

Local Authority Annual Review – Spring 2020

Cleaswell Hill School

Headteacher: M Jackson
 Chair of Governors: T Crisp
 School Improvement Partner: L Watson
 Date of Visit: 27th Feb 2020

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

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

Summary of progress made in the autumn term

Quality of Education

Recent comprehensive monitoring of classroom practice/organisation, teaching, learning and assessment evidenced 100% of observed activity was effective or better. Staff responded positively to feedback, which referred to further development of specialist interventions to support pupils accessing learning to the best of their ability for longer periods of time. Teachers are incorporating therapeutic interventions in their lessons with increasing confidence and this is impacting upon pupil's ability to self-regulate and apply taught strategies to support outcomes.

All staff observed have in depth knowledge of pupil's profiles of need and use this information highly effectively to motivate and engage. Staff subject knowledge provides challenge and they utilise pupil feedback to structure their approach and differentiate accordingly.

The recent development of 'deep dive' evaluation of a range of curriculum areas has led to improvements and deeper understanding of how key staff can plan change, which will impact upon pupil outcomes further. Staff are enthusiastic to develop their ability to meet the needs of pupils, 100% of which have severe and complex needs.

Assessment of need and data tracking continues to inform pupil targets and analysis of progress and achievement includes measurable data on pupils achieving or surpassing targets predications. The data coalition systems used at Cleaswell Hill have allowed us to complete high-level analysis of progress towards targets. Next, 'deep dives' into a pupil's provision will take place. This will inform the annual review process, potential changes to provision, and supports the Local Authority in providing high quality relevant and measurable targets. In depth knowledge aids the creation of annual Phase Development Plans that feed into Whole School Targets which inform staff appraisals.

Systematic monitoring by senior leaders ensure targets are challenging and expectations remain high. Assessment continues to be embedding as data is analysed on an ongoing basis in order to respond to need swiftly. Teachers influence data by being actively involved in all areas of the assessment process. This means they have an understanding of data, its use as a starting point to know what is working, what isn't and why in order to plan actions. As part of this process teachers analysed the progress pupils were making towards their individual curriculum targets the weeks before and after February half term. A judgement was made if the pupils were;

- Off Target – *Further investigation to take place into pupils' provision, action points to be decided to have positive impact on pupils' progress.*
- Needed Monitored – *Provision to stay the same, staff to put in class interventions in place as needed.*
- On Target – Provision to stay the same.
- Surpassing Target – *Staff to increase challenge through sequential learning linked to progression models and depth.*

Collectively across school 75% of all targets are expected to be met or surpassed by pupils. 22% of targets need to be further monitored, while only 3% are expected not to be met.

- 81% of targets in maths are expected to be met or surpassed.
- 67% of targets in English are expected to be met or surpassed.
- 90% of targets in science are expected to be met or surpassed.
- 70% of targets in PHSE are expected to be met or surpassed.
- 81% of targets set for Phase 1 pupils are expected to be met or surpassed.
- 70% of targets set for Phase 2 pupils are expected to be met or surpassed.
- 39% of targets set for Phase 3 pupils are expected to be met or surpassed, however, there are 0% of targets expected not to be met in this area of school.
- 85% of targets set for Phase 4 pupils are expected to be met or surpassed.
- 78% of targets set for Phase 5 pupil are expected to be met or surpassed.
- 84% of targets set for Phase 6 pupils are expected to be met or surpassed.
- 74% of targets set for both pupil premium and non-pupil premium learners are expected to be met or surpassed.
- 75% of males and 73% of females targets set are expected to be met or surpassed.

Overall pupils continue to make outstanding progress from their starting points to the end of their life in school, commensurate to their ability, 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 and PPG pupils continue to be monitored closely with a view to providing further intensive support to maintain their 'outstanding outcomes'.

Behaviour and attitudes.

This remains a strength of the school considering pupils starting points where many children were excluded from mainstream schools, and or are assessed, by multi professional teams, as having the most severe and complex range of SEND. Staff have very high expectations of pupil's behaviour and they are supported by committed and dedicated therapy teams and school leaders.

The school works collectively on utilising strategies to manage pupil's behaviour for learning highly consistently.

Attendance is scrutinised and leaders work proactively with the LA in support of good attendance.

Pupils respect staff appropriately and together they take pride in everyone's achievements, celebrating success

Personal development

This remains a strength of the school.

Relationships between pupils and staff remain strong and enable pupils to develop perseverance and resilience. Commensurate to ability this prepare pupils to access community activities as independently as possible to contribute to society, understanding rules and regulations and developing an understanding of inclusivity, equality and diversity.

Pupils access a wide range of functional activities beyond school to generalise taught, class based, skills.

The curriculum continues to support all aspects of child development, including social and emotional skills, problem solving, resilience, confidence and self-esteem. The school continues to develop its' 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.

Cleaswell Hill school has continued to further strengthen its provision since the autumn term. The schools strong, shared vision is embedded and impacting upon a highly professional and effective culture where all staff and governors share values and support and challenge one another to ensure best outcomes for the pupils is optimised.

Innovative development of school improvements systems, which support priorities include:

- a revised SEF
- robust, measurable whole school goals
- all 6 phase development plans
- SEF documentation for phase 1 and 6
- 'deep dives' in core subjects and PHSE
- A whole school Implementation Plan.

Systems and processes, detailing school improvement strategies, are streamlined and following 'deep dive' analysis, these culminate in a school 'Implementation Plan'. Governors have been involved in monitoring quality and their evidenced feedback has influenced priorities further. As a highly complex organisation including an all age population with the full range of generic SEND all leaders and governors remain ambitious for pupils and staff.

- HTs report to governor's March 2020 detailed safeguarding procedures and monitoring of systems to ensure a highly robust approach. Safeguarding in all areas of child protection are embedded aspect of everyday life in school. Children at risk are monitored with support from LA services.
- Recent monitoring of the quality to teaching, learning and assessment provides clear evidence of the level of investment in staff developing expertise, this includes appointment

of therapy staff, SCERTS curriculum for the most vulnerable ASD pupils, investment in curriculum development (Gatsby careers phase 6).

- Governors have access to a wide range of training and the school provides updates on education developments at the beginning of governor meetings appropriately.
- Stakeholder involvement include LA expertise in validating the school's maths curriculum and provision for mathematics across school. Reports from the LA are highly praiseworthy of how the school has responded to meeting the full range of abilities in mathematics.
- All statutory duties are met and the school business leader provides detailed evidence of up to date statutory information for staff, parents and governors. This includes safe recruitment.
- Governors are involved in monitoring staff well-being and workload following recent reports from the SIP. They are fully aware of their responsibilities in this regard.

To improve the school needs to:

- Manage the analysis of pupil performance data, as effectively as possible, with regard to the recent closure to ensure targets are established for when school reopens.
- Manage school provision safely in terms of staffing, risk and sustaining standards appropriately.
- Provide relevant updates from DfE for staff and governors in their understanding of the present crisis, Ofsted framework/inspection and their responsibilities to ensure a shared approach.
- Continue to encourage the high level of governor involvement in the school and at Board meetings to provide even further challenge and support.
- Provide further evidence of how school has supported staff well-being and workload reduction.
- Continue to articulate what 'cultural capital' looks like at Cleaswell especially for the most vulnerable, non-verbal ASD pupils.
- Ensure all TAs are working as effectively as possible in engaging pupils in learning i.e. strengthen visual communication in class v use of voice (ASD)
- Consider including evidence from the SIP learning walk on teaching, learning and assessment within CPD programme.
- Within the context of learners in all phases, consolidate the 'metacognitive' approach and ensure all staff have knowledge of this, adapting their understanding in relation to meeting pupils needs.

Has the Headteacher/Governing body ensured that:

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 Teaching, Learning and Assessment:
(using Ofsted School Inspection Handbook for guidance and evaluation of the impact of the
curriculum on the Quality of Education**

Phase 1

- Children are grouped by developmental stage not chronological age and this ensures staff can target specialist resources to meet needs across the phase.
- Self-evaluation, of all aspects of school improvement within phase 1 has resulted in staff accessing, further highly, specialist CPD in ASD and this is impacting on pupil's ability to share the focus of attention and socialise with peers. This is a dramatic improvement since September 2019 where pupils were unable to engage in purposeful activity without 1:1 support and only for very short periods of time.
- 100% of pupils are on track to meet or surpass targets. (63.21% of pupils are on track to meet targets, 19.81% are expected to surpass targets and 16.98% require monitoring to ensure they remain on track to reach expected standards).
- Targets are monitored by the phase leader and data support phase leader to ensure challenge is incremental and based up priorities to enable children to access learning commensurate to their ability.
- Therapy support is enabling teachers to develop highly specialist approaches to meet the needs of the youngest children in school, many of whom are non-verbal but communicative.

Phase 2

- The quality of Teaching, Learning and Assessment in this phase is effective as teachers have a comprehensive understanding of pupils needs, which they use to plan challenging learning opportunities
- TAs support pupils to access learning commensurate to ability and at best they are able to differentiate outcomes effectively.
- 100% of pupils make progress from their starting points and an incremental approach based on pupils mastering key skills is embedded.
- The phase leader is able to articulate detailed analysis of progress data and as a result targeted support and specialist interventions are structured impacting on the rate of progress made and observed in lesson monitoring.
- Lesson content is well matched to pupils needs and a range of approaches were used to motivate and challenge including quizzes, visual resources, paired learning and group work A highly specialist approach to the provision includes MAPP and SCERTS assessment and data tracking
- 91.49% of pupils are on track to meet, surpass or require additional monitoring of progress to ensure they meet expected standards by the end of the spring term.
- In maths 9%, En 8%, Sc 5.5% and PSD 11% of pupils are 'off target' and further interventions are planned to assess the expectations of some curricula content following 'deep dive'

evaluation and the changing needs and presentations of pupils on a daily basis in order to further support engagement in learning.

Phase 3

- This phases leader has recently returned to school and the impact of demonstrable expertise in meeting the needs of this complex cohort is upskilling all phase 3 staff and expectations are high.
- Partnership working with therapists is impacting upon staff's ability to de regulate behaviour and this is impacting on pupils sustaining engagement for longer periods of time-from their baseline.
- Pupils access 1:1 support, on a rotational basis, linked to a highly personalised SCERTS approach where engagement in learning and compliance to adult directed tasks is a priority.
- The curriculum meets the needs of this highly complex cohort of pupils, it is sequential and based upon assessed need and specialist assessment routes.
- 100% of pupils are on target to meet expectations, surpass or require further monitoring to ensure standards are met. (61.3% require monitoring, 23.8% are on target and 14.7% should surpass set targets)

Phase 4

- 66.6% of pupils are on target to meet standards in maths and 10% to surpass targets, 68% are on track to meet targets in En and 9.3% to surpass expectations.
- Science remains a strength as 93% of pupils are on target to meet standards and 3% to surpass target expectations.
- Overall
- Changes to the curriculum following 'deep dive; evaluation is impacting upon pupil's ability to remain on task for longer periods of time with targeted support from TAs.
- 100% of pupils are on target to meet standards within accreditation and these include differentiated pathways according to pupils assessed need- Communication and Language- Cognition and Learning. Maths-English.
- Observations of teaching, learning and assessment evidence strong subject specialism matched to pupil's need is highly effective in support best outcomes for all pupils in this phase.
- Scrutiny of pupils work and relevant, tailored feedback enable pupils to apply 'self-motivation' strategies leading to opportunities for independent learning.

Phase 5

- Overall 93.4% of pupils remain on target to meet standards and 12.2%-surpass, 66.6% meet and 17.5% require additional monitoring.
- 61% of pupils are on track to meet targets in maths and 12.9 to surpass expectations, 36.1% of

pupils are on track to meet standards in En and 38.8% to surpass expected standards.

- Science remains a strength as 92% of pupils are on track to meet targets and 3% to surpass expectations.
- Highly personalised approaches to accreditation based on pupil ability and choice are available and this helps them begin to plan for life after school.
- 72.6% are on track to gain accreditation in En, maths, science and PSD.
- Of the most disadvantaged within this cohort 71% are on track to meet targets and 14% to surpass expectations.
- Phase 5 staff adopt specialist approaches to meeting the needs of pupils and opportunities to experience a wide range of subject specialisms include drama, DT, art and music, which impact on pupil's well-being, confidence.
- Lessons are motivating and when most effective provide opportunities for pupils to think about their approach to learning to encourage mastery of key skills.

Phase 6

- The phase 6 staff remain highly ambitious for all learners and expectations are high.
- Differentiated learning opportunities and personalised approaches to the curriculum motivate pupils to engage for sustained periods of time.
- Staff subject knowledge and understanding of post 16 expectations enable pupils to plan for life beyond school. This is a strength as over 97% of pupils are on track to meet targets.
- 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 t
- 86% of pupils are on track to meet or surpass expectations in maths accreditation, over 72% in En, 80% in science and 86.8% in PSD.
- 66% of the most vulnerable pupils are on track to meet targets in Communication and Language and 100% are on track to meet their targets in Cognition and Learning.
- Career advice and support using the Gatsby scale remains a strength and further opportunities to develop functional skills is incorporated into curricula opportunities.
- Pupils engage in 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

- 100% of observed teaching, learning and assessment is effective in supporting pupils to engage in learning commensurate to ability.
- All staff have consistently high expectations of all pupils and they utilise a wide range of specialist approaches to maximise opportunities.
- Staff systematically assess pupils understanding and differentiate their approach to ensure all pupils are learning to the best of their ability.
- Feedback is effective in sustaining pupil's access to learning, providing structured support to enable pupils to master skills and apply these in functional situations.

- Behaviour for learning is exemplary considering pupils starting points.
- Imaginative and innovative ideas are deployed effectively to engage pupils.
- Staff subject knowledge and expertise in adapting specialist approaches to SEND are enabling pupils to acquire knowledge, apply de regulation strategies successfully impacting upon progress and achievement significantly.

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 are enthusiastic and professional in their approach to further improvement. This approach includes coaching and mentoring and CPD opportunities should continue to evaluate the impact of the school's approach to monitoring feedback.
- Leaders have developed an honest and mutually respectful approach to monitoring and feedback, which allows staff to reflect and consider change. Supporting this strong culture of partnership working and sharing best practice across school and beyond is ongoing.
- Phase leaders have deepened their understanding of criteria for judging lessons and this has led to an increase in capacity in support of senior leaders.
- Moderation of standards includes all school leaders, the SIP, governors and LA representatives. Further moderation will support validation of qualitative and quantitative data.

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

- Phase leaders are fully involved in the monitoring of standards within their phases. They share ideas and support standardisation of data to ensure an accurate and valid evaluation.
- Phase leaders are highly effective in responding to the needs of their class teams to ensure pupils make rapid progress from their starting points.

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-

- Plan for school returning to full operation following Coronavirus crisis to ensure there are no missed opportunities for pupils to continue their progress and achievement trajectory.

- **Part 4: Feedback**

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

No requests for further support.

- **Agreed next SIP visit date:**
- **The Summer SIP visit will be cancelled but was planned to 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 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 particular phase or for particular pupil group, including a review of assessment information, pupils' work and a brief learning walk.

TBC