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## WILLOW PARK SCHOOL

Dream. Believe. Exceed

☎ 01788 524683



[www.willowparkschool.warwickshire.sch.uk](http://www.willowparkschool.warwickshire.sch.uk)

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# Self Evaluation Form

## 2024-25

*Updated July, Aug, Sept, Nov, Dec 2024, May 2025*

## Context

### School context

Willow Park School is a SEND (Special Educational Needs and Disability) non-association independent school for primary aged children aged 5-11. Our children are referred to us from the Local Authority through us being named in Section I of EHCPs, providing that all stakeholders are in agreement that we can provide a suitable education. We specialise in supporting children with SEND including those with Autism and Speech, Language and Communication needs. As of May 2025, **we have 12 pupils on roll.**

Pupils are admitted through Warwickshire and neighbouring Local Authority Inclusion Panels, at any point throughout the year. All pupils have an Education, Health & Care Plan (EHCP) so every pupil receives a differentiated and bespoke learning curriculum tailored to their individual needs and based upon assessment for learning. Initial baseline assessment demonstrates our pupils are functioning significantly below national Age-Related Expectations. Ongoing assessment shows that this cohort of pupils continue to make at least expected progress in relation to their starting points. As a school we make good use of our current facilities with a view to expanding and developing them as the school grows. Teaching expertise results in pupils making good progress in English, Maths, Science, and Physical Education.

We believe the Leadership Team demonstrates the capacity for sustained improvement. The Directors have successfully opened the school, admitting the first pupils during the Spring term of 2024. Recruitment of high-quality classroom staff has been a focus and we have a good mix of effective teaching assistants and a very experienced teacher of SEND. Furthermore, in July 2024, the Directors recruited a Principal with vast experience and a track record of school improvement to help shape the strategic direction of the school. The Principal brings 15 years of experience as a Head teacher, Executive Head teacher and Head of a Teaching School. In April 2025, a new Head teacher joined the school to enable the Directors to take a more strategic approach to school improvement.

All pupils, irrespective of race, gender or disability make good progress at Willow Park. We value our British culture and celebrate our heritage by having regular discussions, focused assemblies, and a diverse range of books, our topic based curriculum allows for the values to be embedded into our curriculum. Staff engage students in conversations about values during classroom discussions, circle time, and one-on-one interactions. Our assemblies feature themed presentations, and student participation to highlight values like democracy and mutual respect. Additionally, we use carefully selected books that emphasize fairness, respect, and tolerance, helping students understand and appreciate diversity and ethical decision-making. This comprehensive approach ensures that British values are integrated into the daily lives of our students.

We use Appraisal of all staff to match skills and aspirations to roles and responsibilities to drive forward our strategic outcomes. Our new Leadership Team has enabled us to secure effective improvements in all aspects of our Admin, especially regarding safeguarding.

We believe strongly in appraisal and CPD, with the intention to promote opportunities for staff to visit other schools and observe best practice, attend courses and relevant training, alternate roles and responsibilities in school and receive advice, support and mentoring as required. The impact of this is evidenced through excellent staff morale, attendance, welfare and the positive feedback we receive through the formal and informal appraisal processes. It is also evidenced by the professionalism and working relationships which have continued to develop.

The Directors (Proprietors) of Willow Park School are Kim Preston and Olly Preston.

### Progress since the last Inspection Report

The school's first Ofsted inspection took place from 3-5 December 2025. In the report it was noted that "The school is determined to provide pupils with the best possible educational experience in a nurturing environment. School leaders, including the proprietors, continue to develop their school and are always looking for ways to improve pupils' learning. They understand how every pupil is an individual."

However, there were a number of the Independent School Standards that it was considered the school was not yet meeting:

### Part 1. Quality of education provided

■ 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school -

3(c) involves well planned lessons and effective teaching methods, activities and management of class time;

3(d) shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons.

### **Part 8. Quality of leadership in and management of schools**

■ 34(1) The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school –

34(1)(a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently;

34(1)(b) fulfil their responsibilities effectively so that the independent school standards are met consistently.

### **Outcomes since this time...**

The school drew up an action plan to focus on the above areas and have achieved the following outcomes:

#### Improving planning of lessons:

From Planning scrutiny:

- All core curriculum lessons have objectives for all individual pupils
- Planning is annotated and this annotation clearly impacts on decisions made about future lessons

From Learning walks:

- on at least 4 occasions, phonics teaching is differentiated to meet the needs of all pupils (I.e. Phase 2 children learning phase 2 sounds whilst others work on phase 1)
- As part of planning scrutiny, learning is timetabled into smaller chunks and individual and small group sessions for phonics each week
- At least 10 examples of lessons where objectives for individuals match assessment evidence to be found on Tapestry\*
- At least 3 examples for each pupil (in a sample of 3) of progress against EHCP targets on Tapestry

#### Improving the use of communication aids:

- The school has purchased 4 tablets and headphones
- The school has at least 2 AAC apps for pupils to use

#### Improving Phonics and Reading teaching:

- Phonics planning identifies individual and small group objectives on at least 4 occasions.
- All pupils have 2 reading books:
  - One book of interest, with words, that is read to them by an adult
  - One with/without words (depending on their phonics phase)
- Records show that pupils read their phonics linked book with an adult in school at least twice a week
- All pupils show evidence of sharing these reading books at home (on at least 2 occasions for each pupil)
- Pupil's assessment in phonics (new phonics trackers) matches pitch of learning in planning (identified through planning scrutiny)

#### Improving Leadership and Management:

- At least 10 learning walks have taken place
- At least 8 examples of feedback leading to improvement in practice
- At least 6 improvements to planning processes can be evidenced over time

- Implementing new Phonics Scheme (Monster Phonics) – including all relevant staff training
- Pupil's assessment in phonics (new phonics trackers) matches pitch of learning in planning (identified through planning scrutiny)
- At least 4 examples of next steps identified for (sample of 3) pupils through Pupil Progress meetings
- At least 4 examples of evidence of progress against EHCP targets on Tapestry (for the same sample of children)
- The teacher(s) and TAs have all had at least 4 hours of phonics and maths training.
- The teacher(s) and TAs have all had at least 2 hours of AAC training
- At least 14 Makaton training sessions (15 mins) have happened as part of morning meetings and the recruitment of a Makaton trainer as a volunteer
- At least 6 examples of Makaton being observed during learning walks
- Recruit new Head teacher

Since the school opened, the Directors have had a hands-on role in the day-to-day life of the school. One of the Directors (Kim Preston) was the Head teacher until Easter 2025. Since this time, she has stepped away from the role of Head in order to focus more on the strategic direction of the school. A new Head teacher, Joel Baldwin, has started at the school to work under the mentorship of the Principal, Alex Smythe. The new Head teacher comes with specific skills and expertise around curriculum and Phonics and has been involved, to some extent, in the actions above.

- Written new assessment system 'Willow Park Roadmap'

### Further Improvements required...

- Tablets are seen to be used in at least 6 learning walks as a communication/maths/phonics/reading aid
- At least 6 examples of Makaton being observed during learning walks
- Children choose to use the voice output device on at least 6 occasions to demonstrate their understanding of the learning in reading and phonics sessions
- Phonics assessment tracking for pupils is evident at least weekly over a 6 week period. Progress is clearly identifiable for all pupils.
- New Assessment tracking system implemented and used in Pupil Progress meetings which subsequently identify that:
- The teacher is able to identify at least 3 forms for evidence for each of 3 children are accurately assessing development in maths and reading
- Write new Long and medium term Curriculum planning documents, suited to the needs of our pupils
- At least 4 examples of Long, Medium and short term planning linking together
- Create clear links between planning and assessment.

### Trends

One of our strengths is our vision and direction of travel to meet and protect the needs of our children. As we are a very small school, we can focus carefully on each child and meet their individual needs. We implement our own strategic plan to enhance the learning potential for our children at every available opportunity. We have always positioned ourselves as a 'primary school' first and foremost, inclusive in meeting the needs of our community, which happens to be that of learning disabled pupils. We do not perceive ourselves to be separate from the mainstream but part of a continuum of educational provision that responds to the needs of a discrete community.

We aim to work with existing communities of specialist schools and to contribute to the wider picture of specialist provision in the local area.

In terms of accommodation, we aim to respond to the increasing disabled and dysregulated population of pupils by continually adapting our building and resources. We started small, with one building housing an office, a reception space, a classroom, a sensory/breakout room, a kitchen, children's and adults' WCs including showering facilities. We recognise the need to expand the site in order to cope with the potential of increasing numbers of pupils. We anticipate pupil numbers will grow significantly over the next 2-3 years

and have a planning application for a new two storey building enabling us to accommodate our capacity of 20 children, providing plenty of both indoor and outdoor learning space.

### **Staffing**

The Directors of the school are Kimberley Preston and Oliver Preston and the school opened to pupils on 22nd Jan 2024 with capacity of 20 pupils. The school currently has one small class of pupils (Year 1 to Year 2) with a qualified teacher and at least 4 teaching assistants on each day.

We have the following Leadership Team:

- Principal (Alex Smythe) – responsible for ensuring the strategic direction of the school
- Head teacher (Joel Baldwin) – responsible for teaching and learning
- Business Manager and director (Oliver Preston)
- Director (Kim Preston)

Currently, the Head teacher shares the teaching of the class with another qualified teacher.

Our staff have opportunities both formally through appraisals, and informally to request training. Our annual whole school CPD is closely linked to our school strategic outcomes and results in an informed, well-trained and experienced workforce. We are in the process of supporting a Teaching Assistant's to move up the grades, with two of them completing HLTA training.

The Directors (who are also unpaid staff members) provide challenge and support to the Principal, the Head teacher and other school staff.

### **Resources**

We purchased our current premises, on the site of Newbold-on-Avon Rugby Club in 2022. We lease the land from the Rugby Club and the Directors purchased the building and had it built on the leased land. Once the building was in place, the outdoor space was developed. This is a work in progress as we look to provide a range of resources which complement our curriculum and provide pupils with both physical development opportunities and calm breakout spaces which can be used year round. The outdoor learning area has a positive impact on the quality of Outdoor Education and play we can provide. The area is disability-friendly in design and has the flexibility to bring the indoors out and the outdoors in.

At Willow Park School, our outdoor area is designed to be inclusive, engaging, and calming for all students. We have a spacious turf area perfect for various activities and a concrete ramp ensuring easy access for students with disabilities. A large tree on the premises adds a natural, calming feature, providing shade and a serene environment. The outdoor space is equipped with a variety of toys, including a climbing frame, a chalkboard table, tuff trays, a slide, small ride-on cars, bean bags, and chairs. To create a sheltered and soothing space, we've utilised a parachute that gently blows in the wind, enhancing the calming atmosphere for the children. For those who require movement for regulation, a trampoline provides stimulus.

### **Significant Partnerships**

The most significant school partnerships at Willow Park are our relationships with our Parents and Carers, the children and our school community. The overwhelming feedback we receive as a school from visitors is the 'sense of community' here at Willow Park, the 'sense of family', of support, the warmth and happiness throughout the building. We are proud of what we have established, but we are not complacent and we work at maintaining this ethos every day, every week, every year.

We are developing strength of partnership working with Health Professionals, Occupational Therapy programmes and Speech and Language Therapy programmes.

We have plans to strengthen our training links with the Universities and ITT providers and with other SEND schools.

### **Distinctive Features of the School**

One of the most distinctive features of our school is our commitment to create a school community that is warm, friendly and family focused, where relationships between the staff and children, staff and staff, and

staff and parents/carers should be 'outstanding'. The intimate size of our school enables us to deliver breadth and balance in our curriculum matched to the very individual needs of the learners.

Our inclusive and innovative offer for pupils with Autism and Speech, Language and Communication needs enables pupils to access a high quality, bespoke sensory and therapeutic curriculum. They are active participants in their learning and display increasing levels of engagement.

There follows a self-evaluation of the school based upon 5 key areas, followed by an Overall Effectiveness evaluation:

➤ Section 1 – Part 2 ISS

**Quality of Education**

➤ Section 2 – Part 3 ISS

**Behaviour and Attitudes**

➤ Section 3 – Part 4 ISS

**Personal Development**

➤ Section 4 – Part 5 ISS

**Leadership and Management**

**Including - Safeguarding**

➤ Section 5 – Part 6 ISS

**Early Years Provision**

➤ **Overall Summary**

Including Strengths and Key Areas for Improvement

## Section 1: Quality of Education

### Intent

- **Description:** Through our curriculum, teaching and learning opportunities, we intend to create an inclusive, nurturing, and stimulating educational environment where every child is empowered to unlock their limitless potential. We are dedicated to fostering independence, confidence, and a love for learning, ensuring that each child is equipped with the skills needed to thrive both academically and socially, thus enabling them to Dream, Believe and Exceed what otherwise might not be expected of them.

- **Evaluation:**

The curriculum Intent at Willow Park is ambitious and shared by all...

Descriptor	Evidence
<i>The curriculum is broad and ambitious for all pupils.</i>	<p>We have high expectations. We understand pupils' starting points (see Tapestry baselines) and we implement 1-page profiles and Child-Centred Development Plans.</p> <p>We are especially ambitious about pupils' personal development and understanding their journey to being as independent as they can be.</p>
<i>Leaders adopt or construct a broad, rich curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils, including pupils with SEND, the knowledge and cultural capital they need to succeed in life. Ofsted's definition of this is a curriculum that is of comparable breadth and ambition to the national curriculum.</i>	<p>We teach all NC subjects and build these around pupils' social and emotional needs.</p> <p>The schemes we use to build our curriculum are authentic and recognised schemes. We extract aspects from a variety of sources, alongside tried and tested therapies, to ensure our curriculum is relevant for <u>our</u> children.</p>
<i>Pupils study the full curriculum (as it is described in paragraph 2(2)(a) of the independent school standards); it is not narrowed. Where the school teaches a specialist curriculum, it also teaches the full range of subjects for as long as possible.</i>	<p>Curriculum Plans.</p> <p>We teach discrete literacy and numeracy lessons to children, led by the class teacher. All other subjects are built into the enabling environment of continuous provision.</p>
<i>The curriculum may undergo necessary changes (for example, following a review by leaders or to take account of COVID-19) and certain aspects may be more developed than others. Where this is the case, these changes do not prevent all pupils having access to an appropriately broad and ambitious curriculum. Where adaptations to curriculum breadth are made for particular pupils, there is a clear rationale for why this is in those pupils' interest, and, where appropriate, there is a clear plan for returning all pupils to studying the full curriculum.</i>	<p>Curriculum is constantly reviewed.</p> <p>Continuous provision has developed to a huge extent and now (see learning walks) provide a daily extension to the discrete sessions with children.</p>
<i>Reading is prioritised to allow pupils to access the full curriculum offer.</i>	<p>Reading is evident in all curriculum areas (e.g. English, maths, SALT)</p>



Descriptor	Evidence
A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge that pupils are taught when they are learning to read.	<p>Reading books and activities shared with parents are relevant and meaningful.</p> <p>Books are available and are shared with the children on a daily basis.</p> <p>The schemes of work that the school use is comprehensive and detailed, offering teachers the foundation to build appropriate, accessible lessons, ensuring progress is build upon (Leics CC QA visit – Nov 2024)</p>
The sharp focus on ensuring that younger children and those at the early stages of reading gain the phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning.	<p>There is a strong focus but our pupils generally remain at Phase 1 phonics which is about sounds in and around the environment. Where children are ready, they begin phase 2. <b>We need more displays of phase 2 phonics around the learning environment.</b></p>
The planning and implementation of the curriculum supports a strong impact on pupils' learning.	Curriculum plans designed to cover the a broad range. Plans especially support pupils social and emotional development, enabling them to flourish.
The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment across a broad range of career options.	See curriculum plans.
The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence.	<p>Learning is adapted to meet individual needs (see Child-Centred Development Plans).</p> <p>Sensory opportunities to help pupils access learning</p>

#### Evidence:

- Curriculum Intent, Implementation and Impact document
- Curriculum Policy
- EYFS Policy

#### Implementation

##### • Description:

At Willow Park School, our curriculum is delivered and assessed in a structured and dynamic manner by our dedicated class team. Teaching and objectives are presented through a variety of methods, ensuring that children have multiple opportunities to achieve their learning goals throughout each school day. These activities are repeated weekly to further embed the learning and reinforce key concepts.

Our approach to teaching and assessment is designed to help pupils embed and use knowledge fluently while developing their skills. We use engaging, varied activities that cater to different learning styles, allowing students to grasp and begin to retain information. Assessments are an integral part of this process and are meticulously recorded on Tapestry and within school books.

The class team reviews these assessments daily to identify any gaps in learning, enabling timely interventions to address these gaps the following day and throughout the week. This continuous assessment and feedback loop ensures that our students are consistently supported in their learning journey, helping them build a solid foundation of knowledge and skills.

##### • Evaluation:

The curriculum Implementation at Willow Park is **not yet effective** because we need to have clearer links between long, medium and short-term planning.



Descriptor	Evidence
Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support, including for those teaching outside their main areas of expertise.	<p>Staff know children's needs, likes and dislikes well.</p> <p>See Child Centred Development Plans</p> <p>Recruitment process</p> <p>See lesson observations</p> <p><b>Action for us following inspection: Individual members of staff training in Makaton, SCERTS intensive interaction, certain therapies</b></p>
Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary, without unnecessarily elaborate or individualised approaches.	<p>See lesson observations</p> <p>See Tapestry for evidence of checking understanding.</p> <p>See dynamic planning (ever changing); and evaluations</p>
Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.	<p>See lesson observation</p> <p>See Child-Centred Development Plans</p>
Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary work for staff – reflect the school's ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.	<p>We tend not to use any textbooks as they are not appropriate for our pupils.</p> <p>The environment inside and out is designed to provide space for the children to develop their self-regulation.</p> <p>Pupils' written work (as applicable) is in their workbooks/learning journeys. These are used well by staff to define next steps in learning.</p>
The work given enables pupils to achieve the aims and ambition of the curriculum, which is coherently planned and sequenced towards cumulatively sufficient knowledge.	<p>Willow Park Roadmap assessment / Checkpoints help staff to design steps in learning for the children and to assess where they are at (using small steps relevant to our pupils).</p> <p>We implement a range of tailored strategies and therapies to meet pupils' needs, sometimes supported by multi-agency services. We have a qualified SALT worker amongst the staff.</p>
Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.	<p>At a specialist school such as ours, it is very important for us to build the foundations and embed early learning skills and knowledge. Our pupils do not meet age-related expectations at the moment and that is why they are with us. As the years go by, we will continue to be ambitious about where we can move the children onto.</p>

Descriptor	Evidence
Teachers and leaders use assessment well. For example, they use it to help pupils embed and use knowledge fluently, or to check understanding and inform teaching, or to understand different starting points and gaps that have developed as a result of the COVID-19 pandemic. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.	<p>Tapestry shows assessment against the Checkpoints which provide relevant small steps targets.</p> <p>Assessment analysis provided to key workers support an individual response to on-going assessment outcomes.</p> <p>Assessment gap analysis helps improve planning; demonstrating gaps in provision</p> <p><b>We need to complete the assessments of all pupils using Willow Park Roadmap</b></p> <p><b>Inspection has shown us that we need to adapt work better to meet the needs of the most able pupils. As a school, we try to get all children engaged all at one time; this can be <u>reduced</u> by focusing on smaller groups of pupils working at the same branch. This is upon reflection as we have significantly. We also need to make individual targets (Willow Park Roadmap) explicit for individuals.</b></p>
Any remote education is well integrated within course(s) of study, and is well designed to support the wider implementation of the school's curriculum.	We do not need to implement remote learning but we work closely with parents to keep them informed about how their child is doing and what they can do to support at home.

#### Evidence:

- Lesson plans
- Teaching strategies
- Assessment records (Tapestry / Willow Park Roadmap)

#### Impact

##### • Description:

The outcomes of our curriculum at Willow Park School are improving, reflecting our commitment to delivering a comprehensive and effective educational experience. Our pupils consistently develop a foundation of knowledge, skills, and understanding, demonstrating significant progress in their academic and personal development, as well as towards their Education, Health, and Care Plan (EHCP) targets.

Our varied and engaging teaching methods, combined with regular opportunities for repetition and reinforcement, ensure that students grasp and retain key concepts effectively. Pupils show a deepening understanding of the subjects they study, exhibiting improved fluency in applying their knowledge across different contexts **relative to their starting points**.

The continuous assessment and daily review process allow for timely identification and addressing of learning gaps, ensuring that each child receives the support they need to succeed. This process is crucial for tracking progress towards each student's EHCP targets, which are tailored to their specific needs and are vital for their overall development. As a result, our pupils achieve their educational goals, often surpassing expected milestones.

Progress towards EHCP targets is a central aspect of our curriculum, ensuring that each child's unique needs are met. This personalized approach is essential for their academic success and personal growth. By focusing on these targets, we provide targeted support that helps students overcome challenges and achieve significant milestones in their development.

We need a more holistic approach to our curriculum not only enhances academic performance but also nurtures well-rounded individuals who are prepared for future challenges. The consistent achievement of educational and personal goals, along with progress towards EHCP targets, highlights the effectiveness of our curriculum and teaching methods, ensuring that our students thrive both in and out of the classroom.

- **Evaluation:**

The Impact of the curriculum Willow Park is **not yet effective** because we need to have clearer links between long, medium and short-term planning....

Descriptor	Evidence
The impact of the education which pupils receive is strong, including for disadvantaged pupils and pupils with SEND.	The biggest impact is in social and emotional development at the moment. This can be exemplified in assessments on Tapestry
Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in the work that pupils produce.	The 'work that children produce' is more about their interactions in the learning environment, their social interactions and the increased self-regulation (see OP as a great example of this)  <b>Progress from starting points is good in key areas of development (CLL, MD)</b>
Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able apply mathematical knowledge, concepts and procedures appropriately for their age.	The children do pick up books.  <b>We need to find explicit opportunities for children to each share a book (on an individual basis) with an adult each day.</b>
The impact of the education pupils receive is reflected in results from examinations (where available), or in the qualifications obtained. Inspectors will not use teacher-assessed grades from 2020 and 2021 to assess impact.	N/A at Willow Park
Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Pupils with SEND achieve the best possible outcomes.	N/A at this stage at Willow Park

**Evidence:**

- Pupil progress data
- Achievement records
- Pupil work samples

## Overall Evaluation Section 1: Quality of Education

The Quality of Education at Willow Park is not yet good

### **Strengths:**

We have clear shared aims and a vision for Intent, Implementation and Impact. We have developing and improved our planning to demonstrate understanding of individual needs.

### **Areas for Improvement:**

- Curriculum Review
- Further Develop curriculum specific intervention strategies
- Embed Willow Park Roadmap assessment. Complete initial baseline in Summer 25 and ensure that we know which checkpoint each child is working at

### **Actions Taken/Planned:**

- Joel Baldwin has begun to re-write the long and medium term curriculum
  - Curriculum Policy will need to be written and shared with staff
  - intervention mapping to be created
  - We need to continue to implement the Monster Phonics Scheme and regularly assess pupils' achievement to inform future planning. The teaching and learning needs to better take account of pupils' starting points.
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## Section 2: Behaviour and Attitudes

### Behaviour

- **Description:** As a result of their Autism and their speech, language and communication needs, pupils at Willow Park typically exhibit dysregulation for much of the time. The challenge is for us to provide the environment, consistency of expectation, care and understanding in order to help them to learn, over their time with us, how to conduct themselves in a way which is healthy for both themselves and others in order that we can achieve the minimum expectation of a positive and respectful school culture.
- **Evaluation:**  
Behaviour and attitudes at Willow Park are good because...

Descriptor	Evidence
<i>The school has high expectations for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in pupils' positive behaviour and conduct. Low-level disruption is not tolerated and pupils' behaviour does not disrupt lessons or the day-to-day life of the school. Leaders support all staff well in managing pupils' behaviour. Staff make sure that pupils follow appropriate routines.</i>	<p>The behaviour policy.</p> <p>Team Teach training has helped all staff understand de-escalation and techniques to avoid physical intervention.</p> <p>Each pupil's behaviour profile is reviewed regularly.</p> <p>Behaviour is recorded and tracked on Microsoft form</p> <p><b>We need to embed the new behaviour policy from Sept 2024 (which was written in light of Team Teach training)</b></p> <p><b>Action for us following inspection: continue to develop analysis and data collection of positive behaviours (those which demonstrate that pupils are developing their social and emotional skills) and continue to share these with parents through regular contact – find a way to do this on Tapestry as this is a well-established mode of communication for us that already works well for parents.</b></p>
<i>Leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread.</i>	<p>The rules are referred to daily.</p> <p>Simple instructions and expectations.</p> <p>Where pupils struggle with self-regulation, they have 1 to 1 adult support and are managed without disrupting others.</p> <p>Staff regularly meet to discuss individuals and to plan how to support positive behaviour.</p> <p>Social stories and therapies are used to help pupils to learn.</p> <p><i>The analysis is comprehensive, and the findings are shared with the senior leaders and interventions are discussed and agreed (Leics CC QA visit – Nov 2024)</i></p>

Descriptor	Evidence
<i>There is demonstrable improvement in the behaviour of pupils who have particular needs.</i>	Relative to their starting points and the fact that they have not been successful in previous provision (hence why they have come to us), pupils make rapid progress in their social and emotional development and, therefore, their behaviour.

**Evidence:**

- Behaviour policy
- Anti-Bullying Policy
- Child-on-Child Abuse Policy
- Incident logs
- Pupil feedback

### Attitudes to Learning

- **Description:** Willow Park pupils' special needs can present as barriers to learning and can manifest in a variety of ways, especially in anxiety. However, our curriculum and environment are such that each individual's needs are understood and, thus, all opportunities for the pupils are stimulating enough to enable them to engage positively in learning opportunities. We work hard to ensure that pupils' attitudes to learning, including their motivation, enthusiasm, and commitment to their education are good.

- **Evaluation:**

Attitudes to Learning at Willow Park are good because...

Descriptor	Evidence
<i>Pupils' attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.</i>	Classroom observation (when taken in the context of pupils' autism and their starting points) will demonstrate that pupils show positive attitudes in the whole learning environment. Improvements in behaviour over time (e.g. OP) show increased resilience.
<i>Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe.</i>	Staff have wonderful relationships with pupils. The size of our school and the very small cohort enables children to feel safe and for staff to know the children extremely well.  Learning is delivered in such a way that children are engaged and maintaining a positive attitude.  Staff regularly check in on pupils (group and individual) so that they feel safe and secure.

**Evidence:**

- Lesson observations
- Attendance records
- Pupil feedback

### Exclusions and Attendance

- **Description:** Attendance at Willow Park is excellent, with none of the pupils being persistent absentees (<90% attendance). The pupils' positive attendance ensures a positive learning environment and, most importantly, maximises pupils sense of safety whilst minimising the anxiety of school being a less than familiar environment.
- **Evaluation:**

Attendance at Willow Park is good and Exclusions have not happened ...

Descriptor	Evidence
<i>Pupils have high attendance. They come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action.</i>	<p>Pupils are as punctual as the taxis enable them to be which is very good.</p> <p>Attendance in 2023-24 was about 95%.</p> <p>2024-25 has been more challenging because we have a pupil on roll who has never attended (and lots of supportive multi-agency work has gone on to support that) and other circumstances that have reduced attendance overall. However, due to our efforts to work with families, attendance has improved by 15% during the 2024-25 academic.</p>
<i>Suspensions are used appropriately. The school reintegrates excluded pupils on their return and manages their behaviour effectively. Permanent exclusions are used appropriately as a last resort (see statutory guidance on school exclusion).</i>	<p>We have not suspended or excluded any pupils.</p> <p>See the school's Exclusions Policy for evidence of how and why we avoid this.</p>
<i>There is demonstrable improvement in the attendance of pupils who have particular needs.</i>	<p>The improvement in attendance can be seen in this context of how little they were attending at their previous/mainstream schools and how we have managed to improve the attendance of new pupils.</p>

**Evidence:**

- Attendance records
- Exclusions Policy
- Strategies for improving attendance (steps in the attendance policy)

**Overall Evaluation Section 2: Behaviour and Attitudes**

Behaviour and attitudes at Willow Park are Good

**Strengths:**

- Children make very good progress when they begin at the school. They feel happier, safer and begin to develop self-regulation as a result
- Staff have a zero-tolerance approach to unkindness. They are proactive because they understand the children well.
- Children begin to be able to settle to classroom life. They sit for a period of time, especially at lunchtime.
- There are few to no incidents of bullying
- Attendance is very good

**Areas for Improvement:**

- Teaching the children about protective behaviours
- Introduce new Behaviour Policy
- Behaviour monitoring and analysis
- Introduction of ABC approach to recording and analysing behaviour incidents to support learners
- Making behaviour recording more concise to allow better analysis

**#Actions Taken/Planned:**

- Behaviour policy has been written
- Anti-bullying policy has been written
- Child-on-Child abuse policy has been written



## Section 3: Personal Development

### Personal Development

- **Description:**

At Willow Park School, we place a strong emphasis on supporting pupils' broader development, including their spiritual, moral, social, and cultural growth. Our curriculum and teaching approach are designed to nurture these aspects comprehensively. We encourage spiritual growth by fostering an environment where students can explore their own beliefs and values. We have opportunities for reflection that are integrated into the curriculum, allowing students to contemplate their place in the world and their personal beliefs. We celebrate various religious and cultural festivals, helping students understand and respect different spiritual perspectives. Our curriculum promotes moral development by helping students distinguish right from wrong and understand the consequences of their actions. This is supported by regular classroom discussions on moral dilemmas and ethical issues encourage students to think critically about their choices. Teachers and staff serve as role models, demonstrating ethical behaviour and decision-making in their daily interactions. We enhance social development by teaching students how to interact positively with others and contribute to their community. This is fostered through group projects and activities promote teamwork, communication, and cooperation. Cultural development is supported by exposing students to a wide range of cultural experiences and perspectives. This is integrated into our curriculum through diverse curriculum content lessons include content from various cultures and traditions, broadening students' understanding and appreciation of the world. We organize events, and activities that celebrate cultural diversity, encouraging students to explore and respect different cultural backgrounds.

Our teaching approach is holistic and student-centered, ensuring that every aspect of a child's development is addressed. This includes an inclusive environment we create an inclusive learning environment where every student feels valued and supported. Personalised learning, by tailoring our teaching methods to meet the individual needs of each student, we ensure that all aspects of their development are nurtured.

Through our comprehensive curriculum and thoughtful teaching approach, we effectively support pupils' spiritual, moral, social, and cultural development. This holistic focus ensures that our students not only excel academically but also grow into well-rounded, ethically minded, and socially responsible individuals.

- **Evaluation:**

Personal Development at Willow Park is good because...

Descriptor	Evidence
<i>The curriculum extends beyond the academic, vocational or technical and provides for pupils' broader development. The school's work to enhance pupils' spiritual, moral, social and cultural development is of a high quality.</i>	See SMSC policy, RHE policy.
<i>The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character.</i>	New PSHE Policy. PSHE lessons are planned to encourage good eating, staying healthy etc. Regular discussions with pupils. Evidence in Tapestry.
<i>The school provides high-quality pastoral support. Pupils know how to eat healthily, maintain an active lifestyle, and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships and of the protected characteristics.</i>	We are good at meeting the EHCP targets. <b>We need more specific interventions and to embed the use of outside specialists.</b> School supports children in all aspects of their life, including personal care (and, e.g. toileting, see Positive Touch policy) "The Children looked happy to be at school and they were moving between the activities that were on offer" (LCC QA visit – Nov 2024)

Descriptor	Evidence
<i>The school provides a wide range of opportunities to nurture, develop and stretch pupils' talents and interests. Pupils appreciate these and make good use of them.</i>	<p>The school has good contact with parents in order to gain an understanding of children's talents and interests.</p> <p>We follow pupils' interests such as water squirters, targeted phonics.</p>

**Evidence:**

- SMSC policy
- PSHE Policy
- Positive Touch Policy
- Behaviour Policy
- Lesson Observation
- Pupil feedback

**Preparation for Life Beyond School**

• **Description:**

At Willow Park School, we are dedicated to preparing children for their lives beyond school by equipping them with the skills, knowledge, and confidence they need to succeed in their future endeavours. Our comprehensive approach ensures that students are well-prepared for the next stage of their education and life, with a particular focus on achieving their Education, Health, and Care Plan (EHCP) targets to foster independence.

We teach practical life skills such as cooking, personal care, being safe, and self-care, which are essential for child's development. Our curriculum emphasizes critical thinking and problem-solving skills, enabling students to navigate real-world challenges effectively. Through social skills training and emotional programs, we help students develop resilience, empathy, and self-awareness. Individualized Learning Plans tailored learning plans address each student's unique needs and strengths, ensuring they meet their EHCP targets and academic goals.

Transition Programs, we offer structured transition programs that prepare students for the move to secondary education or other educational settings. These programs include visits, orientation sessions, and meetings with future educators. Collaboration with families, we work closely with families to ensure they are informed and involved in the transition process, providing support and resources to help their children adapt smoothly to new environments.

Personalised goals, EHCP targets are central to our approach, ensuring that each student's educational journey is aligned with their specific needs and aspirations. Regular monitoring and review, we continuously monitor progress towards EHCP targets, making necessary adjustments to support plans to ensure students are on track to achieve their goals.

Our holistic approach at Willow Park School ensures that students are not only academically prepared but also equipped with the life skills and confidence needed for independence. By focusing on their EHCP targets, we enable students to achieve their full potential and transition smoothly to the next stage of their education, ultimately preparing them for a successful and fulfilling life beyond school.

• **Evaluation:**

Preparation for life beyond Willow Park is good because...

Descriptor	Evidence
<i>The school prepares pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.</i>	<p>Weekly plans</p> <p>PSHE lessons</p> <p>School rules</p>

Descriptor	Evidence
<i>The school promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world and its people, including the things we share in common across cultural, religious, ethnic and socio-economic communities.</i>	Equality statement is part of every policy. Equality Policy and Objectives SEND Policy SEND Information Report
<i>Pupils engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated.</i>	This is more about what the staff model. We challenge any gender stereotypes (for example what the boys feel the girls should do and vice versa)
<i>The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Pupils know how to discuss and debate issues and ideas in a considered way.</i>	Children are beginning to understand about tidying up in the classroom.  They are responsible in the sense they they quickly learn how to treat one another and what is and is not acceptable (see behaviour policy)  They don't debate issues as this is not relevant to their stage of development.

**Evidence:**

- Transition plans
- Equality statement
- Equality Policy and Objectives
- Staff code of conduct
- Behaviour Policy
- SEND Policy
- Accessibility Plan
- Pupil feedback

## Overall Evaluation Section 3: Personal Development

Pupils' Personal Development at Willow Park is Good

**Strengths:**

- Willow Park is a nurturing school
- Pupils appear happy at school
- Staff understand the children very well
- Individual learning plans have a focus on personal develop and a positive impact as a result
- Some pupils show genuine care for others

**Areas for Improvement:**

- British Values planning overview - embed pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance
- Ensure that curriculum subjects such as citizenship, RE, and other areas such as personal, social, health and relationships education, contribute to pupils' personal development (including new RHE Policy, PSHE Policy)
- Work towards the ambitious aim of developing pupils' characters, which we define as a set of positive personal traits, dispositions and virtues that informs pupils' motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives pupils the qualities they need to flourish in our society.
- More specific interventions and the use of outside specialists.

**Actions Taken/Planned:**

- Embed further the use of tapestry for recording observations

- SMSC policy has been written and will be implemented
  - PSHE policy demonstrates our focus on personal development
-

# Section 4: Leadership and Management

## Vision and Ethos

- **Description:**

Vision: Dream. Believe. Exceed.

At Willow Park School, our vision encapsulates our commitment to inspiring and empowering every student. We encourage children to dream big, believe in themselves, and exceed their own expectations.

## Mission

Our mission is to place children at the heart of everything we do. We strive to support and motivate children with a unique approach that develops confidence and independence. We are dedicated to maximizing their social, emotional, and educational well-being.

## Aims

1. Preparation for the Future: We aim to prepare children to be the best they can be, ready for their next school in a number of years' time.
2. Safe and Supportive Environment: We create a safe, supportive, and vibrant space where children can develop and achieve.
3. Celebrating Uniqueness: We celebrate each child's uniqueness, individuality, talents, and achievements.
4. Building Strong Relationships: We build strong and positive relationships with families, specialists, and the wider community.
5. Developing Independence: We support each child in developing their independence and communication skills, focusing on the holistic development of every child.
6. Enhancing Staff Development: We provide high-quality opportunities and training for staff to enhance the learning culture for our children.

## Communication

Consistent messaging, our vision, mission, and aims are communicated consistently across all school communications, including newsletters, assemblies, and parent meetings. Visual displays, the school environment features visual displays and posters highlighting our vision, mission, and core aims, ensuring that these values are always visible to students, staff, and visitors. Regular updates, we aim to provide regular updates to parents and the wider community about our strategic direction and how we are achieving our goals, ensuring transparency and engagement.

## Upholding Our Values

Curriculum integration, our curriculum is designed to reflect our mission and aims, with a strong focus on developing confidence, independence, and holistic well-being in every student. Staff training staff receive ongoing training and professional development aligned with our vision, ensuring they have the skills and knowledge to support our students effectively. Community involvement we actively involve families, specialists, and the wider community in school activities and decision-making processes, fostering strong partnerships and a supportive network for our students. Celebrating achievements, we regularly celebrate the achievements and uniqueness of each child through awards, and personalized feedback, reinforcing our commitment to their individual growth.

Overall, Willow Park School successfully communicates and upholds its vision, ethos, and strategic direction, ensuring that all stakeholders are aligned with our mission to support and motivate children to develop confidence and independence, and to exceed their expectations in a safe, supportive, and vibrant environment.

- **Evaluation:**

The Vision and Values at Willow Park have a positive impact on pupils...

Descriptor	Evidence
All of the independent school standards and the statutory requirements of the EYFS are met.	All statutory requirements are in place. See all policies, website, planning and delivery.

Descriptor	Evidence
Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice.	See school improvement plan See recently updated policies (especially Curriculum, behaviour, SEND, EYFS,
Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services. Engagement opportunities are focused and have purpose.	Regular phone calls and communication with parents and outside agencies as required (see parent survey feedback)
Those responsible for governance understand their role and carry this out effectively. The proprietor and those responsible for governance ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education.	Directors understand their role. Directors appointed a Principal to manage the strategic direction of the school and to ensure that all statutory responsibilities are covered. <b>We are consider creating a 'governing' body to help widen the expertise, the independence of challenge and the range of voices impacting on the direction of the school.</b> <b>We have a <u>written</u> agreement with Woldale School regarding independent support for complaints; with clearly specified roles (with specific experience) and for this detail to be included in the school complaints policy.</b>
The proprietor and those with responsibility for governance ensure that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' duty and safeguarding.	As above See also Equality Policy and Objectives, Equality statement in every policy. All staff have completed PREVENT training.

#### Evidence:

- Vision and mission statements
- Strategic plans (School Improvement Plan)
- Equality Policy and Objectives
- Staff and pupil feedback
- Parent survey feedback

#### Management and Development of Staff

##### • Description:

The leadership at Willow Park School demonstrates effectiveness in managing and developing staff through a comprehensive approach to recruitment, professional development, and performance management. Leadership places a strong emphasis on building a team that aligns with the school's vision and values, ensuring that staff are not only skilled educators but also share a commitment to nurturing children's growth and development. Recruitment processes likely include, clear job descriptions ensuring roles are clearly defined to attract candidates who resonate with the school's ethos. Thorough selection conducting interviews and assessments that assess both skills and alignment with the school's values.

Leadership invests in individual training opportunities for staff to enhance their skills and further their professional development. This approach includes tailored training plans offering personalized training that address each staff member's needs and career goals. Access to resources providing access to workshops, seminars, and courses that support ongoing learning.

Leadership employs robust performance management systems to evaluate and support staff effectiveness. Regular feedback, providing regular feedback to staff to celebrate strengths and address areas for improvement. Goal setting, collaboratively setting goals aligned with the school's objectives to drive continuous improvement. Supportive

environment, creating a supportive environment where staff feel empowered to innovate and contribute to the school's development.

Leadership demonstrates a commitment to continuous improvement through thorough evaluation of key areas at Willow Park School. Data-driven approach, using data to assess academic progress, student well-being, and staff performance. Feedback mechanisms, seeking feedback from staff, students, and parents to identify areas for enhancement. Strategic Planning, developing and implementing strategic plans based on evaluation outcomes to drive school improvement.

The effectiveness of leadership in managing and developing staff can be evaluated through. Staff retention and satisfaction, high retention rates and positive staff feedback indicate effective leadership and a supportive work environment. Student outcomes, improved student outcomes demonstrate that staff are effectively supported in their roles. Professional growth, staff participation in professional development opportunities and career progression within the school highlight effective leadership in staff development.

Overall, leadership at Willow Park School effectively manages and develops staff by aligning recruitment, professional development, and performance management with the school's vision and goals. Their commitment to evaluation and improvement ensures that the education offered continually evolves to meet the needs of the school community.

- **Evaluation:**

The management and development of staff at Willow Park is effective because...

<b>Descriptor</b>	<b>Evidence</b>
<i>Leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff, including ECTs, build and improve over time. This includes building teachers' expertise in remote education.</i>	See staff training <b>Actions from Ofsted inspection:</b> <b>Scrutiny of planning and moderation of Learning journals to increase consistency of judgements and, thus, relevance of the planning and implementation of the curriculum</b>
<i>Leaders aim to ensure that all pupils successfully complete their programmes of study. They provide the support for staff to make this possible. They create an inclusive culture, and do not allow gaming or off-rolling.</i>	<b>More learning walks required to see this in action</b>
<i>Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload.</i>	Staff will said that 'leaders are supportive and that they promote a safe and happy working environment. See Stress Management Policy See appraisal policy
<i>Leaders protect staff from bullying and harassment.</i>	See whistle-blowing policy

**Evidence:**

- CPD records
- Stress Management Policy
- Staff Code of Conduct
- Staff Handbook
- Appraisal documents
- Staff feedback

**Safeguarding**

- **Description:**



At Willow Park School, the effectiveness of safeguarding arrangements is a priority, ensuring the protection of pupils from harm through robust policies and proactive implementation strategies.

The school demonstrates a strong commitment to safeguarding through, robust policies clear and comprehensive safeguarding policies that outline procedures for identifying, reporting, and managing concerns related to child welfare. Safer recruitment, stringent safer recruitment processes to ensure that all staff and volunteers undergo thorough background checks and training before starting their roles. Ongoing training, continuous training for staff on safeguarding protocols, including updates on legislation and best practices to ensure they remain vigilant and informed.

Safeguarding policies are effectively implemented through, regular meetings scheduled meetings provide staff with opportunities to openly discuss safeguarding concerns, share best practices, and receive updates on any relevant issues. Clear reporting channels, established channels for reporting and responding to safeguarding concerns promptly and appropriately, ensuring that all incidents are addressed swiftly.

The school ensures the protection of pupils from harm by, awareness and vigilance promoting a culture of awareness and vigilance among staff and students regarding safeguarding issues, encouraging open communication and reporting. Preventative measures, implementing preventative measures such as risk assessments, safety audits, and safeguarding training for pupils to equip them with the knowledge to stay safe. Support systems, providing pastoral support and counseling services to pupils who may be at risk or have experienced harm, ensuring they receive the necessary care and intervention.

The effectiveness of safeguarding arrangements at Willow Park School can be assessed through, compliance adherence to statutory guidelines and regulations related to safeguarding, demonstrating a commitment to best practices. Incident management, prompt and appropriate handling of safeguarding incidents, with clear documentation and follow-up actions. Feedback and review, regular feedback from staff, parents, on the effectiveness of safeguarding measures, informing continuous improvement efforts.

In conclusion, Willow Park School demonstrates a commendable commitment to safeguarding with robust policies, proactive implementation strategies, ongoing training, and a supportive environment for staff and pupils. By prioritizing safeguarding and maintaining vigilant practices, the school effectively protects pupils from harm and promotes a safe and nurturing learning environment.

- **Evaluation:**

Safeguarding at Willow Park is effective because...

Descriptor	Evidence		
Safeguarding is effective.	<ul style="list-style-type: none"> <li>• CPOMS provides evidence of how incidents are recorded and tracked.</li> <li>• The school site is secure</li> <li>• Recruitment files are complete and up to date and provide evidence of all necessary safe recruitment procedures.</li> <li>• Single Central Record is complete and up to date</li> <li>• Children feel safe</li> <li>• There have been no major safeguarding concerns raised about the school</li> </ul> <p>We have a raft of policies which any observer will see enacted throughout the life of our school</p>		
	Policies specific to safeguarding:		
	Behaviour Child-on-Child Abuse Children Looked After Children with Health Needs Who Can't Attend School Children's Mental Health Data Protection Equality Policy and Objectives	Fire and Emergency Procedures First Aid Health & Safety Intimate Care Medical Needs (and Administration of Medication) Mobile Phone Modern Slavey	Outside Visitors Positive Touch Prevent PSHE Pupil Induction and reduced timetabling Relationships and Health Safeguarding Staff Code of Conduct

	E-Safety EYFS		Volunteers
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**Evidence:**

- Safeguarding policy (and all other policies above)
- Safeguarding incident records

## Overall Evaluation Section 4: Leadership and Management

Leadership and Management at Willow Park is Good

**Strengths:**

- Committed and determined Directors who also have key leadership roles in the school.
- New Principal brings 15 years of executive leadership and has had a significant impact on the quality of leadership procedures regarding recruitment, policy making, website (communication), safeguarding
- Children are safe at Willow Park
- Robust online training platform (Noodle) helps staff stay up to date with all areas of CPD

**Areas for Improvement:**

- Ensure that the website is compliant
- Ensure all policies are written, relevant, up to date, published (on the website) and understood by relevant staff
- Ensure we are compliant with all DfE required returns
- Building up resources and displays to match the curriculum
- Clarity of lines of responsibility and staffing structure
- Implement more regular learning walks
- Recruitment of experienced EYFS teacher with SEND expertise
- Develop effective partnerships with similar organisations in order to maximise opportunities to improve and provide relevant training to staff.
- Ensure that the school's database (Horizons) is fully up to date with all contextual information about the children.
- Embed appraisal policy during 2024-25
- Investigate further space on the site for development

**Actions Taken/Planned:**

- New Principal has been appointed to tackle the strategic aspects of the school
- 48 policies amended, re-written and written
- School Improvement Plan developed
- SEF written (with input from all staff)
- Safeguarding policies and procedures have been firmed up and are now robust
- Website audit
- Recruitment processes have been built around new policy
- Single Central record completed fully

## Section 5: Early Years Provision

### Quality of Education in Early Years

- **Description:**

At Willow Park School, the Early Years Foundation Stage (EYFS) education is characterised by a strong emphasis on play-based learning, supported by a well-rounded curriculum, effective teaching practices, and positive outcomes for children. The EYFS curriculum at Willow Park School is designed to provide a broad and balanced educational experience that promotes holistic development. Key aspects include:

- **Play-Based Approach:** The curriculum emphasises play as a fundamental mode of learning, fostering creativity, curiosity, and social skills.
- **Integrated Learning:** Activities are carefully planned to integrate all areas of learning, including communication and language, physical development, personal, social, and emotional development, literacy, mathematics, understanding the world, and expressive arts and design.
- **Tailored Provision:** Individualised learning plans are developed to meet the diverse needs and interests of each child, ensuring they progress at their own pace.

Teaching in the EYFS at Willow Park School is characterised by:

- **Skilled Practitioners:** Highly trained and knowledgeable early years practitioners who understand child development and implement best practices.
- **Responsive Teaching:** Teachers use observations and assessments to tailor activities and interventions to support each child's learning and development.
- **Supportive Environment:** Creating a nurturing and stimulating environment where children feel safe, secure, and motivated to explore and learn.

### Outcomes for Children

The quality of education in the EYFS at Willow Park School is reflected in positive outcomes for children, including:

- **Developmental Progress:** Children make good progress across all areas of learning, as evidenced by regular assessments and observations.
- **Social and Emotional Development:** Strong emphasis on personal, social, and emotional development helps children build resilience, empathy, and positive relationships.
- **Readiness for Key Stage 1:** Children are well-prepared for transition to Key Stage 1, demonstrating foundational skills in literacy, numeracy, and critical thinking.

### Play-Based Learning

The focus on play-based learning at Willow Park School contributes significantly to the quality of education in the EYFS by:

- **Promoting Engagement:** Play engages children actively in their learning, encouraging exploration, experimentation, and problem-solving.
- **Building Skills:** Through play, children develop essential skills such as communication, collaboration, and creativity.
- **Fostering Independence:** Play-based activities promote independence and self-regulation, preparing children for future learning and life experiences.

### Evaluation

The quality of education for EYFS pupils at Willow Park School is effectively evaluated through:

- **Assessment and Feedback:** Regular assessments and feedback mechanisms inform teaching practices and support individualised learning goals.
- **Parental Engagement:** Positive feedback from parents and caregivers on their child's progress and development.
- **Continuous Improvement:** Reflective practices and ongoing professional development for staff ensure that teaching approaches and curriculum content remain effective and relevant.

In conclusion, Willow Park School provides a high-quality education for EYFS pupils characterised by a play-based approach, a well-rounded curriculum, effective teaching practices, and positive developmental outcomes. By nurturing a supportive and stimulating learning environment, the school prepares children for future success and fosters a love for learning from an early age.

- **Evaluation:**

The quality of education in EYFS is good because...

Descriptor	Evidence
<i>The curriculum is coherently planned and sequenced. It builds on what children know and can do, towards cumulatively sufficient knowledge and skills for their future learning.</i>	<p>We use tried and tested models and schemes (i.e. White Rose; Twinkl Phonics Programme; Power of Reading; Early Years Topic Planning Web). EYFS planning is linked to all Prime and Specific Areas.</p> <p>We use Tapestry evidence to inform planning. Checkpoints (Willow Park Roadmap on Tapestry) are used to set targets for the children on an individual basis for each lesson.</p>
<i>There is a sharp focus on ensuring that children acquire a wide vocabulary, communicate effectively and, in Reception, secure a knowledge of phonics, which gives them the foundations for future learning, especially in preparation for them to become confident and fluent readers.</i>	<p>We use lots of opportunities for singing to support their S&amp;L. We use a range of communication tools (see Curriculum Policy).</p> <p>E.g. Makaton, PECS, feely bags</p> <p>Thursday meetings – always have a Makaton learning element for staff.</p>
<i>The school's approach to teaching early reading and synthetic phonics is systematic and ensures that all children learn to read words and simple sentences accurately by the end of Reception.</i>	<p>Phonics – we don't move on to the next phase until the children are ready, until they're secure. Children do not necessarily learn to read words and simple sentences accurately by the end of reception.</p> <p>Parents are asked to support by sharing books with their child.</p> <p>Bingo boards go home each half term (phonics specific)</p> <p>Phonics is taught daily</p> <p><b>Phonics displays linked to correct phases</b></p>
<i>Children benefit from meaningful learning across the curriculum.</i>	<p>Yes – Tapestry, workbooks.</p>
<i>Staff are knowledgeable about the areas of learning they teach. They manage the EYFS curriculum and pedagogy in relation to the learning needs of their children. Staff are expert in teaching systematic, synthetic phonics and ensure that children practise their reading from books that match their phonics knowledge.</i>	<ul style="list-style-type: none"> <li>• Kirsty has worked in nursery settings</li> <li>• Samantha has worked in Primary</li> <li>• Helen has worked in Primary</li> <li>• Karina Primary/Pre-School</li> <li>• All have done phonics training</li> </ul> <p>Children at the moment are all at Phase One of Letters and Sounds so we concentrate on developing children's speaking and listening skills to lay the foundations for the phonic work which begins in Phase 2. Children get attuned to the sounds around them:</p> <ul style="list-style-type: none"> <li>• Auditory discrimination</li> <li>• Listen to and remember sounds</li> <li>• Auditory memory and sequencing</li> <li>• Talk about sounds</li> <li>• Developing vocabulary and language comprehension</li> </ul> <p>Phonics and language acquisition is supported through S&amp;L sessions too.</p> <p><b>We need to have phase 1 phonics books to link exactly to the children's current development</b></p>

Descriptor	Evidence
Staff present information clearly to children, promoting appropriate discussion about the subject matter being taught. They communicate well to check children's understanding, identify misconceptions and provide clear explanations to improve their learning. In so doing, they respond and adapt their teaching as necessary.	<p>Evidence will be in observations.</p> <p>Staff use slow, clear language. Positive relationships with the children mean that staff can change and adapt without the children becoming anxious.</p> <p><b>Learning Walks</b></p>
Staff read to children in a way that excites and engages them, introducing new ideas, concepts and vocabulary.	<p>Evidence will be seen in observations</p> <p><b>Learning</b></p>
Staff are knowledgeable about the teaching of early mathematics. They ensure that children have sufficient practice to be confident in using and understanding numbers. The mathematics curriculum provides a strong basis for more complex learning later on. Over the EYFS, teaching is designed to help children remember long term what they have been taught and to integrate new knowledge into larger concepts. This is checked well by staff and leaders.	<p>All opportunities are used for children to use number in free-play. We make maths practical. See Curriculum.</p> <p>We support long term acquisition of knowledge and concepts through revisit, repeat and give the pupils time. We deliver the curriculum at a pace which aims to reduce the likelihood of gaps in pupils' knowledge; i.e. at a comfortable pace for them.</p>
Staff create an environment that supports the intent of an ambitious, coherently planned and sequenced curriculum. The resources are chosen to meet the children's needs and promote learning.	<p>See curriculum intent</p> <p><b>Building resources up over time to match the curriculum as the school grows.</b></p>
Staff provide information for parents about their children's progress, in line with the requirements of the EYFS. They provide information to parents about supporting their child's learning at home, including detail about the school's method of teaching reading and how to help their children learn to read.	<p>Termly reports</p> <p>100% of parents are happy with all elements (see parents' survey)</p>
Children develop detailed knowledge and skills across the 7 areas of learning in an age-appropriate way. Children develop their vocabulary and use it across the EYFS curriculum. By the end of Reception, children use their knowledge of phonics to read accurately and with increasing speed and fluency.	<p>See curriculum policy</p>

**Evidence:**

- EYFS curriculum plans folder
- Checkpoints
- Tapestry (e.g. assessment; parents' information)
- Observations of teaching
- Parents' Surveys
- Curriculum Policy

## Behaviour and Attitudes in Early Years

- Description:**

Assessing the behaviour and attitudes of children in the Early Years Foundation Stage (EYFS) at Willow Park School reveals a supportive environment where positive behaviours are nurtured effectively. In the EYFS classrooms, a nurturing atmosphere prevails, fostering a sense of security and belonging among children. Teachers establish clear expectations through consistent routines and rules, helping children understand boundaries and feel safe. They actively teach emotional literacy, guiding children to recognise and express their feelings appropriately. Conflict resolution skills are also developed, empowering children to negotiate and problem-solve with their peers.

Positive reinforcement strategies, such as praise and encouragement, are consistently used to recognise and reinforce desired behaviours. Reward systems that emphasise effort and progress further motivate children towards positive conduct. The school's emphasis on play-based learning engages children actively with educational activities, sparking curiosity and exploration. Hands-on experiences and sensory activities stimulate interest and motivation in learning. Opportunities are provided for children to make choices independently and take responsibility for their actions, fostering initiative and problem-solving skills.

Teachers regularly observe and assess children's behaviour and attitudes, identifying areas for support and development. Individualised interventions and support plans are implemented to address specific challenges or developmental needs. Regular communication with families ensures that parents are informed about their child's progress and behaviour, fostering a collaborative approach to support both at home and at school.

Overall, Willow Park School effectively supports the behaviour and attitudes of children in EYFS through a nurturing environment, positive reinforcement, and opportunities for social-emotional development. By focusing on emotional literacy, independence, and a love for learning through play, the school prepares children for continued positive growth and development.

- Evaluation:**

Behaviour and attitudes in EYFS are good because...

Descriptor	Evidence
<i>Children enjoy, listen attentively and respond with comprehension to familiar stories, rhymes and songs that are appropriate to their age and stage of development. Children develop their vocabulary and understanding of language across the 7 areas of learning.</i>	Children at Willow Park have not yet learned how to regulate their behaviour.  However, children listen attentively to songs and rhymes.  Makaton signing supports the development of children's vocabulary in the seven areas.
<i>Children demonstrate their positive attitudes to learning through high levels of curiosity, concentration and enjoyment. They listen intently and respond positively to adults and each other. Children are developing their resilience to setbacks and take pride in their achievements.</i>	Attention autism supports pupils with their spontaneous communication.  Tac-pac – music to help the children to maintain regulation because they know what's coming next.  Staff understand the stage of development of our children and help teach self-regulation through co-regulation.
<i>Children are beginning to manage their own feelings and behaviour, understanding how these have an impact on others. They are developing a sense of right from wrong.</i>	Parents will testify to the fact that the children are calmer and more  Looking at EHCPs; the evidence in there shows children have made huge progress in behaviour.

**Evidence:**

- Embed new behaviour policy
- EHCPs – for progress in behaviour
- Observations of behaviour



- Parent feedback
- Behaviour Plans
- Team teach training

## Personal Development in Early Years

### • Description:

The Early Years provision at Willow Park School effectively supports children's personal development across social, emotional, and physical domains, fostering a well-rounded approach to early childhood education.

Social development is encouraged through activities that promote cooperation, sharing, and teamwork among peers. Group projects and role-playing activities help children learn to communicate effectively and develop friendships, enhancing their empathy and understanding of others. Emotional development is nurtured in a supportive environment where teachers help children identify and express their feelings. Building strong relationships with peers and adults fosters trust, empathy, and respect for others' emotions, promoting emotional resilience. Physical development is actively promoted through outdoor play, structured physical activities, and exercises that develop gross motor skills, coordination, and spatial awareness. Fine motor skills are cultivated through activities like arts and crafts, puzzles, and building blocks, preparing children for tasks such as writing and self-care.

The effectiveness of the provision is assessed through regular observations and assessments by teachers, monitoring progress in social, emotional, and physical development. Parental feedback provides additional insights into children's growth and well-being, while outcome measures such as improved social skills and physical competence demonstrate the provision's impact.

Overall, Willow Park School's Early Years provision is dedicated to supporting children's holistic development. By nurturing social skills, emotional literacy, and physical well-being, the school prepares children for future learning and personal success in a caring and inclusive environment.

### • Evaluation:

Personal Development in EYFS is good because...

Descriptor	Evidence
<i>The curriculum and care practices promote and support children's emotional security and development of their character. Staff teach children the language of feelings, helping them to appropriately develop their emotional literacy. Leaders and other staff are particularly attentive to the youngest children's needs.</i>	See behaviour policy See behaviour logs Staff understand how the different children present when dysregulated. Use of therapies – Feelings songs
<i>Staff give clear messages to children about why it is important to eat, drink, rest, exercise and be kind to each other. They teach children to take managed risks and challenges as they play and learn, supporting them to be active and develop physically.</i>	See efforts to get all of the children to be more confident around food – snack times, lunch times. The learning space is safe. Children encouraged to use the outdoor equipment.
<i>Children are ready for the next stage of education, especially Year 1 in school, if applicable. They have the knowledge and skills they need to benefit from what school has to offer when it is time to move on. By the end of Reception, children achieve well, particularly those children with lower starting points.</i>	Children make good personal progress but do not meet end of EYFS expectations.
<i>By the end of Reception, children have the personal, physical and social skills they need to succeed in the next stage of their education.</i>	They have the necessary skills to continue to make progress the following year at Willow Park because the curriculum will continue to be bespoke for them and the next steps in their journey in EHCPs will be clear and meaningful.



#### Evidence:

- Behaviour plans
- Observations
- EHCP reviews
- Parent feedback

### Leadership and Management of Early Years

#### • Description:

The leadership and management of the Early Years provision at Willow Park School are characterised by effective practices that prioritize the holistic development of young children in a supportive and innovative environment.

Under visionary leadership, the Early Years provision operates with a clear vision focused on play-based learning, social-emotional development, and physical well-being. Strategic planning ensures that educational goals align with broader school objectives, while resource allocation is carefully managed to meet the diverse needs of children and enhance learning opportunities.

Staff are supported through ongoing professional development that enhances their expertise in early childhood education, including specialised areas like play-based learning and emotional literacy. Regular supervision and mentoring provide guidance, fostering a collaborative team environment where staff can share ideas and strategies to improve teaching and learning experiences.

Curriculum development is robust, ensuring alignment with national standards and incorporating innovative approaches to meet the needs of a diverse student body. Assessment practices are rigorous, monitoring children's progress and informing instructional decisions to promote continuous improvement.

Effective partnerships with parents and the community are cultivated through open communication channels that keep families informed about their child's development and school activities. Parental involvement is encouraged through participation in events and decision-making processes, enhancing the sense of community ownership.

The effectiveness of leadership and management is evaluated through student outcomes, staff satisfaction levels, and feedback from stakeholders. These measures reflect the impact of leadership practices on children's developmental progress, staff morale, and community engagement.

Overall, Willow Park School demonstrates a commitment to excellence in early childhood education through strategic leadership, effective management practices, and a collaborative approach that supports the holistic development of children in the Early Years provision.

#### • Evaluation:

Leadership and management in EYFS is good because...

Descriptor	Evidence
<i>Leaders adopt or construct a curriculum that is ambitious and designed to give children, particularly disadvantaged pupils (including those with SEND) the knowledge, self-belief and cultural capital they need to succeed in life.</i>	Leaders support staff with assessment and find the easiest ways to observe and track successfully
<i>The school has the same academic ambitions for almost all children. For children with particular needs, such as those with SEND, their curriculum is designed to be ambitious and to meet their needs.</i>	Curriculum for our children is designed to be flexible so that we can accommodate their EHCP targets
<i>Leaders understand the limitations of assessment and avoid unnecessary burdens on staff or children.</i>	See Willow Park Roadmap <b>Create reports for parents from Willow Park Roadmap</b>

Descriptor	Evidence
Staff provide information for parents about their children's progress, in line with the requirements of the EYFS. They provide information to parents about supporting their child's learning at home, including detail about the school's method of teaching reading and how to help their children learn to read.	<p>Annual reports</p> <p>Pupil profiles</p> <p>Parental afternoons (visits)</p> <p>Website – phonics and reading info for parents on there</p> <p><b>Twinkl Phonics Reading Policy (update this)</b></p>

**Evidence:**

- Leadership meeting minutes
- Staff training records (personnel files)
- School Improvement Plan

## Overall Evaluation Section 5: Early Years Provision

Early Years Provision at Willow Park is Good

**Strengths:**

- Personalised learning and development
- Ambitious leaders
- Nurture and care

**Areas for Improvement:**

- Making behaviour recording more concise to allow better analysis
- Embed the Willow Park Roadmap Checkpoints for assessment
- Clear whole-school ethos around behaviour being about self-regulation
- Update Behaviour Policy accordingly
- Ensuring clear link between phonics and reading 'books'
- Building up resources and displays to match the curriculum
- Use more sensory, play-based learning and therapies
- Implement more regular learning walks
- Review Behaviour Plans to incorporate the language of Team Teach (including behaviour slips – and having them visible to visitors)
- Develop the role of Key Workers
- Develop coherent Assessment Policy
- Assessment sequence at Willow Park
  - Willow Park Roadmap Statements 0-5
  - ELGs 5
  - PKS1/2
  - KS1
- We remain focused on developing our staff training, further embedding appraisal procedures, middle & senior leadership and listening to our staff's views
- We will relentlessly focus on developing pupils' phonics and reading
- We will embed a proactive approach to behaviour management in school
- Pupils will continue to develop their independence in life-skills such as toileting
- We have a vision to work in partnership with the LA and our fellow specialist schools
- We will embed our new Leadership Structure and revisit roles and responsibilities
- We will future-proof the capacity on site to meet the predicted rise in the pupil population.
- Investigate further space on the site for development

**Actions Taken/Planned:**

- EYFS Policy is written
- Principal to analyse assessment information once it is statistically reliable

## Overall Summary

### Key Strengths of the School:

- Experienced Principal
- Head teacher with vast experience of SEND
- High quality and impactful Teaching assistants
- Ambitious Directors
- Head teacher has good links with a range of local authorities and manages the admission process effectively with each
- Nurturing environment
- Excellent safeguarding processes

### **Main Areas for Improvement:**

- Curriculum – phonics and reading books
- Curriculum – update long and medium term plans
- Plan for each child's communication needs
- Assessment – embed Willow Park Roadmap
- Learning environment – continue to ensure that the environment suits the needs of the children
- Enhance the outdoor learning area
- Recruitment – recruit an experienced, high quality EYFS teacher with experience of ASD and Language & Communication difficulties
- Behaviour – develop staff understanding of the antecedents of behaviour incidents and to see behaviour as a form of communication

### **Strategic Priorities for the Coming Year:**

- Strategy – create a 2-3 year strategic plan to enable the school to:
  - Grow to the capacity of 20 children
  - Accommodate an increasing range of ages in the class, including up to early KS2
  - Design and plan for additional classroom space within the Rugby Club site (recognising that it would not be practical to have any more than 12 children in the current space)

### **See also school improvement plan**

Key Area	Tasks /Actions
Objective 1 <b>Safeguarding</b>	1a. Ensure complete and accurate Single Central Record 1b. Review and update Safeguarding Policy in line with Keeping Children safe in Education 2024 1c. Introduce Red and Amber forms for reporting incidents (for staff not able to access CPOMS) 1d. Training Plan 1e. Analysis of incidents and outcomes
Objective 2 – Part 2 ISS <b>Quality of Education</b>	2a. Curriculum Review 2b. Further Develop curriculum specific intervention strategies 2c. Embed Willow Park Roadmap assessment. Complete initial baseline in Sept 24 and ensure that we know which branch each child is working at 2d. Find explicit opportunities for children to each share a book (on an individual basis) with an adult each day.
Objective 3 – Part 3 ISS <b>Behaviour and Attitudes</b>	3a. Help the children to develop protective behaviours 3b. Introduce new Behaviour Policy 3c. Behaviour monitoring and analysis 3d. Introduction of ABC approach to recording and analysing behaviour incidents to support learners 3e. Making behaviour recording more concise to allow better analysis

Key Area	Tasks /Actions
<p>Objective 4 – Part 4 ISS</p> <p><b>Personal Development</b></p>	<p>4a. British Values planning overview - embed pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance</p> <p>4b. Ensure that curriculum subjects such as citizenship, RE, and other areas such as personal, social, health and relationships education, contribute to pupils' personal development (including new RHE Policy, PSHE Policy)</p> <p>4c. Work towards the ambitious aim of developing pupils' characters, which we define as a set of positive personal traits, dispositions and virtues that informs pupils' motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives pupils the qualities they need to flourish in our society.</p> <p>4d. More specific interventions and the use of outside specialists.</p>
<p>Objective 5 – Part 5 ISS</p> <p><b>Leadership and Management</b></p>	<p>5a. Ensure that the website is compliant</p> <p>5b. Ensure all policies are written, relevant, up to date, published (on the website) and understood by relevant staff</p> <p>5c. Ensuring improved recording, tracking and analysis of assessment (Willow Park Roadmap)</p> <p>5d. Building up resources and displays to match the curriculum</p> <p>5e. Clarity of lines of responsibility and staffing structure</p> <p>5f. Implement more regular learning walks</p> <p>5g. Recruitment of experienced EYFS teacher with SEND expertise</p> <p>5h. Develop effective partnerships with similar organisations in order to maximise opportunities to improve and provide relevant training to staff.</p> <p>5i. Ensure that the school's database (Horizons) is fully up to date with all contextual information about the children.</p> <p>5j. Investigate further space on the site for development</p> <p>5k. Consider widening the group of 'governors' beyond the two Directors to ensure high quality governance.</p>
<p>Objective 6 – Part 6 ISS</p> <p><b>Early Years Provision</b></p>	<p>6a. Learning environment – continue to ensure that the environment suits the needs of the children</p> <p>6b. Children should be outdoors as much as they are indoors, if not more, and have a balance of self-directed and adult-led activity time</p> <p>6c. Enhance the outdoor learning area</p> <p>6d. Creating immersive environment on entry to the school (both outside and inside) – linked to pupils' interests</p> <p>6e. Use more sensory, play-based learning and therapies</p> <p>6f. Embed Reading and Phonics at the heart of the whole curriculum ( Ensuring clear link between phonics and reading 'books')</p> <p>6g. Displays of phonics</p> <p>6h. Phonics Training as required</p> <p>6i. Develop the role of Key Workers</p>