

<b>Name of School:</b>	Chailey Heritage School
<b>Head Teacher/Deputy Head:</b>	Simon Yates/Richard Green
<b>Hub:</b>	Portsmouth
<b>School type:</b>	Non-Maintained Special
<b>MAT (if applicable):</b>	N/A

<b>Estimate at this QA Review:</b>	Outstanding
<b>Date of this Review:</b>	5-6 February 2018
<b>Estimate at last QA Review</b>	Outstanding
<b>Date of last QA Review</b>	26-27 January 2017
<b>Grade at last Ofsted inspection:</b>	Outstanding
<b>Date of last Ofsted inspection:</b>	October 2014

**Quality Assurance Review**

The review team, comprising of host school leaders and visiting reviewers agree that evidence indicates these areas are evaluated as follows:

<b>School Improvement Strategies</b>	OUTSTANDING
<b>Outcomes for Pupils</b>	OUTSTANDING
<b>Quality of Teaching, Learning and Assessment</b>	OUTSTANDING
<b>Area of Excellence</b>	NOT SUBMITTED
<b>Previously accredited valid Areas of Excellence</b>	Sex and Relationship Education and Personal Safety January 2017
<b>Overall Estimate</b>	OUTSTANDING

*Please note that a Challenge Partners Quality Assurance Review is not equivalent to an Ofsted inspection, and agreed estimates from the review are not equivalent to Ofsted judgements.*

## 1. Information about the school

- Chailey Heritage School is a non-maintained school for pupils with complex physical, sensory, communication difficulties and associated health needs. Many pupils have serious medical conditions and most have severe or profound learning difficulties. A very few have moderate learning difficulties.
- Over half of all pupils attend on a daily basis. Others are resident in the children's home within the school grounds on a variety of residential packages. All of the children in the Early Years Foundation Stage (EYFS) are day pupils and attend full-time.
- There are 92 pupils on roll from 15 different local authorities. Pupils are spread across three age-banded departments, Reception to Year 4, Year 4 to 11 and Year 10 to 14.
- The percentage of disadvantaged pupils is slightly higher than the national average for special schools.
- Almost all pupils are of White British heritage. Most have English as the first language at home although only three pupils can speak as their prime form of communication.
- The school is set on a large site with facilities for specialist health care and therapeutic support. Many pupils are able to make use of a tracked mobility system that enables them to make self-supported movements around the buildings. The school has an aquatics centre, a new educational farm and a stable and paddock where pupils have access to hippotherapy. Nurses and therapists work alongside teachers and their assistants every day.
- The school was inspected by Ofsted in October 2014 and judged to have outstanding overall effectiveness.

### 2.1 School Improvement Strategies - Follow up from previous review

- The system for recording progress against 'My Next Steps' is now much more consistent as a result of staff training. This consistency is maintained through a regular programme of monitoring.

### 2.2 School Improvement Strategies - What went well

- As a result of extensive research, in collaboration with national leaders in the field, a completely new curriculum and new planning and recording arrangements were introduced 18 months ago. The focus of the school's approach is now entirely on individual curriculum programmes that more directly address pupils' needs and their learning priorities. The relevant information is set out within a very helpful document entitled 'Chailey Heritage Individual Learner Driven Curriculum' (CHILDC). This sets out clearly the school's holistic approach and provides details of how pupil outcomes will be monitored and the main sources of evidence. It also sets out how the quality of teaching will be monitored.
- The school's vision and current improvement plans are shared with staff termly so that there is a common understanding of key issues being pursued.
- The self-evaluation form (SEF) and school improvement plan (SIP) are extensive documents which detail the operational activities. The SEF sets the school's views and evidence against Ofsted criteria and aligns with the SIP, which outlines future activities to be undertaken.
- The core feature of the school's approach to planning, 'Why, How, What, When', is displayed in a central position within the buildings in order to emphasise these key elements.
- Leaders and managers place an intense emphasis on the quality of teaching, particularly with reference to planning 'My Next Steps' (MNS) for each pupil. Teachers agree these targets with parents and other disciplines in order to ensure that they are appropriate.
- Teachers, therapists, teaching assistants and nurses work as a single team to provide the necessary combination of teaching, treatment and care. A programme of monitoring and support ensures that MNS are progressive or adjusted in the light of circumstances arising.
- There are five middle leaders who are either heads of department or lead practitioners. They form a highly committed and enthusiastic group who are eager to make best use of the new curriculum and the new planning and recording arrangements. They have a very positive view about their relationship with senior leaders and appreciate the opportunities that meetings give them to contribute to decision-making. They also recognise the opportunities that they and other members of staff have to take part in research and benefit from training.

## **2.3 School Improvement Strategies - Even better if...**

...the evaluation report was headed with an analysis of the impact upon pupil outcomes in order to highlight the key findings that inform improvement plans.

...the improvement plan included a short summary of the key priorities that provide a sharp focus on addressing previous findings.

## **3.1 Quality of Teaching, Learning and Assessment - Follow up from previous review**

- Action has been taken to enable experienced teachers to form collaborative relationships with new teachers in order to 'upskill' them and better meet the diverse needs of the pupils. Teaching assistants benefit from the same approach.

### **3.2 Quality of Teaching, Learning and Assessment - What went well**

- Individual pupil learning plans are expressed in terms of 'My Next Steps' towards long-term goals and these are the focal point of classroom displays. They are clearly well understood by all the adults who record outcomes on daily post-it notes that are then attached to the MNS. This good practice rightly focuses on progress.
- A strength of the MNS system is that staff respond rapidly to any pupil 'blips' or unexpected developments that require MNS to be adjusted.
- All activities in the classroom, be they led by a teacher, teaching assistant, therapist or nurse, are arranged so that they promote an aspect of learning. This may be, for example, communication, mobility or social skills. This best practice also extends to transition arrangements so that pupils are engaged in the process of moving from one area to another.
- Adults take a careful approach to encouraging and prompting pupils so that they have time to respond and function independently, where possible. Calm, purposeful atmospheres are maintained in classrooms and care is taken to ensure that pupils are approached in a manner suited to their needs and personality. These measures often result in pupils becoming enthused by the opportunities to participate. As a result, further engagement and progress are secured.
- The strong knowledge and skills of teaching assistants are very evident and they are able to lead important learning activities.
- There is an extensive range of resources available. Interactive technology is used well to engage pupils and there are many opportunities for them to access learning activities by using control devices. All pupils have bespoke mobility devices and a full range of additional postural equipment to ensure that they can exercise and develop their physical skills. The postural equipment positions them well for learning.
- A wiring system within the floors and grounds of the buildings allows pupils to gradually acquire the skills to move around in their bespoke seating system to chosen locations. The system includes powered mobility platforms so that all pupils can be seated in their own equipment in order to access the experience. For some pupils, this means working over time to fully independent driving.
- A rebound area, an aquatics centre, a hippotherapy centre and a farm provide exceptional opportunities for pupils to experience challenging and stimulating activities, as well as exercise, to promote physical development.
- Technology is used to an exceptional level in order to support learning. In consultation with parents, a multi-disciplinary team of teachers, access technologists, occupational therapists and research and development engineers combine to design and produce bespoke devices that reduce or remove many barriers to learning. These devices support the development of communication, powered mobility and social skills, whilst also providing access to other areas of learning.

### **3.3 Quality of Teaching, Learning and Assessment - Even better if...**

...work continued to develop planning so that, when appropriate, aspects of learning link closely to the available experiences on the new school farm.

...wherever possible, the learning environments were managed to avoid the disturbance of focussed learning.

#### 4. Outcomes for Pupils

- The school's planning and assessment focuses entirely on individual levels of functioning and building upon individual levels of development and ability. This pupil-led approach enables the achievement of each pupil to be compared with what they could do previously. Expectations against standard scales of development are inappropriate.
- All pupils have an education, health and care plan or statement of special educational needs. On admission, they are all functioning well below age related expectations. In some cases, the lack of appropriate resources in the past has hindered their development.
- A multi-disciplinary team plans learning in consultation with parents. This results in agreed 'My Next Steps' in the priority areas agreed for each pupil, with a view to all pupils realising their potential. The MNS are subjected to a validation process and on-going assessment is subjected to both internal and external moderation.
- The daily MNS post-it notes are collected in 'CAFÉ' (class assessment file of evidence) files and key information then transferred to individual pupil 'learning progress files'. These learning progress files provide an historical picture of progress. Annual review reports summarise outcomes under EHCP headings.
- Workbooks have been introduced for the small proportion of pupils who are able to benefit from more subject-oriented lessons. These are being successfully developed to provide a clear indication of pupils' starting points and on-going assessments that inform the next MNS. In a few cases, the MNS are linked to more conventional learning pathways.
- Structured learning walks and scrutiny of files during the review provide a convincing picture of all pupils making progress. Assessment information provides a comprehensive view of finely graded steps of achievement. In the case of pupils with deteriorating medical conditions, MNS focus on maintaining the present level of functioning or at least slowing the rate of regression according to their prioritised needs. No matter what the level of need or ability, all pupil progress records are scrutinised alike.
- Students indicate that they are happy with their experiences at the school and showed that they are given a wide range of opportunities to develop their preferred means of communication.
- Destinations beyond age 19 are varied and require a great deal of consultation and preparation. The school works closely with other providers to ensure that pupils are well prepared to make successful transitions.

#### 5. Area of Excellence

The school already has an accredited area of excellence and on this occasion has not submitted a further application. However, a useful discussion took place with a very creative 'Aquatics' team with a view to them making a submission of this area next year.

**6. What additional support would the school like from the Challenge Partners network, either locally or nationally?**

The school is an active member of the Portsmouth Hub and is not currently seeking any further Challenge Partners support.

**This review will support the school's continuing improvement. The main findings will be shared within the school's hub in order that it can inform future activities.**