

Centre Academy East Anglia

School for Children with Special Needs
Where Confidence grows day by day



Self-Evaluation Form 2022-23



COMMUNITY
ACCEPT
ENCOURAGE
ACHIEVE



School Context

CAEA is a small independent SEN school in Suffolk. Although independent the school works very closely in consultation with Local authorities to place funded students.

On the school roll of a maximum of 65 students we expect that 90% are in receipt of an EHC plan. The school offers a complete in-house therapy service ensuring that all our students do not need to take time out to have their needs met.

Our Mission

- ✓ To equip students with key skills in literacy and numeracy within a broad, balanced and suitably differentiated National Curriculum.
- ✓ To develop positive attitudes to and implement effective strategies for learning.
- ✓ To increase each child's confidence and self-esteem.
- ✓ To recognise and respect each child's learning needs and style, challenging and supporting them in achieving their personal best both academically and socially.
- ✓ To support and advise parents in understanding their child's specific educational needs.

Leadership and Management - Objective 1

Intent

To continue to develop the leadership and governance. To enhance CPD and encourage staff to take a role and responsibility in leadership within school to ensure we move forward and keep pace with the changing needs of pupils and regulations.

Impact

- ✓ Shared ownership and responsibility
- ✓ Accountability.
- ✓ Strategic monitoring and evaluation to improve performance.
- ✓ Prioritise well-being for the whole school and encourage all to contribute.

Our Strengths

- ✓ A dedicated and passionate whole school ethos.
- ✓ High expectations and positive attitudes.
- ✓ Highly qualified and knowledgeable staff.
- ✓ A new focused and involved Governing body.
- ✓ Financial stability.
- ✓ Good working relationships with stakeholders.

Areas for Development

- ✓ To continue to develop staff's subject expertise and pedagogical knowledge.
- ✓ To work in collaboration with the Local authorities deepening the streamline working relationship.
- ✓ To remain focused and supportive of staff's mental wellbeing.

Next Steps

- ✓ To regularly complete staff wellbeing sessions.
- ✓ To circulate anonymous staff wellbeing questionnaires.
- ✓ Introduce new supporting roles within school.
- ✓ Increase parental engagement and attendance within our outreach sessions.

Quality of Education (Teaching and Learning) - Objective 2

Intent

To provide our students with a broader understanding of the world around them. It is designed to be exciting and challenging for all learners regardless of their abilities and backgrounds ensuring that they can achieve and thrive. Our teaching and learning to continue to improve and remain updated with professional practice.

Impact

- ✓ Pupils are enabled to enjoy and achieve.
- ✓ High quality up to date subject specialism teaching so pupils can develop the knowledge, skills and resilience to face future challenges.
- ✓ A wide range of topics available to study to provide students with the knowledge and skills needed to succeed.
- ✓ Shared details of good practice within the classroom.
- ✓ Teaching staff who experience a high degree of job satisfaction.

Our Strengths

- ✓ Experienced specialist staff, with a good understanding of pupils needs and can tailor to their learning accordingly.
- ✓ Excellent subject knowledge, and regular meetings within subject areas to ensure an all through school approach.
- ✓ Diversity placed within the curriculum allowing all to achieve.
- ✓ Enable students to overcome their main barriers to learning with therapeutic input and support available day to day.
- ✓ Monitoring of provision through learning walks and book-marking audits.

Areas for development

- ✓ Review the schools three year rolling program.
- ✓ Finding a way to create uniformity and consistency throughout the school when marking and feedback.
- ✓ Opportunities to observe other staff members lessons.
- ✓ Ensure that intelligent data is being used to appropriately support the planned learning/intervention of students across the whole school.
- ✓ Focus on whole school literacy.
- ✓ Ensure all new staff receive appropriate induction and support.

Next steps

- ✓ Update the school three year rolling program.

- ✓ Continued and directed CPD to support and develop pedagogy, practice and knowledge across the school for teachers.
- ✓ Review the curriculum with all staff to ensure effective implementation and understanding.
- ✓ Within the curriculum signpost diversity and its place within the curriculum.
- ✓ A formal induction process completed within a timely manner.
- ✓ Constructive feedback to staff regarding learning walks and other observational/monitoring processes.

Quality of Education

(Outcomes for Pupils) - Objective 2.1

Intent

To ensure that all our students can achieve no matter what their levels are. To provide them with the skills and knowledge to be best prepared to embrace their next steps, be that the next steps in their education, employment, or life.

Impact

- ✓ Shared moderation and collaboration to enable staff to understand student expectations.
- ✓ Inclusive lessons that are accessible for all students.
- ✓ Teacher to provide effective feedback to students.
- ✓ To build confidence and self-esteem across school for all pupils in a safe learning environment.

Our strengths

- ✓ Offer a range of different qualifications/awards.
- ✓ Extra curriculum activities.
- ✓ Students to leave with a clear pathway and armed with the knowledge and skills they need to be able to go forward.
- ✓ Differentiated curriculum.
- ✓ Pastoral support for students from staff.
- ✓ Student council.

Areas for development

- ✓ Looking to expand qualifications available for UAS and ability for them to access chosen GCSE's.
- ✓ Increase provision for careers after leaving CAEA.
- ✓ Increase the proportion of outstanding teaching and learning across the school.
- ✓ Increase collaboration with parents and stakeholders.
- ✓ Curriculum review.
- ✓ Extra curriculum activities timetable.

Next steps

- ✓ Look to introduce entry level functional skills qualifications for UAS.
- ✓ Appoint a SMT to organize and collaborate careers moving on information.
- ✓ Further develop accessible material/training support across school for all stakeholders, parents and carers.

- ✓ Formulate a timetable for clubs and activities.
- ✓ Curriculum review to ensure that statutory and students needs are met.
- ✓ Introduction of whole school system that allows assessments/progress to be monitored.
- ✓ Curriculum statement explaining the 3 i's Impact, Intent and Implementation

Behaviour and Attitudes –Objective 3

Intent

To provide a safe, calm, and enriching environment for learning, through appropriate behavior of the students. To promote and develop respect, resilience, and kindness as personal attitudes, within the school as attributes for a lifelong mindset thus enabling positive mental health.

Impact

- ✓ Our students relate well to each other and show respect for others' ideas and views.
- ✓ Our students exhibit good attitudes which is key factor in ensuring they learn without disruption and consequently make good progress.
- ✓ Pupils develop awareness of social norms and patterns of behavior to foster positive working and social relationships which enable participation in school, family, and community life.
- ✓ Teacher awareness of rewards and sanction process.

Our Strengths

- ✓ Clear routines and expectations for all aspects of school life.
- ✓ Behaviour and attitudes to learning are consistently good.
- ✓ Behaviour incidences continuously reported and tracked by SMT and class teachers.
- ✓ CAEA creates a calm and safe environment set within a rural site.
- ✓ Students have a voice and are heard via the school council and questionnaires.
- ✓ Online recording system POD to record behavioral incidents and reward good behaviour.

Areas for development

- ✓ To share success with parents and carers.
- ✓ Whole school approach to sanctions and rewards.
- ✓ To improve play opportunities/clubs to ensure that students are positively occupied in unstructured times.
- ✓ Develop a consistent approach to behavior challenges and rewards amongst staff.
- ✓ Further develop all round school support so we can be reactive to pupils needs, support engagement and outcomes.
- ✓ Staff training.

Next Steps

- ✓ To ensure that the school behaviour policy and school handbook are regularly aligned and used to embed expectations.
- ✓ To revisit the student handbook and develop into a student friendly version and circulate at the beginning of each academic year including a

rules for unstructured times.

- ✓ To use visual posters around school to remind students of expectations
- ✓ Shared behaviour expectations with parents.
- ✓ To encourage opportunities for pupils to engage with the local community and opportunities to support behaviour and meaningful activity within the local community.
- ✓ Formulation of structure for awarding house points based on CAEA expectations.
- ✓ Staff training on POD to ensure that incidents are consistently and appropriately recorded.

Personal Development – Objective 4

Intent

To establish an open culture which promotes all aspects of pupil's personal development and wellbeing. Enabling them to develop their confidence, resilience and knowledge so they can keep themselves mentally healthy and be prepared for moving into adulthood.

Impact

- ✓ All students have self-belief and enjoy their time in school.
- ✓ Success is recognized and celebrated.
- ✓ All students to have an understanding about relationships, friendships and how to communicate.
- ✓ Students to apply the British Values of Democracy, Tolerance, Mutual respect, Rule of Law and Liberty.
- ✓ Students to be able to use their learning on the journey preparing them for life and work in modern Britain.
- ✓ Supporting individual needs through therapist intervention.

Strengths

- ✓ Effective safeguarding practice and ongoing reviews of recording, reporting, and communicating.
- ✓ Regular safeguarding training for all staff.
- ✓ Curriculum changes to ensure that Personal development is reflected within whole school curriculum.
- ✓ Knowledgeable Intervention team that is in place to support students that require therapeutic / pastoral support.
- ✓ All students engage in PSHE/RSE and Citizenship.
- ✓ Effective student voice via school council.

Areas of development

- ✓ Strengthen and monitor the understanding of British values across all subjects.
- ✓ Support students to identify their ambitions and aspirations and have vocational opportunities to help them make informed decisions about their future.
- ✓ To provide and support opportunities for external work experience.
- ✓ To empower and support parents in developing their child's personal development outside of school.

Next Steps

- ✓ Audit and analyse pupil wellbeing, providing therapeutic in school specialist support.
- ✓ Expand the Safeguarding team and look to online reporting.

- ✓ Engage and bring in external support to improve PSHE/RSE learning.
- ✓ Promotion of new therapy and Sensory rooms.

Preparing for Adulthood – Objective 5

Intent

To give pupils opportunities to develop independence throughout their time at school as they move through adolescence into adulthood.

Impact

- ✓ Age-appropriate experiences and activities which prepare for life as a young adult are offered across the school, particularly KS4/5.
- ✓ Individuals are taught about emotional health and wellbeing according to need and understanding.
- ✓ Pupils develop awareness and understanding about how to keep safe.
- ✓ Transition arrangements are effective.

Strengths

- ✓ Good relationships with colleges and parents.
- ✓ Range of pathways at GCSE level and post 16 provision.
- ✓ Accessible information and taught careers/life skills in KS4/5.
- ✓ Developed relationship with local colleges and training providers.

Areas of development

- ✓ Accessible displayed information available to support next steps.
- ✓ Extended accreditation for non-GCSE able students i.e. Functional Skills Level 1.
- ✓ Increase communication with parents/carers regarding next steps.
- ✓ Develop further links with local colleges and post 16 provisions.
- ✓ To have a coordinator to support transition from post 16.

Next Steps

- ✓ Work experience to be re launched to ensure opportunities to develop skills.
- ✓ Develop transition between KS4 and post 16 to support moving into adulthood.
- ✓ Further development of environment to support maturity and age-appropriate spaces.
- ✓ Be open to outside visitors – talks on career choices and pathways.
- ✓ To assign a member of SMT to coordinate careers post 16 provision in KS4/5 then look to develop lower down into school years.
- ✓ To have a two tier UAS provision
- ✓ Specific focus on writing personal statements for College/University/Apprenticeship applications.

Community – Objective 6

Intent

To foster positive community links and promote the school within the local area to increase community access for pupils and parents.

Impact

- ✓ All to have a voice and contributions are valued by all.
- ✓ Parents are engaged with school.
- ✓ Increased participation opportunities for pupils in the wider community.
- ✓ Students to look out for each other, encourage and accept everyone's views.

Strengths

- ✓ Nurturing environment.
- ✓ School site has been further developed and more welcoming to parents, families and visitors.
- ✓ Belonginess celebrated in house system within school.
- ✓ Whole school activities.
- ✓ An ethos of equality throughout school.

Areas of development

- ✓ Develop and strengthen ties with local community.
- ✓ Parent forum/involvement.
- ✓ Include more house activities throughout the year not just sports.
- ✓ A well-planned diary of events ensuring all students can experience the value of visits and trips.

Next steps

- ✓ Start a parent forum committee.
- ✓ Invite community to local school events to develop community cohesion and pupil opportunity.
- ✓ Expand house events.
- ✓ Increase diversity of representation throughout the school community.
- ✓ Staff and student surveys as appropriate for ideas or feedback on events.
- ✓ Extend the dining facilities within school
- ✓ Plan residential trip to encourage independence of students and their interpersonal skills



How to Find us



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