

Westfield Arts College

School Self-Evaluation Form (SEF)

Two-Page Summary

Updated: October 2026

Context summary

Westfield is a Dorset foundation special school, age range 4-19, with 233 pupils.

73% are boys and 27% girls.

Primary need is Moderate/Complex Learning Difficulties, with 52% having a diagnosis of autism, 24% ADHD/ADD/ODD, 33% SEMH and many pupils with multiple and complex additional needs. 7.7% (18 pupils) have complex medical needs.

55% FSM (129 pupils). 57% (133 pupils) eligible for Pupil Premium (July 2026).

92.2% of pupils are White British.

Attendance (July 2026) was 90.8%, September 2026 92.7%

Westfield leads the Teaching Alliance of Dorset Special Schools (TADSS) and provides outreach to over 100 mainstream schools annually.

Area	Standard	Summary
Safeguarding	Met	Effective safeguarding training Strong record keeping by all staff Strong and effective safeguarding culture Strong and experienced DSL and deputies PAPS team strengthens school safeguarding
Inclusion	Strong	Strong inclusive culture Range of enhanced opportunities and experiences through the Broadening Horizons curriculum Knowledge of pupils' needs and strong adaptive practice
Curriculum and Teaching	Strong	Ambitious, inclusive and well-sequenced curriculum which meets learner needs and is consistently implemented Strong subject leadership Reading, phonics and maths provision is strong and effective Strength of provision from EYFS through Post 16
Achievement	Strong	Strong outcomes for pupils at each stage supported by robust and meaningful assessment Strong transition between stages High levels of pupil engagement Strong outcomes at end of Y11 and Sixth Form in relation to their starting points.

Attendance and Behaviour	Strong	Robust monitoring, tracking and early intervention to support attendance, meeting statutory requirements Targeted interventions including Alternative Provision Close working with families Above national average attendance maintained Behaviour culture is highly effective and based on therapeutic principles and Behaviour Curriculum
Personal Development and Wellbeing	Strong	Personal Development Skills programme and Broadening Horizons curriculum is well established Highly effective pastoral support Deep knowledge of pupils and supportive, respectful relationships
Leadership and Governance	Strong	Strong, decisive leadership and accurate and informed self-evaluation Strong leadership capacity at all levels Effective governance and statutory compliance Strong values and school culture positively support workload and wellbeing
Early Years	Strong	Strong support across all areas of EYFS, including development of personal skills Strong total communication support which positively impacts language development Strong play-based and sensory curriculum opportunities which prepare pupils for the next stage
Post-16	Strong	Three clear pathways with strong elements of appropriate study and accreditation High rates of student satisfaction and involvement in their learning and progress Wide ranging curriculum and social opportunities

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Updated: October 2026

Context

Westfield is a Dorset foundation special school, age range 4-19, with 233 pupils (September 2026) (increased from 195 since 2017).

73% are boys and 27% girls. There is a high level of demand for places and the school is significantly oversubscribed.

Primary need is Moderate/Complex Learning Difficulties, with 52% having a diagnosis of autism, 24% ADHD/ADD/ODD, 33% SEMH (77 pupils with profile on **Dorset Matrix**), 7.7% (18 pupils) have complex medical needs. Many pupils with multiple and complex additional needs including physical, sensory, medical, speech, language and communication difficulties.

Pupil demographics include 55% FSM (129 pupils). 57% (133 pupils) eligible for Pupil Premium (July 2026). 10 adopted children, 3 children in care, 2 service children.

92.2% of pupils are White British, with a small but growing proportion from minority ethnic backgrounds.

Attendance July 2026 was 90.8%. September 2026 92.7%

Westfield leads the Teaching Alliance of Dorset Special Schools (TADSS) and provides outreach to over 100 mainstream schools annually. Developing support for mainstream through 'Experts at Hand' and mainstream inclusion bases.

Awards include Artsmark Gold (most recently 2023), Rights Respecting Schools (currently working towards regaining Silver level), and Music Mark (2025).

Progress against previous inspection

Previous inspections (2011, 2016, 2023) judged Westfield as Outstanding.

The February 2023 inspection identified no key issues.

The 2016 inspection highlighted ensuring robust checks on EYFS progress – this has been fully addressed through enhanced tracking, EFL system, Family App, and stronger moderation.

Overall, progress against previous inspection findings has been fully met and sustained.

School Improvement Priorities

Safeguarding: Maintain strong culture of safeguarding and continue multi-agency working.

Inclusion: Further strengthen therapeutic approaches and provision for changing cohort needs.

Curriculum and Teaching: Develop Read, Write Inc, KS3/4 core skills, Maths Mastery in Secondary, and employability skills at KS4/5.

Achievement: Maintain robust progress tracking via EFL (Evidence for Learning) and PLGs

(Personal Learning Goals), improve preparation for adulthood and employment outcomes.

Attendance and Behaviour: Further develop Therapeutic Thinking with focus on SEMH and complex needs, maintain and increase attendance levels beyond 91%.

Personal Development and Wellbeing: Maintain focus on Personal Development Skills curriculum, enhancing mental health and wellbeing support through curriculum and interventions, enhance pupil involvement in shaping provision through Student Voice.

Leadership and Governance: Sustain and build leadership capacity, succession planning, governor effectiveness and workload/wellbeing focus.

Early Years: Consolidate EYFS accommodation and ensure ambitious, play-based and communication-focused provision.

Post-16: Continue development of Sixth Form pathways including Westfield@Work, ensuring progression to meaningful destinations.

Grading key

Urgent improvement	Needs attention	Expected standard	Strong standard	Exceptional
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Sources of evidence are highlighted

Safeguarding - Met
Safeguarding is highly effective. Culture of vigilance is embedded across the school and staff, volunteers and Governors understand that safeguarding is everyone's responsibility. Concerns are swiftly recorded and acted upon through My Concern. We maintain a robust and updated Single Central Record. There is regular training for all staff (including induction for new staff, strong DSL and deputy DSL team, weekly Vulnerable Children's Group, and close working with external agencies. Pupil and Parent Support (PAPS) team work closely with parent carers and liaise with class staff. Weekly opportunities to review safeguarding concerns and review individual cases to strengthen internal practice (Vulnerable Children's Group notes). All pupil concerns are taken seriously and acted on, and all staff fulfil their responsibilities in relation to child-on-child violence. Safeguarding training for staff is constantly updated to include all changing and new elements of safeguarding practice. Training records are maintained. Dedicated HR post to oversee safer recruitment. Safeguarding priorities include online safety, Prevent duty, staff recruitment, and pupil welfare. We are involved with Operation Encompass to support children with issues around domestic abuse. Robust procedures to monitor safeguarding of pupils involved in Alternative Provision or offsite for other reasons. Annual safeguarding audit is strong and provides areas for development. Impact: Pupils are safe, nurtured, and confident. Concerns are addressed swiftly and effectively. Developments are sustained.

Pupils report they feel safe at Westfield, including knowing how to keep themselves safe online and in social media (Student Voice and Pupil Survey June 2026)

Strengths

- Effective safeguarding training
- Strong record keeping by all staff
- Strong and effective safeguarding culture
- Strong and experienced DSL and deputies
- PAPS team strengthens school safeguarding through pupil and family relationships and support

Strategic development priorities

Continue reviewing and developing our practice in relation to changing within the Local Authority policy and practice strengthening multi-agency working.

Next steps

Continued awareness of national changes to policy and procedure.

Inclusion – Strong standard/Exceptional

Inclusion is a significant strength. Leaders and staff demonstrate deep understanding of pupils' needs and have the skills and experience to plan carefully to meet them. Every pupil has an EHCP and complex needs are met through personalised provision. Staff adapt teaching effectively and maintain high provision and outcomes. We have high expectation of pupils. Leadership Team structure ensures focus on additional needs and vulnerabilities (Leaders of Therapeutic Provision and Behaviour). Weekly Vulnerable Children's Group monitors all children's needs, particularly those known to Children's Services or those in care. Lead Teacher for Children in Care works closely with Virtual School.

We have a robust admissions process and highly effective transition arrangements (panel notes, admissions information and pupil Matrix sheets) for new pupils to ensure all needs are identified and met from the start.

We effectively meet a wide range of increasingly complex needs. 52% have autism, 33% SEMH (77 pupils with profile on Dorset Matrix), and all pupils have additional needs. PAPS team provide additional layer of support to improve attendance, engagement and reduce barriers to learning and wellbeing.

Introduction of PLGs in EFL ensures EHCP outcomes are tracked robustly. This highlights the strength of provision and progress that pupils make. Pupil data informs the decisions of leaders in adapting and refining curriculum delivery and opportunities and strong outcomes for pupils, in relation to their starting point (EFL data and Pupil Progress report, SLT minutes, Pupil Premium strategy). Parent carers report overwhelmingly that their child makes good progress and thrive at Westfield (Parent Carer survey June 2026, annual review minutes). Strong programme of staff training includes SEND training to ensure strong SEN practice across all needs (Staff Meeting and training schedules). This links to priorities in the College Improvement Plan.

Our Broadening Horizons curriculum ensures enhanced opportunities in and beyond the classroom for all pupils (Curriculum maps and plans, Outdoor Education programme)

Specialist staff include Communication Leads, Sensory Lead, Therapeutic Behaviour Lead, PaPS team. Alternative Provision is commissioned appropriately and used in pupils' best interest, closely monitored (AP records). Pupil Premium strategy is effective and aligned with school priorities: 55% Free School Meals eligible. Pupils make strong progress from their starting points. Strong partnerships with families and external agencies support pupils' wellbeing and success. Impact: All pupils make at least good, often outstanding, progress regardless of background. Adaptations are strong and routine for pupils with additional vulnerabilities. Established staff train new staff in strong inclusive practice, ensuring highest standards. Exceptional practice: Westfield are the lead school in the Teaching School Alliance of Dorset Special Schools (TADSS) and coordinates outreach and additional SEND support to Dorset mainstream schools. Westfield has outreach teachers who share expertise through case work. This impacts positively on Westfield pupils as teachers bring knowledge and experience from their support in mainstream settings. Inreach visits ensure staff are involved in discussion with mainstream colleagues, strengthening understanding. (TADSS Outreach records and impact). We lead the coordination of the delivery of National Autistic Society EarlyBird programme for parent carers of autistic children across three special schools, impacting on families across Dorset and beyond our school. (EarlyBird records) Strengths • Strong inclusive culture • Range of enhanced opportunities and experiences through the Broadening Horizons curriculum • Knowledge of pupils' needs and strong adaptive practice
Strategic development priorities Support for the development of mainstream Cognition and Learning bases in partnership with Dorset Council; coordinate and deliver the Dorset Expertise Offer (Experts at Hand) in partnership Dorset Council.
Next steps Expand therapeutic support and sensory provision through new sensory classroom opened in Spring 2026. Develop and expand expertise in communication to meet the changing needs of pupil cohort.

Curriculum and Teaching – Strong standard
Curriculum Leaders and staff have designed, modified, adapted and implemented an ambitious, inclusive, broad, and well-sequenced curriculum, focusing on Broadening Horizons, Personal Development Skills, preparation for adulthood, arts, physical development, mental health and wellbeing and core skills. Strong and developing provision to meet sensory and communication needs. It meets the needs of a widening cohort of pupils, including those with moderate learning difficulties and others with more complex needs (Curriculum pathways).

Leaders, including subject leaders, monitor the effectiveness of the curriculum (**Lesson Visit records**). All teachers use assessment effectively to check understanding and progress and make necessary changes.

Curriculum intent is linked to EHCP outcomes is clearly articulated and understood by staff. Subject leaders have strong subject knowledge and a clear understanding of progression, enabling them to ensure that learning builds logically and sequentially. Pupils are supported to recall prior learning and make meaningful connections between concepts, supporting deep understanding and retention. (**Curriculum plans, EFL outcomes, PLGs**).

Implementation is strong. Teaching consistently reflects curriculum intent through clear explanations, structured sequences, carefully planned resources and effective modelling. Reading is a particular strength. Phonics teaching is systematic and consistent, and a strong reading culture ensures pupils read widely and often. The use of structured interventions ensures pupils who are struggling or fall behind are supported swiftly and effectively. Reading is prioritised through Read, Write Inc., expanded library, consistent phonics. Maths Mastery is embedded. New science curriculum/accreditation from 2024. EFL and PLGs support personalised assessment.

Staff expertise is strong, with effective and targeted CPD linked to staff appraisal. Early Years and Post 16 curriculum are strong and appropriate for the needs of these cohorts. These are adapting and refined to respond to needs. Sixth Form pathways have been developed to make the provision clear to students and parents and support them to make informed decisions about their future.

Impact: Pupils achieve highly across subjects and develop independence. Strong and sustained developments of subject areas led with consistency. Whole school embedded practice in RWI, reading, Maths Mastery ensures deep learning and understanding, evidenced in pupil outcomes. (**Pupil Progress report**).

Next steps: continue KS3/4 literacy/maths focus, employability skills, sensory curriculum provision.

Exceptional practice: Leader of Learning promotes sharing of practice across other special and mainstream schools. Strong history of support for other schools based on effective practice at Westfield, especially reading, Maths, assessment. In 2026 we were awarded Music Mark accreditation involving support for other schools.

Strengths

- Ambitious, inclusive and well-sequenced curriculum which meets learner needs and is consistently implemented
- Strong subject leadership
- Reading, phonics and maths provision is strong and effective
- Strength of provision from EYFS through Post 16

Teaching

Teaching is consistently effective and strong. Leaders have an accurate and detailed understanding of teaching quality across the school through lesson visits and learning walks, and use this knowledge to plan for continuous improvement. Teachers demonstrate strong subject knowledge and deliver lessons with clear explanations, purposeful modelling and structured sequences. Pupils typically understand what they are learning and why. Teachers check understanding routinely and address misconceptions swiftly, enabling pupils to make secure progress.

Professional development is a strength. Leaders provide a coherent, well-sequenced programme of CPD that supports staff at all career stages, including early career teachers. Coaching, modelling and collaborative practice are embedded, ensuring professional learning translates directly into classroom improvement. Teachers adapt teaching effectively to meet pupils' needs. Disadvantaged pupils and those with SEND are supported through high-quality classroom practice and well-targeted interventions. Pupils' work shows secure progress across subjects, and assessment outcomes are broadly in line with, or above, national averages. Leaders evaluate the impact of teaching over time and refine practice accordingly. As a result, teaching quality is sustained and continues to be effective in meeting pupils' needs. Strengths • Effective and targeted professional development • Inclusive teaching practices are embedded • Strong use of formative assessment • Pupils make sustained progress from starting points
Strategic development priorities Leaders, subject leads and staff are aware of changing needs and develop curriculum and provision accordingly. Strengthening Subject Leader monitoring.
Next steps Adapting curriculum to meet changing need as pupils move through school

Achievement – Strong standard Pupils consistently achieve well across all stages. Assessment practices demonstrate strong outcomes and secure progress. Pupils are well prepared for the next stages of their learning and this is planned using the curriculum pathways document. Achievement is tracked and measured using Evidence for Learning. Personal Learning Goals are set using EHCP outcomes as the starting point, and progress is tracked and measured in relation to their starting points using EfL. In Early Years Development Matters is used for tracking progress, and the Engagement Profile is used for learners working at early developmental levels. There is no noticeable gap in progress for disadvantaged groups including those who have been previously known to social care. Our Pupil Premium strategy plans strategic support for disadvantaged groups, ensuring they benefit equally. Inclusion and participation leads to strong measurable outcomes for individuals. Annual Pupil Progress Report provides a summary of key information relating to pupil achievement. EYFS: all pupils disapplied from national baseline assessment. Internal assessments using Development Matters indicate good or better progress from starting points. Y1-9: strong progress in reading comprehension. Word reading shows exceptional progress using Salford assessment. This is in direct correlation to the strong teaching of Read Write Inc. KS4: secure and sustained progress (especially related to starting points), Entry Level Certificates and Functional Skills awarded. Vocational accreditations through King's Trust, Arts

Award, Sports Leaders and Duke of Edinburgh Award. KSS5: strong progress across three Sixth Form pathways, examinations in Functional Skills Maths and English. Westfield@Work providing bespoke and meaningful work experience. Destinations are appropriate to students needs and carefully planned in line with their achievements through the Annual Review process. Destinations beyond Y11 and Post 16 include mainstream colleges, independent education settings, independent packages through social care. A small number may move into employment. We set up the Westfield@Work pathway to ensure an increasing number have the opportunity to move into employment. Impact: pupils leave with qualifications and skills for adult life, to achieve and fulfil their potential with appropriate support. Pupils are involved in decisions about their next steps and future and support is strong through annual review meetings, leading to confident, informed individuals. Exceptional practice: Parental feedback indicates transformational impact on the outcomes for pupils. Strengths • Strong outcomes for pupils at each stage supported by robust and meaningful assessment • Strong transition between stages • High levels of pupil engagement • Strong outcomes at end of Y11 and Sixth Form in relation to their starting points.
Strategic development priorities
Continue to strengthen analysis of progress data through Insights function on EFL. Continue to review and refine accreditation to meet the changing needs of pupils.
Next steps
Strengthen employment preparation and destinations data analysis.

Attendance and Behaviour –Strong standard
Leaders prioritise attendance and take decisive, supportive action to improve it where there are concerns. PAPS team are effective in providing additional and targeted support alongside class teams. Early intervention and improved, regular and effective communication with families. Strong partnerships with external agencies and Local Authority to remove barriers and promote a strong attendance culture. Pupil and Parents Carer surveys evidence that the majority feel safe and well supported. Weekly Vulnerable Children’s Group reviews and scrutinizes attendance data and patterns, planning actions to support families. Clear procedures for absence monitoring. Attendance July 2026: 90.8%. Above national average for special schools. Targeted support for persistent absence is effective and we use creative strategies for building up good attendance over time. Alternative Provision is put in place appropriately to ensure that good attendance is maintained and is closely monitored. Behaviour is exemplary, supported by Therapeutic Thinking. Restrictive interventions are extremely rare and policy has been amended to meet DfE requirements for 2026. Data and records are robust and analysed termly, shared with Governors. Behaviour Curriculum was

developed and introduced in 2026 to teach valued behaviours. It provides staff with teaching ideas for personal development skills at different stages. All forms of bullying harassment and discrimination are dealt with swiftly and effectively. Pupil and Parents Carer surveys evidence that the majority behave well, feel safe and well supported. Pupils are supported to learn how to manage their own emotions through our Broadening Horizons curriculum, Personal Development Skills, individual interventions, through support from the PAPS team and termly solution focussed Therapeutic Behaviour Group. The culture and ethos of the school is one of tolerance, respect and acceptance. Pupils show respect, independence, resilience, positive attitudes, which contributes to a safe and calm environment conducive to good learning. Impact: excellent behaviour for learning, improved attendance for vast majority of pupils. Attendance is high and concerns addressed with strong support, leading to lasting improvements. Pupil conduct and behaviour is evident across the school and often remarked on by visitors. Older pupils support younger ones and all show kindness and consideration. Exceptional practice: High attendance rates are maintained over time. School culture is highly inclusive and pupils have a strong sense of belonging. Pupils who need it receive exceptional and tailored support from highly skilled staff with measurable results. Exceptional practice has been shared across Dorset schools through TADSS leading the development of Therapeutic Thinking. Strengths • Robust monitoring, tracking and early intervention to support attendance, meeting statutory requirements • Targeted interventions including Alternative Provision • Close working with families • Above national average attendance maintained • Behaviour culture is highly effective and based on therapeutic principles and Behaviour Curriculum
Strategic development priorities
Promoting strong attendance culture with all families
Next steps
Embed therapeutic behaviour for changing cohort needs, raise attendance further.

Personal Development and Wellbeing – Strong standard/Exceptional
Personal Development Skills, Broadening Horizons and RSHE curriculum promote independence, resilience, empathy, focus, creativity, and collaboration and are at the core of our work with pupils. Broadening Horizons offers enrichment and opportunities in the widest sense of the curriculum and personal development. These are firmly embedded into the fabric of Westfield. The programme of Personal Development is extensive and carefully tailored to pupil needs and aspirations and is tracked through EFL. Progress is substantial from starting points and outcomes are sustained. The programme ensures access to age-appropriate content delivered at the appropriate stage for learning. Pupils’ noticeably grow in confidence, self-esteem and core personal skills.

Student Voice and One Page Profiles empower pupil voice. The Communication Team ensure strong and developing practice for all pupils to have a voice. A bespoke **Behaviour Curriculum** provides staff with ideas for teaching valued behaviours through personal development skills. Strong pupil-centred provision, safeguarding, mental health and wellbeing support, outdoor/adventurous learning, arts, sports.

Careers curriculum and education across all stages is making strong and sustained progress towards **Gatsby Benchmarks**. Pupils are well prepared for their next stages in relation to their starting points. The careers programme includes engagement with a variety of employers and we have developed an employability pathway for Sixth Form (**Westfield@Work**). The impact of this is increased access to employment and/or vocational courses for some students.

Leaders and staff have a deep understanding of the needs of pupils (**Class Booklets, Annual Reviews**) and provide layers of appropriate and systematic support including PAPS team.

Pastoral care and provision is highly effective and pupils feel safe, listened to and supported (**Pupil and Parent Carer surveys**).

Impact: High outcomes in relation to pupils' wellbeing and personal development are sustained and lead to individuals who are confident, well-rounded and prepared for adult life. Pupils demonstrate secure understanding of personal development skills and how these support them in life choices.

Exceptional practice: Pupils thrive at Westfield in relation to their starting points. Personal development is strong and sustained.

Strengths

- Personal Development Skills programme and Broadening Horizons curriculum is well established
- Highly effective pastoral support
- Deep knowledge of pupils and supportive, respectful relationships

Strategic development priorities

To consider areas of personal development and wellbeing for a changing cohort of needs.

Next steps

Supporting communication needs of pupils to ensure all have a voice.

Leadership and Governance – Strong standard

Leadership is strong and effective, ambitious, inclusive, and outward-facing. Leaders and staff demonstrate a clear sense of moral purpose and high ambition for pupils. Leaders have an accurate understanding of the school's performance based on reflective and therapeutic practice and a drive to be constantly improving. They are role models for high expectations. The school has a strong history of success but leaders are never complacent. The strategic direction of the school is clearly defined and has adapted in anticipation of changing pupil need.

Strong culture of effective CPD to build expertise of staff to meet the needs of pupils (**CPD programme and annual report, College Improvement Plan**) and a history of being a training and teaching school developing career progression for staff (eg training routes from TA to teacher). **Appraisal reviews** for all staff enable them to take some responsibility for the direction of their career.

Leadership capacity is strong and regularly reviewed. Subject leadership has been revised to include areas of growth including sensory need and communication practices. Leaders evaluate teaching, curriculum and outcomes rigorously and act decisively where adaptations are needed. Systems for monitoring and improvement are embedded and consistently lead to measurable improvements. The **College Improvement Plan** is an effective tool in planning for and evaluating development across multiple areas. Development is never static but always moving forward. Staff share a strong sense of collective responsibility and high expectations **(Staff survey)**.

Governors provide robust challenge and fulfil statutory responsibilities in relation to the school context. They monitor standards of curriculum, teaching and assessment through committee meetings and a strong and effective programme of Governor monitoring. They are involved in planning the strategic direction of the school through the College Improvement Plan. They provide a summary report of the year to parent carers, detailing strengths, developments and challenges. They understand the school's priorities and the range of pupil needs and effectively hold leaders to account. Scrutiny through committees and staff presentations is shared with the Full Governing Body **(Governor minutes)**. **Governors' Annual Report to Parent Carers**. New Governors are fully inducted and are supported by established Governors to ensure they are effective in their duties.

Staff wellbeing and workload is prioritised and regularly reviewed and evaluated. Leaders manage workload and nurture a positive, collaborative culture.

CPD through TADSS and in-house ensures high standards.

Succession planning has been strong, with new roles (Therapeutic Behaviour, Sensory Lead, Leader of Learning) embedded.

Parent communication and relationships are strong with timely and effective support where needed. There is a strong sense of community. Parents report gratitude for the impact that Westfield has on the life of their child. We foster and maintain positive relationships with other organisations and the Local Authority. There is a culture of mutual support and challenge.

Impact: sustained Outstanding judgements, innovation in curriculum, strong safeguarding and SEND practice. Strong and sustained support and challenge for school leaders. Good communication with parent carers.

Exceptional practice: High standards of leadership and governance are sustained leading to constant and continued improvement. We remain very outward facing. Our Teaching School Alliance, TADSS, provides support for leaders of all areas through CPD and subject groups and we lead an annual conference for 500 special school staff.

Next steps: sustain capacity, continue governor development.

Strengths

- Strong, decisive leadership and accurate and informed self-evaluation
- Strong leadership capacity at all levels
- Effective governance and statutory compliance
- Strong values and school culture positively support workload and wellbeing

Strategic development priorities

Sustained focus on excellence and meeting all changing needs. Proactive decisions relating to future need and developing provision.

Next steps
Developing leadership in emerging areas of sensory and communication to support staff expertise and knowledge.

Early Years – Strong standard
EYFS provision (The Lighthouse, from Sept 2023) is high quality, inclusive, and ambitious. Focus on high-quality interactions and communication (Attention Autism), structured and play-based learning ensuring all pupils have a successful start and the best changes for future success. Leaders know the statutory requirements of EYFS and ensure they are met. There are the same expectations as across the school. Personal development and wellbeing are prioritised and ensure pupils are safe, stimulated and happy. They make good progress in relation to their starting points. The pupil cohort has changed significantly in the last three years and the school have prepared effectively and adapted to meet the needs successfully. Curriculum expectations are set in Early Years and continue through the school. Support for changing pupil cohort and needs is strong and responsive. Transitions to their next stage are well planned and effective. Teaching is skilled and provides high-quality interactions, leading to improved outcomes for pupils from their starting points. EfL and Family App enable strong progress tracking. Parental engagement is strong. Impact: from their entry point, children often exceed expectations in the seven areas of learning, with strong foundations for future learning. Exceptional practice: High standards of education and care are sustained. Pupils achieve and flourish as they progress through the school. Strengths • Strong support across all areas of EYFS, including development of personal skills • Strong total communication support which positively impacts language development • Strong play-based and sensory curriculum opportunities which prepare pupils for the next stage
Strategic development priorities
Continue to adapt provision according to changing needs and cohorts.
Next steps
Continue developing communication and language provision.

Post-16 – Strong standard
Strong and effective Sixth Form curriculum and offer. Sixth Form offers suitable programmes of study across three pathways : Independence and Life, Broadening Horizons and Westfield@Work (Dorset Council). Leaders ensure the curriculum is appropriately sequenced, age and stage appropriate and well taught, ensuring students are prepared for next steps and

later life. Staff are skilled at delivering the curriculum, which provides creative and ambitious opportunities which enable students to achieve well, relating to their life as adults rather than school based subject learning. Students are involved from Y9 in choosing appropriate destinations and pathways and student voice is captured through Annual Review process. These are regularly reviewed and responsive to need. Curriculum personalised, ambitious, and focused on independence, employability, and wellbeing, including social opportunities. The progress and success in these areas is captured through EFL, accreditations and schemes such as The King's Trust. Strong work within the local community including church, National Trust, farm and Food Store. 100% progression to appropriate destinations (destinations tracking). Impact: students confident, respectful, well-prepared for adulthood. They understand future routes and are central to making decisions. Exceptional practice: High standards have been maintained and pathways refined to ensure student needs continue to be met. Strengths • Three clear pathways with strong elements of appropriate study and accreditation • High rates of student satisfaction and involvement in their learning and progress • Wide ranging curriculum and social opportunities
Strategic development priorities
Continue to refine pathways and transition for new pupil cohorts, including options for accreditation.
Next steps
Continue developing employability through Westfield@Work, strengthen Maths/English Functional Skills delivery.