**School Evaluation - Springfield School**

**Headlines**

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| Key area | Judgement |
| Overall effectiveness - standard of education | Good |
| Overall effectiveness – SMSC | Outstanding |
| The effectiveness of Leadership and Management | Good |
| Quality of teaching and learning | Good |
| Personal development, behaviour and welfare | Outstanding |
| Outcomes for learners | Good |
| The Early Years | Good |

The context in which the school works

Springfield School is a generic primary special school in the Staffordshire Moorlands. The school caters for students with a wide range of special educational needs and disabilities including moderate learning difficulties (MLD) severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD); and autistic spectrum disorders (ASD). The vast majority of pupils have an Educational Heath Care Plan sometimes the school will take pupils on an assessment place.

Springfield School converted to Academy status in October 2016. The School works closely with The Meadows School, a secondary generic special school. The two schools have one Local Academy Board and an Executive Headteacher. The Schools are part of the Manor Hall Trust which currently consists of six Special Schools. The schools support the development of the trust and themselves through a variety of networking groups.

Following conversion, the leadership team was reorganised. It consists of the Executive Headteacher and a Head of School. The Head of school is responsible for day to day management of the school. Teachers have responsibility for individual subject areas. Teaching assistants also take on specialist roles within the school.

The school is organised into 2 departments, EYFS & KS1 and KS2; pupils are based in classes according to age and needs.

Pupils come from both urban and rural areas. The majority are from Staffordshire but the school also takes students from Stoke-on-Trent. Most pupils are brought to school by local authority transport.

**Overall effectiveness - standard of education**

The effectiveness of the school is evidenced through the achievement data, monitoring of teaching and learning, and the involvement in developments locally and nationally. We are outward looking and focus on providing the best start to education for our pupils and supporting those in other schools. Recognition of our high standard of provision was made when the school achieved Basic Skills Quality Mark in 2017 and Dyslexia Full Status in March 2016.

The quality of teaching has been consistently good over a sustained period of time, resulting in good learning and effective outcomes for pupils. Pupils are supported well in their reading, speaking and listening and writing. The school is highly effective in the teaching and development of communication skills.

**Overall effectiveness – SMSC**

* Pupils show appreciation of diversity including different beliefs, values and cultures. The school has been part of a pilot for Staffordshire Special Schools developing awareness of diversity
* Pupils participated in the making of a L.A. film about radicalisation
* Pupils show curiosity to learning, and are thoughtful, responsible individuals
* Pupils develop an understanding of right and wrong in their school life and life outside school
* Pupils participate in a range of activities requiring social skills such as accessing the local community and amenities.
* Pupils develop an understanding of Festivals from different religious beliefs.
* Pupils participate in a variety of Charity Fund Raising and Enterprise opportunities.
* The school has an active School Council
* Pupils attend theatre productions and musical performances
* Visitors from Local Organisations & external bodies come into school to work alongside pupils
* Personal, Local and National Achievements are celebrated
* The promotion of British Values is a key part of our curriculum

**The Quality of Leadership and Management**

Governing Body

Governors, stringently hold senior leaders to account for all aspects of the school’s performance. Through highly effective, rigorous planning and controls, governors ensure financial stability, including the effective and efficient management of financial resources such as the pupil premium funding. This leads to the excellent deployment of staff and resources to the benefit of all groups of pupils.

* The governors have a strong and ambitious vision for the school
* Governance is strong they act as critical friend and hold the school leadership to account, ensuring the school complies with statutory requirements and is constantly developing
* Performance management of the executive headteacher is rigorous
* Governors are self evaluative
* Governors come from a variety of backgrounds, including those with experience of education, and those from a business background.
* There is experience among the governors in the areas of finance and management.
* Governors are fully aware of school development plans and how pupil premium funding is used.
* Governors regularly monitor and question the progress of actions and the outcomes for learners.

Leadership and management

* The senior leadership team and governors have high expectations which is evident in the school development plan
* There are high expectations for social behaviour among pupils and staff
* There is rigorous and continuous self-evaluation which drives improvement planning
* There is a focus on professional development at all levels and succession planning in terms of teaching and leadership
* Performance management is directed at improving teaching through challenge, support and professional development
* The school has a significant and active role within the development of the Manor Hall Trust
* The Executive headteacher is actively involved in the Local Authority as chair of Special Schools Forum, representing Staffordshire special schools on management committees for several years and is currently seconded by the LA for 20 hours a month to transform SEND provision. The school is part of a prototype to provide support to students with SEND in mainstream schools
* The school is a founding partner of Grow Moorlands, a Charitable Incorporated Organisation seeking to improve work opportunities for disadvantaged young people in Staffordshire moorlands.
* The school is a member of the Leek Education Partnership consisting of first, middle and high schools in the Staffordshire Moorlands
* The school is regularly used by colleges for trainee Teaching Assistant courses
* The school works closely with a variety of external agencies including ; Physiotherapy Speech and Language Therapy, HI and Vi team, SENSS, Social Care, School Nurse and Younger Minds

Curriculum

* Teachers have high expectations of pupils’ work and encourage well-presented work
* Teachers use in-depth knowledge of pupils’ to create differentiated learning opportunities
* The development of communication is a key part of the curriculum across the school it includes the use of Makaton, signing, PECs and other symbol communication aids
* Teaching Assistants work closely to effectively support pupils learning and behaviour and are an integral part of the success of the school
* The school has achieved the Primary Quality Mark and Dyslexia Friendly Status.
* Children experience a wide range of extra-curricular & enhancement activities including community visits, sailing and residential trips
* The principles of TEACCH are used across the school to promote independent learning.
* All children have weekly PE lessons. Sports Premium money has been spent used to train 2 T.A’s to Level 5 Certificate in Primary School Education Specialism who work across the school to ensure best practice curriculum delivery, and deliver physical activity lunch time clubs. This impact significantly upon the development of healthy lifestyles and attainment of performance levels
* The school has its own hydrotherapy pool – pupil’s access swimming on a regular basis
* The school supports and promotes Active Learning within all lessons and break times.
* Collaborative working with the physiotherapy service ensures all children’s physical skills are maximised
* Objectives identified in pupil’s EHCP’s ensure individual needs are met.

Professional development

* A range of forums promote the sharing of good practice and sharing issues of school improvement
* CPD has a focus upon School Development priorities, supporting curriculum activities, meeting needs of individual students, however it also promotes and supports personal development
* In house training is delivered on a regular basis through 1:1, small group sessions, staff meetings and twilights
* All statutory training is accessed by all staff
* I Teacher is completing her N.P.Q. M.L.
* 1 member of staff is being supported to complete his QTS via School’s Direct
* 2 members of support staff are completing a Foundation Degree in Education.

British values

* British values are promoted through the curriculum and are evident in conversations with the pupils
* The rule of law and individual liberty is a part of the personal and social curriculum
* Mutual respect and tolerance underpins all relationships in the school and with the wider community
* Displays support the promotion of British Values
* British valued are underpinned within the School Council, House Team System, School and Class Rules.

Pupil Premium

* The use of pupil premium funding is planned carefully, it takes account of individual needs as well as rates of progress
* The effectiveness of interventions and the outcomes for disadvantaged students is monitored carefully and is reported to governors and is available on the school website
* A TA delivers individual interventions based upon increasing engagement and outcomes using the Engagement Profile and/or specific targets set in collaboration with teachers.
* Data shows that Pupils in receipt of Pupil Premium are making at least good progress

Literacy

* The teaching of Literacy, reading, writing and communication is given a high priority in the curriculum
* Phonics is taught, where it will be effective for a pupil
* Progress in different areas of Literacy and for different groups is monitored and where appropriate action plans put in place for underperformance
* The school achieved the Basic Skills Quality Mark in 2015 and is due for its 6th Renewal in October 2018
* The school Achieved Full D.F. Status in March 2016.

Parental engagement

The school has highly successful strategies for engaging with parents

* The school has an open ethos to families
* The school provides a monthly newsletter both in print & on the web site
* Annual parent questionnaire
* Events such as Harvest festival, Christmas productions, Coffee mornings
* There are good lines of communication with parents which support the progress of pupils in school
* The school has access to a Family Support Team who provide early intervention, signposting, workshops and training to pupils and families. This will be further utilised by the opening of a Family Support Hub on site.
* The school provides regular Makaton workshops for parents and families
* The school has access to a counsellor to support both staff well-being and parents
* End of year reports on individual progress are provided

Safeguarding

The school is adept at identifying any student at risk of harm and engaging with partners to respond appropriately as part of a multi-agency approach. Staff model professional standards in all of their work and demonstrate high levels of respect and courtesy for pupils and others. The school maintains an ethos where pupils feel secure, are encouraged to talk, are listened to and feel safe.

* Safeguarding has a high profile across the school with robust and effective procedures
* Effective relationships within school and with other stakeholders result in effective safeguarding procedures ensuring the safety of students.
* Staff and governors have all completed PREVENT training
* Staff and governors have all completed F.G.M. training
* There is a named and designated safeguarding lead who is empowered to play an effective role in pursuing concerns and protecting children and learners

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| Key area | Judgement |
| Overall effectiveness - standard of education | Good |
| Overall effectiveness – SMSC | Outstanding |
| The effectiveness of Leadership and Management | Good |

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| Desired Outcomes |
| To ensure the school remains at the centre of the SEND transformation and local/place based agenda (CB) |
| To embed the leadership structure and systems for safeguarding and family support (SR) |
| To develop middle leaders roles in evaluation and development planning (DF) |
| To create a quality assurance process for curriculum and Pupil Premium (MR) |

**The Quality of Teaching, learning and assessment**

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The Quality of teaching

* Lesson observations indicate that teaching is at least good and in some areas outstanding
* Strengths of teaching are indicated by how children act upon improving their work
* Data analysis indicates Teaching and Learning is at least good
* Focused Learning Walks support that Teaching and learning is at least good
* Book Scrutiny Exercises show pupil progress, input of pupils on their own learning & target setting
* Pupil Progress within lessons has been evaluated as good by the S.L.T
* Pupil achievement in relation to Literacy is good
* Formal Parent/Carer consultation is undertaken twice each year.

High expectations

All teachers have consistently high expectations. They plan and teach lessons that enable pupils to learn exceptionally well across the curriculum.

* Teaching and learning is monitored by The Head of School, Executive Headteacher, and SLT and they have consistently high expectations
* Teachers set individual targets for students in English and Mathematics
* Targets for progress are set in line with the best performing students (The national upper quartile)
* Individual areas for improvement in the quality of teaching are reviewed as part of the performance management process.
* Teachers and Teaching assistants have high expectations and assess pupils learning and progress regularly throughout lessons.

Assessment

* Feedback is provided to pupils in a variety of ways dependent upon their ability
* Oral feedback is provided in lessons and is of a high quality
* Written feedback and marking provides praise and where appropriate identifies next steps in learning.
* Pupils are supported and encouraged as much as possible to be involved in their own target reviews and setting of new targets
* Assessment is quality assured with the use of B Squared, Internal and External moderation
* The school is moving to Progression Steps on BSquared – November 2018
* The school is trailing Evisense on B Squared – Autumn Term 2018
* Termly I.E.P. meeting are offered to parents with class teacher, and where appropriate involve the child. Meetings also discuss the holistic progress of each child, merits of new interventions and evaluation of impact of previous interventions undertaken.

Literacy/English

* There are whole class literacy lessons which are supplemented with small groups for reading and in some cases individual reading programmes
* Phonics is taught, where it will be effective for a pupil
* There are a variety of interventions provided for students who underperform in literacy
* Some children have a communication passport, use communication I pads, follow SALT programmes or use PECS
* Opportunities to support and develop Literacy are utilised in all curriculum areas. (Basic skills)

Mathematics

* The teaching of Mathematics is given a high priority in the curriculum
* There are whole class Maths lessons which are supplemented with small groups and in some cases individual programmes
* Opportunities to support and develop Maths are utilised in all curriculum areas.(Basic Skills)
* Opportunities for Active Maths lessons are promoted
* Progress in different areas of Mathematics and for different groups are monitored and where appropriate action plans put in place for underperformance

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| Key area | Judgement |
| Quality of teaching and learning | Good |

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| Desired Outcomes |
| To develop the quality of teaching through implementing the MAT developing Teacher Effectiveness Tool (DF) |
| To embed holistic assessment of pupils and students providing even more effective information to pupils and parents (HS and AL) |
| Develop and improve the use of outdoor learning and the creative learning environment (RB) |
| Raise the profile of Science (CJ) |

**Personal development, behaviour and welfare**

Attendance and punctuality

* Levels of attendance are excellent
* Attendance Summer Term 2018 ?????
* Punctuality in arriving at school and at lessons is generally good – where problems have been noted they have been addressed with specific parents/families.

Behaviour

* Children’s attitudes are generally exemplary
* Children are proud of their achievements and of the school
* Incidences of disruption in lesson are rare and when they occur are managed highly effectively
* For those students with particular needs, there is sustained improvement in their behaviour
* The use of Restrictive Interventions are rare and when required written into agreed plans with parents
* Pupil relationships are generally good and there have been no recorded incidents of bullying
* IBPs are in place for pupils with a higher level of need in this area.
* Visitors frequently comment on the respect, courtesy and good manners children show towards each other and adults.
* In 2018 97% of parents agreed or strongly agreed that Springfield School is a community and their child is happy to go to school. “NEED A QUOTE”
* Pupils views, wishes and feelings are at the centre of everyday practice

Personal development and welfare

* Pupils feel safe in school. The majority of pupils understand very clearly what constitutes unsafe situations and are highly aware of how to keep themselves and others safe in different situations, including in relation to e-safety.
* Recognising safe and unsafe situations is a core element of the curriculum particularly with those approaching transitions.
* Pupils can explain how to keep themselves healthy and safe, including online
* 2018 Parental Survey indicates that 100% of parents agree or strongly agree that they feel their child is safe at school.
* The school has Healthy Schools: Heathy Future + Status. (March 2017)
* The school’s work promotes the obesity Strategy and the link between pupil’s Physical Health and their Mental Well-being
* The school works buys in the services and works closely with Younger Minds Counsellor to work with specific pupils
* Staff have attended training on Mental Health and Wellbeing and specific needs e.g O.D.D. & Attachment, F.S.A.D, Mental First Aid

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| Key area | Judgement |
| Personal development, behaviour and welfare | Outstanding |

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| Desired Outcomes |
| To build the resilience of students and improve their well-being - increasing opportunities for Active Learning across the curriculum (DF) |

**Outcomes for learners**

Attainment

As a result of their learning and complex needs, levels of attainment are below that expected in comparison with national data.

Progress

Progress is measured against targets set for each pupil based on their starting point and level of need. Progress year on year is good. The majority of pupils achieve progress in line or exceeding the targets we set them. 2017-2018 did see a fall in the proportion of pupils achieving their targets. This was particularly at KS2 and was the result of long term teacher absence during that academic year.

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| NUMBER | Achieved Expected level of progress and above. **2016-2017** | | Achieved Expected level of progress and above. **2017-2018** | |
| Boys | 36/39 | 92% | 38/46 | 83% |
| Girls | 11/15 | 73% | 9/13 | 69% |
| Pupil Premium | 10/12 | 83% | 12/14 | 86% |
| CIN | 7/9 | 78% | 5/8 | 63% |
| EYFS | 9/10 | 90% | 4/4 | 100% |
| KS1 | 11/12 | 92% | 11/17 | 82% |
| KS2 | 27/32 | 84% | 29/38 | 76% |
| Whole School | 47 /54 | **87%** | 47 /59 | **80%** |

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| READING | Achieved Expected level of progress and above. **2016-2017** | | Achieved Expected level of progress and above. **2017-2018** | |
| Boys | 36/39 | 92% | 36/46 | 78% |
| Girls | 10/15 | 67% | 9/13 | 69% |
| Pupil Premium | 11/12 | 92% | 12/14 | 86% |
| CIN | 8/9 | 89% | 3/8 | 37.5% |
| EYFS | 9/10 | 90% | 4/4 | 100% |
| KS1 | 11/12 | 92% | 15/17 | 88% |
| KS2 | 30/32 | 94% | 26/38 | 68% |
| Whole School | 50 /54 | **93%** | 45/59 | **76%** |

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| WRITING | Achieved Expected level of progress and above. **2016-2017** | | Achieved Expected level of progress and above. **2017-2018** | |
| Boys | 32/39 | 82% | 37/46 | 81% |
| Girls | 12/15 | 80% | 8/13 | 62% |
| Pupil Premium | 11/12 | 92% | 11/14 | 78% |
| CIN | 7/9 | 78% | 4/8 | 50% |
| EYFS | 9/10 | 90% | 4/4 | 100% |
| KS1 | 10/12 | 83% | 16/17 | 94% |
| KS2 | 30/32 | 78% | 26/38 | 68% |
| Whole School | 44 /54 | **81%** | 45/59 | **77%** |

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| Key area | Judgement |
| Outcomes for learners | Good |

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| Development Desired Outcomes |
| Raise the % of pupils in KS2 achieving good or better progress in Number, Reading and Writing |

**Early Years**

Leadership and management

* The governing board have high expectations and aspirations for the development of EYFS
* Performance of the EYFS is evaluated and monitored by the governing body and senior leaders
* The school had a a positive E.Y’s Quality Liaison Visit (July 2017)
* The School is used by the LA for assessment places
* There is a weekly school for parents, provided for those with children under statutory school age who may have SEND
* The school works closely with other agencies to support families

Teaching, learning and assessment

* Lesson observations indicate the quality of learning in lessons is at least good and in some areas outstanding
* Assessment information is used to identify gaps in learning
* Children as showing characteristics of effective learning

Personal development, behaviour and welfare

* Progress in personal and social development is monitored closely
* The progress made is outstanding
* Pupils show increase in confidence and independence

Outcomes for learners

* Children in the early years foundation stage make outstanding progress from their starting points

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| Key area | Judgement |
| The Early Years | Good |

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| Development Desired Outcomes |
| Develop and improve the use of outdoor learning and the creative learning environment AL/RB |