

School Improvement Visit Report

Summer Term 2017

I. Visit Information

School Name: Prospect School

Focus: Report of visit

Adviser: Sharon Salmon

Local Authority: Hampshire

Visit Reference: Inspection and advice

Date of Visit: 03/07/2017

Attendees:

- Sharon Chinnappa – Head Teacher
- Sharon Salmon - LLP

Issues Arising:

Ofsted Report February 2014

The school was judged to be 'good' during the two day, section 5 inspection 26-27 February 2014.

It stated that the school was not yet outstanding because

- Not enough teaching was consistently outstanding. Some teachers did not give students enough time to practise what they needed to improve their work.
- Some teachers did not give enough opportunities for students to practise their skills in English and mathematics in a range of other activities, such as investigations or problem solving.
- Although overall attendance was improving, it was low because some students were too unwell to attend. Also, some students, who had a previous poor attendance pattern before they joined the school, still did not attend regularly enough.

The School Development Plan addresses the issues identified in the Ofsted report and other areas for development identified through the self-evaluation process carried out by leaders at the school.

The percentage of students on track to make **outstanding progress** is

- Mathematics 58%; English 38%; science 82%

The percentage of students on track to make **good progress** is

- Mathematicss 18%; English 18%; science 6%

The percentage of students making **strand progress** is

- Mathematics 25%; English 45%; science 12%

The School Development Plan focuses on:

- Improving the effectiveness of Leadership and Management by developing effective systems of reporting; developing accountability to improve teaching and learning; embedding a robust Performance Management system; improve use of data across the curriculum; ensuring a balanced budget is in place for the next three years.
- Further developing student personal development, behaviour and welfare by ensuring attendance for pupils with more extreme needs is in line or better than the national average for SEMH schools (overall attendance is 94%); managing pupil behaviour effectively so as not to disrupt learning and reducing exclusions by 50%; improving students' self-management skills reducing damage to the school property and violent incidents by 50%.
- Improving the quality of teaching, learning and assessment by using data to inform teaching in foundation subjects to ensure it is consistently outstanding; design the curriculum to ensure that learning is consolidated and skills embedded across all subject areas; ensuring staff receive high quality appropriate PD to improve the quality of their teaching; providing accelerated learning for pupils on 1:1/reduced packages.
- Improving outcomes for students and learners by adapting to the changes of the national curriculum ; using information about the different needs to provide staff training and appropriate Access Arrangements and strategies for success; providing additional literacy development to improve reading supporting students to better access the curriculum; using data across all subject areas to setting rigorous targets and accurate forecasts for individual student trajectories enabling all students to achieve a minimum of three qualifications.

Progress against these areas of development is currently being monitored as much is ongoing. However, as of May 2017, attendance was as follows:

- Actual attendance 87.89%; Filtered attendance 88.48%; Target attendance 94%.

The actual attendance is affected by some Year 7 pupils who have not managed to attend due to medical reasons. There are also 17 pupils whose attendance is a cause for concern due to their vulnerability and mental health.

The filtered attendance figures discount the 11% of pupils who are unfit to attend school. The school recognise that the figures are below their aspirational target but note that the attendance figures are higher than the other three local SEMH schools.

These figures compare positively to previous years, in 2015-16, 77% of students had an attendance rate of 85% or more, 64% had an attendance rate of 90% or more and 36% had an attendance rate of 95%. During the same period in 2016-17, 79% had an attendance rate of 85% or more, 64% had an attendance rate of 90% or more and 40% had an attendance rate of 95% or more. The school has focused on improving attendance and has highlighted it as a continued focus.

- Current analysis of pupil progress this year is as follows:

All Key Stage 3 Pupil Premium students are making outstanding progress in mathematics and science and they are making strand progress in English. The school note that the Pupil Premium cohort in KS3 have particularly complex needs. The Year 7 cohort have been particularly challenging which has led to disruption of learning.

In Key Stage 4 both Pupil Premium and non-Pupil premium students make similar levels of progress in English with the majority making strand progress. Pupil Premium students make greater progress than non-Pupil Premium Pupils in mathematics and science with the majority of students making outstanding progress in science; and 83% Pupil Premium students making good or outstanding progress in mathematics. The school note that Key Stage 4 students have mastered more self-management techniques and therefore have the ability to engage more fully in learning.

All school improvement priorities identified in the school development plan for leadership and management are on track to be in place by the end of July 2017.

Formal observations of lessons carried out by SLT have shown 50% of lessons to be outstanding and 50% to be good. A detailed strategy of targeted two-light training sessions has been developed to improve Teaching and Learning as well as a range of specific CPD opportunities for

individual staff.

Actions:

Action	Who	Timescale
Further develop middle leadership team	MLT supported by SLT	30/03/2018
Embed Performance Management process	SLT	22/12/2016
More teaching to be consistently outstanding	Teachers	22/12/2017
Pupil attendance to be 94%	Headteacher – supporting development in range of areas	30/03/2018
Improve pupil progress in English	English Lead	30/03/2018

Summary of Main Findings:

The School's self-evaluation and progress (See attached table)

The school has identified that there is a lack of consistency in the quality of teaching, learning and outcomes for pupils across the curriculum and in particular with lower outcomes in English. Having identified this area for development the school is addressing this issue through adapting the curriculum to better meet the needs of the students and through staff training. Progress data, lesson observations, work scrutiny will continue to be monitored and evaluated to support improvement in this area.

Priority Level

The school is identified as medium priority for local authority resources. The leadership demonstrates that they have the capacity to further develop and secure good outcomes for all students.

the pupils present complex and challenging needs, Local Authority resources could support continued improvement.

Strengths

The Headteacher has clearly identified the priorities for improvement and articulated them to staff and governors. The School Development Plan is being implemented and having positive outcomes in all areas of development.

Safeguarding has a high profile throughout the school and all appropriate training has taken place.

II. Main Report

Activity reason:

LA funded

Activity focus:

Annual visit of Leadership and Learning Partner review (LLPR)

Context:

Prospect School is a special school for 11-16 year old boys who have Social, Emotional and Mental Health difficulties as their primary SEN. Currently, there are 59 pupils on roll (APN 52). The school profile is:

- 41% of pupils have an organic/clinical diagnosis in relation to their behaviour e.g. Oppositional Defiance Disorder, Obsessive Compulsive Disorder, Pathological Demand Avoidance, Conduct Disorder.
- 31% of pupils have a diagnosis of Autistic Spectrum Condition or social communication impairment in their profile.
- 16% have a diagnosed attachment disorder.
- 12% of pupils have sensory (integration) difficulties.
- 21% of pupils have been identified as being affected by trauma.
- 59% of pupils have more than one identified SEN need and thus present with complex needs.

The school is situated in an area of exceptional disadvantage and is the second most disadvantaged special school in Hampshire with an average IMD index of 15036. 57% are eligible for free school meals. The school consists of predominantly White British boys (88%). There is a fluctuating number of pupils in Local Authority Care – currently four (7%).

Pupils are transported from a large catchment area, mainly in the East of Hampshire, and therefore come from a wide range of geographical and social contexts.

There is a Deputy Headteacher (Teaching and Learning) and an Assistant Headteacher (Curriculum and Standards.) They have a teaching commitment of 30% and 50% respectively.

There is another Assistant Headteacher (Non-teaching Pastoral, 0.8 FTE) and a qualified Senior Social Worker and an Honorary CAMHS Practitioner.

The school consultancy/outreach service, Prospect Early Help, includes Mental Health Workers, Social Workers, Psychotherapist and Family Support Workers. Their priorities are to increase the skills and capacity amongst mainstream colleagues and to support students with SEN in local mainstream schools.

The school is the hub for the 'Leigh Park Supporting Troubled Families Scheme' which provides services to families in the local area.

The school is a placement training school for student social workers for the Universities of Portsmouth, Chichester and Winchester.

Commentary:

The Headteacher accompanied the LLP on a learning walk, visiting a number of lessons. It was evident that the students were highly motivated during practical lessons including food technology and design and technology. Students seen highly engaged and working independently had previously presented with very challenging behaviour. In recognition of the students' ability to access learning in practical situations the school is changing the Key Stage 3 curriculum from September. All core subjects will be taught in the morning; the afternoon teaching and learning will be an enrichment curriculum including animal care, horticulture, Forest School, physical education, Duke of Edinburgh Award, life skills etc. Many of these learning activities will lead to formal accreditation. This curriculum will provide opportunities for the students to use the skills they learn in core subjects in practical situations. The change in curriculum is aimed at using students preference for practical learning to enhance the learning across the whole curriculum.

For the first time, Key Stage 4 students have been offered options for their education from September. They have chosen two subjects from history, geography, art, PE and philosophy. These subjects will be studied during the afternoons. This will be a considerable difference with students studying one subject from an extended period of time during the afternoon session.

Current Year 11 students are all transferring to college in September. The Prospect Staying Engaged project will monitor the students' ongoing engagement and provide support to maintain their access to education.

These changes in afternoon curriculum are aimed at providing students with learning tailored to their own choices to support motivation, independence and self-esteem. A new teacher of history and geography has been appointed for September to allow these options to be implemented.

Violent incidents, mainly in relation to premises, have recently increased. By introducing a new afternoon curriculum which is more motivational, a reduction in violent incidents is anticipated. This will be monitored and reported to the Governing Body.

Students took part in two residential learning activities to Avon Tyrell during the year. The Headteacher attended both residential visits and reported a significant development in student behaviour and self-esteem following the visits. The school plan more of these enrichment learning opportunities to enhance the students' holistic learning experiences.

From September, there will be nine forms instead of the current seven forms. This will allow for smaller teaching groups and for students with similar needs to be taught together. This will reduce the impact of the few students who present challenging behaviour having a negative impact on other students' learning.

Internal staff development opportunities have been identified for the next academic year. Four posts have been made available; Leader for SEAL; Senior Teacher; Enrichment and Active Leisure Lead; Land based and Horticulture Lead. These are one year posts on offer to current staff for them to develop middle leadership skills and to enhance the curriculum offer. In addition the school is looking to employ another Teaching Assistant and a Personal Assistant to the Headteacher for September. The PA will provide support for the Headteacher allowing her to focus more effectively on school improvement as opposed to administrative tasks.

The school is developing a bespoke SKIT training course with George Abbott School. This three year training course will facilitate teacher training for staff interested in teaching pupils with SEN.

Funding:

LA funded