

## Local Authority SIP Report - Spring Term 2019

### Cleaswell Hill School

Head teacher: M. Jackson  
 Chair of Governors: Tim Chrisp  
 School Improvement Partner: Lynn Watson  
 Date of Visit: 19<sup>th</sup> March 2019

Part 1	Last Ofsted Judgement	SEF Judgement	SIP Judgement
<b>The Overall Effectiveness of the School</b>	1	1	1
Effectiveness of Leadership and Management	1	1	1
Quality of Teaching, Learning and Assessment	1	1	1
Personal Development, Behaviour and Welfare	1	1	1
Outcomes	1	1	1
Sixth Form/Early Years <i>(delete as appropriate)</i>	1	1	1

**Date of Last Ofsted Inspection: 2<sup>nd</sup>/3<sup>rd</sup> March 2017**

#### A summary of progress made in the autumn term:

- The schools culture, epitomised by staff, focuses on outcomes for the vulnerable population in school and remains positive and purposeful. Staff continue to support and challenge one another and shared information impacts on approaches to supporting children at risk of deregulated behaviour.
- Phase leaders are now in post and have accessed CPD on judging the quality of teaching, learning and assessment. They are fully supported by the senior leadership team and have been encouraged to evaluate and moderate the effectiveness of teaching and learning providing staff with key priorities for development. This has particularly impacted upon EYFS as they changed provision promptly following this in depth monitoring process.
- School leaders and governors have accessed leadership training and the development of the schools vision within the context of maintaining high performance. Feedback details areas of strength, development and future plans to extend this work within school.
- The school has a strong vision and values, which now that they have been re-visited are communicated to staff and governors ensuring a more holistic approach to the work in school. This is a strength at Cleaswell.
- Leaders have developed their thinking on curriculum changes to meet the needs of the pupils more comprehensively.
- Opportunities for accreditation in KS4/Post 16 are very strong. The range is comprehensive and includes GCSE qualifications.

- Pathways to support Post 16 beyond school are being considered on an individual basis in relation to the schools provision and transition to FE/apprenticeships.
- Pupils personal development, behaviour and welfare is a priority in school and this is effective due to the expertise of staff, commitment to supporting children to achieve their best and work with partners in securing specialist advice and support.
- Partnership working with governors is well developed, recognition of their on going training needs and the high level of governor involvement in revisiting key aspects of the schools performance is part of evaluation processes. Two governors attended the leadership training and their evaluation has informed further priorities. Governors support the SIP visits and are keen to challenge and support senior leaders further in sustaining high quality provision.
- The school has introduced a new data tracking system and they are working systematically to ensure this is embedded and improving provision.
- School leaders and governors know the school well and they share a pride in staff and pupils achievements.

### To improve further the school needs to:

- Continue to identify and staff who require additional support to meet the specialist needs of a small cohort of pupils. This includes further consideration of detailed differentiated learning outcomes in KS4.
- Continued evaluation and subsequent planned changes to the EYFS curriculum, approaches to learning and assessment.
- Finalise curriculum offer for post 16 and plan effective transitions for school leavers.
- Evaluate the effectiveness of iSEND and provide comparable data to further improve target setting leading to timely, specialist interventions in support of progress and achievement.
- Develop the data processes approach to include teachers in order for them to identify areas of improvement, adapt interventions and curriculum content to ensure continuous improvement.
- Report results in progress and achievement for pupils, comparing cohort achievement and identify areas requiring targeted support.
- Further develop the effectiveness of TA deployment working with phase leaders to manage this resource using examples of good practice observed in school.
- Continued access to leadership development CPD for phase leaders in collaboration with senior leaders and governors.
- Continue to work with outside agencies to support home/school consistency of approach, share values and expectations for pupil outcomes.

### Headline end of key stage predictions for 2019:

95% of pupils will meet or exceed their targets. There is a small cohort of children who have a degenerative condition and school works to ensure these pupils wellbeing is targeted to ensure best possible outcomes.

iSEND data is a new system and the HT is working to ensure this reflects the needs of the pupil population. Termly forecast 1 has identified a small number of 'outliers' and consideration of their baseline assessment data is underway in order to set robust and measurable targets for improvement. Further reporting of data analysis is required prior to accurate predictions for 2019

## Has the Head teacher/Governing body ensured that:

Single Central Register is compliant (including barred list checks column)?	<u>Yes</u>
All staff have read 'Keeping Children Safe in Education part 1, Sept 18	<u>Yes</u>
Website is compliant with the most recent statutory guidance?	<u>Yes</u>
Parent view feedback has been reviewed?	<u>Yes</u>
Ofsted 'requested' documents are in place (see <a href="#">page 20</a> Ofsted Handbook)?	<u>Yes</u>

Type of school	SEND	Current number on roll	181
% of SEND pupils	100%	% of disadvantaged pupils	34%

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

### Early Years

- The quality of Teaching, Learning and Assessment in the Early Years has improved this term in relation to the vision and values CPD undertaken in early spring. Subsequent changes to the curriculum and methodology reflect the individual needs of the pupils on a developmental stage not age basis.
- Staff expertise in EYFS is well established and the level of commitment to ensuring all children access learning commensurate to ability is a strength. (Ofsted) Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected.
- Leadership in EYFS is effective in establishing areas for development and supporting all staff to achieve outcomes.
- TA induction in approaches to ASD has been introduced but the impact has yet to be evaluated.
- Resources are of a high quality and well managed by staff.
- Systems for assessing pupil's progress and achievement are under development and lead staff are attempting to amalgamate EYFS goals and the schools iASEND data tracking system into one comprehensive document so school can report on progress and achievement consistently across the school.
- Staff are highly professional and are quick to challenge stereotypes in lessons and around the school. Pupils are treated with the utmost respect and it is clear that staff care deeply for the children in their care.
- Resources and teaching strategies reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience.
- Equality of opportunity and recognition of diversity are promoted through teaching and learning

## KS1

- The quality of Teaching, Learning and Assessment in KS1 is effective. This is evidenced by data from school leaders, which is moderated, and feedback to staff is constructive in supporting any improvements. Teachers act on feedback swiftly as evidenced in learning walks.
- The curriculum framework is adapted to meet needs.
- Transition arrangements from EYFS to KS1 and KS1 to KS2 are well managed and progress is seamless as a result. (Ofsted) How information at transition points between schools is used effectively so that teachers plan to meet pupils' needs in all lessons from the outset – this is particularly important between the early years and key stage 1 and between key stages 2 and 3
- Staff are highly committed to ensuring best outcomes and all pupils are treated with respect.
- Bespoke approaches to ensuring full access to learning opportunities are evident.
- Equality of opportunity and recognition of diversity are promoted through teaching and learning.
- Phase leaders work together to evaluate the impact of teaching, learning and assessment.
- Feedback is consistent and this leads to pupils being challenged to achieve their best.

## KS2

- The quality of Teaching, Learning and Assessment in KS2 is effective as teachers have a comprehensive understanding of pupils needs, which they use to plan challenging learning opportunities.
- (Ofsted) Leaders evaluations of teaching and its impact on learning includes; information from discussions about teaching, learning and assessment with teachers, teaching assistants and other staff impacting upon daily practice.
- Expectations are high but realistic in terms of the pupil's complex and severe SEND.
- Equality of opportunity and recognition of diversity are promoted through teaching and learning.
- First hand evidence of pupils being challenged to achieve outcomes includes book scrutiny where feedback is acted upon to secure understanding.
- Feedback includes a high level of visual reinforcement for those pupils who require this approach and there is evidence of specialist approaches being implemented effectively.

## KS3

- The quality of Teaching, Learning and Assessment in KS3 is effective as teachers deploy resources, including technology to plan and challenge learners. This includes TA support, which was utilised to 'scaffold' and implement a stepped approach to ensure a pupil fully understood taught concepts.
- There is some inconsistency between the effectiveness of the approach used by all TAs in the management of de regulated behaviour but CPD is underway and supported by senior leaders and phase leaders,
- Lesson content is well matched to pupil needs and a range of approaches were used to motivate and challenge including quizzes, visual resources, paired learning and group work.
- Social and emotional well being was a feature of the lesson observed and pupils were

respectful of each other and staff.

#### KS4

- The quality of Teaching, Learning and Assessment in KS4 is very effective as pupils were challenged to work on maths and computing to a high level and learning was well structured.
- The TA was deployed fully supported a child with a physical disability to access learning commensurate to ability.
- Resources were well deployed including remote switching to support independent access for a child who could not directly access due to physical disability.
- Equal opportunities were well managed and as a result all pupils were included in feedback as they presented their work for scrutiny.
- Teacher subject knowledge was strong.
- (Ofsted)Fosters mathematical understanding of new concepts and methods, including teachers' explanations and the way they require pupils to think and reason mathematically for themselves.
- Resources are well deployed and approaches appropriate to enable pupils in the class to understand and master the mathematics they are learning. This enables pupils to solve a variety of mathematical problems, applying the mathematical knowledge and skills they have been taught.

#### Post

- The quality of Teaching, Learning and Assessment at post 16 is very effective as evidence includes a wide range of appropriate qualifications, which supports pupils to plan for the next stage in their learning.
- Pupils are challenged and one pupil will leave school with a number of GCSE qualifications in line with expectations and commensurate to ability.
- Plans are in place to ensure effective transition for learners who have experience of the world of work as part of the schools provision.
- Pupils are meeting and set targets and many exceed expectations as a result of highly differentiated learning experiences.
- (Ofsted) pupils are gaining and consolidating knowledge, understanding and skills
- Pupils do work that deepens their knowledge, understanding and skills, rather than simply undertaking more work of the same difficulty or going on to study different content.

#### SIP's overall judgement for Teaching, Learning and Assessment

- Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage pupils' behaviour highly effectively with clear rules that are consistently enforced.
- Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up.
- Teachers check pupils' understanding systematically and effectively in lessons, offering clearly

directed and timely support.

- Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.
- Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning.
- Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve. Teachers are quick to challenge stereotypes and the use of derogatory language in lessons and around the school. Resources and teaching strategies reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience.
- Teachers use their secure subject knowledge to plan learning that sustains pupils' interest and challenges their thinking. They use questioning skillfully to probe pupils' responses and they reshape tasks and explanations so that pupils better understand new concepts. Teachers tackle misconceptions and build on pupils' strengths.
- Most pupils commit to improving their work. They are given time to apply their knowledge and understanding in new ways that stretches their thinking in a wide range of subjects, and to practise key skills.

### Part 3: Leadership

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

- Monitoring systems and processes are well established and staff relish opportunities to discuss how they can improve their work in the classroom.
- Leaders have developed an honest and mutually respectful approach to monitoring and feedback, which allows staff to reflect and consider change.
- Phase leaders are being supported to develop their understanding of criteria for judging lessons and this has led to an increase in capacity in support of senior leaders.
- Moderation is robust and senior staff support phase leaders in the evaluation of lesson evidence prior to individuals feedback and the prioritisation of targets for improvement.

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

- This process is in its infancy and CPD has supported middle leaders in understanding the consistency of approach against baseline information linked to Ofsted criteria.
- The systems in place and support, leads to reflective highly supportive approaches to improvements at an individual and key stage level.
- Trends are being identified which have influenced CPD programmes and appraisal targets.

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

- NA

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

- Embed iASEND data management, report results to stakeholders and ensure teachers are confident in using the system to influence curriculum change.
- Ensure EYFS changes to the approach to teaching and learning has a measurable impact.
- Secure provision for school leavers and manage effective transition.
- Continue leadership CPD for governors and phase leaders to enable robust accountability against set outcomes.
- Review criteria governors use in their monitoring of school performance in light of recent leadership training and changes to the curriculum
- Plan for changes to the Ofsted framework to include curriculum review, clear rationales for provision decisions and the personalised approach to learning.
- Ensure consistency in the management of a small cohort is of the highest standards to enable all pupils to access learning commensurate to ability.
- Continue to evaluate the work of the phase leaders in support capacity and ensure consistency across all Key stages.

### Part 4: Feedback

#### Feedback from Head teacher on the impact of the SIP in support and challenge:

#### Requests for further school support:

**Agreed next SIP visit date:** June 2019

**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 activities from the following:

- Review the effectiveness of leadership in developing a culture of safeguarding
- Joint classroom observation with head teacher 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 head teacher 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)

