

Cicely Haughton School  
Self-Evaluation 2021/22 SUMMARY

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. This is realised through strong, shared values, policies and practice.
- 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 (February 2020).
- Local Academy Board members (LAB), 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, LAB members, parents and outside agencies are exemplary, with the nurturing ethos of the school set by senior leaders promoting the culture of support.
- High expectations of conduct for all pupils and staff is promoted and celebrated. Leaders aim to ensure that all pupils successfully complete their programmes of study. They provide the support for staff to make this possible. They create an inclusive culture and do not allow gaming or offrolling.
- Leaders and LAB members focus on continued school improvement through effective school self-evaluation and school development planning, improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff, build and improve over time.
- 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. Robust governance ensures that senior and middle leaders are challenged to demonstrate effectiveness in areas such as Pupil and Sports premium.
- A culture of reflection and improvement in teaching has been fostered via developing a successful middle management structure and peer support.
- Leaders engage with staff and are aware and take account of the main pressures on them. They are realistic and
- constructive in the way they manage staff, including their workload. Leaders protect staff from bullying and harassment.
- Cicely Haughton School promotes inclusion and diversity, with regular and visible celebrations of the school alongside our PSHE curriculum, school council and pupil voice, ensuring British Values are central to the school's work.
- Those responsible for governance understand their role and carry this out effectively. Governors/trustees ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education.
- Those with responsibility for governance ensure that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' duty and safeguarding.
- The school has a culture of safeguarding that supports effective arrangements to: identify pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation; help pupils reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help; and manage safe recruitment and allegations about adults who may be a risk to pupils. 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 developments are to be prioritised:  
Implement and review the new leadership structure in school, ensuring standards across all areas of school continue to rise  
Support the LA in providing support to vulnerable pupils in the wider community via commissioned provision (Cicely@Stafford)  
Support the LA SEND transformation plan via the roll out of Staffordshire Hub

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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 effective, personalised feedback 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 aspirational 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 Phonics and Reading, Writing and Mathematics alongside developing personal and social skills.
- Parents are involved in all aspects of pupil progress via formal meetings, online interactions, home-school diaries, newsletters, home visits and telephone conversations. Parental feedback is overwhelmingly positive.
- Staff foster a sense of belonging and ownership in all pupils resulting in children renewing their enthusiasm for learning.
- 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
- 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.
- 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 Boxall Profiles and Transition Profiles via our enhanced social and emotional curriculum.
- "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 standards, the following developments are to be prioritised:

Use the Effective teacher tool to drive up teacher performance and share best practice

Develop our Maths curriculum to meet the needs of our pupils

Develop the TLR role 'Curriculum Co-ordinator' to impact outcomes positively for pupils and the school

**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
- 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.
- 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)
- The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character.
- The school provides high-quality pastoral support. Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships.
- The school prepares pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, tolerance and respect.
- Leaders promote equal opportunity and have 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.
- The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Pupils know how to discuss and debate issues and ideas in a considered way.
- Staff are 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 developments are to be prioritised:

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)

Develop the leadership role of Wellbeing Lead to impact outcomes positively for pupils and the school

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

- The school has high expectations for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in pupils' positive behaviour and conduct. Low-level disruption is not tolerated and pupils' behaviour does not disrupt lessons or the day-to-day life of the school. Leaders support all staff well in managing pupil behaviour.
- Pupils' behaviour and attendance 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."
- Leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread. 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. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.
- 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.

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- 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
- Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe.

To sustain Outstanding standards, the following developments are to be prioritised:  
To develop the TLR role 'Positive Behaviour Lead' to impact outcomes positively for pupils and the school  
To use the Motional software package to improve pupil outcomes

**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.
- 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 exceptional progress. They learn how to better manage their behaviour, their social skills develop and they become more able to play with other children and make friends" (OFSTED Feb 20)

To sustain Outstanding standards, the following developments are to be prioritised:  
*7.1 The school complies with the Regulatory Reform (Fire Safety) Order 2005.*  
*Recommendations: That the governors receive copies of significant health and safety reports.*

**Overall effectiveness is judged to be OUTSTANDING**

- Safeguarding is effective
- Aspirations for both pupils and staff are constantly high, with pupils being challenged to develop academically and personally and staff providing best possible practice.
- 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

- To sustain Outstanding standards, the following developments are to be prioritised:  
*To continue to develop the school's curriculum offer for all pupils – with a particular focus and emphasis on 'recovery' and how to manage the challenge of balancing the ethos of the Recovery Curriculum in the context of remaining aspirational for all pupils.*  
*To continue to develop the role of the governing body through ongoing training and the further development of self-review structures.*  
*To continue to work closely with partner MAT schools.*