|  |
| --- |
| **The effectiveness of leadership and management is judged to be OUTSTANDING** |

* Cicely Haughton School has a culture of high expectation which has enabled pupils at the school to excel. Pupils make accelerated progress from their starting points.
* Cicely Haughton School achieved outstanding grades in our last full inspection (Feb 2018)   
  and continue to achieve outstanding grades in our Annual Care inspections (Jan 19).
* Governors, Leaders and Managers have high aspirations for all young people. This emanates through the school. “Strong leadership and expert support of Manor Hall is instrumental in ensuring that your pupils achieve excellent outcomes”. (OFSTED Feb 2018)
* Relationships between all Stakeholders, including staff, pupils, governors, parents and outside agencies are exemplary.
* The nurturing ethos of the school set by senior leaders promotes the culture of support.
* High expectation of conduct for all pupils and staff is promoted and celebrated.
* Robust governance ensues that senior and middle leaders are challenged to demonstrate effectiveness in areas such as Pupil and Sports premium
* Leaders and governors focus on continued school improvement through effective school self-evaluation.
* Rigorous performance management across all areas of school identify areas for improvement; with systems and procedures in place to ensure excellent outcomes for pupils. A professional Development Programme is in place.
* A culture of reflection and improvement in teaching has been fostered via a successful

middle management structure and peer support.

* The school has a broad and balanced curriculum which is tailored to the needs of the pupils involving staff and children in its creation and evaluation.
* The school environment has been maintained and enhanced through asset management to improve our facilities and outcomes for pupils.
* Cicely Haughton School promotes inclusion and diversity, with regular and visible celebrations of the school alongside our PSHE curriculum, school council and pupil voice, ensure British Values are central to the school’s work.
* Leaders promote equal opportunity and establishing an ethos to challenge prejudice and discriminatory behaviour, creating opportunities for all pupils to make a success of their lives by improving personal and academic achievements.
* Safeguarding procedures are robust and effective. The safety of all pupils is at the heart of the school’s work. Leaders and school staff work with a range of external agencies to promote pupil welfare, including staff vigilance and training in regards to extremism and radicalisation.
* Cicely Haughton School continues to be a key provider for the Local Authority to support inclusion; with our own pupils and pupils from the wider community.

To sustain Outstanding standards, the following needs to be addressed:

* Consider enhancing our civil leadership by increasing our NOR to support the demand for SEMH places from Local Authorities
* Support the LA in providing support to vulnerable pupils in the wider community via commissioned provision (Cicely@Stafford)
* To support the LA SEND transformation plan via the extension of the Leek Hub project

|  |
| --- |
| **The quality of Education is judged to be OUTSTANDING** |

* Teachers have high expectations of pupil outcomes and encourage well-presented work which demonstrates an ethos of pride and engagement in learning.
* Outstanding provision for pupils’ personal development, combined with excellent teaching, aimed at rapidly improving their basic academic skills result in outstanding progress.
* “Teachers are adept at breaking learning down into small and manageable chunks. Their detailed understanding of each pupil, and the warm relationships they have built, allow them to steer each pupil through well-organised learning steps”. (OFSTED Feb 18)
* Effective planning and management of behaviour ensures maximised learning opportunities across the curriculum.
* Teachers give feedback using differentiated questioning and highly effective marking which provides good opportunity for pupils to make next step improvement. Pupils show an enthusiasm for learning as a result.
* Teaching Assistants and Generic Support workers are an integral part of the success of the school; working closely to effectively support pupils’ learning and behaviour in all aspects of the school.
* Pupils have exceptional relationships with staff which impacts positively on their attitude towards learning and independence.
* Pupils are carefully assessed on entry to school and difficulties are identified and support and support with demanding targets set. Teachers have high ambition for pupils.
* A robust and differentiated reading programme ensures emerging readers to rapidly improve confidence, skills and ability.
* The curriculum on offer supports pupils’ development in Reading, Writing and Mathematics alongside developing personal and social skills.
* Parents are involved in all aspects of pupil progress via formal meetings, home-school diaries, newsletters, home visits and telephone conversations. Parental feedback is overwhelmingly positive.
* Teachers challenge stereotypes and the use of derogatory language in lessons and around school; and as a result this is rare.
* Staff foster a sense of belonging and ownership in all pupils resulting in children renewing their enthusiasm for learning.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Table 1 | Attainment | | |  | Table 2 |  |  |  |  | Table 3 | Achieving at least expected progress from KS 1 to KS 2 | | |
| Standards | 2017 % | 2018 % | 2019 % |  | Value Added Scores | 2017 | 2018 | 2019 |  |  | 2017 | 2018 | 2019 |
| KS 1 Expected standard R | 0% | 0% | 25% |  | Reading | +0.57 | +1.49 | +0.23 |  | Enrolled before Y3 R | 50% | 100% | 80% |
| KS 1 expected standard W | 0% | 0% | 0% |  | Writing | -3.42 | +3.15 | -1.52 |  | Enrolled after Y3 R | 61% | 60% | 57% |
| KS 1 expected standard M | 33% | 0% | 50% |  | Mathematics | +0.72 | +1.25 | +2.56 |  | Enrolled before Y3 W | 0% | 80% | 80% |
| KS 2 Expected standard R | 24% | 13% | 17% |  |  |  |  |  |  | Enrolled after Y3 W | 31% | 70% | 43% |
| KS 2 expected standard W | 6% | 13% | 0% |  |  |  |  |  |  | Enrolled before Y3 M | 50% | 80% | 80% |
| KS 2 expected standard M | 12% | 13% | 50% |  |  |  |  |  |  | Enrolled after Y3 M | 55% | 90% | 71% |

* Most children entering the school are working below national averages. However, pupils almost always make more progress from their starting point than is typical for their age and ability in Reading, Writing and Maths.
* Pupil achievement at the end of key stage 1 and 2 is below national averages.
* Pupils make rapid, accelerated progress in Reading which underpins their development across the curriculum.
* There is a sustained trend of progress being considerably more across a key stage when pupils are on roll earlier at Cicely Haughton School. This is noted across Reading, Writing and Maths when attainment at the end of KS1 is above P Scales.
* Only 1 pupil has completed the whole of Key Stage 1 at Cicely Haughton in the last 3 years.
* Progress for significant groups such as FSM and ECM confirms this progress.
* Value added over a sustained period is very positive when isolating pupil scores who have been present throughout an entire key stage.
* Pupils currently at the school are achieving extremely well. School assessment information, including baselines, show that very good progress is being made from pupil starting points
* The emotional profile of pupils is significantly improved across all areas of school, demonstrated by narrowing groups with Boxall Profiles, Transition Profiles via our enhanced social and emotional curriculum.
* We currently have no EYFS pupils, nor have had for a number of years.
* There are no EAL pupils on roll.
* “An effective system for setting targets and checking on progress, academic as well as personal, is established throughout the school” (OFSTED 18)

To sustain Outstanding the following issues need to be addressed:

* *Use Effective teacher pilot to drive up teacher performance and share best practice*
* *To improve the Writing ability of all pupils, increasing long term expected attainment results*
* *Implement and analyse the impact of the new curriculum on offer to pupils for 2019-20*

|  |
| --- |
| **Personal development is judged to be OUTSTANDING** |

* Pupils feel safe at Cicely Haughton School. The nurturing environment ensures that all pupils are valued and a cultural of mutual respect is fostered. This results positively in:
* Pupils confidence in learning
* Attendance is in the top 10% of Special schools nationally
* Children receive exceptional care from staff who understand their individual needs.
* The school works very effectively with outside agencies which offer additional support for the high number of pupils with need, and this alongside the dedicated school staff ensure a high quality of pastoral care.
* Pupils are encouraged to make informed choices around risk taking and their physical and mental health.
* Children’s’ views, wishes and feelings are at the centre of everyday practice.
* Pupils are consulted via regular forums and school councils equipping them with the skills to be responsible citizens.
* “All staff exercise a high level of care, which enriches pupils’ day-to-day experiences in classrooms and around the school” (OFSTED Feb 2018)
* Staff are all trained in a Nurture accredited course, providing a learning environment which supports social and emotional wellbeing.
* The curriculum provides strong links between school and residential staff, helping to develop children’s self-esteem and confidence underpinning a refreshed attitude to their learning.

To sustain Outstanding standards, the following issues need to be addressed:

Develop mental health provision alongside partner agencies via the LA to support pupil need (OFSTED)

To further develop staff knowledge and ability to deliver nurturing play activities in their classrooms to support pupil's emotional development, identify EHC targets throughout planning (OFSTED

|  |
| --- |
| **Behaviour and Attitudes are judged to be OUTSTANDING** |

* Pupils’ behaviour rapidly improves under our care and guidance. Parental feedback indicates a life-changing impact on family life. “Our lives have been given back to us.”
* The school has a robust anti bullying and behaviour policy and pupils understand what bullying is and how to deal with it. The teaching of the risks of cyber bullying and safety is also high profile.
* Opportunities for pupils to be role models are created with a prefect system embedded in school.
* Pupils’ attitude to school and their resilience are positively impacted upon by the nurturing ethos and culture that is created
* Positive relationships with parents is paramount to the success of our school, and because of this parents are very supportive of the school. (100% parents believe that school looks after their child well).
* All incidents of challenging behaviour are logged, robustly monitored and analysed to devise strategy for interventions, through individual behaviour plans and risk assessments. Staff work proactively with parents and professional to resolve issues and to minimise the challenging behaviour for our pupils.
* Daily staff meetings ensure a continued vigilance and supervision of pupils is accurate and establishes a positive learning environment.
* The arrangements for ensuring pupils’ safety are outstanding. Highly effective senior leadership consistently promotes an environment where the safety and welfare of each and every child is of paramount importance. Systems and procedures are robustly monitored by the Local Authority, the commissioners of planned places.
* Behaviour management is exceptional. A cornerstone of excellent practice is the positive and nurturing relationship children enjoy with staff

To sustain Outstanding the following issues need to be addressed:

* To have implemented our new online behaviour system successfully
* Design effective, personalised timetables for our hard to reach pupils ensuring that the curriculum on offer engages, builds relationships and provides a platform to successful learning

|  |
| --- |
| **The effectiveness of Residential Education Provision is judged to be OUTSTANDING** |

* Children achieve outstanding outcomes in all areas of their development. Children benefit from excellent relationships with staff and staff and parents work together to promote valuable and enhancing life experiences for children.
* Managers and staff have high ambitions for children in their care. Children make exceptional progress in developing social skills and self-confidence.
* Children’s independence skills and transition to secondary schools is maximised by forward thinking transition work.
* Strong leadership across school provide excellent guidance and support for all staff and means that outstanding practice is shaped and reinforced on a day to day basis.
* Children’s views, wishes and feeling are at the centre of everyday practice and are a great strength of our service.
* The arrangements for ensuring children’s safety are outstanding. Highly effective senior leadership consistently promotes an environment where the safety and welfare of each and every child is of paramount importance.
* Discriminatory behaviour is strongly challenged through education and role modelling.
* A highly effective and dynamic leadership team lead the provision with an unyielding commitment to providing outstanding outcomes for children and promoting the highest levels of health and safety for all.
* “Children make fantastic progress in many areas of their development as a result of their residential stays” (OFSTED Feb 18)

To sustain Outstanding in our Residential Provision:

*• To establish the future of residence in partnership with the LA*

|  |
| --- |
| **Overall effectiveness is judged to be OUTSTANDING** |

* Aspirations for both pupils and staff are constantly high, with pupils being challenged to develop academically and personally and staff providing best possible practice.
* Teaching is outstanding and result in accelerate pupil progress from their starting points.
* Pupils benefit from a rich and creative curriculum, fully engaged in their learning, resulting in vastly improved self-esteem, personal development and dramatically improved behaviour.
* The promotion of pupils SMCS is embedded in our ethos and vision. Pupils are taught and encouraged to value themselves and others.
* Leadership of the school demands a culture of mutual respect, modelled and articulated by all stakeholders.
* Cicely Haughton School pupils, staff, parents and local academy board members feel part of a special community and this ethos is regularly recognised by the many visitors to our school, particularly during events such as visits to our local Church, Sports Day and end of year assemblies.

To sustain Outstanding the following issues need to be addressed:

* Support the LA in providing support to vulnerable pupils in the wider community via a SLA (Virtual School) and commissioned provision
* To support the LA SEND transformation plan