

Cleaswell Hill School

Headteacher: Michael Jackson
Chair of Governors: Tim Chrisp
School Improvement Partner: Lynn Watson

Date of Visit: 5th July 2019.

Summer Term SIP Report 2019

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	Outstanding	Outstanding	Outstanding

Date of Previous Ofsted Inspection:

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

- Cleaswell Hill have evaluated progress against Ofsted standards and school leaders are confident the school remains in an outstanding position to meet the needs of its diverse population. There have been improvements in all standards, some initiatives still require embedding and quantifying, however innovation, in response to need, is impacting positively on ethos, leadership, behaviour to learn, and outcomes.
- The school is proactive in planning for the new Ofsted schedule, introduced in September 2019. The school is expecting an inspection mid Spring term 2020.
- School leaders are accessing CPD including NPQSL and ML and bespoke support linked to vision, values and change management within the context of sustaining excellence. CPD has enabled newly appointed phase leaders to effectively support school improvement initiatives with knowledge and expertise.
- The school is on track to meet its planned priorities, including a comprehensive review of data tracking processes and the introduction of a more valid and robust system, which enables the school to benchmark results against a number of SEND schools nationally. This has been a major undertaking and implementation has met deadlines to ensure the reporting of data has continued to inform planning and interventions to secure learning outcomes. The school continues to review the validity of iSEND for all cohorts and presently supplementary systems are in place to ensure continuity and consistency in reporting progress and achievement. 84% of pupils are on track to meet or have exceeded targets.
- Progress and attainment remains a priority as the school continues to expand and work with the it's vulnerable children. However visionary leadership has supported staff to gain expertise, review and positively change interventions and hold staff teams to account

rigorously to ensure best outcomes.

- The HT and Governors work in partnership to maintain a positive culture epitomised by a highly child centred approach and dedicated staff support. This is within a distributed leadership model, where staff talents and skills are valued. As a result the ambitious drive for improvement has been maintained throughout the school year.
- A curriculum review has begun in earnest and due to the dynamics of school within the context of the complexity of provision, all key stages, full range of SEND, this is a difficult task.
- The EYFS has implemented significant changes to its provision to meet the needs of more complex learners and this is monitored on a weekly basis in order to respond to children's needs within the context of the school vision.
- 100% of school leavers have met targets and accreditation outcomes. All have further provision plans on leaving school.
- Post 16 provision remains a strength and lead staff have implemented the 8 Gatsby benchmarks and have evaluated and published results in meeting the needs of SEND young people, in a national magazine. A gifted and talented, post 16 young person, is accessing on line (university standard) maths support to optimise his potential and support plans for his future.
- There are no NEETS July 2019 all post 16 young people have appropriate plans beyond school.
- The school hydro pool will be open in September, on time and on budget. This has been a much sort after 'dream' of key staff and plans to ensure significant improvements in learning, physical and emotional wellbeing are underway with the involvement of therapy staff.
- The website now reflects the schools ambition in meeting children's needs within a thriving child centred approach and this supports stakeholders, particularly parents in understanding how school supports pupil aspirations.

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

- Continued evaluation of the impact of phase leaders in driving standards further.
- Quantify the impact of CPD, particularly; leadership support, SCERTS and National Leadership accreditation as evidenced in pupil outcomes.
- Benchmark data nationally.
- Streamline data tracking systems to ensure all staff are consistent in their application of procedures with specific cohorts.
- Streamline approach to assessment to ensure this reflects the needs of the diverse population at Cleaswell- 'outliers' include one young person undertaking 'A level accreditation and a cohort of children with profound difficulties including non verbal ASD.
- Plan outcomes for the use of the hydro pool and therapy input.
- Implement a system to evaluate the impact of therapy.

Type of school	<u>SEND</u>	Current number on roll	<u>183</u>
Age range of pupils	<u>4-19</u>	% of disadvantaged pupils	<u>40%</u>

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 whole school approach to ensuring Child Protection is a priority. Systems are robust and fit for purpose. DSLs support staff and challenge community partners appropriately to ensure best outcomes.
- Specific progress on and impact of safeguarding in the autumn and spring terms includes evidence of support for families experiencing difficulties to enable them to best meet their child's needs; consistent use of CPOMS, which provides, detailed and objective information in support of decisions on safeguarding; all staff are up to date in CPD on Child Protection, Safe to Learn documentation from the LA.
- Leaders are fully aware of their role in supporting staff within the context of their statutory duties they follow DfE and LA guidance.
- 89 incidents have been reported to DSLs by staff this school year. None have met the threshold for referral to community services/LA. All have been supported and monitored to ensure support is in place swiftly and effectively.
- The website is compliant and includes information for stakeholders on safeguarding including 'e' safety. Policy documentation is up to date.
- Pupils are taught how to keep safe appropriate to ability and they report that they feel safe in school.
- 100% of parents report that they feel their children are protected at Cleaswell Hill.
- Further areas for improvement in safeguarding during the remainder of the academic year include; continued vigilance in support of very vulnerable children; impact of safeguarding Governor in supporting a whole school culture of safeguarding.
- Use new Ofsted framework in reporting and evaluation documentation.

Behaviour

- Overall the behaviour of pupils is outstanding within the context of their complex and severe SEND. There are no exclusions at Cleaswell Hill School.
- This is evidenced in a range of documented monitoring reports including, incident, accident, use of physical restraint, health and safety, learning walks and classroom observations.
- Behaviour for learning is exemplary within the context of pupil's complex needs. They are monitored from a baseline with regard to pupil's ability to access learning at a level commensurate to ability.
- Incidents of bullying are logged and rigorously followed up with key personnel, families and pupils.
- Specific progress on and impact of behaviour in the autumn and spring terms includes; timely interventions to de escalate, de regulated behaviour enables pupils to optimise access to learning. Skilled staff utilise schools approaches with confidence and systems are

in place to respond consistently to pupil non compliance. Antecedents are considered in order to identify any trends identified and specific incidents are considered within a 'lessons learned' approach. De brief discussions allow staff to maintain support or change interventions appropriately. This supports pupils in their ability to access learning.

- Further areas for improvement with behaviour during the remainder of the academic year include;

Continued opportunities for staff to access CPD in support of the management of approaches to help pupils to self regulate and apply taught strategies to manage their behaviour.

Revisit school 'policy into practice' implementation at key points across the school year to ensure staff and pupil safety in compliance with regulations.

Ensure any new staff appointments have induction and adequate support to enable them to support pupils in line with policy.

Provide evidence of Governors having an impact on ensuring a strong ethos in support of pupil behaviour for learning is continuing to improve outcomes.

Use new Ofsted framework in reporting and evaluation documentation.

Personal Development and Welfare

- The quality of Personal Development and Welfare is a strength of the school. Pupils are supported to develop a wide range of social skills to support inclusion in community activities. Opportunities to generalise taught values including moral and cultural understanding, within functional situations, are well planned in support of inclusive practice. The development of emotional well being features strongly across school and demonstrated by pupil ability to self regulate their emotional responses to maintain focus on learning outcomes.
- There is a tailored approach to including SMSC in classroom learning, differentiated to meet the complex needs of pupils in school. There are few observed missed opportunities to support pupils in extending their understanding of their place in the world and expectations related to personal growth and well being are high.
- Relationships between adults and pupils are conducive to pupils trying their best to comply and achieve in line with expectations.
- Opportunities to integrate personal development and pupil welfare into the curriculum are integral to the schools approach and there is strong evidence of drama, for example, prioritising self esteem and the development of independence and confidence in lessons and planned performances.
- Specific progress on and impact of personal development and welfare in the autumn and spring terms includes a clear programme of support to maximise pupils personal and social development on an individualised level.
- Further areas for improvement in personal development and welfare during the remainder of the academic year include strengthening evidence of SMSC in the life of the school and quantifying evidence of the schools provision in terms of impact on pupil outcomes.

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 the cohorts individual needs.
- Provision is monitored, including by Governors who are fully aware of the duties of key personnel in support of Looked after Children.
- 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 planning to ensure staff are 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.

SIP's overall judgement for Personal Development, Behaviour and Welfare

- Personal development and welfare remain outstanding at Cleaswell Hill school in all aspects of its provision.
- Pupil's behaviour is exemplary within the context of their severe and complex needs. Any incidents of non compliance, de regulated behaviour are well managed to optimise pupils access to learning.
- Specialist interventions in support of pupils self regulation are ensuring timely responses result in minimal 'lost learning'.
- Pupils SMSC supports their ability to discuss their feelings, issues and ideas. They are encouraged to make positive and safe choices in support of their well being.
- Pupils are safe in school, they thrive in the positive highly supportive environment.
- Opportunities for pupils to maximise personal development are embedded across the curriculum
- Attendance is high and any pupils at risk of non attendance are supported appropriately, including advice to families.

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 Head teacher is an inspirational leader with a strong vision for the school based on the child at the centre of all decision making.
- Self evaluation processes are under review, however the HT has robustly evaluated priorities on an ongoing basis in partnership with the Governors. This has enabled leaders to support initiatives and re align priorities responsively, driving standards further.
- 'Vision and values into practice' leadership CPD is impacting on phase leaders knowledge and expertise as they take responsibility and account for their decisions proactively in support of best outcomes.
- Staff morale and understanding of their collective responsibility in meeting pupils needs is strong and supported by the leadership structure and designated roles and responsibilities.
- Monitoring procedures include Governors, the School Improvement Partner and school leaders in collectively reviewing and evaluating evidence in support of further improvements.
- The school is in a strong position to implement changes to the Ofsted framework in preparation for inspection in 2020.
- The curriculum review is focussed on pupil's needs and aspirations as they have a strong voice in school and their personal development and safety remains a priority.
- Procedures to ensure statutory duties are followed are robust.

How effective are Governors in monitoring and evaluating Safeguarding?

- There is a named safeguarding Governor who is experienced in this role and well aware of duties and responsibilities.
- Safeguarding is an agenda item at Governor meetings and is given the highest priority in reporting and accountability procedures.
- Governance is further strengthened by the inclusion of a School Improvement Partner, Ofsted experienced member of the board who will utilise expertise in support of the school improvement agenda.
- The Chair and Vice Chair are proactive in support of all school standards and they have recently attended the 'vision and values' CPD to ensure they can cascade information to other Governors and support and challenge appropriately.
- Half termly meetings are in place between Safeguarding Governor and DSL to support compliance and consistent outstanding practice
- Regular school visits and attendance at events (Christmas lunch, coffee mornings, School performance) informs Governor on school standards and ethos of safety, behaviour and attitudes
- Governor has current, informed knowledge of legislative requirements to ensure proactive support to school- see monitoring visit reports for Governor meetings
- Decision to have a termly focus linked to monitoring visits; Autumn-Compliance (update audit and policy), Spring- Curriculum (PSHE January 2020), Summer- Contextual Safeguarding
- Cleaswell Hill is researching high quality CPD and external support for school in relation to improving a whole school approach to safeguarding further