

School Self-Evaluation Form (SEF)

Willow Park School

Version 1: 25th June 2025

Part 1: Quality of Education Provided

Evaluation: Requires Improvement – Improving

Since the December 2024 inspection, Willow Park School has undertaken a significant curriculum review to better meet the needs of its pupils, all of whom have EHCPs. The school has introduced a new synthetic phonics programme (Monster Phonics) and is in the process of revising its curriculum using the Equals framework, tailored to the specific needs of its cohort.

Curriculum maps are being audited and adapted to ensure progression and relevance, with personalised pathways linked to EHCP outcomes and pupil interests. A communication-first approach is being embedded through updated policies and the use of AAC, visual supports, and total communication strategies.

Teaching is becoming more responsive to pupils' individual needs. Weekly planning formats now include communication strategies, sensory needs, and EHCP targets. The Willow Park Roadmap is being used to baseline and track pupil progress, and Pupil Passports are being implemented to guide personalised teaching.

In order to further improve individual provision, The Senior Leaders have planned for staff to receive CPD on adaptive teaching and communication strategies, and lesson observations are being conducted with feedback loops. Lesson Study partnerships with local SEND schools are planned to further develop practice.

While consistency is still developing, the school has a clear strategy and is actively monitoring progress. The quality of teaching is expected to improve significantly by the end of 2025.

Evidence: Curriculum Policy, Curriculum Maps, Equals Framework documentation, Monster Phonics planning, Willow Park Roadmap, Pupil Passports, Planning formats, CPD records, Lesson Observation forms, Meeting minutes, Action Plan, Ofsted progress monitoring report, Long term plans, Medium term plans, weekly plans, Tapestry Records.

Part 2: Spiritual, Moral, Social and Cultural Development

Evaluation: Met

The school promotes pupils' spiritual, moral, social and cultural development through a well-sequenced PSHE curriculum, celebration of individual achievements, and inclusive practices. Pupils learn about themselves, their feelings, and how to be a friend. Visits to local places of worship and community engagement activities support cultural awareness.

Evidence: PSHE Curriculum documents, Planning records, Pupil Passports, Celebration records, Visit logs, Photographs, Staff meeting minutes, School newsletters.

Part 3: Welfare, Health and Safety of Pupils

Evaluation: Requires Improvement – Improving

Safeguarding remains a strength of the school, with effective policies and procedures in place. However, the school was found not to have written risk assessments for pupils with specific health needs (e.g. pica, dysphagia) during the May 2025 inspection.

In response, individual risk assessments have been developed and incorporated into Pupil Passports. Whole-school risk assessments and the Risk Assessment Policy are being reviewed and updated, with SEND-specific considerations included. INSET training has been delivered to ensure staff confidence in managing these risks.

A risk register has been established for termly review, and SALT/OT advice is being integrated into behaviour plans and risk assessments. These actions are expected to fully meet the standard by Autumn 2025.

Evidence: Risk Assessment Policy, Individual Risk Assessments, Pupil Passports, INSET training records, Risk Register, SALT/OT reports, Behaviour Plans, Safeguarding Policy, Inspection Reports, Meeting (Attendance, Behaviour, Annual Review) minutes, Educational Visits planning.

Part 4: Suitability of Staff, Supply Staff, and Proprietors

Evaluation: Met

The school ensures that all staff and proprietors undergo appropriate pre-employment checks. This extends to volunteers and work experience students also. The single central record is maintained accurately and reviewed regularly. Staff receive safeguarding training and updates in line with statutory requirements.

Evidence: Single Central Record, Safer Recruitment Policy, Safeguarding Training logs, Personnel Files, Volunteer records, Agency Records, Staff induction documents.

Part 5: Premises of and Accommodation at Schools

Evaluation: Met

The school premises are safe, well-maintained, and suitable for the needs of pupils with SEND; and for the number of pupils on roll. Risk assessments are in place for the environment and activities (as well as the newer ones for specific SEND considerations). Facilities support the delivery of the curriculum and promote pupils' well-being.

The school has a capacity of 20 pupils but Directors and senior leaders have agreed that the single classroom is not suitable for that number of pupils. As such, Directors are in the process of planning for a new two-storey building to extend the site and enable more pupils to attend the school. There is no material change planned.

Evidence: Premises Risk Assessments, Maintenance logs, Site plans, Health and Safety Policy, SEND-specific risk assessments, Director meeting minutes, Planning documents.

Part 6: Provision of Information

Evaluation: Met

The school provides all required information to parents, carers, and other stakeholders. The safeguarding policy is published on the website and aligns with statutory guidance. Policies are regularly reviewed and ratified by the Directors.

Evidence: School website, Safeguarding Policy, Policy review logs, Director ratification records, Parent communication logs, Newsletters, Tapestry (observations of learning shared with parents).

Part 7: Manner in which Complaints are Handled

Evaluation: Met

The school has a clear and accessible complaints policy that complies with the Independent School Standards. Complaints are handled promptly and fairly, with records maintained in line with regulatory expectations.

Evidence: Complaints Policy, Complaints log (if applicable), Correspondence records (if applicable), Meeting minutes (if applicable), Parent feedback forms.

Part 8: Quality of Leadership in and Management of Schools

Evaluation: Requires Improvement – Improving

Leadership has shown strong commitment to improvement. A new leadership structure was introduced in April 2025, separating strategic and operational roles. The school's action plan was accepted by the DfE in March 2025 and is being implemented with rigour. A new, updated action plan has recently been submitted to run during the summer and autumn of 2025.

Policies are being reviewed and ratified, and the Intent, Implementation, and Impact Statement has been updated to reflect the school's evolving curriculum. Directors are seeking further training on the Independent School Standards and are increasingly involved in curriculum understanding and scrutiny. The director responsible for Admissions is also a trained SENDCo and provides vital leadership support to the Head teacher (SENCo).

Communication between staff has improved through multiple channels; staff receive weekly bulletins and, since February 2025, pupil progress meetings have been held regularly to triangulate evidence and inform planning. Learning walks and planning scrutiny are embedded to monitor curriculum delivery and pupil engagement.

The school leaders communicate effectively with the school's small community of parents and carers by providing monthly newsletters, daily updates on Whatsapp, daily observations onto Tapestry, parents meetings, Annual reviews, Behaviour support meetings, Attendance support meetings and End of Year Reflection meetings

Leadership is now more focused, strategic, and responsive. While the standards are not yet fully met, the trajectory is positive and well-supported by evidence.

Evidence: Leadership structure documentation, Action Plans, Policy review logs, Intent/Implementation/Impact Statement, Director training records, Staff bulletins, Meeting minutes, Learning walk records, Planning scrutiny logs, Parent communication records, SEF document.