Springfield Community Special School

School Evaluation

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 a Statement of Special Educational Needs or an Educational Heath Care Plan: a few pupils are on Assessment Placements.

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 Academy Council and an Executive Headteacher. The Schools are part of the Manor Hall Trust which currently consists of five Special Schools.

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 & K.S 1 and K.S.2; 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.  
  
**Judgement: GOOD**

**Overall effectiveness – SMSC**

* Pupils show appreciation of diversity including different beliefs, values and cultures. The school is 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 attend the theatre and musical performances
* The promotion of British Values is a key part of our curriculum

**Judgement: Outstanding**

**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 headteacher is rigorous
* Governors come from a variety of backgrounds, including those with experience of education, and those from a business background.
* There is extensive experience among the governors in the areas of finance and management.
* The governors are self evaluative
* 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 students and staff
* There is rigorous and continuous self-evaluation which drives improvement planning
* Performance management is directed at improving teaching through challenge, support and professional development
* The school is part of the Manor Hall Trust. The executive headteacher is part of the headteacher advisory board for the Trust
* The executive headteacher is actively involved in the Local Authority having represented Staffordshire special schools on finance and resource groups and is currently seconded by the LA for 20 hours a month to review and transform SEND provision
* The executive headteacher chairs the Staffordshire Special School Forum
* The school is a member of the Leek Education Partnership consisting of first, middle and high schools in the Staffordshire Moorlands
* The school is a satellite partner of the Blackfriars Teaching School
* 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

* All pupils are offered a broad and balanced curriculum differentiated to their needs
* 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
* Children experience a wide range of extra-curricular 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 working with a specialist company called Progressive Sports. The company works across the school to ensure best practice curriculum delivery, and delivers physical activity lunch time clubs. This impacts 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.
* Collaborative working with the physiotherapy service ensures the children’s physical skills are maximised

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
* 1 member of staff has completed a foundation degree as an HLTA
* 1 member of staff is being supported in a diploma in School Business Management
* 1 HLTA has been supported to complete QTS via Assessment Only Route
* 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

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 HLTA delivers individual interventions based upon increasing engagement and outcomes using the Engagement Profile.

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 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 – May 2016 was based on Ofsted Parent View questions
* There are good lines of communication with parents which support the progress of pupils in school
* The school accesses the services of a Family Support Officer who is employed by The Meadows who proactively supports families, signposting and provides workshops and training
* 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. Staff model professional standards in all of their work and demonstrate high levels of respect and courtesy for pupils and others.

* 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
* The Head of School is the Designated Safeguarding Officer a member of teaching staff is the Deputy Safeguarding Officer .

**Judgement: GOOD**

**Development points:-**

1. **To ensure there is high quality training to develop the vigilance, confidence and competency of staff**
2. **To review and develop processes and procedures for inducting new staff**
3. **To review the leadership and management of safeguarding systems**

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

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
* Pupil Progress within lessons has been evaluated as good by the last Ofsted and by an external advisor.
* Pupil achievement in relation to Literacy is good
* Formal Parent/Carer consultation is undertaken every year. The most recent indicated that respondents felt that their children were making good or excellent progress (May 2016)

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 and Executive Headteacher 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.
* Assessment is quality assured with the use of B Squared, Internal and External moderation
* 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

* 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, follow SALT programmes or use PECS

Mathematics

* The teaching of Mathematics is given a high priority in the curriculum
* Progress in different areas of Mathematics and for different groups are monitored and where appropriate action plans put in place for underperformance

**Judgement- GOOD**

**Development points:-**

1. **Improve marking and feedback**
2. **Raise the profile of Science**

**Personal development, behaviour and welfare**

Attendance and punctuality

* Levels of attendance are excellent
* Attendance Summer Term 2016 93.1%
* 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
* 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 2016 97% of parents agreed or strongly agreed that ‘Springfield School is a community and my child is happy to go to school. The teaching is outstanding and every member of staff is proactive in helping my child reach his targets’
* The views of pupils are sought and taken seriously – see School Council Pupil Voice Survey – May 2016

Personal development and welfare

All groups of pupils are safe and 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.

* Pupils are safe and feel safe
* 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
* Assemblies are regularly focused on issues of personal safety
* 2016 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 Status and is working towards healthy Schools Plus.
* 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.

**Judgement- OUTSTANDING**

**Development points:-**

1. **To improve attendance among specific groups and review the policy**
2. **To develop opportunities for social development and interactions in the wider community**

**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. Attainment levels for most pupils lie within the P levels.

Progress

**Analysis from 2016-2017**

* Good progress in Reading and Writing
* Outstanding progress being made across subjects by LAC, different Ethnic groups and EYFS
* Pupil Premium pupils performing in line with or better than other pupils

**Judgement: GOOD**

**Development points:-**

**Target areas for 2017-2018**

* Reading, writing, speaking and listening - 80% to exceed expected progress
* Number – 80% to exceed expected progress
* Computing – 80% to exceed expected progress
* Girls – 80% to exceed expected progress in reading and number,

**Early Years**

Leadership and management

There has been a recent change in the leadership of the EYFS.

* 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
* There is regular EYFS specialist training for staff
* The school is working with “Early Years Quality Improvement” in order to both access and provide training
* LA moderation in 2015 praised accuracy and consistency, clarity and organisation
* The school has an Annual E.Y’s Quality Liaison Visit (May 2016)
* 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

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
* Quality Liaison Visit May 2016

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

**Judgement – OUTSTANDING**

**Development points:-**

1. **To develop and improve the outdoor teaching and creative learning environment**