



SELF-EVALUATION SUMMARY SHEET

Key

Great Progress Made

Good Progress Made

Requires Fast Improvement

Acronyms:

HT – Headteacher; FGB – Full Governing Body; NASSH – Norfolk Association of Special School Heads; TRUST Norfolk-SEN – the Co-operative trust of Norfolk special schools; VI – visual impairment; HI – hearing impaired; MSI – multi sensory impairment; TCS – The Clare School; PM – performance management; S2S – Schools 2 Schools Traded Service; H&S – health and safety; PV – Pupil Voice; MA – medical assistant; MAT – multi-academy trust; PPSA – personal and postural specialist assistant; SMT – senior management team; SEF – self-evaluation summary; SIDP – school improvement and development plan; OOHP – out of hours provision; IR – incident reports.

SCHOOL CONTEXT

The Clare School is a mixed, day Foundation School funded for 101 pupils, aged 3 to 19. The pupils have complex needs usually associated with physical disabilities and/or sensory impairment and degenerative life-limiting conditions. The school serves a wide geographical area within Norfolk, including North Suffolk with a varied community, (city/rural) from wide socio-economic backgrounds mainly Christian in faith. It is part of a physical campus site co-located between an Infant and Junior school, a member of the City Of Norwich Cluster Group and Norfolk Association of Special School Heads (NASSH).

Along with nine other complex needs schools it became a Co-operative Trust Foundation School, (TRUST Norfolk – SEN) in November, 2013. The school is made up of buildings developed from the 1900's and is the third largest Special School site in Norfolk. The Clare School gained Specialist Status for Physical/Sensory in 2009 and was judged 'Outstanding' by Ofsted in 2009, 2011 and 2016.

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All pupils have an Education and Health Care Plan, with, 43% having PMLD as their learning need, 34% SLD and 23% MLD. In 2018 81% of pupils have at least one sensory impairment, and this means the schools has specialist Sensory provision with a VI, HI and MSI specialist teachers. In 2015, The Clare School became a Signature School delivering training to BSL Level 1 to its community.

The Clare School has the most complex cohort of any of the Special Schools in Norfolk with a greater ratio of band D and E pupils within the pupil audit. This is an increasing trend due and is in part due to medical progress and a reflection of the trust in the specialist staff and their exceptional skills. Close to 40% have a gastro fitting, 72% of pupils have Care Plans, 9% are on emergency medication (a large proportion of these have resuscitation plans), and a large proportion of pupils receive regular medication in school.

In 2018, 85% of pupils have been diagnosed with life limiting conditions with 44% of those having conditions that will directly affect their learning. 91% of pupils are from White British heritage, 9% from ethnic backgrounds. 6.2% of pupils do not have English as their first language. A high proportion of pupils are from one-parent families with a small minority the father as a single parent.

In July 2018, there were 10 looked after children (20 times higher than the national average of 0.5%). Pupil intake is ongoing throughout the year.

The social and economic backgrounds of the pupils vary due to the countywide intake. Currently school has 37% pupils eligible for Free School Meals at any time in the last 6 years. The school deprivation actual for 2013 showed a mainly Group E indicator, 42.7% (educationally hesitant) with 28.1% aspirational families, 18% in the group contextually challenged and 11.2% other.

Attendance is below national average currently 82.15%, against a national special school rate of 90.9% due to the high complex medical needs of the pupils and their lengthy hospital time. The school monitors and analyses the trends within this in relation to those with life-limiting conditions (in 2017 83% attendance rate), those with the most complex and challenging conditions (in 2017 43% attendance rate), and those without, and this clearly shows that for those pupils without life-limiting conditions attendance is slightly above other Special Schools. Unauthorised attendance is very low with behaviour and attitude outstanding, showing how much pupils enjoy school and wish to attend.

School is challenged when involving parents and the community in the life of the school due to the geographical difficulties involved. It order to negate this the school employs an Independent Parental Supporter, has strong links with the Children with Disabilities Team, Parent Partnership, our own Guidance Advisor, are a leading role with S2S, and Virtual School Sensory Support. The Clare

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School practices layered communication with use of letters, parents and carers coffee mornings, Parentmail, and highly successful use of social media to pro-actively promote the school and it's success within its community. We pro-actively seek feedback at all events.

OFSTED INSPECTION

In May 2016 the school received its first Section 8 Ofsted inspection under the direction of Lead Inspector Mary Raynor, the national lead for SEND for Ofsted at that time. Her letter in conclusion agrees that the school has maintained it's 'Outstanding' status. Her detailed letter reiterates the evidence within this SEF and sets us a clear goal to move forwards.

'Next steps for the school

Leaders and those responsible for governance should ensure that:

- they use the already comprehensive analysis of pupils' academic progress and personal development to quickly make changes if pupils' progress slows.'

To achieve this the school has reviewed the complete range of assessment undertaken in school, and have changed the Annual Review process to take into account a clear 'Pathway Plan' that not only looks at the pupil in that year, but also what they may go onto achieve and the bespoke support, accreditation and curricula they will need to achieve this. We have set up a soft-federated working group with similar outstanding schools to develop cutting edge practice for moderation with changing assessment practice. This has been enhanced by the school proposing and taking the leading role for the majority of ECHP's to be written for our pupils enabling us to put The Clare School's standard on these documents and plans. We have also taken part in a pilot for Post-Roachford working with the DfE. This clear overview includes all the resources available to the pupil and their families ensuring progress is maximised. We have also been chosen to work with our NHS continuing care colleagues to develop a 'one meeting' format as the school cohort contains one third of the counties paediatric continuing care workload. *(Ref: SIDP 2016-19, NASSH Minutes, ECHP's, Individualised Timetables, Ofsted Letter, PD Inset 22.02.17, Moderation events at school, tri-school and FLSE working party, DfE pilot, continuing care 'one meeting' pilot).*

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Outcomes for Pupils - School Grade: Outstanding

Overall Strengths	Priority Areas to Develop
<p>(i) The school has a very rigorous monitoring of pupil progress and achievement from entry. Targets are challenging and skillfully set with a robust intervention package if pupils appear to be not making the expected progress (<i>ref: Data leading to LSP's, FGB minutes, data reports</i>).</p> <p>(ii) Data shows there is no variation of achievements in the various groups monitored e.g. cohorts of groups, gender and attendance due to life limiting conditions (<i>ref: HT report to FGB, data reports</i>).</p> <p>(iii) Pupils successfully adopt healthy lifestyles; they play a responsible and active part in the school and wider community taking on extra responsibilities whilst engaging actively in decision making or consultation, which affect the quality of their learning and well-being (<i>ref: minutes from Pupils Voice</i>).</p> <p>(iv) Data shows that the majority of pupils are making significant progress since their starting points in literacy and numeracy (<i>ref: data report, accreditation report 2015, 2016, 2017, 2018</i>).</p> <p>(v) All 14-19 students follow a range of accredited courses, and the range and depth of these is consistently increasing (<i>ref: accreditation report 2014, 2015, 2016, 2017 Centre of Excellence - ASDAN</i>).</p> <p>(vi) The school currently has no NEETS and this has been the case, on all but one occasion since 2004. All students leaving school since this date have gained their further learning provision of choice (<i>ref: Analysis</i></p>	<p>To re-organise the curriculum to meet the changing needs of the pupils. In particular:</p> <p>(i) Extend the use of technology as communication and recording aids e.g. Ipad technology across the curriculum and 'Eyegaze' thus raising the profile and levels of communication and writing across the school (<i>ref: revised timetable for Eyegaze specialist, Ipad use across curriculum, increased Eyegaze tech, Performance Management of those involved, SIDP impact statement, PP planning</i>).</p> <p>(ii) To identify pupils who require a semi-formal curriculum, audit their needs and extend personalised timetable provision (<i>ref: 2016/17/18 class and individual timetables, sensory analysis inc. specialist support from ToD, ToVI, and ToMSI</i>).</p> <p>(iii) To explore and introduce suitable new Entry Level pathways for the 14-19 curriculum and to develop the student enrichment programme from KS3 onwards (<i>ref: accreditation analysis 14-15, 15-16, 16-17 and proposed accreditation and outcomes 17-18</i>).</p> <p>(iv) Monitor progress of pupils on Routes for Learning Assessment system onwards (<i>ref: analysis 14-15, 15-16, 16-17 proposed 17-18</i>).</p> <p>(v) To improve pupil attainment in KS3 Pre-Formal Literacy, and KS3 Formal Numeracy (<i>ref: Intervention data, timetables for staff and pupils, assessment analysis, HT report to FGB</i>).</p> <p>(vi) To continue to improve assessment with leading schools as part of a DfE pilot post-Roachford (<i>ref: HT and DHT PM, Diary entries for federated working, agenda's, completed work study form LR, and across al Pre-Formal classes from Oct. '18</i>).</p>

<p><i>of destination of school leavers 2014-2015, 15 -16, 16-17, 17-18).</i></p> <p>(vii) Pre-emptive interventions mean that any fall in attainment is swiftly dealt with and high standards of attainment are maintained. Best practice in this area is consistently revised. <i>(ref: HT report to FGB, data reports and further analysis, timetabling changes, staff inset 22.02.17).</i></p>	
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Quality of Teaching, Learning and Assessment - School Grade: Outstanding

Overall Strengths	Priority Areas to Develop
<p>(i) Since the last Ofsted Report in 2016 the school uses a clear triangulation of evidence, based around fortnightly learning walks and assessment monitoring to ensure standards remain very high <i>(ref: observations, assessment scrutiny).</i></p> <p>(ii) Specialist teaching, support and advice from qualified professionals in all curriculum areas and sensory <i>(ref: staff qualifications and use of PM).</i></p> <p>(iii) The school has very robust assessment procedures and the data is used to inform strategic planning and build on prior attainment and experience <i>(ref: assessment analysis part of diaried learning walks, aspirational targets).</i></p> <p>(iv) An outstanding Extended Schools programme, enriching pupil learning experiences and now linking (2017/18) to qualifications (ASDAN)<i>(ref: statement on website of activities provided, from 2015 social media recording of activities achieved, links to learning progress in ASDAN).</i></p> <p>(v) Extensive use of fortnightly learning walks has led to a dramatic increase in lessons observed, sharpened ELT's understanding of the school, and increased the pace of</p>	<p>(i) To support teaching staff as Lead Practitioners, in particular a focus on highly effective learning here at The Clare School and how to feedback effectively, inc. individualised developmental targets and effective line management of staff in the classroom. Internally audit and evaluate outcomes of the quality of teaching, learning and pupil progress monitoring <i>(ref: observation reports, PM targets for 2015-18, targets sharing peer practice, PM targets to directly influence teaching quality, new roles for Formal and Pre-Formal Leads developed further 2017/18, moderation review and development 2016-18).</i></p> <p>(ii) To monitor, action and evaluate of the effectiveness of the interventions to improve teaching and learning when needed <i>(ref: data set impact review, timetabling and staff deployment).</i></p> <p>(iii) Evaluate the effectiveness of the developing school appraisal process under the revised teacher appraisal framework and new teacher standards <i>(ref: PM analysis linking to schools development priorities, ensure all employees included).</i></p> <p>(iv) To develop and reflect on the opportunities for extended</p>

<p>improvement on any less than good practice (<i>ref: learning walk recording, action points for school improvement affecting practice</i>).</p> <p>(vi) The school takes a leading role with the S2S traded service Staff are respected by mainstream colleagues for their deep understanding and specialist skills when supporting them. (<i>ref: S2S analysis of impact, individual reports of support</i>).</p> <p>(vii) The school has been approached and taken part in a DfE pilot for P-level Assessment post-Rochford. Pre-Formal lead has delivered this with partnership schools across the East of England. (<i>ref: HT performance management, DHT and Pre-formal leads plans and evidence</i>).</p> <p>(viii) The school has developed an outreach aspect 'Clare at Home' in response to the challenges our pupils face who are not attending. This allows them to remain in the curriculum loop and supports our families to not become estranged from the school. (<i>ref: Minutes of Personnel Committee and FGB, Attendance Data, Clare at Home Write-ups and initiation notes with the Safeguarding Lead</i>)</p>	<p>learning across the school (<i>ref: SIDP Target specific to PPSA role and OOH, S2S analysis, S2S staff review</i>).</p> <p>(v) To assure the teaching learning and assessment matches outstanding and good work found in all other areas of the school (<i>ref: observations and actions achieved by end Autumn Term 2018</i>).</p> <p>(vi) As selected by the DfE, to complete a pilot on assessment for the least able, reflecting Post-Rochford in a targeted area, linking to improvements to Pre-Formal assessment culture (<i>ref: HT and LR project working, completed July 2018, Pre-Formal folders and Semi-Formal Folders 2018-19</i>)</p> <p>(vii) Following the initial 7 Clare at Home interventions, strong progress seen but needs to be embedded into the planning for coming academic years and in-advance of known issues. (<i>ref: attendance data, Write-ups and impact statements from parents and carers, supervision and training plans</i>).</p>
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Personal Development, Behaviour and Welfare : School Grade: Outstanding

Overall Strengths	Priority Areas to Develop
<p>(i) Outstanding behaviour and politeness from all our students regardless of background (<i>ref: school ambience, annual review personal statements 'do you feel safe at school?'</i>).</p> <p>(ii) Lesson observations and learning walks show that pupils are engaged and focus well during lessons (<i>ref: learning walk recording</i>).</p>	<p>(i) To promote 'e' safety awareness to pupils and their parents/carers, especially in relation to Social Media and mobile devices (<i>ref: Computing Formal Curriculum, linked NASSH event, development of 'closed' practice environments</i>).</p> <p>(ii) To ensure that deep analysis of attendance continues to develop (<i>Re: attendance analysis against pupil need, updated listing of pupil destinations and success, audit report for</i></p>

<p>(iii) Pupils are proud of their school, their achievements, and show responsibility. They respond well to guidance about how to conduct themselves. They show consideration towards each others (<i>ref: PV minutes, sports leaders, shared assemblies, observations, HT cup</i>).</p> <p>(iv) Exceptionally low bullying and harassment, and no incidents of a racial or homophobic nature (<i>ref: logged incidents in single bound books and incident reports</i>).</p> <p>(v) Attendance is good considering the exceptionally level of high complex medical and specialist conditions of the pupils, hospital referrals and breaks for procedures (<i>ref: HT report to FGB, analysis of attendance by group, cross-reference to soft-federated schools 2018</i>).</p> <p>(vi) Full split showing life limiting conditions against others available in half termly HT's report to FGB.</p> <p>(vii) Pupils tell us that they feel safe and enjoy coming to school. They know who to talk to if they have a problem. They look out for each other and older students show a caring attitude to younger pupils (<i>ref: pupil feedback at AR, evidence form shared activities</i>).</p> <p>(viii) The vast majority of parents/carers in surveys say their child is happy, safe and want to come to school (<i>ref: published annual parental survey, parental feedback in AR</i>).</p> <p>(ix) Very robust policies and risk assessments ensure pupils are safe and procedures conform to statutory regulations (<i>ref: H&S policy, risk</i></p>	<p><i>attendance, instigation of ScholarPack</i>).</p> <p>(iii) Analysis of IR's to clearly show any changes and show transparent working (<i>ref: IR's, Analysis, STEPS trainer reports</i>).</p> <p>(iv) To research and provide ever more opportunity for meaningful accreditation (<i>ref: Accreditation, tracking and feedback linked to new SIDP</i>).</p> <p>(v) To provide accurate information and guidance to all pupil, their families and carers (<i>ref: impact statement on new Guidance Advisor, enhanced IAG morning reflecting on feedback, parental feedback from AR, feedback from other provisions, leading in the ECHP process</i>).</p> <p>(vi) New systems to be audited to see impact of changes in support staff structure and uplift to the quality of the site (<i>ref: Business Managers H&S reports, PV feedback on improvements</i>).</p> <p>(vii) Analysis of new OSHENS system to improve overall site safety and reduce any incidents (<i>ref: OSHENS analysis by HT and BM</i>).</p> <p>(viii) Introduction of 'Solution Surgeries' shares the responsibility and ownership of Steps Behaviour Plans (very low figure), to try to improve specific outcomes (<i>ref: behaviour recording and analysis, further bespoke timetables</i>).</p> <p>(ix) Environmental change (and staffing change to develop nurture provision), made within the building specific to improve outcomes for specific pupils in relation to their needs (<i>ref: works undertaken HS August 2017</i>).</p> <p>(x) Development of a new Nurture provision to support pupils with Early Help interventions (<i>ref: Personnel and Strategy minutes, training records</i>).</p> <p>(xi) Development of 'Clare at Home' to reflect the increasing needs of the cohort (<i>ref: SMT notes, Nurture Team minutes, FGB minutes, SEND Audit analysis, Attendance Analysis</i>).</p>
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<p><i>assessment, OSHENS system by HT to review any incident, health support with exceptional cases, continuing care pilot).</i></p> <p>(x) Pupils exceptionally well cared for, guided and supported leading to pupils feeling safe, well supported and ready to learn (<i>ref: AR statements by pupils, evidence from learning walks</i>).</p> <p>(xi) The school holds health and safety and safeguarding at the highest level with all staff understanding their responsibility towards this. Since 2015, all staff meetings have H&S as a consistent discussion point in the minutes (<i>ref: Staff minutes PV, ELT and Multi-Agency minutes</i>).</p> <p>(xii) The instigation of a quality IAG morning to inform and provide support in decision making for all pupils, carers and families (<i>ref: IAG reviews</i>).</p> <p>(xiii) Lessons observed since the last Inspection and monitoring of unstructured times show the overwhelming majority of pupils' display good to outstanding behaviour and respond well to the expectations placed upon them (<i>ref: IR, learning walk obs.</i>).</p> <p>(xiv) All staff follow set procedures as part of the 'Norfolk Steps' approach. Incidents are quickly dealt with appropriately and supportively as part of pupil intervention strategies e.g. through tracking and monitoring of Solution Surgeries, Risk Management Plans, Nurture Provision, and Pupil Incident records (<i>ref: IR, RMP's, Steps Trainers, Single Bound Book, Nurture Records</i>).</p> <p>(xv) One FTE since 2004, extremely low unauthorised</p>	
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<p>absence (<i>ref: Pupil Attendance Data, HT report to FGB</i>).</p> <p>(xvi) Annual Review feedback from pupils show that they enjoy their lessons and learn in a calm, orderly environment and as an outcome they are able to achieve (<i>ref: AR pupil feedback, observations</i>).</p> <p>(xvii) Pupils are aware of school rules; they have drawn up their own codes of conduct and the Pupil Voice acts upon issues relating to pupil behaviour around school. As an outcome pupils take an increasing responsibility for their own and their peers' behaviour (<i>ref: PV minutes</i>).</p> <p>(xviii) Outstanding behaviour is frequently commented upon from parents, visitors and when pupils visit the community. 100% of parents and carers in the last questionnaire (June 2018), felt that pupils are well behaved, know they are safe and well cared for – up from 97% in 2017 (<i>ref: Parents questionnaires</i>).</p> <p>(xix) Pupils enthusiastically involve themselves in school life and the range of extended provision on offer, including lunchtime clubs and our stimulating outdoor areas result in a relaxing extra curricular learning experience (<i>ref: OOHP, observation</i>).</p> <p>(xx) Comprehensive statutory safeguarding training, procedures and policies in place (<i>ref: Policies, PD, safeguarding audit, safeguarding folders, staff updates, Ofsted report</i>).</p> <p>(xxi) Online safety has been a consistent focus on Parents Consultation Evenings, Open Days and as</p>	
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<p>part of staff training on a PD Day. Also within the curriculum and working with wider agencies (<i>ref: coffee mornings, NASSH events, PD Day agendas, Specialist teaching days, police input</i>).</p> <p>(xxii) Development of new 'First Steps' group for Pre-3's ensures vulnerable and isolated families have a clear pathway into a supportive community (<i>ref: SIDP planning</i>).</p> <p>(xxiii) Development of new 'Clare at Home' package supported by the Nurture Team is put into place for those pupils highlighted by Attendance reports (<i>ref: ScholarPack analysis, safeguarding/nurture minutes, 'Clare at Home' home visit write-ups</i>).</p>	
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Effectiveness of Leadership and Management - School Grade: Outstanding

Overall Strengths	Priority Areas to Develop
<p>(i) The Governing Body effectively supports and challenges the strategic direction of the school and together with the Extended Leadership Team have very high expectations as to what can be achieved and are determined to achieve them. It is very effective in realising an ambitious vision for the school (<i>ref: FGB SEF, recorded challenge in FGB minutes, Strategy minutes, HT's PM</i>).</p> <p>(ii) There is a clear direction set through rigorous strategic planning and self-evaluation. This leads to a common sense of purpose shared and communicated by all staff and supported by others (<i>ref: FGB SEF, increased review cycles,</i></p>	<p>(i) To consolidate on and then develop membership of the Norfolk Schools' Cooperative Trust (<i>ref: Trust minutes, Chair's role, HT's Charitable Directorship</i>).</p> <p>(ii) To develop further the school's robust evaluation programme (<i>ref: increased scrutiny of SEF, increased observation, action points followed through, recorded challenge by Gov.'s</i>).</p> <p>(iii) To further develop the school's international links, so that pupils' understanding of each other's values, lifestyles and needs are enhanced (<i>ref: developed with inter-school working USA, Belgium and Norway</i>).</p> <p>(iv) To consolidate the skills of the developing extended leadership team and reflect the viewpoint that this grade is 'outcome driven' (<i>ref: PM cycle, review of middle leader impact</i></p>

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<p><i>SEF and SIDP link into PM for all staff).</i></p> <p>(iii) Leaders in all areas continually strive towards the highest standards and are successfully having an impact on the sustained good to outstanding quality of teaching and learning across the curriculum (<i>ref: PM cycle, increased observation recording</i>).</p> <p>(iv) The effectiveness of the school's engagement with parents and carers is outstanding and this is supported by parental comments and surveys. 100% of parents and carers in June 2018 felt they received valuable information from the school about their child's progress and that the annual review process was a positive experience. (<i>ref: parental comments recorded in AR, survey, social media feedback</i>).</p> <p>(v) All pupils are valued equally and no group is disadvantaged. The personalised learning approach enables each to have access to all that the school offers and to make progress equally (<i>ref: individualised timetables reviewed under learning walks, specialist staff timetables inc. MA, PPSA, Intervenors, Sensory Specialists and Eyegaze</i>).</p> <p>(vi) Safeguarding is excellent and the school's meticulous attention to detailed guidance ensures best practice guidance is followed rigorously and staff are ever vigilant (<i>ref: staff training and practice, Safeguarding Lead's work with other schools; LSGB; MASH, recording of outcomes from referrals</i>).</p>	<p><i>through PM and Ofsted Section 8 inspection 2016).</i></p> <p>(v) Leadership understands the exceptional challenges being presented currently to the stakeholders by the underperformance of the current social care system in Norfolk. We set out to challenge issues in the forums we sit on and have had a direct impact on specific issues improving outcomes for the community. This is an ongoing issue that needs to be consistently addressed (<i>ref: Minutes from Heads and Officers and NASSH over CLA funding and bureaucracy, NNCB for Encompass, reviews and feedback following MASH referrals</i>).</p> <p>(vi) With changes to sitting governors and roles during 2017 clear focus on developing those into new roles quickly to provide appropriate challenge (<i>ref: HT report to Governors November 2017, diaried meetings for newly in role governors, recording of challenge and discussion around it's validity</i>).</p> <p>(vii) With changes to ELT roles during 2018 clear focus on developing those into new roles quickly to provide appropriate skills and impact (<i>ref: HT report to Governors November 2017, recruitment process, personnel minutes, probatory meetings, learning walks and action points</i>).</p> <p>(viii) In light of changes to the thresholds and services provided the Leadership of the school have recognised the need to develop an extended 'Safeguarding Team' and this is embedded throughout 2018 (<i>ref: HT report to Governors Spring 2018, Personnel Minutes, Strategy Minutes, recruitment process, revised safeguarding team</i>).</p> <p>(ix) Leadership to be fully responsive to changes staffing and ensure all aspects of KCSiE are responded to and ensure fully safe practice. (<i>ref: PD Day records 2018, SCR, Induction records, Timetable planning in response to staff sickness, recording of curriculum outcomes, recording of intervention</i></p>
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<p>(vii) School Appraisal/Performance Management systems are very robust and linked to Pay and Conditions Standards (<i>ref: PM cycle for all staff</i>).</p> <p>(viii) SMSC and British Values are at the heart of the schools work (<i>ref: PV minutes, school diary, OOHP, social media, assemblies, exceptional events</i>).</p> <p>(ix) The SIDP is based on a rolling 3-year plan, set, evaluated and shared with Governors, staff, parents and stakeholders. It sets a clear direction, with ambitious targets linked to our Specialist Status. As an outcome a clear vision leading to a common sense of purpose is shared and communicated by all staff and supported by others, successfully impacting on pupil standards and achievements (<i>ref: SIDP review, committee minutes, data report, HT report to FGB</i>).</p> <p>(x) The Governing body holds the Head Teacher and staff to account for the standards and ethos of the school by acting as a critical friend and contribute to excellent financial management. There is a comprehensive Governor Self Review led by the GB Strategy Group, influential in shaping the strategic direction of the school and supporting school improvement (<i>ref: Gov. SEF, Committee minutes, FGB Minutes, HT's PM, SIDP</i>).</p> <p>(xi) In 2015 and 2018, TCS has clarified and restructured roles and responsibilities within the staffing structure to enable to deliver the strategic direction of the school (<i>Re: revised staffing structure, HT's PM, FGB minutes, Ofsted</i></p>	<p><i>outcomes</i>).</p> <p>(x) <i>Leadership assesses the outcomes and impact on school improvement for the range of leadership training undertaken in 2017-19, including those funded via Norwich being named as an 'opportunity area' (ref: PM targets and outcomes, ELT notes, project works for NPQ qualifications).</i></p>
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<p><i>outcome 2016).</i></p> <p>(xii) The Head supports the growing effectiveness and development of all school leaders through recognising and developing staff skills, effective delegation of roles and responsibilities and an outstanding appraisal and staff development programme (<i>ref: PM of all staff, SMT minutes, SMT job descriptions, staffing structure</i>).</p> <p>(xiii) All safeguarding procedures meet current Government requirements and ensure our pupils; staff and visitors are safeguarded and feel very safe (<i>ref: safeguarding audit, SCR, pupil response AR</i>).</p> <p>(i) The effectiveness of the school's engagement with parents and carers is multi-layered and is monitored through annual surveys, annual review feedback, and parent consultation evenings. The school has highly effective strategies for actively seeking out the views of hard to reach parents or those of vulnerable groups by offering a variety of communication channels and ensuring these impact on school improvement (<i>ref: letters, website updates, social media, feedback forms, parental reviews, consultations</i>).</p> <p>(ii) The Head and wider teaching team have a proactive role in the schools leadership development. This includes work as a Lead Inspector specializing in SEND for the Head, and multiple courses added across the range of the staff for NPQML, NPQSL and specialist Leadership training for SEND (<i>ref: Ofsted</i></p>	
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publications, Opportunity Area training packages, ESSET training).

Effectiveness of 16 to 19 Study programmes - School Grade: Outstanding

Overall Strengths	Priority Areas to Develop
<p>(i) Over the last three years the range of accredited courses has been further developed (<i>ref: accreditation review</i>).</p> <p>(ii) The range of study programs are expanding and are relevant to each member of the cohort (<i>ref: accreditation review, CASPA data, DuoE linked to PM</i>).</p> <p>(iii) The school has been awarded ASDAN's 'Centre of Excellence – Creativity in Teaching and Learning (<i>ref: letter from ASDAN CEO</i>)</p> <p>(iv) Transition links with local colleges are robust and give those providers transition support and challenge (<i>ref: analysis of outcomes for leavers, Guidance Advisor, Parents views at Transition</i>).</p> <p>(v) A personalised curriculum provision, giving all students opportunities to gain external accreditation matched to their complex needs (<i>ref: individualised timetables, specialist input, accreditation review</i>).</p> <p>(vi) Specialist staff and therapy input to enable pupils to be actively involved in their learning and as independent as possible (<i>ref: MA's, PPSA's, SSA's, Intervenors, therapist input, clinics</i>).</p> <p>(vii) A very high standard of teaching and learning shown in Further Education provides a rich, varied and imaginative experience meet the developing needs of</p>	<p>(i) To evaluate and develop the FE provision, for the full range of the cohort (<i>ref: timetables, specialist input, accreditation analysis, renovation of learning environment, SIDP</i>).</p> <p>(ii) To provide an additional classroom for the FE department to allow for increasing numbers on roll (<i>ref: SIDP development of new block</i>).</p> <p>(iii) To continue to develop a high quality IAG service to parents, pupils and carers, and analyse the developing role of the Guidance Advisor (<i>ref: feedback from families, develop college and other provision links, develop IAG mornings, ECHP write ups</i>).</p> <p>(iv) To utilize the our Parental Support and FE Lead to plan and deliver a new bespoke IAG event for our community in 2018 (<i>ref: event write-ups and feedback</i>).</p> <p>(v) Continue to build our Governor's understanding of the schools work and their Strategic view with further learning walks and into school opportunities (<i>ref: learning walk write-ups, governors minutes</i>).</p>

Reviewed: 08.10.2014, 29.01.2015, 12.05.2015, 10.05.2015, 10.07.2015, 01.11.2015, 10.02.16, 10.05.16, 28.10.16, 22.02.17, 18.05.17, 14.23.08.17, 30.11.17, 06.03.18, 06.09.18, 28.01.19

<p>all individuals (<i>ref: observations</i>).</p> <p>(viii) No students leave the provision to become NEET (<i>ref: outcome analysis</i>).</p> <p>(ix) The effectiveness of the FE Department and the ongoing capacity to improve since the last Inspection is high. 88% of IEP targets set in the FE Department were achieved 2013-14 (<i>ref: IEP analysis, accreditation</i>).</p> <p>(x) The FE curriculum is based on personalised learning with 3 pathways, the formal, the semi-formal and the pre-formal. The focus on all pathways is transition to life after school (<i>ref: curriculum, timetables, accreditation, outcome analysis, feedback from parents and pupils at AR</i>).</p> <p>(xi) Effective transition links with the 14-19 phase ensure all students achieve their choice of placement and successfully complete their course (<i>ref: outcome analysis, Guidance Advisor, IAG</i>).</p> <p>(xii) FE students have attended Careers and Skills Festival, and this now links to successful and expanded work experience awareness and extended placements (<i>ref: FE assessment of learning at work experience, Action and management plans for work experience</i>).</p> <p>(xiii) Work experience opportunities have expanded (<i>ref: FE leads work experience planning and delivery</i>).</p>	
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Effectiveness of Early Years Provision - School Grade: Outstanding

Overall Strengths	Priority Areas to Develop
<p>(i) In Early Years pupils settle quickly and make strong progress from very low levels of attainment on entry (<i>ref: pupil learning journeys, feedback from parents, LSP targets, Tapestry</i>).</p> <p>(ii) Specialist staff and therapy input to enable pupils to be actively involved in their learning and as independent as possible (<i>ref: individualised timetables, intervenors, multi-agency staff, parental support</i>).</p> <p>(iii) Great teaching and learning shown in Early Years provides a rich, varied and imaginative experience meet the developing needs of all individuals, and we are now recognized as a leading standard through S2S (<i>ref: individualised timetables, observation records, S2S contracting, Tapestry</i>).</p> <p>(iv) The effectiveness of the Early Years and the ongoing capacity to improve since the last Inspection is very strong (<i>ref: lesson observations, parental feedback, environmental improvements, PM, specialist staff, therapist links</i>).</p> <p>(v) The Early Years teacher is a County Key Stage 1 Moderator.</p> <p>(vi) Parents/Carers highly value the educational opportunities and care their children receive, forming the foundations for ongoing collaborative partnerships (<i>ref: parental feedback in AR, coffee morning feedback</i>).</p> <p>(vii) Development of a 'Pre-3' group with multi-agency partners is ongoing and well received with plans being made to copy it across the county (<i>SIDP, Pre-3 Write ups</i>,</p>	<p>(i) To further develop links with other providers to target and ensure the most complex pupils access the provision (<i>ref: Portage links, VSSS links, flagging through other provisions – Hamlet Centre, admissions</i>)</p> <p>(ii) To provide an improve partnership service (S2S) for other EYFS provisions in order to support more pupils and colleagues across the community (<i>ref: S2S referrals</i>).</p> <p>(iii) To develop the provision to ensure we are able to take the increasing number of pupils requiring places (<i>ref: BM plans, timetabling, individualised timetables</i>).</p> <p>(iv) Developing the growing EYFS team, especially in relation to small group teaching and the drive to improve the quality of assessment. (<i>ref: learning walks, AfL reviews, CPD records</i>).</p> <p>(v) To develop the provision to support parents with early help in the light of threshold changes (<i>ref: FSP support, linking to the expanded and developing Safeguarding team</i>).</p>

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link governors review).

OVERALL EFFECTIVENESS - School Grade: Outstanding

Overall Strengths	Priority Areas to Develop
<p>(i) Outcomes over time for individual pupils and groups are in the mass majority good and often outstanding (<i>Re: data reports, accreditation analysis</i>).</p> <p>(ii) The mass majority of teaching is at least good with many areas outstanding with robust assessment, tracking and intervention procedures informing planning and building on prior <i>learning</i> (<i>ref: data reports, PM, observations, BM improvement planning, awards including Norfolk Sports School of the Year 2015, ASDAN Centre of Excellence for Creativity in Teaching and Learning</i>).</p> <p>(iii) Action on any fall in standards is pro-active and in advance of the Performance Management Cycle (<i>ref: intervention work being undertaken from first informal meetings to raise standards</i>).</p> <p>(iv) Safeguarding procedures are effective and pupils are safe and secure leading to a positive learning environment (<i>ref: staff training and reporting, SDP's, safeguarding audit, IR, BM's H&S reports, H&S agenda entries and action points for school improvement</i>).</p> <p>(v) The school's physical well-being programme is outstanding (<i>Re: MA, PPSAs, Intervenors, provision improvements, OOHP, lunch time clubs, accreditation, social media entries, Mindfulness</i>).</p> <p>(vi) Strong, diverse leadership team, continually</p>	<p>(i) To analysis and ensure smooth progression across each stage of the school including comparison from our own assessment systems with a national data cohort (<i>Re: data reports, CASPA, moderation</i>).</p> <p>(ii) To explore how far the current environment can be developed and how to develop wider provision for our community driven by The Clare Schools standards (<i>Re: Governors meeting minutes, BM plans, expanding OOHP, ECHP provider, new EPEPS</i>).</p> <p>(iii) Expanding our role with multi-agency provisions as the 'hub' for our community (<i>Re: analysis of support provided by The Clare school year on year, other agency provision mapping</i>).</p> <p>(iv) Analysis and further specialist staffing developed to support the ever more complex cohort (<i>Re: staffing analysis against SEN audit outcomes</i>).</p> <p>(v) Analysis of leadership team roles and <i>impact</i> (<i>Re: HT report to FGB, Committee minutes, PM for SMT, Ofsted 2016</i>).</p> <p>(vi) Expanding the OOHP to provide further support for our community (<i>Re: current provision TCS and others</i>).</p> <p>(vii) To review and keep under scrutiny the speed at which we can pre-empt any reduction in standards (<i>ref: informal action plans, staff CPD, Heads and Officers minutes, HT's emails to other special school provision</i>).</p> <p>(viii) To link governors to similar schools with strong practice to share and develop stronger practice (<i>ref: HT's PM, Governors meeting day flyer and agenda, letters and actions to senior</i></p>

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<p>developing and including governors who take a proactive role within school <i>Re: HT's PM, recorded governor challenge, HT report to FGB, committee minutes, observation for governor learning walks, SMT reports</i>).</p> <p>(vii) Excellent community links and networks with other schools that continue to develop, enhancing the provision of the school, keeping it at the forefront of education (<i>ref: NASSH, Trust Norfolk-SEN, cluster, international links, S2S</i>).</p> <p>(viii) The school has developed very strong soft federated working with other leading school with similar provision (Beacon Hill, Thurrock, and Thomas Wolsey, Ipswich), and these have been used to develop the school further (<i>ref: moderation, DfE assessment pilot, FLSE assessment planning, Governor links</i>).</p> <p>(ix) The school has deep skills in Sensory Support including ToD, ToVI, ToMSI, and this is relied upon extensively by our community. Teachers plan and deliver incisive interventions (<i>ref: sensory support lead's data, T0VI 'My Sight Cards', Signature status</i>).</p>	<p><i>managers at NCC</i>).</p>
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