White Ash Primary School

Record of Self Evaluation 2026-2027

Together, anything is possible!

Context of School

White Ash has been judged by OFSTED to be Outstanding on three consecutive occasions, the most recent inspection being in April 2025. It was reported that 'White Ash is an exceptional school'.

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 four inspections. As 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 and Lower School Lead and an Upper School Lead. 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: 118	**Pupil Primary Need and Groups (2026 – 2027)**		
ASD	58	**Boys**	91
SLCN	21	**Girls**	26
MLD	14	**CLA**	2
PMLD	3	**Prev CLA**	2
SLD	4	**FSM**	51
VI	8	**PP**	51
PD	7	**EAL**	19
MSI	0	**Ethnic Minority**	38
HI	0		
SEMH	0		
Informal pathway	**Pre- Semi Formal pathway**	**Semi Formal pathway**	**Formal pathway**
27	75	14	2

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 regulation 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, Nurture Nest, additional Quiet spaces and a focused Regulation area, PPA areas plus additional fully equipped Sensory Light Suite. 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. We have also made improvements to the outdoor areas to include trim trails for physical sensory regulation, a Zen garden and outdoor classroom.

There are plans underway with the Local Authority to expand school to create an additional 40 places. An additional building and car parking will be provided. Expected opening in September 2028.

Our school attendance is consistently above the national average for special schools which was 87.04% in 2025-26. The average across the 29 Special Schools in Lancashire was 88.4 in 2025-26.

In 2023-24 it was 91%, in 2024-25 it was 90.3% and in 2025-26 it was 90.3%. Persistent absenteeism is also lower than the national average (30.3%) 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.

Previous Ofsted Inspection Grade April 2025:

Maintained Outstanding judgement

Ofsted reported that ‘the school is not complacent. It continuously seeks ways to make further improvements to the education and care that it provides to pupils. This self-reflection and the subsequent actions have ensured the continuing success of the school’.

Key Strengths since the last Ofsted:

Safeguarding

- New DSLs to maintain a team of 6
- Increased meetings to act on events in a timely manner

Inclusion

- The school was awarded the prestigious SENDIA Inclusion Award in June 2025. This recognition highlights our commitment to inclusive practices and our dedication to ensuring that every pupil, regardless of their needs or abilities, feels valued, supported, and empowered to thrive.

Curriculum & Teaching

- Personalised interventions utilising external providers
- Increased enrichment opportunities throughout school
- Achieved School Sports Gold award
- Achieved the Researchful Practice Award July 2026
- Improvements to the school environment to reflect our Outstanding status
- Achieved the School Sports Gold Award in July 2026

Leadership & Governance

- The SLT have continued to work collaboratively to ensure the curriculum at White Ash is highly personalised to meet the needs of all pupils. '*It ensures that from pupils' very first day in school, they receive a curriculum which is broad, ambitious and allows them to develop important knowledge and skills'. Ofsted April 2025*
- There is a clear vision for the school which is embedded through the school's motto. *'There is no ceiling placed on what pupils can achieve at Oswaldtwistle White Ash. The school truly lives out its motto 'Together, anything is possible.'* Ofsted April 2025.
- The school has a clear succession plan in place for future leaders.
- EYFS & Lower School lead is having a positive impact
- New Upper School lead is developing his role
- 2 HLTAs are working as Unqualified teachers with a view to a teaching career
- 1 TA is currently completing a Teacher Apprenticeship
- Strengthened Governing Body with a wider range of skills

Attendance & Behaviour

- Closer monitoring of requests for leave in term time leading to a reduction in loss of education.
- Strengthened relationship with the LA Attendance Consultant
- Expanded Mental Health and Wellbeing Team
- New Behaviour Regulation Lead is having a positive impact on outcomes

Personal Development & wellbeing

- Gained full Equality Mark status
- Introduction of Thrive with 2 Thrive Practitioners & a further 2 completing training

EYFS

- Outstanding outward looking and passionate EYFS lead and practitioner
- Lancashire Quality Award – Physical Development
- Highly skilled EYFS teachers, HLTA and support staff

2025-26 School Improvement Priorities	
Priority	**Impact**
Leadership & Management: • Strengthen and support the leadership team by embedding the newly established Key Stage/Phase roles into our leadership structure, ensuring a cohesive approach that enables all pupils to be supported in reaching their full potential.	The leadership team remains strong with the addition of the new Key Stage/ Phase leaders. The EYFS/ Lower school lead has skilfully incorporated leadership of lower school and has been an asset to the team. The new Upper School & Behaviour Lead has developed his new roles. A new AHT is also now is post (Easter 2026) and starting to develop her knowledge & skills. Additional Team Teach Trainer Additional DSL New Governors developed knowledge & skills
Quality of Education: • To strengthen curriculum continuity, targeted intervention, and staff development to ensure high-quality, inclusive teaching and learning across all pathways.	Staff have worked collaboratively to ensure targeted interventions have been effective. The HLTA for 1:1 interventions has had a positive impact on pupil progress. Improved pupil outcomes. The vast majority

	(82%) of Informal Pathway learners (89%) Pre Semi Formal Pathway learners (88%) Semi Formal Pathway learners (81%) of Formal learner met their expected targets in 2025-26.
Behaviour & Attitudes: • Develop a shared, organisation-wide understanding of trauma, its impact on brain development, and the ways it affects behaviour, emotional regulation, and relationships. • Embed mental health and wellbeing support into the daily fabric of the organisation.	All staff have received Trauma informed training. Thrive has also been introduced with all staff trained in awareness of the Thrive approach plus 2 specialist Practitioners. Thrive is working well for identified pupils, the 2 practitioners deliver 1 day each of 1:1 sessions. Reports are shared with parents and positive feedback has been received. New cohesive Behaviour Regulation Team have been highly effective, providing targeted support to identified classes/ individuals. Cohesive working relationship with the Paediatric Learning Disability Team FLO has enhanced the emotional wellbeing of pupils and their families within the home. New guidance on the Use of Restrictive Intervention & Seclusion which came into effect from 1st April. DH has created a template to be used to provide a written report to parents following use of restrictive interventions. He has provided advice and support for staff and parents. Pupils feel safe, secure and ready to learn. New Wellbeing Team established and working well. Formal supervision has been provided to support staff in lower school. To be continued across school in 2026-27.
Personal Development • Embed Healthier Daily Practices that promote healthier lifestyles, greater independence, and overall wellbeing. This will include nutrition, physical activity, personal care routines, and emotional resilience strategies.	Healthier lunchboxes for some pupils. These are closely monitored. Increased physical outdoor trim trail/ climbing areas to support physical regulation has been highly successful. New bikes to support balance & cycling skills have worked well with pupils' demonstrating increased confidence & competence. Strengthened parental engagement with shared MOVE goals. Adventurous activities are embedded with improved pupil resilience. Research project *'What is the impact of outdoor play on children's overall development and well-being?*

EYFS: • To strong ensure all children make progress across the EYFS by providing consistently high-quality, responsive provision that fosters emotional wellbeing, physical development and a foundational understanding of the world around them.	Further strengthened EYFS team with the addition of a highly skilled HLTA. Research project ***'What is the impact of outdoor play on children's overall development and well-being?*** has been highly successful. Pupils settled extremely well and made rapid progress from their starting points. 5 pupils now able to walk and access the wider environment. High quality evidence through learning journeys, floor books. Team approach to behaviour/regulation plans. Consistent approach to support emotional regulation through emotion coaching and thrive. Built strong relationships with children through our Key Person approach. Excellent relationship with families to support PSED at home. Movement areas in class to support co and self-regulation.

2026 -27 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 are:

1. **Safeguarding:** Strengthen the school's safeguarding culture by developing a highly effective DSL Team, embedding learning from all safeguarding incidents into policy and practice, and implementing a robust, consistent model of formal supervision across the school.
2. **Inclusion:** To strengthen the school's capacity to meet the diverse needs of vulnerable learners by improving early identification and support for barriers to learning, developing high-quality and consistent autism provision in line with Autism Accreditation standards, embedding a universal sensory-processing approach, ensuring evidence-informed practice drives teaching and outcomes, and enhancing inclusion partnerships with local schools in response to the SEND reforms.
3. **Curriculum & Teaching:** To improve teaching, learning and curriculum implementation through a consistently delivered, research-informed and inclusive approach that enhances pupil engagement, communication, and progress in reading and oracy.
4. **Achievement:** To secure improved pupil outcomes in communication, reading and functional life skills through high-quality, consistent implementation of Makaton, AAC approaches and a strong whole-school reading culture.
5. **Attendance & Behaviour:** To improve pupils' attendance, behaviour, safety and wellbeing through consistent whole-school systems, strong leadership, and the effective implementation of Thrive, ensuring all pupils are supported to engage positively in school life.

6. **Personal Development & Wellbeing:** To strengthen the school's provision for personal development by introducing a high-quality, phase-appropriate Relationships and Sex Education curriculum, securing re-accreditation for the Equality Mark, achieving the MOVE Silver Award through enhanced physical development practice, and embedding the new DfE Food Standards to promote whole-school health and wellbeing.
7. **EYFS:** To strengthen the quality and consistency of EYFS provision by delivering an ambitious, inclusive and responsive curriculum that enables all children to make strong progress across the prime and specific areas of learning.
8. **Leadership & Governance: To strengthen leadership capacity and cultivate a positive, supportive professional culture by developing the newly appointed Assistant Headteacher, embedding the role of the Upper School Lead so they can lead with confidence and competence, ensuring leaders at all levels actively foster a workplace free from unnecessary stress and harassment, and enhancing the knowledge and effectiveness of both new and existing Governors.**

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) and respond promptly as necessary.
- Each DSL has responsibility for identified classes to ensure actions are followed up in a timely manner.
- The Behaviour Lead/ Team Teach leads track behaviour and physical intervention related incidents and offer support and guidance to staff and parents.
- The new *Restrictive intervention including the use of reasonable force (*April 2026) guidance has been successfully implemented and staff are confident to provide written reports to parents using the agreed school format.
- Low level concerns are thoroughly investigated with advice from LADO, and recorded securely.
- 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 2026 Part 1. Governors have also specifically read parts 2,3 and 4.
- The school currently has 5 Designated Safeguarding Leads (DSL), 3 are highly experienced, 2 are new to role (2025-26)
- 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."*
- School has clear and effective systems in place to monitor and support children who are currently known to, or previously known to, social care services. Both the DSl and Deputy DSL are Designated teachers.
- Where appropriate, pupils are taught about the risks associated with offending, misusing drugs or alcohol, self-harming, going missing, being vulnerable to radicalization, being sexually exploited and the dangers of AI.
- 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.

- The school has designated Prevent Leads including the Headteacher, PSHE/ RSHE Curriculum lead (NC) and governor lead (ET) to provide advice and support to other members of staff on protecting children from the risk of 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 and key personnel within all areas of school.
- Cyber security is recognised as an area of risk. The Headteacher/ DSL, Data Protection Officer, ICT lead and nominated governor meet termly to discuss emerging risks and how to mitigate these.
- Cyber security training is delivered formally to all staff and governors on an annual basis via the National Cyber Security Centre. Regular briefings are also provided either via external agencies or in house by the Headteacher/ DSL following individual training. The Data Protection Officer also attends termly Cyber Security Network meetings.
- Online safety training has been delivered to all staff and Governors through 'Online Safety Pro'. This has been followed up by half termly updates with a key focus on new and emerging risks and how to protect the children and themselves.
- Parents also receive with half termly newsletters with a key focus on new and emerging risks for their child.
- A Supervision Policy is in place and formal supervision is provided for all staff. All DSLs receive targeted supervision from an external provider.
- Governors are rigorous in ensuring that policies and procedures are in place to ensure all pupils and staff are safe. There are two nominated governors for Child Protection and Safeguarding.
- Governors including the Headteacher, Deputy HT and those with designated recruitment responsibilities have attended Safer Recruitment training.
- The HT and Governors with Safeguarding responsibilities complete an annual LA Safeguarding Audit with actions forming part of the SIP.
- 97% of parents/carers strongly agree or agree with the statement 'My child is safe at school'. (Parental Questionnaire - March 2026)
- 93% of staff strongly agree or agree with the statement 'Children are safe at this school.' (Staff Questionnaire – March 2026)

Areas for development

- Strengthen the newly established DSL Team
- To embed formal supervision within school.

See School Improvement Plan and section 175a Safeguarding Audit Action Plan 2026 27

Inclusion: Exceptional

Key Strengths

- White Ash School has been awarded the SENDIA Award for a period of three years (July 2025).
- School strongly believe in research based practice and received recognition for this work through the Researchful Practice Award May 2026. Class teachers/ subject leaders worked collaboratively on focus areas including:

'Research and implement the small stages of physical development and dexterity, how they link to mark making and what you can do on a daily basis to support and extend our children in their progress'

'What is the impact of outdoor play on children's overall development and well-being?

'Research how 'Positive Looking' can support children with VI to access the curriculum'

'How is Thrive being used to foster positive relationships and emotional well being within the classrooms and wider school life?

- The SEND policy is fully compliant with legislation and is regularly reviewed with input from the headteacher, leadership team and governors to reflect current legislation and best practice.

- The inclusive culture ensures all pupils are celebrated across all areas of school life with policy and practice working together to support meaningful inclusion and positive outcomes. Policies are on Every System so staff can refer to them whenever they need.
- Ofsted, April 2025, reported that
- *'Pupils receive the utmost care and attention to their particular special educational needs and/or disabilities (SEND). The school is laser-focused on ensuring that pupils' achievement is the very best that it can be. From their own individual starting points, pupils make astonishing progress'.*
- *'Provision for pupils' wider development is remarkable. Pupils take part in a rich range of activities that promote their independence and prepare them very well for life beyond the school'.*
- *'There is no ceiling placed on what pupils can achieve at Oswaldtwistle White Ash. The school truly lives out its motto Together, anything is possible. It ensures that from pupils' very first day in school, they receive a curriculum which is broad, ambitious and allows them to develop important knowledge and skills'.*
- In house questionnaires are completed once a year for staff, parents and pupils. Parental questionnaire March 2025 comments included:

"My child is very well supported and his learning needs and development are catered for. Interventions and additional educational activities are excellent

All the staff are amazing! My son loves them and they seem to love him! He's always included in everything and he's very happy to go to school and is happy when we pick him up!

An amazing school who are inclusive, kind and approachable. We are very lucky to have an environment that meets my son's needs and makes him happy.

All staff are amazing with my little boy. He is very excited to go to school every morning and is given the same opportunities as all the other children".

- Gaining pupil feedback is a priority to inform learning and well-being and shows children feel safe and supported. The head boy and girl said they thought the school '*helped people to learn'* and they enjoyed the wide range of enrichment activities.
- A pupil parliament is held each half term and they meet with SLT to share the minutes from meetings and they also present the minutes to other pupils in assemblies. Their suggestions have resulted in the introduction of bring a teddy to school day, a farm visit as well as informing every day practice.
- The day-to-day teaching for pupils with SEND is consistently good or better and the school follows the Assess, Plan, Do and Review cycle. Teachers are skilled at using a wide range of adaptive strategies and resources which results in pupils making outstanding progress across different areas of the curriculum.
- Support staff are well-trained and work collaboratively to deliver targeted interventions and in class support.
- Ongoing high quality CPD ensures all staff are equipped to meet the needs of all pupils with SEND and yearly appraisals for TAs and teachers and a staff skills audit ensures training is personalised.
- In house coaching and informal observations, to gain ideas from others, is also available for staff as well as formal training such as Moving & Handling, behaviour management and medical training. This whole school approach to professional development ensures consistency, increases staff confidence and provides high quality provision for all pupils.
- Staff comments include '*being so well trained, everyone is a specialist'* and '*we are always progressing to get better and what we do is massive.' (July 2025)*
- We offer CPD training opportunities to local school both mainstream and special school. Training carried out in September 2026 included: 'High quality Communication in the classroom', An introduction to ASD and how to support children in the classroom, 'Implementing sensory regulation in the classroom'. Feedback from these training sessions has been positive. Comments include: 'Very useful, practical ideas and resources', Very interesting, with real life teaching experiences with examples', 'resources shared and explained'.
- All pupils have an EHCP, and staff are continually assessing and observing needs.
- Staff specialise in different areas and have planning time and in house training to share good practice. Staff commented *'we know who to go to for advice'* and sometimes this will involve a colleague observing a child and then feeding back suggested strategies.
- Physiotherapy, speech and language and occupational therapy are offered on a weekly basis and external specialist support such as from the hearing and visually impaired service, EPS and for medical

needs is accessed when appropriate. This approach ensures all pupils receive the right support at the right time.

- Pupil progress is thoroughly analysed and discussed at EHCP reviews and progress meetings and we work hard to further include the perspective of both pupils and parents. Prior to a review a pupil meets with a member of staff to discuss and identify their next steps in learning and this is broken down into small steps.
- A Helping Hands focus parent forum has been offered to parents with children with special needs from mainstream schools as well as those parents at White Ash. Parents reported that they have found this 'invaluable' and it provides an opportunity to share strategies, provide support to each other and share local resources to support their children.
- A range of workshops on offer have included mental health, sensory processing and autism. A recent development has been a Helping Hands groups aimed at fathers and grandfathers.
- The school has a clear focus on promoting pupils' wider development and work with the local community, other settings, local and national activities such as Children in Need, Genes for Jeans Macmillan Coffee Morning. These events and others help prepare pupils with important life skills.
- Transitions are well supported for the pupils and there is close liaison with a range of schools. Teachers from other schools come and observe the pupils and speak to teachers. This is followed by several transition sessions at the new school. 'Moving on' sessions are provided by the Paediatric Learning Disabilities Team. Pupils are supported via 1:1 Thrive sessions if highly anxious and struggling with the anticipated change.
- Transition within school is managed well. Class teachers have dedicated time to observe their new pupils and a full handover with new class staff. This is supported by the school nurse if there are pupils with complex medical needs. Medical training is subsequently provided to ensure the children remain safe.
- The Children and Family Wellbeing Service visit school to deliver a 'moving on up session' for pupils leaving. This focuses on example timetables, what to expect on your first day, what to pack in a bag, scenarios and games.
- We have a clear, research-informed Pupil Premium strategy aimed at improving outcomes for disadvantaged learners.
- Pupils in receipt of pupil premium do as well if not better than their peers as a result of the provision put in place for them as funded through Pupil Premium. (92% - See Pupil Progress Evaluation EYFS, KS! & 2 2025-26)
- 95% of Children Looked After achieved their targets in 2025-26, 95% of those who were previously CLA and 86% of pupils subject to a CIN also achieved their targets.
- Pupils regularly attend events with other local GLD school and mainstream schools.

Areas for development

- To strengthen the identification and support of barriers to learning for vulnerable groups, including Pupil Premium, CIN, CLA and previously CLA pupils.
- To achieve Autism Accreditation by Summer 2027 through the development of consistent, high-quality autism provision across the school.
- To embed a universal approach to Sensory Processing within the school day.
- To embed evidence-informed practice across the school to enhance teaching quality and pupil outcomes.
- Improve inclusion links to support local schools within the new SEND reforms.

See School Improvement Plan 2026-27 & Pupil Premium Impact Report 2025 26

Curriculum & Teaching: Exceptional

As a school, we have undertaken a thorough review of our curriculum content. Through this process, we have:

- Identified strengths and areas for development within our previous curriculum, leading to the introduction of five clearly defined curriculum pathways, which are now fully embedded across the school.

Analysed attainment and progress data, curriculum impact, and individual pupil outcomes to inform ongoing curriculum refinement.
- Identified pupils requiring additional support; these pupils receive targeted 1:1 intervention from our HLTA, which has had a positive impact on learning and progress.
- Reviewed pupil progress, including those making less than expected and exceptional progress, and further refined our embedded curriculum pathways to ensure the delivery of a high-quality education that meets the needs of all learners.

Intent:

- 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.
- Ofsted, April 2025, reported that school *'ensures that from pupils' very first day in school, they receive a curriculum which is broad, ambitious and allows them to develop important knowledge and skills. Throughout the different learning pathways, the school dovetails the different subjects and topics that pupils learn'.*
- 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.
- The school offers five clearly defined curriculum pathways: EYFS, Informal, Pre-Semi-Formal, Semi-Formal and Formal. These pathways are carefully matched to pupils' individual needs and are now fully embedded in practice. Our curriculum prioritises the development of learning behaviours, with a strong focus on enabling pupils to learn how to learn; the smallest steps of progress are recognised and celebrated. Lessons and activities are thoughtfully planned through detailed curriculum maps to ensure high levels of engagement and meaningful learning for all pupils.
- 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. Ofsted, April 2025, reported that '*Developing pupils' communication is a fundamental part of the school's curriculum. The school has a very-well-thought-out communication curriculum'.*
- 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. Ofsted, April 2025, reported *'Where it is appropriate, pupils access lessons which develop their ability to read and their comprehension skills. These pupils are very successful in reading. They can read texts fluently. Often, they can discuss what they have read with confidence and secure understanding'*
- 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.
- 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.
- 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.
- *Ofsted, April 2025, reported that 'Staff demonstrate an exceptional understanding of the school's curriculum. They have very secure subject knowledge. They are highly skilled at delivering the curriculum and choose suitable activities which enable pupils to learn new knowledge or skills'.*
- 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 and Sensory Processing.
- 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.
- 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' leaning, 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.
- Ofsted, April 2025, reported that *'Pupils learn to use different communication aids, such as symbols, to ensure that they can express their wishes or feelings. Where it is appropriate, pupils access lessons which develop their ability to read and their comprehension skills. These pupils are very successful in reading. They can read texts fluently. Often, they can discuss what they have read with confidence and secure understanding'.*
- Pupil behaviour and engagement in learning is sensitively supported through Behaviour Regulation Plans and Sensory Regulation Plans.
- 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 intervention sessions.
- The school is committed to developing pupils' education, health and wellbeing at home. School provide Parents as Early Education Partners (PEEP) sessions in school with a focus on Communication,

Physical Development and Learning Outside the Classroom. We also offer advice and strategies for Managing Challenging Behaviour and Sleep.

- Good parental partnerships; - teachers and parents meet to set and then review shared goals. Home Learning and individual targets are shared with parents each term.
- 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.
- High quality teaching 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. *(See lesson observations).*

Areas for Development

- To deliver a revised, ambitious and engaging curriculum that is consistently implemented across the school, leading to improved pupil engagement and progress.
- By July 2027, 80% of pupils will be secure in their early reading/ reading (Phonics) ILP target supported by the consistent implementation of a structured, adapted phonics programme across all relevant classes.
- Enhance staff confidence and delivery of Makaton to improve total communication (Oracy) for all pupils.

See School Improvement Plan 2026-27

Achievement: Exceptional

Key Strengths

- *Ofsted, April 2025, reported that*
  'There is no ceiling placed on what pupils can achieve at Oswaldtwistle White Ash. The school truly lives out its motto 'Together, anything is possible.' It ensures that from pupils' very first day in school, they receive a curriculum which is broad, ambitious and allows them to develop important knowledge and skills. Throughout the different learning pathways, the school dovetails the different subjects and topics that pupils learn. There remains a clear focus on pupils achieving the targets set out in their education, health and care (EHC) plan. Staff are skilled at ensuring that the small targets which they set are exactly right for each pupil.
  The school is laser-focused on ensuring that pupils' achievement is the very best that it can be. From their own individual starting points, pupils make astonishing progress. Parents and carers recognise and reflect this in their feedback.
  There remains a clear focus on pupils achieving the targets set out in their education, health and care (EHC) plan. Staff are skilled at ensuring that the small targets which they set are exactly right for each pupil.
  The checks that teachers make on pupils' learning have clear focus and purpose. This allows them to completely understand what pupils know or might need further help with. This culminates in the outstanding progress which pupils make across different areas of the curriculum'.

Parent questionnaire comments March 2026:

'We are very happy with our child's progress since starting White Ash. He is now a completely different child', 'My son has come on leaps and bounds since he started at White Ash in September' and 'Both

children are meeting their full potential. 'Every staff member provides a great learning environment for my daughter and all other pupils. We still feel incredibly honoured for her place at white ash. Thank you'

Impact:

- The data analysis for 2025-26 clearly demonstrates that a large number of pupils in KS 1 and 2 (86%) 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.
- The Deputy Headteacher reviews all pupil progress three times a year and meets with teachers to ensure that ILP targets are appropriately challenging, effectively taught, assessed and evidenced. Any children making less than expected progress are identified and we ensure they are on the correct curriculum pathway. They may also be given intervention support.
- Our HLTA delivers targeted 1:1 interventions tailored to the individual needs of identified pupils, supporting their progress across all areas of learning. All pupils make good progress within these sessions and have developed strong, positive relationships with her, which enhances their engagement, confidence, and overall wellbeing.

'A has made remarkable progress in behaviour, communication, and learning. In Autumn 2024, he relied on a communication board, refused to speak, and often lay on beanbags. By Spring 2025, he was beginning to communicate using a puppet and respond to yes/no questions. Currently, A actively engages with staff and peers, greets staff with hugs, answers questions about how he is (using simple responses), and participates confidently in interventions, sitting for over 15 minutes to complete his targets. His learning skills have also progressed; he can perform subtractions, use number lines, and participate in dice games such as Snakes and Ladders. A is now more confident, engaged, and socially interactive, demonstrating the significant impact of targeted, personalised support'.

G's progress has been remarkable. In Spring 2025, his initial target was simply to come and sit in a required position on request, which he achieved after several weeks of consistent, persistent support. By Summer 2025, G was able to match numbers 1–5, though with limited focus. In Autumn 2025, he began copying action songs, vocalising, and sitting for longer periods, demonstrating increased focus and enjoyment. Since Christmas, G is now verbal, confidently counting numbers 1–10, ordering them independently, and continuing to engage enthusiastically in songs. His progress reflects significant development in focus, communication, and engagement as a result of targeted, consistent support.

- ILP targets have become more achievable because of the effective work done by the SLT with teachers. They have worked to make the targets more SMART (Specific, Measurable, Achievable, Relevant, Time-bound), which has helped improve focus and success.
- 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.
- Pupils in receipt of pupil premium do as well if not better than their peers as a result of the provision put in place for them as funded through Pupil Premium. (92% - See Pupil Progress Evaluation EYFS, KS1 & 2 2025-26)
- 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 March 2026, parental advice provided at Annual EHCP Reviews, case studies, learning journeys, 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.

'In Autumn term S's Communication target was 'I can combine two or more words/pictures/symbols to request objects' (Phase 4). Initially S was only using single words or pictures to communicate or exchange for items. Adults modelled the correct exchange and reinforced this correctly. When evaluating the ILP in December 2025, I didn't feel S had met the target as he still needed lots of support to use 2 or more words/symbols. S has kept the target for another term and has continued to work hard on this. S now uses a sentence strip to promote the use of 2 or more symbols and is consistently using the strip to ask for items e.g. I want raisins please or I want crisps please. S also uses the strip to ask for the toilet and to ask for help e.g. when fastening his coat up etc. S is becoming more independent with his communication and will

seek out his sentence strip to communicate effectively. Parents at home now also have the same sentence strip and are reinforcing this at home too. I have no doubt that S will achieve his target when assessing this at Easter. We are very proud of his hard work so far!'

'J joined White Ash in September 2024 and was initially unable to communicate, which often led to dysregulation. Staff identified her interest in the popular TV programme Mr Tumble *and used this to engage her through Makaton. As a result, J can now confidently use 10–20 Makaton signs and speak alongside these using key words. She is significantly more regulated, as she is able to communicate her wants and needs effectively, demonstrating the positive impact of tailored, interest-led interventions.*

- Pupils' learning needs are very well met through personalised curriculum pathways, adaptation 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)
- High quality teaching 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".*
- Teachers' accurate and thorough assessments which are moderated within school and across a cluster of schools, enable every pupil to make successful next steps in their learning. (See Moderation Meeting Records)
- 93% of parents/carers strongly agree or agree with the statement 'My child has access to an engaging and relevant curriculum' (March 2026).
- Over many years the school has encouraged and developed positive links with mainstream schools within the locality allowing for the sharing of good practise. 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 12months. 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'

'Training was very informative, good use of demonstration, eg bucket time. Good strategies used'

'I will be able to implement different strategies and have the knowledge to deliver interventions.

- 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 comments 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.

- In recognition of the excellent work in Physical Development, school achieved the 'School Sports Gold Award' (July 2026)

The school plays an active role as a member of the local GLD Primary Special School Sport Partnership to promote participation and enjoyment for our pupils in a range of events hosted by each school.

Areas for Development

- 75% of pupils will be secure in their ILP communication targets (using PECS, AAC devices, or speech).
- A strong culture of reading is embedded across the school through *'30 to 'read before you leave'*.

See School Improvement Plan 2026-2027.

Attendance & Behaviour: Exceptional

Our judgement is formed through analysis of our monitoring and evaluation systems, which include

- Analysis of Attendance Data & attendance meetings
- Learning Walks
- Behaviour Regulation Plans/Risk Assessments
- CPOM Logs
- DSL meetings
- Behaviour Regulation Team meetings.

Key Strengths:

Attendance

- Ofsted, April 2025, reported that *"The school ensures that pupils attend regularly. This is a key priority for the school as they recognise that pupils have a right to access the curriculum on offer. Currently, pupils' attendance is very positive. The school takes sensitive, effective action to ensure that pupils' attendance, where it needs to, improves over time. Governors keep a close check on pupils' attendance and challenge the school appropriately on the impact of its actions. Within lessons, pupils demonstrate incredible resilience. They persevere with activities, showing admirable commitment to their education"*
- We are committed to improving pupil attendance here at White Ash and highlighting to the whole community how regular attendance improves pupil progress. The introduction of the DfE Working Together to Improve Attendance in 2024 has highlighted for us the issue of holidays in term time. Holiday requests have reduced in 2025-26, from 38 to 34, suggesting a positive impact of the guidance. Each request is carefully considered and, where approval is granted, it is with the premise that they provide some learning opportunities and/ or complete the activities offered by school.
- Attendance continues to be monitored daily by the school Attendance Champion, Attendance lead/ Headteacher and Family Liaison Officer. Any concerns and subsequent actions are recorded on the Child Protection Online Monitoring System (CPOMS).
- School works closely with the LA transport team regarding attendance and behaviour, resolving any issues that may be preventing transport. Risk assessments are completed in liaison with home and school leading to successful transitions.
- Attendance is a key part of the DSLs role and therefore discussed as part of their daily monitoring and fortnightly team meetings. We also attend the School Safeguarding Team Designated Senior Lead drop in sessions, LA HT Briefings and annual Safeguarding Conference which cover key aspects of attendance.
- Termly monitoring meetings are held with the Headteacher, Attendance Champion and our allocated LA School Attendance Consultant, where we share our data and discuss any issues such as any persistent absentees.

- The school's target for attendance is 90%. Our school attendance is consistently above the national average for special schools which was 87.04% in 2025-26. The average across the 29 Special Schools in Lancashire was 88.4 in 2025-26. In 2023-24 it was 91%, in 2024-25 it was 90.3% and in 2025-26 it was 90.3%
- At the beginning of the academic year all pupils are given this attendance target to work towards. For those pupils with significant and complex medical needs (3 pupils), we create a separate cohort which we monitor separately. We fully understand how health issues can impact their attendance.
- We have one part time pupil following a full year of ill health with multiple hospital admissions. A hospital education was provided during this time. He is currently at home receiving 12 hours daily dialysis. He is provided with home learning activities and the class teacher is in regular contact. The family are also supported by a wide range of professionals via regular CIN meetings. The Family Liaison Officer attends the home regularly to check in and offer support.
- We liaise regularly with parents regarding attendance and offer support and guidance around aspects such as good routines, sleep and make referrals to health professionals via the school nurse.
- Parents/carers are informed either via telephone call or face to face if their child's attendance and/ or timekeeping is becoming a barrier to learning. A letter is sent if their child's attendance had fallen below 90% and no improvement seen during the monitoring period. Within this letter we also offer support to these families as there may be barriers unknown to us. If no improvement is made, we meet with parents and, where necessary, the LCC Attendance Consultant.

Behaviour

- All staff have received training on understanding and supporting behaviour at induction and throughout the year.
- A comprehensive induction plan is well established to ensure the safety of pupils, staff and that the complex care and medical needs of all pupils are met.
- All staff have undergone training on Trauma and are aware of the impact of trauma on children. (Nov 2025 & Jan 26)
- The implementation of the Thrive approach across the school to support pupils' social and emotional development, leading to improved emotional regulation, engagement in learning, positive behaviour and readiness to learn. All staff have had training on Thrive in June 2025.
- To further develop the role of our Thrive practitioners to provide targeted 1:1 and small-group support, enhancing pupils' emotional wellbeing, self-regulation, and readiness to engage in learning.
- Following the successful implementation of a research project last year on *'How is Thrive being used to foster positive relationships and emotional well being within the classrooms and wider school life?'* we have planned *research* with a focus on *'How does a consistent sensory regulation approach across the school influence pupil engagement and participation in learning?*
- All staff are trained in Sensory Processing and Emotion Coaching which has a positive impact on their ability to help the pupils manage their behaviours and access learning more effectively.
- 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."*
- Identified pupils who require additional support with regulating their behaviour and well-being have a 'Behaviour Regulation Plan'. The plan identifies the triggers and what the agreed strategies are that will be implemented. The plan is devised by the class teacher and support staff who know the pupil extremely well. They are discussed regularly and reviewed as required by Parents/ Carers, Behaviour Lead, Headteacher and all class staff.
- Behaviour Incidents and the use of Restrictive physical intervention and seclusion are monitored closely by the Behaviour Regulation lead and Team Teach leads. Parents now receive a written

report on the day alongside a telephone call to disc the events leading up to the incident. The BR Lead has provided a written format, advice and support to all staff. This was also offered to parents.

- Pupils are provided with a range of strategies to manage their own behaviours and sensory regulation. This reduces the need for physical intervention as pupils' progress through school.
- Teachers have embedded opportunities for active learning and movement breaks within their lessons.
- 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.
- 86% of pupils surveyed report that they feel safe at school (Pupil Questionnaire, February 2026). Pupils feel safe because adults understand them exceptionally well and the school provides a consistent, predictable routine that supports their emotional security and wellbeing.
- 97% of parents/carers strongly agree or agree with the statement 'My child is safe at school'. (Parental Questionnaire - March 2026)
- 93% of staff strongly agree or agree with the statement 'Children are safe at this school.' (Staff Questionnaire – March 2026)
- 93% of parents agree or strongly agree with the statement 'White Ash understands and responds to the needs of my child' (Parental Questionnaire – March 2025)
- 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.
- Our highly experienced HLTA supports identified pupils through weekly 1:1 or small-group interventions across all areas of learning, including English, Maths, Communication, Life Skills, Mobility and self-regulation. The impact of these interventions is high; in 2025-26, 100% of pupils accessing these interventions were secure in their ILP targets.

Areas for Development

- Promote regular attendance, over 90% for pupils.
- Leaders and staff make sure that restrictive physical intervention is used as a last resort, and that these incidents are analysed carefully to minimise the need for the use of force
- New whole school Behaviour lead to embed his role
- Thrive lead to drive the implementation of Thrive across the whole school to support the mental health and wellbeing of pupils

See School Improvement Plan 2026-2027

Quality of Personal Development & Wellbeing: Exceptional

In making this judgement leaders have considered the extent to which the school experience for our pupils is holistic and supports their overall health and wellbeing. This includes:

- A wealth of enrichment opportunities such as adventurous activities through Sporting NRG including bushcraft, canoeing, archery, residential and day visits to an outdoor centre, sensory regulation sessions at a Sensory Gym, Adventure City for our ambulant yet unsteady learners, additional swimming for regulation. We also have a farm onsite annually as part of our wellbeing offer.
- An Equality Action plan which has been updated to reflect the needs of school.
- Planned opportunities throughout the school year to promote SMSC development
- An active Pupil Parliament with an Attendance Champion.
- Life Skills and Behaviour for learning embedded throughout daily school life.
- A PSHE curriculum that incorporates age-appropriate understanding of healthy relationships through relationships and sex education, how to recognise online risks and use technology safely
- Personalised MOVE to Handle Plans
- Introduction of the 5 Healthy Aims and enhanced opportunities to be active during the school day
- Improved school environment with the addition of new trim trails, a wheelchair swing and an extension to the lower school outdoor area, to include a LOtC/ sensory regulation space for each of the 3 classes.

Key Strengths

- The personal development of pupils is at the heart of everything we do.
- We are passionate about developing pupil independence with opportunities throughout the school day to promote Life Skills, Physical Development and Behaviour for Learning. As a result of this pupils are better prepared for their next stage in education and life beyond school.
- 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.
- Outdoor learning significantly enhances pupils' self-esteem, promotes pupil progress and the development of life skills.
- The school has a clear focus on promoting pupils' wider development. It has put tremendous effort into ensuring that pupils develop healthy living habits. For example, the school's 'five healthy aims' have brought a focus to this. Pupils enjoy opportunities to visit places in the local community to help prepare them for future life. These include visiting a shop with a shopping list that they have prepared, to learn how to buy food. Pupils go on overnight stays that help to develop their independence.
- All pupils participate in regular visits within the local and wider communities including local libraries, cafes, shops, nature reserves, farms, zoos, play centres and museums.
- Additional focused physical interventions also utilise local facilities such as the Sensation Gym, Adventure city.
- Engagement with community groups include Oswaldtwistle Church, Brave Church, Rotakids, River Trust, Sporting NRG and Lancashire Cricket Foundation.
- The curriculum and pupils' learning are regularly extended through enrichment activities. Adventurous outdoor activities are provided for all pupils throughout the year through day visits and on site sessions. Residential holidays are provided for pupils in upper Key Stage 2.
- School has an active role in the GLD Special School Network where pupils can participate in a range of sporting events such as dance, MATP, athletics, orienteering, and football.
- Pupils' physical wellbeing is a priority at White Ash with daily morning activities such as the Daily Mile and Sensory Processing. Regular movement breaks are incorporated throughout the school day. We achieved the Lancashire Quality Award for Physical Development in July 2026 in recognition for the high quality physical opportunities we provide for all the children.
- The research project in *'What is the impact of outdoor play on children's overall development and well-being?* was highly successful as highlighted by staff during their presentation in June 2026.
- The 5 Healthy Aims are promoted daily and pupils are encouraged to make healthy choices.
- We have also introduced the new School Food Standards including healthier lunch options to increase fibre, reducing sugar, salt & fats.
- Links with local mainstream provision 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.
- The Mobility Opportunities Via Education (MOVE) program is incorporated into daily activities. MOVE targets are developed in partnership with pupils, parents/ carers, Physiotherapist, and class practitioners.
- *'Z has been practising walking. He has the skills to step forward but lacks confidence to do this with independence. Staff have been building up his confidence with scaffolded support that is slowly being withdrawn'*
- *'J has come on leaps and bounds since starting school in Autumn. He now no longer needs a walker and is cruising on the furniture less than last term. J is now working on walking up inclines with less independence'.*
- *'Z started school walking but lacked core strength and confidence to walk upright. He is working on developing balance, confidence and core strength which is helping him to stand upright'.*

- 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.'*
- 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."*
- 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. *'Hydro has given F confidence in water and also given her a new source of freedom. It benefits her muscle tone and relax her'.*
- 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. *'N does a great job running the hydro groups, she has a great routine to integrate therapy with fun. J has come on so much with his confidence, and his ability to mobilise in the water, including his last session where he swam 2 meters independently. She brings a great attitude to the group and is always looking for ways to improve and adapt to bring out the best of the kids abilities'.*
  'T absolutely loves the sessions and not only has it helped her mobility it has also helped wither confidence. She is walking in and out of the pool with support and also getting into the pool independently from the side of the pool. N is wonderful and always send little updates with photos/ videos – which I absolutely love receiving 😊 '.
- The school nurse is proactive in the delivery of training to meet the health needs of all pupils. Regular Paediatrician, Dietician, Vision and Bowel & Bladder clinics are held in school and supported by class staff.
- Outstanding partnership with parents impacts very positively on children's behaviour and welfare.
- 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.
- 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 B's life but all of us as a family, including his sister – Thankyou", "C is extremely helpful and in particular when discussing Holiday summer club – she is friendly, understanding and an asset to White Ash".*
- Vulnerable families are provided with practical and emotional support by the Family Liaison / Safeguarding Officer; this work is a strength of the school.
- The 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".

- Transition to secondary school is tailored to each pupil's individual needs. Year 6 pupils take part in planned transition days at their new schools, accompanied by familiar staff to provide continuity and support. Teachers from the receiving schools also observe pupils at White Ash, gaining valuable insights from staff who know the pupils well, ensuring a smooth and well-informed transition.
- White Ash School has links with Broadfield School which is our feeder Secondary Specialist School for pupils with Generic Learning Difficulties. We attend regular events at the school, mainly with our year 5 and 6 pupils, to allow them to familiarise themselves with the building and staff. This includes Pendle Community High School, Ridgewood in Burnley and Tor View in Rossendale.
- Transitions within school are planned carefully to ensure the process goes as smoothly as possible. Class teachers, Teaching Assistants liaise closely to pass on pupil progress records, likes and dislikes, methods of communication and any health or therapy programmes. Class teachers have the opportunity to observe their new intake and 'get to know' them by visiting them within their familiar surroundings (class). Teachers are also given the opportunity to network and 'handover' on nominated days after school.
- For pupils entering the EYFS or main school classes, we liaise closely with nurseries, child minders, Health professionals and mainstream schools. The class teachers visit the new pupils in their setting prior to transition to observe and gather essential information. The class teacher/ HLTA also attends all transition meetings for these new pupils.
- Entry into the EYFS is phased to allow each pupil to settle and ensure the curriculum is tailored to their specific needs.
- All new pupils coming into school will be invited to a starting school meeting with either the Headteacher/ Deputy Headteacher/ Assistant Headteacher with the class teacher and, where relevant, the school nurse. An introduction to the Family Liaison Officer is also made. At this meeting the Induction Pack, which is sent home prior to the meeting, will be discussed and provide the opportunity for essential questions to be answered and hopefully any anxieties addressed. This visit serves to provide the parents with a point of contact prior to the child starting school in order to establish a close working relationship.
- 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. *Ofsted, April 2025, reported 'The school ensures that pupils develop their understanding of different fundamental British values. For example, pupils are very proud to be members of the 'Pupil Parliament'.*
- 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.
- *Ofsted, April 2025, commented that 'The school puts significant emphasis on developing its workforce. Staff appreciate the support that they get from the school to manage their workload'.*

Areas for Development

- Introduce the new Relationships and Sex Education curriculum with relevant content for each phase of learner.
- To successfully gain re-accreditation for the Equality Mark
- To achieve the MOVE Silver award.
- To introduce the new DfE Food Standards to promote health.

See School Improvement Plan 2026-2027.

Quality of Early Years Education: Exceptional

Intent

- Our EYFS curriculum is ambitious because it comes directly from the children's interests and fascinations.
- The curriculum embeds all four principles of the of the EYFS Framework (Unique Child, Positive Relationships, Enabling Environment and Learning and Development).

- The curriculum is child led, developmental (small steps of learning) and builds on existing knowledge and skills.
- It provides our youngest pupils with the skills and knowledge that they require to move onto their next curriculum pathway.
- 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.
- Continuous Professional Development and reflection time is planned to ensure a highly skilled team.
- Supervision is embedded within the Early Years provision and focuses on strengthening Safeguarding procedures, improving staff wellbeing, 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, CPD, research projects and Early Years Quality Awards.

Implementation

- Communication and language is prioritised as a crucial life skill. A total communication approach includes a range of activities such as intensive interaction, use of symbols, choice boards, Makaton, TaSSels and AAC. We have an extremely proactive SALT who knows our children well and provides support and advice alongside identified Communication leads.
- Children's physical development is promoted through daily physiotherapy and MOVE activities as well as weekly Rebound Therapy and Hydrotherapy sessions. There is regular liaison with the school Physical Development Team as well as Physiotherapists and Occupational Therapists.
- Children on the pre-semi formal pathway attend a weekly PE session in the school gym however, continue develop their physical skills throughout each school day with sensory processing opportunities and a range of fine and gross motor tasks. Our EYFS department was awarded the Physical Development Quality Award in Summer 2025.
- The outdoor provision has been imaginatively enhanced with climbing equipment, sheltered areas, bike tracks and dedicated mud kitchen areas which provide rich and stimulating experiences with a range of learning, physical development and sensory regulation opportunities. There is access to the outdoors in all weather conditions with waterproofs and wellingtons provided.
- Highly personalised learning opportunities promote rapid progress, where children are highly motivated, eager and curious about their learning. Identified children attend specific interventions to meet their individual needs such as; talk first, Thrive, Fun with Food and RISE.
- Effective baseline assessments of all children on entry to the EYFS. All children are assessed using the RBA and either the White Ash EYFS Progression Document or the White Ash Sensory Curriculum. This informs us if they follow the Pre-semi formal pathway or the Informal 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.
- All children in EYFS are allocated a key person. This essential relationship ensures all children have a smooth and thorough transition into White Ash. Key people support class teachers through effective communication with parents and carers to guarantee all children feel settled and safe. Key people are responsible for collecting evidence towards children's ILP targets through the use of EFL and complete termly snap shots to show progress across all areas.
- Links are established with local EYFS providers to ensure a smooth transition for the new children coming to school. Nursery visits and transition meetings conducted by EYFS teachers and SLT support this process.
- Excellent 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. A parent commented *"My twin boys have done so well. Since starting at White Ash. One has started walking, and both are trying to talk. They love school and can't wait to go in the morning. The school has also been supportive of us as a family"*

- Parents are continuously involved in their child's education through daily Class Dojo messages, EHCP review, Parents Evening, Termly Reports, Open days, Parent workshops and shared Parents as Early Education Partners (PEEP) sessions.
- Very strong partnership work by the Family 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 and Stanhill Pre-school.
- 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, Mobility groups and Wheelchair Dancing.
- Input from specialist teachers including HI, VI and the school MSI lead enable the diverse range of children's needs to be met within the context of a team around the child.
- 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 and Thrive, children are given time and empathy to understand their own emotions with a clear and consistent approach and personal resources i.e. signing feelings, using emotion cards and objects of reference.
- Children's achievements are constantly celebrated through praise and encouragement, Lucky Leaves and weekly Wow of the week certificates.

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.,
  "I feel lucky every day for J attending here. The support from the staff is amazing. Communication every day to tell me what he has been doing. We have seen a big improvement in his attention and speech"
- 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.
  "R has become a lot more understanding he will understand basic instructions now like close the door, come here and shower time he has started this recently and he also helps pick up toys of the floor after play time. A lot of my family have seen a difference in him and say he's become a lot more calmer"
- 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.,
  "H's speech has become so much clearer and she is more able to tell us what she needs/wants etc."
- Children begin to develop resilience and take pride in their achievements for example,
  "H is also showing more interests in different foods. She will ask to try something that you may be eating .. or she will get something from the fridge to try.. she will explore foods offered to her although she might not eat it!!
- Children begin to manage their own feelings and behaviour, understanding how these have an impact on others for e.g., *"She has shown more interest in joining in with her brother and sisters at home. She is also getting better with some of her behaviours… e.g not throwing things or trashing the house.. she seems so much more settled and has very few meltdowns .. meltdowns don't seem to last as H can bring herself round and calm herself with some support and lots of cuddles"*
- Children begin to develop the transferable skills needed to continue their educational journeys for e.g., *"R loves school he's always so so happy to go school in fact on the weekends he cries cause he wants to go school, thank you for everything and the big improvement in R's behaviour an having him come home happy" and "Thank you so much for everything you have done for H and giving her the best start to school life… she is just the most cheekiest, loving little girl and we know she will continue to shine throughout her school journey"*
- Teaching is consistently outstanding and children's needs are effectively met by highly experienced and skilled practitioners.

Summary of teaching and learning observations in EYFS 2023-2024

- Excellent learning environment, prepared to promote child and adult led learning.
- Personalised planning & delivery to meet the individual needs of all children
- Highly effective support from Teaching Assistants with an in-depth knowledge of all children in the group.
- All children were engaged and motivated in their own learning
- Total communication approach including Makaton, PECS, Communication boards.
- Behaviour Regulation activities with children personal sensory diets included in the session Parent/Carer Comments

Summary of teaching and learning observations in EYFS 2024-2025

- 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.
- 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 visuals.
- Behaviour Regulation activities with children and sensory regulation plans included in the session

Summary of teaching and learning observations in EYFS 2025-2026

- Thorough planning with a wide range of motivating activities to promote curiosity and subsequent learning.
- Exceptional planning with multi sensory experiences for the most complex learners.
- All staff demonstrated an in depth knowledge of the children's needs therefore offering highly personalised learning opportunities.
- Opportunities for adult and child led activities.
- Enthusiastic staff to motivate and engage the children.
- Well organised environment and routines.
- Pupils make excellent progress.

Areas for development

- To improve outcomes in early mathematics through high-quality, consistent EYFS provision
- To strengthen communication and language development through consistent, embedded approaches across EYFS.
- To enhance children's physical development, motor skills and readiness for learning through high-quality daily experiences and accurate assessment.
- To improve children's social interaction, play skills and engagement through targeted support and inclusive practice.

See School Improvement Plan 2026-2027.

Leadership and Governance: Exceptional

Key Strengths

- Ofsted, April 2025, reported that '*Oswaldtwistle White Ash School has taken effective action to maintain the standards identified at the previous inspection' and that 'The school is not complacent. It continuously seeks ways to make further improvements to the education and care that it provides to pupils. This self-reflection and the subsequent actions have ensured the continuing success of the school. Staff are incredibly proud to work at the school. The school puts significant emphasis on developing its workforce. Staff appreciate the support that they get from the school to manage their workload'*

- 90% of parents stated they would recommend White Ash to another family (Parental Questionnaire – March 2026)

- Parents have reported that White Ash *'White Ash and its teachers/staff is an excellent school and the best place I could have chosen for my lad. Thanks to all who work there ★★★★★' and 'All honest strongly agrees to all questions, all aspects of the school is incredible, and I can't raise any issues or even any room for improvements!'* (Parental Questionnaire - March 2026)

- There is a clear vision for the school which is embedded through the school's motto. Ofsted, April 2025, reported that '*There is no ceiling placed on what pupils can achieve at Oswaldtwistle White Ash. The school truly lives out its motto 'Together, anything is possible.' It ensures that from pupils' very first day in school, they receive a curriculum which is broad, ambitious and allows them to develop important knowledge and skills*
- The Headteacher is a very experienced senior leader and led the school at its previous outstanding Ofsted inspection. She is a designated Specialist Leader in Education for Assessment and PMLD and an advisor within the local Inclusion Hub to help support pupils with SEND within the local area.
- The SLT has been further developed since the previous inspection. There is now an established Deputy Headteacher who was previously an Assistant Headteacher within school. She has recently achieved her NPQH qualification and is a highly effective leader.
- Since the last inspection we have appointed a new Assistant Headteacher (April 2026), EYFS & Lower School lead and an Upper School and Behaviour lead (Sept 2025), all from within school. The EYFS & LS lead has successfully led the EYFS provision for the past 2 years therefore has many skills to offer lower school. The AHT & US leads are developing their skills.
- The 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 and 3 teachers began their careers at school as Teaching Assistants and have been promoted over many years. We also have 1 Teacher Apprentice and 2 unqualified teacher who were also TAs.
- *Ofsted, April 2025, reported that 'Staff are incredibly proud to work at the school. The school puts significant emphasis on developing its workforce'.*
- The school supports staff through building capacity in the timetable to release them to complete higher level learning:

- 2 teachers completed an NPQ in Teaching & Learning Jan 2025.

- The SLT and governors are committed to attracting, employing and retaining high quality staff at all levels.
- We have a focus on enhancing staff wellbeing and reducing workload.
- 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 monitoring of the education provided in school which is resulting in better outcomes for pupils.
- The SLT continuously reflect and review the curriculum to meet the needs of the changing intake year on year in order to provide all pupils with a broad, balanced and relevant curriculum.
- 100% of staff strongly agree or agree with the statement 'I am proud to be a member of staff at this school. (Staff Questionnaire - March 2026). 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 and 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 substantial and sustained 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 exceptional, 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 area.
- All Governors complete a 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.
- Pupil Premium funding is focused on the provision of a wide range of research informed 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

- Develop the newly appointed Assistant HT.
- Embed the role of the Upper school lead to have the skills, confidence & competence to be an effective leader.
- Leaders at all levels to actively foster a supportive workplace culture to protect staff from unnecessary stress and harassment.
- Develop the knowledge and skills of the existing & new Governors

See School Improvement Plan 2026-2027.