



Unique Reference Number	125453
DfE number	936/7005
Local Authority	Surrey
Type of School	Special
School Category	Non-maintained [NMSS]

Date of summary record **November 2017** [updated]

Self-Evaluation Summary

2017-18

Organisation-wide Strategies for Young Epilepsy

- STRATEGY 1: To create a sustainable centre of excellence for SEND education, residential care and health services on the Lingfield campus that is widely recognised for the delivery of outstanding outcomes for young people with epilepsy and associated conditions.
- STRATEGY 2: To be the national champion of children and young people with epilepsy by influencing policy, improving public awareness and offering support to them, their families and professionals.
- STRATEGY 3: To deliver and support pioneering health, education and social care research that will make a difference to young people with epilepsy, their parents and carers and to our practice in delivering services.
- STRATEGY 4: Over time, to grow and diversify our service delivery through local bases and nationally through direct delivery and partnership working.

Quality Improvement Strategy 2017-2020: 3-Year Breakthrough Goals

1. Develop educational partnerships with local authorities / boroughs, regional and national bodies.
2. Remodel St Piers' education business model.
3. 16+ Learning Centre offers flexible personalised learning pathways.
4. St Piers operating as a Government-approved Academic Centre of SEND Excellence.

Key Focus Areas: 2017/18

1. Quality innovation and research of learning.
2. Person-centred provision design.
3. Social values and social returns on investments.
4. Equity and inclusion.
5. Autism spectrum conditions and challenging behaviours.
6. Specialist service outreach.

St Piers School Characteristics

- St Piers School is a residential and day provision for pupils aged 5 - 19 with Epilepsy or other neurological conditions and associated special educational needs and disabilities. Many pupils have additional needs, requiring physical and medical support. This is provided by a high quality trans-disciplinary team at Young Epilepsy including consultant doctors, specialist nurses, educational psychologists, occupational, physiotherapy and speech and language therapists, teachers, learning support assistants, student support workers, residential care staff and neuro-psychiatrist.
- 85% of NOR have complex epilepsy including those with Lennox Gastaut and Dravet syndrome. These and other, as yet unclassified types of epilepsy, all have a significant impact on a pupil's ability to learn. This may be as a result of frequent seizures involving either full unconsciousness or periods of altered consciousness which, for some pupils, can occur several times a day or in the case of Electrical Status Epilepticus of Slow wave sleep (ESES) can be continuous throughout the night. This then has an obvious impact on the pupil's ability to concentrate and retain information the following day. Different types of epilepsy also impact directly on a pupil's memory, especially those with seizure arising from the temporal region.
- It is also important not to forget the impact on learning of anti-epileptic medication, all of which work on the central nervous system and a pupil with complex, poorly controlled epilepsy, is often on a combination of drugs.
- Epilepsy in children can have a number of co-morbidities including learning difficulties, ADHD, ASC to mention a few which all bring further complications. A diagnosis of epilepsy also increases the risk of mental health issues including anxiety and depression and there is often a significant detrimental impact of a pupil's self-esteem and self-confidence and the negative impact on their attitude to learning and education.
- It is vital therefore that all staff working with a child with epilepsy, even uncomplicated and well controlled epilepsy, are aware of the potential impacts and strategies that they can use. [Refer to CHESS (Children in Sussex Schools) study].
- As such, all children have a highly qualified and experienced staff team surrounding them. That team is committed to providing outstanding learning environments and excellence in teaching and support, whatever complex needs the individual child may have.
- We believe every child has the right and should be given the opportunity to experience a full range of learning activities in order to develop skills and build aspirations to reach their full potential. The learning and progression of skills underpins every aspect of our provision and we aim to empower each learner with the ability to overcome barriers, build resilience, confidence and self-esteem.
- We are dedicated to the reinforcement and transference of learning by all pupils into their future placement. We work to provide the best support possible to ensure that each young person leads a productive, healthy, safe and independent life within their local communities post their programme of learning at St Piers School.
- St Piers School operates within the overall organisation of Young Epilepsy. The school manages a Surestart Children's Centre and also maintains a strong relationship with other on-site Young Epilepsy providers such as St Piers FE College and the Neville Childhood Epilepsy Centre which accommodates a Medical and Research Centre with links to Great Ormond Street Hospital for Children. This range of services provide an integrated package of education, support and care for all pupils. This means that all pupils have a highly qualified and experienced staff team surrounding them. That team is committed to providing outstanding learning environments and excellence in teaching and support, whatever complex needs the individual pupil may have.

- St Piers School holds the International School Award, Eco Schools Award, Gold Quality Mark: Youth Sports Trust, Bronze School Games Mark Award and was judged as 'Good' in its previous Ofsted inspection [April 2013].
- 18% of students are eligible for Pupil Premium, 31% of the pupil cohort are eligible for Free School Meals [FSM] but under St Piers funding mechanism, all pupils receive free school meals. 27% of the school population are Looked After [LAC] and 4% have post-looked after arrangements [adopted from care].
- Category of Need: Currently, 61% of the NOR have a diagnosis of Autism Spectrum Conditions, 9% have social, emotional and mental health and 15% have speech, language and communication difficulties. 2% of students have visual impairments and 4% have physical disabilities. In terms of cognition and learning, around 56% of students have severe learning difficulties with a further 20% having moderate learning difficulties.
- All students have a statement of special educational needs or Education Health and Care Plans representing a wide-ranging population including severe learning disability, autistic spectrum conditions, social, emotional and mental health difficulties, challenging behaviour, specific cognition and learning disabilities, physical disabilities and highly complex needs. The school makes specialist provision for those with epilepsy and its autistic students and many more who are taught within class groups also have specialist interventions.
- Current NOR is 54. There are approximately 2.5 times as many boys (39) as girls (15): this is a consistent trend [girl-boy ratio is 1:2.4]. Around half the NOR is based in Sixth Form [25 students]. Overall, school numbers have decreased by 10% over the past three years, an increase of 4% on the previous year's three-year trend. Anticipated NOR for September 2018 is 50-55. However, NOR is projection to reach approximately 60-70 in the next two to three years.
- Student mobility is high, reflecting the unique characteristics of the students and their very specific learning needs. More students than average start the school at times other than at the beginning or end of a key stage. A small number leave the school to access other specialist settings if required.
- Most students are of White British heritage [93%] with a small proportion from minority ethnic heritage [Black or Black British and Dual Heritage] and a very few who speak English as an additional language.
- The social and economic backgrounds of the students vary but are below average overall. IDACI figures range from 0.097 [Surrey] to 0.307 [London Borough of Enfield].

Key outcomes & actions taken from the last inspection

- The last inspection of St Piers School was in April 2013.
- The overall quality of education was found to be good [2].

Is St Piers School continuing to be 'Good'?

Yes: The school's performance is being sustained. We continue to provide a good quality of education for learners. Any weaknesses are known / identified by leaders and are being tackled effectively: there is proven capacity to realise improvements. There are some 'outstanding' areas such as PE, and a wide range of sporting activities, enabling all students to engage in physical activity whatever the complexity of need, pushing boundaries and experiences. The impact on our children is to develop emotional well-being, social skills, engaging with the local community and promoting independence. A varied Arts programme also offers opportunities for developing communication, social skills and supporting students to manage their own behaviour. We are an outward-facing school and have effective partnership links with Tandridge Education, Melbourne University, Tizard Centre [Kent University] and the Institute of Education, University of London.

Summary

Overall effectiveness: the quality & standards of education is **good**.

Effectiveness of leadership and management is **good**.

Quality of teaching, learning and assessment is **good**.

Personal development, behaviour and welfare is **outstanding**.

Outcomes for children and learners is **outstanding**.

Is Safeguarding effective?

Yes: the efficiency of safeguarding practice, including the prevention of radicalisation of children and compliance with the 'Prevent' duty is effective.

School safeguarding is effective, meeting requirements relative to:

- Policies and procedures
- Trans-agency working
- Protecting vulnerable children
- Students' experiences of safeguarding
- Staff roles and training
- Governor roles and training
- Safer recruitment
- Single Central Record
- Handling allegations
- Behaviour
- Health and safety

Since April 2013, the School has responded purposefully to the following 2013 Ofsted recommendations.

- 1. Raise the achievement of the small number of more able pupils and speed up their progress through the school by:**
 - a. Making sure that teachers plan activities that make them think hard for themselves
 - b. Ensuring that school leaders check their progress against high but realistic targets derived from national information about expected progress
 - c. Ensuring that teachers encourage them to become more independent learners by giving them opportunities to take an active role in their learning
 - d. Increasing the range of qualifications available for them in the Sixth Form
- 2. Place more emphasis on reading and writing so that progress is similar to that in mathematics by providing frequent opportunities for pupils to practice and develop these skills across all subjects.**

- 1. Achievement of the most-able students has improved.**
 - a. **Teachers' planning challenges the most-able students.** Targets are more relevant, meaningful and aspirational. The most-able students meet or exceed their targets and secure progress towards their learning outcomes stated in their EHCPs.
 - b. **School leaders regularly monitor and evaluate students' progress against challenging targets.** School leadership report to Governors at key times throughout the year and are themselves challenged accordingly. Governors' visits to school are better planned and focussed and their feedback is embedded in the school's self-evaluation process. School leaders evaluate student progress data and attainment three times each year.
 - c. **Students are encouraged to be more independent learners where appropriate, through differentiation of task, support, pace, interest, resource selection, recording methods, by organisation, outcomes etc.** Learning is more personalised and driven by individual needs, EHCP learning outcomes, sustainable destination placement and social value impact.
 - d. **The range of qualification routes in Sixth Form has increased.** Since the last inspection, BTEC [Independence & Employability] and OCR [Life Skills] qualification routes have been added to the curriculum. This development represents the current range of needs and abilities of the 16-19 cohort and remains flexible to capture future cohorts' needs.
- 2. Literacy development planning continues to focus on raising reading and writing skills, raising achievement of more able students, developing spelling and grammar and facilitating access to a broad curriculum through better literacy skills** [refer to Literacy Development Plan 2016/17 for details].

SMARTER Next steps for the School:

- A. Continue to improve the quality of teaching and students' achievement** by making sure that, in all lessons and activities:
 - i. Teachers and the class teams plan and provide work that is at the right level of challenge for the students
 - ii. Work for students contributes towards achieving the targets set on their IEPs and EHCP learning outcomes, where appropriate
 - iii. Guidance is given to students about how they can improve their work and skills, during lessons and in marking [use of Assessment for Learning (AfL) strategies].
- B. To further develop and enhance the vocational aspects of the 16-19 curriculum.** Ensuring that all accredited and non-accredited courses are suitably demanding for students of all abilities, and particularly the more able, offering challenge and opportunities for further training, apprenticeships and employment.
- C. To develop the curriculum to make full use of the new facilities** at the new school and in partnership with the college, including use of outdoor areas to develop an outdoor learning programme, specialist therapy and sensory interaction areas.
- D. To review the complex needs curriculum** [2017/18] to meet the needs of the changing profile of the students, including any significant adaptation to the curriculum, specific trans-agency support, modification of the physical environment, special resources and levels of individual care and support.
- E. Provide appropriate monitoring, support and guidance to staff new to leadership** and management roles, to ensure that they are effective as leaders as quickly as possible.
- F. Recruitment and retention of permanent support staff** who are suitably qualified to enhance the teaching and learning of new and more complex cohorts to support future sustainability.

A] Overall effectiveness: the quality & standards of education

Current grade	2
Last inspection grade [2013]	2

Overall effectiveness of education at St Piers School is good.

STRENGTHS

- a. Teaching is at least good throughout the school.
- b. The students achieve well in relation to the complex difficulties that they face.
- c. Behaviour, inclusion, pastoral and safeguarding are outstanding in the school. Attitudes to learning are often exemplary. Conduct outside lessons is mostly impeccable.
- d. Senior leadership and middle leadership & management are both outstanding. This extended leadership group have an accurate understanding of the strengths of the school and the areas identified for development.
- e. Safeguarding is effective.
- f. Deliberate and effective action is taken to promote pupils' spiritual, moral, social and cultural development and their physical well-being.
- g. Findings of self-assessment / evaluation are used to develop capacity for sustainable improvement.
- h. Outstanding range and practice of effective integrated therapies such as Occupational Therapy, Physiotherapy, Speech & Language, Educational and Clinical Psychology, Neuro-Psychiatry and Play Therapy all support learning and inclusion. Intensive Interaction and Sensory Integration are effective tools utilised to support in an educational and therapeutic manner.

Evidence

I. The quality of teaching, learning and assessment

- a. The school provides a rich, impressive range of subjects, with ambitious and exciting activities and opportunities that form an outstanding basis for learning and teaching, through well-designed and individualized curriculum arrangements.
- b. Quality assurance reviews show that teaching, learning and assessment is good or better and is improving because of effective leadership and management support, and training, effective and rigorous initial assessment and baselining, and new, appropriately identified resources.
- c. Not all teaching is outstanding because AfL strategies for example are not fully embedded causing some lessons to be not as finely tuned to meet some individual's personalised needs.
- d. Students achieve well, with no groups disadvantaged by being at St Piers.
- e. Learners demonstrate independence and the capacity to transfer skills to other environments.
- f. Achievement in many vocational and practical subjects, and in literacy and numeracy in some age groups, is outstanding.
- g. Students of all abilities and needs achieve well, including those with severe learning difficulties and autism spectrum conditions. This is due to good teaching, the interesting and broad range of subjects and activities, and the excellent support given to help students overcome their personal difficulties.

- h. Students' attitudes to learning in almost all lessons are excellent: They are keen to learn and appropriately challenged.
- i. Students achieve an appropriate range of academic, vocational and practical accreditations at the end of Key Stage 4: This prepares them well for further education, work or training. The sixth form is good and students are prepared well for further education, employment, training and other destinations including social care provisions.
- j. Parent surveys show that almost all parents and carers are very happy with their children's progress.

II. An overview of all the other key judgments

- a. The work of the senior leadership team and middle leadership team is transforming the school and improving the students' futures and staff's career opportunities.
- b. Thorough assessment of students ensures students receive personalized support and interventions helping them overcome their complex barriers to learning.
- c. The school team provides a highly inclusive environment where students are able to learn effectively.
- d. The school actively promotes British Values: an Equality & Diversity calendar encompasses a wide range of events, activities and themes, helping to raise students' understanding of what it means to live in modern Britain today.
- e. Careful thought has gone into recent school developments to ensure that they reinforce each other and add up to sustainable, wide-scale improvement with noticeable impact on outcomes for all students.

III. Provision and promotion of students' spiritual, moral, social and cultural [SMSC] development and their physical well-being

- a. Relationships between staff and students are excellent.
- b. Almost all parents, carers, staff and students are happy with the school's work.
- c. The behaviour of students is outstanding because they are provided with interventions and support personalized by a trans-disciplinary team that understand each individual's needs well.
- d. Students communicate that they feel safe at school and enjoy learning about themselves.
- e. The effectiveness of safeguarding means that all staff are aware of, and understand their responsibilities and so students say they feel safe and parents and carers feel that the school keeps their child safe.
- f. The school's work to keep students safe and secure is outstanding: the organisation has a dedicated, specialist Safeguarding Officer who liaises with the Safeguarding Leads in the school. Staff receive direct delivery of training for procedures in preventing suspected radicalization and extremism.
- g. Policies, procedures and training are effective and comply with all statutory legislation and all leaders, managers and governors adhere to relevant statutory responsibilities relative to working with children and young people.
- h. St Piers leadership and management, including the Education Governing Body, ensure safe recruitment in line with current DfE guidance and statutory requirements.
- i. St Piers has a commendable single central record which covers all staff [including supply/agency staff] and members of the Education Governing Body and Trust Board.

Acknowledged Barriers to Learning

- a. The quality of teaching is not yet outstanding because assessment for learning [AfL] strategies and active teaching methods are not thoroughly embedded. Student Support Workers' deployment and direction is consistent across the school but there is a challenge at present due to difficulty in recruitment of appropriately skilled workers.

- b. Some subject matter in the curriculum across phases is not consistently relevant to the needs of the students, especially in relation to knowledge and skills in alignment with their personalized learning outcomes: development of this is in progress.

Main **Priorities** for removing BtL

- a. Raise the overall quality of teaching from good to outstanding through effective Assessment for Learning strategies.
- b. Improve the quality of differentiated curricular planning, especially cross-curricular planning, so that effective application of communication, reading, writing and mathematical knowledge and skills is always well-promoted.
- c. Develop the capacity of Student Support Workers to support learning and teaching across a range of more complex needs.
- d. Develop more external partnerships for quality assurance across a regional context.

Practical actions to be taken

- a. Evaluate / audit whole-school strategic planning as per policy for literacy and numeracy.
- b. Learning walks to look at effectiveness of baseline assessments for new students.
- c. Use 'hexed' evidence from informal / formal observations / learning reviews, work scrutiny, learning walks, progress data and EHCP outcomes to inform lesson planning guidance and linked SMARTER appraisal targets for all staff, especially Learning Support Assistants and Student Support Workers.
- d. Reviewing and refining the middle leadership tier with an appropriate Leadership Skills Continuing Professional Learning Programme, coherent with a Leadership Skills Development Matrix.
- e. Middle Leadership to lead training and professional development around Assessment for Learning.
- f. Outreach development and professional services offered to mainstream and SEND local primary and secondary schools.
- g. Continued attendance at Challenge Partners, London & SE Hub [The Bridge, London] and Teaching School Alliance.

B] Effectiveness of leadership and management

Current grade

2

Last inspection grade [2013]

2

Effectiveness of leadership and management is good

STRENGTHS

- a. The new [January 2017] Senior Leadership Team is ambitious and dynamic, strongly committed and sets high expectations and leads by example to identify and initiate improvements which effectively raise standards across the provision.
- b. The capacity of the middle leadership team is good.
- c. St Piers School community is unified through vision, mission and core values and has high ambitions.
- d. All leaders focus on consistently improving outcomes for our students.
- e. Safeguarding is effective.
- f. Governors challenge the leadership team through focus visits, Q&A sessions at governors meetings and requests for reporting, so that the effective deployment of staff and resources, including the pupil premium grant, the primary PE and sport premium, Year 7 literacy and numeracy catch-up premium and special educational needs funding, secures excellent outcomes for our learners.
- g. Leaders promote equity and equality of opportunity and diversity exceptionally well, for both students and staff.
- h. Leaders and governors have a true and comprehensive understanding of the quality of education at the school. This helps us continually plan, monitor and refine actions to keep improving all key aspects of the school's work.
- i. Leaders and governors use performance management effectively to improve teaching, learning and assessment. We use accurate monitoring to identify and spread good practice across the school.
- j. Monitoring and quality assurance of standards by the Senior Leadership Team and associated teams is accurate and rigorous.
- k. Professional Learning development for most staff is a strength of the wider organisation.
- l. Whole-school self-evaluation is progressively more effective and collegiate in approach.
- m. Students are safe and well cared for: safeguarding and child protection is highly effective and individual targets for health and wellbeing are set across the school and the relative residential settings.
- n. Relationships between school, parents/carers and professionals from trans-disciplinary teams are highly operational and very effective.
- o. Key improvement initiatives are successfully implemented and embedded, including cross-site and cross-phase teaching and learning opportunities.

Evidence

- a. Leadership and management have a clear and ambitious vision for St Piers, a specific mission and core values which support the vision and mission of the school; this association shapes our culture and reflects what we value and is centred on young people achieving outstanding outcomes. It is communicated effectively to staff, parents/carers and students and other professionals who we work in partnerships with and is aligned to the whole-organisation's first strategy.
- b. Leaders are creating a culture of high expectations, aspirations and educational quality in which the highest achievement of progress and attainment in academic, non-

academic and vocational work is recognised as critically central to our holistic pedagogical approach. The Education Governing Body [EGB] is engaged and continues to develop the level of challenge it provides to the school.

- c. We prioritise refining arrangements aimed at improving outcomes for all students, including highly vulnerable students and those with complex needs and disabilities. As a result of appropriate trans-disciplinary interventions, progress and attainment levels are consistently good or better across the phases and across the curriculum, including in English and mathematics.
- d. Leaders and managers precisely monitor, analyse and evaluate the progress of key groups of students and individuals, through bespoke assessment systems, to ensure that none fall behind their peers and most consistently exceed expectations and aspirational targets. Progress and attainment data informs assessment and is used to inform more accurate planning. Governors are responsible and effective at holding the school to account for this through a range of highly focused individual support and monitoring visits and education governing body [EGB] meetings, driven by an EGB strategic development plan.
- e. The leadership team model high expectations for social behaviour among students and staff, so that honesty, accountability, passion and belief are the standards, in line with our core values which underpin our vision and mission.
- f. Across the leadership team, we sustain and promote understanding of rigorous and accurate self-evaluation, informed by the views of students, parents/carers, staff and professionals from trans-disciplinary & integrated teams, which leads to effective planning securing continual improvement.
- g. All members of leadership ensure that the review and redesign, application and evaluation of the curricula delivers scope and balance of meaningful and relevant skills for learning.
- h. Leadership and management enable enhancement of the curricula for acute [SLD] and global [MLD] learning difficulties with extra-curricular opportunities where students extend their knowledge and understanding and improve their skills in a range of artistic, creative and sporting activities, and support ongoing development of the 5-25 curriculum to help create a personalized inclusive education framework consisting of 'focused pathways' driven by needs, disabilities and difficulties and outcomes.
- i. We also ensure provision of appropriate opportunities for students' SMSC development, together with a promotion of fundamental British values in a way that our students understand.
- j. Leaders across the school are proactive in securing and sustaining effective improvements to teaching, learning and assessment.
- k. St Piers School has a professionally motivated, respected and effective teaching and support staff.
- l. Leadership are proactive in supporting the provision of rigorous, high-quality and identified continuing professional learning [CPL] for teachers and support staff at all stages of their careers, and utilize a detailed performance management schedule to stimulate active practice and evidence-based research enquiry throughout the school.
- m. Engage in constructive dialogue with parents, carers, other stakeholders and agencies to support all students.
- n. Ensure effective use of additional funding, including pupil premium, measuring impact on student outcomes and how effectively governors hold them to account for this.
- o. School leaders and members of the Education Governing body, work together to demonstrate the effectiveness of governors' work in discharging their core statutory duties to support and improve education across the school.
- p. All leaders and managers, including governors, promote equity and equality and raise better understanding of, and respect for, people of all faiths (and those of none), races, genders, ages, disabilities and sexual orientations (and other groups with protected

characteristics), through their words, actions and influence within St Piers and more widely in the local and regional community.

- q. All school leaders, managers and governors ensure safeguarding is effective and evaluate the efforts to raise awareness and keep students safe from the dangers of abuse, sexual exploitation, radicalization and extremism. Leaders, managers and the Head of Safeguarding and Compliance have created a culture of vigilance where children's welfare is actively promoted. Students are listened to and feel safe. Staff are trained to identify when a student may be at risk of neglect, abuse or exploitation and they report their concerns through appropriate channels known to them. Leaders and staff work effectively with external partners, including LADOs, commissioning agents and social workers across a range of authorities and boroughs, to support pupils who may be at risk or who are the subject of a trans-agency plan.
- r. School leaders facilitate governors to challenge the school using independently acquired knowledge and detailed analysis and evaluation.

Acknowledged Barriers to Learning

- a. St Piers new 5-25 curriculum model under development: to be fully implemented 2018/19.
- b. All governors need to understand their role and responsibilities in relation to effective governance of specifically-identified areas relating to the school's provision and current practice.
- c. Access to Careers Education Information Advice and Guidance [CEIAG] for more able students requires clearer pathways for those moving in to FE, training and employment.

Main **Priorities** for removing BtL

- a. Further develop capacity of Extended Leadership Team to align with 5-25 developments.
- b. Continue to develop the capacity of Middle Leadership to evaluate, work with, and improve the effectiveness of the teams they lead so that the quality of provision continues to develop and achievement rises further.
- c. Develop the new 5-25 curriculum, in relation to school, so that it is highly organised and thoroughly cohesive.
- d. Awareness of change management impacts on staff and students: leadership demonstrate transparency and understanding of anxieties during the change process.
- e. Develop clear transitional CEIAG pathways across school and in particular from Year 8.

Practical actions to be taken

- a. Review Leadership structure: roles and responsibilities.
- b. Formalize Management and Leadership Succession Planning 2017-20.
- c. Review HR capacity procedures around pace of recruitment.
- d. Review whole-staffing structure: line management and performance management practice.
- e. Specific, identified leadership training through NCTL and SSAT professional development programmes.
- f. Curriculum areas team structure / staffing reviews.
- g. Greater strategic precision at an appropriate pace to ensure planned progress and completion of expected outcomes.

- h. Leadership to ensure that new curricula and assessment systems are relative, informative and fit for purpose operational: build on existing capacity to analyse, evaluate and use student achievement data.
- i. Review St Piers' mission and vision statements and their strategic and operational [practical] realisation across the 5-25 model and the organisation.
- j. Embed areas of research-based Continuous Professional Learning [CPL], including internal and external training.
- k. Ensure rigorous link between CPL and Quality Improvement Plan priorities.
- l. Review external CEIAG Advisor role / consider internal staff development.
- m. Develop communication systems (formal / informal) for staff support.
- n. In partnership with HR and the Communications Team, advertise to all staff the Health & Wellbeing support systems in place.
- o. Explore Middle Leadership remunerated on Leadership Pay Range [and not UPR/TLR].

C] Quality of teaching, learning and assessment

Current grade	2
Last inspection grade [2013]	2

The quality of teaching, learning and assessment is good

STRENGTHS

- a. Teaching in the primary phase of the school is mostly good or better. Most teaching in the secondary phase and 16-19 is outstanding. A wide-range of strategies and practice are working well across teaching, learning and assessment: 'even better if's' have been identified.
- b. All teachers and most support staff have high expectations.
- c. All teachers demonstrate good knowledge of the subjects they teach and identify students' misunderstandings and act to correct these appropriately.
- d. The majority of teachers use assessment for learning strategies to develop appropriate learning opportunities for most students.
- e. Most teaching and learning support creates a positive climate and actively engages the students in learning.
- f. Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curricula, equipping all students with the relevant skills to make progress.
- g. Support and intervention strategies are generally effective creating a positive and inclusive learning climate.
- h. There are no current significant achievement gaps between groups of students.
- i. There is a clear curriculum model in school which links effectively to the waking day curriculum for those students who are residential. There is a wide range of opportunities to apply knowledge and skills through group activities.

Evidence

- a. Effective performance management verifies that Teachers' Standards are being consistently met.
- b. Learning walks show that teachers and staff have high expectations of learning and behaviour for all students. Most Class Teachers and all Subject Specialist Teachers have deep knowledge and understanding of the subjects they teach.
- c. Teaching is characterised by excellent relationships between staff and students.
- d. Teachers plan lessons well. Management of students' behaviour across the school is good. All staff challenge stereotyping and the use of disparaging and offensive language.
- e. Teachers plan time in their lessons for students to practice / 'overlearn' so that they have secure knowledge, skills and understanding.
- f. Students needing extra support because their progress is below expected are routinely identified and supported accordingly.
- g. Formative feedback which students receive is in line with St Piers' assessment practice and is effective in helping them to make good or better than expected rates of progress. Staff give careful attention to individuals' particular needs to help them learn effectively. Such strategies ensure that these students learn as well as their classmates and have equal opportunities to achieve well.

- h. Students are given a range of opportunities to develop the capacity to learn from their mistakes and they become keen learners who want to find out more. Most are willing to find out new information to develop, consolidate and deepen their knowledge, understanding and skills, both in lessons and in extra-curricular activities.
- i. Homework is used as a link with the residential children's homes. It provides challenge and consolidates past and future learning in line with each student's outcomes identified in their EHCPs.
- j. Literacy skills including reading, writing and communication are embedded across all phases of the curricula, as are mathematics / numeracy skills where appropriate.
- k. In all subjects, good opportunities are given to reinforce students' literacy and numeracy skills. Phonics continue to be taught to students when identified as necessary to aid reading and writing progression.
- l. Learning environments have needs-focused, attractive learning-displays including key words to support subject progress and literacy.
- m. Students' past work is displayed and celebrated to encourage and inspire.
- n. Classrooms are well-designed for learning, they are welcoming, interesting and help inspire students to learn. The atmosphere in lessons is very positive.
- o. Most students enjoy the challenge of learning and are keen to improve.
- p. Excellent achievement of learning outcomes helps demonstrate the majority of students are resilient to failure: building resilience is a key focus for student learning at St Piers.
- q. Many residential students opt in to extra-curricular opportunities and extended day activities.
- r. Information to parents / carers, informing them about how their child is doing is shared through annual / transition reviews, end of year reporting, qualification attainment confirmation, and via home-school communication books, telephone conversations, face-2-face meetings, termly newsletters and trans-disciplinary meetings. Almost all parents and carers agree that their children are taught well.

Acknowledged Barriers to Learning

- a. A minority of teachers in English and mathematics do not use assessment for learning consistently well to inform appropriate next step planning to enable suitable progress rates for some students.

Main Priorities for removing BtL

- a. Monitor the implementation of assessment for learning strategies, particularly in English and mathematics in line with the development of new assessment systems, so that by Spring 2018 they are consistently well embedded and highly effective throughout the school.
- b. Improve where necessary, teachers' use of active learning strategies, and constructive feedback strategies, so that by Spring 2018 these approaches are consistently well embedded throughout the school.
- c. Ensure all teachers are able to identify and remove barriers to learning through effective differentiation.

- d. Ensure staff are deployed and supported effectively in alignment to students' needs and disabilities.
- e. Develop and implement 'Shared Learning' Targets across the school and in to residential settings by Spring 2018.

Practical actions to be taken

- a. Focus on Assessment for Learning & Assessment as Learning in teachers' CPD.
- b. Further staff development around Shared Learning Targets [ShaLT].
- c. Learning Walks to focus on ShaLT implementation and impact on learning / rates of progress.
- d. Share / discuss other pedagogic non-negotiables: performance standards.
- e. Identify what 'outstanding' learning and teaching looks like across the phases.
- f. Challenge teachers to take risks and be more creative.
- g. Effective coaching, mentoring and action-research to improve teaching expertise and pedagogy.
- h. Review of student learning feedback guidelines which is implemented and adhered to consistently.
 - i. Develop a consistent approach to work scrutiny and moderation.
 - j. Flexible homework options available to students in KS1-2.
 - k. Functional skills to be mapped across both school and residential learning.
 - l. Development of the residential 'learning' programme in partnership with residential colleagues.
- m. Ensuring students have a broad and balanced and relevant curriculum offer, including after-school activities programme for day students.
- n. Transitions action plan in place and communicated to all stakeholders.
- o. Explore extended, personalised work placements from Year 10.
- p. Develop student-centred risk assessment processes.
- q. Exploration of past students' successes and feedback around what could have been better.
- r. Partnership working with FE providers and employers re: developing required skills for FE learning and securing employment, including traineeships, apprenticeships and volunteering work.
- s. Explore opportunities around a growth in partnership working between organisations: consider FE lecturers / support staff moving between college and school and teachers and school support staff working across college and community-based learning centres.
- t. Review effectiveness of 'Baseline' assessment processes against student progress and impact on learning outcomes.
- u. Create new 'Timeframe of ARR' [assessment-recording-reporting] / Quality Assurance Framework.
- v. 'Hexing' of teaching, learning and assessment data / outcomes. [Lesson Observation-Work Scrutiny-Data/outcomes/States / levels of Learning/EHCP learning outcomes].
- w. Share new curriculum model developments / recommendations with staff so that personalised learning can be planned for / tracked / modelled / realised.
- x. Review students' learning styles via class teachers.
- y. Formal learning reviews after October 2017 half-term: focus on teaching, learning and assessment across the school.
- z. Arrange assessment visit from Basic Skills Quality Mark assessor: Spring 2018.

D] Personal development, behaviour and welfare

Current grade	1
Last inspection grade [2013]	1

Personal development, behaviour and welfare are outstanding

STRENGTHS

- a. Excellent interagency links with Disabled Children's Team and CTPLD etc.
- b. Conduct is good and almost all students behave well all of the time.
- c. Attitudes to learning are exemplary.
- d. The views of stakeholders are unreservedly positive.
- e. Bullying, in all its forms, is rare. Any instances of bullying or discrimination are dealt with and resolved swiftly.
- f. The school actively promotes equality, equity and diversity: Students develop a wide understanding of rights and responsibilities and the differences between people in school and their own community.
- g. Nearly all students feel safe at school.
- h. Revised behaviour management strategies and core values are consistently embedded.

Evidence

- a. Most students are learners who demonstrate exemplary attitudes to learning.
- b. Most students are engaged in learning, interested in the tasks, and work hard to complete their work in the time available. Some are able to discuss and debate relevant and contemporary issues in class and assembly, and also through Student Council meetings.
- c. All students respect the learning environment where others' ideas and opinions are shared.
- d. Students' pride in the school is demonstrated through excellent conduct, manners and punctuality. Students are friendly and sociable with one another and adults, and polite and welcoming to visitors.
- e. Skilled and highly consistent behaviour management by all key staff and most of the other members of staff makes a very strong contribution to an exceptionally positive climate for learning.
- f. Students' attendance is slightly below national SEN average [92%, May 2017 DfE] and the 96% national average for pupils without SEN, remaining consistently at around 89%, compared with 89% in the year of our previous Ofsted Inspection [2013-14]. Improvement is required and is a whole-school priority, facilitated through the combined work of the senior teachers, the Leadership Group and trans-disciplinary team involvement, including staff from the residential settings.
- g. The attendance of LAC students at St Piers is considerably higher than their peers and also higher than the national average. Most absence is caused by illness or because of significant medical conditions. The number of persistently low attenders has decreased and is below the national SEN average.
- h. Punctuality to school and to lessons is excellent with students arriving on time and settling quickly.
- i. Behaviour and safety in lessons and around St Piers is outstanding overall. Almost all of the students behave well all of the time.
- j. In most lessons, students' behaviour and willingness to cooperate is exemplary.

- k. Most students listen well to each other's contributions, try hard and remain interested and actively involved throughout the lesson.
- l. 10% of students have social, emotional and mental health – 60% have a diagnosis of ASC: behavioural difficulties and occasional incidents do arise but these are few in number and are relative to the individual's complex needs and managed in a skilled and effective manner. Behaviour and safety strategies are continually reviewed in keeping with our dynamic student cohort.
- m. All students receive appropriate and needs-specific advice and guidance from internal and external professionals and integrated multi-disciplinary teams, to help them understand how their education equips them with the behaviour and attitudes necessary for the next stage of education, training or employment.
- n. Students are continually involved with the school to prevent all forms of bullying, including online and prejudice-based bullying through curriculum-based opportunities and also via the Student Council agenda. Students are made aware of different forms of bullying, including cyber-bullying and prejudice-based bullying, and actively try to prevent it from occurring.
- o. Bullying in all its forms is rare and dealt with highly effectively. Almost all parents and carers say that their child is well looked after at school. Staff, parents and carers say any such incidents are dealt with well by the school.
- p. St Piers' culture promotes all aspects of students' welfare so that they feel safe at all times: The school's work to keep students safe and secure is outstanding. Staff spend a great deal of quality time on this, and work as well as possible with social services and other external services to protect students and keep them safe.
- q. Staff consistently show great care and concern for students' well-being.
- r. Parents and carers and students are overwhelmingly positive about the school's ability to keep them safe, for example, through internet-safety, health and safety, and personal, social and health education. This contributes very well to their personal development. All surveys and questionnaires show that the vast majority of parents, staff and students are unreservedly positive about both behaviour and safety. Parental attendance at Annual Reviews is extremely high.
- s. Students' relationships with staff is good and they trust staff to help resolve concerns they have through a range of appropriate and effective pastoral, behavioural and academic support systems that are closely monitored.
- t. Some students can explain or express how to keep themselves healthy - physically, emotionally and mentally. Some students are confident in staying safe from abuse, exploitation and radicalisation, including online media, but many of our vulnerable students receive constant support to keep them safe.
- u. St Piers actively promotes opportunities for SMSC development so that students are equipped to be thoughtful, caring citizens. Support for students' spiritual, moral, social and cultural development is widely evident.

Acknowledged Barriers to Learning

- a. Medical and social and mental health issues for some students still limit acceptable attendance levels: Attendance for these few identified students needs to improve.

Main Priorities for removing BtL

- a. Continue to review strategic behaviour management planning relative to inclusion, so that by summer 2018 it is consistently well embedded across the school and fully understood by all members of staff.
- b. Continue to develop effective strategies for improving attendance so that the overall level is maintained above national average figures by summer 2017 and beyond.

Practical actions to be taken

- a. Review behaviour management policy and procedures, including rewards and sanctions, including across Sixth Form.
- b. Continue to incorporate the integrated services team in embedding procedures more consistently.
- c. Monitoring Review of student attendance policy and procedures.
- d. Re-visit the core values: to better understand impact on personal development, behaviour and welfare.
- e. Send out student questionnaires twice a year [November and April].

E] Outcomes for children and learners

Current grade	1
Last inspection grade	2

Outcomes for learners are outstanding

STRENGTHS

- a. Performance gaps between different cohorts of vulnerable students are statistically negligible. On average, across PMLD, SLD and MLD cohorts 99% of all students made expected or better than expected progress in English and 96% in maths.
- b. Overall average [all subjects], in 2016/17, all students made expected or better than expected progress.
- c. In English, 94% of all students achieved expected or better than expected progress in 2016/17.
- d. In Maths, 97% of all students achieved expected or better than expected progress in 2016/17.
- e. Comparison of progress vs expectations for Year 11 students [16/17 cohort] between end of KS2 and end of KS4, in Maths and overall achievement, ignoring category of need, shows expected and/or better than expected progress for all students: In English, 80% achieved expected or better than expected progress.
- f. Students develop a range of functional skills relative to their needs.

Evidence

- a. Relative to their starting points in English and mathematics and overall, including the proportions making and exceeding expected progress, our students make outstanding progress by the end of Year 11.
- b. Progress compared with the national average is below expectation but expected due to the complex SEND needs of our students combined with social, emotional and mental health issues and autism spectrum conditions that are prevalent amongst the cohorts.
- c. No students achieve GCSE grades. However, 90% of the 2016/17 Year 11 cohort achieved better than expected progress relative to their end of KS2 starting points, including English and maths.
- d. Due to the nature of our students' SENDs, Attainment8 at the end of Year 11 is below national figures [see above].
- e. Throughout St Piers School, individual targets and learning plans are provided for the key areas of literacy and communication, numeracy and personal development ensuring progress and achievement for all students is closely monitored.
- f. The majority of students therefore make better than expected progress from their starting points. By the end of Year 11, in relation to their starting points, pupils make outstanding progress and achieve exceptionally well as a result of the help and support they receive from all adults working in the school, including therapists and other specialist professionals.
- g. Achievement overall is outstanding. The most able pupils make outstanding progress because teachers set tasks which are challenging and aspirational enough to ensure they meet the targets set as part of their individual learning plans. Progress towards these

targets and students' small steps in learning are recorded using B Squared assessment recording and tracking system and new targets set when appropriate, informed and guided by national benchmarking via CASPA national SEND database.

- h. St Piers is currently reviewing its curriculum provision across 5-25. This will offer a completely personalised accreditation & pathways programme ensuring that pupils make good progress in all subjects. Previously underperforming subjects have increased the challenge and level of accreditation to ensure outstanding progress across the curriculum. Senior leaders identified the need to provide more challenge in some of the academic courses to help more-able students achieve even more.
- i. For students eligible for the Year 7 Literacy and Numeracy Catch-up Premium, almost all students make at least the progress expected, and many make better than expected progress. Individual students' records show that their skills usually increase more quickly than expected, so that the gap identified between their attainment and that of their peers diminishes.
- j. Progress in the sixth form is good, with outstanding progress in practical and vocational subjects. Students achieve a wide range of accreditation and relative experience. The students are offered a good choice of learning pathways leading to either independent living skills or employability skills.
- k. The progress of students known to be eligible for Free School Meals and the Pupil Premium Grant [PPG] is comparable with other students in both English and mathematics. The PPG is used very effectively to help those eligible to achieve well. This is not only by supporting, for example, improvement in literacy skills, but often by improving individuals' well-being and personal development which leads to improved achievement. The school uses student level data to show how the gaps are diminished and takes action at both individual and class level to provide improved opportunities and outcomes.
- l. Students develop a range of skills, such as reading, writing, communication and mathematical skills. All staff work together in teams to record evidence of students making progress in English and Maths. This leads to students being recognised for applying these skills throughout the curriculum.
- m. Students achieve a range of academic, vocational and practical accreditations at the end of Key Stage 4. This prepares them well for further education, work or training.
- n. All Year 11 students and those in Sixth Form will have firm offers and positive destinations agreed by March 31 2018.

Acknowledged Barriers to Learning

- a. Complex educational and medical needs and social deprivation.
- b. Attendance of a few identified students.
- c. Missing knowledge and skills gaps of a few students.
- d. Greater academic challenge and aspirational attainment for all students through Key Stages 3-5.

Main **Priorities** for removing BtL

- a. 'Differentiation' linked to category of need and personalised learning preferences.
- b. Greater personalisation of curricula access.
- c. Wider range of qualification and destination pathways and subject choice.
- d. Increased access to alternative curriculum provision.

Practical actions to be taken

- a. Review 'Differentiation' practice and deliver whole-staff training.
- b. Explore students' Learning Styles.
- c. Students' progress to be monitored regularly through progress meetings to ensure timely interventions can be implemented for those at risk of not making expected progress.
- d. Design and embed an Alternative Curriculum: monitor impact of learning opportunities on outcomes.
- e. Review and embed new qualification and pathways structure, across college and through Sixth Form.
- f. Provision mapping to move online to Bluehills - Create database to analyse impact of provision on outcomes and to be able to monitor spend more accurately.
- g. Disseminate to staff how PPG is spent – involve staff
- h. Website PPG update in newer format.
- i. What is the PPG story of success now [preparation for Ofsted / Ofsted Ready] – trends available.
- j. Case Studies of key students to present the 'whole picture' of provision and achievement.
- k. Ensure reporting processes are in place to show impact and highlight 'meaningful' next steps.
- l. Students' engagement in learning: Zones of Initiative/Engagement to be explored and trialed across selected cohorts.
- m. School library development: Partnership links with local community library.

F] Effectiveness of Sixth Form provision

Current grade	2
Last inspection grade	N/A

Effectiveness of Sixth Form provision is good

STRENGTHS

- a. Teaching in Sixth Form is consistently good or better.
- b. Detailed Annual Reviews and Transition Planning accurately inform personalised future pathways.
- c. Medical and social, emotional and mental health [SEMH] support is outstanding.
- d. Strategic planning and key focus areas for future 16-19 development is in progress.
- e. Nearly all students across all groups, remain on their study programmes [retention rates are consistently high], meet or exceed their core aims and continue progress towards GCSE grade C levels / equivalent in English and/or maths.
- f. Arrangements for safeguarding students in school are outstanding.

Evidence

- a. Leaders rigorously and thoughtfully pursue standards of excellence throughout the Sixth Form and are focused on improving provision and outcomes to reduce achievement gaps which exist between groups of our students and national figures. This is achieved through planned, effective monitoring of teaching, learning and assessment. Retention rate figures are outstanding, and progress and skills development is good.
- b. Study pathways for each student reflect their prior attainment and their education and career goals and aspirations in life.
- c. Available study programmes include a good range of academic, applied and technical qualifications.
- d. Students access non-qualification activities including work experience and qualification pathways in English and maths because no students hold a GCSE graded A*-C by age 16.
- e. The percentage of students who do not have a grade C or equivalent [or above] in English and/or mathematics prior to sixth form but are now achieving these grades in Sixth Form is below national average.
- f. The quality of careers guidance and transition planning is outstanding, supported by our new CEIAG external professional and lead for this area in school.
- g. Appropriate options available in Sixth Form are being explored. Leadership are realizing better post-18 opportunities through research and discussion with employers and other educational establishments. These measures are ensuring our students follow study programmes that enable them to develop realistic plans for their future.
- h. Leaders and Sixth Form staff work extremely effectively with external stakeholders, including Prospects, and use current and previous destination information to inform and evaluate the extent to which the provision meets the needs of all our students.
- i. Most students' personal, social and employability skills are developed to an appropriate standard relative to their complex needs and medical conditions. 'Non-qualification' activities and study programmes are preparing them for life in modern Britain.

- j. Most teaching, learning and assessment supports students and challenges them so that they make substantial, personalised progress. Teaching and personalised intervention strategies enable students who fall behind to catch up quickly. The most able students excel towards personalised goals to prepare them well for the next stage of their learning.
- k. St Piers Sixth Form students are confident and conduct themselves well both in Sixth Form and at external events. They are punctual and polite. Their personal and social skills development is a key focus throughout Sixth Form and all students make good progress towards personalised targets.
- l. Students' employability skills are developed relative to their interests, needs and abilities.
- m. Learners in Sixth Form experience appropriate opportunities to understand how to keep themselves safe and healthy, both physically and emotionally.
- n. Safeguarding arrangements are outstanding.
- o. Attendance of learners in the Sixth Form is good. It continues to improve.
- p. The rates of student retention in Sixth Form are outstanding and remain consistent. Withdrawal rates from learning aims are well-below national average and consequently, completion rates remain high.

Acknowledged Barriers to Learning

- a. New 16-19 Curriculum still under review and development: in place September 2018.
- b. Non-qualification or enrichment activities and/or work experience opportunities are too narrow in appropriate choice.

Main Priorities for removing BtL

- a. Move teaching practice from good to outstanding.
- b. Develop and embed creative and skills-based curriculum geared towards independence, community inclusion, employment and training and health.
- c. Outcomes reflect aspirations through SMARTER learning and planning.
- d. Teaching must enable aspirational learning and ensure rapid and substantial progress across all phases and subject areas.
- e. Study programmes build on each student's prior attainment and enable them to make progress and move on to a higher level of qualification.
- f. Students' employability skills are developed through a greater range of options from in-school to out of school via community links with other employers and organisations.

Practical actions to be taken

- a. Consider the necessity / advertisement of / appointment of Head of Sixth Form / 16-19 Coordinator relative to 5-25 structure.
- b. Improved partnership working with Preparation for Adulthood / Pathways / LDD Personal Advisors / Youth Support Services / Targeted NEET Prevention Service to evaluate destination data of past students.
- c. Give more credence to Vocational Profiling / partnership with Surrey LA.
- d. Develop Employability Baseline.
- e. Introduce Vocational & Working Interviews.
- f. Further develop Employers' Skills Index.
- g. Join Preparing for Adulthood [PfA] Scheme.
- h. Consider employing / developing Job Coach/es to help deliver Systematic Instruction.
- i. Develop 16-19 vocational links with Plumpton College.