



Dysart School Self Evaluation Form 2020 - 2021



Introduction

Dysart is a Special school for pupils aged 4 to 19 years with Severe and Complex Learning Difficulties, a very high proportion of whom have a diagnosis of ASD as well as additional complex needs. In recent years, the school has seen steady expansion: there were 87 pupils on roll at the beginning of the 2016-2017 A/Y and this figure has since increased to 135. Pupil numbers break down by key stage as follows:

EY	15 pupils
KS1	23 pupils
KS2	49 pupils
KS3	23 pupils
KS4	12 pupils
KS5	13 pupils

Of the pupils currently on roll, 28.9% are girls and 71.1% boys; 31.8% are White British, with a diverse spread of ethnicity from Europe and Asia in particular. 30.3% of Dysart's pupils have English as an additional language and 18.5% are eligible for PPG. All pupils have a statement or EHCP or are placed on an assessment placement pending an EHCP, usually due to being young or arriving from overseas.

Dysart opened its satellite provision, Apollo, in September 2019. This will be joined by a second satellite provision, Apollo 2, in September 2021. Both satellite provisions cater for pupils who are more able, academically and socially, than Dysart pupils have typically presented historically. Both provisions are located on a site adjacent to a mainstream primary school with a Resource Provision, providing rich opportunities to nurture and develop skills in a structured way that challenges this more able cohort but continues to offer the support of the established Dysart main site.

In October 2015, and again in November 2018, Ofsted confirmed the school's outstanding status. Next steps for the school from the November 2018 visit were:

- That leaders and those responsible for governance should ensure that the impressive work on the curriculum extends into key stages 4 and 5, incorporating current accreditation opportunities;

Since the previous Ofsted inspection, the curriculum offer for pupils in key stages 4 and 5 has retained this overall flavour, whilst making a number of key developments:



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- The further deepening of our highly personalised Careers programme that is increasingly compliant with the Gatsby benchmarks;
- Structured Travel Training programme, which measures pupils' individual skills and provides ultra-clear 'next steps' to signpost pupils paths to greater independence in safely travelling within their local community;
- Work Experience opportunities have been broadened by creating a number of new and exciting partnerships with local businesses;
- We have further refined the range of accredited learning opportunities available to ensure that they both challenge pupils, and are relevant to their needs and aspirations;
- We have developed our 'Pupil Voice' provision to provide opportunities for our pupils to shape their local community. For example, in the past year, Dysart pupils have provided feedback to Kingston council on the accessibility of Kingston train station, and have delivered presentations to members of Kingston council on the challenges they face using shops in Kingston town centre;
- All Dysart leavers from the previous three years remain in Further Education, Training or Employment;

The curriculum at Dysart continues to be steeped in the core values and aims that permeate all aspects of life at the school. It challenges pupils, through a blend of knowledge-based and skills-based learning, to fully realise their potential. Our school slogan – *Educating, Enabling, Evolving* – aptly summarises this purposeful and progressive ethos; with a strong curriculum emphasis on Spiritual, Moral, Social and Cultural development, including British Values, pupils achieve exceptionally well at Dysart.

We are proud of our school and of the achievements our pupils make: welcome to Dysart School!

Overall Effectiveness: Outstanding



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Quality of Education effectiveness: Outstanding		
‘Outstanding’ Criteria	Our Rating	Evidence
<p>The school’s curriculum intent and implementation are embedded securely and consistently across the school. It is evident from what teachers do that they have a firm and common understanding of the school’s curriculum intent and what it means for their practice. Across all parts of the school, series of lessons contribute well to delivering the curriculum intent.</p> <p>The work given to pupils, over time and across the school, consistently matches the aims of the curriculum. It is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.</p>	<p style="font-size: 2em; font-weight: bold;">5</p>	<p>The school is currently in the process of refining our overall curriculum intent, so that it continues to be relevant and appropriate to all pupils. We are also in the process of revising our vision and mission statements, under the umbrella of <i>Educating, Enabling, Evolving</i>, whilst continuing to ensure that robust and continuous self-evaluation forms a key part of this.</p> <p>Therapeutic support for pupils is embedded seamlessly in teaching and learning across the school. Dysart employs a number of therapist learning support assistants who work alongside the Speech and Language therapists and Occupational therapists employed by the NHS. This model of working ensures that therapists are able to manage and prioritise their workload based on the needs of pupils, as opposed to their NHS reporting commitments. Crucially, it also means that the class-based staff, as a result of working alongside both therapists and the therapy support assistants, have a clear understanding of therapy goals as well as the rationale behind the therapy goals. Therapeutic support for pupils, therefore, is routinely embedded in teaching and learning across the school with the therapeutic needs of pupils, alongside pupils’ educational needs, being consistently met.</p> <p>The Rainbow curriculum articulates how pupils at Dysart work towards the pot of gold at the end of the rainbow: life after Dysart. The whole curriculum has been carefully constructed with this in mind. Pupils in KS4 and KS5 are able to access a range of relevant and appropriate accreditation. Joint work with Orchard Hill College ensures a continual development of skills for those Dysart pupils that move to the College, as they are able to use credits attained at Dysart to gain higher qualifications through their subsequent work at the College.</p> <p>2018-2019 saw the most successful year for the school in terms of accreditation outcomes for leavers since academy conversion both in terms of the number accredited outcomes secured by pupils as well as the level. This is because the accreditations delivered are both</p>



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		<p>engaging and well-matched to pupils' needs. The non-accredited curriculum for pupils in KS4 and KS5 focuses heavily on promoting pupil safety, independence and nurturing their future aspirations. The school has developed links with several local businesses and community projects; these links help provide students with work experience placements and regular places to visit in order to develop functional skills within real life contexts. A structured travel training programme, along with bespoke E-Safety and Relationships and Sex Education, further promotes safety and independence.</p>
<p>Pupils' work across the curriculum is consistently of a high quality.</p>		<p>Regular scrutiny of <i>Evidence for Learning</i> takes place throughout the school year. Teachers meet individually with the school's assessment lead and are provided with personalised verbal and written feedback which enables them to ensure that pupils' work is consistently well-matched to the needs of each pupil.</p>
<p>Pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND achieve exceptionally well.</p>		<p>All pupils at Dysart consistently achieve exceptionally well. There are no groups of pupils who achieve less well than others. This is measured against progress made by pupils towards their individual curriculum outcomes, by progress made by pupils towards their annual EHCP outcomes, by feedback from families and pupils in internal surveys, and from data derived from the school's <i>Parent View</i> results.</p>
<p>'Good' Criteria</p>		
<p>Intent</p>		
<p>Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition.</p>		<p>Dysart's bespoke 'Rainbow' curriculum places a strong emphasis on developing pupils' functional skills relative to their needs and starting points. Introduced in September 2017, its strengths include a broad and balanced range of relevant opportunities for students to learn through active engagement and experience. Spiritual, Moral, Social and Cultural learning, including British Values, are actively promoted within the 'Rainbow' curriculum.</p> <p>Relationships and Relationships and Sex Education is delivered through Dysart's 'Ripples' programme, which outlines an ambitious tiered approach to this vital topic:</p>



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		<ul style="list-style-type: none"> - <i>Universal</i>: how Relationships / RSE is promoted throughout everyday life at Dysart in a meaningful and contextually-secure manner using consistent and appropriate terminology with all pupils; - <i>Targeted</i>: this comprises a series of specific modules that provide a structured approach to the teaching of more specialist areas / concepts; - <i>Specialist</i>: the provision for additional, highly bespoke, interventions for individual pupils where the need for this additional support has been identified;
<p>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>		<p>The different pathways within the Rainbow curriculum ensure that there is both depth and breadth to the curriculum offer for all pupils, irrespective of ability. The recent creation and appointment of a Head of Lower School & Head of Upper School further augments this, providing staff with the additional support needed to provide high quality support for each pupil.</p>
<p>Pupils study the full curriculum; it is not narrowed. In primary schools, a broad range of subjects (exemplified by the national curriculum) is taught in key stage 2 throughout each and all of Years 3 to 6. In secondary schools, the school teaches a broad range of subjects (exemplified by the national curriculum) throughout Years 7 to 9. The school's aim is to have the EBacc at the heart of its curriculum, in line with the DfE's ambition, and good progress has been made towards this ambition.</p>		<p>A broad, balanced, and relevant curriculum that is adapted from the National Curriculum is followed throughout the school. The school does not adopt a 'subject-specific' approach for the majority of pupils, contextualising learning in practical situations as far as possible. Residential experiences, as well as regular off-site day visits further develop pupils' learning, as well as their confidence and independence. The school works collaboratively with the therapy teams; as a result, pupils' therapy goals are fully embedded within the curriculum resulting in a highly personalised, functional approach to skills development.</p> <p>Feedback from families, as well as progress made by pupils towards curriculum and EHCP outcomes, shows us that this is a highly effective approach.</p>
<p>Implementation</p>		
<p>Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise.</p>		<p>All staff have exceptional subject knowledge and pedagogical understanding which impacts positively on teaching. We aim for all teachers to be trained on the full five-day TEACCH course within 24 months of their appointment. PECS and Makaton training are also provided with regular updates from the Speech and Language therapy team. Richard Hirstwood has delivered an intensive six-month training package focusing on using sensory input to raise pupils' engagement.</p>



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		<p>Additional high-quality training is provided with a very strong link between identified staff training needs and the CPD provided by school. As a result of this, staff consistently demonstrate exceptional pedagogical understanding in their practice and use this understanding to plan a broad range of stimulating activities that engage pupils of all abilities</p>																					
<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> <p>Teachers and leaders use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.</p> <p>The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.</p> <p>Over the course of study, teaching is designed to help pupils to remember long term the content</p>		<p>Teaching is typically outstanding and never less than good. This is because activities are consistently well-matched to the needs of learners, both in terms of the level of challenge as well as the means of delivery. Families are integrally involved in setting termly curriculum targets for each pupil. Staff check pupils' understanding to ensure that there is a suitable level of challenge at all times. Rigorous assessment of pupils' learning enables staff to make highly effective use of prior assessment information to inform their planning, and ensures staff have an integral understanding of the 'whole child' picture of each individual pupil in their class group at any given point in time.</p> <p>The Teacher Evaluation Schedule (TES) is the primary means through which the quality of teaching is measured at Dysart. It was introduced midway through the 2016-2017 academic year and provides a complete breakdown of each teacher's performance, judged against a range of evidence bases that are linked directly to the teaching standards. Leaders' judgements are regularly subject to external verification from a range of sources including senior OHCAT colleagues, consultant HMI, as well as senior therapists.</p> <table border="1" data-bbox="1003 1114 2007 1374"> <tr> <td>Summer 2017</td> <td>4 teachers graded outstanding</td> <td>7 teachers graded good</td> </tr> <tr> <td>Autumn 2017</td> <td>8 teachers graded outstanding</td> <td>6 teachers graded good</td> </tr> <tr> <td>Spring 2018</td> <td>10 teachers graded outstanding</td> <td>5 teachers graded good</td> </tr> <tr> <td>Summer 2018</td> <td>11 teachers graded outstanding</td> <td>3 teachers graded good</td> </tr> <tr> <td>Autumn 2018</td> <td>13 teachers graded outstanding</td> <td>3 teachers graded good</td> </tr> <tr> <td>Spring 2019</td> <td>9 teachers graded outstanding</td> <td>6 teachers graded good</td> </tr> <tr> <td>Summer 2019</td> <td>12 teachers graded outstanding</td> <td>3 teachers graded good</td> </tr> </table>	Summer 2017	4 teachers graded outstanding	7 teachers graded good	Autumn 2017	8 teachers graded outstanding	6 teachers graded good	Spring 2018	10 teachers graded outstanding	5 teachers graded good	Summer 2018	11 teachers graded outstanding	3 teachers graded good	Autumn 2018	13 teachers graded outstanding	3 teachers graded good	Spring 2019	9 teachers graded outstanding	6 teachers graded good	Summer 2019	12 teachers graded outstanding	3 teachers graded good
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<p>they have been taught and to integrate new knowledge into larger ideas.</p>		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">Autumn 2019</td> <td style="width: 30%;">4 teachers graded outstanding</td> <td style="width: 50%;">11 teachers graded good</td> </tr> <tr> <td>Spring 2020</td> <td>8 teachers graded outstanding</td> <td>6 teachers graded good</td> </tr> <tr> <td>Summer 2020</td> <td>8 teachers graded outstanding</td> <td>6 teachers graded good</td> </tr> <tr> <td>Autumn 2020</td> <td>7 teachers graded outstanding</td> <td>11 teachers graded good</td> </tr> <tr> <td>Spring 2021</td> <td>7 teachers graded outstanding</td> <td>11 teachers graded good</td> </tr> </table> <p><i>N.B. No teachers have been graded less than good at any point over this period.</i></p> <p>Teaching at Dysart is typically outstanding because of high quality, personalised, feedback given to teachers within their TEs. An increasingly small proportion of teachers' performance continues to be good. This is where teachers are either working reduced hours and not always able to attend CPD, or where teachers are currently unqualified and are working towards gaining the qualifications needed to teach.</p>	Autumn 2019	4 teachers graded outstanding	11 teachers graded good	Spring 2020	8 teachers graded outstanding	6 teachers graded good	Summer 2020	8 teachers graded outstanding	6 teachers graded good	Autumn 2020	7 teachers graded outstanding	11 teachers graded good	Spring 2021	7 teachers graded outstanding	11 teachers graded good
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<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 workload 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>		<p>The school has a significant bank of shared resources and staff make good use of these, allowing them to spend more time planning effective lessons. Teachers often plan in groups to ensure that workload is managed.</p> <p>Learning outside the classroom is a key part of developing pupil independence and staff make extensive use of the local community to deepen and contextualise learning for pupils. The school organises a number of residential visits each year and, through careful and ambitious planning, ensures that the vast majority of pupils participate in a residential experience every year.</p>															
<p>Reading is prioritised to allow pupils to access the full curriculum offer.</p>		<p>Dysart fully recognises that reading is a crucial life skill for everyone, and that the development of meaningful literacy skills will lead to significantly enhanced levels of independence for our pupils.</p> <p>Phonics is embedded throughout the school and pupils learn to use phonics to help them decode print in a range of different contexts.</p>															



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		<p>Staff make use of frequent educational visits to promote literacy in the local community and to support pupils' understanding of words / signs / symbols that they will regularly encounter when out and about.</p>
<p>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 pupils are taught when they are learning to read.</p>		<p>Literacy is actively promoted throughout the whole of the Rainbow curriculum. Pupils working on the different pathways develop their reading and writing skills in a range of different practical contexts. Pupils are assessed by staff on an ongoing basis to ensure that the curriculum pathway remains appropriate to their needs, and annual standardised assessments confirm that this is the case. Pupils are encouraged to read common signage in the community to further promote their literacy and overall independence.</p>
<p>The sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning.</p>		<p>All classroom areas are language-rich learning environments that promote literacy in a meaningful way. Staff make use of songs, particularly for younger pupils, to embed learning routines and to further promote future learning. A range of communication aids are used to enable pupils to develop meaningful independence through their communication skills. Through working closely alongside therapists, pupils' communication skills are developed holistically across the whole of the school day: data from EHCP annual reviews, which is subject to agreement with families as well as a range of external professionals, show that pupils have achieved exceptionally well in relation to their communication EHCP outcome over recent years.</p>
<p>Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.</p>		<p>Staff are regularly reminded of the need to model effective use of language in the classroom. However, many Dysart pupils articulate their 'voice' through unconventional means as a direct result of their disability. Staff are trained in a number of alternative communication methods meaning that a pupil's disability never impacts on their 'voice'. This is monitored through regular classroom visits, including visits supported by senior speech and language therapists.</p>
<p>Impact</p>		
<p>Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in results from national</p>		<p>Pupil progress is measured and tracked using the online <i>Evidence for Learning</i> app which allows staff in school, as well as families at home, to add evidence against a set of agreed curriculum outcomes for each pupil. Families meet with staff three times each year to review and update the curriculum outcomes for each pupil. Pupil progress is also</p>



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<p>tests and examinations that meet government expectations, or in the qualifications obtained.</p>		<p>measured against EHCP outcomes. By ensuring that both curriculum outcomes and EHCP outcomes are agreed with families and, in many cases, external professionals such as pupils' social workers, therapists etc, we are confident that pupil achievement data is both accurate and robust.</p> <p>The expectations for our pupils are highly aspirational and this is reflected in the accreditation results achieved by school leavers, with all KS5 leavers achieving at least one Entry Level qualification over the past three years, and an increasing proportion of KS5 leavers now securing Entry Level 2 qualifications.</p>
<p>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.</p>		<p>KS5 Leavers data for previous three years:</p> <p><u>2017/2018</u> Ambitious About Autism x 1 Orchard Hill College x 4 Richmond College x 1</p> <p><u>2018/2019</u> Orchard Hill College x 2 Richmond College x 1</p> <p><u>2019/2020</u> Orchard Hill College x 4</p> <p><u>2020/2021</u> Ambitious About Autism x 1 Aurora College x 1 Orchard Hill College x 2</p> <p>Pupils are increasingly attaining more qualifications that are relevant to their needs. In terms of both mean attainment points per pupil, as well as overall attainment points across each cohort, there has been a year-on-year increase. The total number of School</p>



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		<p>Attainment Points awarded to Dysart leavers in 2016 / 2017 was 20, with just under half of leavers attaining some accreditation. By July 2019 , 21 pupils achieved Ascentis Entry Level 1 in Personal Progress. 13 of these pupils also then achieved Entry Level 1 in Independent Living –Leisure Skills, whilst 7 pupils achieved this Entry 2 in this award. This is due to aspirational leadership, creating a culture within the 14-19 Provision that promotes the very highest standards.</p> <p>2020 leavers were not entered due to Co-vid 19. Pupils carried units of work with them to Orchard Hill College which will be used towards future qualifications. This is because Dysart has worked collaboratively with its sponsor, Orchard Hill College, so that pupils can use accredited units attained at Dysart to go towards higher level qualifications at the College leading to even better outcomes for pupils.</p> <p>Since academy conversion in 2016, all KS5 leavers have remained in education or training.</p>
<p>Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age.</p>		<p>Literacy and numeracy are promoted across the curriculum. Work experience and regular educational visits based in the local community offer the opportunity for pupils to contextualise their learning.</p>
Key		
Dysart school has exceeded this criteria		
Dysart school is meeting this criteria		
Dysart school is currently working towards meeting this criteria		



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Behaviour and Attitudes effectiveness: Outstanding						
'Outstanding' Criteria	Our Rating	Evidence				
<p>Pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated</p>		Pupil behaviour 2019-2020:				
			Low (Including sensory-seeking behaviour)	Medium	High	Mean No of Incidents per day
		Autumn 2019	2803 incidents	959 incidents	73 incidents	58.1
		Spring 2020	1208 incidents	898 incidents	68 incidents	50.5
		Summer 2020	122 incidents	98 incidents	3 incidents	4.6
		Autumn 2020	1081 incidents	942 incidents	151 incidents	31.1
		Spring 2021	611 incidents	466 incidents	71 incidents	19.1
<p>Data shows that there is a decline between Autumn 2019 and Spring 2020 in terms of the mean number of incidents every day. Data from Summer 2020 through to Spring 2021 needs to be viewed in the context of reduced overall pupil attendance due to Co-Vid 19 restrictions..</p>						
<p>Pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties. Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. Pupils actively support the wellbeing of other pupils</p>		<p>This is evidenced through consistently high levels of attitudes to learning observed during classroom visits by school leaders and external visitors. Pupils are encouraged to take pride in their work and achievements, which are steeped in a culture where achievement is valued and celebrated, e.g. Celebration Assembly.</p>				



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<p>Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. If pupils struggle with this, the school takes intelligent, fair and highly effective action to support them to succeed in their education</p>		<p>Pupils are supported by the school through both collective strategies as well as individualised behaviour plans which are implemented in a timely manner when needed. Introduction of Zones of Regulation from September 2020 has deepened this support and, through the training provided to families, has enabled families to be better equipped to provide the same consistent strategies outside of school.</p>
'Good' Criteria		
<p>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 pupil behaviour. Staff make sure that pupils follow appropriate routines.</p>		<p>School promotes positive conduct behaviour through consistently high levels of teaching and learning with a curriculum that is well-matched to the needs of pupils. Use of two STAs to provide high-level, bespoke, preventative support in classes with individual pupils further promotes this. Regular workshops for families ensures that families are well placed to provide the same levels of support for their children outside of school. Close partnership with therapists, including the use of highly-trained therapy assistants, ensures that therapy is embedded in strategies used to promote positive behaviour and conduct across the school.</p>
<p>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</p>		<p>There have been no reported instances of bullying over the past three years. Owing to the profile of pupils' cognitive skillset, behaviour of this nature is less likely to occur. However, the school works very closely with families and with social care providers to ensure that families are fully supported and that any concerns are managed effectively.</p>
<p>There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs</p>		<p>Attendance is consistently higher than the national average for SEND provision. EHCP outcomes are reviewed robustly: progress made against outcomes are agreed with families and other professionals and data from these meetings is used by the school to inform future practice.</p>



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<p>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.</p>		<p>Evidenced through learning walks and other monitoring of teaching and learning undertaken by school leaders.</p>																				
<p>Pupils have high attendance, come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action</p>		<p>Pupil Attendance Overview:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <tr> <td style="padding: 2px;">September 2017 to July 2018</td> <td style="padding: 2px;">93.9%</td> </tr> <tr> <td style="padding: 2px;">September 2018 to July 2019</td> <td style="padding: 2px;">94.4%</td> </tr> <tr> <td style="padding: 2px;">September 2019 to July 2020</td> <td style="padding: 2px;">88.2% (92.4% September to March)</td> </tr> <tr> <td style="padding: 2px;">Sept 2020 to Feb 2021</td> <td style="padding: 2px;">84.1%</td> </tr> <tr> <td style="padding: 2px;">Mar 2021 to May 2021</td> <td style="padding: 2px;">92.6%</td> </tr> </table> <p>Pupils attend well because school offers a lively and challenging learning environment, resulting in pupils wanting to come to school and taking pride in their learning. Staff work hard to develop meaningful relationships with families; families value the school's friendly and welcoming atmosphere.</p> <p>Pupils with attendance below 85%</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <tr> <td style="padding: 2px;">September 2017 to July 2018</td> <td style="padding: 2px;">8 pupils</td> </tr> <tr> <td style="padding: 2px;">September 2018 to July 2019</td> <td style="padding: 2px;">8 pupils</td> </tr> <tr> <td style="padding: 2px;">September 2019 to July 2020</td> <td style="padding: 2px;">42 pupils (13 pupils September to March)</td> </tr> <tr> <td style="padding: 2px;">Sept 2020 to Feb 2021</td> <td style="padding: 2px;">50 pupils</td> </tr> <tr> <td style="padding: 2px;">Mar 2021 to May 2021</td> <td style="padding: 2px;">18 pupils</td> </tr> </table> <p>The figures above refer to on-site attendance which have been significantly distorted due to the Co-Vid 19 pandemic. A significant number of pupils either have underlying health conditions or live with close family members who have underlying health conditions, requiring pupils to remain at home. A comprehensive remote learning plan has been</p>	September 2017 to July 2018	93.9%	September 2018 to July 2019	94.4%	September 2019 to July 2020	88.2% (92.4% September to March)	Sept 2020 to Feb 2021	84.1%	Mar 2021 to May 2021	92.6%	September 2017 to July 2018	8 pupils	September 2018 to July 2019	8 pupils	September 2019 to July 2020	42 pupils (13 pupils September to March)	Sept 2020 to Feb 2021	50 pupils	Mar 2021 to May 2021	18 pupils
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		published and shared with families, with the aim of ensuring as much continuity as possible for those pupils unable to attend school due to Co-Vid 19.
Fixed-term and internal exclusions 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.		<p>There has been one fixed-term exclusion over the past three years, and no permanent exclusion over that period.</p> <p>The school works exceptionally hard to maintain placements for those pupils who are displaying complex and often very challenging profiles. Over the past three years, we have liaised with social care providers to secure full-time residential provision for three pupils, maintaining a school place for the pupil through the use of highly creative and bespoke packages of support.</p>
Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe.		Surveys from parents and surveys from staff consistently report that relationships among pupils and staff are purposeful and positive. Staff take the time to get to know families, evidenced through the award of the Leading Parent Partnership Award in 2019, and this enables staff to consistently offer high quality support to families that is exceptionally personalised. Parents report through surveys that their child feels safe in school.
Key		
Dysart school has exceeded this criteria		
Dysart school is meeting this criteria		
Dysart school is currently working towards meeting this criteria		



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Personal Development effectiveness: Outstanding		
'Outstanding' Criteria	Our Rating	Evidence
<p>The school consistently promotes the extensive personal development of pupils. The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences. Opportunities for pupils to develop their talents and interests are of exceptional quality.</p>		<p>Pupils' health and physical wellbeing is actively promoted and permeates through the life of the school. Pupils experience a broad range of practical physical activities that promote good physical health including swimming, cycling, football, and outdoor climbing. In July 2018, Dysart was awarded the <i>Gold Games Award Mark</i> in recognition of this.</p> <p>A state-of-the-art climbing frame within the school's playground, as well as a multi-floored soft-play climbing room further supports this development.</p> <p>Staff utilise the medical expertise of the school nurse that is on call throughout the day to ensure that any medical concerns are dealt with correctly and in a timely manner.</p> <p>Healthy, balanced, diets are promoted through daily Snack sessions across the school. As a result, pupils have a good understanding of how to keep themselves physically healthy and develop an enjoyment of physical leisure activities that they can sustain after they have left Dysart.</p>
<p>There is strong take-up by pupils of the opportunities provided by the school. The most disadvantaged pupils consistently benefit from this excellent work</p>		<p>Dysart works collaboratively with <i>Yorda Adventures</i> to fund a substantial number of after-school / holiday places for pupils. In addition to subsidise places with <i>Yorda Adventures</i>, the school allows them to use school vehicles for no charge. Over the past three years, the following numbers of places have been funded for pupils by Dysart:</p> <p>Sept 2017 to July 2018: 560 sessions Sept 2018 to July 2019: 400 sessions Sept 2019 to July 2020: 333 sessions</p> <p>We also work closely with social care colleagues to secure appropriate after-school / holiday club placements for pupils at the Moor Lane Centre, which is provided by Kingston council.</p>



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<p>The school provides these rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities, and they considerably strengthen the school's offer</p>		<p>Senior leaders regularly meet with the staff who deliver the support to pupils at both <i>Yorda Adventures</i> and at the Moor Lane Centre. This ensures that there are high levels of coherency across all provisions in terms of support provided to pupils.</p>								
<p>The way the school goes about developing pupils' character is exemplary and is worthy of being shared with others.</p>		<p>Development of new 'Ripples' programme encompassing RSE and Relationships education.</p> <p>The school is currently undertaking the Wellbeing Award for Schools which will further strengthen the wellbeing offer to pupils, families and staff.</p> <p>Implementation of the Zones of Regulation from September 2020 encourages pupils to develop greater reflection on their emotional state, and to manage their behaviour with greater levels of independence.</p>								
<p>'Good' Criteria</p>										
<p>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.</p>		<p>Educational Visits Overview:</p> <table border="1" data-bbox="981 815 2018 1214"> <tr> <td data-bbox="981 815 1357 890">September 2017 to July 2018</td> <td data-bbox="1357 815 2018 890">1145 visits across the school, including 6 residential visits</td> </tr> <tr> <td data-bbox="981 890 1357 965">September 2018 to July 2019</td> <td data-bbox="1357 890 2018 965">1320 visits across the school, including 6 residential visits</td> </tr> <tr> <td data-bbox="981 965 1357 1040">September 2019 to July 2020</td> <td data-bbox="1357 965 2018 1040">882 visits across the school, including 2 residential visits</td> </tr> <tr> <td data-bbox="981 1040 1357 1214">Sept 2020 to July 2021</td> <td data-bbox="1357 1040 2018 1214">A small number of off-site educational visits have been facilitated. However, due to the Co-Vid 19 pandemic and resulting lockdown / restrictions on non-essential travel we have been forced to reduce these.</td> </tr> </table> <p>This evidences how the school curriculum extends beyond the classroom in a meaningful way, contextualising learning for pupils in a relevant and localised manner.</p>	September 2017 to July 2018	1145 visits across the school, including 6 residential visits	September 2018 to July 2019	1320 visits across the school, including 6 residential visits	September 2019 to July 2020	882 visits across the school, including 2 residential visits	Sept 2020 to July 2021	A small number of off-site educational visits have been facilitated. However, due to the Co-Vid 19 pandemic and resulting lockdown / restrictions on non-essential travel we have been forced to reduce these.
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<p>The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character.</p>		<p>Pupil voice work now includes work with the local council; groups of Dysart pupils have provided feedback to Kingston council on the accessibility of Kingston train station and on Kingston town centre for people with disabilities in the previous 12 months.</p> <p>In November 2020, pupils from Dysart prepared a recorded presentation for a local charity, the Kingston Centre for Independent Living, talking about the challenges that they faced day-to-day due to their disability. Appropriate support was given to enable pupils to understand the concepts they were presenting, and some pupils used visual aids to help them with this, but the contribution made by Dysart pupils was very well-received and is helping to shape positive attitudes towards people with disability in the local community.</p>
<p>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.</p>		<p>A state-of-the-art climbing frame within the school's playground, as well as a multi-floored soft-play climbing room promotes physical activity. Allied to this, healthy, balanced, diets through daily Snack sessions across the school are also an integral feature. As a result, pupils have a good understanding of how to keep themselves physically healthy and develop an enjoyment of physical leisure activities that they can sustain after they have left Dysart.</p>
<p>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.</p>		<p>Dysart's Careers provision actively promotes the development of pupils' interests and hobbies so that pupils can live their adult lives with as much independence as possible.</p>
<p>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.</p>		<p>Dysart's bespoke 'Rainbow' curriculum places a strong emphasis on developing pupils' functional skills relative to their needs and starting points. Spiritual, Moral, Social and Cultural learning, including British Values, are actively promoted within the 'Rainbow' curriculum through a range of practical activities that are relevant and meaningful to pupils' needs.</p>



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<p>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.</p>		<p>There are numerous acts of worship and assemblies where equality and diversity are promoted. Dysart has a link with a school in Malawi and every year organises a fundraising week to raise money and send resources to the pupils at the link school in Malawi.</p> <p>Dysart school has published a rigorous set of equality objectives linked to the equality statement, which are reviewed annually and tested by members of the local governing body and OHCAT.</p>
<p>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.</p>		<p>Pupils are encouraged to express and articulate their opinions from the moment they join the school in Reception. Because of the profile of many Dysart pupils, developing the skills to understand and articulate what they like and dislike is a major milestone in their development. Staff are trained in a number of communication systems and work closely with speech and language therapists as well as parents and carers to ensure that each pupil is given the right support needed to develop their communication skills in a meaningful way.</p> <p>Dysart has a school council which meets regularly and where pupils have the opportunity to discuss ideas in a supported context, and to make decisions that are for the benefit of them and their school community.</p>
<p>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.</p>		<p>Through the school council, pupils are involved in decision-making in a meaningful way. Pupils learn how to interact appropriately in their local community through the many educational visits that take place throughout the year, and through Work Experience placements for those pupils in KS4 and KS5.</p>
<p>Secondary schools prepare pupils for future success in education, employment or training. They use the Gatsby Benchmarks to develop and improve their careers provision and enable a range of education and training providers to speak to pupils in Years 8 to 13. All pupils receive</p>		<p>All pupils in KS4 and KS5 participate in some form of work experience that is meaningful to them and relevant to their aspirations. Regular opportunities to meet FE providers and receive impartial advice is available for parents and carers, and for those pupils who have the cognitive skillset to understand it.</p>



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unbiased information about potential next steps and high-quality careers guidance. The school provides good quality, meaningful opportunities for pupils to encounter the world of work.		In 2018, Dysart was 70% compliant with the Gatsby benchmarks. In 2019, this increased to 77% compliance. The Co-Vid 19 pandemic slowed further progress, but we are confident that we will be fully compliant with the Gatsby benchmarks by September 2021.
Key		
Dysart school has exceeded this criteria		
Dysart school is meeting this criteria		
Dysart school is currently working towards meeting this criteria		

Leadership and Management effectiveness: Outstanding		
‘Outstanding’ Criteria	Our Rating	Evidence
<p>Leaders ensure that teachers receive focused and highly effective professional development. Teachers’ subject, pedagogical and pedagogical content knowledge consistently build and develop over time. This consistently translates into improvements in the teaching of the curriculum.</p>		<p>A robust performance management process for both teaching and non-teaching staff, consistently linked to staff professional development, ensures the very highest learning outcomes for pupils. Teachers’ performance management encompasses all of the teaching standards. Any underperformance is quickly identified and timely personalised support is provided. As a result teaching continues to refine and improve, is typically outstanding and never less than good.</p> <p>All staff have exceptional subject knowledge and pedagogical understanding which impacts positively on pupils. We aim for all teachers to be trained on the full five-day TEACCH course within 24 months of their appointment. PECS and Makaton training are also provided with regular updates from the Speech and Language therapy team. Richard Hirstwood delivered an intensive six-month training package focusing on using sensory input to raise pupils’ engagement. Additional high-quality training is provided with a very strong link between identified staff training needs and CPD provided by school. As a result of this, staff consistently demonstrate exceptional pedagogical understanding in their practice and use this understanding to plan a broad range of stimulating activities that engage pupils of all abilities</p>



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<p>Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified. When issues are identified, in particular about workload, they are consistently dealt with appropriately and quickly.</p> <p>Staff consistently report high levels of support for well-being issues.</p>		<p>Leaders at Dysart engage meaningfully with staff in both formal contexts such as appraisal, as well as through less formal channels. This ensures that issues are identified early and accurately, and appropriately responded to.</p> <p>We have set up the 'Change Team' which promotes the mental health and wellbeing of pupils and staff, and provides staff with support when it is needed.</p> <p>Since September 2019, staff appraisal includes an explicit reference to wellbeing for that staff member. This promotes positive wellbeing by enabling a structured dialogue between appraiser and appraisee, encouraging discussion around strategies that each individual staff member can use to support the maintenance of a healthy work-life balance.</p> <p>A survey of staff was undertaken by the leadership team during June 2020, asking for staff views on the school's response to the Covid-19 pandemic. The responses from staff were overwhelmingly positive about how well supported staff felt.</p>
'Good' Criteria		
<p>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.</p>		<p>The school's values and aims statement, including the pupil-friendly version, provide clarity on the school's vision and how that vision translates into the over-riding purpose behind the curriculum at Dysart.</p>
<p>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 offrolling.</p>		<p>No students were taken off roll without having a suitable agreed placement at an education / social care establishment within the previous three years. Leavers are carefully tracked by our Careers lead after they have left and feedback is sought from families of leavers to help us identify ways we can provide even better support to pupils in the final year at Dysart. Inclusion of all members of the school community is actively promoted.</p>



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<p>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.</p>		<p>In Feb 2019, Dysart secured the Leading Parent Partnership Award. A key part of this award was the establishment of regular workshops for parents on a range of topics that are relevant to parents and support them and their capacity to support their child.</p> <p>Within the school's work experience programme, we have expanded the number of local employers that our pupils can work at.</p> <p>Pupils within our school council have provided feedback to Kingston council on the accessibility of Kingston train station and on Kingston town centre for people with disabilities in the previous 12 months</p>
<p>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.</p>		<p>Leaders regularly engage with and support staff with management of workload. Evidence of the impact of this work can be seen through staff survey feedback and by high levels of staff retention overall within the school.</p>
<p>Leaders protect staff from bullying and harassment.</p>		<p>Evidenced by very high levels of staff retention and by the responses from staff to anonymous staff surveys</p>
<p>Those responsible for governance understand their role and carry this out effectively. Governors/trustees 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.</p>		<p>Governance is provided by the school's Local Governing Body as well as through OHCA&T. The Local Governing Body has a wide range of abilities drawn from the public and private sector and play an integral role in providing the school with highly effective support and challenge. In addition to LGB meetings, training is provided for LGB members on an ongoing basis: LGB members have completed Safeguarding as well as Safer Recruitment training in addition to bespoke Governor Conferences provided by OHCA&T, and training provided by the school (July 2018). As a result of this, LGB members have a sound understanding of how funding streams are spent, understand the vision and ethos within the school, and have a deep and meaningful understanding of the quality of teaching and student achievement. It enables governors to provide the leadership team with robust and impactful support in making further improvements to the school.</p>



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		<p>Scrutiny from the trust is thorough and robust. Frequent visits from a range of senior leaders within OHCA&T ensures that the school's SLT maintain high standards and are continually developing outstanding practice across the school. OHCA&T's CEO joins the leadership team for formal lesson observations and conducts a thorough scrutiny of the school's overall performance through a risk-based model at least every term.</p>
<p>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.</p>		<p>Dysart's Equality report and objectives are reported annually to governors and actions are followed up by governors through subsequent portfolio visits to the school. Because the relationship between governors and the school's leadership team is strong and founded on support and trust, any challenges that may arise can be discussed openly. Governors check the school's Single Central Record and regularly tour the school, speaking to pupils and to staff.</p>
<p>The school has a culture of safeguarding that supports effective arrangements to: identify pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation; help pupils reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help; and manage safe recruitment and allegations about adults who may be a risk to pupils.</p>		<p>The schools safeguarding and child protection policies are aligned to that of the academy trust. Policy and procedures are robust, compliant and consistently applied. All staff receive level two safeguarding training at the start of each academic year. New staff are made aware of the reporting procedure within their first 24hrs of work at the school, and also complete online level 1 training before starting any work with children. New staff receive the full level two training by the end of their first full term at the latest. Staff receive at least annual updates and refreshers on Prevent and E-Safety, and are provided with time to read KCSiE as a class group in order to ensure they can discuss areas and ask questions. All members of the school's Senior Leadership Team have completed safeguarding training to DSL standard and are all trained in Safer Recruitment.</p> <p>Safeguarding records are accurate and up to date and are discussed with the Safeguarding portfolio governor during their termly monitoring visits. The DSL and Principal meet termly with OHC&AT's Director of Learning support & Safeguarding; safeguarding processes, training and checks are discussed at these termly meetings. The DSL and Principal also evaluate the effectiveness of Safeguarding procedures through termly safeguarding meetings with a cross-section of multi-agency staff who work at Dysart as well as through termly anonymised questionnaires to a cross-section of staff with specific questions linked to Safeguarding procedures.</p>



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		Referrals to social services are prompt and followed up in a timely manner. The DSL and Principal meet termly with a member of the Local Authority's Disabled Children's Team. These meetings focus on new pupils to the school who may require assessment for support from the DCT, pupils who are in receipt of additional social care support, those on CP plans and any other issues that may require support from the DCT. These meetings have helped ensure the link between school and social services is strong, resulting in more effective support being given to pupils and families outside of school. The safeguarding governor regularly checks the Single Central Register (SCR) with the DSL and School Business Manager to ensure it continues to be fully compliant with all requirements.
Key		
Dysart school has exceeded this criteria		
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