuing to further develop ways of interrogating this information from the point of view of specific cohorts of pupils, such as those who are in receipt of the Pupil Premium, are from an ethnic minority background, have English as an additional language, are looked after (when children with this designation are on roll) or who have a primary need category of PMLD.

This will continue to support our success in meeting all of the pupils' needs, including those with additional vulnerabilities. Subject Leaders review achievement within their own subject and this informs the three yearly subject audits which are tied to the school development plan. By combining these with ongoing information analysis, we have always ensured that school development planning is directly influenced by pupil outcomes.

The school has been well positioned to respond to the changes in assessment that have resulted from the Government's responses to the report from the Commission on Assessment Without Levels and subsequent Rochford Review report, which resulted in the publication of The Engagement Model. We have a long history of planning learning based on the individual needs of each pupil and collecting evidence of outcomes against highly specific targets informed by carefully planned, formative assessments. The recognition of the importance of this approach, highlighted in the revised Code of Practice and then reinforced by the more recent changes in national expectations for assessing children with Special Educational Needs and Disabilities, has given the school the scope it long desired to develop its thinking, practice and systems for tracking progress and sharing pupil outcomes based on their individual targets. This work represents major school development plan activity over several cycles. We have established systems for data collection enabling us to assess progress against individual targets using judgement criteria. This gives more detailed information on independent learning, generalisation of learning and the functional application of learning, which directly relates to the school's aims; for learning to be functionally embedded, in order for our students to lead fulfilling lives, as independently as possible.

We use a range of additional tools to communicate our pupil outcomes, both formally and informally. Examples include daily home/school communication (through which the events of the day are shared, either physically or via email, depending on parental preference for correspondence), active pupil participation in the Annual Review process and class assemblies. We have Record of Achievements documents which are a celebration of significant individual milestones being reached; these are supplemented by an annual collection of photos, videos and pupil work which showcases the year's work.

Successful learning at Frank Wise School is characterised by genuinely inclusive teaching which develops our pupils' communication and interpersonal skills, and fosters increasing independence and self-esteem. We believe that this is achieved by providing a range of stimulating learning opportunities structured around robust personalised targets and differentiated lesson objectives. Underpinning all of this is highly detailed ongoing assessment as part of a programme of individually targeted education.

Our own curriculum has been developed over more than thirty years through weekly curriculum workshops attended by all members of the teaching staff. It responds to evolving national initiatives, as well as developing practice in the world of special education. The weekly workshops ensure corporate ownership and understanding of the framework as a whole, and the cycle of review is embedded in our school development planning. Significant examples of our commitment to whole school development are; the embedding of the use of the PODD systems for communication; the expansion of the school's approaches to assessment; the methods for effectively communicating the scope of our pupils' skills as they transition into adulthood; and the ongoing creation of a bank of Progression of Key Skills documents. These projects have had a tangible impact on the quality of assessment, teaching and learning.

Quality of Education (continued)

Evidence to Support this Judgement

Teaching in and beyond the classroom is consistently of a very high standard. Due to our move away from the use of graded lesson observations we no longer quantify this judgement. This judgement is determined through the careful triangulation of the narrative content within formal observation documentation and informal observation including, but not limited to, appraisal, subject leadership monitoring and time spent in classrooms, playgrounds and other spaces within the school by SLT, Subject Leaders and class teachers. This dynamic, ongoing evaluation of the quality of teaching supports the early intervention necessary to further enhance school standards.

Teaching at Frank Wise is a highly intellectual process which requires an exceptionally well developed understanding of the pupils' individual needs. As such, the school has a carefully constructed and thorough induction programme for all staff. The inclusive classrooms require that staff are able to adapt learning extremely effectively in order to ensure that all pupils get a high quality of education, irrespective of the complexity of their needs. Targets are challenging, developmentally appropriate and drawn from priorities identified within EHCPs, with clearly defined criteria for success. This ensures that pupil progress is securely matched to pupil need, whilst also promoting high expectations and aspirations for all of our pupils. This results in pupils making sustained progress towards their individual developmental priorities and preparation for adulthood.

Assessment of learning in class sessions is recorded termly and is another evidence base from which teachers are able to plan the next unit of work and which enables the smooth transition of learning between both terms and academic years.

The school's assessment systems relate directly to its curriculum. Pupils are assessed on entry using a range of bespoke assessments developed to identify prior learning and ensure work is specifically targeted. Progress against annual targets is then tracked using an embedded system. This system incorporates clear criteria for success and a coding system, the use of which gives rise to a robust evidence base. Data on achievement in line with the pupil's individual targets has been collected for a significant number of years and has been analysed by the school's Senior Leadership Team and its Subject Leaders, allowing us to make subtle adjustments in order to continue to raise standards and ensure that teaching, learning and outcomes remain consistently high. Historically, this data has been binary in nature and so, with current developments in our assessment system, we have augmented our practice by assessing learning in more diverse ways. It is believed that this means that information on pupil progress is richer and informs practice that increasingly ensures learning is embedded and functionally applied, wherever possible.

Our Subject Leaders are instrumental in continually raising standards in teaching and learning. They monitor targets, objectives and current learning, and use a three yearly audit process with accompanying action planning to systematically prioritise developments, ensure embedded improved practice in our classrooms and rigorously challenge any identified underperformance.

The detailed evaluation process assures us teaching is pupil centred, suitably challenging and pedagogically driven, reflecting the needs of all pupils as individuals. Our approach enables our pupils to maximise their potential, and realise this beyond the classroom, the school day and their time in education.

Quality of Education (continued)

Sources of Evidence

- FWS Curriculum Framework
- GC Curriculum Framework
- Progression in Key Skills documents for Numeracy, Scientific Enquiry, History, Geography, RE, Music, Dance and Drama
- Subject Leaders' audits
- Subject Leaders' reports including analysis of IEP target data
- Progress Summaries
- Pupil Target Assessment Judgement Criteria
- Evidence for Learning
- The Engagement Model at FWS document
- Examples of Engagement Model skills in lesson planning, tracking sheets and annual reporting
- Group Work Recording - please see individual pupil files
- Annual Review Reports - please see individual pupil files
- Record of Achievement documents - please see individual pupil files.

Areas for Development

- To embed the use of Numicon within the Numeracy curriculum
- To further embed our SSP approach across the school, through the implementation of consistent adaptations resulting from the pilot of Little Wandle. .
- To work in strategic partnership with the Local Authority to improve the effectiveness of the SEND system within Oxfordshire
- To develop approaches for the collation, analysis and presentation of information on achievement and progress.
- To further engage with businesses and organisations in the local community in order to build a culture of collective responsibility for the post-education outcomes of those who attend the school.

Behaviour and Attitudes

Judgement

Based on the evidence and our analysis of this evidence, we believe that standards of behaviour and attitude at Frank Wise School are **outstanding.**

Evidence to Support this Judgement

The standards of behaviour and attitudes are outstanding because:

- *Pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated.*
- *Pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties. Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. Pupils actively support the well-being of other pupils.*
- *Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. If pupils struggle with this, the school takes intelligent, fair and highly effective action to support them to succeed in their education.*

One of the school's aims is to nurture self-confidence in all our pupils combined with sensitivity and respect towards others, through an understanding of rights and responsibilities. We recognise that the school cannot do this in isolation but is pivotal in making a huge difference to the lives of its pupils. Therefore, we expect all members of the school community to celebrate pupils' success and achievements and to recognise the importance of positive shared values about behaviour. This whole-school belief has been extensively discussed and analysed in order to ensure that all staff working in the school adopt a common approach towards pupils' behaviour.

We believe that all children feel more secure and learn more successfully if clear boundaries, based on high expectations, have been set for their behaviour. This is particularly crucial when working with children with learning disabilities who need consistency and clear unambiguous messages in order to understand what is expected of them.

We work closely with families and social care in order to promote consistency between school and home, with all staff knowing how to share information effectively so that this collaboration can happen.

All members of the SLT are trained to Designated Safeguarding Lead level and so are able to respond to immediate concerns within the context of knowing the wider information surrounding a pupil, their family, the support they have and the support they might need.

We believe in encouraging pupils to develop all of their positive abilities and qualities, which includes helping pupils learn to behave in positive ways. Our pupils can learn to take responsibility for their behaviour and in this they are no different from children in any other school. Again, like all other children, they must learn to differentiate between how they might expect to be treated as an individual (social rights) and how they as an individual should treat others (social duties). Therefore, our children must learn that almost every social situation has its own rules, although this may need to be made more explicit to them than to mainstream pupils who may have a more implicit appreciation of social conventions. In line with British Values based education, respect and consideration towards others and their property, politeness and acceptance of other people's differences are qualities which we aspire to develop in all our pupils.

We create an environment in which there is an incentive for behaving well by being positive, consistent and rewarding good behaviour. It is our belief that rewards are preferable to sanctions when working to modify challenging behaviour; but we recognise that sanctions may be a necessary element in many behavioural management programmes.

Behaviour and Attitudes (continued)

Some examples of rewarding and celebrating achievement are :

- making the pupils aware of success throughout the lesson
- pointing out achievement and success to other members of the group, staff or visitors
- using the school's Records of Achievement process
- sharing achievements with families and the wider community
- using assemblies to celebrate success
- displaying work and using photographs, videos, the school website to record success

The staff of Frank Wise School have a crucial role in fostering an atmosphere within which our philosophy can be put into practice and high expectations of children's behaviour can be achieved. We expect all our staff to show a respect for pupils' achievements and to raise their expectations accordingly as behaviour improves. Consistency of mood and approach is just as important as consistency of practice. We would wish our school to be a 'haven of consistency' for pupils experiencing difficulties outside of school; a place of security where they know that boundaries will remain the same. The school will always challenge negative attitudes about behaviour and we are committed to effective staff development and training. Generally, the school's approach to the everyday management of pupils' behaviour is based on rewarding and celebrating achievement.

We are aware that there are a range of risk factors that can make it more or less likely that a child or young adult will experience mental health problems and that one of the key mitigating factors can be the school environment; offering a secure and stable place in which to develop. As a school we aim to raise self-esteem and self-confidence in all the children and young adults who attend the school, so that they have belief in their own ability to succeed, are more able to deal with change and have begun to form problem-solving skills.

There are three main ways we aim to promote positive mental health and the well-being of all students; effective pastoral support, explicit teaching of well-being through the PSHE curriculum and training staff to identify if a child may be experiencing negative mental health.

Effective Pastoral Support begins with our ethos and culture and is evidenced in classroom organisation, secure relationships, personalised approaches to learning, our drive to give pupils as much autonomy over their lives as possible, celebrating achievement, whole school activities and our close working relationship with parents and carers.

All aspects of the PSHE curriculum serve to support pupil well-being where students are not only taught to think about how they feel, but also how they can affect their emotions positively by, for example, learning to cope with change and or when things do not go according to plan.

Our culture supports the identification of mental health concerns early. Our knowledge of the child enables us to identify concerns even if these are demonstrated in unconventional ways. We then work intelligently, in partnership, to make reasonable adjustments appropriate to our setting. Staff are familiar with the agencies we can refer to when external expertise and guidance is necessary. We then seek to work with these services to provide short term interventions or long term support as required.

Sources of Evidence

- Annual Review Reports - please see individual pupil files
- Analysis of Restrictive Physical Intervention data
- Example Individual Management Plans - please see individual pupil records
- Pupil well-being form and teacher response form
- Student council work on Bullying

Areas for Development

- To update and implement IMPs and Behaviour Policy to ensure they reflect current practice and promote consistency.

Personal Development

Judgement

Based on the evidence and our analysis of this evidence, we believe that the standards of personal development at Frank Wise School is **outstanding.**

Evidence to Support this Judgement

The standards of personal development are outstanding because:

- *The school consistently promotes the extensive personal development of pupils. The school goes 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.*
- *There is strong take-up by pupils of the opportunities provided by the school. The most disadvantaged pupils consistently benefit from this excellent work.*
- *The school provides these rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities, and they considerably strengthen the school's offer.*
- *The way the school goes about developing pupils' character is exemplary and is worthy of being shared with others.*

One of the key features of the culture at Frank Wise school, is the belief that success is not only characterised by the knowledge acquired within the school, but how that knowledge is skilfully applied outside and beyond the school. In order for that to happen we need to make sure that the curriculum offers the space for the broader embedding and generalisation of learning away from the school, something that we analyse carefully. One example of how we do this can be seen in our weekly inclusion programme, which sees all children up to the age of sixteen spending half a day per week with their class in a mainstream school with children of a comparable age. In addition to school based inclusion, we support the development of inclusion in the wider community through the increasing focus on preparation for adulthood in Post-16. This sees significant amounts of learning taking place off site in real world situations.

Working to ensure that our pupils are visible, valued and have a sense of belonging as members of their communities is a responsibility that we hold dear. Enhancing this represents a large part of our work, particularly as pupils get closer to the end of their time at Frank Wise. One example of this are the enterprise projects within The Griffiths Centre. These provide opportunities for the pupils to produce commercial quality products for sale to the wider school community, but also the community of Banbury within the Lock29 development. The money that they raise is used by them to further invest in their enterprise activity.

The school has invested significantly in its development of CEIAG, and has fully met all of the Gatsby Benchmarks with the exception of Benchmark 8, which we are working towards completing in a meaningful and impactful manner. As a result of its work, the school has been recognised by OXLEP and were a 'Commended School' in the 2021 Oxfordshire Apprenticeship Awards.

The programme of day and residential visits, which increase in duration, distance and independence as pupils get older, represents a further example of our commitment to provide opportunities for pupils to generalise learning outside of the school. These start with day trips in EYFS and KS1, before introducing one night away trips which steadily develop up to entire weeks elsewhere in the country. As pupils get older, the level of responsibility they have for planning trips increases. Families hold these in high regard, and have commented on the impact that these opportunities have on preparation for adulthood and the transition to living away from home.

Pupils have a well developed understanding of how to influence things both within school and outside of school. Our active and influential Student Council creates a space for our pupils to advocate on their own behalf and that of their peers, and raise things that they would like to see done differently or improved. Key areas of work include suggesting developments for the Primary playground and the enhancement of play resources. An example of our pupils impacting on the wider community include working with Persimmon Homes in supporting the design of an inclusive play area within one of their developments.

Personal Development (continued)

In 2021 we reviewed and updated the RSE aspect of the school's curriculum and consulted with families with regard to the school's RSE policy. This important part of the school's education offer is approached from a developmental perspective, recognising the highly individualised needs of the pupils we work with.

In their role as members of the Student Council, pupils have also contributed to the review of the school's bullying policy, including the production of supportive resources and an explanation of what bullying is. This work links closely to the way in which we approach the teaching of positive behaviour, seeing behaviour as a subject like the others we teach and taking a developmentally determined approach. We believe that all children feel more secure and learn more successfully if clear boundaries, based on high expectations, have been set for their behaviour. This is particularly crucial when working with children with learning disabilities who need consistency and clear unambiguous messages in order to understand what is expected of them. We believe in encouraging pupils to develop all their positive abilities and qualities, this includes helping pupils learn to behave in positive ways.

Our pupils can learn to take responsibility for their behaviour and in this they are no different from children in any other school. Again, like all other children, they must learn to differentiate between how they might expect to be treated as an individual (social rights) and how they as an individual should treat others (social duties).

The values and aims of Frank Wise School pervade our daily life, through formal teaching and informal social interaction between pupils and staff. All pupils are shown consideration and respect, and are expected and encouraged to show the same to others. Our Religious Education curriculum forms part of our Humanities framework, and makes the links between explicit teaching and implicit demonstration of values a clear part of teaching across the whole school, supplemented with visits to places of worship.

Our Out of School Liaison Officer is highly effective in building relationships with organisations beyond the school in order to enhance the school's offer. Examples of this have been in the establishment of an online careers fair on the GatherTown platform, to ensure that COVID did not disrupt our transition planning. She also works to support families to access short breaks opportunities beyond the school, particularly those in receipt of Pupil Premium funding, something which has resulted in those children in receipt of the Pupil Premium accessing proportionately more opportunities than those who do not qualify for that funding.

Our Hydrotherapy pool is an important resource for the physical development of the pupils, providing therapeutic interventions for those who need them. All pupils within the school get to swim once per week, as well as having timetabled PE lessons. Staff within the Hydrotherapy pool teach a carefully sequenced curriculum that provides opportunities ranging from developing water confidence, right through to formal swimming techniques and self survival. Within Post-16, pupils make use of community resources such as a local gym, swimming pool, golf club and parks.

As a Special school we recognise and act upon the importance of being an inclusive community, building a sense of belonging amongst both pupils and staff. This is reflected in our curriculum, but also in the way in which we embrace difference, as an employer and as an advocate for our community; within and beyond education.

Sources of Evidence

- RSE Curriculum Framework
- Online safety policy
- CEIAG documentation
- Alumni conversations
- Student Council minutes and wellbeing survey

Areas for Development

- Further develop relationships with employers in order to secure a more comprehensive programme of work experiences
- To review and evaluate current inclusion links with an aim to create an 'Aims' document to be shared with all stakeholders.

Leadership and Management

Judgement

Based on the evidence available to us and our analysis of that evidence, we believe that leadership and management at Frank Wise School is **outstanding.**

Evidence to Support this Judgement

Leadership and Management is outstanding because:

- *Leaders ensure that teachers receive focused and highly effective professional development. Teachers' subject, pedagogical and pedagogical content knowledge consistently build and develop over time. This consistently translates into improvements in the teaching of the curriculum.*
- *Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified. When issues are identified, in particular about workload, they are consistently dealt with appropriately and quickly.*
- *Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice. This vision has been maintained throughout the pandemic.*
- *Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services. Engagement opportunities are focused and have purpose.*

"[The school is led] with a clear determination to ensure that all pupils fully engage in learning and make very strong progress from their starting points. You are supported ably by your senior and extended leadership team, whose members share both your vision and care for the pupils." - Ofsted 2019

At Frank Wise School leadership is highly devolved and collaborative. It is a school which works together with a collective vision in order to drive improvement and ensure continuing progress. This is reflected in the school's development planning, which is shaped by all interested parties, from the pupils and their families through to the governing body. This helps to create a shared aspiration for Frank Wise School, one which everyone has ownership of and the opportunity to influence.

This is a culture of leadership which has endured through the pandemic, successfully responding to changes in operational behaviours and public health requirements, whilst keeping the wellbeing of staff and pupils, as well as the pupils' educational requirements at its centre. Additionally, whilst the pace of improvement has undoubtedly been affected by the pandemic and the associated operational demands it has created, the desire for continual improvement remains. This is reflected in the School Development Plans.

The leadership team (Leadership time FTE. 3.3 as a result of teaching and external commitments) of the Joint Headteachers, Deputy Headteacher and an Assistant Headteacher is highly skilled and the structure provides the capacity necessary to be able to not only lead Frank Wise School, but to also contribute significantly to local support, regional projects and national initiatives. This is, in part, reflected in the following ways:

- Active Member of the Banbury Partnership of schools
- Convening and chairing the Special School Deputies group
- Chairmanship of the Oxfordshire Association of Special School
- SEND representative on the Teaching School Hubs Council
- Regional leadership of Whole School SEND (DfE's national Universal SEND Services contract 2023-2026)
- Governance of Oxfordshire Teaching Schools Hub
- Member of the Oxfordshire Strategic Schools Partnership and Education Commission
- Providing CPD and SEND related expertise nationally to organisations such as Education Policy Institute and representative bodies such as the SEND Reference Group
- Writing and contributing comment to articles and podcasts for The Key, Centre for Education and Youth, ARK, TES and Schools Week

Leadership and Management (continued)

The school has a very strong team of Subject Leaders who have responsibility for the management of pupil progress and broader curricular development in their subject area. They conduct a minimum of three lesson observations per year using both whole lesson observation strategies and focussed observations, addressing particular areas of agreed interest. These help to inform Subject Leader Reports which are communicated to the whole teaching team. These in turn contribute to the three yearly Subject Audit which links detailed pupil progress information to the School Development Plan.

It is this collaborative approach to school leadership that has recently resulted in a period of shared reflection on our observational approaches to evaluating the effectiveness of teaching. This has resulted in a collective agreement on the methodology we use, with a stronger focus on a three stage dialogic approach that emphasises the positive impact on the observer as well as the impact on those being observed. We have also committed significant time to the collaborative development of systems for the assessment of pupil progress, moving away from a binary system of judging knowledge and skill acquisition, to one of evaluating the way in which knowledge and skills can be successfully applied.

Frank Wise School has created and sustained, through a leadership style based on collaboration and achieving collective consensus, a culture of consistency which ensures that, as children progress through the school, expectations are always high and learning is pupil focussed and developmentally determined.

Leaders ensure that they have highly effective and robust processes in place to safeguard children. All members of the Senior Leadership team are trained at Designated Safeguarding Lead (DSL) level with a named DSL and Deputy DSL in place. The safeguarding governor works alongside the DSL to critically evaluate those processes.

Leaders follow Safer Recruitment processes, which includes the panel being trained, reference to safeguarding at every stage of the process and applicants only receiving a prospective job offer once verbal safeguarding references have been gathered, online checks completed and the potential employee having signed a self declaration in the presence of a member of the senior leadership team. All information regarding those checks is recorded on a Single Central Record which is updated regularly and checked by both the Safeguarding governor and a headteacher. There is a separate, but equally robust system in place for volunteers and those engaging in work experience.

All staff and volunteers receive Safeguarding training including generalist training and Prevent as part of their induction, the former being refreshed every three years. They are made aware of the particular vulnerabilities that children and young people with SEND have. Safeguarding updates are delivered every month in the whole school staff meeting and staff read Keeping Children Safe in Education and key policies at least annually. The Education Safeguarding Advisory Team is utilised to deliver wider training and to audit the school's processes. The Senior Leadership team have also undertaken specific training including Female Genital Mutilation and Child Sexual Exploitation.

All staff and volunteers know what to do if they are concerned about a child or young person. When a young person is already known to social care, then there is an allocated member of the SLT that staff can speak to. If it is a new or emerging situation, then the class teacher will speak to their line manager. If it an immediate concern then the staff member will speak to the DSL or the member of the SLT who is available.

The leaders ensure that there is effective communication within school and with other professionals. Pro forma are used to ensure consistency of information gathering and sharing. Where appropriate, local authority documentation is used, such as if making a Local Area Designated Officer referral.

Leadership and Management (*continued*)

	<p>Leaders ensure that the structure of the school creates an environment in which young people feel safe, secure and valued with trusted adults they can communicate with. There is also explicit teaching of what being safe is and how to maintain it. This is delivered through the Protective Behaviours programme and wider teaching in Personal Social Health Education, such as Relationships and Sex Education and online safety.</p>
Sources of Evidence	<ul style="list-style-type: none">• Parental Questionnaire• School Development Plan• 3 year School Development Plan• Subject Leaders' reports• Subject Leaders' audits• Lesson observation examples• Whole School SEND materials• OTSH offer• Published articles• Leadership structure
Areas for Development	<ul style="list-style-type: none">• To review options for academisation and other forms of partnership• To work in partnership with the Local Authority to develop countywide SEND systems and provision, in order to influence the quality of our students' post-education life• To ensure expenditure on the school is based on maximising impact on pupils, within the context of extremely constrained financial resources• To review and evaluate processes and resources for new staff induction and mentoring, for Midday Carers, CSOs and Teachers.

Effectiveness of Early Years Provision

Judgement	<p>Based on the evidence and our analysis of this evidence, we believe that the effectiveness of Early Years and Sixth Form provision at Frank Wise School is outstanding.</p>
Evidence to Support this Judgement	<p>Effectiveness of Early Years Provision is outstanding because:</p> <ul style="list-style-type: none"> <i>The EYFS curriculum provides no limits or barriers to the children's achievements, regardless of their backgrounds, circumstances or needs. The high ambition it embodies is shared by all staff.</i> <i>Children are highly motivated and are eager to join in. They share and cooperate well, demonstrating high levels of self-control and respect for others. Children consistently keep on trying hard, particularly if they encounter difficulties.</i> <i>The curriculum is coherently planned and sequenced. It builds on what children know and can do, towards cumulatively sufficient knowledge and skills for their future learning.</i> <p>An integrated curricular approach, in which the Early Years Foundation Stage Curriculum is supported by Frank Wise School Curriculum Framework, ensures continuity of teaching and learning, across the early years and into the Primary section of the school. The use of Frank Wise School's assessment materials informs target setting processes, and shared recording systems support continuity, providing pupil specific evidence thus ensuring consistent pupil progress and quality of education.</p> <p>A focus on enabling pupils to establish Early Learning Skills ensures strong foundations for their future learning. Small groups and higher staff/pupil ratios are put in place to optimise the development of these skills. It is recognised that long term learning pathways or preferences of pupils may not yet be evident or established and, as such, it is important to keep pupils' learning opportunities open. For example, it may not be evident in Early Years, whether a pupil will go on to use a predominantly sign, symbol or speech based approach to communication. Therefore all these systems are employed in a variety of contexts for all pupils. This allows for ongoing observation and assessment to enable pupil specific communication systems to be continually developed, appropriate to individuals' learning needs and rates of progress.</p> <p>Independent learning is actively supported within a context of high expectations appropriate to individual pupils' development. This is done with the aim of fostering a can-do attitude in all pupils.</p> <p>Development of basic functional motor skills and patterns, which for some pupils is essential to the process of achieving greater independence, is given a high priority and is integrated with other learning opportunities across the day.</p> <p>Local and national initiatives are carefully considered by Early Years teachers, and acted on as appropriate to the needs of our pupils.</p>
Sources of Evidence	<ul style="list-style-type: none"> • Examples of assessment in the Foundation Family Group - please see individual pupil records • Examples of lesson planning that reference the EYFS Curriculum (and Development Matters) • Group Work Recording that reference the EYFS Curriculum (and Development Matters) • Live tracking towards annual targets using Evidence for Learning
Areas for Development	<ul style="list-style-type: none"> • To work in partnership with Oxfordshire Local Authority with the aim of redesigning financially viable, sustainable, high impact outreach and inclusive nursery provision to support early intervention.

Effectiveness of Sixth Form Provision

Judgement

Based on the evidence and our analysis of this evidence, we believe that the effectiveness of Early Years and Sixth Form provision at Frank Wise School is outstanding.

Evidence to Support this Judgement

Effectiveness of Sixth Form Provision is outstanding because:

- *The work that sixth-form students do over time embodies consistently demanding curriculum goals. It matches the aims of the curriculum in being coherently planned and sequenced towards building sufficient knowledge and skills for future learning and destinations.*
- *The impact of the taught curriculum is strong. Students acquire and develop high-quality skills and produce work of a consistently high standard.*
- *Sixth-form students demonstrate consistently highly positive attitudes and commitment to their education. They have consistently high levels of respect for others.*
- *The sixth form consistently and extensively promotes learners' personal development. The sixth form goes beyond the expected, so that learners have access to a wide, rich set of experiences that teach learners why it is important to contribute actively to society. This is achieved through activities that strengthen considerably the sixth form's offer.*

Having been given guidance on the options available to students for their Post-16 provision, the vast majority of Frank Wise School pupils apply for and move on to the Griffiths Centre (GC), our Post-16 department. We also field enquiries from and give introductory tours to other families in KS4, meaning students join us from other settings. These students come from both Special schools and mainstream schools.

The breadth of curriculum offer remains integral to what we do and, we believe, a fundamental right of each student, so whilst there is an emphasis on independent living, personal and social development and vocational learning, students also have access to media & performance, the humanities and science & technology. The focus however, becomes how it applies to real life and the local community.

The practices within the main school have been influenced over the last few years by those in the GC. There is more emphasis on functional skills in functional settings, a push to promote greater independence for every individual student and a greater awareness of the possible long term futures of all of the students. These subtle changes and greater emphasis on preparation for adulthood are a direct result of the GC curriculum and ethos.

Work Experience both within the school setting and off site continues to develop. We have ongoing links with DCS, Prodrive, a college based cafe and a local nursery with others in development. 100% of students have the opportunity to develop their work based skills during in house activities such as Enterprise schemes. 100% of students make work place visits within the local community and 24% had access to off site work experiences, which we ensure are tailored to the interests and skills of each student. We continue to add to the businesses with which we have links, in response to the changing needs of the students. All students also have opportunities to develop their independent skills and have regular opportunities to use the Life Skills flat both with and without close support as necessary, as well as travelling around the local community with increasing independence up to and including travelling without the need for direct adult supervision.

Our service and product enterprise projects are a fundamental means by which all students can develop work based skills and serve the local community in a meaningful way. This continues to gain strength such that we are now in the process of registering as a food business with the intention of being inspected and certified by the local council.

Effectiveness of Sixth Form Provision (continued)

	<p>Working with families and other professionals continues to be a priority, as consideration and planning for life beyond the GC begins in Year 9 and continues throughout their time in school and Post-16. This ensures that the students' learning and experiences best prepare them for the next stage of their adult life. Links and subsequent learning with and within the local community, employers, care settings and further education establishments continue to be developed as part of this work alongside the individualised, often outward facing targets each student has, targets for which they have ownership over. Discussions about aspirations for the future are carefully informed through our CEIAG processes. This means that 100% of our students leave for provision which is meaningful to them. For at least the last three consecutive years over 70% students have left for a named provision, with others having made a conscious decision not to move on to further education and either seek work and / or make use of local leisure opportunities.</p> <p>We continue to develop a close relationship with our Alumni and their families which is helping us to offer better support to our current set of students and inform our approaches. We have annual conversations with the Alumni and they are regularly invited to the Enterprise coffee mornings. Alumni are also invited to come and talk to the current cohort about their choices and experiences since leaving the Griffiths Centre. The advice, guidance and recommendations of our former pupils and their families is proving to be invaluable, and has led to us ceasing commercial certification. Instead we are focussing on a more bespoke articulation of capability with the intention of supporting wider society to see the potential that we see in our students. We are also exploring options for practical and universally recognisable certification including food hygiene, first aid and Duke of Edinburgh.</p> <p>An ever increasing number of our students are now successfully in a supported living arrangement in the local area, away from their family homes. This is in part due to the success of our independent living skills programme. In the last five years 7 former students have moved into this type of accommodation either directly from Post-16 or some time after.</p> <p>Students and their families talk about the combination of challenge, diverse opportunities and nurture within the GC as being critical to future successes both at college and beyond. The secure yet driven environment in which students learn, mean that not only do students rise to the "can do" expectation, but their families recognise in them their growing independence and what they can and should do for themselves.</p>
<p>Sources of Evidence</p>	<ul style="list-style-type: none"> • GC Curriculum Framework • Student photobooks and digital personal profiles • Planning and Annual target sheets • Group Work Recording • 3 year long-term plan • Alumni research outcomes
<p>Areas for Development</p>	<ul style="list-style-type: none"> • To implement agreed changes to the systems, structures and processes within post-16 education. • To explore, either through development or partnership, greater involvement of the local community in the delivery of Post-19 Provision • To further reflect on how effectively we articulate the capability of our students to the communities who are unfamiliar with them • To evaluate the extent to which our students secure sustainable paid work beyond their time in education and identify how we can work to improve this • To evaluate the extent to which our students lead lives which are meaningful to them beyond their time in education and identify how we can work to improve this