



CURNOW SCHOOL

SEF 2025 - 2026



'An Exceptional, Nurturing Environment with the Highest Ambitions for Learning'.

School Context:

Previous Inspection Date: November 2024	Judgement: OUTSTANDING
SPT School Improvement Partner: Ed Bowen-Roberts	

Pupils on roll	Actual: 115	Commissioned: 93						
Age range of pupils	2-19 (currently 4-19 years on roll)							
Gender	Boys: 66% (76)				Girls: 34% (39)			
Needs type	SLD: 31% (33)	ASC 14% (15)	PMLD: 16% (17)	SLC: 21.5% (23)	MLD: 7.5% (8)	PHYSICAL: 8% (9)	VI: 1% (1)	Other 1% (1)
Ethnicity	White Cornish: 39%	White British: 38%	Other: 23%		Undisclosed 0%			
Pupil Premium/Non	Pupil Premium: 36% (41)			Non-Pupil Premium: 64% (74)				
Number of CIC pupils	4 (3.5% of population)							
Banding:	A+ - 6% (6)		A – 32 % (33)		B – 32% (34)			
	C – 26% (27)		D – 4% (3)		E – 0%			
Attendance (2024-25)	87.7% (National benchmark for special schools 85%)							

Curnow School is member of Special Partnership Trust working collaboratively alongside six other special schools and four Area Resource Bases (SPT conversion date 01.09.16). Curnow School is located on three sites; Lower School, Illogan (EYFS - KS2) currently with 45 pupils, Upper School, Redruth (KS2 - Post16) currently with 61 pupils and Karder Hub (EYFS – KS1) currently 10 pupils.

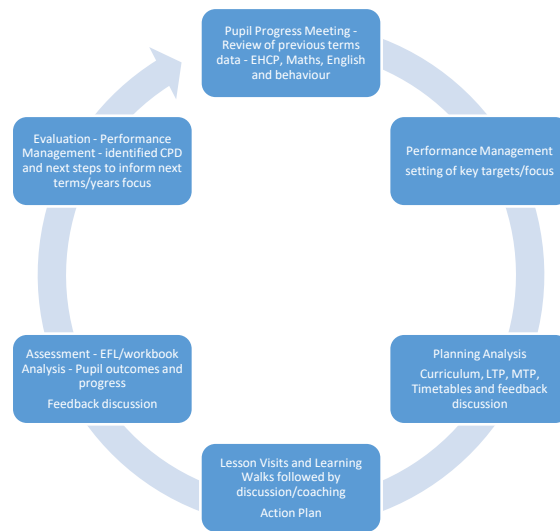
QUALITY OF EDUCATION



Self-Evaluation	Evidence
<p>INTENT:</p> <p>The embedded curriculum is ambitious; it is coherently planned to identify ‘end points’ which ensure all learning remains part of a well-planned sequence. Learning remains personalised; the curriculum demonstrates breadth & balance in its content enabling all pupils to access core National Curriculum subjects & address outcomes identified within EHCP’s, linked to aspirational aims within each pathway.</p> <p><i>‘The curriculum has been carefully tailored to meet the needs of pupils’</i> <i>‘Staff have created different pathways for pupils, depending on their needs. This ensures that all pupils get the precise support they need for their long-term achievement.’ Ofsted 2024</i></p> <p>Teachers demonstrate consistently high expectations resulting in all pupils making at least the anticipated progress over time; no pupil is disadvantaged by the curriculum they study. The curriculum is planned in tandem with two embedded personalised learning/curriculum routes (Engagement Pathway (pre-formal) and Discovery Pathway (formal) as well as the further development of the Explore Pathway (semi-formal) in response to an increasing identified need) which secure effective delivery of the key skills, knowledge and understanding pupils can acquire. Curriculum routes secure outstanding outcomes in developing pupil’s academic achievement, independence, engagement and social & communication skills which additionally supports their wellbeing.</p> <p><i>At its heart, the curriculum focuses on the key learning that all pupils need to gain. This includes learning to communicate, getting on well with others and physical development. This area of work is highly effective – Ofsted 2024</i></p> <p>The sequenced / balanced curriculum is informed via long term planning in each subject area which ensures the school builds upon/ embeds prior learning which prepares all pupils well for their next stage. There is an emphasis on the core curriculum subjects but breadth is ensured through the creative and understanding the world and enrichment curriculum areas.</p> <p>Each of the curriculum areas has a focus on mastery, retention of knowledge and revisiting areas of learning, allowing our pupils to leave school with skills for life. Following our Ofsted ‘challenge’ we have further developed this through aspirational aims – Curnow pledge within the areas of communication, independence/interdependence and sense of self. These pledges run as ‘golden threads’ through each pathway ensuring that we are always focusing on longer term aims which will have positive impacts and outcomes for each child</p>	<p>Curnow School Curriculum Organisation – core, creative and understanding the world. Subject areas intent, implementation and impact statements</p> <p>Ofsted report 11.24</p> <p>Schemes of Work (all subjects/ key skills) identify ‘end points’</p> <p>Personalised learning pathways and Curnow Pledge</p>
<p>IMPLEMENTATION:</p> <p>The effective organisation of the curriculum is demonstrated via distributive leadership, the school has a well- embedded model of middle leadership which secures a good knowledge of subjects taught. Middle leadership roles and responsibilities identified, inform practice securing the CPD needs of the teaching staff within the school are identified/ addressed. Middle leaders take responsibility for the monitoring/ development plan of their subject reporting to the Curriculum Governor accordingly in accordance to the well-embedded schools self-evaluation framework/ policy.</p>	<p>Roles and responsibilities document</p>

<p><i>A great deal of thought has gone into the development of the curriculum. The school involves parents, considers research and best practice in similar schools. This results in highly effective sessions tailored to the needs of the pupils – Ofsted 2024</i></p> <p>Teachers maintain high quality teaching due to their in-depth knowledge of pupils' fundamental well-being & academic needs; adapting teaching and learning styles accordingly.</p> <p>Our teachers make up a highly skilled and innovative team, many of whom have been with us for an extended period, and have been integral to the school's journey from good to outstanding. Our data shows us that over 60% have been working at Curnow for over 5 years, 40% over 10 years and of those 60% have been in school for over 15 years. Our teachers are consistently judged as good/outstanding and continue to display high levels of skill, enthusiasm and innovation in their classroom and curriculum leadership.</p> <p><i>Teaching assistants were extremely knowledgeable and carried out the healthcare tasks in accordance with their training. Both the teaching assistants observed were highly skilled, not only in the health tasks, but also in implementing incidental learning, despite undertaking numerous healthcare procedures. All the staff we observed were highly responsive and exceptionally skilled in observing the young people's needs.</i></p> <p><i>The teacher was exceptionally well skilled in delivering a diverse range of activities to a number of different young people throughout the class. There were a number of young people having medical interventions and the teacher was overtly aware of what all her staff were doing. It is clear that the teacher has a real passion and drive to help these young people and is able to use her extensive experience in delivering engaging and inclusive lessons within a complex environment - Nick Millward Senior School Effectiveness Officer (SEND)</i></p> <p>'Leaders are not complacent – they are continuously thinking hard about what could be better. This thinking is very effectively translated into action, with leaders not afraid to make bold decisions that deepen the quality of the offer. At the same time they are driving innovation across the school.' SIP visit.</p> <p>Peer to peer coaching and mentoring provide opportunities for staff to share and benefit from best practice in meeting the diverse needs of all pupils. Any gaps in knowledge/skills are identified via lesson observations, learning walks and subject audits and acted upon swiftly to ensure the highest quality of teaching and learning.</p> <p>As a school we have further developed the way that we monitor and collect QoTQoL information. The current process looks to coach and develop within all areas of curriculum planning, delivery and assessment by following a rigorous monitoring cycle spanning each term across the whole school year. This provides the SLT and subject leaders the time to monitor the subjects in greater depth in line with a planned school cycle. This creates a combined approach, coaching model working alongside teachers, recognising their expertise and their ability to self-reflect. Through professional conversation around strengths and areas of development we support teacher's to improve the quality of teaching and learning. There is a strong culture of respect throughout the school, allowing teachers and leaders to be innovative within their practice.</p> <p>Through the monitoring cycle we see that the quality of teaching is consistently good/outstanding across the school and any areas of support or underperformance are quickly identified and appropriate support/CPD put in place</p> <p>A high priority area for the SLT is the balance of teacher workload whilst ensuring that our school offer is not compromised. We use the teacher workload survey to audit where the pressures for teachers are seen and develop, where possible, ways that we can reduce the workload to support a work/life balance and promote staff wellbeing.</p>	<p>Subject monitoring reports</p> <p>Curriculum Governor reports</p> <p>Individual teacher monitoring overview</p> <p>SIP notes – John White</p> <p>QoTQoL meeting records and associated action points</p> <p>Schools monitoring cycle</p> <p>Teacher Workload Survey/You said, we did.</p> <p>Teachers meeting notes</p> <p>School PARRCS Implementation policy</p>
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Coaching cycle over the term



Through the established & effective use of assessment/moderation practice, teachers identify bespoke learning outcomes which secure knowledge is applied, building upon skills learned; teachers always remain responsive to pupil's needs/understanding and address any misconceptions.

Systems for assessing and recording pupil progress against EHCP outcomes and associated targets are well established and ensure the needs of individuals are continually being revised and developed ensuring no pupil falls behind.

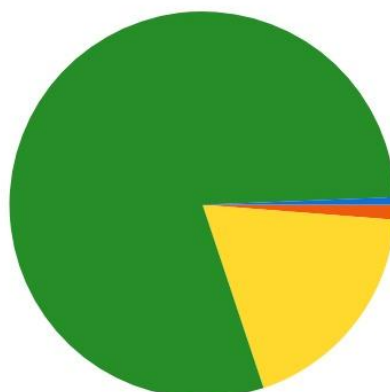
The high quality, creative and personalised learning environments are designed to optimise learning and are used effectively, they are a particular strength in our schools.

Teaching is well paced, effectively resourced, lively and creative, often building on pupil's own interests; this ensures high levels of engagement and enthusiastic learners.

Teachers embed literacy (including phonics) and numeracy exceptionally well across the curriculum **using bespoke reading, writing and maths profiles** equipping the pupils with the necessary skills to use and apply their learning & make progress. Our primary aged pupils ranked Reading in their top 3 favourite subjects (annual pupil survey).

The English Curriculum will use a range of specialist techniques and teaching approaches, which motivate, support the needs, or improve the access of any individual. Teachers will therefore look at matching their teaching approaches to individual pupil's learning styles. Reading is taught through phonics and other elements of the reading rope. Students are placed into strands for phonics (sensory, emergent, conventional learners) in line with the evidence based practice adapted from Comprehensive Literacy for All. This ensures that the instruction received in phonics follows best practice guidance and maximises learning opportunities. This is closely monitored by the English lead and CPD is planned in accordance with findings of monitoring and learning walks.

The progress that pupils make in English is excellent, with 1% Emerging, 18% Developing, 80% Established, 1% Generalised.



EFL Personal Learning Goals

Termly Data Monitoring

Lesson visits and planning scrutiny

CPD records

Learning walk record

SIT ENVIRONMENT AUDIT

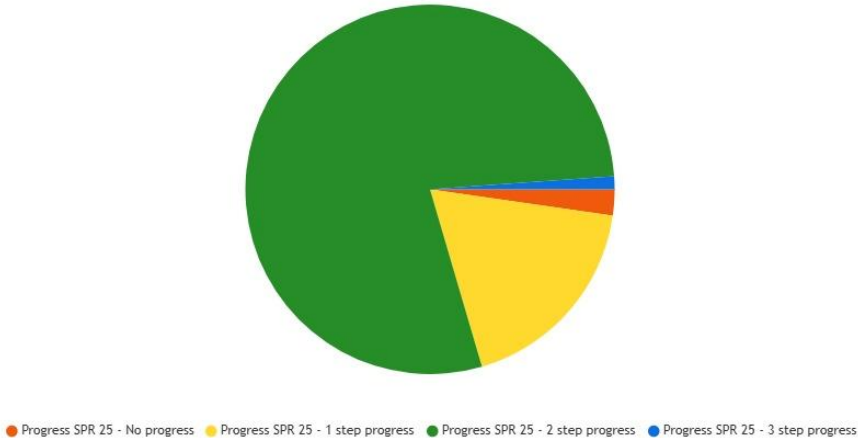
Monitoring visit records

SIT Communication audit

We strive to provide all pupils, regardless of their ability, gender or race, with an opportunity to experience the enjoyment, stimulation and knowledge that the teaching of English can offer by enabling the pupil's to use the skills they gain to choose and adapt what they say, read and write in a functional way in all areas of everyday life.

The intent/ impact of the Maths curriculum is aligned across the SPT; the principles of Maths mastery, subitising and the 5 counting principles are used in the delivery of our bespoke Maths curriculum; the impact of this curriculum is evidenced through the progress of our pupils regardless of cohort/ pathway followed.

The progress that pupils make in number is excellent, with 2% - Emerging, 18% - Developing, 79% - Established, and 1% - Generalised



Clear routes for progression within the core areas of the curriculum ensure pupils are both challenged and well equipped with the correct knowledge and skills required for future learning, possible employment as well as life beyond education.

We have further developed our home learning offer for pupils that are able to learn but not able to be in school or where school access for pupils is restricted. The emphasis remains on prioritising attendance and home learning is only used where the pupil is physically unable to attend school. We have developed a robust offer with clear assessment and monitoring in place to support pupil progress in home learning.

Home learning offer and monitoring process

IMPACT:

The three main learning groups within the school (SLD/ ASC/ PMLD) benefit from personalised learning pathways (Engagement (pre-formal), Discovery (formal) and Explore (semi-formal)); fundamental to any learning pathway is the school's response to outcomes identified via EHCP's which are fully implemented in any one of the pathways being pursued via termly/ therapy programmes.

Pupil progress data – Annual and termly targets

Assessment systems ensure progress is accurately tracked through well sequenced, small step assessment for all pupils within English, Maths and EHCP outcomes developed through collaborative work across the trust schools. We are further developing these pathways to ensure that the 3 Curnow Pledges (aspirational aims) within the areas of communication, independence/interdependence and sense of self run through each pathway focusing on longer term outcomes for learners. The small steps ensure that every pupil is on track within their learning

Pupils make excellent progress against their EHCP outcomes:

EHCP Progress for whole school

Emerging: Pupils making no steps of progress	Developing: Pupils making 1 step of progress	Established: Pupils making 2 steps of progress	Generalised: Pupils making 3 steps of progress
2%	14%	80%	4%

Maths progress for whole school

Emerging: Pupils making no steps of progress	Developing: Pupils making 1 step of progress	Established: Pupils making 2 steps of progress	Generalised: Pupils making 3 steps of progress
2%	18%	79%	1%

English progress for whole school

Emerging: Pupils making no steps of progress	Developing: Pupils making 1 step of progress	Established: Pupils making 2 steps of progress	Generalised: Pupils making 3 steps of progress
1%	18%	80%	1%

Pupils have excellent attitudes to learning and enjoy their learning as reflected in progress data (including termly/ therapy data) and pupil and parent views:

Annual Pupil Survey Response	Yes	No
I enjoy school	97.5%	2.5%
I enjoy learning at school	91%	9%
My teachers listen to me	97.5%	2.5%
My teachers help me	100%	0%

Annual Parent Survey Response	Strongly Agree	Agree	Disagree
The school gives my child the support they need to succeed	95%	5%	0%
My child does well at this school	92%	8%	0%
The school has high expectations of my child	82%	16%	2%

The continued focus on CPD, including attendance at SWALSS curriculum groups, Trust working groups and in house training ensures that the staff team are informed of current development in curriculum areas and that the subject leads are able to evaluate and drive best practice in SEN.

Priorities for further development (2025-2026)

- To further develop the careers offer across the school, linked to our Gatsby audit and action plan (Curriculum)

Trust frameworks and PLGs

Accreditation & destination data

EHCP (preparing for adulthood) outcomes

Pupil Survey

Parent Survey

CPD overview within HT reports
Learning community minutes and actions

- To further develop and embed the Pathways and Curnow Pledge areas within our curriculum and to ensure there is an effective monitoring cycle in place to measure impact (Curriculum)
- To realign our non core curriculum areas into understanding the world/creative with clear intent, implementation and impact (Curriculum)
- To develop and embed our Curnow pledge areas and pledge lead roles (2 yr action plan) Communication, Independence/Interdependence and Sense of self (Pupils)
- To ensure parents are fully informed and understand the curriculum and offer so that they can support their child through shared aspirations and high expectations (Parents)
- To further support and develop all staff through the introduction of wellbeing and HR surgeries within TA performance management (staff)
- To develop and communicate clearly the quality first learning offer – induction (key information), environment, expectations, curriculum and offer (handbooks) – (Pupils)
- To further develop and support the role of the HLTA across the school to ensure consistency of impact and support further career development (Staff)

BEHAVIOURS AND ATTITUDES

Inadequate

Req. Improvement

Good

Outstanding

Self-Evaluation

Attendance is consistently above the National benchmark for special schools; the attendance policy is rigorous in addressing any persistent pupil absenteeism; where students have long term absence due to ill health the school actively coordinates parents and professionals to ensure that learning continues outside of school wherever possible, is actively monitored and reviewed.

The school works with Peninsula, Cornwall County Council Educational Welfare Service and the trust attendance group to keep up to date with government guidance and advice, to ensure that we are compliant and informed of best practice. We use our strong links with parents to support the drive for good attendance. Our teachers and SLT are able to use our knowledge of the home context to support families to value attendance. If there are specific issues that affect a child's ability to attend, we will work with the family to find creative solutions. Our weekly safeguarding meetings have a focus on attendance and we are able to review our practice and ensure that we are doing everything that we can to support attendance. There is a strategic drive across the trust to work with all stakeholders, including Peninsula and the county EWO to increase attendance, we are an important part of this drive.

Behaviour in and around school is exemplary reflecting the school's effective strategies to promote high standards of behaviour (Curnow Code & wellbeing plans). The principles of Team Teach and Trauma Informed Schools (TIS) are woven through daily practice, staff attend regular CPD which ensures that they are highly trained and competent to support and understand pupil behaviour in the most effective and compassionate ways. Through rigorous analysis of our behaviour data, we always respond quickly and decisively to ensure pupils have the strategies in place to support their wellbeing.

Behaviour

Visitors to our school consistently comment on the positive and mutually respectful atmosphere. Our pupils enjoy their time in school and this is reflected in the high levels of engagement and progress made. All staff in school demonstrate the highest expectations and ambitions for pupils. This is reinforced via clear rules and routines, which help support pupils to be respectful and polite. Our core values support our pupils to care for others, look after their school and show their best behaviour in the wider community.

Annual Pupil Survey Response	Yes	No
I enjoy school	97.5%	2.5%
My teachers listen to me	97.5%	2.5%
My teachers help me	100%	0%

Through the use of Behaviour Support Pathways, we ensure a proactive approach through informed interventions for individuals or groups with particular needs; as a result, there have been no permanent exclusions in school over the past 8 years despite a number of young people with highly challenging needs being part of the school community. This is further supported by our specialist Intervention Therapist (SIT) who works collaboratively identifying pupils and/or groups with specific needs and working through early intervention alongside an Occupational Therapist to ensure pupils needs are fully met. Where additional support from other professionals/services this can be swiftly implemented/referred as and when necessary.

Evidence

Arbor attendance dashboard

Weekly safeguarding meeting notes with SLT/FLO – discuss safeguarding, behaviour and attendance

Home Learning Offer

Attendance Reports (external & internal) and strategy

Behaviour and wellbeing case study

Pupil Views - My views

Personal Development training feedback. (HT report)

Personal Development learning walk feedback and evaluation

Behaviour data
Trackit Lights and Cpoms and EHCP outcomes

Behaviour and Well-being plans

<p>We use an online behaviour recording and tracking system (Trackit Lights) to record Level 2 and 3 behaviours within every class. Level 3 behaviours are ‘pulled through’ to Cpoms and the DSLs are notified of these. The behaviour support pathway is used to support a proactive approach through informed interventions for identified pupils.</p> <p>We use and analyse the Trackit Light behaviour data to identify which pupils need additional support/ strategies to ensure pupil behaviour improves over time through targeted and personalised support. This behaviour data is scrutinised fortnightly to look at trends, identify actions and includes post incident learning for the pupil and how staff can support this learning to reduce the likelihood of the incident reoccurring. Our PSHE lead will work with our teachers to plan interventions where specific and relevant concerns identified through these meetings. Through our most recent external safeguarding audit the work of the PSHE lead has been recognised:</p> <p><i>‘The PSHE lead has recently reassessed the curriculum, and has altered it to ensure it is bespoke for the pupils of Curnow School. The curriculum has been altered to ensure that PSHE is covered holistically throughout the day to day curriculum, and both in and out of the classroom. The separate PSHE/RSE lessons are reserved for topics that aren’t covered elsewhere in the curriculum. Staff are appropriately trained to deliver the curriculum and tailor it to the wide ranging needs of the pupils.’ - Education Safeguarding Lead, School Effectiveness</i></p> <p>There is an emphasis of the modelling of healthy relationships by staff, who are able to describe how they model consent of touch at every opportunity when working with the students, encouraging this in interactions between one another and the pupils too. At Curnow School our learners and staff have access to additional support from the Specialist Intervention Team (SIT). The Intervention Coordinators and in house teams ensure that Children and Young People access the right level of support in school to meet their therapeutic outcomes. They are highly skilled staff who specialise in a variety of school-based interventions. The team will also be involved with those students who sit outside of our universal offer. Through their identified pathways, the team are able to support with communication, Occupational Therapy and referrals to other services such as CAMHS LD. In addition to this the IC will facilitate therapy led hydrotherapy sessions, rebound therapy and any specific and targeted intervention designed by the OT, SALT or other specialist service.</p> <p>The provision at the school actively promotes all aspects of pupils’ welfare; achieved via wellbeing and behaviour plans, personalised learning and via our bespoke PSHCE/ RSE curriculum offer which identifies throughout each key theme the informed opportunities for pupils to develop/ continue to develop their skills, knowledge and understanding in respect of staying safe/ personal safety.</p> <p>Our school council agenda enables pupils to discuss/ debate issues in a considered way. This promotes British values, through a democratic process ensuring all classes and learning pathways are represented. The school council meets on a regular basis with the named governor who feeds back to the LGB. This ensures that the LGB are fully informed of the positive contribution that the school council makes in further strengthening the school community.</p> <p>Through our policy statement on Provider Access, this helps students/ families make informed choices about their next stage post school; data has shown that 91% of parents/pupils found it useful and really enjoyed the events and 9% enjoyed and found some things useful. We have developed a clear pathway for parents starting from Yr12 with a clear timeline to support transitions to next provisions/steps on leaving school to ensure this transition is fully informed.</p> <p>Outcomes of early assessments within EYFS and Yr1 inform personal learning pathways; key outcomes are mapped for each pupil within the school to secure effective implementation and reflected within pupil timetables/ school offer (Engagement, Discovery and Access pathways); this is a unique development designed by the school to secure personalization for each pupil. This informed process ensures pupils are engaged in their learning and pupils wellbeing is fully</p>	<p>Behaviour risk assessments</p> <p>Relationships scheme of work SMSC/ Curnow code</p> <p>School council rationale and aims</p> <p>Behaviour support pathway and associated SIT documentation</p> <p>Example case study for an area that has been driven by School Council</p> <p>School Wellbeing offer – web page</p> <p>IT scheme of work education for a connected world</p> <p>PSHE/RSE curriculum</p> <p>Team Teach training</p> <p>SITT offer and reports</p> <p>Post 16 and beyond</p>
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considered and supported. Alongside each pathway we have clear long term, aspirational aims which focus on the areas of communication, independence /interdependence and sense of self ensuring we never lose sight of the bigger picture and are always aspirational in our long term outcomes for all pupils.

We closely monitor pupils in school who require a well-being plan and/or sensory passports. These are pupils who require additional support at times to regulate their well-being. We have a fully qualified TIS practitioner well-being lead currently undertaking a Masters degree in Value-Led Leadership with a focus on the development of SEND specific well-being activities and will be starting the Mental Health Lead course, funded by the DfE in July 2024. This wellbeing lead works with staff to identify additional resources/activities that may be needed to support pupils. Over the past academic year she set up intervention boxes with identified wellbeing activities for classes and these are used in classroom practice to support students with their emotional regulation. This was shared with the trust wellbeing group and has been adopted by other Trust schools as a model of good practice. In addition she has delivered training to all school staff to embed the TIS approaches into classroom practice.

The CEOP ambassador, designs and monitors our computing scheme of work and the skills progression document. This is informed by the 'education for a connected world framework' (identified as good practice by the DfE). This identifies the skills, knowledge and understanding pupils will need to keep safe online. This is also closely linked to the PSHE offer, based on the guidance of the PSHE association.

Our SMSC rationale informs our Curnow Code; bespoke key learning indicators ensure effectiveness within differentiation to pursue SMSC in a meaningful and relevant way. The 'Curnow Code' is fully embedded through daily practice and weekly assemblies to celebrate pupils learning and behaviour. Through this pupils work towards common goals and are able to celebrate their own and others achievements in learning and behaviour.

As a school we have co-written our school vision and values, this guides all aspects of our practice from recruitment, our school improvement plan and CPD. We are proud as a school to live these values everyday and this has been evident through external visitors.

'Thank you for the warm welcome and enriching experience during our recent visit to school yesterday. The opportunity to spend time with you and explore the learning environment for your children has left a lasting impression on all of us.

From the moment we arrived, it was evident that Curnow School is a place that meets the needs of your children in an inclusive learning environment, and encouraged to reach their full potential.

Thank you once again for opening your doors to us and for sharing your wonderful school community with us.' – Truro College SENCo

Priorities for further development (2025-2026)

- To further develop and measure the impact of the schools attendance strategy in collaboration with trust attendance group (Pupils)
- To further develop and strengthen the pupil wellbeing and behaviour support across the school through high quality CPD and the implementation of policies and effective research based initiatives (staff)
- To support parents understanding of the function of behaviour and explore effective strategies to support pupil wellbeing (Parent)

PERSONAL DEVELOPMENT



Self-Evaluation	Evidence								
<p><i>Pupils' personal development runs like a golden thread throughout all aspects of school life. The curriculum correctly prioritises this for all pupils. - Ofsted 2024</i></p> <p>Popular extra curricula experiences (e.g. Music Therapy/Dance/Yoga) provide high quality planned opportunities to further promote pupils engagement aimed at building upon the development of resilience. This supports confidence, independence and physical development, as well as responding to pupil interest and talents (pupils voted Dance as their favourite subject in the latest pupil survey). Teachers set individual targets for pupils within these extra curricula areas. Progress data evidences the success of such initiatives;</p> <p>Dance:</p> <table border="1" data-bbox="108 846 1142 898"> <tr> <td>7% Emerging</td> <td>12% Developing</td> <td>77% Established</td> <td>4% Generalised</td> </tr> </table> <p>Yoga:</p> <table border="1" data-bbox="108 943 1142 994"> <tr> <td>2% Emerging</td> <td>13% Developing</td> <td>81% Established</td> <td>4% Generalised</td> </tr> </table> <p>Curnow also ensures there is opportunity to develop pupil's interest and talents through the 'what's important to me' and ' what I like' sections of 'My all about me' and our sense of self aspirational aims the Pledge links to the views/aspirations expressed by pupils during the EHCP process. Data evidences 100% pupils feel their views are listened to (pupil survey).</p> <p>We develop this further within our Post 16 offer and where pupils communicate or we are able to identify they have particular strengths we will work to provide a more bespoke offer to support the further development of the skills/interests supporting their next steps in education.</p> <p>We have further strengthened pupil's voice and opinion via the school council. Pupils are taught how to be responsible, respectful, active citizens who contribute positively to society. Pupils know how to discuss and debate issues and ideas in a considered way, allowing pupil voice to be further represented and acted upon. The school council carries out an annual pupil survey and responds to the results/findings through their agenda.</p> <p>The school has been proactive in designing a Curnow Code which develops pupil's understanding of British Values. This code is aimed at encouraging pupils to become responsible, respectful and active citizens and find ways they can make a positive contribution to their community. Pupil Voice is further informed via our PSHE/RSE scheme of work which identifies the ends points, sequencing learning across key stages. This provides pupils with the experiences, skills and knowledge to enable them to develop greater autonomy in choice making in relation to their lifestyle and the relationships they will form.</p> <p>Whole School Enrichment Curriculum, including Culture Day's are scheduled termly to further develop our student's knowledge of the wider world, different cultures and beliefs. These are delivered through a highly inclusive multisensory approach and enhance the delivery of the PSHE/RE offers, as well as ensuring pupils wider interests are pursued and developed.</p>	7% Emerging	12% Developing	77% Established	4% Generalised	2% Emerging	13% Developing	81% Established	4% Generalised	<p>Extra curricula data</p> <p>Pupil survey reports</p> <p>School council case study</p> <p>Curnow Pledge example</p> <p>Pupil survey results</p> <p>Pupil voice case study</p> <p>School council minutes.</p> <p>Curnow Code (Lower & Upper)</p> <p>PSHE/Citizenship/ RSE Curriculum</p> <p>Enrichment Curriculum Offer and newsletter reports.</p> <p>SMSC key learning indicators document</p> <p>PEP/CHIN/CiC paperwork/ Fortnightly safeguarding meetings minutes</p>
7% Emerging	12% Developing	77% Established	4% Generalised						
2% Emerging	13% Developing	81% Established	4% Generalised						

Bespoke SMSC key learning indicators ensure each area provides meaning for all learners, encouraging all pupils to acquire and develop key skills helping them to be thoughtful, caring and active citizens. We regularly audit our curriculum, enrichment offer and personal development offer to ensure all areas of SMSC and PBV are promoted and valued.

The SLT meets regularly with health and social care professionals to provide effective multi agency support for any pupils who have been identified as 'at risk'; this ensures the safety and wellbeing of all pupils remains paramount.

Pupil View	<i>I feel safe at school</i>	100% agree
Parent View	<i>My child feels safe at this school</i>	85% strongly agree 15% agree

Active promotion of a healthy lifestyle, both mentally and physically is central to all learning. The school follows the practices of TiS (trauma informed schools) and our wellbeing lead has developed a range of innovative wellbeing resources adapted to meet the needs of our pupils which has been rolled out across the Trust, ensuring that established good practice is shared.

Pupil survey	
<i>School helps me to be healthy</i>	100% agree
<i>School helps me to be kind</i>	100% agree
<i>School helps me to relax</i>	89% agree

The school has a well embedded Career, Employability and Enterprise Plan delivered from Key Stage 2 to Post 16 which are aimed at increasing the aspirations, skills and possibilities that enable students to successfully enter the world of work (employment/preparing for adulthood pathways).

Careers South West are involved in Post 16 EHCP reviews and offer impartial information, advice and guidance which encourage students to aspire, make good choices and understand what they need to achieve, supporting readiness for their next phase.

The intent of our Careers programme is to provide students and their families with the information and opportunities they require to enable them to make informed decisions about their future learning. We successfully work with local enterprise coordinators and advisors to offer more employer encounters; our careers programme delivers against the eight Gatsby benchmarks. The Headteacher has successfully completed the CDI Certificate in Careers Leadership. The impact of this has been to Lead and manage career development work in the school; Continuously improve career development work and Plan and design career-related learning programmes to support all pupils Yr6-14

Regular teacher and TA CPD planned by the subject and area leads ensure that all staff continue to develop their knowledge of subjects such as RSE/PSHE allowing them to effectively support and teach all learners whilst developing their own mental health strategies.

100% of staff who received PSHE/RSE training said that the training was excellent and that it would have direct impact on the pupils in their class and wider school.

Our PSHE lead has shared training with trust colleagues extending the impact to pupils from wider school communities.

We have a well-developed enrichment curriculum to support our pupils' engagement, develop interests and identify wider talents and skills. At lower school we are lucky enough to be co-located with Illogan Primary School. We provide learning and social

Pupil view data

Parent view data

Staff training – SPT
Wellbeing training annually

Staff training workshop–
Pupil Wellbeing

Events feedback (e.g.
careers/ performance)

Careers plan (linked to
Gatsby Audit)

CPD record

CPD records

links with the mainstream children, and this has benefits for both schools including the development of tolerance and acceptance, encouraging friendships and being able to learn from each other, this impact of this is wider than just the school but provides mainstream pupils with a greater understanding that they will take into their local community and future lives. We have planned integration days built into the school calendar which often link to wider world events, such as World Book Day or Comic Relief.

'An inclusion session with the co-located primary school was observed – this session was really wonderful, all of the learners (from both schools) were engaged, interacting and forming positive relationships'. - SIP visit notes – May 2024

At upper school this includes our 'club together' sessions each week where pupils have an opportunity to try a range of leisure activities to support lifelong interests.

'A strong theme of inclusion was evident throughout the learning walk –with a joint class PSHE session observed in upper school – the ability for learners to learn alongside and socialise with their peers aligns with the school's intent for learners to live fulfilling lives.' – SIP Visit notes – May 2024

We have a team that annually attends to Jubilee Challenge on Dartmoor (part of the Ten Tors event). Pupils have regular practice sessions and are supported to work together as a team, develop empathy and support for each other. Pupils at key stage 4 and post 16 students participate in events planned by the Redruth Learning Group, a community group of schools within the local area. These allow mainstream integration opportunities for our older students to take place and positively impact the relationships within the wider community.

The Personal Development Lead and the PSHE lead have worked together to amalgamate the offers, ensuring that the areas of PSHE that require long term overlearning and daily practice are highlighted within classroom practice through PD themes that change every 2 weeks. This has meant that the PSHE offer has been streamlined. Allowing the units that remain to be delivered more frequently. We believe that this has allowed us to design and deliver an offer that takes account of our students learning styles and maximised opportunities to learn the important skills and knowledge that is contained within the PSHE Association Scheme of Work, on which our offer is based. Included in this at Upper School is the use of Primary Picture News that allows our pupils to encounter and learn from an about news event around the world.

'A discussion was had around measuring the impact of the PSHE curriculum – leaders found that the current PSHE association assessment framework does not capture learners' small steps of progress, therefore leaders have developed the PSHE association's assessment tool – this has been so successful that the school will be presenting their developments directly to the PSHE association.' – SIP visit notes May 2024

Skills builder is used across Key Stage 4 and Post 16 to focus pupils learning on the 8 skills for work and adult life. These skills are highlighted within planning and delivery of the curriculum with a focus on each of the areas across the year.

Priorities for further development (2025-2026)

- Review and further develop the enrichment curriculum across both schools to further promote students' knowledge of the wider world through assemblies and planned culture days. (Curriculum)
- To further strengthen pupil voice/communication across the school to ensure all pupils have a 'voice' (Pupils)
- To further strengthen links between the school, past pupils and the wider community through an 'alumni' (Parents)

LEADERSHIP & MANAGEMENT



Self-Evaluation	Evidence
<p>Strong, ambitious and innovative leadership by all leaders (middle and senior), managers and governors ensure that Curnow school is continually seeking to improve practice wherever possible through robust self-evaluation.</p> <p>As a leadership team we are very experienced and knowledgeable about our school. The combined long service within the leadership team and focus on succession planning has ensured that the school, curriculum and practice continue to innovate, are outward looking to develop best practice and improve outcomes for all pupils.</p> <p>Distributive leadership ensures key strategic aims identified within our SPT secures school developments to improve outcomes for our learners.</p> <p>We have a very strong and positive school ethos and culture, aligned to our vision and values. This creates opportunities for collaborative working leading to the development of innovative practice (school/Trust/wider partnerships).</p> <p>Bi-annual focus for every subject area on research and innovation ensures the lead updates their own practice whilst continuing to enthuse and develop staff keeping provision current and of high quality in addition to their monitoring role.</p> <p>Staff and resources are effectively deployed ensuring all pupils regardless of cohort make at least expected progress over time.</p> <p>Pupil Premium and Sports premium is used effectively to secure learning to ensure there are no variations in outcomes for pupil groups. The school has also designed a disadvantage tracker which ensures all pupils potentially impacted by disadvantage are identified and appropriate support can be accessed. These are reviewed on an annual basis to identify need, share key information and support transition.</p> <p>We have further improved the quality of the Pupil Premium strategy and impact on disadvantaged pupils. Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice. Pupil disadvantage (pupil premium and other) is clearly recognised and pupil premium leads work effectively and collaboratively across the trust to further develop strategies both at a school and a wider community level to support pupils outcomes</p> <p>The school has been innovative in the design of a bespoke Curnow curriculum, fully compliant with all National Curriculum areas and legislation, whilst we ensure that pupils are able to focus on the areas that will have the biggest impact post school. We have also responded to our Ofsted inspection 'challenge' and are continuing to develop an assessment process that identifies long term aspirational aims linked to each pathway, whilst ensuring pupil progress is regularly monitored and interventions put in place swiftly where necessary.</p>	<p>Pupil Premium strategy/report</p> <p>Safeguarding policies</p> <p>Staff wellbeing survey</p> <p>Parent Views</p> <p>SPT staff wellbeing offer and bespoke training workshops</p> <p>Staff CPD records & evaluations</p> <p>Performance Management records</p> <p>Curriculum documentation and organisation</p> <p>Pupil & staff wellbeing action plan</p> <p>Aspirational aims</p>

Professional development of all staff is informed via our CPD policy; CPD challenges and supports strategic aims and subsequent school improvement initiatives. As a result, teaching is highly effective across the school. Identified CPD is aligned with the curriculum.

Effective performance management systems ensure continued development of teaching staff/accountability as well as clear focus on staff wellbeing.

The Quality of Education process and monitoring cycle (including learning visits and walks linked to school improvement initiatives) focus upon the teacher standards and Ofsted grade descriptors providing the opportunity to coach and mentor to sustain high quality practice. The bespoke holistic approach to Performance Management, focuses on continued support and development over time.

Through the creation of the academic planner and systems of recording/reporting pupil outcomes has enabled teachers to manage workload; new initiatives are supported by informed plans which are realistic in time scales. Opportunities to develop such initiatives with SPT colleagues has enabled rigor within pace of change leading to informed practice.

All teachers have received bespoke workshops with a focus on managing workload and effective time management strategies; these strategies are re-visited on a regular basis as part of our wellbeing focus.

We conduct an annual staff workload survey and use the information collated is used to develop and inform strategies to help teachers to manage workload. We have found that through this process more teachers, 64% in 2025 compared to 30% in 2024 feel that they have an acceptable workload and 54% of teachers agreed that the SLT of the school are actively looking to support the management of workload.

Peer to peer coaching and mentoring (both inside and outside the school) provide opportunities for staff to share and benefit from best practice in meeting the diverse needs of pupils as well as quality assuring our offer.

The school responds to local/national initiatives which inform classroom practice /pedagogy improving outcomes for learners. Through the stability and knowledge of our leaders we are proactive/innovative in our approach, with a high emphasis on researching best practice, resulting in positive impact on delivering an ambitious and highly stimulating offer.

High quality planning ensures that lessons build on prior learning, teaching assistants are well-deployed providing effective targeted support and resources are well matched to the need of pupils and learning outcomes. We consider a mastery approach in all areas, ensuring retrieval practice is part of learning and that pupils knowledge and understanding is secure within long term memory.

Parents are provided with clear and timely information on how their child is progressing; achieved via termly progress meetings, annuals reviews and day to day books, regular open dialogue is kept with all parents to ensure agreed aims are incorporated into EHCP's which inform provision.

Parent Survey Response	Strongly Agree	Agree	Disagree
<i>My child does well at this school</i>	92%	8%	0%
<i>The school lets me know how my child is doing</i>	92%	8%	0%
<i>The school makes me aware of what my child will be doing during the year</i>	80%	11%	4%

A well embedded and effective approach to staff wellbeing is delivered from a highly competent staff wellbeing team, ensuring staff have a better understanding of how health and well-being can impact upon the work force/work place. Short term staff absenteeism has reduced. Staff report feeling very well supported in terms of their wellbeing. Curnow leads the Trust in continued staff wellbeing focus and development.

Staff are regularly consulted with (via staff surveys) to ensure that we are addressing current issues and this enables us to plan bespoke staff support and training in line with ongoing wellbeing needs in a timely fashion for maximum impact.

Curnow school was awarded a Silver Award from Healthy School's Cornwall. In the final report the assessor recognised Curnow's longstanding commitment to Health and Wellbeing.

'I was impressed by the high level of job satisfaction, positive attitudes, and opportunities demonstrated by the staff member panel I interviewed for the Award. Staff ranging from senior school leaders to support staff, cleaners, and site maintenance personnel were involved in the process. Their passion for the support received in school regarding workplace health and wellbeing was clearly evident. We discussed bespoke yearly health and well-being training, support from line managers, and termly social engagements as part of the comprehensive support system for staff health well-being'. (Lewis Jones – Head of Healthy Cornwall).

Safeguarding meeting minutes

Cpoms reports

Behaviour reports

157/175 action plan

Attendance report

Safeguarding audit report

SCR external audit

Health and safety learning walks

First aid report

Governor monitoring reports

Termly HT report

LGB minutes

LGB development plan

LGB self-reflection & skills audit

Staff wellbeing survey

<i>I feel equipped to identify signs and symptoms that may be linked to a mental health issue</i>	100% agree
<i>If I approached my manager with concerns about my mental wellbeing, I am confident that I would be well supported:</i>	100% agree
<i>My school senior leadership team takes active steps to support the mental wellbeing of all staff:</i>	99% agree

Safeguarding:

The school meets compliance with Keeping Children Safe in Education (September 2025) ensuring the schools arrangements and the governance for safeguarding all pupils is effective. Safeguarding is effective; the school meets all compliance measures outlined for the Single Central Record (checked via internal & external termly audits).

Weekly multi-agency safeguarding meetings are held to discuss recent reports (cpoms) attendance, home learning and behaviour. We ensure that all areas are cross referenced within the meeting to pick up any trends and following this meeting any actions are identified to ensure that no incidents are left 'open'.

To ensure staff understanding and the safeguarding within the school remains consistent we undertake termly health and safety learning walks, which have a focus on safeguarding. Included is a termly safeguarding quiz allowing for the SLT/DSL to pick up on any gaps in knowledge and subsequent training needs to be addressed.

All staff and governors are in receipt of safeguarding training including PREVENT; safeguarding concerns are reported promptly and addressed with immediate effect; our Safeguarding checklist audit is scrutinised by the Governors to secure effectiveness of school systems Leaders and managers have created a culture of vigilance; staff/parent surveys indicate that 100% agree that all children are safe at Curnow

The local authority audit (157) stated: *"The safeguarding culture within the school comes across well. The 'voice' of the child comes across strongly, as does your effective communication and support given to parents. You appear well supported by your central MAT team."*

Our safeguarding culture is informed by the SPT child protection and safeguarding policy embedded across the school.

Through the most recent external audit of our safeguarding practice at Curnow school key findings include:

'Senior Leaders have good knowledge of key safeguarding guidance, and use the OSCP 7 minute briefings and trust safeguarding bulletins to ensure that staff are kept up to date with the latest safeguarding guidance.' - Education Safeguarding Lead, School Effectiveness

'Staff seem to be well supported by senior leaders, who have genuine care and passion for their staff and students. There is a listening culture, and senior leaders are warm and approachable, enabling staff to speak openly about concerns and worries.' - Education Safeguarding Lead School Effectiveness

Governance:

Governors are well informed of the strategic aims of the trust; they work collaboratively with the school to identify key priorities to further school improvement.

Governors have a clear picture of how the school is performing through detailed reports received and effective monitoring undertaken; this enables them to hold the Head Teacher to account in securing the strategic direction.

The governors monitoring policy is robustly implemented; as a result Governors are well informed, know the school well and are able to appropriately challenge developments and provision. The monitoring policy in place is far reaching with governors having clear roles and responsibilities across the school offer.

Governors are passionate about ensuring positive outcomes for pupils; they scrutinize pupil progress data termly, challenging such data sets ensuring the progress pupils are making is the best it can be.

Governors have completed their self-evaluation audit via the use of the Competency framework for Governance leading to an informed development plan; this enables governors to have an accurate understanding of their role and impact on the performance of the school. Annual self-reflection also gives Governors the opportunity to consider what is working well as well as identify areas for further development.

The governing body is represented by a diverse range of people, from different backgrounds and with strengths that are matched to their roles and responsibilities within the governor monitoring system of the school. This allows for challenge and support and an effective governing body to further develop the school offer with clarity and purpose

There are strong links with the link trustee through termly visits to the school to share key developments, strengths and challenges as identified through the termly headteachers report.

Priorities for further development (2025-2026)

- Continued focus and proactive response to support staff wellbeing to improve retainment of staff (Staff) – linked to Trust strategy
- To further develop the school digital and AI strategy in line with the trust strategy to support efficiency and maximise existing systems across the school (staff)
- Further strengthen and develop the skills of the LGB. (across all areas)
- To write and embed a new 3 year pupil premium strategy linked to the Youth Sport Trust targeted work on physical activity and pupil wellbeing within the local community and wider pupil vulnerability (Pupil)
- To support premises and estates management with key priority areas across all sites and the development of an effective premises team (Environment)
- To introduce and embed medical tracker across the school to support the management of medication.(Staff)

EARLY YEARS

Inadequate

Req. Improvement

Good

Outstanding



Self-Evaluation	Evidence
<p>Prior to entry, the school establishes links with new families/current educational provider via our Family Liaison worker acting as a conduit for information received securing effectiveness within transition; data sets held by the school evidences that new families feel well informed and all agreed that their child’s transition into school was very well organised and less traumatic.</p> <p>Pupils are well prepared for the start of their school career that will bring them success in their future schooling, providing them with the foundations for reaching their full potential.</p> <p>Our EYFS offer ensures that children; build curiosity and enthusiasm for learning, build capacity to learn, form relationships and thrive.</p> <p>Child centred (interest led) planning provides highly motivating activities which are developed out of routines and structures which gives the children the security that they need and actively supports them in demonstrating curiosity, imagination and concentration.</p> <p>The quality of teaching and learning in Early Years provision has been judged consistently good/outstanding for several years, providing a high quality educational experience. An experienced practitioner who has worked for her formative teaching years at Curnow with the Deputy head teacher, an established and consistently outstanding practitioner, leads our Early Years class at Curnow.</p> <p>Both indoor and outdoor environments are of the highest quality ensuring optimum learning opportunities are maximised throughout the school day and engagement remains high regardless of setting/activity.</p> <p>The staff team are highly skilled and experienced enabling them to deliver a varied and bespoke provision to meet the diverse needs of all learners at the start of their education with us. The Deputy Head and the EYFS lead provide regular CPD to the EYFS team, for example early reading training and intensive interaction training. This ensures that knowledge that will enhance the children’s offer is shared and becomes part of the everyday practice.</p> <p>Parent views are consistently positive and attendance is high to a number of engagement sessions; aimed at strengthening links with home and sharing good practice and learning approaches.</p> <p>Leading innovatively the school has designed and developed the EYFS offer booklet which has been adopted by other schools in the SPT. This provide a concise and user friendly overview of the school offers.</p> <p>Disadvantaged learners make the same or better progress than their peers; effective deployment of the EYFS PP funding links the pupils needs to individualised training packages for all staff as well as personalised resources.</p> <p>Safeguarding is highly effective in our EYFS provision; staff ensure vigilance in the consistent implementation of policies and procedures related to keeping children safe.</p> <p>Through individual targets set from the EHC Plan and via our relationship scheme of work there are well laid plans to enhance children’s understanding of how to keep themselves safe in developing positive relationships with others.</p> <p>Assessment is accurate; focussed on children’s achievements and based on high quality evidence which informs future planning so that every child undertakes highly challenging activities.</p> <p>Strength of links with parents and other professionals result in a holistic overview of each child’s needs and areas for development which are pursued via personalised target setting. This ensures the best possible outcomes for all learners.</p> <p>EYFS leaders have established a culture which enables pupils to excel, maintaining high standards which consistently secure improved outcomes.</p>	<p>Parent Survey data</p> <p>Early Years Data Report</p> <p>Curriculum Offer</p> <p>QoTQoL meeting records and associated action plans</p> <p>CPD records</p> <p>Parent feedback Parent Progress meeting records (data) School website, parent/carer feedback EYPP report</p> <p>CPD records</p> <p>PSHE/RSE curriculum</p> <p>Yearly reports</p> <p>Parent Progress meeting records (data) SITT records Termly multi agency planning meetings</p> <p>CPD records Sensory passport example/record</p>

Highly specialist knowledge of conditions, such as Autism, is used to inform the curriculum design and the methods used to teach and engage learners from the moment that they enter school, maximising learning potential and ensuring the most appropriate pedagogy is utilised. Where relevant, children are provided with a bespoke sensory passport aimed at supporting the children’s sensory needs and wellbeing. This supports higher engagement in the learning process.

Every opportunity to provide links through interest led learning opportunities to phonics, acquisition of vocabulary and mathematical understanding, as well as social and communication skills is exploited. This is evident in the environment and in lesson observation recording.

A key worker system for our youngest children provides a smooth and supported start to school life, supporting wellbeing and ensuring that early information is gathered to inform on entry data.

Progress data consistently demonstrates that our Early Years pupils are performing well:

Early Years Data 2024-25

	Emerging	Expected	Exceeded
Communication & Language	0%	50%	50%
Personal, Social & Emotional Development	0%	25%	75%
Physical Development	0%	50%	50%

Our EYFS provision caters for all pupils in Reception and Year 1, by the end of Year 1 assessment outcomes determine future personalised learning pathways (Discovery, Engagement or Access) learners are well prepared for their next stage

The trust has introduced a working model where the school has a designated School lead for the Specialist Intervention Therapy Team. This provides a coordinated approach with multi-agencies focussing on therapies when pupils start at school, enhancing the school offer and having a positive impact at the earliest stage of schooling.

All children within the EYFS phase are supported by staff, trained in the use of TiS approaches to identify and meet their needs. This results in lower levels of dysregulation and challenging behaviour.

Our EYFS lead is a pivotal member of the Early Years Trust group, sharing her expertise and quality assuring the offer at Curnow. She is currently working with the other trust group members to ensure that the data that we gain from the Cherry Garden Assessment Tool is clear and informs next steps for students. It also allows us to address any areas that are more difficult for students and gives the team an overview of the individuals learning.

of working with therapy team

Lesson visit /learning walk feedback

EYFS data reports

SITT team notes and reports.

CPD records

Priorities for further development (2025-2026)

- To further develop the Cherry Garden assessment, data and progress reporting (EFL) (Curriculum)
- To co-plan with parents termly information and support events (Parents)
- To embed the Curnow Pledge within EYFS classes to ensure all pupils have a clear baseline and next steps are clearly identified within aspirational aims (Pupils)
- To further develop the Karder Hub provision in line with our strong EYFS offer ensuring consistency of ambition and expectations across settings (pupil) (EYFS training Rach)

POST 16



Self-Evaluation	Evidence
<p>Our Post 16 pupils access the ambitious SPT offer addressing core areas of learning and preparations for adulthood via the 4 strands: life skills and independent living, WRL, incl. employability and Health, wellbeing and relationships. Participation in Society sits under our Community Inclusion Strand and runs through all areas of the Post 16 curriculum. We have identified 4 clear pathways (Therapeutic, Independence, Pre-vocational and Vocational) for our Post 16 learners which are determined by need and destination post school. These pathways each have a bespoke offer and will have different weightings of the strands that make up the ambitious curriculum. This ensures that each pathway supports pupils next steps effectively, providing appropriate challenge and meaning.</p> <p>Pupils working within Pathway 1 (Therapeutic) access this curriculum through their personalised learning targets drawn from their EHCP outcomes and includes access to out of school provision e.g. college.</p> <p>To ensure equity of offer the school works closely with external providers (Enterprise advisers) identifying access to the work place offering opportunities for pupils to generalise/adapt their skills.</p> <p>Post 16 leads work collaboratively across the Post 16 SPT provision to share good practice and expert knowledge, moderate work and continually look to improve and develop the ambitious provision.</p> <p>The creation of bespoke learning areas and appropriate resourcing support effectiveness of provision which complements our broad and balanced curriculum offer; these include the further development of the wellbeing suite, kitchen and life skills classrooms that lead directly onto the school garden.</p> <p>Each of the curriculum strands have 5 key areas that are part of a well-planned sequence which is personalised and looks to use and apply skills as well as continuing to develop further understanding relevant to the students' needs and destination. This ensures the development of relative, functional and lifelong learning skills for each pupil. Maths and English are embedded within learning (3 strands) to support students to use and apply skills fluently within functional and daily living activities.</p> <p>Working collaboratively, leaders promote high expectations in further developing the quality of 16-19 provision; improving the progress and achievement of all learners</p> <p>WRL visits/work experience is a strong feature of our Post 16 curriculum; this is driven by personalised programmes/target setting (aspiration led) and bespoke assessment pathways to secure student progress over time when accessing the world of work.</p> <p>Post 16 has a well-established and successful in school café service ('Curnow Lite Lunches') which promotes the outcomes of our bespoke WRL curriculum and associated skills knowledge and understanding of the World of Work (Business and Enterprise). We also produce cakes and run a café at Christmas and Summer Fayres to further embed associated business and enterprise skills such as marketing and selling.</p> <p>We work closely with our local Business and Enterprise hub to look at opportunities for work experience visits and employer experiences within school and the local community where there is relevance. These work experience links have included local cafes, a hairdressers and a community bicycle shop, where pupils build and develop confidence and use and apply skills within the work setting. These are planned via our detailed careers and enterprise plan and linked to our Gatsby audit.</p> <p>There is on-going scrutiny of individual student goals/aspirations supported by appropriate Careers advice during their annual review process; all reviews are attended by Careers South</p>	<p>Curnow School/SPT Post 16 offer</p> <p>Module overview and assessment</p> <p>Up to date careers plan</p> <p>Informative and current pupil progress folders</p> <p>Parent/student survey data</p> <p>Parent progress meeting notes</p> <p>School council – Pupil voice</p> <p>Compass+ report and development plan (Gatsby benchmarks)</p>

West who offer information, advice and guidance on future educational pathways – destination data identifies that all students attend college following their educational placement at Curnow

Outcomes identified via our Gatsby audit secure the continued focus upon developing student employability skills and alignment of our school offer this is supported by our Enterprise co-ordinators.

The school has designed an accreditation framework which holds meaning, worth and is aspirational in providing opportunities for all students to work towards obtaining meaningful accreditation linked to their Pathway.

Following the development of a centralised assessment system to determine student progress over time, the school undertakes moderation with Post 16 leads across our SPT which secures accuracy and quality assurance in assessment outcomes.

There is a continued focus on the promotion of personal safety within Post 16, many aspects are covered via cross curricular delivery and taught ‘in situ’ to provide meaning and relevance

The quality of teaching and learning within our Post 16 provision is consistently outstanding/good.

Through rigorous moderation and scrutiny of Progress data within Numeracy and Literacy consistently demonstrates that our Post 16 students are performing at, or beyond expectations.

Pupils are prepared well for their next step through a fully informed transition process. This has been shared with parents and carers from year 11, through a clear plan of expectations and time frames over the following 3 years and to ensure that this includes Post 19 educational providers/training, employers (where appropriate) and Careers South West. Every Post 16 pupil will have an up to date ‘CV’ profile which supports their transition and next steps beyond Curnow school. Allowing for prior learning to be developed and extended beyond school. These CV’s provide key information for all pupils within our pathways to fully inform next steps, provide evidence of current attainment and support pupil’s aspirations and interests into the future.

EHCP outcomes focus on preparation for adulthood with a focus on transferable skills and understanding by working closely with parents/carers to ensure there is a positive impact within the community that they live.

ASDAN qualification evidence

Student CV

Post 16 transition time frame

EHCP outcome/target data - EFL

Post 16 action/development plan

Post 16 Maths and English progress data

Post 16 Data (18 pupils)				
	Emerging	Developing	Established	Generalised
Literacy	0%	0%	100%	0%
Numeracy	0%	0%	100%	0%

Priorities for further development (2025-2026)

- To further develop and embed a clear assessment system for functional literacy/numeracy and for the preparing for adulthood curriculum (Curriculum)
- To research and further develop the accreditation pathways from Key stage 4, through to Post 16, linked to the Learning pathways to ensure challenge. (Curriculum)
- To support and develop the 14-19 teaching team to ensure all pupils receive a full Preparing for adulthood offer across all pathways/classes.(Staff)