

Local Authority Annual Review - Spring Term 2018

Cleaswell Hill School

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

Date of Visit: 13 March 2018

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
Early Years/Sixth Form	Outstanding/ Outstanding	Outstanding/ Outstanding	Outstanding/ Outstanding

Date of Previous Ofsted Inspection: 2/3 March 2017

A summary of the progress made in the autumn term 2017

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| <ul style="list-style-type: none"> The new headteacher has made a very purposeful start to his headship, having already identified further developments to pursue in the school, in relation to leadership, appraisal, the curriculum, and the buildings. These are all well focussed on improving provision for pupils, through building leadership capacity, further developing the curriculum and enhancing staff skills to meet the needs of a widening range of pupil needs. | <ul style="list-style-type: none"> The analysis of data is also being developed further in order to give a clearer picture by age, gender, disadvantage etc. This is clearly linked to an expectation on teachers to be aware of pupil targets and to plan intervention where appropriate. The range of case studies on the school's portal has continued to be developed, giving greater scope for these to be used to enhance practice across the school. |
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A summary of further developments to be undertaken in the remainder of the academic year

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| <ul style="list-style-type: none"> Continue the work to review job descriptions, enhance leadership capacity and develop staff skills particularly in relation to specific special needs. Undertake a review of the self-evaluation record to ensure that a clear match has been made against the current criteria for outstanding schools. | <ul style="list-style-type: none"> Review the recording and use of case studies to ensure that actions noted in the documentation can clearly be traced back to the identified area of concern and to ensure that where action has been successful the lessons learnt are shared as widely as possible. |
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Headline end of key stage predictions for 2018

- The school has a very detailed and robust system of tracking pupil progress, setting individual targets and securing intervention where pupils fall behind for whatever reason. This means that in the context of a school serving children with a very wide range of special needs, the focus is on ensuring that each child is enabled to succeed rather than on global end of key stage figures.
- The school has an excellent record of securing external accreditation which fully demonstrates what pupils know, understand and can do through entry level certificates, BTEc awards, GCSE and A level as appropriate, working with other schools and agencies as appropriate. This is being maintained in 2018 with many students in key stage 4 and in the sixth form preparing now for their assessments and examinations with, as in previous years, high levels of success expected.

Has the SIP shared with leaders the most recent guidance on:

- Single Central Register/ Keeping Children Safe in Education? Yes
- Website compliance? Yes
- Ofsted 'requested' documents (see P15 Ofsted handbook)? Yes
- Ofsted's new arrangements for short inspections and their possible outcomes? Yes

Type of school	Special	Current number on roll	177
Age range of pupils	4-19	% of disadvantaged pupils	40%

Part 2: Detailed Analysis and Evaluation of Teaching, Learning and Assessment:

- Teaching is regularly and robustly monitored through a range of activities including classroom observations, work scrutiny and the detailed analysis of progress data. There have been joint observations between senior staff and the SIP and between senior staff themselves to ensure consistent and accurate judgements.
- Overall senior leaders are fully aware of the state of play in teaching, learning and assessment across the school. Where any concern has been identified then appropriate support has been given and a review carried out as to how that person's skills may be developed and best utilised.
- Coupled with a comprehensive programme of CPD with a clear link to staff appraisal and to the school's development priorities, this has ensured that teaching, learning and assessment have continued to be outstanding.
- Moderation across the school helps to ensure consistency, both in terms of judgements on progress and standards but also in terms of planning through the sharing of staff diaries. This is enabling good practice to be identified across the school and then implemented widely.
- Currently most lesson observations are carried out by the headteacher and his deputy, with other leaders contributing to monitoring and evaluation mainly through the analysis of data, by individual pupil, by class or by subject. There are plans to extend this further by involving other leaders more directly in the observation of teaching.
- Following a review a "home learning" policy has been established which sets out how learning can be extended into the home through tasks set by the school or through parents/carers reading, playing etc. with their children. There are plans also to support home learning through work with parents/carers on such matters as phonics.

SIP's overall judgement for Teaching, Learning and Assessment, using the specific grade descriptors in the Ofsted handbook.

- The quality of Teaching, Learning and Assessment is outstanding.
- Lessons are very effectively planned to meet pupils' needs both in terms of their academic progress and in terms of their social and emotional needs. Behaviour in lessons and indeed throughout the school is exemplary.
- Lesson time is used consistently well to ensure a good pace of learning and that there is time for pupils to practice and embed newly learnt knowledge, skills and understanding.
- Lessons are invariably conducted in an atmosphere conducive for learning and pupils take pride in their work, readily sharing their achievements with senior staff and other visitors to classrooms.
- Teachers have consistently high expectations for their pupils and demand that they always give of their best. Very effective assessment ensures that pupils falling behind or those needing greater stretch in their learning are quickly identified and action taken.
- There is excellent teamwork across the school and a very open attitude in terms of discussing any areas of concern and for sharing good ideas. Professional development is very well coordinated to meet the needs of individuals and the wider school priorities.
- Reading, writing and communication skills are embedded in planning, equipping all pupils to develop these key skills as much as possible. Phonics teaching is highly effective.
- Communication with parents and carers is excellent, so that they are clear about the progress their child is making and also, where appropriate, how they can enhance or embed the learning at home. They are highly supportive of the school regularly commenting on the amount of progress their children are making both academically and in their social development.
- Relationships across the school are excellent and pupils show confidence in discussing their ideas and views. Stereotypes and any derogatory language are quickly challenged but in such a way that pupils don't feel unnecessarily put down. There is a clear focus on ensuring that pupils have a good understanding of communities beyond their own immediate experience.

Part 3: Leadership

What were the actions of leadership in monitoring and evaluating the quality of Teaching, Learning and Assessment in the autumn term?

- Regular observations of teaching by the headteacher and deputy headteacher have taken place, some in relation to establishing an overview of quality in teaching, learning and assessment, and some in the form of focussed reviews on specific aspects. Observations were conducted individually or together and also with the SIP.
- Governors have also visited school to review teaching and to contribute to the overall picture.
- This is supported through detailed tracking of pupil progress and through observations and discussions around planning and pupils' work.
- Overall the school has a comprehensive picture of teaching, learning and assessment and is in a strong position to move still further forward in this aspect.

What impact has leadership made on Teaching, Learning and Assessment in the autumn term?

- The overall impact has been that teaching, learning and assessment have continued to be outstanding.
- The role of teaching assistants is being enhanced through a revised appraisal system and through a focus on professional development, particularly to enhance both teachers' and teaching assistants' skills in such areas as visual or hearing impairment.
- The school's assessment and recording system continues to be developed enabling more searching questions about the relative performance of boys/girls, pupil premium/non pupil premium etc. This then helps focus any plans to enhance the curriculum and to review particular elements of teaching, learning and assessment.

How effective are middle leaders in monitoring and evaluating Teaching, Learning and Assessment?

- Middle leaders play a key role in leading planning and assessment within their areas of responsibility. Up to now their monitoring role has been largely through the analysis of pupil performance data, but there are now plans to enhance their role through a programme of focussed lesson observations, working alongside senior leaders.

How are leaders monitoring and evaluating the quality of Teaching, Learning and Assessment at any Alternative Provision being accessed by pupils?

- Cleaswell Hill does not use any alternative provision. Some external expertise is used, for example in relation to outdoor education and this is carefully monitored.

Key actions for leadership in the remainder of the academic year-

- Continue the roll-out of the school's key priorities in relation to assessment, the curriculum (particularly outdoor education), mental health and well being and leadership.
- Enhance the leadership capacity in the school through reviewing the job descriptions for the assistant headteacher and the cluster leaders giving them greater responsibility for the quality of teaching, learning and assessment in their areas.
- Work with governors and parents to enable them to become even more aware of the school's direction of travel and involved in taking that forward, for example in relation to outdoor education.
- Review the school's self-evaluation record in the light of the criteria for outstanding schools.

Part 4: Support and Challenge

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

- Particularly useful to use these meetings to review the "big picture". The SIP brings a different viewpoint and provides clear advice on ways to move forward.

Requests for further support: None at this stage

Agreed next SIP visit date: Tuesday 26 June, 9.15am

The Summer SIP visit will concentrate on the quality of safeguarding, Personal Development, Behaviour and Welfare, and the effectiveness of Leadership and Management.

Please agree associated tasks from the following menu of activities:

- Review the effectiveness of leadership in developing a culture of safeguarding
- Joint classroom observation with headteacher and/or senior or middle leaders to evidence judgements on behaviour for learning
- A scrutiny of pupils' work and discussion with pupils jointly with the headteacher and/or senior or middle leaders to evidence judgements on behaviour for learning
- A review of attendance
- A review of the effectiveness of behaviour systems, logs and exclusions
- A review of actions to prevent and tackle bullying
- Review the effectiveness of careers advice and guidance
- Or an alternative activity to meet the precise needs of the school (detailed below)