

Local Authority Annual Review - Autumn Term 2017

Cleaswell Hill School

Headteacher: Mike Jackson
 Chair of Governors: Tim Chrisp
 School Improvement Partner: Richard Bishopp

Date of Visit: 19 October 2017

Part 1	Last Ofsted Judgement	SEF Judgement	SIP Judgement
The Overall Effectiveness of the School	Outstanding	Outstanding	Outstanding
Effectiveness of Leadership and Management	Outstanding	Outstanding	Outstanding
Quality of Teaching, Learning and Assessment	Outstanding	Outstanding	Outstanding
Personal Development, Behaviour and Welfare	Outstanding	Outstanding	Outstanding
Outcomes	Outstanding	Outstanding	Outstanding
Sixth Form/Early Years	Outstanding/Outstanding	Outstanding/Outstanding	Outstanding/Outstanding

Date of Last Ofsted Inspection: 2-3 March 2017

This school has the following strengths:

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| <ul style="list-style-type: none"> Continued drive amongst staff and governors to ensure excellence throughout the school. Regular and systematic monitoring of provision to secure accurate self-evaluation and to drive further development, for example in relation to meeting the needs of an increasingly diverse school population. Excellent relationships between staff and pupils underpinning an exceptionally strong ethos where learning and care and respect for others are paramount. Consistently effective teaching which responds well to pupils' needs and interests and ensures that pupils make substantial and sustained progress across the school. | <ul style="list-style-type: none"> Effective personalised support including through an increasingly wide range of therapies. Excellent punctuality and attendance. Pupils learn effectively how to keep themselves safe, including online, and how to keep themselves healthy, both physically and emotionally. Robust safeguarding procedures. Pupils are very well prepared for life in modern Britain, and in key stage 4 and in the sixth form there is an effective focus on preparing students for their next stage in life. |
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The school is pursuing its on-going development through:

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| <ul style="list-style-type: none"> Further embedding the tracking of pupil progress to refine its target setting and to focus interventions, including in relation to the changing needs of the school's population. | <ul style="list-style-type: none"> Keeping under review the school's curriculum and the training needs of staff to ensure that pupils' needs are met throughout the school. |
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Has the Headteacher/Governing body ensured that:

Single Central Register is compliant?	Yes
Website is compliant with the most recent statutory guidance?	Yes
Parent view feedback has been reviewed?	Yes
Ofsted 'requested' documents are in place (see page 15 Ofsted handbook)?	Yes

Type of school	Special	Current number on roll	174
% of SEND pupils	100%	% of disadvantaged pupils	42%

Part 2: Detailed Analysis and Evaluation of the Outcomes Achieved by Pupils:

- The school has continued to develop its integrated planning and assessment system (IPA) ensuring that it has secure data on which to base its self-assessment, target setting and intervention strategies. Amongst all groups of pupils there is clear evidence of sustained progress across the curriculum including in English and mathematics.
- Moderation of standards and benchmarking of outcomes and targets are carried out with both mainstream schools and with other special schools in the area.
- Targets set are challenging, but the majority reach them and a few exceed them. In 2017, 83% of pupils met or exceeded their targets in English, 78% did so in mathematics, and 90% did so in science. Boys outperformed girls in mathematics, but otherwise there is little difference in performance between groups - boys/girls, advantaged/disadvantaged etc.; indeed those pupils in receipt of the pupil premium slightly outperformed other pupils in terms of meeting or exceeding their targets.
- The fact that some pupils did not meet their targets still raises questions for the school however and work is being undertaken to analyse the data further, to secure wider responsibility for assessment and data analysis and to sharpen further target setting and the focussing of intervention programmes.
- There is already a range of intervention strategies in place, such as Talk Boost, which is well-targeted and where data collected before and after the intervention shows clear impact.
- Progress is strong in the early years foundation stage, where there is a clear and appropriate focus on pupils' personal development and on their communication skills. In 2017 all pupils made expected or better progress in their personal, social and emotional development (PSED) and in their physical development. 86% made expected or better progress in communication and language.
- At key stage 4 and in the sixth form ambitions remain high and students are entered for external accreditation wherever possible, with GCSEs successfully achieved in English, mathematics and design technology. In addition students have achieved success in a wide range of entry level and functional skills qualifications, and in BTec awards. These give them the necessary knowledge, skills and confidence to progress to the next stage in their lives.

SIP's overall judgement for outcomes

- Outcomes for pupils continue to be outstanding.
- Throughout the school from their individual starting points pupils make substantial and sustained progress including in English and mathematics, and in their personal development.
- The progress of disadvantaged pupils is as good as other pupils, with the vast majority meeting their challenging targets in each subject.
- Communication skills are developed from an early age and this helps pupils to progress strongly in their wider literacy skills and to discuss their progress and reflect on what they need to do to improve further.
- Reading is a key focus across the school and pupils respond well, gaining in confidence for example in terms of applying their phonics skills and accessing a wider range of texts.
- In mathematics pupils respond well to the challenges presented to them, and are able to apply their skills to real life situations and to support their learning in other curriculum areas.
- Tracking of pupil progress goes from strength to strength enabling the school to target interventions in a timely way and to ensure that progress can be accelerated where necessary to enable pupils to catch up with others in the school.
- More able pupils are presented with learning opportunities appropriate to their individual needs and respond well with a number going on to gain GCSE and other, sometimes higher, qualifications.
- There is a strong and effective emphasis on preparing students for their next stage in learning whether that be within the school itself or beyond into college or the world of work. School leavers are confident and ready for the next stage in their lives.

Which pupil outcomes are the key priorities for improvement in 2017-18?

- Continue to embed the tracking of pupil progress and the wider use of data across the school to enhance further the accuracy of target setting and use of timely interventions.

Part 3: Leadership

Does leadership's approach to monitoring and evaluating pupils' progress and attainment (including groups of pupils) enable them to succinctly present and articulate the outcomes achieved by pupils in all key stages?

- The school has developed a robust and sophisticated process for monitoring pupils' progress and using data to target interventions and to identify any areas requiring attention. This covers pupils across the school from early years to the sixth form, and data is analysed by key stage, special need, disadvantaged/non-disadvantaged etc. to ensure that no groups of pupils are falling behind in their expected progress.
- Data can be presented in a variety of forms, suitable for a range of audiences - staff, governors, parents as appropriate, to keep stakeholders fully informed.

Do reports presented to governors ensure that they are well informed about the progress and attainment of pupils (including groups of pupils) in each key stage, in a range of subjects, compared to national averages?

- Governors are kept fully informed about the progress and attainment of pupils, ensuring that they are in a strong position to check for themselves how well the school is doing, and to provide appropriate levels of challenge and support.

Does the school's self-evaluation include the 2017 outcomes and reflect an accurate self-assessment?

- The school's SEF is fully up to date, including in relation to pupil outcomes for 2017, and gives an accurate picture of the school.

Does the school's development plan include precise, measurable targets which reflect priorities identified from the school's analysis of 2017 pupil outcomes?

- The school has set clear targets within its development plan, which is drawn from robust self-evaluation including of the 2017 pupil outcomes.

Part 4: Support and Challenge

Additional support accessed in 2016-17

Finance	Y	HR	Y	SIP	Y	Partnership	<input type="checkbox"/>
Health and safety	Y	Early Years Team	Y	School support officer	Y	EOTAS	Y
Pupil Premium	<input type="checkbox"/>	Virtual School	Y	Health and wellbeing	Y	SEND Team	Y
Teaching Schools	<input type="checkbox"/>	Speech and language	Y	Gov. support and training	Y	NQT Induction	Y
EWO	Y	Safeguarding	Y	ICT	<input type="checkbox"/>	PRU	<input type="checkbox"/>
HT Appraisal	Y	Behaviour Support	Y	Music service	<input type="checkbox"/>	Library service	<input type="checkbox"/>

Feedback from Headteacher on the impact of this support/challenge:

- High impact in terms of working with the school throughout its journey to outstanding.

Requests for further support:

None.

Agreed next SIP visit date: Headteacher appraisal - 22 or 23 Nov (to be confirmed)
Spring term visit - Thurs 22 February 9.15am

The Spring SIP visit will concentrate on the quality of teaching, learning and assessment and the effectiveness of leadership and management.

Please agree one from the following menu of activities:

- Joint classroom observation with headteacher and/or senior or middle leaders to ensure consistency in assessment of strengths and weaknesses of teaching
- A review of the effectiveness of school's approach to monitoring the quality of teaching and learning
- A scrutiny of pupils' work and discussion with pupils jointly with the headteacher and/or senior or middle leaders
- A review of the school's process for performance management of teaching and/or support staff
- A review of the effectiveness of the school's approach to assessment and leaders' success in ensuring accuracy of assessment - review of progress made in relation to the embedding of tracking.
- A review of the quality of teaching in a particular subject or phase or for a particular pupil group, including a review of assessment information, pupils' work and a brief learning walk.
- Or an alternative activity to meet the precise needs of the school (detailed below).