

# Dove House School Academy



## Self-Evaluation 2020/2021

## Dove House School – ‘Making a Difference’

At Dove House we are guided by the simple question, ‘Have I made a difference today?’ In fact



everything the school does is designed to make a difference to our children and families.

Dove House is a converter academy which allows us to focus on our own priorities so we are better able to meet the educational needs of children with learning difficulties in the local area. We are a school for students with moderate learning difficulties, many of whom have autism and other associated conditions. The school has an APN of 220 (including Post 16) but is

constantly over-subscribed. Approximately 72% of the school’s population are boys and 15 pupils have attached additional funding for 1:1 support to allow them to access the curriculum at Dove House.

The school has as Post 16 provision opened in September 2016 and has a thriving SCITT (Basingstoke Alliance School Centred Initial Teacher Training – BASCITT) through which 117 trainees have achieved QTS in the last 6 years. The provision has been recognised nationally for its work on the teaching of SEND and the impact this has had on students locally.

The school provides a structured, calm, caring and friendly environment for students where the majority of students thrive both academically and personally.

*Pupils’ safety, welfare and learning lie at the very heart of ‘the Dove House way’. Pupils thrive in the nurturing culture that staff have created. They know that there is an adult who will listen to them and help them if they have any worries. One pupil said that she loves the school because ‘teachers understand us’. (OFSTED Sept 19)*

Our vision is for all students to be well rounded young adults and lead as independent lives as possible. Therefore preparation for adulthood and employment play key roles in all that we do at Dove House.

## Quality of Education – 1 (Outstanding)

This is because both academically and personally, given their starting points, a high percentage of pupils make rapid and sustained progress particularly when compared to similar schools locally and nationally. We remain aspirational in our target setting based on pupils’ starting points based on our bespoke assessment system.

- Results at Key Stage 4 continually evidence outstanding progress across our broad curriculum.
- 78% (78%) achieved 3 levels of progress from baseline and 43% (52%) from KS2.
- 97% (94%) achieved 2 levels of progress or more from baseline.
- 69% achieved 2 levels of progress or more from KS2
- Average levels of progress from baseline across all subjects – 3.4 (3.5).
- Average levels of progress in all subjects from KS2 – 2.4 (2.6)
- Pupil progress in years 7-11 remains outstanding with 82% on progress to achieve the equivalent of 3 levels of progress (March '20).
- Outstanding attendance 93% (93.9%)
- 1 NEET for last 6 years (latest figures to be published).
- There is very little variance upon outcomes for pupils in receipt of pupil premium, in fact trends suggest they often outperform the rest of the school.
- \*Please note that 19/20 results are subject to the national COVID 19 response.
- Pupils' literacy levels are well below average on entry. This remains a whole school priority and strategies include;
  - Guided reading and the teaching of high frequency words embedded within tutor and English sessions.
  - PALS withdrawal sessions for identified students (approx. 25%) who all make significant and rapid gains.
  - Targeted teaching of reading/spelling for the least able.
  - A whole school approach to the teaching of phonics.
  - A comprehensive and effective literacy strategy across the curriculum is in place.
  - Enrichment activities/competitions/assemblies regularly promote literacy.
  - Development of a new library to encourage reading for pleasure.
- Pupils are exceptionally well prepared for the next stage in their education, training or employment.
  - Personalised learning and the teaching of lifeskills consistently promotes the growth of confidence and independence at Dove House.
  - Personal development is tracked for all pupils and personal targets impact on planning.
  - Dove House students consistently succeed in a large number and wide range of appropriate qualifications that support the next stage of education.
  - In the last 5 years 100% of students were allocated colleges and/or training when they left Dove House with the exception of 2 pupils in 19/20 due to complex behavioural issues (see information around exclusions).
  - The Dove House Link Club for ex-students continues to support a large number of young people in the community. Over 60 attended regularly before co-vid and many have been supported into work.
  - Excellent partnerships with local businesses continue to develop and include work placements (including support for employers from Dove House), the use of business mentors and pathways through to employment for Dove House students (currently affected by co-vid).

- Work experience/vocational education prepares students for future careers. All KS4 students usually take part in work placements however this has been affected by covid and we await restrictions to lift.
- 90% of students leaving Dove House Post 16 gained long term meaningful employment with the rest entering relevant further education.
- All students in Year 13 are engaged in supported internships.

The Dove House Post 16 provision based at our satellite centre, focuses on the vision that everyone has a right to work irrespective of their needs. The provision allows us to support students into appropriate employment with a wrap-around approach that also develops literacy, numeracy and key skills. The provision provides Dove House students with a seamless transition into Key Stage 5 whilst accepting learners from other schools at any age from 16-19 years.

The provision offers personalised programmes for all and has rapidly developed effective partnerships with local providers and employers. Accredited courses support work placements whilst the Duke of Edinburgh Award for all supports social and communication skills.

## Curriculum 2019/20

At Dove House our core beliefs are that our pupils grow into well-rounded young adults, able to live as independently as possible and to take the lead in living an aspirational and happy life, it is our role to support them to do this.

To enable this to happen, we offer a full suite of National Curriculum subjects (with the exception of a modern foreign language) and individual support programmes to support needs as well as our own in house designed life skills course.

Dove House operates a curriculum that has a balance between preparing pupils for life after school, whether that is further education or a move into the world of work, and academic excellence. The curriculum has a range of academic subjects with formal qualifications and life skill subjects that are designed to prepare all pupils for the future. It includes aspects to support pupils to grow into well rounded young adults, be able to live as independently as possible and to take the lead in living an aspirational and happy life.

The curriculum is reviewed each year to reflect the needs of our pupils and adapts with each cohort. As a school our focus of preparation for adulthood (PFA) has shaped our curriculum, particularly in light of the success of our own Post-16 provision. Life skills has recently been strengthened in the KS4 curriculum and is delivered in discrete lessons for the Academic Pathway and Foundation Pathway and is embedded in the Vocational Pathway lessons. All students have a personalised timetable specifically designed to meet their needs both personally and academically.

Following a review of both literacy and social communication, 3 years ago a teacher who specialises in working with pupils who find basic reading and literacy challenging was appointed, and these pupils enjoy their English lessons based around the development of these skills for life. As a result, all students have made significant progress in their reading and spelling

We have developed a two-week timetable which gives the flexibility needed for a wide range of subject areas to be delivered. All pupils also follow a Personal Challenge programme developing skills based around working with others and developing both resilience, independence, teamwork and social communication as well as practical skills such as learning to ride a bicycle. Swimming is also taught throughout KS3 subject to co-vid restrictions.

The school actively promotes British/school values in and out of the curriculum. All subject areas as well as tutor sessions, assemblies, enrichment activities and interactions contribute to the promotion and teaching of the core values of Democracy, Liberty, Tolerance, Rule of Law and Mutual Respect.

From September '19 we launched our EPIC (Embedding Positive Interaction and Communication) campaign with the aim of ensuring all learners are able to; engage in respectful and considered interactions, communicate effectively, appropriately manage and regulate emotions and be confident, independent and employable young people. Our vision is for every interaction in the school community to be considered and progressive. To have a shared language which is consistently delivered to give learners the skills they need to succeed in life. Adaptations in the curriculum allowed Year 7 students to have discrete social communication sessions and an identified group to have 3 hours delivery time per week.

**Table showing average percentage point difference per PD Tracker objective for each academic cohort in 2018/2019 and 2019/2020**

Objective Area	Year 7			Year 8			Year 9			Year 10		
	18/19	19/20	Difference	18/19	19/20	Difference	18/19	19/20	Difference	18/19	19/20	Difference
1: Listening and understanding	1.5	7.9	6.4	3.1	5.3	2.2	2.6	3.1	0.5	0.8	5.8	5
2: Expressive communication	2.1	6.2	4.1	3.0	3.8	0.8	3.4	2.6	-0.8	1.1	4.1	3
3: Being with others	2.6	6.6	4	2.6	4.2	1.6	4.5	3.9	-0.6	1.4	6.5	5.1
4: Understanding and regulating emotions	0.8	7	6.2	3.7	2.5	-1.2	2.7	3.4	0.7	1.6	5.5	3.9
5: Independence and organisation skills	1.8	8.6	6.8	1.7	1.8	0.1	4.4	4.2	-0.2	0.8	3.5	2.7
<b>Total average across all objectives</b>	<b>1.76</b>	<b>7.26</b>	<b>5.5</b>	<b>2.82</b>	<b>3.5</b>	<b>0.7</b>	<b>3.5</b>	<b>3.4</b>	<b>-0.1</b>	<b>1.1</b>	<b>5.1</b>	<b>3.9</b>

**Table showing average percentage point difference per PD Tracker objective for years 7 - 10 cohort in 2018/2019 and 2019/2020**

Whole School Per Objective	All Years (7-100)	
	18/19	19/20
1: Listening and understanding	8.0	22.1
2: Expressive communication	9.6	16.7
3: Being with others	11.1	21.2
4: Understanding and regulating emotions	8.8	18.4
5: Independence and organisation skills	8.7	18.1
<b>Total average across all objectives</b>	<b>9.2</b>	<b>19.3</b>

Due to the success of this programme, this has been rolled out into our current year 8 curriculum as well, ensuring that skills learned and developed in year 7 can be further embedded in year 8. The least able pupils in year 8 will also receive an extra lesson a week to redress any fallback caused by lockdown and the lack of opportunities that there may have been for effective face to face communication. We have also identified a group of pupils in year 10 who will also receive this input over the next year.

Many of our pupils have complex needs, whether based around interacting with others, language or anger management. To support these pupils, a series of small groups are in place, including friendship support groups, anger management, emotional literacy, social communication, self-esteem and conversation. Following a review of the current year 8 in the autumn term year 7, a series of social skills groups were put in place to address the needs of this particular year group all of these groups will support pupils in developing the skills that they will need to meet our core beliefs. All of these groups are very much tailored to the needs of pupils and therefore can cover a wide variety of topics including turn taking, using manners, understanding and displaying empathy, making and maintaining friendships, anger management strategies, cognitive behaviour therapy and yoga therapy. This supports the significant impact of the therapies offered at Dove House including speech and language, occupational therapy, physiotherapy and our Learning Support base.

To further develop their independence and as a brief taste of life after school, subject to co-vid restrictions, all pupils will attend a period of work experience, usually for a week, but dependant on the needs and ability of the pupil. Careers lessons are delivered both through life skills lessons and the vocational pathway which has a greater focus on the workplace, allowing pupils to make more informed choices when they leave us, again allowing them to live as independently as possible and to take the lead in living an aspirational and happy life.

Enrichment sessions also play a vital role in pupils' development at Dove House and staff are actively encouraged to provide opportunities beyond Dove House and ensure skills learnt at school are applied within the local community and beyond. In 2018/19, there were 379 school trips, totalling 20,099 student hours; this number was reduced in 2019/20 due to co-vid and lockdown during the time of the year where many tutor trips take place. Equally, during a normal school week pre co-vid, approximately 15 clubs run after school in order to maximise pupils' skills and talents and ensure students have interests and hobbies that they enjoy beyond the school grounds. All students usually have access to residential trips whether short trips to the Privett Centre or longer trips to Calshot Activity Centre. The school has also taken part in the centenary WW1 trips to battle fields that were funded by the government.

The emotional and physical wellbeing of our students is essential to their success at school, as adolescents, and in their future lives. Physically and emotionally healthy students are happy, able to deal positively with life's challenges, experience a sense of connectedness with the school and others, and are well placed to develop into well-balanced and successful young adults. To support this, time is put aside each Friday afternoon for pupils to engage in activities which will enhance their mental health wellbeing by focusing on the 5 recognised areas of mental wellbeing, connecting with people around them, being active through sports activities, keeping learning e.g. developing a new skill, giving to others and being mindful. Activities are chosen for their ability to meet these 5 criteria and pupils will be guided to take part in activities from different strands. Currently a recovery curriculum is being delivered during this time. At the end of the year, the final few days are put aside for an activities week, again an opportunity for pupils to develop and use the skills learned across the school.

## **POST 16**

At Post 16 we provide personalised study programmes which progress and prepare learners with Education, Health and Care Plan's for and into employment.

We do this by:

- designing carefully tailored packages to meet the needs of each individual learner.
- developing employability skills by working closely with both learners and employers.
- building confidence and resilience in our learners to enable them to interact professionally.
- underpinning skills for independent living.
- preparing learners for the responsibilities of employment through work placements.
- building functional literacy and numeracy skills using specially trained staff.
- developing practical vocational 'sector' skills.
- supporting learners in finding and sustaining employment.

The centre is set up to cater for learners who may find it difficult to access a mainstream educational provision at Post 16 but deemed capable of becoming predominantly independent in the future and economically active. For the majority, the outcome of a good education is to develop knowledge, skills and confidence to progress them towards or into employment; dependent on the aspiration and ability of each person this can vary greatly to what level they enter the employment market. Our learners have significant barriers that their mainstream peers do not, our purpose is to work

with each learner to overcome their barriers, whatever these may be, so they can confidently enter into and sustain employment. We recognise the strengths as well as the limitations that impact our learners and therefore understand that 'success' means different things to each individual and cannot solely be based on academic achievement. Instead our measures ascertain success of the programme by learners:

- leaving the centre with the offer of appropriate employment.
- leaving the centre to progress on to further specialised vocational courses in an area which they aspire to work.
- successfully completing courses or qualifications linked with employment i.e., First Aid, Food Hygiene, Manual handling etc.
- successfully completing the Duke of Edinburgh Award.
- completing their 'employability checklist' and receiving positive references.
- achieving and demonstrating personal independence.
- gaining a level of literacy and numeracy that supports them in their work.

We also report on:

- retention figures of those employed.
- NEET data
- learner targets
- progression across the curriculum

Due to Covid 19, 4 students were unable to complete their supported internship and it has been agreed with the commissioning authority that they can return for one term in September.

Teaching at Dove House is outstanding and leads to outstanding progress. Typically, teaching includes high quality personalised learning; challenge for all students (including the relative more able and irrespective of need), excitement and a love of learning, specialist knowledge and exemplary behaviour for learning. Judgements are deemed to be accurate due to the rigour of moderation which includes input from peer observations, LLP visits, members of Basingstoke School Centred Initial Teacher Training (BASCITT) centre, Faculty Reviews and Forum of 5 partner schools and feedback from OFSTED. Dove House has had peer review sessions from Headteachers of similar schools

The majority of teaching at Dove House is outstanding and nearly always at least good. Where teachers do not meet these standards support plans allow for development. Personalised planning is an absolute strength within the school and bespoke assessment structures in each faculty, that link into the school's policy, allows teachers to provide dynamic live immediate and effective feedback. Nearly all teachers are subject specialist and regularly network to ensure the highest level of subject knowledge. Teachers plan for both academic and personal development in every session. Resourcing by Dove House staff is outstanding and clearly allows all students to access the curriculum successfully. *Teachers expect the very best from their pupils. Pupils rise to the challenges their teachers set them and produce high quality work. Teachers of all subjects have a deep understanding of their pupils individual needs. Teachers use their strong subject knowledge and*

*careful assessment of pupils learning to plan work that builds on what pupils know and can do. They*  
OFSTED Sept 19

Faculty leaders are able to accurately review the quality of teaching and learning within their area and are subject to an SLT formal review once a year for core subject areas and biennial for other areas, which highlight areas of strength and development. Faculty leaders have accurately and comprehensively planned their curriculum to meet the needs of students, in line with the school vision and performance management targets are based around the school improvement plan.

Staff are given the means and encouragement to develop their own expertise through their personalised CPD, this includes the opportunity for all to develop and lead sessions. Staff are consistently encouraged to improve their own practice including taking roles in and out of school including the local SCITT as Subject Board Tutors as well as taking responsibility for whole school developments.

Teaching staff are predominantly subject specialists and are given on-going comprehensive CPD around the wide variety of complex special needs of Dove House students including access to our DEAP (Developing Excellence in Autism Practice) course where appropriate. Teaching staff and pupils are ably supported by our Therapies Team (Educational Psychologist, Occupational Therapist, Dyslexia Specialists and SALT Therapists) who continually evaluate provision for Dove House pupils and guide our teaching principles accordingly. The effective development of all staff remains a priority at Dove House.

All teachers are teachers of literacy and incorporate this into their planning.



Assessment throughout the school is accurate and progressive. Quarterly data collections highlight on-going outstanding progress. For those where progress is a cause for concern, intervention is swift, effective, recorded and monitored. The development of our new assessment system allows teachers to accurately pinpoint areas of development for pupils and effectively inform targeted planning.

*Pupils, including those who are disadvantaged, do exceptionally well in their learning. OFSTED Sept 19.*

Dove House is also the accredited provider and lead school in the Basingstoke Alliance SCITT (BASCITT) which comprises of 15 partnership schools, 12 of which are in the Basingstoke and Deane area. The SCITT was established in 2014 by Dove House with the purpose of developing teachers and leaders for Basingstoke schools and beyond. It has made a significant impact on Basingstoke schools and Dove House as the lead school. The strong SEN element of the programme that stems from the outstanding practice at Dove House is a particular unique feature of the SCITT.

BASCITT has had a very positive impact on Dove House. We have employed 5 new teachers from the SCITT and it has had a huge influence on whole school and personal CPD. A large number of our staff

are now trained mentors and subject board tutors, helping to develop trainees' subject knowledge and application. This has allowed the school to be at the forefront of current pedagogical thinking and educational practice. One member of staff has taken up a quality assurance and leadership role with BASCITT which she combines with her teaching role. These roles have all helped to continue to develop the quality of teaching and learning at Dove House.

### Building on our outstanding practice – areas to develop further:

- Continue to embed the social communication strategy for all.
- Extend cross-school moderation arrangements for base-lining and in year assessment to ensure accuracy.
- Introduce the use of Cognitive Science to further develop the quality of teaching across the school.
- Further develop the effectiveness of support staff in classrooms.
- Ensure new staff are inducted successfully into Dove House's ethos and methodologies in order to maintain the very highest teaching standards.

## Behaviour and Attitudes / Personal Development

Dove House judges Behaviour and Attitudes and Personal Development to be outstanding. *Pupils are polite and respectful to their teachers and to each other. They know how important it is to behave well and they move around the school in a calm and mature way.* OFSTED Sept 19.

It is outstanding because the attitudes to learning, the respect pupils' show each other and adults is consistently exceptionally positive and behaviour for learning allows pupils to consistently make rapid and sustained progress, whilst benefiting from the focus of personal development in all aspects of school life. This is due to the strong underlying ethos and culture created by staff which is born from high expectations. Visitors to the school consistently comment on the exemplary behaviour and the positive environment evident on visits.

Behaviour for learning is outstanding and pupils leave Dove House as respectful and articulate students who are ready to make a positive contribution to society. Students feel safe and secure at Dove House (95% of parents feel their children are very happy at school and 98% would recommend Dove House to others). Staff are highly skilled and trained in de-escalation techniques.

Rewards remain an integral part of daily life at Dove House and continue to be motivational for the vast majority of students. Students' effort, behaviour and progress towards personal development targets is tracked lesson by lesson and clearly linked to the reward system. This is monitored daily by tutors who are proactive both in rewarding students and tackling issues.

Our pastoral team, led by an Assistant Headteacher, receives very few referrals and often these are to support pupils' needs rather than their behaviour issues. Their remit remains to promote the learning and personal development of all students. Where pupils step outside our expectations and values, behaviour management is swift and effective. As a result fixed term exclusions are extremely

rare, (15 days in 19/20, 9 of those being one pupil), well below national average, and always take account of students' needs.

The pastoral team also includes a parent partnership officer (PPO) who works effectively in supporting families and is ably supported by key external agencies. We invite local schools to also nominate pupils for this as it is considered excellent practice. The PPO meets every parent before they start in year 7 and those in year 11 ensuring smooth transitions to ensure continuity of education and support although this has been affected by co-vid telephone appointments took place. This is vital for year 6 parents as many have not had a positive experience around achieving a place at Dove House and trust needs to be built from an early stage.

Students are constantly encouraged to work as independently as possible, challenge themselves and develop resilience in order to take control of their own learning. Staff provide many opportunities to adopt leadership roles in and out of the classroom.

Incidents of bullying and racism are rare, (5 bullying in 19/20 and no racist incidents) and Dove House takes bullying extremely seriously. *Pupils understand that there are different kinds of bullying. They say that bullying is very rare in their school. They report that teachers deal firmly with any pupils who are unkind or mean to others.* OFSTED Sept 19. Anti-bullying and the anti-bullying strategy is promoted constantly through assemblies, tutor groups, life skills and IT lessons. E-Safety and the e-safety strategy, including cyber-bullying, is taught discretely within IT lessons and again is consistently promoted in school and beyond to include parents. Dove House takes any on-line misuse seriously and works actively with students, parents and the police to ensure students keep themselves safe. A number of school assemblies and parent sessions are planned each year. British values are also consistently promoted and faculties can clearly identify the impact they have in this area.



Given the often complex needs of our students, safeguarding and child protection are always at the forefront of school improvement. To this end we have six key staff trained at DSL level with training for all staff beyond statutory requirements. Equally, the majority of senior staff and school governors have received extended training on safeguarding and safer recruitment. We complete a school safeguarding and governor safeguarding audit annually to highlight any areas for development.

The mental health and well-being of our students remains a key priority and our mental health strategy has allowed us to be proactive in ensuring students get the help and support they need both in and out of school. Our continued development of our group sessions and 'My Time' are specifically designed to improve the mental health of students.

Personal development is a key part of life at Dove House and all students' progress is tracked methodically with targets allowing for a personalised approach. Targets permeate all aspects of school life and play an integral part in teachers planning.

Within the curriculum, life skills lessons include sex education, hygiene, travel training, budgeting, shopping, household and basic self-help skills. Pupils also take part in personal challenge sessions to develop their teamwork, self-esteem, communication and self-awareness. Students are fully prepared for the digital world around them. Extra-curricular wise, the school runs 15-20 after school clubs per week plus a number of lunchtime opportunities and other enrichment activities which play a key role in the personal development of all students.

Overall attendance figures are well above the national average for special needs schools despite a relatively large number of students with medical issues (93% compared to 89.9%). *Pupils love coming to school. They rarely miss a day.* OFSTED Sept 19. This is because pupils thoroughly enjoy their experience at school and education at Dove House is valued by parents. We have recently initiated a new system to continue to tackle our few persistent absentees.

Students leave Dove House as well-rounded young adults as prepared as possible for the next stage of education and/or employment including all the changes they may face. *Teachers, support staff and therapists work tirelessly as a team to develop pupils' social skills and resilience.* OFSTED Sept 19.

### Building on our outstanding practice – areas to develop further:

- Continue to strengthen the systematic approach for tackling persistent absentees.
- Continue to promote the mental health of all students and staff, developing a hierarchical system of support.
- Continue to develop leadership opportunities in and out of the curriculum

## Leadership & Management (Outstanding)

Dove House judges leadership and management to be outstanding.

Leadership and management is outstanding because the school's clear and ambitious vision to ensure that all pupils grow into well rounded young adults, able to live as independently as possible and take the lead in living an aspirational and happy life permeates throughout all aspects of school life. Students leave Dove House fully prepared for adulthood. All staff can articulate this vision and their contribution towards achieving it. The school community knows its strengths and areas for development well. *The headteacher's compelling vision for an education that prepares pupils for life and work as independent adults is fully shared by his staff.* OFSTED Sept 19.

The SLT all make a positive contribution to school improvement and have a clear vision on how they will progress their areas of responsibility. All members of the SLT are excellent role models to staff, parents and students alike and are excellent practitioners. The previous assistant headteacher with specific responsibility for Post 16, successfully led a bid to open a Post 16 Centre and this is now a thriving part of the school and has been recognised as an outstanding provision by OFSTED. The provision has a very clear rationale for students and has played a crucial leadership role in the long-term strategy of Dove House. Middle Leaders are able to effectively review their areas of responsibility and plan for outstanding teaching and student progress. Middle leaders make effective contributions to whole school improvement and can clearly articulate their role within this.

Safeguarding is at the forefront of all we do at Dove House. Training is comprehensive, up-to-date and accurate and all staff are fully aware of their responsibilities. Staff have a very clear understanding of the contextual nature of Dove House and how vulnerable our pupils are. To this end, we have adopted a new comprehensive recording system to monitor and analyse trends and ensure we are best placed to keep all students safe. Dove House always recruits in line with safer recruitment guidelines. *There is a strong culture of safeguarding in the school. Pupil's welfare and wellbeing have the highest priority.* OFSTED Sept 19.

High quality CPD for all staff is non-negotiable and staff are committed to continually developing their own practice to improve outcomes for students. Staff are also actively encouraged to lead their own sessions to develop their own leadership skills and share outstanding practice across the school. All CPD is directly linked to the school improvement plan.

Consistently outstanding learning experiences for pupils is underpinned by highly effective monitoring and reflection systems. LLP visits, subject reviews, lesson observations, data reviews, SLT/Governor Learning Walks and peer observations all contribute to ensuring the very highest standards are maintained within the classroom. Equally, partnership work with the Forum of 5 (the Forum of 5 schools are a group of similar good/outstanding schools which work collaboratively in the South East of England) and similar schools locally has included critical friend visits focusing on key areas such as the use of data, the teaching of literacy and the quality of teaching. Identified issues are tackled swiftly with effective support quickly employed.

The school offers a wide ranging and exciting curriculum that suits the needs of all learners and effectively prepares them for adulthood as well as challenging them academically. The curriculum is highly aspirational and fluid and is consistently evaluated and personalised dependent on cohort. The breadth at Key Stage three allows all students to develop skills and understanding required to become self-challenging and resilient learners. At Key Stage 4 students follow one of up to three pathways. An academic pathway, a foundation pathway or where appropriate for the cohort a vocational pathway. The pathways are designed to offer a curriculum that fully meet the needs of the students' personal development as well as the drive for academic excellence. The curriculum and its content is designed to ensure all students are fully prepared for adulthood.

Careers education, information and guidance is comprehensive for both pupils and parents. All local providers are invited to speak with pupils/parents and our Parent Partnership Officer liaises with every parent in Year 9, Year 10 and Year 11 to support transition. Our provision is evaluated under the Gatsby Benchmarking to ensure the best possible provision. *Teachers help pupils to make wise decisions about their future lives.* OFSTED Sept 19.

At Post 16 the curriculum is designed to fulfil the school's vision of all students finding meaningful and long-lasting employment. *The sixth form team is highly successful in preparing pupils for employment.* OFSTED Sept 19. All aspects of the curriculum aim to develop students' employability skills and range from functional Maths/English through to discrete sessions on employability, Business Community and Enterprise and individual skills sessions based on students' interests and needs.

Pupils are actively encouraged to debate and challenge beliefs through the school council and there are numerous opportunities for students to take the lead. Pupils have even successfully petitioned for change in areas they feel strongly about.

Dove House keeps pace with government policy and change and continues to link effectively with the Forum of 5 schools in order to share good practice, collaborate in large projects, ensure judgements are moderated and increase experiences within the SLT. Dove House also keeps abreast of the latest pedagogy through its teaching training arm (Basingstoke Alliance School Centred Initial Teacher Training) which also offers many leadership opportunities for staff.

The school's performance management system supports whole school development and pupil outcomes.

Staff report enjoying their work and enjoy excellent relations with students. From the staff forum it was highlighted that two areas remained a frustration for staff. One has successfully been addressed (EHCP writing) and the second (Performance Management Process) is under review. Leaders receive very few complaints/grievances from staff (none from teaching staff in 5 years and 1 across the school).

The school engages effectively with parents and the wider community. The school has partnership with many local businesses which, via our school council, has completed a number of projects to enhance the school environment. Equally local businesses play an active role in engaging with the school through work placements, resources and business mentors for students. Parents play a full role in the life of the school and daily communication is a key element at Dove House. The acting headteacher is respected by pupils, staff and parents. Parents are overwhelmingly positive about the school and what it has done for their children. Our Post 16 have successfully opened a social enterprise which is having an impressive impact on the local community engaging the local council, local businesses and the whole community and having a positive impact on the whole area.

Pupil premium is used effectively and there is no discernible gap between outcomes for all including disadvantaged students. Maths/English catch up funding is used effectively to ensure rapid progress of Year 7s upon arrival at Dove House.

Dove House remains in a strong financial position despite reporting a deficit budget in 19/20. A positive deficit recovery plan is in place to overcome this issue and the budget for 20/21 was a balanced budget.

Dove House is at the forefront of local and national SEND developments and is therefore able to be selective in our strategy and development. We are open to discussions around working with the Local Authority and local schools to investigate the possibility of leading a MAT.

Following the initial phase 2 OFSTED visit to the BASCITT (Dove House run SCITT) which was extremely positive (Good) and consolidated the fact that the SCITT is meeting the local need for good and outstanding teachers to local schools in an area of significant need, OFSTED are expected to return in Summer 2020 and the team are confident of receiving at least the same grading.

Governance at Dove House is proactive and effective despite a period of transition. Governors have a clear understanding of the strengths of the school and the areas for development. They provide a

pivotal role in strategic decision making. Following successful recruitment linked to skill sets, governors now have specific responsibilities linked to their own strengths. Ongoing recruitment has future proofed and ensured capacity for the next strategic phase for the school.

### Building on our outstanding practice – areas to develop further:

- Review strategic aims in response to the local/national SEND landscape.
- Develop a clear long term financial model that meets the need of students and aspirations of the school.
- Successfully recruit a new Headteacher.
- Successful induct new leaders of Post 16 and BASCITT.
- Continue to develop the school environment to support staff and outstanding experiences for all
- Review the Performance Management process and successfully implement agreed changes.