



Self-Evaluation Short Version - Summary June 2023

At Silverwood, we always look for Ambition without Limitation. We passionately believe our job is to be aspirational, to tell all children and their parents/carers what they can achieve. We never judge our pupils by what they cannot do!

'Building Community Inspiring Learning'

Context

Silverwood is a large, community, maintained special school with 426 pupils currently on roll. The school has three campuses, two additional Early Years Foundation Stage (EYFS) satellite provisions and a post-16 provision. There is a further annexe at the Chippenham site. Silverwood opened in September 2020 when three existing special schools merged to form one school. All pupils have education, health and care plans (EHCPs). Pupils have a wide range of moderate (MLD), severe, (SLD), profound and multiple learning difficulties (PMLD), autism and some additional medical needs. The school has a higher than average number of disadvantaged pupils. Pupils come from a wide catchment area, mostly transported to school on local authority transport.

The school, working in partnership with all stakeholders, has developed a clear vision: 'Building Community, Inspiring Learning.' Silverwood continues to grow and establish itself as a specialist provider for special educational needs in Wiltshire. Major expansion of the Rowde site will result in up to 400 primary and secondary-aged pupils being accommodated on the site, with the Chippenham and Trowbridge sites catering for up to 75 primary pupils on each site. There is a college site at Chippenham which accommodates Post 16.

The 5 Year Strategic Plan was co-constructed with senior leaders and governors. This guides our strategic intent. It details - Vision, Mission and Values and key objectives. It is ambitious, coherent and well thought out, developing the school, wider community and excellence across Wiltshire. Silverwood is a Values Based Education (VBE) School. In May 2023 the school was awarded the Enhanced Values Based Education Quality Mark. The enhanced mark recognises that we are living a values based culture throughout our school, and in addition sharing and influencing beyond our gates. This was a great moment in our Silverwood journey!

Senior Leaders and Governors have self-evaluated Silverwood as a good school with outstanding behaviour and attitudes. Staff have high expectations and want the pupils to achieve their very best. We are an ambitious school and have clear plans in place to continue our development for not only our own pupils and families but also to continue to support SEND pupils across Wiltshire.

Ofsted Areas	Key Strengths	Areas for development
<p data-bbox="203 240 349 304">Quality of Education</p> <p data-bbox="203 344 387 371">Grade: Good</p>	<p data-bbox="477 240 1498 304">The intent and implementation of the curriculum has been co-created across all pathways and curriculum areas with a clear rationale for delivery.</p>	<p data-bbox="1520 240 2029 512">Leaders use the learning from the successful implementation of the core curriculum to refine and embed the curriculum across all subjects, ensuring it is coherently planned, sequenced with a firm and common understanding across the cognitive continuum and through all key stages.</p> <p data-bbox="1520 547 2029 746">Ensure that leaders use accurate assessment information to check the progress of all groups of pupils, including pupils who are disadvantaged, the most able or those who receive additional funding.</p> <p data-bbox="1520 783 2029 882">The quality of teaching and learning is further improved and adapted to all curriculum pathways.</p> <p data-bbox="1520 919 2029 983">Further develop the 'Total Communication' offer for all learners.</p>
	<p data-bbox="477 312 1498 480">Pupils following the pre-formal curriculum are carefully grouped by age and need. They benefit from effective routines to support transition and learning readiness, working towards personalised targets. Alternative and augmentative communication resources and sensory equipment are well used, resulting in promoting engagement.</p> <p data-bbox="477 483 1498 512">Teachers use the ECHP's to precisely target what pupils need.</p> <p data-bbox="477 515 1498 611">Semi-formal and formal pathways are also available to ensure that all pupils achieve the individualised programme they need to best meet their academic and social development.</p>	
	<p data-bbox="477 991 1498 1118">Leaders have developed a bespoke assessment tool for the pre and semi-formal pathways, enabling them to record the holistic progress of all pupils more usefully. This bespoke assessment tool dovetails with the package used to record progress for pupils on Formal pathways.</p>	
	<p data-bbox="477 1126 1498 1222">Outcomes are good and pupils leave Silverwood with a broad range of up to ten formal and informal qualifications ranging from WJEC Personal Progress, ASDAN, Functional Skills and more bespoke accreditation.</p> <p data-bbox="477 1225 1498 1358">Phonics and Early Reading: Pupils develop a love of reading. The aspiration for our pupils is being literate. Practice in phonics and reading is well targeted, based on sound assessment and strong practice. Leaders ensure this is timetabled, delivered with ambition</p>	

	by trained staff. Pupils' ideas have helped to shape reading areas and libraries around the school. There is a 'buzz' around reading at Silverwood.	
Behaviour and Attitudes Grade: Outstanding	We self-evaluate behaviour and attitudes as outstanding. Exemplary behaviour and positive attitudes to learning is a consistent feature at Silverwood. We understand that all behaviour is communication. Through robust, supportive behaviour strategies, we teach pupils to develop good behaviour skills by offering a personalised approach to behaviour considering the context of each individual pupil.	To continue to develop pupils' positive attitudes to learning, building resilience and independence.
	Trusting relationships, with high expectations, ensure that pupils make the most of their learning. Pupils' attitudes and motivation are consistently positive. Pupils take advantage of the 'Silverwood way,' - inspiring lessons, with clear expectations for teaching staff, pupils and learning environments.	
	Pupils are proud to attend Silverwood and can articulate and demonstrate Silverwood values. In May 2023, we were awarded the Enhanced Values Based Education Quality Mark. Our external Quality Assurance Review with Challenge Partners evidenced exemplary behaviour and embedded school values.	
	Pupil attendance is above the national average for special schools.	
Personal Development Grade: Good	As a Values Based Education (VBE) School, we place our shared values at the heart of everything we do. Our values are principles that guide all our actions, decisions and relationships. The leader of VBE sits on the International VBE Associate Board, to represent and ensure that the voice of special educational needs and/or disabilities (SEND) is heard. In May 2023, we were awarded the Enhanced Values Based Education Quality Mark. The enhanced mark recognises that we are living a values based culture throughout our school, and in addition sharing and influencing beyond our gates.	Embed and evaluate the PSHE and RSE curriculum.
	Leaders responsible for personal, social, health and economic (PSHE) and relationships and sex education (RSE) are building on existing strong practice in the formal curriculum pathway.	Further develop the school's Post-16 transfer and preparation for adulthood offer.
	Pupil relationships are a strong feature of the school. We provide high-quality pastoral support. Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have a need/age-appropriate understanding of healthy relationships.	Maintain and develop strong mental health and well-being support for staff and pupils.

	Pupils learn the importance of equality and respecting and understanding differences. This includes differences in religion, belief or sexual orientation. The school is LGBTQ+ friendly and encourages students to explore their sexual and gender identity.	
Leadership and Management Grade: Good	The five-year strategic plan is ambitious, coherent and well thought out, developing the school, wider community and excellence across Wiltshire.	To continue to enhance the CPD offer for all members of the Silverwood School community. Coach and develop new and existing middle leaders to support them in leading their teams in pursuit of educational excellence. Cultivate a leading reputation for offering high quality out-reach and training programmes, supporting pupils with SEND in mainstream settings to promote inclusion and improve outcomes.
	Leaders have an ambitious, yet achievable, vision for the school. Leaders collaborate closely with all staff to sustain a culture of high expectations and ambition	
	CPD is well planned and comprehensive to improve teachers' subject and pedagogical knowledge. Recent phonics and reading training has been highly effective in improving practice. Leaders evaluate impact immediately and over time. The culture of senior and middle leader 'drop ins' is highly valued in evaluating, sharing and improving practice. Middle and subject leaders benefit from bespoke support and take advantage of National Professional Qualifications (NPQ). All senior leaders are enrolled on a programme of leadership development 'Liberating Leadership.' Several senior leaders have a professional coach and are enrolled on NPQ courses.	
	The Governing Board has a strong shared vision. Governors play an active role in knowing and governing the school by providing professional challenge and oversight of educational quality, fiscal management and statutory compliance.	
	Leaders have exceptional standards for safeguarding.	
Early Years Education Grade: Good	Leadership and practice within EYFS are a strength of the school. Leaders have built strong links with partner sites and across the school, developing consistent approaches, moderation and secure transitions, providing a solid start to the Silverwood journey.	Enhance CPD opportunities and shared learning amongst the Early Years team. Further develop the curriculum to ensure that all children within the Early Years classes have the same opportunities and there is consistency of approach for new classes across the school.
	All children within the early years provision have starting points well below age related expectations on entry to the school. School data shows children make good progress relevant to their starting points across all the areas of learning by the end of EYFS.	
	Target setting and aspirations for children in EYFS are consistently high with approaches that nurture and engage pupils in the setting.	

	When children transition from Year R, they attend differentiated phonics sessions throughout the primary phase to continue knowledge and understanding of phonics, reading and a lifelong love of books.	To embed a meaningful assessment document that will reflect the progress children within the Silverwood Early Years Classes make towards the Early Learning Goals (Adapting Birth to Five Matters 2021).
POST 16 Grade: Good	Leadership of Post 16 is of a consistently high standard, with high expectations and the drive to achieve the best outcomes for our young people.	Monitoring more robustly where students move onto after sixth form.
	End of Post-16 assessment and progress data evidence that students achieved well in their study programmes.	Increase numbers of students accessing meaningful work experience placements.
	There is a full and varied qualification curriculum focussing on modules including core subjects, personal care, hobbies, student voice, food tech, care of small animals and horticulture.	
<p>Overall Effectiveness: Good</p> <p>The school leadership have a clear and strong vision for the school, with a clear sense of purpose promoting a positive ethos and shared values. There is robust evidence of collaborative strategic planning and professional respect.</p> <p>The curriculum has been built on inclusivity, creativity and diversity, has clear end points and has well panned pathways to ensure pupils reach their full potential. It is regularly reviewed to ensure that pupil's needs are met and they are prepared for adult life according to their interests and skills.</p> <p>There is visible and well-established strategic leadership and governance.</p> <p>Senior leaders across the school are skilled in monitoring and making accurate judgements, this has given them an accurate understanding of the school's strengths and areas for development.</p> <p>Safeguarding is highly effective and is well embedded within the culture of the school community. Close monitoring and early help are provided through a multi-agency approach.</p> <p>There is a culture of continuous professional development. Middle and senior leaders are accessing high quality leadership development courses and professional coaches.</p>		

Silverwood provides a much-valued SEND service to local authorities, schools, FE and HE providers, families, and pupils across the region in support of the Wiltshire System of Excellence.

Areas for development

Develop the curriculum across the foundation subjects.

To ensure that assessment systems are embedded, and outcomes are shared with families so that both can contribute effectively to the next steps in education, employment and training.

Further develop the 'Total Communication' offer for all learners

Develop aspiring middle leaders and other curriculum leaders.