



**Fox Wood School
Self- Evaluation
Summary (SES)
2019-20**

Fox Wood - Contextual Information

- The catchment area for the school is the whole of Warrington. We also have two pupils who are from outside the LA
- In February 2014, our 6th Form College moved to the new site in Woolston along with the 6th Form provision of Green Lane. In September 2014, Fox Wood School and Green Lane School moved to the new site. Green Lane is a special school for pupils with MLD
- The vast majority of our pupils choose to transition to our sixth form college provision, we also admit some pupils at KS5 from other provisions
- The Headteacher of Fox Wood was appointed for September 2015
- SLT consists of Head, Deputy, Assistant Head, Pupil Support Manager and Office Manager. The Deputy Headteacher retired in August 2018 after 23 years of dedicated service. In Autumn Term 2018 the Headteacher conducted a review of all Senior Leadership roles and responsibilities and by January 2019 the current SLT team was in place. Although all appointments were internal, our selection processes were extremely rigorous and we worked hard to ensure that simply “being here” was not an unfair advantage. Therefore, we are confident that our SLT group is now of an Outstanding calibre and that we share the same vision and aims for our children, and our school community as a whole
- We have eleven classes at Fox Wood School and three classes currently form part of Woolston 6th Form College. Seven of the classes at school are KS2 and below. Both school heads share the responsibility of leading and managing the college. The college is led at an operational level by the Assistant Head of Green Lane with specific management time provided by Fox Wood to ensure that he has focused time for our pupils and staff.
- There has been an increase in the number of pupils (seventy-eight in April 2014, eighty-four in November 2016 and ninety-four in September 2019). Over the past 5 years we have seen a significant increase in the number of foundation stage pupils. Since September 2016 we have experienced a significant increase in parents who are selecting Fox Wood as their school of choice, highlighting increased awareness of our school and recognition of improved facilities
- We have a medical team on site – two nurses and a health care assistant and receive advice, programmes and support from Physios, OT, SALT, VI team, bladder and bowel team etc. We host many clinics e.g. continence, orthoptist, dietician etc. to reduce the amount of pupils needing to have time off school for appointments
- We employ a full time specialist OT to work with our pupils to address barriers to learning arising from sensory impairments, and provide sensory steps/diets/advice (as appropriate) to staff and parents detailing how to support pupils with their sensory processing needs.
- We have three teaching assistants trained in early communication skills to provide focused communication intervention for pupils in receipt of Pupil Premium
- Pupils receive specialist input from two music tutors, a music therapist and an art therapist, to further enhance learning opportunities in these areas and provide professional development to staff
- We have a high staff to pupil ratio. Our staff team includes 17 teachers, 40 teaching assistants, 2 T/A4's (for ICT and behaviour), 2 manual handling trainers, 3 admin, Maintenance Officer and 10 MDA's
- Three staff are Team Teach Intermediate trainers, and two of these are advanced trainers to provide training and pro-active strategies, and keeping staff and pupils as safe as possible
- Purpose built facilities at the school include:
- A hall – for dining, PE, assemblies etc, Sports hall, Multi-Sensory Room, Hydrotherapy pool, Library/ICT room, Art, Design and Technology room, Sensory circuit area, Sensory Kingdom Room, Food technology room, Music room, Foundation, KS1 playground, KS2 – 4 playground
- We are developing a sensory playground to enhance the Outdoor Learning Environment for our pupils with PMLD (Sensational Space)
- In June 2017 we introduced an Early Years Social Exploration Zone to enhance the Outdoor Learning Environment for pupils in our Lower School. This was funded by a Big Lottery grant.
- Facilities at the college include: Two class bases for Fox Wood pupils and a base for our pupils with PMLD, Multi-Sensory Room, Food Tech room, Common room, Outdoor gym in courtyard, Therapy room. We also have a purpose built and fully accessible Café (funded between Fox Wood and Green Lane School) within the Woolston Learning Village which we opened in June 2018. This is run by College Students and supported by the whole school community

The school has the following awards:

- National Autistic Society – reaccredited January 2018 – This is an internationally recognised quality standard for schools/organisations who put the interests of pupils with ASD at the heart of what they provide
- Quality Mark – primary and secondary. It recognised and celebrated our provision, practice and performance in English and Maths
- Arts Award – which recognised the participation of our pupils in arts activities and arts week, being inspired by artists and sharing their skills with others
- Eco Green Flag Award in which we focused on pupil leadership and whole school involvement in our sustainability journey
- Leading Parent Partnership Award (LPPA) – this provides us with a more coherent framework to support and promote effective parental engagement from early years to post 16
- Staff Well Being Award – in recognition of our dedication to the promotion of positive mental health for all staff members
- School Well Being Award which highlights the work we do to promote positive social and emotional wellbeing, mental health and wellness for pupils and staff

We are currently working towards:

- E-Safety Mark in which we will be able to show good practice in our E-safety Policy and procedures
- We are in the process of auditing our SMSC provision in line with the SMSC Quality Mark

Fox Wood Community - Context by Year Group

(At Fox Wood pupils may be placed in mixed year groups, depending on their specific needs)

Year	No. on roll	% Boy	% Girl	% Pupil Prem.	% Ever 6	% ASD	% PMLD	% SLD	Number of pupils with EAL	Number of Children in Care	No. open to Early Help Pracs	No. open to Social Care
R	5	83	17	TBC			17		0	0	1	0
Y1	7	86	14	28		71	0	29	2	0	0	2
Y2	13	77	23	41		53	0	38	1	0	4	1
Y3	11	63	36	45		18	27	55	2	1	4	2
Y4	8	75	25	50		75	12.5	12.5	1	0	4	1
Y5	8	50	50	43		50	37.5	12.5	2	0	1	1
Y6	5	80	20	0		20	80	0	0	0	4	1
Y7	5	63	37	60		80	0	20	0	1	0	3
Y8	8	50	50	62		12.5	25	62.5	1	0	6	2
Y9	4	50	50	50		75	0	25	0	1	1	2
Y10	2	50	50	100		50	50	0	0	0	2	0
Y11	2	67	33	100		0	100	0	0	0	0	1
Y12	9	66	34		55	78	11	11	1	0	3	2
Y13	3	66	34		0	0	33	67	0	0	1	2
Y14	3	75	25		33	33	67	0	0	0	0	3



Fox Wood School Overview of Self – Evaluation Summary

(SES) 2019-20

Previous Inspection: 13th September 2018

Judgement: Good

Areas for Improvement (AFI):

- leaders and staff make even better use of the school’s online assessment tool to review students’ learning and personal development in the sixth form.

Impact of actions taken to address AFI:

1. College and Early Years are now using online assessment tool.
2. Quality assurance measures are in place to provide strict monitoring across all Key Stages.

Evidence of this can be found:

- Peer monitoring sheets for all Key Stages and associated actions.
- Evidence for Learning app.

Quality of Education

As of September 2019 we judge the Quality of Education at Fox Wood to be: Outstanding.

Key Strengths:

Areas for Development

Overall, leaders judge the Quality of Education to be Outstanding

- **INTENT:**
- Broad, balanced and rich curriculum, embedded securely and consistently.
- Three tiers to match learning needs – Pre-formal, Semi-formal and Formal.
- Freedom for teachers to plan creatively and personalise the curriculum.
- Cyclical model recognising the importance of repetition and skill transference.
- Innovative ‘Ready To Learn’ programme.
- FUNctional skills approach, preparing pupils for next phase of education and adult life.
- High expectation for all
- Promotion of communication skills, life skills and independence, equipping pupils for life beyond the classroom and preparing them for adulthood.
- Shared understanding; together we shine
- Vision as we work in partnership to support the holistic needs of every child.
- **IMPLEMENTATION:**
- High expectations for all; high quality CPD for staff to ensure excellent subject knowledge, knowledge of SEND approaches and Teaching and Learning styles.
- Measuring what matters – assessment informing learning activities.
- Daily phonics, reading, number for all pupils – securing foundations for future learning.
- ‘Ever lesson counts’ guidance developed by staff for staff.
- Clear careers and work related learning opportunities

- Further develop our external links in relation to cultural capital to access wider opportunities with other partners.
- Increase all pupils’ opportunities to develop their life skills through the implementation of a sound Forest Schools programme of study.
- Further develop the College Curriculum to reflect the changing Fox Wood cohort and ensure robust pathways to employability.

<p>embedded in the curriculum.</p> <ul style="list-style-type: none"> • Series of lessons contribute to delivering the curriculum intent – curriculum challenge for all pupils. • Personalised teaching materials and communication approaches • Sequential teaching of reading enhanced by focused support model • Promotion of FUNctional skills, real life experiences, communication skills and independence to prepare pupils for the world beyond the classroom and adulthood. <p>• IMPACT:</p> <ul style="list-style-type: none"> • Evidence for learning records demonstrate progress over time towards EHCP targets, broken down through half termly IEPs. • Evidence for Learning captures the impact of learning across the curriculum and skill transference. • Parental engagement with Evidence for Learning supports home learning. • High quality work evidence with learning objective, context and clear next steps. • All pupils making positive progress from starting points, assessment matches curriculum tiers – engagement steps and progression steps. • Three data collection points, designated data team to set clear actions. • Focused support model ensures that there is little variation between pupils in receipt of PP and their peers. • Pupils achieve highly in comparison to other Special Schools within the NWSCAP group. • Progress in reading recorded individually, closely monitored by data team. • Pupils are prepared for the next phase of their learning journey through personalised targets and accreditation routes at Key Stage 3 – 5. 	
<p>Behaviour and Attitudes</p> <p>As of September 2019 we judge Behaviour and Attitudes at Fox Wood to be: Outstanding.</p>	
<p>Key Strengths:</p>	<p>Areas for Development:</p>
<p>Overall, leaders judge Behaviour and Attitudes to be Outstanding:</p> <ul style="list-style-type: none"> • Pupils’ voice – school council, eco club, choice within enrichment, ready to learn, activities, debriefs used after incidents. • Wellbeing award, wellbeing weeks promoted. • Proud assemblies – celebrating success and reinforcing expectations • Promotion of outdoor learning/forest school – linked to wellbeing and monitoring the impact of forest schools on this. • Records of pupil’s behaviour incidents – include debrief information – pupils voice. Monitored, investigated and evaluated. 	<ul style="list-style-type: none"> • To further develop anti-bullying within school, through assigning kindness champions to promote a positive and safe environment for all pupils. • To further develop the understanding and communication of emotions leading to self-regulation for all pupils.

<ul style="list-style-type: none"> • Emotions work and self-regulation boards adapted and resourced for all classes. • Creativity counts work linked to anti-bullying/kindness display • Assemblies that focus on anti-bullying and what being kind looks like to support pupils in making appropriate choices • Drop in sessions within ready to learn by SLT – very positive and activities are suitable for pupils – links to wellbeing. • Work between behaviour team and OT to support challenging behaviours linked to sensory input. • Regular behaviour clinics and meetings with parents when necessary. • Regular meetings with class teams, resulting in Individual Behaviour Plans, Profiles and Dietary Support Plans where appropriate – these are shared with DSL and parents. • ASD routines and structure within classes, work implemented to keep consistent approach and visuals throughout the classes. • NAS accreditation, ongoing support and guidance given alongside yearly visits (one per term) to discuss key strengths and areas of improvement. • WOW work display boards in classes to promote and celebrate high quality work and expectations. • Appropriate self-assessment and reward systems are in place. • Attendance is monitored and addressed by Pupil Support Manager and LA Attendance Officer – expectations are high and we are flexible to find approaches which lead to our shared goal of excellent attendance for all pupils. • Many clinic appointments are held on-site to reduce the disruption to pupils and minimise the impact on their attendance. • Strong focus on valuing and embracing all, these are key areas within our collective worship, themed weeks and focus days (such as RE days) • Pupils offer support to their peers in a variety of ways and this is promoted and modelled by all staff – examples include older pupils providing toast for those who need it during ‘Ready to Learn’ and our Head and Deputy Head Pupils participating in Proud Assemblies and helping pupils in other ways. • School Council members are encouraged to seek the ideas of their classmates so that all children are represented in their meetings. 	
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Personal Development

As of September 2019 we judge our provision for Personal Development at Fox Wood to be: Outstanding.

Key Strengths:	Areas for Development:
<p>Overall, leaders judge Personal Development to be Outstanding:</p> <ul style="list-style-type: none"> • Pupils participate in a SMSC themed week 	<ul style="list-style-type: none"> • New theme introduced for KS3/4- ‘One Love’

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| <ul style="list-style-type: none"> • Classes frequently take part in 'RE' days as directed by our RE Subject Leader • Collective worship daily • Timetabled assemblies with specific themes as directed by our RE Subject Leader • Weekly Proud Assembly to celebrate pupils' achievements as a school community • Emotional regulation promoted throughout school- i.e. de-brief sheets, feeling thermometers • Independence developed throughout curriculum • High expectations placed on pupils • Pupils self-assess work • Outdoor learning opportunities increased through enrichment and Forest School activities • Emotional wellbeing monitored for Forest School through pupil questionnaire
 • Achieved the wellbeing award. • Wellbeing team within school promoting positive wellbeing for staff and pupils • SEMH Panel to identify and address the needs of pupils who are in need of additional support. • Art Therapy and Creativity Counts to support pupils' emotional health and wellbeing • Displays within classes celebrating hard work and achievement. • Pastoral support officer in place to support pupils and families. • After school clubs held e.g. hydro and rebound • Clinics held within school to simplify process and include families. • School OT supports holistically through school and home, with a particular focus on sensory needs • Personal development aspect of curriculum developing a breadth of skills. • Forest School being develop with 2 lead teachers • Outdoor learning promoted throughout curriculum • Implementation of individualised therapeutic programmes to support and develop the holistic needs of all
 • Display promoting one love. • Celebrate Great Britain Day • British values aspect planned for within the curriculum • KS3/4 take part in 5 citizenship days throughout the year. • KS5 Pride Event to celebrate the individuality and acceptance of all • Head and Deputy pupils are nominated and given related responsibilities • Reading resources cover a wide range of diverse topics, cultures, families. • Equality statement in place and on the website • Topic related educational visits promoted throughout curriculum. • Inter school sporting competition attended and promoted • Visitors to school invited • KS3/4 Citizenship days • Wider community invited to Christmas and Summer Fayre • Links with Phill at 'The Puddle' project | <ul style="list-style-type: none"> • Plans to achieve the 'Rainbow Flag' award within the academic year 2019 - 2020 |
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<ul style="list-style-type: none"> • 'Preparation for Adulthood' TA in place to promote skills • Work towards and meet the Gatsby benchmark good career guidance • KS1 and 2 careers grid detailing pupil access to work • Work related learning packs created for classes- these are linked to themes • Links with local businesses forged • Internal/external work experience where suitable. • Accreditation supporting achievement 	
<p>Leadership and Management As of September 2019 we judge Leadership and Management at Fox Wood to be: Outstanding.</p>	
Key Strengths:	Areas for Development:
<p>Overall, leaders judge Leadership & Management to be Outstanding.</p> <ul style="list-style-type: none"> • Leadership Team are highly committed and passionate about achieving our school vision and ensuring the very best outcomes and possibilities for every single pupil, their families, and every member of staff. • Together the Senior Leadership and Middle Leadership Teams provide an exceptional level of skills, knowledge and ambition for our pupils. • Clear and ambitious vision and aims which ensures high quality education, pastoral care and therapeutic input leading to all pupils achieving their full potential. • High expectations for all – pupils and staff. • Clear sense of vision and purpose is shared by all stakeholders to ensure holistic needs of all pupils is met and best practice is evident through all elements – “Together We Shine.” • Expectations and input are focused on school and home support and intervention as we strive to prepare all of our pupils for the world beyond the classroom, and -ultimately - adulthood. • Strong leadership of Teaching & Learning and Curriculum – robust monitoring schedule. • Extensive CPD opportunities, both internally and externally. This consistently translates to improved outcomes for all pupils, developed over time. • High quality NQT and RQT programme which supports the development and achievement of NQTs. • Parents and families are integral to our school community and to our aim to maximise and enhance life experiences and achievements of all of our pupils – we work very closely with parents in a variety of ways including parental workshops, early help, 1:1 support, support clinics (e.g. behaviour/sleep), Friends of Fox Wood • Workload reduction toolkit approach followed, and has been effective in reducing workload. • Open Door Policy by all Senior Leaders, regular meetings and wellbeing events. Clear procedures and processes to share any concerns in confidence. • Extremely active Chair of Governors who is involved in all aspects of school life. • A strong board of Governors with a combined wealth of 	<p style="text-align: center;">○</p> <ul style="list-style-type: none"> • Improve the School Website as a communication tool and window to the world • To further strengthen Safeguarding procedures throughout the school • To increase awareness and impact of the school’s aims and strategies for all pupils with SEND, across the local community, through a publicised outreach offer • To strengthen Governors challenge by improved monitoring and questioning across school

<p>skills and knowledge who meet regularly, readily undertake training, participate in learning walks and ensure that they fulfil statutory responsibilities including providing effective challenge and support.</p> <ul style="list-style-type: none"> • Governors hold leaders to account and ensure that resources are well managed, and that financial matters are dealt with openly and effectively. • Safeguarding is “robust and effective” (March 2019, LA Audit) with a strong Safeguarding Team. • High quality CPD ensures staff are vigilant to all Safeguarding matters and share these in a timely and appropriate manner. • Extremely effective well-being team in place (Well-Being Award achieved, Summer Term 2019). • Leaders ensure effective staff engagement at all levels which leads in practice to an exceptionally effective and hardworking staff team. 	
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Quality of Early Years Education

As of September 2019 we judge the Quality of Early Years Education at Fox Wood to be: Outstanding.

Key Strengths:	Areas for Development:
<p>Overall, leaders judge the quality of education in the early years to be Outstanding.</p> <ul style="list-style-type: none"> • EY INTENT (Curriculum design meeting pupils’ needs/ adaptation/ planning & sequencing to clear end points) • Broad and balanced curriculum that is embedded securely, weighted appropriately to cover the prime and specific areas. This will help to get pupils ready for future years. • Child friendly topics on a rotational basis that covers a wide breadth of child led learning and these opportunities are implemented and balanced across adult led learning • Read to Learn programme has been implemented to further support learning and development of prime areas and pupils SEMH needs • EY IMPLEMENTATION (Teaching/ Learning/ Assessment/Planning/ POS- key knowledge & long- term memory) • Staff have high expectations of all pupils and a knowledge of EYFS curriculum and CPD is given where required • Opportunities for learning through play, child led and adult led activities promotes teaching & learning of pupils • Staff use ‘development matters’ to suitably assess pupils progress. This is tracked through the development matters booklet, tapestry (and moving over to Evidence for Learning, September 2019). The development matters booklet is also sent home to parents for them to contribute to pupils’ assessment • A strong transition process has been developed to support both the pupils and parents’ needs • EY IMPACT (Standards-End of EY Outcomes/ In school Outcomes/ Explicit end points) 	<ol style="list-style-type: none"> 1. Implement the curiosity approach and the use of natural resources in the environment, as appropriate for the pupils, this will help pupils to develop curiosity and investigation and become more independent and self-motivated 2. Use of natural resources to create a homely learning environment that is not over stimulating, helping pupils to stay calm and settled 3. Use of the attention autism strategy that will help pupils to focus and sustain attention this will develop early social interaction skills and foster group learning 4. Create and deliver an innovative communication programme called SMILE to develop total communication in EYFS, but partnership working with parents through workshops and outreach 5. Instil the rational from the ‘Hungry Minds’ campaign to promote further parental engagement in home learning

- Regular opportunities for Maths, Literacy-through functional skills, circle time, snack time, etc.
- Personal, physical and social skills are embedded throughout the school day with a wide breadth of learning spread throughout all areas
- Pupils SaLT plans are delivered throughout the day and embedded in all learning activities such as intensive interaction, circle time, IEPs
- Pupils are supported to take part in self-assessment/reflection opportunities to allow them to develop pride in achievements
- Achievements are celebrated through notes in the diaries, Tapestry/Evidence for Learning, Certificates home, etc.
- Foundations are built for the rest of schooling i.e. sitting, concentration and applying learning
- Pupils make significant process from their starting points in line with the NSCAP progression tables
- Data is reviewed regularly and used to inform interventions

Self-Evaluation Overall Effectiveness Judgement: Outstanding

