

Cleaswell Hill School

Headteacher: Mike Jackson
 Chair of governors: Tim Chrisp
 School Improvement Partner: Richard Bishopp
 Date of Visit: 26 June 2018

Summer Term SIP Report 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
Sixth Form/Early Years (<i>delete as appropriate</i>)	Outstanding	Outstanding	Outstanding

Date of Previous Ofsted Inspection: 2/3 March 2017

A summary of the progress made in the autumn and spring terms 2017 - 2018

- A further review of the school's leadership structure has been completed, with phase leaders now in place, each with clear responsibilities in relation to assessment and progress. One of the strengths of the school has been its ability to adapt to changing needs quickly and effectively.
- A revised self-evaluation record is in place. The evidence remains secure for the existing judgement of outstanding in all areas, and there are well-focussed areas for further development, including those on-going aspects raised by Ofsted last year.
- Governance has continued to develop - the school has now a very strong and active governing body, providing high levels of challenge and support to the school's leadership team.
- There has been further embedding of the school's assessment processes, with a sharp focus on those making less than expected progress and those making significantly above expected progress, to ensure that any lessons can be learnt and that appropriate actions are in place to address any concerns.
- The school has made excellent use of available funding to improve the buildings and to develop the school grounds. These have allowed the school to increase its numbers on roll slightly, whilst reducing class sizes, and have further enhanced the learning opportunities for pupils outdoors.

A summary of further improvements to be made in the remainder of the academic year

- Continue the work to enhance the school's strengths in relation to meeting the needs of an increasingly diverse school population.
- Review the school's assessment policy and procedures in the light of the new assessments to be introduced for pupils working below the national curriculum assessment standard.
- Ensure that the recent enhancements to the buildings and the outdoor space are fully utilised in plans for 2018-19, and that plans for further development (including the hydrotherapy pool) have the appropriate oversight.

Type of school	Special	Current number on roll	178
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Age range of pupils	4-19	% of disadvantaged pupils	40%
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Has the SIP shared with leaders the most recent guidance on:

	Yes	No
Single Central Register/ Keeping Children Safe in Education?	✓	
Website compliance?	✓	
Ofsted 'requested' documents (see P15 Ofsted handbook)?	✓	
Ofsted's new arrangements for short inspections and their possible outcomes?	✓	

Part 2: Detailed Analysis and Evaluation of Safeguarding and Personal Development, Behaviour and Welfare:

Safeguarding

- The effectiveness of safeguarding is evidenced in the school's overall ethos and in the detailed and robust policies and procedures it has in place.
- The school's strong multi-agency links enhance and support safeguarding across the school.
- Through the curriculum, pupils are taught how to keep themselves safe, including online. In school, pupils say they feel safe; a view endorsed by their parents and carers
- There is a named governor in place for safeguarding. He is experienced and is a regular visitor to the school..
- Throughout the year safeguarding is kept under regular review. Staff training is regular and there is a clear induction programme for new staff. Safer recruitment training and procedures are kept up to date.
- During the remainder of the academic year it would be appropriate to review the role of the safeguarding governor, by setting a timetable of focussed visits with a clear agenda for each over the coming year.

Behaviour

- Overall the behaviour of pupils continues to be outstanding.
- This is evidenced through the regular and systematic monitoring and evaluation of provision, including in relation to behaviour, with any concerns acted upon quickly and effectively. The impact can be clearly seen in the calm and positive ethos evident throughout the school
- Senior leadership visits to classrooms, both formal and informal, including with the SIP, are regular and frequent. They give secure evidence of the very positive attitudes amongst almost all pupils to learning, and to their overall pride in their work.
- Pupils' views are regularly sought as are the views of their parents/carers including in relation to behaviour.
- Record keeping is robust and accurate. It plays a key part in self-evaluation and used to identify any concerns and to plan further improvement, for example in relation to reducing the need for interventions by targeting support more precisely to address individual needs.
- All policies and procedures are kept under regular review and updated accordingly.
- Progress in relation to behaviour over the autumn and spring terms has included the on-going review of policies and the refinement of the curriculum to meet individual needs more precisely.
- The school has now taken on a new initiative to improve the environment and overall provision at break-times to support positive behaviour.
- Over the remainder of this academic year there is a need to ensure that plans for self-evaluation over the next year cover the full range of the work of the school including in relation to any actions designed to improve behaviour further.

Personal Development and Welfare

- The quality of Personal Development and Welfare is outstanding
- The curriculum is carefully designed to meet individual needs and covers all elements of learning including for example in relation to healthy eating, sex and relationships education and the importance of exercise. Careful attention is paid not just to planning for lessons, but for break-times with a lot of development in recent times in outdoor provision.
- The school has a clear programme for pupils' spiritual, moral, social and cultural needs through well-targeted personal and social programmes and through embedding such issues across the curriculum. Pupils are enabled to gain a good understanding of different cultures and religions, and of life in modern Britain.
- The school works effectively to support older pupils as they prepare to leave school. Options for further education and employment are carefully considered and well-focused discussions take place with students and with parents and carers., There are good links with other providers and agencies in relation to continued learning and in relation to employment opportunities.
- As the nature of the school's population has changed, the school has responded well, identifying needs and ensuring that provision is fully fit for purpose. There are excellent links with other professionals and these help support pupils in their personal development and overall welfare.
- Self-evaluation is robust and regular, including through observations, work scrutiny and through gathering the views of pupils and parents. Any concerns are addressed quickly and sensitively.
- Over the year personal development and welfare have been kept under regular review, and provision has continued to be enhanced, including for example through the further development of outdoor learning.
- This will be kept under continued review over the next year, and plans for self-evaluation will need to take that into account.

Quality of provision for Looked after children

- There is a PEP in place for each Looked After Child. These are monitored by the designated teacher, who has a clear understanding of their individual needs.
- Provision is kept under review, including by governors who recently carried out a focussed visit on provision for LAC.
- There is an exceptionally effective tracking system to assess progress and this enables the school to plan intervention quickly and to plan an appropriately personalised curriculum. The school has clear evidence that looked after pupils at Cleaswell are on track with their expected progress. All have good attendance.
- Pupil premium plus funding is used well to support targeted provision, with additional school resources added in where appropriate.
- The school is aware of the revised statutory guidance and is fully prepared to meet the requirements from September.
- Overall, provision for looked after children is outstanding, with the school using its available resources astutely to enhance provision and to ensure that pupils do not fall behind.

SIP's overall judgement for Personal Development, Behaviour and Welfare (using the specific grade descriptors in the Ofsted handbook)

- Personal development, behaviour and welfare at Cleaswell Hill are outstanding across the school, including in early years and in the sixth form..
- Pupils are keen to come to school, and are eager to learn. They are proud of their achievements and of their school. Attendance overall is high.
- As the school population has changed so the curriculum has been regularly reviewed to ensure that it meets pupils' individual needs. There is a strong emphasis on personal

development and on confidence, alongside the core elements of literacy and numeracy, so that pupils are well prepared for the next stages in their lives, in further learning or in employment.

- Pupils' spiritual, moral, social and cultural development helps them to be able to express themselves and to discuss matters which interest or concern them. They show respect for others with different views, and are well prepared to become thoughtful, caring and active citizens in school and beyond.
- Incidences of poor behaviour are rare and where they do occur are managed effectively and sensitively. There is a strong sense of mutual care and respect across the school. Bullying is very rare and pupils work well with the school to prevent its occurrence.
- Pupils are safe in school, and feel safe, and are well taught how to keep themselves safe beyond the school. They know how to keep themselves healthy and understand the appropriate use of modern technology.

Part 3: Leadership

What were the actions and impact of leadership in monitoring and evaluating the quality of Personal Development, Behaviour and Welfare in the autumn and spring terms?

- The school has a robust process for self-evaluation, covering all elements of the curriculum, including personal development, behaviour and welfare.
- Leaders conduct regular observations of teaching, work scrutinies, data analyses, surveys etc. in order to form as accurate a picture as possible of the quality of provision, and in order to take the school forward in its next stage of development.
- The development of phase leadership is widening responsibility for monitoring and evaluation, drawing more people into the process, and securing a fuller view across the school.
- In the Ofsted inspection of 2017 it was noted how effective senior leaders were in securing the support of all staff in their drive for excellence. There have been some significant changes in staffing since then, but that strength in leadership is still very evident.

How effective are Governors in monitoring and evaluating Safeguarding?

- Governance is increasingly strong and effective at Cleaswell Hill, with governors making regular visits to monitor provision including in relation to safeguarding. They undertake training to ensure that they have the appropriate knowledge and skills to carry out their role fully and effectively.
- In relation to safeguarding, governors have ensured that the appropriate checks are carried out and that records are kept fully up to date. There is a named governor for safeguarding with the appropriate knowledge and experience to carry out the role effectively. It would be worthwhile to establish a clear framework for safeguarding visits over the year with a specific agenda for each.

Part 4: Support and Challenge

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

The SIP has provided valuable support, advice and challenge over the years and has played a key role in the development of the school.

Requests for further support:

None at this time

