



Self Evaluation Summary



St Joseph's Specialist Trust
Amlets Lane, Cranleigh
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St Joseph's Termly Data Report

Name of school	St Joseph's Specialist Trust	
Type of provision	Non-maintained, residential (weekly, 38 week and 52 week - registered as Children's Home - June 2013) and day, co- educational 5-19, ASD & Complex Needs. St Joseph's is a Catholic School open to all faiths or none. It also has two post-19 supported living units that provide accommodation and resources for up to 12 adults with complex needs.	
Address	Amlets Lane. Cranleigh. Surrey. GU6 7DH	
Telephone	01483 272449	
Website	www.st-josephs Cranleigh.surrey.sch.uk	
Trustees	St Joseph's Specialist Trust – Chair of Trustees: Mr Bernard Smith	
URN	125456	
Specialism	Autism, Communication & Interaction, Creative Arts	
Executive Principal	Mrs Annie Sutton BA (Hons) PGCE NPQH (appointed March 2016; following 6 years as Vice Principal at St Joseph's)	
Chair of Trustees	Mr Dominic Gorton	
Chair Education Governing Body	Mrs Leonie Collingwood-Johnson (Acting)	
Head Teacher (Director of Education)	Mr Simon Jaggard; MA Education Leadership & Management, BA (Hons), PGCE, PGDip, NPQH, FCCT FSA (appointed September 2016)	
Deputy Head Teacher	Mrs Monika Ryzinska BA (Hons), PGDip, MA, PGCert NASENCo (appointed September 2019) (SENCO)	
Director of Therapies	Ms Karen May; BSc (Hons), Dip CCS, MRCSLT, HPC (appointed February 1996)	
Pathway Leaders/SENCO's	Ms Kyla de Sousa QTS, BA (Hons), MA Education Leadership and Management Mrs Maria Gavrilli BEd(Hons), QTS, MEd Autism, PGCert NASENCo Mr Jevon Birchall BA (Hons), PGCE QTS (SENCO)	
Director of Care Services	Mr Alan Day, MBA, Level 5 Diploma in Leadership for Health and Social Care (app Sep 07)	
Director of Business	Ms Elizabeth Hurst; MA (Oxon) (appointed September 2018)	
Director of Finance	Mr Cedric de Souza; ACCA Accredited (appointed September 2020)	
Director of HR	Mrs Elizabeth Sanders; Diploma for School Business Management, Chartered Insurance Institute's FPC (Financial Planning Certificate) (appointed September 2020)	
Director of Estates and Facilities	Mr Adrian Maxey Member of the Institute of Workplace and Facilities Management (IWFM) and the Institute of Leadership and Management (ILM)	
Designated Safeguarding Lead and Head of Inclusion	Mr Nick Durling QCF Level 5 in Leadership and Management for Residential Care NVQ Level 3 Diploma Supporting Teaching and Learning in Schools, Positive Behaviour Management Advanced Team Teach Trainer.	
Students on Roll as of 18.05.22	84 Students (25 female 59 male) Approx. 8 % Residential students who are weekly, termly, 38 weeks or 52 weeks (7 Residential students 74 Day students)	
	KS 1/2/3 students 48	KS 4 / 5 students 36
Attainment Level of Students	P3 – NC5	
Average Class size	8 Students	
Looked After Children / Vulnerable Adults	LAC: 9 (LAC and Post LAC) Vulnerable Adults: 6	

Pupil Premium Numbers (KS1/2/3/4)	21				
Ethnicity	White English:46 White & other Asian b/ground: 2 White & black African: 1 Black Caribbean: 1 Sri Lankan: 1 Nepali: 2 Indian: 2 Bangladeshi: 3 Black & other ethnic: 1 Other black African: 2 Asian & other ethnic: 1 Refused: 1				
Last Inspections / Reviews	Ofsted Section 8:	NAS Autism Accreditation:	Ofsted Social Care (Children's Home Regs):	Diocesan Section 48:	CCRAG Inspection:
	28 th Feb 2023 Outstanding in all areas	Reaccredited June 2022 First accredited June 2009	Full Inspection: Good June 2025	3 rd Dec 2019 Outstanding in all areas	7 th November 2025
Quality Marks achieved	Basic Skills (Primary & Secondary), Research Charter Mark, Healthy Schools, Autism Accreditation, Eco Schools, Healthy Schools, Gold Arts Award, RHS Award, Specialist Arts and Communication & Interaction, Duke of Edinburgh Centre.				
Staffing (working directly with students)	Teachers	16	Other support staff	145	
	Therapists	9			
Other staff employed by St Joseph's	23 admin and 39 support services staff plus 8 core management				
Statement of Vision	St Joseph's is an inclusive Catholic community where integrated Therapy, Care and Education meets the needs of those with complex learning difficulties to reach their full potential regardless of starting points and individual challenges				
Statement of Goals	Safety & Wellbeing. Educational Excellence Everywhere. Prepared for Adult Life				
Statement of Principles	Children, Young People and Vulnerable Adults First Children, young people and vulnerable adults are the centre of all our endeavours High expectations for all St Joseph's consistently strives to ensure ambitious expectations are able to be realised for all children, young people and vulnerable adults in our care Outcomes focused Working together to support appropriate outcomes that provide the foundation for a balanced and satisfying future quality of life Supported autonomy Empowering all children, young people and vulnerable adults to find their voice and make well informed choices regarding their provision and future Responsive to need Facilitating flexible approaches and enabling dynamic adaptation that responds to the changing needs of children, young people and vulnerable adults				
Statement of Priorities	Christian and British Values in partnership	Healthy lifestyles		Building character and resilience	
	Access to quality facilities	Delivering integrated services		Futures	
	Post 19 provision	Family Life		Children's home	
	Progression Pathways	Embed rigorous standards, assessment and accountability		Recruit, develop, support and retain staff	
Date of summary record	January 2026				
Date updates due	April 2026				

School Characteristics

- ✓ St Joseph's is a school and college for students with a wide range of complex needs, nearly all of whom are on the Autistic Spectrum.
- ✓ St Joseph's is a Catholic school; its school motto, 'Christ in Our Lives, No Limits ... Just Possibilities' ensures that the Gospel values particularly those of Love, Hope and Trust are put at the centre of all we do across the Trust.
- ✓ St Joseph's belongs to three Teaching School Alliances which help maintain its outwardly facing mission to ensure others benefit from our expertise particularly in Autism and Positive Behaviour Support.
- ✓ St Joseph's has developed 19-25 Social Care funded Supported Living provision, Springvale 6 tenants and more recently Long Barn for a further 5 tenants – opened January 2015.
- ✓ Most pupils have been referred to St Joseph's by LAs/London Boroughs whose own provision is unable to meet their complex needs.
- ✓ Pupils are supported in their placements by over 20 Local Authorities or London Boroughs – the majority of pupils live within 1 hour travelling time of the school (residential students and day students).
- ✓ All College pupils take part in weekly work related activities (work experience, work prep or enterprise) and an 8-10 day block of Work Related Enterprise Activities at the end of the Spring Term.
- ✓ Every pupil is taught through carefully planned personalised approaches and individualised environments
- ✓ St Joseph's runs a breakfast club for day pupils.
- ✓ St Joseph's has a well-developed Nurture Room that has been shown to lessen anxieties, develop and sustain self-esteem.
- ✓ Pupils have very different cognitive abilities (P3 – NC5), and a range of complex emotional, social and communication needs. All pupils are taught within their Pathway Classes based on 'stage vs age'.
- ✓ St Joseph's has 2 healthcare assistants who work during the school and college day.
- ✓ Physiotherapy need is assessed and delivered by NHS Primary Care Trust.
- ✓ St Joseph's have termly multi-disciplinary pupil EHCP Interim Reviews that set short-term small step targets reviewed fully on an annual basis in the Autumn Term with respect to progress towards long-term outcomes, future intent and adult transition.
- ✓ All our pupils receive Speech and Language Therapy and Occupational Therapy input fully embedded within the education day. In addition, pupils have access to Music, Art and Drama Therapies as well as Rebound Therapy and Hand/Foot Massage
- ✓ Most of our pupils have considerable difficulties with self-motivation and transitioning (macro & micro) and need personalised approaches and schedules to enable them to successfully access learning.
- ✓ St Joseph's places a high priority on exercise and access to outdoor spaces to enhance emotional and physical wellbeing.
- ✓ Student voice is paramount at St Joseph's: the School Council, pupil centred Annual Reviews and EHCP meetings are in place and many other pupil-friendly approaches to ensure the pupil's voice is central to all we do.
- ✓ St Joseph's has well developed outdoor learning spaces: Horticulture, woodland walk, labyrinth, outdoor gym, outdoor table tennis table, book bench, wildlife area, musical orchard, forest schools, adventure play and games field.
- ✓ St Joseph's runs a waking day curriculum with excellent links with both home and residential care to ensure therapies and education continues to be embedded and consolidated outside the school day.
- ✓ St Joseph's was awarded Investors in Careers Status recognising the quality of our Work Related Learning and Work Experience placements. We have a five years to departure programme of work experience, future placements and in the final year, parent support workshops. These all focus on making the young person as independent as possible for the future.
- ✓ 100% of pupils have school lunches that meet pupils' individual and specific medical needs.
- ✓ St Joseph's places continuous professional learning at the heart of the school and college.
- ✓ Blue Sky is a web-based system used to manage Performance Coaching/Appraisal and to record professional learning.
- ✓ St Joseph's is an outward looking school with strong community partnerships and links in local, wider and global community. We have gained a TES award two years running and been shortlisted for a 3rd year. Also awarded best SEND initiative in Independent Schools at a presentation ceremony in November 2014. This was for our work in setting up Supported Living Houses.

School Characteristics Continued

- ✓ Positive Behaviour Support based on the principles of BILD is a whole school approach to helping staff embed positive behaviour approaches including changing their perceptions and practices has been embraced.
- ✓ Sensory circuits, used across the age range of the school, enhance pupils' receptiveness to engage.
- ✓ Cutting edge creative arts technology including filmmaking and animation studio together with radio station work alongside art & design, music, drama and dance.
- ✓ A whole culture of creative practice is embedded within the trust- through regular staff training, Arts events, staff and student art exhibitions, concerts, competitions and Arts Ambassador initiatives
- ✓ Every year we are committed to recruiting a different artist in residence, taking on board pupil feedback to determine specialism, such as a puppeteer or plasticine artist
- ✓ Our Enterprise Centre marries work related learning with creative practice. Pottery and D&T teachers regularly meet and plan with the head of work related learning.
- ✓ Staff wellbeing is helped through sensitive absentee management, regular wellbeing audit and related action plan together with open door policies where the SLT are freely available to hear staff concerns.
- ✓ Staff teams are nurtured with rotated weekly wellness meetings according to need.

Overall Effectiveness

Overall effectiveness: the quality of education provided at St Joseph's Specialist Trust & Post 16	Current Grade	
	Pathways (Internal Assessment)	Highly Effective
	Post 16 (Internal Assessment)	Highly Effective
	Ofsted Section 8 Inspection (February 2023)	1 Outstanding
	Diocesan Section 48 Inspection (December 2019)	1 Outstanding
	Ofsted Children's Home Inspection (February 2025)	2 Good
<ul style="list-style-type: none"> ✓ Overall, teaching is either good or outstanding and, together with a rich, relevant, broad and balanced curriculum, contributes to outstanding learning and achievement, significant growth in pupils' knowledge, and excellent attitudes to learning. ✓ Overall, achievement continues to be good or outstanding for all groups of pupils. ✓ Pupils and particular groups of pupils have excellent educational experiences at school and these ensure that they are very well equipped for the next stage of their education, training or life plan. ✓ There is excellent practice that ensures that all pupils have high levels of literacy and mathematical knowledge, understanding and skills appropriate to their cognitive abilities. ✓ The school's practice consistently reflects the highest expectations of staff and the highest aspirations for pupils, including the most able and those with the most significant complex needs. ✓ The school's thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development and their physical well-being enables them to thrive in a supportive, highly cohesive learning community. ✓ Safeguarding is seen as paramount and the systems and practical operations are highly effective. 		

School Characteristics: - Main strengths

- Executive Principal, SLT, Governors and Trustees, strongly believe in a 'no surprises' culture, and thus place importance on well embedded systems that alert staff if pupils are at risk of underachieving and under attaining. Complementing finely tuned organisational systems across the school and college is an open, trusting culture, one in which staff know that success is applauded and failure is supported rather than invites blame.
- Development of trans-disciplinary understanding i.e. together we can achieve more.
- Our embedded Autism Accreditation Standards and continuous development.
- SMSC is fully embedded in the waking day curriculum and the development of chaplaincy role has been particularly beneficial in promoting the spiritual and moral aspects of this role.
- Everyone from trustees, governors, families, pupils and staff feel they are making a contribution. All feel they have a next step and that the school helps them to work towards and achieve this.
- St Joseph's has created a whole school and college culture of excellence, within which staff and pupils alike feel empowered to take measured risks.
- Engagement in research is the key way we ensure teaching and learning at St Joseph's is always progressing.
- The Safeguarding lead has a passion for this area and keeps up to date and ensures regular training for the safeguarding team, staff and Governors.
- Excellent fully integrated therapy team across both Education and Care. Therapists use SCERTS to measure and report on progress in social communication and emotional regulation. Use of RAGPs enables staff to evaluate students' development in functional skills.
- Staff know the pupils really well and communicate and advocate effectively.

School Characteristics: - What can St Joseph's continue to work on to maintain Outstanding?

- Ensure all teachers and HLTAs always make the best use of the data available from assessment to plan lessons and interventions that meet the needs of all pupils in every lesson and that all teachers check progress throughout lessons and adapted work as necessary to ensure that the pace of pupils' learning does not slow.
- Ensure Teachers and other Education and Therapy staff new to the school work towards an outstanding standard through rigorous induction and identification of further training needs as necessary.
- Ensure that pace and pupil participation leads to expected progress. Ensure the curriculum described in planning documents, is always fully implemented by all teachers, therapists and HLTAs.
- Increase the ways that teachers and other education staff can share good practice. Develop further the open culture of sharing through the new pathway structure.
- Develop further approaches to enable even our most complex pupils to work independently and in at least paired collaboration with peers and / or TAs.
- Continue to drive creative practice within the trust- through regular staff training and Arts Ambassador initiatives.
- Further develop connections; encourage strong practitioners to offer inter-school collaborations through the Teaching Alliances and Cranford Confederation. Encourage future development of SLE's to follow in the footsteps of our Head of Art.

School Characteristics: - Main priorities for improving the quality of education

- To ensure that the quality of Teaching and Learning remains at 90% good or better.
- To continue leadership and management training to ensure that teachers are competent and confident leaders.
- To maintain and develop the effectiveness of leadership and management among the middle leaders.
- To continue to triangulate evidence of observations, work scrutiny, behaviour management and pupil progress.
- To continue to improve and streamline standard operating procedures within the education department.
- To continue to drive the principles of good Autism Practice as the School moves towards an advanced NAS accreditation.
- Continue with individual and group monitoring of analysis of data and its use in planning and interventions and increasing the rate of progress.
- Pathway Leaders to continue to address and embed enquiry focused on increasing outstanding learning and teaching and maximising pupil progress.

School Characteristics: - Practical action to be taken (Next Steps)

- To coach teachers in organisational and leadership skills where needed.
- By coaching middle leaders in leadership and management approaches and directing them to professional development courses.
- To coach middle leaders on articulating progress and attainment in their pathways and subjects.
- To continue to oversee cross curricular links and the delivery of core skills.
- Ensure that throughout and at the end of every lesson, teachers and HLTAs are fully effective following the principles of good Autism Practice.
- St Joseph's assessment processes to be continually further developed and expanded; currently tracked across subjects, therapies and EHCP outcomes.
- Continue to track the impact of evidence-based planning with spaced reactivation of prior learning on pupil outcomes.

Leadership & Management

The quality of leadership in and management of St Joseph's Specialist Trust	Current grade	
	Pathways (Internal Assessment)	Highly Effective
	Post 16 (Internal Assessment)	Highly Effective
	Ofsted Section 8 Inspection (February 2023)	1 Outstanding
	Ofsted Children's Home Inspection (February 2025)	2 Good
<ul style="list-style-type: none"> • Leaders and managers are aspirational. Their dedication is infectious and shared by those that work in the home. (Ofsted Care) • Leaders, Trustees and Governors have created a culture that is successful in driving improvement, or maintaining achievement and personal development for all pupils over a sustained period of time. • Leaders, Trustees and Governors are highly ambitious for the pupils and lead by example. They base their actions on a deep and accurate understanding of the school's performance and of staff and pupils' skills and attributes. • Trustees and Governors stringently hold school leaders to account for all aspects of the school's performance including the Pupil Premium. Trustees and Governors do not shy away from challenging leaders about variations in outcomes for pupil groups, especially between disadvantaged and other pupils. • Excellent policies underpin practice that ensures that pupils make good and excellent progress in literacy and numeracy. • Leaders, Trustees and Governors have a deep, accurate understanding of the school's effectiveness informed by the views of pupils, parents and staff. They use this to keep the school improving by focusing on the impact of their actions in key areas. • Leaders, Trustees and Governors focus relentlessly on improving learning and teaching and provide focused professional learning for all staff, especially those that are newly qualified, undergoing initial teacher training and at an early stage of their careers. This is underpinned by performance coaching (appraisal) that encourages, challenges and supports teachers' improvement. As a result, the overall quality of teaching is at least consistently good and improving and, in many cases, outstanding. • Through CPD, staff reflect on and debate the way they teach. They feel deeply involved in their own professional development. Leaders and Governors have created a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their pupils. • St Joseph's curriculum promotes and sustains a thirst for knowledge and understanding and a love of learning. It has a very positive impact on all pupils' behaviour and safety, and contributes very well to pupils' academic achievement, their physical well-being, and their spiritual, moral, social and cultural development. • Pupils' spiritual, moral, social and cultural development and, within this, the promotion of fundamental Gospel and British values, are at the heart of the work at St Joseph's. • Leaders promote equality of opportunity and diversity exceptionally well, for pupils and staff, so that the ethos and culture of the whole school prevents any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour. • Through highly effective, rigorous planning and controls, Trustees and Governors ensure financial stability, including the effective and efficient management of financial resources such as the Pupil Premium funding. This leads to the excellent deployment of staff and resources to the benefit of all groups of pupils. • Leaders have ensured that Post 16 provision is highly effective as it prepares students for adult independence. 		

Leadership & Management: - Main strengths

- The Trustees, Governors and School Leaders have highly successful drive and commitment to strongly improve the highest levels of achievement and personal development for all pupils and staff members, shown through Professional Learning programmes and the Governors' engagement in the education at St Joseph's including a rigorous Standards and Curriculum Committee.
- Robust challenging SLT with excellent shared leadership and structure for succession planning.
- We are an active partner of Xavier Teaching School Hub supporting the development of SEN skills and experiences for trainee teachers.
- Excellent professional relationships with Local Authorities and London Boroughs.
- Ofsted Children's Home regulations scrutinised with a clear action plan for moving from Good to Outstanding.
- High priority given to the staff owning vision, mission and the four School Improvement Plan themes.
- Performance Coaching/Appraisal redeveloped to ensure closer links to pupil progress – modelled and cascaded down and closer monitoring to ensure interim meetings are addressing staff needs.
- There is accurate monitoring and evaluation of St Joseph's performance with a secure understanding of the individual skills and attributes of pupils and staff, and taking account of the views of stakeholders and families.
- Reputation well established with our many Local Authority Partners - numbers stable. Waiting list well managed.
- Pupil to pupil and staff to pupil relationships are excellent.
- The Executive Principal with the support of the Director of Finance ensures with the Trustees and Governors that the school is in excellent financial shape. EFA financial sustainability graded us as Excellent.
- St Joseph's offers a WRL and Careers guidance that pays great attention to transition needs of pupils.
- Collaborative links developed with other schools both locally, and nationally.
- The Headteacher is a Moderator for the National Autistic Society accreditation.
- The Headteacher is a Facilitator of the National SENCo Award and a SIP for the Mulberry Bush Network and NASS.
- The Executive Principal is an elected Trustee of CISC and formerly a Trustee of NASS.
- The Executive Principal sits on Diocesan Education Committee.

Leadership & Management: - What can St Joseph's do to continue to be Outstanding?

- Head Teacher and Director of Education continues to develop a range of effective strategies to improve learning and teaching to good and/or outstanding.
- Newer Subject Leaders continue to consolidate training per their role and responsibilities; this includes evaluating the quality of teaching across the school to include work scrutiny and assessment.
- Coaching and mentoring practices further embedded across the school, particularly active listening.
- Performance Coaching/Appraisal Progress Meetings need to focus on targeted improvement and need to be further linked to interventions/professional learning to increase performance.
- Information given to Trustees and Governors to help them in their role, to be streamlined and more accessible.
- Continue to develop our roles with Inspire and Catholic Teaching Schools Network that we partner.
- Continue to develop a culture for high learning and achievement through the Pathway Leaders' role of Research and Development.
- Further collaboration and outreach with other schools and organisations.
- For Curriculum Pathway Leaders to be a dual SENCo role.

Leadership & Management: - Main priorities for improving leadership and management
<ul style="list-style-type: none">• To embed professional learning opportunities in line with Head Teacher Standards.• The School Leadership Team to continue to develop staff through professional dialogue, action research, coaching, training and mentoring.• To ensure that Performance Coach Reviewers of Teachers, HLTAs, TAs and Care Staff always focus on reviewees developing approaches and activities that give further opportunities for pupils to learn and make progress.• Ongoing training for Subject Leaders to be developed by the Head teacher and QA.• Trustees and Governors continue to take an even more active role in challenging and supporting faculty and subject leaders especially around progress and teaching expertise.• To ensure we innovate within both our educational and residential practices. Director of Care to look at developing research embedded practice and innovation to increase pupil progress during residential time.• To support teachers to ensure that all lessons are good and more are outstanding.• To continue to evaluate accreditation to ensure that it meets the skills and needs of Post 16 pupils.
Leadership & Management: - Practical action to be taken – Next Steps
<ul style="list-style-type: none">• Continue to develop the role of the Pathway Leaders so they take further responsibility for leadership of Teaching & Learning through actively leading research and development.• To work with all leaders to ensure they can be the best they can.• To continue to look at the whole school in response to defining and development of the Vision, Values and Mission.

Quality of Teaching, Learning and Assessment

Explorers Pathway

Pupil numbers and judgements 2024/25	Outstanding	Good with Outstanding Features	Good	Satisfactory
Teaching Quality	1		1	1

Discoverers Pathway

Pupil numbers and judgements 2024/25	Outstanding	Good with Outstanding Features	Good	Satisfactory
Teaching Quality		1	2	

Adventurers Pathway

Pupil numbers and judgements 2024/25	Outstanding	Good with Outstanding Features	Good	Satisfactory
Teaching Quality	1	2		

Specialist Teachers

Pupil numbers and judgements 2024/25	Outstanding	Good with Outstanding Features	Good	Satisfactory
Teaching Quality	2	1	1	1

The quality of teaching in the School (KS 1/2/3) and College (KS4/5) Staff that teach include: HLTAs, Supply Teachers, Specialist Educators and Teachers.

Current Grade

	School & College (Internal Assessment)	Highly Effective
	Ofsted Section 5 Inspection (February 2023)	1 Outstanding

- Teachers demonstrate knowledge and understanding of the subjects they teach. They use a variety of effective strategies to check for understanding. Teachers ensure that where there are misconceptions, these are addressed using a different strategy to enhance understanding.
- Teachers use evidence-based research to support curriculum planning and lesson planning to enhance student learning
- Teachers and Therapists plan lessons together very effectively overall, making maximum use of lesson time and resources. Lessons and resources are differentiated well to meet the needs of the different pupil's abilities in the classroom.
- Teachers and Therapists manage pupils by having high expectations and by implementing positive behaviour strategies to engage pupils and facilitate learning.
- Teachers adapt their teaching, content and pace to give adequate time for pupils to embed knowledge, understanding and skills securely.
- Teachers use a variety of assessment tools to monitor progress. Regular analysis of data ensures that they identify and support any pupil who falls behind. Teachers use feedback to pupils in the medium that is most appropriate for that pupil.
- Teachers set a wide range of activities that consolidate previous learning and support pupils to generalise skills and knowledge.

- The teaching of reading, writing, communication and numeracy is embedded across the curriculum and is of a high standard. A wide range of strategies and resources are used to engage the pupil and develop their skills; including Read Write Inc.
- Teachers have consistently high expectations of pupils' attitudes to learning and celebrate their achievements with them.
- Teachers provide a vast range of experiences and environments to engage the pupils and to broaden their horizons.
- Teachers use personalised learning opportunities taking into account pupils' interests, needs and skills to engage pupils and teach the knowledge and skills required.
- Pupil progress is shared with parents through weekly communications, EHC Interim meetings and Annual Review meetings. Liaison between class and parents is a two way communication which allows teachers to share progress and to guide parents to support their child to improve.
- Teaching strategies and resources reflect and value the diversity of pupils' experiences and provide pupils with an understanding of people and communities beyond their immediate experience.

Quality of Teaching: - Main strengths

- Education and Therapies work together to embed therapeutic input into the delivery of lessons through the week to drive pupils' behaviours and academic progress.
- The Senior Leadership Team uses lesson observations, drop-ins, coaching opportunities and teachers own reflective practice to evidence staff performance. Peer coaching and mentoring is used to develop teacher's skills and knowledge.
- Subject leaders monitor their subject by observing teaching, analysing assessment data and updating and sharing their own subject knowledge.
- Continued CPD for all staff ensures that up to date strategies, knowledge and resources are used and shared across the school.
- Education staff are supported when they participate in action research thus improving their own knowledge and sharing that knowledge with the whole school team.
- Communication links with families is outstanding and families are regularly updated with pupil progress and encouraged to support the learning in the home environment.
- Staff are aware of and follow good Autism practice enabling pupils to manage their anxieties and access learning.
- The use of tracking life skills, progress data and CASPA to record and monitor academic progress; however this is in transition to updated systems. Teachers regularly analyse data to ensure that all pupils make at least good progress.
- Numeracy and Literacy are supported by experienced and highly motivated support Specialist TAs who work creatively to engage pupils who lack self confidence in these subjects. They implement a wide range of strategies and resources to build self-esteem and engage them in the core subjects.
- Maintaining Basic Skills Accreditation – external commendation of the basic skills teaching and learning.
- All staff put the pupil's needs, health and wellbeing at the forefront of all their planning and delivery.
- Teachers and Therapists work jointly with equal learning responsibility in the classroom.

Quality of Teaching: - What can St Joseph's do to maintain Outstanding?

- Staff teams to continue to encourage and promote independence skills in the classroom.
- Staff to continue to be reflective and to step back allowing pupils to learn through their mistakes.
- Continue to implement appropriate self and peer assessments that are age and ability level appropriate across the school.
- Continue planning for paired and small group work to encourage social skills and independence on a regular basis.
- Teachers to continue to be creative in their style of teaching to include further sensory input to engage pupils in their learning.

Personal Development, Behaviour and Welfare (Academic Year 2025/26)							
Behaviour and Safety Profile KS1/2							
Number of pupils on roll Academic Year 2024/25	Year 1 8 Pupil	Year 2 10 Pupils	Year 3 6 pupils	Year 4 5 pupils	Year 5 2 pupils	Year 6 3 pupils	School 34 pupils
Behaviour	1 Outstanding	1 Outstanding	1 Outstanding	1 Outstanding	1 Outstanding	1 Outstanding	1 Outstanding
Safety	1 Outstanding	1 Outstanding	1 Outstanding	1 Outstanding	1 Outstanding	1 Outstanding	1 Outstanding
Attendance*							

Behaviour and Safety Profile KS3/4							
Number of pupils on roll Academic Year 2024/25	Year 7 2 pupils	Year 8 5 pupils	Year 9 9 Pupils	Year 10 7 pupils	Year 11 8 pupils	St Jo's School 31 pupils	
Behaviour	2 Good	1 Outstanding	2 Good	1 Outstanding	1 Outstanding	1 Outstanding	
Safety	2 Good	1 Outstanding	2 Good	1 Outstanding	1 Outstanding	1 Outstanding	
Attendance*							

Behaviour and Safety Profile Post 16					
Number of pupils on Academic Year roll 2024/25	Year 12 11 pupils	Year 13 4 pupils	Year 14 6 pupils	College 21 pupils	
Behaviour	2 Good	1 Outstanding	1 Outstanding	1 Outstanding	
Safety	2 Good	1 Outstanding	1 Outstanding	1 Outstanding	
Attendance*					
Annual Attendance Trend	2020/21	2021/22	2022/23	2023/24	2024/2025
Attendance	88%	92%	91%	90%	91%

KS 4/5 Pupils spend a number of days each year visiting and linking with future Post 16/19 provision.

Personal Development, Behaviour and Welfare of the pupils at St Joseph's Specialist Trust and Post 16	Current grade	
	Pathway (Internal Assessment)	1 Outstanding
	Post 16 (Internal Assessment)	2 Good

	Ofsted Section 8 Inspection (February 2023)	1 Outstanding
	Ofsted Children's Home Inspection (February 2025)	2 Good

- Pupils are confident and self-assured in their learning. They have excellent attitudes to learning and are keen to develop their skills for life. With support, their engagement levels have a strong, positive impact on their progress. They are proud of their achievements, the achievements of their peers and of their school. Pupils are supported to discuss and debate issues in a considered way, showing respect for others' ideas and points of view.
- In the College, high quality, specialist, impartial careers' guidance helps students to make informed choices about which courses suit their academic needs and aspirations. They are prepared for the next stage of their education, employment, self-employment or training with highly specialised and experienced staff
- Pupils understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training or employment, and for their adult life.
- Pupils value their education and rarely miss a day at school. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is rising quickly towards the national average.
- Pupils' conduct reflects the school's effective strategies to promote high standards of behaviour. Pupils are supported to develop self-regulatory skills. The impact of low-level disruption caused wilfully are extremely rare. Pupils are supported to manage their behaviours linked to their disabilities in order to minimise the impact on their own and the learning of others.
- St Joseph invests in a behaviour monitoring system called Sleuth that enables us to monitor all pupil's behaviour across the School, College and Residential. We have updated our Sleuth system so it allows us to monitor consequences that have been implemented with our pupils.
- For individuals or groups with particular needs, there is sustained improvement in pupils' behaviour. Where standards of behaviour were already excellent, they have been maintained.
- Pupils work hard with the school to prevent all forms of bullying, including online bullying and prejudice based bullying. Pupils are supported to understand that some behaviours are a result of learning disabilities and are guided into appropriate responses and coping strategies.
- Staff and pupils deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language.
- The school's open culture actively promotes all aspects of pupils' welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have.
- With support, pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. Within the limiting factors of their learning disabilities, they have an appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation.
- Pupils have an excellent understanding of how to stay safe online and of the dangers of inappropriate use of mobile technology and social networking sites. As is appropriate in this setting, pupils are subject to high levels of supervision in on-line activities.
- Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society. The Catholic ethos of the school permeates all areas
- Leaders plan, manage and evaluate study programmes so that pupils undertake highly individualised and challenging learning that builds on their prior attainment, meets all the requirements of 16 to 19 provision and prepares them very well for their future placement.
- Leaders pursue excellence. They improve provision and outcomes rapidly and reduce achievement gaps between groups by monitoring the quality of teaching, learning and assessment as well as pupils' retention, progress and skill development.
- Pupils follow appropriately tailored courses in Literacy and Numeracy.

- Teaching, learning and assessment support and challenge pupils to make sustained and substantial progress in all aspects of their study programme. Teaching enables pupils who fall behind to catch up swiftly and the most able to excel.

Personal Development, Behaviour and Welfare Continued

- Pupils are supported and encouraged in the traits of self-confidence and are coached in how to conduct themselves well in a socially acceptable manner. They are punctual and attendance levels are excellent. Pupils are supported to develop their personal and social skills and undertake high quality non-qualification activities and work experience that matches their needs, alongside accessing a wide range of nationally recognised qualifications and accreditations. Engagement rates are high.
- Pupils are safe and feel safe. They are encouraged and supported to be thoughtful, caring and respectful citizens.
- Throughout the time spent on their study programmes, pupils and groups of pupils make substantial and sustained progress from their starting points.
- All pupils make progress during their study programme. Almost all pupils complete their study programmes, achieve qualifications relevant to their future placement and move on to FE colleges, supported living or residential specialist colleges.

Personal Development, Behaviour and Welfare: - Main strengths

- We have excellent responses to bullying with any situation being dealt with immediately with reflection and /or restorative justice as appropriate. This has at times involved the local police who have come in to discuss consequences and opportunities for staff to discuss the pupil's feelings with him/her. Home visits have also facilitated the pupils' understanding of these situations, as has our work with families and external stakeholders.
- Internet safety is taught within both day and residential settings. Staff undertake regular training on Internet Safety; this is included as part of our Safeguarding Training. Staff are also reminded about their responsibilities with regards to their own personal use of social media.
- Pupils consulted on use of and access to the internet.
- Pupils are challenged daily on their views if negative, and ways are sought to address this at a level appropriate for their needs. Good use of pupil complaint and compliment packs.
- Weekly Education and Care briefings include reminders about positive behaviour support strategies and a detailed portrait of one of the pupils at St Joseph's with advice on how to manage his/her behaviour. Input from both Speech and Language and Occupational Therapists occurs also.
- Weekly class meetings are held to discuss pupil progress, encourage good practice and share information. This is on top of weekly PBS (Pupil Behaviour Support) meetings to discuss key pupils' strategies and behavioural progress.
- St Joseph's has a comprehensive database and analysis of behaviour augmented by sound behaviour management policies and training in Team Teach and Positive Behaviour Support. Rewards and consequences are clearly recorded and exclusion is very rare and never used as a sanction. Incident logs are well used and evidence across both the day and residential times. Feedback to families is detailed through phone calls and written reports. Data is carefully analysed by our multi-disciplinary (Pupil Welfare) team and actioned as necessary. Low to moderate behaviours are recorded during the waking day then transferred into our database.
- Database for behaviour management, Sleuth adapted for personalisation at St Joseph's in July 2014 to meet Regulation 17 requirements and as such replaces a bound book system.
- Learning Support Team Mentors support all classes in understanding analysis of behaviour data to ensure better support for pupils and higher quality report writing.
- Learning Support Mentors all have a case load of 2 classes each so they can concentrate on raising skill sets with each class team, support particular pupils and address any Positive Handling issues. Behaviour support plans are created.
- Therapists are included in the class teams to help support with each pupil's therapeutic needs as well as 1-1 sessions with a therapist.
- Pupil Inclusion and Achievement Meetings (PBS) address behaviour support strategies and as necessary involve external professionals as well as key internal staff, family members and the pupil. The pupil welfare meeting continues to be an effective forum for discussing complex pupils and strategies.
- We are continuing to address Mental Health awareness through CAMHS. Mental Health issues are integrated into PSHE and therapeutic waking day curriculum.

- St Joseph's works extensively with external stakeholders on the behaviour management of our pupils and seeks to establish root cause to support pupils, families and staff; this in turn improves and promotes learning outcomes.

Personal Development, Behaviour and Welfare: - Main strengths continued

- All pupils are able to access low demand environments freely in times of anxiety to help them to self-regulate and manage their own behaviour.
- Across the whole school each class holds an Inclusion Support Meeting where behaviour concerns are discussed along with strategies that can help reduce escalating behaviours, these meetings are documented and all discussions that are highlighted as needing further support are taken to the pupil Welfare Meeting.
- Educationally based independence curriculum – a personalised curriculum for each pupil is devised that reflects their interests, therapy needs and skills needed for their next placement.
- Teaching and learning in the 16-19 department is of a very high standard with many pupils achieving a range of qualifications tailored to their needs.
- Our vocational studies' programme ensures that pupils experience both internal and external work experience placements, work enterprises, careers guidance and preparation for work.
- Our personalised curriculum ensures that all pupils participate in Life skills and Daily Living skills. For those lower ability pupils, the curriculum concentrates on these skills to allow pupils to become as independent as possible.
- The Key Stage 4/5 provision centres on preparing pupils for their next placement. Staff work with the pupils, their families and future placements to ensure that a smooth transition to the next placement is in place.
- Our Leisure and sports programme offers a wide range of sports and leisure options. It encourages the pupils to make choices, try something new and to prepare them to meet the challenge of managing their own leisure time.

- We offer a wide range of accreditations to meet the diverse abilities of our pupils.
- Our integrated therapies ensure that pupils receive therapeutic input throughout the waking day curriculum.
- Our pupils work on designated pathways. The pathways are designed to look at the outcomes and future placements for that pupil and to ensure that the skills necessary to attain that future placement are addressed.
- Strong team of safeguarding-designated liaison officers who meet regularly and share good practice and current cases.
- Excellent training mechanisms in place. All staff and governors receive a full training package every 2 years with all staff receiving additional training every year on a variety of topics. Most recently this has covered the Prevent duty, CSE and radicalisation and criminal exploitation.
- Clear reporting mechanisms for all staff and governors with an effective referral system in place.
- Comprehensive risk assessments for all pupils on CSE and Extremism and Radicalisation in place and reviewed regularly.
- All designated safeguarding staff know where to refer concerns.
- Multi agency integrated staff team of care, education and therapy working together to ensure needs are met and support mechanisms are identified early on for pupils who meet the threshold for referral.
- Staff and volunteers working with pupils are carefully selected and vetted according to statutory requirements. There is monitoring to prevent unsuitable people from being recruited and having the opportunity to harm pupils or place them at risk.
- All staff and volunteers working within the setting are clear about the policies and procedures where they are concerned about the safety of a child or pupil. There is a named and designated lead who is enabled to play an effective role in pursuing concerns and protecting pupils.
- Pupils are protected and helped to keep themselves safe from bullying, homophobic behaviour, racism, sexism and other forms of discrimination. Any discriminatory behaviours are challenged and help and support are given to children about how to treat others with respect.

Personal Development, Behaviour and Welfare:- What else can St Joseph's work on to continue to be Outstanding?

- Develop system to ensure that temporary and short term agency cover staff are competently trained in the principles of Team Teach and Positive Behaviour Support Strategies.
- To further embed reward systems to help pupils' progress through the lesson and maximise learning.
- To engage further with external stakeholders to support our more complex pupils. We continue to be proactive with CAMHS teams.
- For all of the Learning Support Team to have completed a brief functional assessment course so the team can support all new pupils and current pupils.
- To continue to develop our Risk Assessment to enable us to cross reference between pupil safety and staff safety.
- Positive incident recording on Sleuth.
- Development/Investigation of new vocational studies curriculum to incorporate functional Numeracy and Literacy and personal social development within a purpose-built vocational skills building.
- Continue to deliver education/therapy-based curriculum that differs from provision provided in Supported Living.
- Reflect on the emotional health and wellbeing of our pupils to ensure that we teach the skills needed to stay healthy. This includes Mindfulness and debriefing sessions.
- Great involvement of pupils in key issues and gauge their opinion on topics such as the impact on going missing.
- Develop further the e-referral system to go paperless in all areas.
- Scrutinise Sleuth reports to identify further areas of need for those most vulnerable for correlation on safeguarding database.
- Routinely review and update risk assessments.
- Devise individual risk assessments that consider whether pupils can move freely around the site.
- Ensure all Sleuth records are fully completed including medical debrief and clear commentary on why physical intervention was required.
- To continue to ensure safer recruitment checks are fully completed.
- To continue to network with Headteachers and provide support to those under pressure.
- To continue to build outreach to support the wider education landscape with inclusion and meeting the needs of Autistic and students with associated conditions.

Personal Development, Behaviour and Welfare:- Priorities for improving behaviour and safety

- Develop personalised contracts and reward systems to encourage pupils to attend school particularly where emotionally-based school refusal is developing. This must be negotiated in partnership with families and stakeholders to ensure a trans-disciplinary approach.
- Develop further the use of emotions' registers personal to individual pupils across the waking day.
- Continue to develop positive behaviour support options through staff professional learning sessions.
- Consolidate the use of the new data base for analysis.
- Further develop the use of visual aids to support micro transitions backed up by personalised reward systems and audit teachers and HLTAs through observation to identify those who would benefit from additional training in this area.
- Support pupils to reduce their risk factors.
- Enable pupils to have their own key and fob based on risk assessments.
- Continue to develop all staff awareness in all topics, not just topics that grab the headlines.
- Ensure Link `governor for safeguarding is fully aware of current legislation and Ofsted requirements.
- Ensure all agency staff know of their responsibilities under Safeguarding.
- Continue to communicate with families to ensure a close working relationship to ensure consistent support is delivered around each students.

Personal Development, Behaviour and Welfare:- Practical action to be taken (Next Steps)

- Positive Behaviour Support regular input for all staff to continue and to be put in place for new staff as they join us.
- Evaluate effectiveness of Sleuth in line with regulation 19 and 35 of the children's home regulations 2016.
- To continue monitor the effectiveness of all departments working together in evaluation, monitoring and implementation of SCERTS.
- To consolidate further personalised contracts and reward systems to encourage back to school where emotional based school refusal developing.
- Positive behaviour training included in induction and weekly reminders.
- Consolidate the use of visual aids to support micro transitions backed up by personalised reward systems and audit teachers and HLTAs through observation to identify those who would benefit from additional training in this area.
- Continue to use Mindfulness and regulatory strategies to help the students prepare for the start and end of the school day.
- To ensure all new staff are trained in the use of data to inform progress.
- Termly lesson observations and opportunities for staff coaching to ensure that teaching and learning remains outstanding.
- Designated Safeguarding Lead to ensure all training is current and in line with national and local policy.
- Continue promote the genuine involvement of staff at all levels in maintaining high standards and putting children and young people first. Quality assurance is integral to daily practice, with clear examples if of St Joseph's acting on the findings of monitoring activities and Sleuth reports.
- To encourage all staff to draw on the expertise of other departments and professionals to support and protect pupils and their families and to ensure a clear focus on Safeguarding.

Outcomes for Pupils

Outcomes for Pupils at St Joseph's	Current grade	
	Pathways (Internal Assessment)	Highly Effective
	Post 16 (Internal Assessment)	Highly Effective
	Ofsted Section 5 Inspection (February 2023)	1 Outstanding
	Ofsted Children's Home Inspection (February 2025)	2 Good

Outcomes for Pupils Continued

- The progress across the curriculum of disadvantaged pupils, disabled pupils and those with special educational needs currently on roll matches or exceeds that of other pupils with the same starting points.
- Throughout each year group and across the curriculum, including in Literacy and Numeracy, current Pupils make substantial and sustained progress, developing excellent knowledge, understanding and skills, considering their different starting points, with all pupils on track to make expected progress or above.
- Pupils are typically able to articulate with support their knowledge and understanding clearly in an age appropriate way that allows for their level of learning disability. They can hold thoughtful conversations as appropriate and with support about their knowledge and understanding with each other and adults
- Many pupils read widely and often across subjects to a high standard, with fluency and comprehension appropriate to their age within the context of their learning disability.
- For pupils generally, and specifically for disadvantaged pupils, disabled pupils and those who have special educational needs, progress is within or above expected across nearly all subject areas.
- From each different starting point, the proportions of pupils making and exceeding expected progress in literacy and in numeracy are high compared with national figures. The progress of disadvantaged pupils matches or is improving towards that of other pupils' nationally.
- The attainment of almost all groups of pupils is broadly in line with national averages within comparable pupils with learning disabilities.
- Pupils are exceptionally well prepared for the next stage of their education, training or employment and have attained relevant qualifications. Compared with the national average for all pupils, higher proportions of pupils and of disadvantaged pupils, progress on to a range of higher and further education establishments, apprenticeships, employment or training. These destinations strongly support their career plans.
- Life Skills and Daily Living Skills ensure pupils are well prepared for moving on to supported living or independent living post 19.
- Pupils are supported in developing travel training skills to make independent familiar travel journeys. Next year it will be embedded into the timetable to allow pupils to practise travelling independently. Some of the TAs are going to be trained to support our pupils.
- College Students provide a very successful Catering Enterprise which supports the pupils with a variety of experiences.
- Students in College have been taking part in the external Work Experience in the local community and all of the students in their final two years participate in Choices and Decisions workshops interacting with Students from other special needs schools.
- Students take part in internal and external work experience programmes. The different types of produce from the Enterprise groups are sold successfully at school fairs and in the local community. Pupils take part in the selling of products and practise customer service. The students enjoy this thoroughly.

Outcomes for Pupils:- Main strengths

- Teachers, HLTAs and TAs know their pupils well and are well trained in personalising and setting targets that will stretch learning for the most able pupils as well as the least able.
- Teachers and support staff work together through Research and Lesson Studies and are constantly on the lookout for ways of narrowing the gap for the pupils in their classes.
- Teachers, HLTAs, Therapists and TAs work tirelessly to ensure that pupils are ready to learn. Needs in terms of sensory input, environment and emotion are constantly monitored to ensure maximum progress is made during each learning session.
- Where pupils are not making expected progress, teachers and support staff know their pupils well, they know their targets and they can provide a rich documentary to demonstrate lateral/depth progress or are able to identify precise barriers to learning and achievement. They then set appropriate interventions and monitor these on a regular basis.

Outcomes for Pupils: - Main strengths continued
<ul style="list-style-type: none"> • Therapists support and lead in class. They make a measurable difference to pupil progress. • Residential carers fully utilise homework tasks in order to maximise improvement. • At St Joseph's we provide a wide range of experiences thus allowing pupils to experience new and exciting activities but also to allow them to generalise their skills in a wide range of settings. • Classes partake in Mindfulness activities. Teachers and Therapists work together on embedding these practices into the everyday timetable. • The integrated therapist programme has been very successful providing the pupils with therapeutic input throughout every lesson.
Outcomes for Pupils: - What else can St Joseph's work on to continue to be Outstanding?
<ul style="list-style-type: none"> • Audit all achievement data monitoring systems used to measure attainment and progress and streamline where possible to make more comprehensive for users. • Further embed Professional Learning by Teachers and others who support pupils to ensure that maximum progress is enabled. • Continue to help families to become more aware of the potential impact of their contribution to progress and achievement of their child through creating opportunities at home to extending learning. • Continue collaborating with other mainstream and special schools to ensure that our internal moderation of standards is robust. • Pupils are given the opportunity to maximise their independence by having key skills targeted e.g. own key, fob, medication. • Champions' Workshops in Numeracy have been established for TAs to train them in strategies helping pupils access the Maths' curriculum more effectively. • ICT workshops have been established to support staff with ICT training programmes to allow them to effectively use the software required in their daily routines. • Numeracy and literacy in Post 16 continues to develop the basic skills of the pupils but also includes functional numeracy and literacy within the college and the wider community. Pupils are working on the OCR Functional Skills accreditation. • Developing induction training one year programme for all new teachers joining St Joseph's.
Outcomes for Pupils: - Main priorities for raising achievement
<ul style="list-style-type: none"> • Continue to ensure that any pupil's progress graded as Good Progress is scrutinised and that aspirational are targets set. • Ensure appointed Link Governor for this area is kept up to date in this area at least half termly. • Continue to strategically put in interventions for students where needed. • Continue to track the impact of planning for reactivating prior learning. • Continue to develop as a Maths Mastery provision to drive improved numeracy outcomes.
Outcomes for Pupils: - Practical action to be taken (Next Steps)
<ul style="list-style-type: none"> • Pathway Leaders to discuss further the setting of aspirational targets (end of KS and annual) with individual class teachers for all pupils. • Head Teacher and Deputy Head Teacher to monitor interventions for progress with regular review sessions to be timetabled at least half termly throughout the year and more regularly for teachers new to St Joseph's. Ensure that targets set are in line with each pupil's expected outcomes. • Continue to further develop all teachers' knowledge of using CASPA through workshops. • Data linked to positive social interactions and emotional regulation to be reported on to support personal development. • Named Lead Governor to be invited to school to discuss detail of how they will contribute to the monitoring of the overview. Ensure they are ever ready to talk to outside professionals on up to date data and analysis with confidence. • Continue to develop reactivate prior learning to support students' knowledge retention for skills development. • Renew Investors in Careers Mark • Renew the Healthy eating School status.

