



White Ash Primary School

Record of Self Evaluation 2024-2025

Together, anything is possible!

Overall Effectiveness	Outstanding
Quality of Education	Outstanding
<ul style="list-style-type: none"> Teaching and Learning is at least good with much of it outstanding. Staff know their pupils inside out and plan meticulously to meet their unique needs. Intervention strategies are used expertly to address gaps and overcome barriers. Pupils make exceptional progress from their starting points through the provision of a relevant, engaging and challenging curriculum <i>"My child has come on more than I ever imagined"</i> 	
Behaviour and Attitudes	Outstanding
<ul style="list-style-type: none"> Behaviour for Learning is outstanding. Person centred approach to behaviour to support pupil wellbeing and skills for life. 80% of pupils feel safe at school, 20% didn't know. (Pupil Questionnaire – February 2024) 100% of parents agree or strongly agree (83%) with the statement 'White Ash understands and responds to the needs of my child' (Parental Questionnaire - February 2024) <i>'Amazing school, my daughter loves coming and the support she receives is incredible'</i>. 	
Personal Development	Outstanding
<ul style="list-style-type: none"> Outdoor learning significantly enhances pupils' self-esteem, promotes pupil progress and the development of life skills. Highly personalised curriculum very successfully supports the wider needs of pupils including physical and sensory activities. Outstanding partnership with parents impacts very positively on children's behaviour and welfare. Pupils' social, spiritual, moral and cultural development are highly valued. 	
Leadership & Management	Outstanding
<ul style="list-style-type: none"> Leaders, managers and governors are tireless in their drive and commitment to ensure the education pupils receive at White Ash has the best possible impact. White Ash is an outstanding school because we continuously strive to improve our own very high standards. Parents have reported that White Ash 'cannot be improved', a '5 star review' (Parental Questionnaire - February 2024) 	
Safeguarding	Effective
<ul style="list-style-type: none"> 100% of parents/carers strongly agree (92%) or agree with the statement 'My child is safe at school'. (Parental Questionnaire - February 2024) 98% of staff strongly agree (62%) or agree with the statement 'Children are safe at this school.' (Staff Questionnaire – February 2023) 	
Quality of Early Years Education	Outstanding
<ul style="list-style-type: none"> A highly stimulating environment and personalised learning opportunities enable all children to undertake challenging activities and to make outstanding progress relative to their starting points. Very strong partnership work by the Family Liaison Officer successfully engages parents/carers from the earliest opportunities. 	

Context of White Ash School

White Ash has been judged by OFSTED to be Outstanding on two consecutive occasions, the most recent inspection being in March 2019. It continues to improve on its outstanding status as a school for pupils with learning difficulties and additional needs. The ethos of White Ash is to provide a personalised education with approaches and strategies founded on research and enquiry. White Ash believes in personal collaboration with parents and professionals and has high expectations for everyone involved in the school. We are committed to working with families to provide the very best education for pupils and to strive for positive outcomes for their future. Through the provision of a broad, balanced, relevant and engaging curriculum, White Ash continues to pursue the very best outcomes for all our pupils.

The Headteacher is an established and very experienced senior leader who has been in post during the previous three inspections. As acting Headteacher, she was successful in achieving the most recent Outstanding status.

Since the last inspection, a new and dynamic senior leadership team has been created comprising of a full time Deputy Headteacher, part time Assistant Headteacher, Early Years Lead and School Business Manager. The team is passionate and committed to improving outcomes and strengthening further the outstanding provision at White Ash.

All pupils have an Education Health and Care Plan identifying a range of learning difficulties.

Pupils on roll: 113	Pupil Primary Need and Groups (2023 – 2024)		
	%		
ASD	48%	Boys	81
SLCN	15%	Girls	34
MLD	11%	LAC	2
PMLD	8%	Post LAC	2
SLD	3%	FSM	43
VI	1%	PP	43
PD	12%	EAL	18
MSI	2%	Ethnic Minority	33
HI	1%	SALT Pathways	14
SEMH	0%		

The catchment area for the school is Hyndburn and Ribble Valley though we do have some pupils who join us from Blackburn, Burnley and Pendle.

Over the past 5 years there has been a steady increase in demand for places at the school; resulting in an increase in the number of pupils with complex ASD and sensory needs.

The number of pupils on roll has therefore grown considerably and, as a result, the school has increased its physical capacity to meet the needs of these pupils. We now have 12 class groups in total with a range of 9-12 pupils per class.

The school has responded to the increased demand for space and made continual improvements to meet the needs of the whole school community. This includes a dedicated space for all health professionals, Family Liaison, additional Quiet spaces, and staff break out areas plus fully equipped Sensory Light Suites. We are aiming for the entire school environment to mirror the high quality teaching and learning we are providing for our pupils on a daily basis.

Attendance is consistently above the national average for special schools (90.2%), 92% during 2020-21, 90% in 2021-22 and 91% in 2022-23. **Do you need to add 23-24?** Persistent absenteeism is also lower than the national average for special schools. Considering the complexity of our pupils this is something we are extremely proud of. There have been no exclusions at White Ash.

We value all our staff and have developed a comprehensive CPD program to specifically enhance their skills and expertise in meeting the needs of all pupils.

The school has continued to develop links with other special schools as well as mainstream schools, in the local area and nationally. We regularly provide successful school to school support to other settings supporting pupils with SEND across the local area in other mainstream and specialist settings.

Progress towards Ofsted next steps

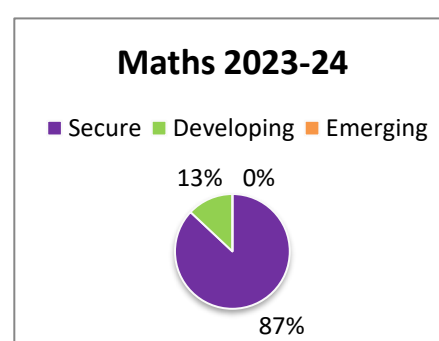
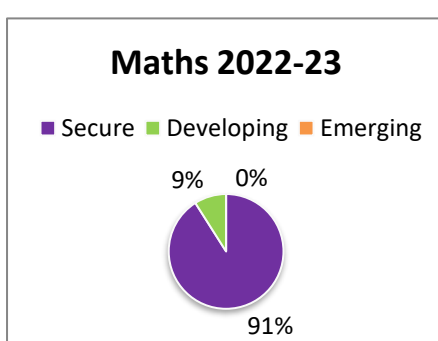
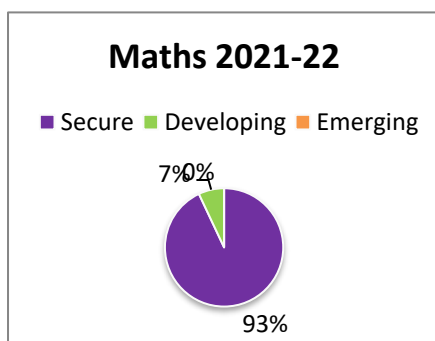
Key issue: To develop and embed the refined mathematics curriculum so that pupils make even stronger progress.

Action taken:

- Further refined the Maths curriculum within the school Progression Document.
- Worked closely with the LA Maths Specialist Advisor to provide training for all staff.
- Purchased high quality resources to meet the needs of all pupils.
- Scrutinised Maths ILP targets to ensure they are SMART, relevant and challenging.
- Effectively implemented the use of EFL to demonstrate individual learning journeys.

Impact:

- Pupil progress in Mathematics has improved as demonstrated in the ILP data.
- High quality evidence demonstrated through the use of EFL.
- Staff feel more confident in the delivery of the refined Maths curriculum.





Improvements since the last Ofsted

- Achieved & maintained School Sports Gold award
- Achieved Learning Outside the Classroom Silver award
- Gained full Equality Mark status
- Expanded Mental Health and Wellbeing Team
- Behaviour Team expanded to include Emotional Coaching Practitioners
- New designated wellbeing areas for pupils and staff
- Improvements to the school environment to reflect our Outstanding status
- Strengthened Governing Body
- Formalised Curriculum Pathways
- Updated Computing Curriculum
- Strengthened whole school approach to reading
- Personalised interventions utilising external providers
- Succession plan in place for future leaders
- Strengthened MOVE and Physical Development Team
- Achieved MOVE silver award Dec 2023
- Combined MOVE to Handle plans
- 1 TA successfully achieved QTS via the Apprenticeship scheme

- 2 teachers achieved NPQ in Leading Behaviour & Culture.
- 2 teachers working towards achieving NPQs in Teaching & Learning
- EYFS lead completing NPQEYL
- New Deputy Headteacher completing the NPQH

School Improvement Priorities

The School Improvement Plan focuses on our school that continues to grow to accommodate more pupils compared to previous years. We wish to build on our 'outstanding' provision and aim to do so by implementing this plan. The **key priorities** for improvement for the coming year (2024-2025) are:

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Effectiveness of Leadership and Management
 Priority 1: To strengthen, support and promote the role of staff at all levels within school to retain a highly skilled workforce to ensure pupils' have the greatest outcomes.
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Quality of Education
 Priority 2: To improve the outcomes of the Pre-Semi Formal learners and Formal learners through personalised learning and challenge.
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Behaviour and Attitudes
 Priority 3: To develop a cohesive approach to provide a safe, calm, structured and positive environment in school to support mental health and wellbeing for the whole school community.
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Personal Development
 Priority 4: To embed opportunities for pupils and their parents/ carers' to develop their understanding of the importance of physical health and wellbeing in preparation to lead healthier, independent lives.
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Early Years Provision
 Priority 5: To ensure the EYFS team deliver the curriculum effectively, focusing on ambitious next steps and challenge through playful learning experiences.

Quality of Education: OUTSTANDING
<p>Intent:</p> <ul style="list-style-type: none"> • The curriculum is carefully and coherently planned and sequenced so that pupils make at least good and often better than good progress from their starting points. • We have created an ambitious curriculum which is broad, relevant and engaging, providing a vast range of experiences and opportunities to give pupils the best possible experience and to give them the knowledge and skills they need going forward. • The school curriculum is holistic and planning is highly personalised to meet the full range of needs of all pupils. It is rooted in the secure understanding leaders have about the knowledge and skills pupils need to make the most progress they possibly can, to be able to influence their world. • There are 5 curriculum pathways which are EYFS, Informal, Pre Semi-formal, Semi Formal and Formal pathways. Our children are learning to learn, and the smallest of steps are celebrated. Lessons and activities are planned carefully through our curriculum maps to engage the children. • The Engagement Model is used to assess the progress for our Informal and Pre-semi-formal learners and those learners who are accessing non-subject specific learning activities. The Engagement Model assesses linear and lateral progress for learners as well as their consolidation and maintenance of knowledge, skills and concepts in the following five areas

of Exploration, Realisation, Anticipation, Persistence, Initiation.

- Subject Leaders know their subject well and are confident to share their knowledge and skills with colleagues within school and regularly share good practice with other practitioners in similar schools.
- The school places high importance on developing vital skills of interaction and communication with staff who know them well. The Communication lead and HLTA are highly experienced specialists in communication. Together, they support staff in the delivery of interventions to individual pupils, impacting positively on the progress pupils make across the curriculum.
- The school places high importance on developing vital skills of interaction and communication with staff who know them well. The Communication lead and HLTA are highly experienced specialists in communication. Together, they support staff in the delivery of interventions to individual pupils, impacting positively on the progress pupils make across the curriculum. 100% of pupils were secure in the communication intervention target during 23-24.
- We utilise outside teacher specialists in communication and interaction including weekly Talk First as well as music and singing sessions.
- We recognise that reading is a core skill and will help prepare pupils for the opportunities and experiences of later life. It is integral to our school curriculum and a fundamental life skill that impacts on the acquisition of knowledge. It is our intent to ensure that all children will receive the teaching of early reading through systematic, synthetic phonics to experience sounds, learn to read words and simple sentences accurately. In school, we use the Bug Club Phonics scheme. This is a consistent approach to the teaching and delivery of interactive and engaging Phonics sessions, providing a range of opportunities for pupils to develop and extend their phonics awareness and skills, throughout the whole school. When entering year 3, those who have struggled with phonics, Words First is introduced to support their development of reading alongside phonics.
- Our main aim is for all pupils to enjoy reading experiences at whatever level they are working at. Through our differentiated provision all children have opportunities to enjoy reading at their own level. For some this will be through sensory stories with objects and experiences which help develop their awareness and understanding. For others it will be through a structured approach following a reading scheme. At White Ash School we use Bug Club and Words First, which encompass a range of reading strategies including segmenting, blending, and sight vocabulary. We aim to provide reading materials at all levels of ability.
- At White Ash we believe that successful communication approaches and the teaching of phonics and reading should provide children with life experiences and also encourage them to read for pleasure on a regular basis and develop a lifelong love for reading.
- For pupils with profound needs, there is a strong focus on developing their abilities to communicate and engage with their wider environment. Pupils with complex ASD attend activities to develop their ability to communicate and socialise with each other. These include Attention Autism, Jabadao and Intensive Interaction.
- Developing pupils' independence is a key aim therefore Life Skills are featured throughout the curriculum and are treated as a Core Subject in their own right. We ensure pupils are equipped with the skills and abilities they need to be as independent as they possibly can be and to move onto their next phase of life with confidence and enthusiasm.
- Teachers' have worked tirelessly to strengthen the White Ash Curriculum Progression document which encompasses all areas of learning to create a holistic and relevant profile of progress for each subject.
- Our Sensory Curriculum progression document has also been devised by White Ash staff who are highly specialised experts in meeting the needs of our sensory learners. This document breaks down the early stages of child development into smaller steps to meet their very individual needs and demonstrate meaningful progress.
- We continue to have high aspirations for all our pupils and developed Individual Learning Plans linked to the aspirational outcomes from pupils' EHCPs to what they are learning and the functional application of skills and knowledge.
- All pupils are set termly core ILP targets linked to their curriculum pathway. These are rigorously monitored through Pupil Progress Meetings.
- Termly targets are also set for Foundation subjects including Art and Design, Humanities (History/Geog), RE, Learning outside the Classroom, Music, Design technology and interventions such as Jabadao and Fun with Food.
- A professional learning community exists at White Ash which is a reflective organisation, where research is considered and used to inform development across school.

- All staff throughout White Ash have access to high quality CPD and peer to peer support, both internally and externally, which has a positive impact on the delivery of a relevant and engaging curriculum for all pupils and therefore pupil outcomes.
- Staff are encouraged and supported to develop their own professional knowledge and skills through NVQ's, Foundation Degrees, PGCEs, NPQ's through the local teaching alliance, shared learning walks with School Improvement partners. This in turn impacts on pupil attainment and achievement.

Implementation:

- Teaching is highly personalised to meet individual pupils' learning needs according to their curriculum pathways such as Informal, Pre semi formal, Semi Formal and Formal. Lessons are highly differentiated, Individual Learning Plans (ILPs) are accurate, appropriate and challenging driven by outcomes within the EHCPs.
- Teachers demonstrate an in-depth knowledge of the curriculum they teach.
- Leaders provide effective support and CPD to upskill teachers in areas outside their area of expertise.
- TAs also receive a comprehensive package of CPD to strengthen their knowledge and skills to meet the needs of all pupils effectively.
- Pupils are very well-supported by highly trained specialists in areas such as Communication, Multi-Sensory Impairment, Sensory ICT, Sensory Processing and emotionally through a trained ELSA.
- Strong partnerships exist with Speech Therapists, Occupational Therapists, Physiotherapists with individualised intervention programmes delivered through the daily learning activities to ensure that the children's specific needs are expertly met.
- The school Educational Psychologist is also highly effective in providing programmes of support for identified pupils.
- Tailored and bespoke 1:1 support by specialist teachers is in place for pupils with HI/ VI and MSI.
- Sensory Processing (Deep Pressure, Listen & Move, Sensory Diets) is provided for all pupils identified as needing this support to engage effectively. This is led by an extremely experienced Sensory Teaching Assistant and staff are committed to the delivery of this to support these complex pupils.
- Teachers use a range of assessment/progress indicators and criteria to make judgements about pupils' learning, cognitive and general development. This helps to ensure that pupils make meaningful progress related to their individual needs, their ILPs, EHCP Outcomes, living skills and cognitive skills.
- Teachers embed principles of the SEND Code of Practice to identify desired outcomes for pupils which informs a more personalised curriculum for each pupil.
- Pupil behaviour and engagement in learning is sensitively supported through Behaviour Regulation Plans and Sensory Regulation Plans.
- Reading and phonics are taught daily linking closely with individual communication targets.
- The school employs two bi-lingual Teaching Assistants who support pupils and parents with EAL.
- ICT is used highly effectively to support the teaching and learning of early communication skills, positively impacting on the quality of lessons with pupils more engaged through interactive means e.g., interactive whiteboards, iPads, switches, switch operated toys, OMI Projector and Eye Gaze. This is enhanced further through the delivery of highly focused 1:1 bespoke sessions by our Sensory Specialist ICT Teacher.
- The school is committed to developing pupils' education, health and wellbeing at home. School has delivered Parent Workshops which are well attended by parents/carers/family members (Makaton, Autism, Managing Challenging Behaviour, Sleep, and Supporting Sensory Learners).
- Parents value how leaders and school staff provide ongoing advice to families, especially during the COVID pandemic. 98% parents felt informed during the COVID Pandemic. *"The staff have done amazing during the pandemic, I can't thank them enough"*.
- Pupils are supported to share their learning experiences and achievements with their family through assemblies, learning journeys, pupil voice, lucky leaves, the website, school fb and class dojo.

Highlights of recent lesson observations and learning walks...

- Clear planning with clear individual learning outcomes to meet the diverse needs of pupils.
- Learning Objectives are linked directly to Individual Learning Plans.
- Excellent differentiation and a clear understanding of each's pupils prior learning to ensure challenge and progress.
- Extremely organised, all resources and environment prepared well
- High quality resources utilised creatively to engage the pupils

- TAs deployed effectively to promote engagement.
- Staff demonstrate an in-depth knowledge of pupils and their individual needs therefore highly effective in promoting their learning.
- Teachers are passionate, enthusiastic and committed to improving outcomes for pupils.
- Lessons are highly motivating and relevant learning opportunities are planned for pupils based on individual needs.
- Excellent differentiation and a clear understanding of each pupils prior learning ensures challenge and progress.
- Lesson plans are sequential and link directly to ILP targets.
- Teachers and TAs demonstrate excellent subject knowledge.
- TAs are extremely effective in their role in supporting teaching and learning. They are aware of the learning intentions for the lesson.
- Creative approaches successfully remove barriers to learning.
- Extremely organised, with well-prepared environments and high-quality resources to promote a love of learning.
- Overall, a very good pace to lessons allowing time to process information for sensory learners and challenge more able.
- Clear expectations therefore pupils were aware of what they were expected to do.
- Lovely atmosphere created by staff who were keen to promote a love of learning.
- Exemplary behaviour from all pupils. Staff utilise a range of strategies including Working Towards/ Now and Next boards and Sensory Diets to effectively support the pupils to engage. Evidence of positive reinforcement is frequent during lessons and pupils clearly proud of their achievements.
- Behaviour is managed speedily and effectively with minimal disruption to learning.
- Staff have high expectations of all pupils; independent learning is actively promoted providing challenge for all pupils.
- Behaviour for Learning is promoted, pupils are observed as confident learners who are willing to take risks.
- High levels of engagement due to motivating and relevant learning opportunities/ resources based on individual needs. *'Pupils were absorbed in their learning'*.
- Staff and pupils have excellent relationships. Staff act as positive role models for our pupils.
- Calm and purposeful learning environments facilitate high quality learning.
- Attention Autism is highly effective, and all pupils engage in this where relevant.
- Good use of EFL throughout school to demonstrate progress, especially using video clips to show progress in Communication, Life Skills, MOVE, Rebound Therapy etc.
- High quality marking is evidenced in workbooks, journals and EFL.
- Total communication environments promote engagement and learning. Excellent use of Makaton and visual prompts to aid understanding.
- Staff demonstrate an awareness of phonic phases and use phonological terms appropriately.
- Pupil feedback is actively sought to assess pupils' depth of knowledge, identify any misconceptions relating to the subject taught and inform future planning.
- Positive feedback is frequent during lessons and pupils clearly proud of their achievements.
- Good use of questioning to check knowledge and challenge pupils.
- Systematic formative assessment is used well to modify teaching, staff were able to identify when and where changes were needed in response to pupil misconceptions.
- Pupils made good to outstanding progress in all lessons and over time as demonstrated in books/ journals/ EFL.

Impact:

- The data analysis for 2023-24 clearly demonstrates that a large number of pupils in KS 1 and 2 (81%) are secure and have achieved their ILP targets. These targets have become much smarter with clearer links to the curriculum progression document and EHCP outcomes therefore the data is more reliable.
- *'When my child was diagnosed, I was told they would be mute and unable to achieve many activities, but White Ash has helped my child to talk and does lots of activities. Wonderful school, excellent teachers' (Parental Questionnaire February 2024)*

- There is a small cohort of pupils who have not fully met their expected levels of progress due to their complex medical needs either due to increased seizure activity or long periods of absence due to ill health. Interventions are planned for pupils who we feel require additional input and these are monitored throughout each term.
- For those learners where engagement is found to be below expected levels, these will be tracked using the Engagement Model. This will identify how these pupils engage in learning and adapt planning appropriately.
- Interventions are planned for pupils who we feel require additional input which are closely monitored.
- There are no significant differences in the levels of achievement for pupils in the categories of EAL, ability/ need, gender, CLA, Pupil Premium and FSM.
- Pupils thoroughly enjoy attending White Ash and demonstrate a genuine love of learning (See Lesson Observations) due to the expertise of the staff in planning excellent and engaging learning opportunities. Therefore, pupils continuously progress from their starting points. (See Parental and Pupil Questionnaires February 2024), parental advice provided at Annual EHCP Reviews, termly reports and pupil progress data)
- Children are motivated, eager and curious about their learning. A highly stimulating environment and personalised learning opportunities enable all children to undertake challenging activities and to make outstanding progress relative to their starting points for e.g.
Child S joined us from another school at the beginning of Year 6 and had already experienced huge changes due to being placed in a new foster family and moving from out of area. Through a thorough induction process involving foster carers, other professionals and staff training S attended school full time with a personalised timetable and clear Individual Learning targets; he made outstanding progress in all areas of his development, particularly with regards to communication and social skills.'
- Pupils' learning needs are very well met through personalised curriculum pathways, differentiation of lessons, Individual Learning Plans (ILPs) which are accurate, appropriate and challenging driven by outcomes within the EHCPs. (See Annual Review Documentation, ILPs, workbooks and EFL Learning Journeys) For example:
Child B started using the TEACCH approach at his own workstation 1:1 with an adult for all structured lessons. B initially lost focus very quickly, he would try to turn around and watch other peers in his class. B didn't seem to show interest in the workstation and structure to his learning. B's ILP targets and EHCP targets (if applicable) were adapted to be incorporated within the 'tasks' set for each day. Over time, B started to look at the TEACCH strip and showed some understanding of the symbols and what they meant. B started to sit for longer periods of time, his eye contact improved and would look towards the adult to initiate the 'work'. By the end of the half term, B showed an improvement with the ability to work through a set amount of tasks and willingness to sit at his workstation and learn and participate.'
- High levels of differentiation and support from specialist staff ensure each pupil's individual and complex needs are expertly met enabling them to achieve their full potential (See Care Plans, Behaviour Regulation Plans and Moving and Handling Plans). "There is a remarkable difference since he started at White Ash, his English, Maths and self-confidence with regard to day to day activities".
- The small number of pupils who are not making expected progress are quickly identified and interventions are implemented aiming to improve rates of progress. The Assessment Lead/ Deputy Headteacher monitors the impact of this support.
When Child A first attended the intervention sessions, she was reluctant to leave classroom. She would get upset and show no interest. Over the term Child A has improved considerably. When shown the "Now and Next" for Attention Autism she says "Bucket". She sits with verbal prompts, engages with the "bucket activity" and joins in speaking all the time, repeating words related to the items that are in the bucket e.g., Mermaid, bubbles, ball. We work on her communication and reading targets and she is using lots more words. She enjoys dressing up and tells me what she has for example, wand, unicorn, hat. She loves playing with the little animals and can name a lot of them. Child A will also transition to and from the sessions without becoming upset.
When Child B first attended the intervention sessions, she would not follow instructions or engage. During the sessions she was reluctant to sit for more than a minute without sliding off her chair. Child B is now listens and follows simple instructions from me. She is beginning to recognise her name when called and will look with interest at the 'Now and Next' card. During the session she will sit and look at the items in the bucket and will interact with them. Child B has been working towards her communication and reading targets and is showing more interest in books.

- Teachers' accurate and thorough assessments which are moderated within school and occasionally with mainstream colleagues, enable every pupil to make successful next steps in their learning. (See Moderation Meeting Records)
- Analysis of data indicates that pupils in receipt of Pupil Premium make progress that is at least as good as, or better than, their peers.
- 100% of parents/carers strongly agree (83%) or agree (17%) with the statement 'My child has access to an engaging and relevant curriculum' (February 2024)
- Pupils continually overcome barriers to their learning and are challenged to take risks in a positive and safe environment. Pupils are encouraged to learn from their mistakes and understand it is OK to make mistakes.
- Pupils understand what they are learning and are encouraged to make judgements on this and consider what they could do next to make it better.
- Speaking and Listening is integrated throughout our curriculum from registration every day, weekend news, assemblies, singing, music, circle time, continuous provision (learning through play and alongside their peers), playtimes and dinner times. The children are encouraged to communicate through vocalisation, gesture, Makaton, PECS and spoken language. Identified children attend weekly Talk First sessions and this has had a positive impact on the children's communication and confidence.
- *Child E - 'It has improved my confidence and ability to communicate and I like watching the videos at home with mummy!' Child J - 'I learn new signs'.*
- *Child Z was a very emotional little boy who struggled to make his needs known when he first started in Finch class. Instead of communicating effectively, he would cry or lash out at staff to seek attention. Since having access to a Total Communication approach (Visual/ Makaton/ Picture exchange/ spoken language), Z will now make requests for the different food and drinks he would like using his PECS book. Staff have also worked hard to help Z understand that he can use words and symbols to request for a wider range of things. He will now seek out symbols to request a walk, the toilet and for when he needs his own moisturiser. Z's communication book is always accessible for him and this has helped him to become an effective communicator with his familiar adults.*
- Staff are confident in assessing pupil learning at the end of every lesson and provide feedback both orally and written which feeds directly into future lessons.
- Our Specialist ICT skills document demonstrates progression for our more complex learners is now an integral part of the ICT curriculum.
- *'Child J would not attempt to touch a switch with his hands when he was first introduced to them, the eye gaze was too much too, he would turn his head to one side. But now J reaches out towards the switches, he can activate 3 switches, one on direct, one on timed and one on the on/off action. He has made amazing progress using the Eye Gaze and his favourite games are smashing bottles, fruit punch and fart clouds which make him chuckle.'*
- Over many years the school has encouraged and developed positive links with mainstream schools within the locality allowing for the sharing of good practice. This has improved through the close network of senior leaders within the local area.
- Headteacher at West End School commented *'We have developed a really effective link with White Ash over the last 12 months. During the academic year we hosted children from White Ash who took part in sensory sessions with some of our pupil who have additional needs. This was very positive for both groups of children and these visits were reciprocal with colleagues at White Ash inviting our children to attend events held there. Observing the interactions between White Ash staff and their students has supported our development of effective practice when dealing with children with SEND.'*
- **We also offer school to school support for local mainstream primary schools so that they can meet the needs of their every growing SEND population and reduce exclusions. Feedback has been extremely positive**

'I can't fault this service they are quick to arrange appointments for observations and a report is sent back within 7 days.'

'Lots of time spent with pupil and adults who support them. Detailed report with clear recommendations'

'I have used the school to school support a number of times now and I have always found their support and recommendations spot on'

'Hopefully, we will be able to better implement strategies that support the child's needs. This will support both her learning and progress, and that of the other children in the class, hopefully as a result of less disruptive behaviour'

- *In the summer term Owl class took part in an Inclusive Sports day link with West End primary school. They took a class of 10 pupils from White Ash who were supported by their Year 6 pupils. During the event all pupils took part in a carousel of sporting activities. This event was thoroughly enjoyed by all.*
- Staff expertise within school has strengthened the offer of outreach support to local schools. Specialist teachers and TAs regularly visit schools in the locality aiming to improve the outcomes of pupils with SEND in different settings. Schools are 100% positive in their feedback following our support with comment such as *'It will be an immense help to current and future pupils'* and *'It has given me knowledge of things to incorporate in future learning with people of all abilities.'*
- The school is extremely proud of pupil achievements in relation to their physical development and sports. Pupils are encouraged to be healthy and be as active as possible with access to a wide range of activities to improve their physical and mental health.
- The introduction of the daily mile following the COVID Pandemic has increased physical activity across school and pupils' behaviour for learning has improved.
- In recognition of the excellent work in Physical Development, school maintained the 'School Sports Gold Award' (June 2024)

Child B - Within PE & times of physical activity B struggled to cope with waiting, sharing or being able to tolerate his turns ending especially during rebound sessions. We worked on this weekly throughout the year through curriculum lessons, after school clubs and interventions. The use of visuals including now and next boards, emotional coaching, spoken language and visual symbols were used. B began to tolerate waiting for longer periods of times over time as well as eventually being able to take himself off the trampoline, share resources and move onto new activities following visual and verbal instructions. This has allowed B to have a better experience within PE and continue to stay as active as possible throughout the school week.

- The school plays an active role as a member of the local Schools Sport Partnership to promote participation and enjoyment for our pupils in a range of local and countywide events.
- MOVE (Mobility Opportunities Via Education) is embedded across school and led by a highly effective and passionate specialist practitioner. All pupils with a MOVE program make good to outstanding progress from their starting points and impacts positively on their physical and mental wellbeing. One parent commented *"his mobility has vastly improved thanks to the fantastic support he gets from all staff"*. The Move Europe Coordinator stated *"From what we have seen in all of our interactions with White Ash Primary School, you have done a brilliant job in embedding MOVE across the organisation and are consistently achieving great outcomes for children on the programme."*

Areas for Development

- To improve the outcomes of the Pre-Semi Formal learners and Formal learners through personalised learning and challenge.
- To ensure all staff have the skills and knowledge to improve the outcomes of pupils following the Pre-Semi Formal Pathway.
- KS2 learners to make improved progress in English through targeted interventions.

See School Improvement Plan 2024 – 2025.

Behaviour and Attitudes: Outstanding

- The school provides a calm and nurturing environment with high expectations of behaviour. The atmosphere and ethos are often complimented and positively commented upon by parents, visitors and other professionals. We are extremely proud of the outstanding behaviour of our pupils.
- Our school is positive and respectful. Staff know our children 'inside out', we genuinely care about them. An observer commented *"please may I say how lovely your staff are. The children are so well looked after and your teachers clearly care so much for them"*. An education centre also wrote *"I just wanted to say what a wonderful class that visited the Ark on Monday, I really hope you can fetch more pupils I think they gained so much from the session as did the teachers, who are wonderful! Lucky children."*
- We have high expectations of pupil behaviour and each class use the school's values and ethos to develop a sense of worth, identity and achievement.

- Identified pupils who require additional support with regulating their behaviour and well-being have a 'Behaviour Regulation Plan'. The plan details the anxiety triggers and agreed strategies that will be implemented to avoid and/ or manage these if the pupil enters crisis point. The plan is devised by the class teacher and support staff who know the pupil extremely well. They are checked and agreed by Parents/ Carers, Behaviour Lead, Headteacher and all class staff. These plans are reviewed at least annually or following a change to triggers or behaviours.
- Outstanding teamwork within the class group ensures that all staff are aware of their accountability in sharing the responsibility for supporting the behaviour of all pupils.
- Positive behaviour is promoted throughout the day with praise and encouragement alongside regular rewards including 'lucky leaves, stickers and certificates which are presented during the weekly assemblies.
- Staff promote a positive approach to behaviour management and are extremely skilled in supporting pupils if they enter crisis point.
- Personalised pathways are in place for all pupils. These are reviewed at least termly to monitor impact on academic, behaviour and personal development progress.
- Intensive support with 2:1 staffing is provided for those pupils who are experiencing high levels of anxiety. *"Routine is key for my child, he has come on leaps and bounds thanks to all your hard work and patience"*.
- A wide range of teaching styles and interventions such as personalised 1-1 interventions, ELSA, TEACCH and Sensory Processing are used effectively to enable pupils to engage effectively.
- All behaviour incidents are recorded in detail on the Child Protection Online Monitoring System (CPOMS). These are regularly monitored by the DSLs and interventions put in place.
- Rigorous Behaviour Incident and Physical Intervention monitoring is conducted by our Behaviour Team. This analysis of incidents celebrates improved behaviour by pupils and identifies any future actions. We have 3 members of the team are Emotional Coaching Practitioners and there are 2 Senior Mental Health Leads.
- There are four Team Teach Intermediate Tutors in school who deliver regular Team Teach training to all staff focusing on behaviour regulation.
- The well-being of all pupils and staff is high priority and is supported through a range of opportunities such as yoga, massage, mindfulness activities etc which are planned throughout the school day.
- We also celebrate Mental Health week with Acts of Kindness/ Friendship for both pupils and staff.
- A strengthened staff 'Wellbeing Team' is in place with representatives from across the entire staff team. Events and activities are planned throughout the year.
- Supervision Policy and procedures are in place for all staff including half termly class team supervision meetings plus external supervision for the SLT.
- An Employee Assistance wellbeing service is also available 24 hrs for all staff to provide support in a wide range of areas such as counselling, finance and legal advice.
- Staff wellbeing is considered to allow for appointments in school time, leave of absences for special occasions, lunches provided on training days, whole school wellbeing days every half term with coffee and catch-up sessions.
- New designated quiet rooms and staff break out areas have been created within school to support the mental health of everyone.
- Pupil Parliament ensures pupils voices are heard and valued so that they can play their part in making their even school better. A Head Boy and Head Girl lead the Pupil Parliament in collaboration with a teacher.
- 80% of pupils questioned feel safe at school. (Pupil Questionnaire – February 2024) Pupils feel safe because they know adults understand them exceptionally well.
- Pupils are confident that any concerns will be successfully dealt with by adults who care sincerely for their well-being. Pupils can communicate if they have any concerns due to the total communication environment.
- 100% of parents/carers strongly agree (92%) or agree with the statement 'My child is safe at school'. (Parental Questionnaire - February 2024)
- 100% of staff strongly agree or agree with the statement 'Children are safe at this school.' (Staff Questionnaire – February 2024)
- Zones of Regulation and Emotions Cards have been implemented for all classes where appropriate, helping all children to become self-disciplined, able to accept responsibility for their own actions and make positive choices.
- Staff are trained in Emotional Coaching so that timely support can be provided.

- Staff are proactive in identifying and referring pupils who require additional advice and support to a range of specialists including Educational Psychologists, Clinical Psychologists, Paediatric Learning Disabilities Team and CAMHS plus services such as Action for ASD and Children & Family wellbeing.
- Two members of staff are Moving and Handling Trainers who provide support regarding day-to-day issues. All staff are trained in moving and handling techniques for the safety of pupils and themselves. Moving and Handling Plans are in place for those pupils with specific moving and handling needs. These are regularly reviewed in liaison with therapists.
- 100% of parents agree or strongly agree (83%) with the statement 'White Ash understands and responds to the needs of my child' (Parental Questionnaire - February 2024)
- Parent Partnership is a strength of the school, and we continue to build upon this year on year.
- We continue to be committed to working together with parents and carers to ensure the best possible outcomes for our pupils here at White Ash.
- 100% of parents/carers attended Annual EHC Plan Reviews in 2023-2024.
- Our highly effective Family Liaison Officer provides practical and emotional support to all families particularly those who are regarded as vulnerable. This includes referrals to the CFW service, CSC Disability Team, Paediatric Learning Disability team and also Home Start. She has also established a Helping Hands group to include parents from the local community. Families are extremely positive regarding the support they receive *"Catherine has made an enormous impact not just on Bobby's life but all of us as a family, including his sister Lilly – Thankyou", "Catherine is extremely helpful and in particular when discussing Holiday summer club – she is friendly, understanding and an asset to White Ash"*.
- A highly experienced HLTA supports identified pupils through weekly 1:1 or small group interventions such as Neighbourhood, Teddy Talks, Sensory Gym, Lego club. She will complete ELSA training during the Autumn 2024 term.
- Comprehensive Induction and CPD programmes are established to ensure the safety of pupils and staff and that the complex care and medical needs of all pupils are met.
- Staff are confident in dealing with any safeguarding/child protection concerns due to regular training and updates in this important area.
- The Lancashire Continuum of Need is embedded within school's policy and procedure.
- An 'Intimate Care Policy' is in place emphasising the right for every pupil to be treated as an individual with care, dignity and respect.
- Team Around the Family (TAF) and Child in Need (CIN) meetings identify unmet needs and all professionals work collaboratively with parents/cares to meet these needs.
- Effective transition across Key Stages due to the development of strong links with local Nurseries, schools including mainstream and secondary specialist provision as well as close liaison with the local Physiotherapy and Occupational Therapy teams.

Areas for Development

- New cohesive behaviour regulation team to establish their roles.
- Additional Emotional Coaching Practitioner to develop her role throughout school to include supporting parents.
- New ELSA to support children overcome barriers to learning.
- Staff to attend Attachment and Trauma training so they feel confident and competent to support the pupils. This will be a rolling 2 year programme.
- School to embed the school's vision and values

See School Improvement Plan 2024-2025.

Quality of Personal Development: Outstanding

- The personal development of pupils is at the heart of everything we do.
- The curriculum offer at White Ash is designed around the whole child to ensure all aspects of a child's development are nurtured, promoted and valued.
- The curriculum incorporates all aspects of learning with Communication, Life Skills and Physical Development identified as core subjects with ILP targets for each area.
- Outdoor learning significantly enhances pupil's self-esteem, independence, resilience, team building and life skills alongside the development of communication.

- The school woodland area, cycle/footpath, mud kitchens, outside classroom and wellbeing area are accessed by all pupils regardless of weather and provides rich learning experiences.
- All pupils participate in regular visits within the local and wider communities including local libraries, cafes, shops, parks, nature reserves, farms, zoos, play centres and museums.
- Additional focused physical interventions also utilise local facilities such as the Sensory Gym, Adventure city.
- Engagement with community groups include the Oswaldtwistle Church, the Brave Church, Rotakids, River Trust, Sporting NRG and Burnley Football Club in the Community group and Lancashire Cricket Foundation.
- Adventurous outdoor activities are provided for all pupils throughout the year through day visits. Residential holidays are provided for pupils in upper Key Stage 2.
- School has an active role in the School Sports Partnership where pupils can participate in competitions with mainstream and special schools through a range of sporting events such as dance, swimming, orienteering, athletics, and football.
- Links with local mainstream primary schools have developed further through our inclusive links.
- Highly personalised pathways are in place to support the needs of all pupils including physical and sensory activities. These include Hydrotherapy, Rebound Therapy, Sensory Processing, Deep Pressure, Jabadao, Fun with Food, Eye Gaze, specialist ICT and Mobility groups.
- Sensory Processing (Deep Pressure, Listen & Move, Sensory Diets) is delivered throughout the curriculum to support resilience for learning for all pupils with complex ASD, ASD and ADHD.
- Every pupil regardless of their individual needs is encouraged and taught to be as independent as possible. Pupils continually overcome barriers to their learning and are challenged to take risks in a positive and safe environment. Pupils are encouraged to learn from their mistakes and understand it is OK to make mistakes.
- Pupils understand what they are learning and are encouraged to make judgements on this and consider what they could do next to make it better.
- The curriculum and pupils' learning are regularly extended through enrichment activities provided by learning outside the classroom, visits into the local community and beyond, inter-sports competitions, the schools swimming programme, activity sessions and training provided by visiting professionals and residential visits.
- The Mobility Opportunities Via Education (MOVE) program is incorporated into daily activities. MOVE targets are developed in partnership with pupils, parents/ carers, Physiotherapist, 2 MOVE Trainers and class Senior practitioners.
- *'Child B started using the MOVE Programme in 2021. Before starting MOVE B had limited mobility. He couldn't stand without support, and he couldn't walk unaided, so he used to crawl from place to place and use a rollator. Since starting MOVE, Bs mobility has improved so much! He worked towards standing and walking with no support, then moved onto supported walking, and finally now to walking independently and going up and down steps! He has also learned how to open and shut doors so he can go where he wants to. B graduated from Mobility in 2023 and now loves to keep his skills up to date walking round and exploring the outside environment independently and interacting with his peers and staff.'*
- *Child Z- Before Z starting on the MOVE program, Z required multiple supports when sitting, but now he has generalised his sitting skills and is now able to sit stably with minimal support in different environments. Z has also developed his movement and core strength while sitting and can reach forward to grasp objects, which has helped him develop his independence skills because he can reach for items, he wants instead of relying on others to pass them to him. Alongside these social skills, Z has developed more physical strength, and is now able to sit unaided for 4 minutes. He is continuing to build on his sitting skills by learning to sit independently during registration, rebound, while being gently bounced on the trampoline, sitting on the side in hydrotherapy and MOVE to music sessions.*
- *Parent & Governor comment 'MOVE is a fantastic programme delivered within White Ash School. The programme is brilliant for providing children with limited mobility the opportunity to strengthen, co-ordinate and improve movement with amazing results.'*
- A trampoline after school club is now established as an additional fun physical activity for more able pupils, led by our qualified trampoline coach.

- The Physical Development Team ensures all physical needs are met through a range of opportunities including PE, MOVE, Rebound Therapy, Swimming/ Hydrotherapy.
- Pupils are provided with weekly swimming or hydrotherapy to promote their physical and communication skills. *“My child really enjoys school, especially on swimming days”*.
- Parent and Child Hydrotherapy sessions are delivered weekly and are highly effective. Parents report positively on the impact on their child and their relationship, and the emotional support offered by the group. *‘Both myself and child loved the sessions! My son has gained confidence in the water. Great staff, very well lead’. ‘We’ve both enjoyed the sessions. The warmth of the water helped relax her muscles and she has grown in confidence with the ring to allow her some independence in the water.’ ‘Hydro sessions really well organised by the staff. I would highly recommend hydro and really appreciate the time and effort from the staff.’*
- The school nurse is proactive in the delivery of training to meet the health needs of all pupils. Regular Paediatrician, Dietician and Vision clinics are held in school and supported by class staff.
- Building positive relationships with parents is paramount and begins before any child starts school with the transition process. A robust induction policy and clear procedures ensures that school and parents work effectively together from day 1.
- Outstanding partnership with the Family Liaison Officer successfully engaging parents/carers from the earliest opportunities.
- Vulnerable families are provided with practical and emotional support by the Family Liaison / Safeguarding Officer; this work is a strength of the school.
- Introduction of a new Parent support group, ‘Helping Hands’ has had a positive impact on the health and well-being of many of our more vulnerable parents and families, including those within the local community.
- Provision of After School Clubs, Saturday Clubs and Holiday Clubs have improved the lives of many of our pupils, providing fun activities for the pupils whilst offering parents valuable respite.
- Strong links established with local Health professionals, Nurseries and schools to provide information and support for the new children coming to school. Transition meeting with Key Workers and joint assessments with other professionals.
- Home/school relationships are excellent due to the smooth transition into school. Parents have commented that “He has settled so well at White Ash, he is so content and can now tell me about his day/ friends”, “Thank you everyone for making this transition so easy”.
- Pupils in Year 6 participate in planned transition days at their new school and are accompanied by familiar staff to support them.
- We actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths at a level appropriate to each individual pupil.
- Pupils’ social, spiritual, moral and cultural development is extremely well promoted through a wide range of highly positive and memorable experiences which are planned for in a coherent way to support learning and promote achievement across the curriculum.

Spiritual development

- Quiet reflection forms part of every assembly and pupils respond really well by being still and respecting each other’s right to a moment of peace.
- Pupils respond positively to experiences e.g., whole school faith and cultural days
- Understanding and appreciating the range of different cultures by visiting Faith Centres e.g., local Mosques and Churches to enable pupils to further develop their knowledge and understanding of the different cultures within their community.
- Every opportunity is taken to explore, respect and value others’ faiths and beliefs e.g., Eid Celebration, Diwali etc.
- Pupils at White Ash love music and singing and highly benefit from weekly music/ drama sessions led by Little Voices.

Moral

- Developing an understanding of right and wrong both in school and out of school is promoted daily through our school values.
- Pupils are encouraged to think of others in need and they always respond with enthusiasm to the regular fundraising events for local charities including our own, but also Children in Need, Macmillan Cancer, Jeans for Genes, Rotakids.

- Being aware of the challenges facing them and their community e.g., being eco aware. Our Eco Warriors are extremely passionate and keen to inform others of the importance of looking after our planet.
- Personalised Behaviour Regulation Plans rooted in social communication enable pupils to regulate their behaviour so that the impact on themselves and those around them is minimised.
- White Ash pupils are regularly praised for their exemplary behaviour when out and about in the community.

Social

- Every pupil has a means of communicating to influence their world either through speech or through Makaton/ on the Body Signing (TASSELS), Communication boards, Objects of Reference, eye pointing, gesture, PECS, AAC, Eye Gaze etc
- Developing the skills and attitudes to enable pupils to participate fully and positively in democratic, modern Britain.
- Pupils make outstanding progress in all areas of school life enabling them to participate as full as they possibly can in modern Britain.
- All pupils within the school have a voice that is listened to and demonstrate how democracy works by actively promoting democratic processes within the school council and individual classes.
- The profile of the school and the contribution pupils can make to the community has increased through regular attendance at local mainstream school networks.
- Pupils participating in sporting events alongside mainstream peers is extremely beneficial to all pupils.
- Pupils are encouraged to attend social events such as After School, Saturday clubs, summer disco etc.

Cultural

- Termly European Awareness days and annual religious celebrations such as Eid and Diwali enable our pupils to gain some understanding of various faiths, cultures and beliefs in a meaningful way.
- Ethnic minority parents are encouraged to send specialist food into school or volunteer at these events.
- Themed cultural days in Music, Art and Dance such as our World Cup celebration, Carnival Day, Jubilee and Kings Coronation Garden Party.

Areas for Development

- To strengthen parental engagement/ knowledge in MOVE
- Create more MOVE case studies using the MOVE Case Study Resource Pack
- To embed healthier daily practices to promote health & independence.
- To expand physical outdoor opportunities within the school grounds.

See School Improvement Plan 2024-2025.

Effectiveness of Leadership and Management: OUTSTANDING

- The schools forward thinking Senior Leadership Team is tireless in the drive and commitment to ensure the education pupils receive at White Ash has the best possible impact. 100% of parents stated they would recommend White Ash to another family (Parental Questionnaire – February 2024)
- The SLT have ambitious standards for the school and inspire the entire school community to achieve these standards. We are extremely proud of what we have achieved and are totally committed to further improving our outstanding provision.
- The Headteacher is a very experienced senior leader and led the school at its previous outstanding Ofsted inspection. She is designated as a Specialist Leader in Education for Assessment and PMLD, a SEND Reviewer, and delivers training for the School Direct Teacher training programme within the East Lancashire Inclusion Partnership (ELIP).
- The SLT has been further developed since the previous inspection. There is a new Deputy Headteacher, previously an Assistant Headteacher within school and the remaining AHT is now part-time. Both are outstanding teachers and leaders. They model outstanding teaching daily and effectively support colleagues in improving outcomes for all pupils.

- A new forward thinking School Business Manager has significantly strengthened the quality of leadership and management, she is committed to driving school improvement and ensuring we secure best value in all aspects of finance.
- The school is totally committed to 'growing our own' and leaders are quick to identify talent and develop excellent future teachers and leaders. All teaching members of SLT began their careers at school as Teaching Assistants and have been promoted over many years. The school supports staff through building capacity in the timetable to release them to complete higher level learning.
- The SLT and governors are committed to attracting, employing and retaining high quality staff at all levels.
- Dedicated Subject Leadership is timetabled for all teachers to further improve leadership of subjects. Subject Leaders have increased responsibility and management of budgets identified in action plans. These feed directly into the School Improvement Plan.
- Dedicated leadership time allows leaders to focus their attention on the education provided in school which is resulting in better outcomes for pupils.
- At school we regard Life Skills as a core subject. To reflect the importance of this area a Life Skills Subject Leader is now in post.
- SLT have reflected on the changing intake year on year and the need to provide all pupils with a broad, balanced and relevant curriculum. This has led to the review of the curriculum and assessment, which in turn led to the development of the White Ash Curriculum Progression document.
- Distributed leadership is promoted with leaders throughout school including Teachers as leaders of their class teams. Teachers lead the provision for their pupils. Teachers reflect on advice from internal and external professionals, such as Physiotherapists, Occupational Therapists, SALT, Educational Psychologists, Clinical Psychologists etc.
- 100% of staff strongly agree (70%) or agree with the statement 'I am proud to be a member of staff at this school.(Staff Questionnaire - February 2024). This demonstrates that staff morale is extremely high. The overwhelming majority of responses in the most recent staff questionnaire were extremely positive. The school is proud of this achievement.
- 'White Ash School has continued to embrace the principles of high performance and there have been significant improvements across the school which have been driven by the commitment and dedication of both the leadership team and the staff.
- Excellent mentoring of PGCE students, NQTs and now ECTs, by outstanding teachers has led to colleagues developing into high quality teachers with high standards for themselves, pupils and other staff.
- Financial management is highly effective; it is linked to school development planning and provides excellent value for money.
- The schools Pay Policy is rigorous, evidence based, focused on the teaching standards and rewards outstanding performance. All teachers are held to account to provide evidence of their performance against the set targets and UPS teachers are expected to demonstrate wider school contribution.
- The SLT recognise that staff are a key resource in school and provide an extensive CPD programme which is targeted and triangulated with the SIP, Teaching and Learning and Performance Management.
- Coherent and consistent procedures for improving teaching and learning mean that pupils benefit from highly effective teaching throughout school. Teaching and learning is at least good demonstrating high quality teach first approaches.
- The governors continue to work closely with the Senior Leadership Team as a 'critical friend' in all aspects of the school and its development.
- Governors have a very good presence in school, each with a link class.
- Governors complete an Annual Skills Audit which is used to inform the recruitment of new governors and highlighting training needs.
- The Governing Board is extremely effective and has an excellent knowledge and understanding of the school and its work and is influential in determining the strategic direction of the school. Governors provide high levels of challenge and engage very effectively with staff, pupils, and parents.
- The Governing Board is fully involved in the School Improvement Planning process, strategic development and the formulation of policy and supports staff in the implementation of our plans and policies.
- The Governing Board has a clear understanding about budget setting and financial monitoring process and ensures that "best value" principles are followed.
- Parental engagement and feedback, including the provision of parent workshops, is highly positive and extremely successful.

- A parent commented that White Ash is 'A fabulous special educational setting where children are all included regardless of ability' (Parental Questionnaire - February 2024)
- Pupil Premium funding is focused on the provision of a wide range of interventions delivered by specialist staff leading to improved outcomes for pupils in receipt of Pupil Premium.
- PEPSA Funding for CLA pupils is accessed to improve outcomes.
- Sports Premium funding is utilised effectively to increase physical activity across school for all our pupils throughout the school year to improve health and wellbeing.

Areas for Development

- To strengthen, support and promote the role of staff at all levels within school to retain a highly skilled workforce to ensure pupils' have the greatest outcomes.
- Increase opportunities for all staff to gain essential qualifications to enable progression opportunities.
- Liaise closely with LCC to plan new capital developments throughout school, utilising reserves to achieve best value.
- Plan new capital expansion project to create additional pupil places.

See School Improvement Plan 2024-2025.

Safeguarding: Effective

- Rigorous Safeguarding of all pupils is ensured through meticulous systems that are constantly reviewed and monitored.
- All Safeguarding and welfare concerns are recorded on our online Child Protection Online Monitoring System (CPOMS).
- DSLs liaise daily via CPOMS and respond promptly as necessary.
- All staff and governors have regular training in Safeguarding and Child Protection, Online Safety Training, Early Help and Prevent.
- All governors, staff and students have read and demonstrate a good understanding of Keeping Children Safe in Education 2024.
- The school currently has 5 Designated Safeguarding Leads (DSL) who are highly experienced in their roles.
- Safeguarding is very effective in school. Three members of SLT are Designated Safeguarding Leads and a dedicated Family Liaison Officer provides effective links between school and home.
- The Family Liaison Officer is an Early Help lead professional and Sleep Practitioner who is extremely effective.
- School has strong relationships with children's social care and a range of professionals to keep pupils safe.
- A Family support worker commented "*I just wanted to let you know how we at St John with St Augustine Primary very much value Catherine's role and support. I reached out to you in May 2023 after feeling frustrated supporting SEN children and families in a mainstream setting. Catherine was so on the ball ! Made contact right away, we arranged to meet here at school to have a chat. Catherine invited me and some of our parents along to the Helping Hands Group. This has been invaluable, to me and our parents. Having a child with additional needs can be a daily struggle, now we have the group to attend and be supported by, advised, signposted means so very much. Personally, I have also gained so much, knowing Catherine is at the end of an email (and she always gets back to me) is a breath of fresh air for me.*"
- Where appropriate, pupils are taught about the risks associated with offending, misusing drugs or alcohol, self-harming, going missing, being vulnerable to radicalization or being sexually exploited.
- Child Protection and Welfare Reviews are completed by the DSLs on a half termly basis to assess individual pupils and identify those requiring additional support. All staff are aware that the DSLs have an open door policy, alongside the use of CPOMS, for advice and to identify pupils who may require more intense support.
- All staff have attended Prevent Training (Autumn Term 2023) and are vigilant, confident and competent to challenge pupil views where necessary.

- The school has designated Prevent Leads including the Headteacher, Curriculum lead (KB) and governor lead (DS) to provide advice and support to other members of staff on protecting children from the risk of radicalisation and extremism.
- The DSLs and Family Liaison Officer work collaboratively with other agencies to protect pupils from radicalisation and extremism.
- The Headteacher/ DSL has responsibility for Online Safety and monitors usage by staff and pupils through regular filtering reports. Any concerns are investigated and a written record is kept. Filter checks are also completed monthly by the Headteacher.
- Cyber Security training has also been delivered by the Headteacher/ DSL to all staff and governors.
- The Safeguarding and Child Protection Policy is evaluated and reviewed annually in line to reflect up to date legislation. This policy is shared with all stakeholders.
- A Supervision Policy is in place and regular supervision is provided for all staff.
- All TAs monitor pupil progress and well-being under the supervision of the class teacher.
- Half termly attendance meetings with Attendance Manager. Absence concerns are recorded via CPOMS and actioned by letter or a visit from the Family Liaison/ Safeguarding Officer.
- Termly meetings are also held with the HT/ Attendance lead, SBO/ Attendance Manager and the LA Attendance Officer
- Procedures are in place for Children Missing in Education.
- Governors are rigorous in ensuring that policies and procedures are in place to ensure all pupils and staff are safe. There are three nominated governors for Child Protection and one for Health and Safety.
- Governors including the Headteacher, Deputy HT and Assistant HT and those with designated recruitment responsibilities have attended Safer Recruitment training. Therefore recruitment procedures are robust in ensuring the safety of our pupils.
- The Single Central Record is up to date and includes vetting checks on all staff, volunteers, governors, agencies, contractors and students. This is checked termly by the HT and Designated safeguarding Governor.
- The HT and Governors with Safeguarding responsibilities complete an annual Safeguarding Audit and a detailed Action Plan is formed with clear targets.

Areas for development

- Increase Governor awareness of their responsibilities with regards to Online Safeguarding.
- Further develop the sharing of good practice within the DSL team, and positive outcomes with a focus on our most vulnerable children.
- Develop the role of the HLTA/ Intervention lead to include ELSA training.

See School Improvement Plan and School Safeguarding Audit and Action Plan 2024-25

Quality of Early Years Education: Outstanding

Intent

- Our EYFS curriculum is ambitious because it comes directly from the children's interests and fascinations. This is demonstrated by children becoming deeply engaged in what they are doing and sustaining levels of concentration to their own abilities. The curriculum is flexible and adaptable and makes excellent use of our environment and locality. The curriculum is planned and sequenced so that at every opportunity next steps in learning are clear in all activities whether adult or pupil led.
- Leaders and staff have extremely high expectations of all children. High quality observations and assessments ensure that provision across all areas of learning is planned meticulously and takes account of children's ages, interests, stages of development and next steps for learning.
- The curriculum embeds all four principles of the of the EYFS Framework (unique child, positive relationships, enabling environment and Learning and Development).
- It presents no limits or barriers to children's achievements, regardless of their backgrounds, circumstances or individual needs.
- Leaders and staff focus on children's communication and language, which is prioritised as a crucial life skill. A total communication approach includes a range of activities such as singing songs,

intensive interaction, counting activities, speech and language therapy, playing games (indoors and outdoors), use of symbols and signing etc

- Children's physical development is promoted in the outdoor play area and garden which has been developed to provide a rich and stimulating experience with a range of learning opportunities.
- Continuous Professional Development and reflection; continually improving, highly skilled, enthusiastic staff who see every moment as a learning opportunity for our children.
- Supervision is embedded within the Early Years provision and focuses on strengthening Safeguarding procedures and improving staff performance and EYFS knowledge.
- Children's welfare is paramount, and Safeguarding is rigorous and effective.
- Leaders and staff constantly strive for further improvement in the quality of education in Early Years, through EYFS network meetings, moderation, CPD and research.

Implementation

- Carefully structured and excellent planning of our 3-year topic programme also incorporates continuous provision, and is developed around the children's interests and curiosities, taking account of the wealth of knowledge gained from high quality observations of both adult and child-led activities. e.g., messy play and small world animals.
- The curriculum topics show clear progression in the skills needed across all areas of the EYFS Framework, including prime areas of learning and the characteristics of effective learning, empowering children with the confidence and skills to become successful independent learners.
- Effective baseline assessments of all children on entry to the EYFS. All children are assessed using the RBA which informs if they follow the EYFS White Ash Curriculum Progression pathway or the Sensory Curriculum pathway.
- Children's progress is carefully moderated each half term. All children are tracked and any at risk of not making sustained progress are identified and early interventions are put in place.
- Highly personalised learning opportunities promote rapid progress, where children are highly motivated, eager and curious about their learning. Topics are designed to inspire, motivate, and engage all children's interests and ideas such as Fairytales and Dinosaurs.
- Staff know all children exceptionally well and respond instinctively to their needs. Developing positive and trusting relationships, meeting individual personal care and medical needs. Health prescribed programmes and independent life skills are central to the daily routines of the Early Years.
- Links established with local Health Assessment Unit to provide information and support for the new children coming to school. Transition meeting with Key Workers and joint assessments with other professionals
- Excellent longstanding partnerships with parents enable us to build positive relationships with parents which is key to the success of the EYFS. Parents are actively involved with their child's induction into school. There is a robust induction policy with clear procedures. The EYFS leaders meet with parents/carers sharing information to ensure their children's needs are met from the very beginning of their journey at White Ash.

Parent/Carer Comments

"The only time I completely relax is when my child is in school"

"It's the best choice I ever made, choosing White Ash School for my Child"

"I believe they understand my child as well as I do"

"The care and love my child receives is second to none"

- Parents are continuously involved in their child's education through daily Class Dojo messages, EHCP review, Parents Evening, Open days, Parent workshops and written termly reports.
- Very strong partnership work by the Home Liaison Officer successfully engages parents/carers from the earliest opportunities.
- Effective links with local EYFS providers enable children to play and learn in inclusive settings such as Brave Church in Oswaldtwistle.
- Children thrive in an environment in which they are encouraged to develop curiosity, have time to explore, practise and return to experiences to develop and master transferable skills.
- Personalised timetables for all children effectively meet their individual sensory and physical needs throughout the day, including Sensory Processing, Hydrotherapy, Rebound Therapy, Fun with

Food, Intensive Interaction, Listen and Move, Jabadao, Eye Gaze, MOVE Programmes, specialist P.E and Mobility groups and Wheelchair Dancing.

- The outdoor provision has been imaginatively enhanced with climbing equipment, sheltered areas, bike tracks and dedicated mud kitchen areas which allow children to take managed risks, develop physically, be active and challenge themselves as they learn. There is access to the outdoors in all weather conditions with waterproofs and wellingtons provided. Staff plan creative and exciting new activities that can be undertaken in our grounds e.g., Bug hunts, willow weaving dens and making bubbles on wet and windy days.
- Children develop self-belief and resilience through the positive adult role models around them.
- Children are encouraged to regulate their own behaviours and feelings, with adult support and individual regulation profiles. The EYFS staff are all trained in Emotion Coaching, children are given time and empathy to understand their own emotions with a clear and consistent approach and personal resources i.e. signing feelings, emotion cards and objects of reference.
- Children's achievements are constantly celebrated through praise and encouragement, Lucky Leaves and weekly Wow of the week.
- Excellent relationships with other professionals e.g., Occupational Therapists, S<, School Nurse, Physiotherapists, Teachers of the deaf, VI/MSI specialists and Paediatricians enable the diverse range of children's needs to be met within the context of a team around the child.

Summary of teaching and learning observations in EYFS 2022-2023

- Clear differentiation to meet the needs of all children
- Highly effective support from Teaching Assistants with an in-depth knowledge of all children in the group.
- Lovely calm environment, all children were engaged and motivated in their own learning
- Opportunities throughout the session for focussed adult led learning and child-initiated play activities.
- Excellent use of holistic communication techniques such as Makaton, Now and Next and photographs.
- Behaviour Regulation activities with children personal sensory diets included in the session

Impact

- Children are motivated, eager and curious about their learning. A highly stimulating environment and personalised learning opportunities enable all children to undertake challenging activities and to make outstanding progress relative to their starting points for e.g., *On entering school H had never been separated from his family, due to the complexity of his needs. Through a thorough induction process involving, parents, other professionals, and staff training H is attending school full time with a personalised timetable and clear Individual Learning targets; he is making outstanding progress in all areas of his development.*
- Teaching and learning focuses upon the prime areas of learning and the characteristics of effective learning, empowering children with the confidence and skills to become highly successful learners throughout their school career for e.g., *when C started school, he would shout to an adult for attention or to make his needs known. He began an intense total communication programme incorporating signing, voice and PECs. C can now request an object, snack or his drink etc by using his personal pictures from his communication book.*
- Children begin to develop resilience to setbacks and take pride in their achievements for e.g., *On joining the EYFS E could only walk a few steps by holding onto an adult's hand. Through a focussed and robust physical programme, including MOVE, rebound and hydrotherapy and mobility sessions, E built up her strength and skills. By the end of the school year, she could walk across the classroom unaided and took great pleasure in being the flower girl at a wedding, walking down the aisle independently!*
- Children begin to manage their own feelings and behaviour, understanding how these have an impact on others for e.g., *J found the transition into the EYFS very difficult, he did not have any concept of routine or understanding of the effect his outbursts were having on the children around him. J was assessed and a sensory diet and regulation plan were put into place. He was given choices and his outbursts of behaviours were labelled and empathised with. Emotion cards were introduced, and staff were consistent with their approach. J was constantly praised when joining in*

with small group activities and his outburst begun to decrease. J now plays with his peers at play times and will initiate interactions and games.

- Children begin to develop the transferable skills needed to continue their educational journeys for e.g., *B gave no eye contact, and she would often self-regulate herself with facial movements and watching her fingers. B was introduced into a 1-1 intensive Interaction programme to develop her eye contact and facial expressions. She also enjoyed Attention Autism activities throughout the week. By the end of the Autumn Term, B would go to the gate to meet her parents, turn to wave, and say good-bye with brief eye contact.*

Areas for development

- To ensure the EYFS team deliver the curriculum effectively, focusing on ambitious next steps and challenge through playful learning experiences.
- Enhance learning opportunities, across all areas of provision, linking to strengths and gaps of individual children.
- Ensure all EYFS support staff have the skills and knowledge to improve children's outcomes in Phonics/Early Reading demonstrating aspiration for all pupils.

See School Improvement Plan 2024-2025.