



Learning Opportunities - Self Evaluation

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Mission Statement

'Education today creating choices tomorrow'

Learning Opportunities is a school that provides individuals with a safe and happy environment in which to learn. We aim for positive social and educational changes within our students, providing them with the opportunities to make a meaningful contribution within the school and wider community. This allows them an opportunity to experience future social and economic well being.

How do we achieve our Mission?

A strength of the provision at Learning Opportunities is the retention of a positive team and the nature of the relationships between staff and students that ensures it is a happy place where students want to be.

We view our students as individuals and as such ensure they are provided with highly individualised learning programmes. This motivational approach and the good standard of teaching results in students making good progress from their starting points.

We have many links with the community, work experience placements and local colleges which provide students with the widest experiences possible and prepares them for life beyond school. Students are encouraged to develop greater independence throughout their time at the school. They are provided with opportunities to use functional skills in real contexts. Through this approach students are prepared for the future and the majority are able to access college courses when they leave.

What evidence is there to demonstrate we have been successful?

The school's last OfSTED report in May 2012 stated that

The school meets its aim of providing students with a safe and happy environment in which to learn and they say that they enjoy being at the school.

The quality of the curriculum is good.

Provision for each student is planned carefully to meet their individual personal as well as learning needs, including those specified by their statement of special educational needs.

Courses for students, including through GCSE and Life Skills accreditation, provide a range of qualifications relevant to their needs and which support their personal development as well as providing access to future training.

The school uses very effective systems for supporting the transfer of students into further education.

Students in Years 10 and 11 have good opportunities for work experience.

Students appreciate the wide range of extra-curricular and enrichment activities available.

The quality of teaching and assessment is good. The quality of teaching is sometimes outstanding.

Students of all ages and abilities make at least good progress and some make outstanding progress.

School Information

Learning Opportunities is a small specialist independent school which opened in 1991, and is registered with the DfE to provide education for students with Social, Emotional and Mental Health (SEMH) Difficulties, Moderate Learning Difficulties and ASD. The school is approved for up to 30 students between the ages of 10 and 18 years.

Our school covers a wide catchment area within South East Kent. The vast majority of our students are White British and come from a range of social economic circumstances, 30% are Looked After Children, 86% of whom are out of county placements, significantly above average. The vast majority of students

enter the school non-transitionally. These usually arrive highly disaffected, and have often experienced extended periods outside of a school environment. Prior attainment in all year groups is "significantly below" national levels.

100% of students are in receipt of Education Health and Care Plans (EHCP's), their primary needs being a combination of SEMH, Interaction and Communication, Cognition and Learning and Sensory and Physical.

Our school offers a broad and balanced curriculum, tailored to the individual needs of our students. We pride ourselves in providing highly personalised programmes, which ensures students have access to a wide range of fun, enjoyable and stimulating opportunities. We continue to access a range of college link courses and work experience placements. We also participate in community projects and the community are invited in to the school for a range of functions and charity events.

Feedback from parents/carers demonstrates that they strongly believe that the school is well led; pleased with the progress students are making and that many like coming to school.

Contact Information	
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DfE number	886/6063
URN	119013

Headteacher	<u>January 2017 update:</u> It is with great sadness that we report the passing of our newly appointed Headteacher, who was due to take up post in January 2017.
Proprietor	Lesley Buss

Term dates - 2016/17

Term No.	Dates	No. Of Days
1	05.09.16 - 21.10.16	35
2	31.10.16 - 21.12.16	38
3	03.01.17 - 10.02.17	29
4	20.02.17 - 31.03.17	30

5	18.04.17 - 26.05.17	29 (1 x BH)
6	05.06.17 - 21.07.17	35
Total		195
INSET DAYS	x5	
Total Student Contact Days		190

Teaching Time - per week	
Age range	Hours
10-14	24 hrs
14-16	24 hrs
Post 16	24hrs

Attendance (%)	2013-14	2014-15	2015-16
Attendance	90%	91%	91%
Authorised absence	5%	4%	5%
Unauthorised absence	5%	5%	4%

Exclusions during last academic year (2015-16)	Fixed term (number of sessions)	Permanent
KS3 male	7	0
KS3 female	6	0
KS4 male	2	0
KS4 female	0	0
Total	15	0

Previous Inspection Dates	
OfSTED	15.05.12

Staff Information

Numbers of staff	Full time	Part time
Teachers		
- QTS	6	1
- Unqualified	1	0
Teaching assistants	5	0
Administrative staff	1	0

Student Information

September 2016	Male	Female	Total
Number on roll			
Student Year Groups			
7	2	1	3
8	5	0	5
9	1	1	2
10	3	2	6
11	2	2	4
12	0	0	0
Total	13	6	20
Number who are LAC (total)	4	3	7
Number who are LAC from outside Kent	3	3	6
White British	13	6	

Identified Student Needs

Primary Needs

Communication & Interaction	Cognition & Learning	SEMH	Sensory and / or Physical
29%	12.5%	58.5%	0%

Secondary Needs

Communication & Interaction	Cognition & Learning	SEMH	Sensory and / or Physical
29.5%	62.5%	4%	4%

Our Distinctive Features

Leadership and management of the school is strong and innovative, and is committed to pursuing excellence in the full range of school activities provided.

Learning Opportunities has a very good reputation within the local community and continues to develop links and opportunities for joint working. We benefit from extremely positive relationships with parent/carers encouraged through an open door policy and regular home/school contact. Parental and carer engagement is improving as indicated by attendance at parental forums, annual reviews, and school events. The school is a friendly and welcoming place with a strong family feel and a caring nurturing ethos. There is a tangible feel of everyone working together to promote a highly valued sense of community, aiming to ensure that the values of the school reflect student's backgrounds, cultures and the wider society in which we live.

People get on well, care for one and other and learn to respect each other. Relationships are highly productive; staff treat all students as individuals and know them very well. The principles of Equality and Diversity permeate the school and are fundamental to ensuring that all students are supported equally, and that achievements and talents are encouraged and celebrated. Within a broad, balanced and creative curriculum, opportunities for personalised learning approaches are well developed. As a result the majority of students approach their work with increasing levels of independence. Opportunities extend beyond the classroom, taking advantage of the locality to implement Forest School where students experience learning in a different context. An overwhelming majority of students benefit from undertaking a range of practical activities, which enable them to successfully complete small achievable tasks develop their team working skills and also learn to become more independent.

The school has good partnerships with other schools, FE provisions and agencies, including Social Care, SALT, and Children & Young Peoples Service (ChYPS). We have created strong links with a number of other local community groups e.g. White Cliffs Countryside Volunteer Group. This is demonstrated by the involvement of students in a wide range of charitable community projects. The vast majority of students are eager to support others less fortunate than themselves, putting a great deal of effort into fund-raising activities for specific aid projects, engaging with local, national and global communities. Charities supported during the year include Catching Lives (an independent charity aimed at supporting the rough sleepers, homeless and vulnerably housed in Canterbury and East Kent), Kent Autistic Trust, MacMillan, and more recently Farm Africa. These charities are nominated by the School Council and staff.

Throughout the school staff implement an innovative and flexible approach to meet the needs of the most challenging students. Whilst the "core" of students generally function very well within the main provision, there are some whose needs are more extreme and as a result require more bespoke intervention of education and support usually away from the school site.

Changes since the last inspection: (Date of last inspection May 2012)

There has been significant development and improvement throughout the whole school since our last inspection.

The Senior Leadership, through rigorous monitoring and evaluation, have improved the quality of teaching so that it is consistently good or better, ensuring that the majority of lessons move at a good pace and that every moment of every lesson is used productively. Improvements in our marking system ensure students are given advice which shows them clearly what they need to do next to improve. Self-assessment has developed and is now more consistently used to inform planning and to support student outcomes.

Areas for development identified in our **previous inspection** have been addressed so that teaching and learning have continued to improve with characteristically better matching of activities to students' capabilities and more effective use of a range of resources, including ICT, within lessons.

Evidence Base: (July 2016)

- 66% of students are happy to come to school.
- 92% of students say that their teachers tell them how to improve their learning.
- 100% of students say they get help in lessons when they are unsure of something.
- 92% of students say they know how to keep themselves safe, including when using digital devices.
- 100% say they are treated with kindness and respect by staff.
- 44% of parents / carers strongly agree and 56% of parents / carers agree that their child likes our school.
- 100% parents / carers say they are kept well informed of their child's progress.
- 100% parents / carers say they feel comfortable to approach the school with questions, suggestions or any problems.
- 89% of parents / carers strongly agree and 11% of parents / carers agree that the school's curriculum provides a range of subjects and experiences to promote high quality learning and wider personal development.
- 67% of parents / carers strongly agree and 33% of parents / carers agree that their child is making good progress.

1. OVERALL EFFECTIVENESS - GOOD

Effectiveness of leadership and management - Good with outstanding features

The senior management team are highly committed to the continued improvement for the school, sharing a sense of purpose, vision and direction.

- The leadership and management are very good; both efficient and effective in their role of driving forward the school ethos and vision which involves sustaining ambitious but realistic targets.
- The safeguarding of students is demonstrated by high quality practice and is very good in every respect. Students have a good level of concern for the safety and wellbeing of others demonstrated by their developing sense of responsibility with regard to behaviour and attitudes.
- The strong caring community ethos in school is governed by the SMSC principles expected of our school.

In order to move to outstanding, the following key issues are being addressed (See SDP):

- To recruit a highly effective Head Teacher
- To ensure a continued capacity to improve through the development of strong, effective teams and leadership at all levels.
- To further develop assessment processes to ensure students make expected or above progress.

Quality of teaching, learning and assessment - Good with Outstanding features

- All teaching is good or better, ensuring the vast majority of students are motivated and engaged in learning, with most securing progress from their individual starting points, as a result, students develop a good range of skills across the curriculum.
- The provision of a broad, balanced, relevant and appropriate curriculum ensures that each student's individual learning and wider needs are met.
- Staff have high expectations. They plan and teach lessons that deepen individual students' knowledge and understanding, enhancing independence and confidence.
- Carefully considered professional development and sharing of best practice and knowledge ensures improvement in the performance of the staff group and the school.
- A strong focus on developing literacy supports students' wider learning and development.
- The students' experiences of school prepare them well for moving into further education or training by providing them with skills that they are able to transfer and sustain in new environments.
- Virtually all students leave with at least one form of national accreditation.

In order to move to outstanding, the following key issues are being addressed (See SDP):

- To increase the levels of outstanding teaching.

- To increase the proportion of students meeting and exceeding expected progress.
- To embed regular student progress meetings to review provision and intervention strategies and to enhance learning.

Personal development, behaviour and welfare - Good with Outstanding features

- An overwhelming majority of students enjoy school. The majority of students respond positively to the school's high expectations of behaviour. Where required, inappropriate behaviour is managed exceptionally well.
- Carefully managed behaviour is a major factor in ensuring successful learning and in creating a positive school ethos.
- The majority of students are supportive of each other, particularly evident in whole school events and activities.
- Classroom expectations are clearly stated, this is underpinned by consistent rewards and consequences.
- High quality targeted support ensures that the majority of students engage effectively with their learning.

In order to move towards outstanding, the following key issues are being addressed (See SDP):

- To widen student's understanding of other religions and cultures through visits/visitors.
- Further develop the capacity of staff to encourage good mental health for all students by promoting resilience and through targeted intervention supported by external agencies where necessary.

Outcomes for learners - Good with Outstanding features

As a result of their complex learning, communication, and (sometimes extreme) mental health needs, some students do not achieve nationally expected levels of progress across key stages. However, when compared to progress made from low starting points the vast majority make noticeable progress.

- Overall standards are high; improved assessment, realistic targets and clear tracking of progress has led to raised achievements.
- The majority of students, progress well from their different starting points, and make good or better progress overall during their time at our school.
- All 2016 school leavers attained relevant qualifications (GCSE / Functional Skills / Entry Level/ BTEC Level 1) so that they were able to progress to the next stage of their education.
- All 2016 school leavers secured a place within a local mainstream college.

In order to move towards outstanding, the following key issues are being addressed (See SDP):

- The development of Literacy and numeracy throughout the school to ensure all students increases to a functional or above level.
- Assessment information to plan appropriate teaching and learning strategies, including identifying students who are falling behind in their learning or who need additional support, enabling them to

make improved progress.

- Teachers to focus precisely on what they expect individuals or small groups of students to learn.
- All students to have access to interventions that match their capabilities and reading competence.

Examples of evidence include:

Students work, curriculum plans, Teaching and Learning policy, subject policies, examination results, student reports, lesson observation records, points, PI records, SDP.

2. EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT - GOOD with OUTSTANDING FEATURES

Leadership and the drive to improve:

- Our previous Headteacher was outstanding; leading with vision and ambition to constantly improve the school.
- The quality of leadership and management in the school is very good, as key leaders use their secure knowledge of the school's strengths and areas for development to effectively plan and secure improvements. They demonstrate an increasing commitment to the school vision and set good examples to the school community, resulting in motivating all staff to set inspirational targets for all students and to work hard to achieve them.
- Valuable contributions are made to ensure all statutory duties are fulfilled; key policies are up to date, safeguarding and safer recruitment practices are followed rigorously and there is full compliance on the school website including an outline of how the school promotes British values.
- Relationships with staff are constructive and show determination in identifying improvements.
- The strong caring community ethos in school is governed by the SMSC principles expected of our school.

Distributive Leadership:

- Distributive leadership results in a highly motivated team. Morale is high, with a very stable and experienced staff sharing a belief in the school's success, which runs through all levels.
- Leaders demonstrate impact in their areas of responsibility and school priorities, which lead to identifying key areas for improvement and to securing the development of all staff, ensuring that teaching is at least good in all aspects.
- Teaching assistants continue to make exceptionally effective contributions to the vision of the school and in ensuring that the majority of students make at least good or better social and academic progress from their different starting points.
- The school is committed to growing new leadership.

Self Evaluation:

- School self-evaluation is focused and embedded, and successfully influences the direction of the school. It identifies the priorities for improvement, which are built in to the school development plan. The school is fully aware of its strengths and weaknesses.
- Constructive feedback from all stakeholders, and self challenge, help shape the strategic vision of the school leading to an accurate understanding of areas for development.

Quality of Teaching and Learning:

- The teaching is at least good, ensuring the vast majority of students are motivated and engaged in learning with the majority of teaching securing good or better progress based on individual starting points.
- Regular monitoring of teaching and learning, including observations, scrutiny of students' work and planning, together with consideration of assessment outcomes ensures that judgements are validated as well as providing valuable development opportunity for staff.

Performance Management:

- Performance management systems help ensure each member of staff is appropriately supported, trained and developed so that they contribute positively to the success of the school. Objectives are geared around ensuring students receive a high quality education and experience.
- Appraisal and monitoring show that staff are professional, caring and united as a team, resulting in accurate self-evaluation of where improvements are required.

Impact on Students:

- Whole school commitment to raising the quality of teaching and learning through closely monitored targets, continuous professional dialogue and a supportive team culture, has positively impacted on students outcomes.

Engaging with parents / carers and other stakeholders:

- Our partnership with parents / carers is excellent. We are committed to open communication, proactive relationships and continuous refining of procedures, consequently the leadership of the school has a excellent relationships with the vast majority of parents and carers.
- The majority of parents and carers are involved in decision-making on key matters through established procedures. The school's systems for keeping parents / carers informed are very good ensuring parents and carers have coordinated, up-to-date, accurate information (termly reports and newsletters, regular education meetings, web site and parental forums).
- Student's progress is supported through regular consultations, termly reports as well as an 'open door' policy where parents / carers are invited to talk to the staff. Students targets are shared

with parents / carers each term and EHCP outcomes agreed annually, with interim review of progress conducted termly.

Value for Money:

- The leadership's deployment of resources is very good due to imaginative problem solving, bringing together financial, human and environmental resources to take decisive action in order to maximise provision and outcomes for students.

Pupil Premium Grant:

- In order to accelerate students' progress Pupil Premium has funded a range of activities and interventions including: teaching support to deliver small group and individual lessons in order to address student's gaps in learning and accelerate progress, provision of mentoring opportunities, and subsidised school trips.

Commitment to the Community:

- Providing the best for our students is intrinsic to our school ethos, where mutually positive relationships between the school and the wider community are fostered.
- As a caring school and a partner of the local community, the leadership and staff team has developed positive community links by ensuring students engage with a range of community groups, encourage local resident involvement and explore their responsibilities within their local, national and international communities.
- Community engagements include White Cliffs Volunteer programme / Catching Lives
- We encourage proactive and supportive partnerships with parents / carers, some of whom give guided support to their child's learning.

Capacity for further improvement of the school:

The school has a good capacity for further improvement as a result of:

- The Leadership Team have identified the correct priorities for improvement and is accurate in its evaluation of the school's effectiveness, through rigorous review and evaluation of achievement.
- Whole school commitment to multi-disciplinary working to secure the best outcomes for students and their families.
- Focused teaching staff are determined to secure high quality teaching and learning to achieve the best outcomes for all students.
- Engaged and enthusiastic parents / carers who provide guided support to partner in their child's learning.
- Students who are supported to take increasing ownership for their behaviour, success and achievements.

Evidence base:

- 100% of parents / carers agree the school responds well to concerns they raise.
- 100% of parents / carers agree the school keeps them well informed about the curriculum and school.
- 89% of parents / carers strongly agree and 11% agree that the school is well led and managed.
- 89% of parents / carers strongly agree and 11% agree that the school's curriculum provides a range of subjects and experiences to promote high quality learning and wider personal development.

In order to work towards outstanding, the following key issues are being addressed (See SDP):

- Leaders to use data more effectively to clearly demonstrate impact.
- Recruitment of a Headteacher who has a clear vision and is ambitious in their drive for whole school improvement.

Examples of evidence include:

Ofsted reports, feedback from parents/carers, student achievement, Lesson observations, staff training, staff audits, parent/carer/placing authority audit.

3. THE QUALITY OF TEACHING, LEARNING AND ASSESSMENT - GOOD WITH OUTSTANDING FEATURES

A strength of our teaching and assessment is our ability to personalise the curriculum and provide individual objectives and targets that are relevant and achievable for the students. These are assessed and reported to relevant parties on a termly basis. Feedback from lesson observations is used as an improvement tool as is focused staff development.

The curriculum is designed to provide students with appropriate challenges whilst ensuring opportunities for success. Our curricular strengths are based on our ability to meet individual student needs and interests through high staffing levels and staff's thorough understanding of their subject. Small classes help ensure the curriculum is adapted appropriately and students are able to work towards a range of accredited qualifications, from Entry Level through Functional Skills up to GCSE.

Literacy development is a major strength and this has a positive impact on all areas of the curriculum. All students have the opportunity to access additional individual tuition to develop skills based on identified areas for development.

Local colleges are used to enhance vocational provision with students having the opportunity to achieve qualifications where appropriate. We also have close links with local schools, regularly undertaking

sporting fixtures in a range of sports.

A comprehensive work experience programme during key stage 4 provides opportunities for most students to experience life in a work placement, with support as necessary to achieve success.

Quality of teaching:

- Teaching is overall inclusive, well planned, creative, heightens enjoyment and has high aspirations for student progress.
- Teaching is good or better. Pace of learning and strong relationships ensure that students are motivated and engaged in learning, with the majority of teaching securing at least good progress over time.
- The judgment of teaching quality is based on book/planning scrutiny, lesson observations and progress data, all of which are securing increasing standards and expectations of planning, learning and teaching.
- Staff know students very well as individuals. Targeted intervention results in students approaching their work with increasing confidence.

Planning for progress:

- The vast majority of teaching is well planned, based on thorough and accurate assessment. Good subject knowledge and awareness of different learning styles has ensured that expectations remain high.

Use of assessment to support learning:

Student progress is monitored on an individual lesson basis which informs future planning and examination routes. Individual subject targets are set each term and progress monitored in relation to these. Progress is shared at EHCP annual and interim reviews and through termly and End of Year reports. Progress against national standards is measured through AQA unit awards, Entry level Certificates, Functional skills and GCSE examinations. In addition, reading and spelling levels are tested every 6-12 months.

- Assessment builds on prior knowledge, and is securely built in on a daily basis, and termly / annual cycle.
- As a result of effective summative and formative assessment procedures, staff plan well to meet the needs of all students.
- Students are provided with quality marking and feedback, consistently shared through effective verbal feedback.

Pedagogy:

- Professional development of staff is linked to the priorities of the school development plan and performance management issues. The school is fully committed to the professional development of its staff in order to achieve its aims.
- CPD is effective. Staff share good practice freely and inspire students to build their understanding.
- The school has high levels of expertise in key areas and there is a team approach to ensuring that good teaching standards are maintained and improved.
- The majority of teachers have a good subject knowledge and experience which is continually being refined.

Teaching Strategies:

- In order to accelerate progress, teachers carefully select a range of effective styles to enhance learning such as peer learning, effective questioning, rewarding, recapping and reassuring students, ensuring lessons and learning are interesting with well-planned activities that aim to capture student interest and provide opportunities for collaborative learning.
- Support staff are involved in delivering daily quality interventions in order to provide support for students' learning and behaviour.

Teaching Environment:

- We provide a calm and safe environment where generally students feel confident to attempt increasingly challenging activities.
- The school uses encouragement, praise and rewards for all students in order to create success; nurture gifts and talents and reinforce strong student identities through the use of positive language and a supportive culture.
- Clear procedural boundaries, high standards that are both academic and behavioural, productive teamwork between staff, students and parents / carers results in shared high / realistic expectations.

Use of resources:

- Good and imaginative use is made of resources, including effective use of new technology.
- Highly effective use of both the internal and external Learning Environments have enhanced learning opportunities.
- Teaching Assistants are used effectively, supporting, motivating and teaching students, making a significant contribution to the quality of learning.
- Interventions are carefully timed, utilise staffs strengths and work not only on developing knowledge and skills but also in developing a student's ownership and responsibility for their own learning and behaviour.

Quality of teaching in the wider curriculum:

- Students experience success through engaging with the wider topic curriculum. Such opportunities raise students self esteem, self motivation and self confidence, impacting positively on performance.
- Curricular experiences are enhanced with visits to a wide range of local places of interest, visitors, the use of our community and local environment to develop high levels of independence both socially and academically. These visits/ visitors include themed days and visits to community events.
- Independence is encouraged by empowering students' personal responsibility and organisation skills through a consistent, structured approach.
- The teaching of students' rights and responsibilities permeates all aspects of the school.

Evidence base:

- 67% of parents / carers strongly agree and 33% agree that their child makes good progress at school.
- 92% of students know what they need to do to further improve their work.
- 67% of parents / carers strongly agree and 33% agree their child is taught well at our school.
- 100% of students feel they are doing well at school and making progress.
- 100% of parents / carers agree that they are well informed about their child's progress.
- 67% of parents / carers strongly agree and 33% agree the school sets suitable targets for their child's learning.
- 89% of parents / carers strongly agree and 11% agree that the school's curriculum provides a range of subjects and experiences to promote high quality learning and wider personal development.
- 100% students agree they get appropriate help in lessons.

In order to work towards outstanding, the following key issues are being addressed (See SDP):

Introduce peer mentoring lesson observations as a supportive process.

Examples of evidence include:

Students work, curriculum plans, Teaching and Learning policy, subject policies, examination results, student reports, lesson observation records, professional development record. PEP info

4. PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE - GOOD WITH OUTSTANDING FEATURES

Pupils' attitude to learning and behaviour:

We have moved away from a 'one size fits all' policy that was escalatory in nature and resulted in unacceptably high levels of exclusions. A more thorough understanding of students needs enables staff to manage situations and avoid confrontation with the emphasis being on overcoming difficulties and re-engaging in lessons as quickly as is safe and appropriate rather than imposing sanctions for minor misdemeanours. If disruptions occur, they are generally brief and dealt with very efficiently by staff through the application of a whole-school behaviour management procedure.

Our Behaviour Management policy sets out to promote positive behaviour from all members of the school community. Students understand and respond well to the rewards and consequences system that is in place. Positive behaviour is promoted through the ethos and extremely positive relationships demonstrated throughout the school day. Rewards outweigh sanctions and as a result of students being happy to be at school internal motivation is developed. Sanctions are used as an opportunity for students to complete missed work should this be necessary, or time out used to ensure students have the opportunity to talk about specific behaviours or events that may have caused a behavioural issue.

Students make progress in their ability to access school and education. As they progress through the school they demonstrate that they are more able to make appropriate decisions regarding management of their own behaviour. This is reflected in a reduction in recorded incidents and physical interventions, and on their ability to access a wider range of activities with reduced levels of support.

There is a belief and understanding that the quality of teaching and curriculum choices plays an important role in behaviour management. Relevant and accessible courses are an important aspect of our successful behaviour management.

Students enjoy participating in activities and events outside school. They regularly use local leisure facilities for sporting activities and this provides an opportunity to demonstrate appropriate behaviour outside school. Students have hosted a number of successful charity events such as a Macmillan coffee morning and Christmas and Summer Fairs. They have also hosted a Christmas Lunch for local residents.

- Staff are relentless in encouraging good behaviour and positive attitudes. They have high expectations of behaviour both within school and the community. Behaviour outside school on such occasions has been favourably commented upon by local residents - this is fed back to the students to reinforce the school's very high expectations.
- Overall behaviour is good in school, evidenced through thoughtful behaviour towards one another, staff and visitors, both in and out of the classroom; intrinsically linked to the positive school ethos. As a result, most students are polite and courteous, supportive of one another and their level of engagement in both independent and collaborative learning is good.

- There is good management of behaviour, ensuring all students have an equal and fair chance to thrive and learn in an atmosphere of respect and dignity, resulting in greater student self confidence
- Students' SMSC development is good, evidenced through their charitable initiatives and involvement in community projects.
- Information about students' behaviour is tracked carefully, and appropriate additional behaviour management strategies are put into place for those who find it particularly difficult to manage their behaviour themselves. The vast majority of these strategies are effective as evidenced by the fact that serious incidents are rare, and also there have been fewer fixed-term exclusions.

Students' Safety:

Thorough and comprehensive health and safety policies are in place and additional guidance and advice is provided by an external consultancy service. Risk assessments are completed for activities and individual students. Rigorous safeguarding procedures take account of all relevant guidance. Safeguarding procedures are outstanding and supported by comprehensive training which ensures staff are aware of their responsibilities, robust recruitment procedures and a thorough understanding of the wider needs of our students.

Parents/carers report that students feel safe and behave well in school. This is supported by behaviour monitoring information, the reduction in physical interventions required over the past 3 years and a reduction in fixed period exclusions.

High levels of supervision by staff ensure incidents of bullying are minimised and swiftly dealt with when they do occur. A comprehensive Anti-Bullying policy has been developed by staff, and students have provided input through the school council. Staff challenge all forms of bullying and students are encouraged to speak to staff with any concerns they may have. Where necessary incidents have been passed to relevant authorities, including the police.

- The safeguarding of students is outstanding. The school has secure safeguarding procedures, risk assessment systems and student routines which are regularly monitored and evaluated.
- There is a comprehensive awareness of safeguarding issues among staff at all levels, all of whom receive regular training on safeguarding, in particular child protection. As a result, a realistic and proportionate approach to safety and safeguarding permeates all aspects of the school's life.
- Students have a good level of concern for the safety and wellbeing of others demonstrated by their responsible behaviour and attitudes.
- The school's collaborative working with other key agencies is excellent, resulting in issues being dealt with efficiently, documented thoroughly and communicated professionally. The school has key links with many outside agencies, these include: LEA's, social care, the school nurse service, speech and language therapists and ChYPS.
- The vast majority of students have a good perspective of how to keep themselves and their peers safe. A large majority of parents and carers strongly agree that school keeps students safe.

Students' attendance:

- Overall attendance is very good (91%), due to the effective actions and early interventions in place.
- There is a proactive approach to working closely with particular families where attendance is weak, offering support where necessary.
- Punctuality is very good.

Promoting equality and tackling discrimination:

- Monitoring and evaluation are highly influential in maintaining and improving the school's effectiveness.
- Regular feedback is provided by all stakeholders and is used to inform whole school development.
- The school's ability to promote equality and tackle discrimination is good, placing these issues at the heart of all of its work. These aspirations are understood and acted upon consistently at all levels.
- There is very little evidence of discrimination and where there has been any evidence of inequality, this has been tackled exceptionally well.
- There is a robust anti-bullying policy and rigorous procedure for reporting and dealing with any incidents; parents / carers agree this matter is dealt with well by the school.
- The majority of students are open to new ideas; appreciate cultural diversity and the need to challenge racism.
- The emerging effectiveness of the school council provides the mechanism for students to voice their opinions, to highlight issues important to the students, and to bring them to the forefront of discussion in school.

Evidence base:

- Internal and external risk assessments, daily logs, staff code of conduct, staff handbooks.
- Single central record, safeguarding / child protection and first aid training records.
- Student files, SEN & LAC information, Safeguarding and Child Protection files.
- Overall attendance remains above national average for special schools.
- Anti-bullying audit information
- Racial incidents this year = 0; bullying incidents this year = 2.
- 67% of parents / carers strongly agree and 33% agree their child is safe at school.
- 100% of students feel they are doing well and making progress.
- 92% of students know there is someone to talk to at school if they are worried.
- 83% of students say they feel listened to and that their views are taken into account.
- 89% of parents / carers strongly agree and 11% agree the school supports their child's well-being and gives appropriate attention to all aspects of care, guidance and support.
- 67% of parents / carers strongly agree and 33% agree the school deals effectively with unacceptable behaviour.
- 78% of parents / carers strongly agree and 22% agree the school seeks their views and responds

well to any suggestions or concerns.

- 100% of students say they are treated kindly by staff.

In order to work towards outstanding, the following key issues are being addressed (See SDP):

Introduce Thrive into our setting.

Examples of evidence include:

Parent/carers questionnaires, relevant policies, school council minutes, INSET records, risk assessments, points records. Incident records, PI records, community feedback, points records, Safeguarding and e.Safety audits

5. OUTCOMES FOR LEARNERS - GOOD

All students at Learning Opportunities have an EHC plan as a result of a diverse and complex range of additional needs. Attainment on entry to the school is below the national average. This is due to a number of factors. These include students who have missed large chunks of education, all students having identified and specific learning difficulties including a high number with literacy difficulties and the vast majority having experienced significant trauma in their lives which has led to disrupted schooling.

We firmly believe in the education of the "whole" person (*not just the academic*), and also assess students' wider achievements, e.g. social development, communication skills, independence, sporting, pre-vocational, etc. Students have many opportunities to practise their skills when learning in the community; consequently, they make good progress in applying class-based learning in real-life situations.

Students who join the school at different times, and often need time to settle in and adjust to new routines and systems, but the vast majority eventually make good progress as a result of high quality individual support.

ATTAINMENT OVERALL BY THE END OF KS3:

Achievement by the end of KS3 is good.

Progress by the end of KS3 is good.

Cohort: 12 students (10 boys / 2 girls)

Our main vulnerable groups are: LAC 25%, EHCP 100%.

- By the end of Key Stage 3 the overwhelming majority of our students made significant progress from their different starting points on entry to the school.
- 100% of our Year 9 vulnerable students made an increase of 1yr 2mths in their single word reading over a six month period.
- Students at the end of Key Stage 3 achieved 94% of their overall behaviour points.

SALT reports that x made excellent progress with her receptive and expressive language skills.

Year 9 Examination Results

Subject	Assessment Type	Number of Candidates	Number of Passes
English	Functional Skills Level 1	1	1
Maths	Functional Skills Level 1	1	1
Science	Entry Level 1	1	1

ATTAINMENT OVERALL BY THE END OF KS4:

Achievement by the end of KS4 is good.

Progress by the end of KS4 is good.

Cohort: 8 students (6 boys / 2 girls)

The main vulnerable groups are: LAC 50%, EHCP 100%.

- *At the end of Key Stage 4, 25% (50% of whom were entitled to FSM) were working within the expected level of attainment for their age.*
- *75% although not achieving at the expected level, did attain recognised accreditation (50% were our most vulnerable LAC).*
- *Of those requiring additional literacy support 43% showed significant improvement in reading and*

sentence comprehension.

Year 10 & 11 Examination Results

Subject	Assessment Type	Number of Candidates	Number of Passes
English	Functional Skills Level 1	3	3
Maths	GCSE	2	2
Science	Entry Level 3	2	2
ICT	Functional Skills Level 1	2	2
ICT	Entry Level 3	1	1
ICT	Entry Level 2	3	3
Challenger Troop	BTEC Level 1	2	2

- All Year 11 students left school at the end of 2016 with a minimum of one accredited qualification.
- All Year 11 students left school at the end of 2016 and successfully secured a college placement.

In order to work towards outstanding, the following key issues are being addressed (See SDP):

Introduce the Boxall Profile.

Further develop whole school approach to the development literacy and numeracy.

Introduce more comprehensive baseline testing and use data to ensure targeted interventions to support student outcomes.

Examples of evidence include:

Students work, curriculum plans, Teaching and Learning policy, subject policies, examination results, student reports, lesson observation records, moving on data.