

Fountaindale School SEF Summary 2016-2017

Overall Effectiveness

Fountaindale is now an outstanding school because:

- End of Key Stage data analysis shows pupil progress and achievement overall is at least good and often outstanding from starting points. Assessment is embedded and accurate. Interventions are clear and effective in keeping pupils on track.
- Lesson observations, learning walks, Work Scrutiny, pupil progress and interventions monitoring shows the majority of teaching across the school and over time is now outstanding and never less than good. Curriculum is well designed, based on latest research and matched well to the range of pupil need within the school.
- The school's internal learning environment has been purpose designed and is observed to be creatively used by staff to support learning. This is now to be extended to include the external learning environment.
- High quality extended and enrichment provision ensures every opportunity is taken to support, broaden and extend pupil provision outside of the classroom and the normal school day. The most recent Ofsted Social Care Inspection of residential provision at the school (Oct 15) judged the provision to be outstanding in all areas.
- Strong partnerships with special and mainstream schools on a local and national level ensure good practice is shared and that pupil progress is benchmarked.
- Behaviour across the school is outstanding. Pupils demonstrate high levels of respect and tolerance of each other and of staff. Pupils enjoy school, have excellent attitudes towards their work and support one another.
- Strong partnerships with parents have been developed, and continue to develop to support and enhance pupil learning. The school uses the Leading Parent Partnership Award and Achievement for All as frameworks to continually develop this.
- Safeguarding is outstanding. Policies and procedures are robust and fully understood by staff. Pupils are actively encouraged and educated in keeping themselves safe.
- Leadership is uncompromising and highly driven. Governance is strong and holds team leaders to account through rigorous monitoring and challenge. The school has been awarded Governor Mark.
- Progress since the last inspection has been substantial. School improvement is at the forefront and a clear vision is fully understood by staff.
- The school recognises its areas for further development and improvement and has implemented a range of strategies to continue the drive to raise standards.

This SEF identifies the following areas for improvement or further development

Areas for Improvement

- To develop the external learning environment
- To respond to findings within 2015/16 data analysis (see outcomes)

Areas for Further Development

- To review procedures for Teaching Assistants appraisal to ensure objectives are matched to school improvement targets and new standards.
- To continue to develop the school's curriculum through enquiry research and links with partner training agencies and national development groups.
- To address issues highlighted through the annual and end of key stage data analysis for 2015/16

- To review new target setting and progress tracking processes for Pre-formal, Semi-formal and Formal students.
- To further develop parental links and support parents in working with their own children.
- To continue to develop enrichment opportunities through links with partner schools and community groups.
- To continue to develop the role of the governing body through ongoing training and the further development of self-review structures.
- To explore new models for future governance
- To continue to develop local and national links with good and outstanding schools to share and develop good practice and benchmark pupil progress.
- To further develop collaborative links with partner agencies through the NCC 'Improving Outcomes for Children and Young People with Disabilities' agenda and the Health 'Integrated Community Children and Young People's Healthcare Programme.

Effectiveness of Leadership and Management

We judge Leadership and Management of the school to now be outstanding because:

- The Principal and Leadership Team have high expectations, a challenging vision and clear drive and direction for continual improvement.
- Rigorous processes for self-evaluation and accountability are in place, including the use of external verification. The Leadership have a detailed annual plan of review and monitoring activity.
- A strong and continuous emphasis is placed on improving the quality of teaching and learning. All staff are encouraged and supported to continuously develop their performance professionally through rigorous performance management processes. The school has **Investors in People** status. Scrutiny of the quality of teaching, support and learning is robust through appraisal, lesson observations, learning walks, pupil progress reviews, work scrutiny and teachers planning reviews. Scrutiny of support staff appraisal has highlighted the need to ensure that the objectives of Teaching Assistants are matched more closely to school priorities and newly published standards for TAs.
- Leadership scrutiny ensures that challenging targets are set for pupil progress. Pupil progress and intervention strategies (where required) are rigorously monitored and reviewed. Pupil assessment is fully moderated internally and benchmarked or verified externally to ensure accuracy and consistency. Wider external benchmarking is recognised as an area for continued development.
- A broad, balanced and innovative curriculum has been developed through extensive research and partnerships with schools and specialist organisations nationally to meet the complex range of needs of all pupils.
- Safeguarding is a strong emphasis in everything that the school does, reflecting the recognition and understanding of all staff of the increased vulnerability of our pupil population. Procedures and processes for safeguarding have been previously judged by Ofsted to be outstanding.
- SMSC is a strong element of the school's ethos, and is inherent within the culture and curriculum of the school. School values, which incorporate British Values are regularly reiterated and emphasised within everyday interactions with pupils and through specific planned events and activities. Respect for each other and a development of understanding and tolerance of people from a range of different backgrounds (faiths, races, ages, disability, and sexual orientation) are key elements of SMSC promotion.
- Opportunities for learning are maximised and significant emphasis is placed on creating extra-curricular and out of school hours learning opportunities along with

community partnerships to enhance the curriculum, particularly in the areas of independence, creativity and sporting activity.

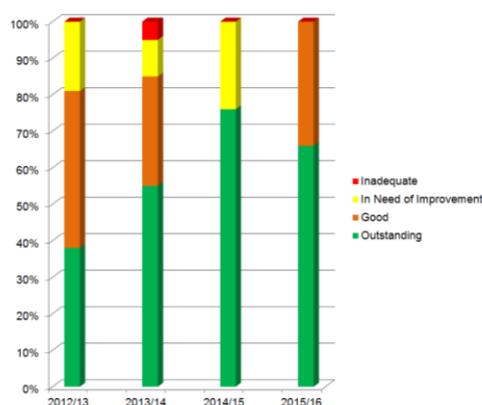
- The design of the site, internal and external, has been and continues to be clearly focused on maximising the effectiveness of the learning environment.
- The voice of pupils and parents/carers are highly valued. Partnership working with parents has been a high priority for development within the School Improvement Plan. The school achieved the **Leading Parent Partnership Award** in 2014 and is presently working towards reaccreditation. The views of pupils are gained through a strong student council whose ideas are listened to and acted upon. Pupils state that they enjoy school and feel confident to talk to staff about any concerns.
- Pupil and parent/carer feedback demonstrates that they highly value and have a high opinion of their school. Pupil attitudes towards learning are exceptional.
- External partnerships, local, national and international have been widely developed and are creatively used to enhance the curriculum and to enrich the learning experiences of pupils. The school received the **International Schools Award** in 2012 and 2015.
- School resources, including the budget and fundraising amounts are well managed and used effectively to enhance the learning environment and learning opportunities for pupils. Pupil Premium funding has been clearly targeted and the measurement of impact shows that no significant gap exists between Pupil Premium pupils and the school as a whole with respect to pupil progress. PE and Sports premium has also been clearly targeted and has impacted on pupils' access and exposure to a wider range of sporting activity. Fundraising has been extremely successful over the last 2 years to support specialist equipment provision within the school. Further significant funds have been raised through bids to charitable agencies.
- Governance is highly effective and holds school leaders to account. Governors rigorously monitor the performance of the school through committee meetings, school visits, Learning Walks, link governor meetings with responsible staff, requesting presentations from staff, and scrutiny of progress data and School Improvement Plan progress. Governors regularly evaluate their own performance. The school gained **Governor Mark** in 2015.

Quality of Teaching, Learning and Assessment

We judge Teaching, Learning and Assessment to now be outstanding because:

- Lesson observations, learning walks, work scrutiny, scrutiny of teacher's planning and data analysis shows the majority of teaching over time to be outstanding with consistently high expectations of pupil achievement.
- Teachers know their pupils well, have a good understanding of the curriculum they teach and use this to accurately set challenge in their teaching and target setting.
- Over 2015/16, 74% of teaching reviewed by SLT was judged to be outstanding over time with 26% judged as good. Teaching has improved over the last 3 years as result of clearly targeted support and targeted CPD.

Quality of Teaching and Learning from SLT Lesson Observations
2012-2016



- A sample of Joint lesson observations and planning scrutiny with the school's EIS adviser confirmed the judgements of SLT.
- Appraisal procedures for teachers and the majority of support staff groups are robust and matched to standards. It is recognised that TA appraisal needs to be further developed to be more clearly matched to school improvement priorities and newly published standards. All appraisal encourages a positive culture towards constant reflection of performance and further professional development.
- Challenging annual and end of key stage learning targets are set for each child. These are regularly reviewed by strand teams and extended if necessary to ensure challenge remains.
- Pupil records show that progress is regularly and rigorously assessed against measures appropriate to the child's level of development across the broad curriculum. Teachers' records demonstrate that assessment and evaluation is intrinsically used to inform planning.
- Wherever possible pupils are encouraged to reflect and evaluate their own learning and given good quality feedback on how to improve.
- Detailed intervention plans are produced for children falling below expected progress targets.
- Pupil progress, intervention plans, teachers' planning and pupils' work are regularly monitored by the Leadership team.
- SLT scrutiny demonstrates that the development and consolidation of functional Communication, Literacy and English skills and the development of mathematical thinking, Numeracy and Maths skills are well planned for and delivered by teachers across the curriculum.
- Lesson observations and Learning walks show that re-reading and reading skills, including phonemic and phonic knowledge, are developed and encouraged within each class and across the curriculum. All semi-formal and formal classes have developed specific reading areas.
- Lesson observations and Learning walks demonstrate that a high level of technology is used across each strand of the curriculum to support pupil learning.
- Lesson observations, learning walks, teacher planning scrutiny and work scrutiny demonstrates that SMSC is firmly embedded within the curriculum and teaching.
- Creative and innovative teaching strategies have been developed through inquiry and action research and through staff CPD to meet the needs of pupils across the curriculum range.
- Through formal and informal contact with parents, teachers actively encourage parent participation in their child's learning.

Personal Development, Behaviour and Welfare

We judge personal development, behaviour and welfare to be outstanding because:

- The development of independence (physical, social and emotional and intellectual), is embedded within the ethos of the school, its teaching and curriculum, and the extra-curricular activities it offers, including residential provision.
- A work related learning pathway, including careers guidance and work experience, has been developed to increase student awareness and skills and to prepare them for making choices about the next stage in education, training or work.
- The school has a strong PHSE curriculum which embraces the development of SMSC and an understanding of British Values and promotes 'keeping yourself safe'. The subject is used to teach pupils to recognise and manage risk, make safer choices, and recognise when pressure from others threatens their personal safety and wellbeing. This is sensitively delivered at a level appropriate to pupil need and understanding.

- The school continues to maintain 'Healthy Schools' standards and actively promotes and raises awareness of healthy living options, within the curriculum, extra-curricular and enrichment activities, and daily guidance and support. Pupils are encouraged to make informed choices about healthy eating, their physical fitness and general wellbeing.
- Pupils are encouraged to take on a range of responsibilities, such as taking the class register to the office, or older pupils supervising lunchtime activities, in order to encourage them to be active citizens. School councillors are democratically elected and have responsibility for organising class discussions and collecting views to be raised at council meetings. The importance of the role of school councillors is emphasised in specific assemblies.
- A focus of the SRE curriculum for the past two years has been on the development of an understanding of sexual exploitation and keeping safe.
- Robust Safeguarding policies and procedures along with regular guidance and training for staff ensures that the safety and welfare of children remains high in the culture and practice of the school. Staff training has included awareness of the indicators of Child Sexual Exploitation, FGM and Radicalisation, including full 3 yearly safeguarding training, annual updates and on-line Channel training. All staff have received a copy of KCSIE (Part 1 September 2016) and understanding is checked through ½ termly 'quizzes'. A comprehensive recording process is in place to monitor and act upon any concerns that staff have regarding pupil safety and welfare.
- The school has a robust Online Safety Policy, which staff are made aware of, and Acceptable Use of ICT agreements for staff and Formal pupils. Formal pupils are taught about online safety and the dangers of inappropriate use of mobile technology and social network sites. Parents are also supported through information and workshops on keeping their child safe online.
- Pupils have detailed healthcare plans, intimate care plans, manual handling plans, and consistency and behaviour plans (where necessary). These are risk assessed by appropriately trained staff and monitored in respect of staff practice to ensure individual pupil safety.
- All areas within school and activities outside of school are thoroughly risk assessed
- 100% of parents responding in the latest parent questionnaire stated that their child felt safe at school and that they felt their child was well cared for.
- Pupils, themselves, tell us through requested feedback to their school council, that they feel safe in school and well supported by staff
- There have been no referrals to MASH over the last 3 years.
- Residential Pupils' safety, which takes into account many of the safeguarding policies and procedures across the school as a whole, has been judged to be outstanding within the past two annual Ofsted Social Care Inspections of Residential Provision at the school (February 2015 and October 2015).
- There was only one reported case of bullying during 2014/15 and none over 2015/16. Where bullying is reported robust support plans for all parties involved are drawn up and closely monitored.
- In the most recent parent questionnaire (May 2016) 100% of parents stated that the school deals effectively with any case of bullying.
- Lesson observations and Learning Walks demonstrate that pupils' attitudes to learning and behaviour are exemplary. Pupils demonstrate respect for each other's views and a caring attitude towards each other.
- Disruption to learning, due to behaviour is rare and nearly always related to a child's specific needs. Detailed consistency plans and behaviour plans are developed to ensure staff are aware of behaviour triggers and how to respond consistently, safely and effectively if unacceptable behaviour situations occur. School rules are minimal due to the high levels of respect shown by pupils.
- 100% of parents stated that there is a good standard of pupil behaviour in the school and that their child's lessons were not disrupted by bad behaviour.

- The attendance rate for 2015/16 was 88.0% (2.8% improvement on 2014/15). Persistent absence(>10%) has decreased by 10% over 2015/16 (presently 26.6%) The majority of absences relate to the medical needs of pupils. Attendance is monitored closely and unexplained or patterns of absence are acted upon.

Outcomes for Pupils

Outcomes for pupils are judged to be outstanding because end of key stage and annual pupil progress data demonstrates that:

- Overall pupils make outstanding progress from their starting points given their levels of complexity of need and the impact of this on their learning.
- Pupils are set challenging targets and goals based on a detailed understanding of the child's needs and on exceeding previous levels of progress wherever possible.
- Learning and progress is clearly tracked for all ability levels and demonstrates both gaining, consolidating and deepening of knowledge, understanding and skills.
- All pupils, other than those with degenerative conditions made expected or better than expected progress by the end of their key stage in 2015/16.
- Overall, progress within English, Maths and Science has improved year on year for the past three years.
- Boys are no longer falling significantly behind girls in core subjects, which has been a targeted area for improvement.
- Pupil Premium pupils are achieving either at or above the whole school average in English, Maths and Science.
- Issues highlighted in the analysis of annual and end of Key Stage pupil progress explicitly inform the School Improvement Plan. Issues highlighted from 2014/15 analysis, relating to Pre-formal pupils and 14-19 students following accredited courses, were acted upon and new target setting and pupil progress tracking processes put in place. Termly review and end of 2015/16 data analysis has shown these new processes are making a positive impact on pupil progress.
- Key Issues from 2015/16 data analysis being addressed through the present School Improvement Plan are:
 - To review processes for targeting and tracking EYFS pupils within the Early Learning Goals
 - To examine causes of low progress within the Technology Early Learning Goals for EYFS pupils
 - To review the provision and assessment of Reading, Writing and Maths for Semi-formal Pupils

Autumn term 2016/17 data and Leadership monitoring shows that positive progress has been made in all three of these areas.

- Our Education Improvement Advisers' Evaluation of 2015/16 Outcomes Report' for the school concluded that achievement across the school was 'at least good' with evaluation processes and school improvement planning being robust.

The effectiveness of Early Years Provision: Quality and Standards

We judge the effectiveness of our Early Years provision to be outstanding because:

- EYFS pupils benefit from experienced staffing, a highly stimulating and safe environment and exceptional organisation and implementation of the curriculum which provides rich, varied and imaginative experiences.
- There is good breadth to the curriculum, giving a wide range of activities and opportunities across all the Early Learning Goals.

- Pupils are highly motivated and consistently demonstrate curiosity, imagination and concentration.
- Excellent relationships are developed with parents with frequent opportunities for parental and family involvement in activities to promote engagement in their child's learning.
- Teaching is consistently of an outstanding quality. Through robust appraisal and leadership support, teaching and support staff are provided with high quality continued professional development.
- Planning is meticulous and assessment is accurate and effective in tracking progress and informing future planning.
- Data shows that EYFS children consistently make high rates of progress in relation to their starting points.
- In the end of EYFS analysis for 2015/16, Technology was highlighted as an area of below expected progress. This has been highlighted for investigation within the 2016/17 SIP.
- External validation of the high quality of provision has been received over the past year from scrutiny by our Education Improvement adviser, Local Authority EYFS Moderators and members of the LA EYFS Quality and Attainment Team.
- Now that the new build is complete, the development of a stimulating outdoor environment for Early Years has been highlighted as a priority within the 2016/17 SIP.

The effectiveness of 16 to 19 Study Programmes

We judge the effectiveness of Post 16 study programmes to be outstanding because:

- Student progress is judged to be at least good and is continuing to improve with an increasing number of students now making outstanding progress against starting points.
- New annual progress measures and targets have been developed and introduced, linked specifically to accreditation schemes of work for each subject. Termly and annual review has demonstrated that these new processes are having a positive impact on the monitoring of pupil progress
- All students entered for Literacy, Numeracy, Science and ICT accreditations in 2015/16 passed with certification.
- The vast majority of students working towards accreditation are on target to achieve expected grades with 20% in English and Maths expected to exceed their expectations. The small number of students who have fallen below target have comprehensive intervention plans in place.
- No significant gaps exist between the progress of specific groups of learners and Pupil Premium is used to ensure all pupils receive adequate support to reach their potential
- Lesson observations, learning walks, work scrutiny and scrutiny of teacher's planning over 2015/16 showed teaching of the 14-19 curriculum to be mostly outstanding and never less than good.
- Students demonstrate exceptional attitudes towards their work, are highly motivated, well engaged and enjoy the challenges presented.
- The majority of study programmes followed by students are accredited. Study programmes are structured so that they build on prior achievement and attainment and challenge students to progress to higher levels.
- There is a very good range of study programmes on offer in order to provide opportunities for developing, knowledge, skills and interests and prepare students for the next phase of their lives.

- Students within the 14-19 age range are offered the opportunity of accessing the residential provision within schools for blocks of time in order to further develop targeted independence and social skills.
- A work related learning pathway, including careers guidance and work experience, has been developed to increase student awareness and skills and to prepare them for the next stage in education, training or work.
- Students are able to access mainstream and specialist college link courses in order to extend the range of study programmes that can be offered to match personalised learning requirements or interests.
- Through Personal and Social Development programmes, students are actively taught to take responsibility for keeping themselves safe and healthy.
- Students and their parents are well supported through the transition process towards future provision. The school has strong links with Social care transition co-ordinators to ensure that packages of provision are planned and in place to support transition to the next phase.
- Tracking of school leavers over the past 5 years has shown that all students attending college places have either maintained or completed their placements. Students entering day care provision have also maintained their placements. Only one post 19 school leaver over the past 5 years did not attend either college or day care provision.
- All parents of school leavers for 2015/16 have stated in the most recent parent questionnaire that they felt well supported by the school with respect to their child's transition.

Sources of Evidence

School Vision documentation
 School Improvement Plans and Reviews (School IP)
 LA Service Level Agreement for commissioned services
 Governing Body, Leadership, and Extended Leadership meeting minutes
 Education Improvement Service Adviser's Reports
 Individual Pupil and Whole School Annual and End of Key Stage Targets
 Annual and End of Key Stage Data Analysis for 2015/16
 Pupil Premium Strategy 2016/17
 Teachers' planning and pupil progress documentation
 Principal & Head of School Lesson Observation Records
 Individual teacher support Plans
 Teacher Appraisal Records and reviews
 Non-teaching staff supervision and CPD reviews
 Staff Individual Learning Plans, CPD records and evaluations
 Performance Pay records and reports
 Inset plans and evaluations
 Hirstwood Training Programme
 Sheffield University Link
 Curriculum Policy Documents
 Leadership team minutes
 Minutes of Special School Federation network meetings
 Learning Walk and Work Scrutiny Reports
 Pupil Profiles
 Pupil Progress Files
 End of Key Stage, Annual pupil targets
 School Values
 Medium term planning documents
 Pupil target Trackers and reviews
 Individual Intervention plans and reviews
 Accreditation Pathways

Curriculum Documents
Annual Review Reports
Route Map
Vocational Education Pathway
Schemes of work
Postural care programmes and timetables
Parent Annual Questionnaire Analysis May 2016
PHSE Curriculum document
PowerPoint presentation and SMSC documentation
Governor monitoring planner and minutes of Governors' Committee Meeting Minutes
School Flag, FREDICE Poem, School Slogan
British Values Map
Safeguarding Training documentation and registers
Channel Training Certification
Extra-curricular activity attendance records
Pupil data analysis for significant groups
Pupil Consistency Plans
Safeguarding and Wellbeing Policy, Procedures and Reports
Health and Safety Policy and Procedures
Anti-Bullying Policy
Behaviour and Discipline Policy
Exclusions log
Records of Bullying incidents
Staff training records
SRE Focus activities, PHSE Curriculum
H&S Group minutes
Residential monitoring reports
Governor Committee meeting minutes
Records of governor training and informal and formal monitoring reports
Minutes of governor meetings, Governors Monitoring Plans
Headteacher Reports to the Governing Body
Monitoring and Evaluation Plans
Governor Mark Submission and assessor Report 2015
Governor Skills Audit & Training Plan
Principal's Appraisal Reviews
SFVS Assessment
Parent Evening attendance
Site Plans
Schedule of Accommodation and design drawings
Residential provision's 'Statement of Purpose'.
Principal's Annual Report on Residential Provision Sept 2016.
Ofsted Social Care Inspection Report Oct 2015
Student Council minutes
Pupil questionnaires(eg. After school Clubs, residential provision)
LPPA accreditation certificate
Pupil Diaries
Minutes of Pre-admission and post-admission meetings
Parental Contact Policy
Newsletters
Website
Facebook Page
Reports to Parents
Pupil IEPs
Pupil Merit and Headteacher Award Certificates
Parent Contribution to Annual Review Report
Complaints Log
Parent Letters

Creative Partnership Project outlines and evaluations
PE Curriculum Plans
Primary Sports Funding expenditure and Impact Report 2016/17
British Council Bids and evaluation reports
International Schools Award Certificate
National Training Programme and evaluations
International School Award submission evidence
Sensory Library Brochure
Minutes of Network Meetings