

Local Authority Annual Review - Autumn Term 2019

Cleaswell Hill School

Headteacher: M Jackson
 Chair of Governors: T Crisp
 School Improvement Partner: L Watson
 Date of Visit: 22nd October 2019

| Part 1 | Ofsted Judgement | SEF Judgement | Emerging LA Judgement |
|------------------------------|------------------------|---------------|-----------------------|
| Overall Effectiveness | Outstanding-March 2017 | Outstanding | Outstanding |
| Quality of Education | | Outstanding | Outstanding |
| Behaviour and Attitudes | | Outstanding | Outstanding |
| Personal Development | | Outstanding | Outstanding |
| Leadership and Management | | Outstanding | Outstanding |
| Sixth Form/Early Years | | Outstanding | Outstanding |

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|-----------------------|---------------------|-------------------------------|------------------------------------|
| Type of School | All age SEND | Current number of roll | 186 |
| SEND | 100% | % disadvantaged 36.5% | PPG 65 LAC 2 Service Child 1 |

This school has the following strengths.

Context

There is a strong shared vision and clarity regarding the intent and subsequent approach to specialist provision, as detailed in self-evaluation documentation, at whole school and phase level. Cleaswell have arranged class organisation on a developmental, profile of characteristics linked to diagnosis, level in order to target resources and optimise staff expertise, which impacts upon outcomes as pupil's needs are met.

The school utilises a range of assessment tools bespoke to SEND, which provides robust, reliable and valid data in order to set aspirant targets.

Quality of Education

- Pupils make outstanding progress from their starting points to the end of their life in school, particularly in literacy and numeracy, as well as in their communication skills.
- The progress of pupils eligible for support through pupil premium funding is in line with that of their classmates in core subjects. A recent external PPG statement provides a robust approach to maximising standards for this cohort.
- Achievement is outstanding within the context of the severe and complex needs of individual special educational needs or disabilities.

Phase 1

- Curriculum provision is highly effective in meeting the needs of the severe and complex SEND population and as a result children are making exceptional progress in line with ability.
- Personal development and welfare are a key strength and all children have a personalised approach to learning based on their profile of needs and 'cultural capital, SMSC.
- 91% of children achieve or exceed target expectations using a specialised data tracking and assessment system, which measures progress from a baseline.
- 89% of pupils achieve or exceed expected progress. Highly individualised opportunities for learning and specialist interventions support pupils who require additional support to meet or exceed targets.
- Tailored provision following rigorous assessment supports pupils 'flight path' regarding the next stage of their learning.
- Detailed transition plans ensure progress is on-going from early years.
- Individual case studies provide evidence of how pupils access learning, commensurate to ability, and this has been maximised leading to increased levels of engagement.

Phase 2

- This phase has the highest percentage of pupils in school to achieve targets. 93% of pupils meet or exceed expectations.
- Rigorous monitoring and assessment indicates curriculum routes for children and those with the most complex needs access SCERTS and therapeutic approaches to optimise progress. The remainder follow a more formal curriculum route utilising the iASEND data tracking system.
- Skills are mastered and link to personal development in SMSC.

Phase 3

- 90% of pupils meet or exceed expectations.
- All pupils are on track to meet targets by the end of the school year. Continuous monitoring procedures are in place to support staff to meet this target.

Phase 4

- 78% of pupils have met or exceeded target expectations
- The curriculum is broad and includes opportunities for pupils to experience a range of arts and cultural activities, including drama, which results in productions in local theatres.

Phase 5.

- The curriculum includes significant opportunities for pupils to generalise learning in functional situations in readiness for life beyond school.
- Careers provision is wide ranging and community work reinforces aspirant life choices.
- Curriculum choice and highly specialist support enables pupils to access accredited courses in preparation for life beyond school.

Phase 6.

- The school provides a depth and breadth of accreditation, including higher maths for one gifted and talented pupil.
- There is a focus on functional skill generalisation in real life situations to extend opportunities to develop independence in preparation for life beyond school.

- There are no NEETS following Post 16 provision and student choice influences all decisions on future placements.

Behaviour and attitudes.

- In relation to starting points, significant barriers related to pupils SEND diagnosis and subsequent disadvantage, children's behaviour and attitudes to learning is exemplary and a credit to the school and families.
- Attendance is 96.25% and under constant review. PP pupils have been targeted to improve attendance further.
- Safeguarding is an embedded aspect of everyday life in school and systems and processes are robust. This enables pupils to express their needs leading to less incidents of de regulated behaviour.
- Improvements in provision, including therapy support has significantly supported access to learning for the most vulnerable pupils.
- The development of outdoor provision and a new hydro pool supports opportunities to motivate and meet pupil's needs highly effectively.
- Those who are able, report being proud to be a member of Cleaswell Hill School. They feel safe and know they can access support.
- Cleaswell Hill school is a happy and well-managed community with high levels of adult support and consistent routines throughout the day. Out-of-lesson activities and visits off-site are carefully checked to ensure they pose no risk to pupils or compromise their usual behaviour in the school.
- Highly effective relationships between all adults and pupils result in an enjoyable, purposeful and safe atmosphere throughout the whole school day and transitions are well managed by experienced staff.
- Pupils respect their surroundings, showing they enjoy the new hydro pool facility and development of outdoor learning spaces.
- Typically, behaviour over time had varied due to the changing population at Cleaswell as dependant on particular needs and cohorts of pupils, however leaders have planned changes well to include high levels of support for staff well-being and workload, providing quality CPD opportunities and therapeutic provision.
- There have been no recorded instances of bullying, homophobic bullying or sexual misconduct since the last SIP report and there has been one, one day exclusion recently, with the desired result as the pupil concerned has shown an improvement in behaviour supported by parents.

Personal development

- This is a strength of the school as all staff have a commitment to improving pupil's access to opportunities to support lifelong learning, social skills and particularly communication.
- All staff work together in support of families and positive relationships with the community provide opportunities for pupils to generalise their learning in functional situations.
- The curriculum supports all aspects of child development, including social and emotional skills, problem solving, resilience, confidence and self-esteem. The school has a successful track record in working with pupils who are vulnerable due to disadvantage and mental health issues. They coordinate support from community groups and specialists well to enable pupils to access school and wider the community to the best of their ability.

Leadership and management.

- Leadership and management are outstanding because of the Head teacher's passionate drive and determined ambition to provide the best education possible for all. Supported by senior leaders and governors, this has led to continuing and sustained improvement over time.
- All staff are highly committed to ensuring the best outcomes possible for all pupils and preparing them successfully for life beyond the school.
- Early years focuses on a child development approach assessing the ability of pupils at the onset and planning priorities which enable children to learn foundation skills in accessing learning, a meta cognitive approach is helping the children to communicate and think about their learning. Case studies and external evidence supports the view that rapid progress is outstanding.
- Safeguarding is very well managed and effective in supporting some of the most vulnerable in society. Governors regularly monitor this key element of school performance and challenge staff appropriately. Audits are carried out annually or if and when school leaders feel a 'deep dive' approach is required to further embed aspects of this work.
- Leaders, including Governors, remain relentless in pursuit of outstanding outcomes for all pupils at Cleaswell. They have prioritised the development of phase leaders to support the schools ambitious drive for improvement and this has, highly effectively, impacted upon standards.
- The school's vision and subsequent culture is inspiring as children are at the centre of decisions on all areas of school improvement.
- Curriculum development has ensured sequential learning opportunities built on success which enable children to reach their potential, commensurate to ability.
- The Head and Governors are working on plans to build leadership capacity further within the context of reducing workload.
- All phase leads have a department development plan clearly differentiated to pupil need and closely linked to overall whole school areas for development.
- The system to account for and measure pupil's success in meeting EHCP targets secures a shared understanding of the pupils 'progress journey', which is aspirant and involves families in setting achievement goals collaboratively.
- Cleaswell is highly effective in delivering outcomes that provide exceptionally well for all pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.

To improve the school needs to:

- Further embed data tracking and assessment processes across school to allow all phase leaders and subject specialists opportunities to analyse information and set key targets for their areas of responsibility synthesised with whole school objectives.
- Consolidate staffs and Governors understanding of the Ofsted framework and their responsibilities to ensure a shared approach and an ability to articulate the intent, implementation and impact of curriculum provision.
- Further align Governor monitoring visits to SEF and school improvement planning within the context of the Ofsted framework.
- Carryout a 'deep dive' on Governor impact which leads to the development of opportunities for Governor's to challenge provision even further.
- Provide evidence of how school has supported staff well-being and workload reduction.
- Evaluate, with staff and therapists, the impact of the SCERTs curriculum in order to support further bespoke interventions in support of pupil outcomes.
- Continuously monitor and support phase leaders to identify and act swiftly to intervene or to qualify any anomalies in data presentation.
- Ensure there is a shared interpretation of what 'cultural capital' looks like at Cleaswell especially for the most vulnerable, non-verbal ASD pupils.

Has the Headteacher/Governing body ensured that:

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|--------------------------------------------------------------------------|--------|
| Single Central Register is compliant? | Yes/No |
| All staff have read 'Keeping Children Safe in Education part 1, Sept 18 | Yes/No |
| Website is compliant with the most recent statutory guidance? | Yes/No |
| Parent view feedback has been reviewed? | Yes/No |
| Ofsted 'requested' documents are in place (see page 20 Ofsted Handbook)? | Yes/No |

Part 2: Detailed Analysis and evaluation of the impact of the curriculum on the Quality of Education

Phase 1

- Partnership working with families supports a consistent approach to behaviour management and communication (AAC). This enables children to optimise opportunities to learn.
- Most children achieve or exceed expected outcomes and those who do not are targeted/referred to therapy to further assess barriers, apply specialist interventions and enable improved access to the curriculum.
- Outcomes are variable year on year due to the changing population of needs on intake, however the school ensures that in preparation for Sept start dates staff CPD is tailored in support of specialist provision.
- Transitions are well planned and as a result children continue to make progress in the next phase of their education.
- 92% of children are meeting 'making relationships' targets and this supports their ability to transition and manage change effectively thus supporting sensory regulation and optimising progression.
- 100% of pupils are meeting or exceeding targets in 'self confidence'.
- 92% are meeting targets in 'listening and attention' and 'speaking' with support from Speech and language therapy further specialist interventions are planned in support of this area of

learning as staff are aware this underpins pupil's ability to access any learning activity leading to improved outcomes.

- **Phase 2**

- The most able pupils access a sequentially organised curriculum building upon rigorous assessment and detailed transition with the EYFS team. This enables children to maximise their abilities.
- Following assessment alternate highly specialised approaches to learning are utilised for those pupils with the most severe and complex needs. This separation of pupils enables staff to tailor learning and personalise approaches to best support the range of SEND needs within the phase.
- 100% of pupils make progress from their starting points and an incremental approach based on pupils mastering key skills is embedded.
- 94% of pupils meet or exceed En targets, 93% meet or exceed maths targets.

- **Phase 3**

- A highly specialist approach to the provision includes MAPP and SCERTS assessment and data tracking.
- The curriculum meets the needs of this highly complex cohort of pupils, it is sequential and based upon assessed need and specialist assessment routes.
- 50% meet 'my thinking; targets.
- 63% of pupils are meeting MAPP targets.
- 90% of pupils achieve or exceed expectations in Personal and Social development (iASEND)
- 93% of pupils achieve or exceed in maths and 87% in Eng.
- Staff maximise opportunities for pupils to access literacy and this includes specialist approaches to communication with support from therapists.

- **Phase 4**

- 79% of pupils meet or exceed targets in Eng and 79% in maths.
- Science is a strength as pupils and 82% reach or exceed expectations in this area of the curriculum.
- Following rigorous monitoring and support this term, 100% of pupils are now on track to meet or exceed expectations.
- Changes to the curriculum follow in depth analysis of the needs of learners. This has led to investment in staff CPD tailored to building capacity in specialist knowledge.
- Provision intent is clearly articulated by staff involved in this phase, where a team approach to behavioural management includes sensory integration leading to best practice in the management of de regulation.

- **Phase 5**

- All pupils are on track to meet targets and robust monitoring systems ensure any pupils requiring additional support receive this in a timely and highly effective way.
- Highly personalised approaches to accreditation based on pupil ability and choice are available and this helps them begin to plan for life after school.
- 7 pupils completed qualifications in English with 100% achieving or exceeding their target grade. 12 pupils completed a qualification in maths with 83% achieving or exceeding their target grade.

- **Post 16**

- The school is highly ambitious for its post 16 learners and expectations are high. There were no NEET pupils July 2019.
- The most able pupil is gifted and talented in mathematics. As a result, post 16 staff with support from the HT have accessed highly specialist support to enable this pupil to maximise his ability and fulfil his potential.
- Differentiated learning outcomes enable all pupils to access the curriculum in line with ability.
- Careers development using Gatsby scales have supported pupil's choices of the next phase of their life and staff provide a wide range of opportunities for functional skills development in preparation for adult hood.
- The development of independence commensurate to ability if exemplary.
- 17 pupils completed a qualification in English with 82% achieving or exceeding their target grade. 24 pupils completed a qualification in Maths with 83% achieving or exceeding their target grade.

- **Part 3: Leadership**

- **How do school monitor and evaluate the impact of the curriculum on the quality of education? Can all leaders articulate how this monitoring leads to further development?**

- The SEF and subsequent priorities for school improvement are accurate and based on evidence from all phase leads and key members of staff as a result they are well informed.
- Regular and systematic monitoring of all standards within the schools provision secures accurate self-evaluation and this drives further development, for example in relation to meeting the needs of an increasingly diverse school population.
- Data tracking and analysis is robust, valid and reliable in identifying areas for further development. This supports leaders in being confidently able to articulate outcomes achieved by all pupil cohorts.
- Ongoing succession management enables staff to have opportunities to develop expertise and this is linked to a wide range of CPD opportunities including NPQs, SCERTS.
- Phase SEF reports link to overall school targets and implementation plans. Plans identify

strategies for monitoring and evaluation.

- **Do reports presented to governors ensure that they are well informed about the quality of education in each year group, key stage and in a range of subjects?**

- There is a continued drive amongst staff and governors to ensure excellence throughout the school and the Head accurately reports information on progress and achievement. Governors and key staff are aware that attainment against national averages is not a valid measure in terms of assessing pupils at Cleaswell due to their severe and complex needs, however robust reporting and a transparent approach to discussing pupil outcomes enables Governors to challenge and support.
- Performance information is shared across school and with Governors and this enables them to scrutinise and challenge to support further reflection within the context of the new Ofsted framework.
- Robust data tracking and rationales for the school's approach to assessment and the management of data supports a shared understanding of what the data means and what impact is expected as a result.
- The highly experienced Chair and the Governing Body (GB) work closely with the school to secure continuing initiatives. They are prepared to challenge senior leaders, if necessary, in order to sustain improvement.
- Governors' specific areas of expertise support their effectiveness in their roles. The GB of the school supports outstanding achievements and the use of performance management supports high expectations.
- A member of the GB with responsibility for safeguarding helps make sure procedures and protocols are robust and effective in the school and that off-site provision is also a safe place in which to learn.

- **Does the school's self-evaluation include the impact of the curriculum on the quality of education and reflect an accurate self-assessment? Are priorities for curriculum improvement identified?**

- The school has been working on developing its provision all year to ensure it is prepared to support the changing needs of the diverse population at Cleaswell. As a result, a collegiate approach to identifying priorities, include all staff, through liaison with phase leads. This has prioritised and tailored staff development on an individual and team level.
- The 'intention' for curriculum development includes rationales for the school's approach and these are shared with staff to ensure consistency.
- Implementation plans identify areas for further improvement and scrutiny and this leads to a focus on impact at phase, key stage and an individual level.
- Data is used highly effectively to inform outcomes and report impact.

- **Does the school's development plan include precise, measurable targets and expected impact?**

- The plan is being drafted with completion due December 2019. The Ht is well aware of the need for SMART targets. A three-year Development Plan will map overall plans for provision improvements within the context of the national and local climate within education.

- **How are leaders managing staff workload?**

- Governors and school leaders are fully cognisant of DfE guidelines and workload reduction.
- Systems are under review to ensure there is no unnecessary paperwork.
- PPA and staff development sessions are used effectively to target key responsibilities within designated time.
- Capacity in leadership has increased with the phase leader appointments and this has led to clear delegation, sharing workload equally and efficiently.
- On going review is resulting in consideration of the DHT and AHT designated roles.

- **How do leaders prioritise and promote reading?**

- New resources within the library area in school are planned.
- Phase leaders and the Eng lead are clear of the intent for literacy across school and monitoring across subjects is underway.
- Literacy within Cleasewell includes communication for the most complex cohort of pupils many of whom are non verbal.
- Staff have a clear rationale for the school's approach and can account for progress and achievement.
- Dedicated time is allocated to developing a love of story and this includes social stories appropriately.
- A highly specialist approach includes speech and language therapy to ensure pupils can access communication to the best of their ability.
- Staff are highly trained in therapeutic approaches (SCERTS, PECS, Intensive Interaction), which maximise pupil's ability to make choices, identify needs and access sight vocabulary/Picture Exchange systems (PECS) if applicable.
- Pupils who interpret text for meaning and apply this to everyday life have access to accreditation at a level commensurate to ability and expectations are consistently high across KS3, 4 and 5.

- **Part 4: Feedback**

Feedback from Headteacher on the impact of the SIP in support and challenge:

In depth discussion and support from the SIP has helped focus key changes to accountability within the context of the new Ofsted framework. Governors and school leaders have been involved in SIP visits and all agree that there is a shared understanding of priorities and plans for implementing further improvement strategies.

No requests for further support.

- **Agreed next SIP visit date:** Feb 27th 2020, following further data collation and analysis.
- **The Spring SIP visit will concentrate on the intent and implementation of the Quality of Education the effectiveness of Leadership and Management.**
- **Please agree activities from the following:**

- Review of plans to develop the curriculum and how it will meet the needs of all learners.
- Joint classroom observation with headteacher and/or senior or middle leaders.
- 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
- *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.*