



Context

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 in pupil numbers: there were 87 pupils on roll at the beginning of the 2016-2017 A/Y and this figure has since increased to 165, including those based at the school's two satellite sites. Pupil numbers break down by key stage as follows:

EY	3 pupils
KS1	26 pupils
KS2	62 pupils
KS3	38 pupils
KS4	16 pupils
KS5	20 pupils

Of the pupils currently on roll, 33.33% are girls and 66.67% boys; 28.5% 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 29.69% are eligible for PPG. All pupils have a EHCP or are placed on an assessment placement pending an EHCP, usually due to being young.

Dysart has worked collaboratively with the Kingston upon Thames local authority, supporting the increasing demand for SEND places by opening *Apollo*, a new satellite provision based across two sites. The first site opened in September 2019 and was followed by the second site which opened in September 2021. Both satellite provisions cater for pupils who are typically more able than Dysart pupils have traditionally presented, and are paired with another provision (mainstream Primary / MLD secondary SEND school). This provides rich opportunities to nurture and develop pupil skills in a structured way that challenges this more able cohort but continues to offer the support and expertise of the established Dysart main site.

Dysart remained open to pupils at all times throughout the recent COVID-19 pandemic, and ensured that a meaningful educational offer was in place for those pupils who were unable to attend through regular contact with families, work and resources which were sent home, and the use of a dedicated *YouTube* video channel with a number of bespoke videos made by staff. The school opened its doors during the Easter 2021, Summer 2021, Summer 2022, and Easter 2023 school holidays to provide further support for those pupils most affected by the pandemic. Feedback on our response to COVID from families in the families questionnaire (Autumn 2021) was very positive.

Dysart has recently experienced some additional challenges with the recruitment of new staff to positions in school. This is something that we are working hard to overcome. In January 2023, we set up a recruitment and retention steering group made up of staff from across the school and are in the process of developing an action plan to specifically address this issue. In addition to this, we have expanded the areas where positions at Dysart are advertised, we have made adaptations to the interview process to make it more inclusive, and we have expanded the number of agencies that we liaise with for agency staff.

2018 Ofsted Inspection

Dysart was previously inspected by Ofsted in November 2018. The single development point was:

- 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 November 2018, the curriculum for all pupils, including those in key stages 4 and 5, has continued to evolve incorporating a number of key developments:

- The Dysart curriculum has been refreshed and is now directly aligned with each pupil's Essentials Toolkit. This ensures that it continues to be exceptionally well-matched to the educational, therapeutic, and emotional needs of pupils, as well as continuing to consider the wider aspirations of pupils and families.
- The further deepening of our highly personalised Careers programme that is increasingly compliant with the Gatsby benchmarks, including work experience, and increased opportunities for accredited learning for our older pupils;
- Attainment for our older pupils continues to excel. The proportion of pupils attaining more challenging Entry Level grades is increasing because of our high expectations and because of the excellent foundation provided to pupils when they are younger.
- In response to the risk of peer on peer abuse, we have developed a 'Universal' offer for the teaching of Relationships Education / Relationships and Sex Education that transcends the school day ensuring that all pupils are taught these vital knowledge and skills every day that they are in school; Alongside this 'Universal' offer, we have developed the *Ripples* RSE curriculum which provides a carefully-sequenced teaching of specialist RSE knowledge and skills.