

### Quality Development Dialogue: School Improvement Review Record 2008-2009

|                                   |                        |                      |            |
|-----------------------------------|------------------------|----------------------|------------|
| <b>School</b>                     | Stubbin Wood School    | <b>DCSF No</b>       | 7012       |
| <b>School Improvement Partner</b> | Patrick McGuire        | <b>Date of Visit</b> | 04-11-2008 |
| <b>School Improvement Cluster</b> | Special Schools        |                      |            |
| <b>QDD Programme 2007-2008</b>    | Sustaining Improvement |                      |            |

#### The characteristics of your school

|  |   |
|--|---|
| <b>Pupil numbers; attendance and exclusions</b>    | <p>Full-time equivalent pupils: 89 plus 8 FTE in specialist nursery (97 pupils with a statement of SEN/learning difficulties and disabilities (LDD/SEN)).</p> <p>Authorised absence: 8.1 %</p> <p>Unauthorised absence: 0.6 %</p> <p>Attendance rate: 91.3 %</p> <p>Permanent exclusions: 0.0 %</p>   |
| <b>Attainment on entry; sources of information</b> | Detailed school assessment, alongside statements of SEN/LDD and multi professional reports indicates that pupils on entry are attaining well below age related expectations. Attainment in the mainstream nursery is generally low.   |
| <b>Special educational needs</b>                   | <p>SEN without statements: 16</p> <p>SEN with statements: 97</p>  |
| <b>Children in Care</b>                            | There are currently 3 children in care.   |
| <b>Socio-economic indicators</b>                   | Pupils eligible for FSM: 53%  |
| <b>Special features of the school</b>              | Stubbin Wood is one of Derbyshire's ten special schools and provides education for pupils with moderate learning difficulties (MLD), severe learning difficulties (SLD), behaviour, emotional and social difficulties (BESD) and autism spectrum disorder (ASD). The school has a children's centre on site and also a mainstream nursery. It works in partnership with the local primary school to offer private nursery provision on site. The school is also involved in the first phase of building schools for the future (BSF) and is moving towards a co-located secondary department on the site of the new Shirebrook Academy in 2011. |
| <b>Staffing</b>                                    | Headteacher plus 13 teachers and 17.9 FTE teaching assistants (TAs).  |
| <b>External or accredited quality awards</b>       | <ul style="list-style-type: none"> <li>• Investors in People (IiP), 2006.</li> <li>• Basic Skills Quality Mark (BSQM).</li> <li>• Accredited junior sports leader award.</li> <li>• International Award (Full).</li> <li>• National Healthy Schools Status (NHSS).</li> <li>• FA Charter Standard.</li> <li>• Sportsmark.</li> <li>• Activemark.</li> <li>• Careersmark.</li> </ul>   |
| <b>Ofsted: Date and key outcomes</b>               | <p>May 2006: "The school's overall effectiveness is good. An outstanding feature is that all pupils thoroughly enjoy school and the school gives good value for money."</p> <p>Key issues:</p> <ul style="list-style-type: none"> <li>• ensure that robust monitoring and evaluation is done by subject leaders;</li> <li>• ensure outcomes of monitoring and evaluation activity are used effectively to inform whole-school development planning, particularly in relation to setting targets for pupil performance by the end of Years 6, 9 and 11.</li> </ul>   |
| <b>Other inspections</b>                           | None identified.  |

**2008 PERFORMANCE SUMMARY****Summary of achievement and standards this year and trends over time:**

- Pupils' attainment ranges from P1 to NCL 3 in English and mathematics and up to Level 4 in science. In primary the majority of children attain between P5 and Level 1 and in secondary the majority attain around national curriculum Levels 1 and 2.
- An analysis of the Durham University data return indicates that pupils are making progress within the middle 50% band with pupils in Key Stage 3 with Key Stage 4 making better rates of progress.
- The school analysis of teacher assessments indicates that generally pupils are achieving better rates of progress than in the past, particularly pupils with ASD.
- The local authority value added score is 100.3 overall. Compared to the local authority average pupils are making satisfactory progress in English and mathematics and good progress in science.
- Compared to local authority average outcomes, pupils with SLD, BESD, ADS and MLD generally make good progress, with pupils with SLCN making satisfactory progress but showing improved rates of progress over the previous year.
- The analysis of pupil performance data shows no significant variations for any vulnerable groups and no significant variations between boys and girls. There is currently no specific tracking of progress for children in care or children receiving free school meals.
- As yet the school has not undertaken an analysis of outcomes compared to 2008 school targets.
- Overall, pupils are making good progress.

**CURRENT TARGETS**

- There has been some good work undertaken across the school to further improve the accuracy of teacher assessments using the B Squared system.
- Good use is made of teacher assessments which feed in to very good tracking systems. Pupils making insufficient progress against targets set are identified and appropriate actions taken.
- Statutory targets are not yet sufficiently linked to teaching and learning and to the pupil tracking system.
- Target-setting is based on some good analysis of pupils' progress.
- There is currently a lack of a systematic approach to tracking progress towards statutory targets set.

**Judgement on the appropriateness and challenge of targets:**

The school improvement partner judges the school's use of targets to raise standards for all learners to be satisfactory overall because it is based on a good analysis of pupils' progress but is insufficiently linked to a statutory target-setting process and the targets may be insufficiently challenging.

**VIEWS OF LEARNERS, PARENTS, CARERS AND OTHER STAKEHOLDERS**

- The views of parents are gathered through a very useful annual review questionnaire and also information requests on specific issues. Parents are very supportive of the school and indicate a very high level of satisfaction. There is also a regular newsletter which is sent out to parents and a school website.
- The views of learners are gathered through a very effective School Council, Sports Council and through inclusion questionnaires. Learners indicate a high level of satisfaction with the school and report that they feel safe, secure and supported. The School Council has held joint meetings with Ashgate Croft School Council and also now has a delegated budget of £2,000. Pupils from the school have also become involved with the Bolsover District Youth Council.
- There is a high level of effective consultation with all staff across the school. This informs the evaluation of the school and also helps to prioritise further areas for development.
- The School Council canvasses the views of pupils who decided to spend the delegated funding on the purchase of a wheelchair swing. Pupil requests for improved access from the main school to the nursery block have also led to these improvements being made.

**Judgement on the effectiveness of self-evaluation in this aspect:**

There is a good range of strategies used to gather the views of stakeholders.

| <b>ACHIEVEMENT AND STANDARDS</b>  |      |
|---|------|
| <b>SEF grade achievement</b>  | Good |
| <p><b>Impact of recent improvement work:</b></p> <ul style="list-style-type: none"> <li>The school established a sensory working group (SWG) and a communication working group (CWG) involving a range of members of staff that led to improved planning and resources and ultimately to improvements in staff skills and knowledge as observed by school leadership team (SLT) classroom observations. The work of these groups also led to some whole-school continuing professional development (CPD), and action plan for Autism Spectrum Disorder (ASD) and this year has seen improved rates of progress for pupils with ASD, with an overall local authority value added score for pupils with ASD of 100.4.</li> <li>Individual faculty groups have focused specifically on assessment issues and the subsequent tracking of pupil progress. This resulted in the early identification of pupils making insufficient progress and a subsequent analysis of the Durham University data shows improved rates of progress over previous years in English and mathematics, particularly in Key Stages 3 and 4.</li> <li>The planned focus on language and communication development work has been partly addressed through the work on provision for pupils with ASD. There has been an improvement in school resources for language and communication but this remains a continuing development need.</li> </ul> |      |
| <p><b>Confirmed areas for further improvement:</b></p> <ul style="list-style-type: none"> <li>Improve achievements in English, particularly reading.</li> <li>Improve achievement in mathematics, particularly in number, shape, space and measure.</li> <li>Continue to improve achievement for pupils with ASD and SLCN in particular.</li> </ul>   |      |
| <b>School Improvement Partner confirmation of SEF judgement</b>   |      |
| The school improvement partner confirms the school's self-evaluation in this aspect because generally good use is made of performance data including the school's own tracking systems to evaluate effectiveness.   |      |

| <b>PERSONAL DEVELOPMENT AND WELL-BEING</b>   |      |
|--|------|
| <b>SEF grade</b>   | Good |
| <p><b>Impact of recent improvement work:</b></p> <ul style="list-style-type: none"> <li>Further work has been undertaken to focus on pupil attendance. Very good links have been established with the education welfare officer and there is a very effective first day response from the school to absence. The school has turned down some requests for holidays inside school term time. There is one student identified as a persistent absence (PA) student and one other student who was previously absent for 20% of time now attends regularly. Attendance rates are currently 91.6% which is in fact slightly lower than last year's attendance rate.</li> <li>A wider range of lunchtime activities have been introduced including clubs related to craft, drama, music and dance. There is a very good level of attendance from pupils. These are now available along with a wide range of existing sports clubs and have supported the achievement of Artsmark. There has been improved behaviour at lunchtimes with fewer incidents and the majority of pupils now attend some lunchtime activities.</li> <li>All teachers and TAs have undertaken SCIP training and this has also involved the development of new ways of recording incidents. The school is now able to track patterns of incidents and is planning to engage with a more detailed analysis of incident records.</li> </ul> |      |
| <p><b>Confirmed areas for further improvement:</b></p> <ul style="list-style-type: none"> <li>Improve attendance.</li> <li>Undertake an analysis of behaviour incidents in line with SCIP procedures.</li> <li>Re-establish anti-bullying work around the Derbyshire Anti-Bullying Commitment (ABC) scheme process.</li> </ul>   |      |
| <b>School Improvement Partner confirmation of SEF judgement</b>  |      |
| The school improvement partner confirms the school's self-evaluation in this aspect because the school systematically evaluates the work that is undertaken to support the personal development and well-being of all pupils.  |      |

| THE QUALITY OF PROVISION  |      |                |      |               |      |
|---|------|----------------|------|---------------|------|
| SEF grade T/L   | Good | SEF grade Curr | Good | SEF grade CGS | Good |
| <b>Impact of recent improvement work:</b>   |      |                |      |               |      |
| <ul style="list-style-type: none"> <li>The school has successfully further developed more personalised learning through the option choices at Key Stages 3 and 4, now accredited through AQA unit accreditation and includes options such as childcare, hair and beauty and photography. There are also now options within Key Stage 2 with pupils being able to select a personal interest around which is developed a thematic approach for individual pupils within which core skills are taught. This has led to pupils making more choices and developing greater independence and individual talents.</li> <li>Significant work has been undertaken to develop the schemes of work and other planning for pupils with more complex needs to ensure there is a greater focus on the level and nature of individual pupil needs. Observations of teaching and learning have seen improvements in the quality of teaching targeted to individual needs through improved and increased differentiation. Secondary teachers are now timetabled within primary classes to gain experience of pupils with more complex needs.</li> <li>The school has now achieved the full International Award with the British Council and is the first special school in Derbyshire to do so. The school has been invited to join the East Midlands Regional Group on Global Awareness and has developed a series of workshops on global development for schools across the region. Through the British Council, Stubbin Wood is advising on the quality and content of some curriculum materials to be used in Eastern Europe.</li> </ul>  |      |                |      |               |      |
| <b>Confirmed areas for further improvement:</b>   |      |                |      |               |      |
| <ul style="list-style-type: none"> <li>Continue to improve differentiated approaches for pupils with severe and complex needs.</li> <li>Further develop personalised learning and options choices.</li> <li>Continue to develop and provide appropriate curriculum opportunities across the local learning community for pupils with complex needs.</li> </ul>  |      |                |      |               |      |
| <b>School Improvement Partner confirmation of SEF judgement</b>   |      |                |      |               |      |
| The school improvement partner confirms the school's self-evaluation in this aspect because the school evaluates outcomes for children, as a key indicator of effectiveness. This is supported by good assessment and tracking procedures and classroom observations.   |      |                |      |               |      |
| LEADERSHIP AND MANAGEMENT   |      |                |      |               |      |
| SEF grade   | Good |                |      |               |      |
| <b>Impact of recent improvement work:</b>   |      |                |      |               |      |
| <ul style="list-style-type: none"> <li>Subject leaders have now all developed a subject leader file that includes an analysis of pupil progress in their subject across their school. There is now an increased level of collaboration between subject leaders and class teachers to support the planning and delivery.</li> <li>There is an increasing level of engagement by teachers across the school with the collation and analysis of performance data. This is now beginning to inform subsequent actions taken.</li> <li>All teachers and TAs have engaged with the co-coaching programme. Staff have an increased understanding and awareness of the need to work in different areas of the school over time. All teachers have moved to work with a different class or key stage this year and there are plans for teaching assistants to move either classes or key stages in future. There have been focused workshops for all staff on the development of leadership skills across school and this has led to an improved understanding of the need for effective leadership and management at all levels.</li> <li>The new leadership team is now successfully in place and is continuing to develop a collaborative, self-critical approach. Each member of the leadership team produces their own annual strategic plan based on their own perceptions of the school's needs and this feeds ultimately into the school improvement plan. This encourages the development of a collaborative vision for the school's future.</li> <li>All teachers are given responsibility for the leadership of some element of external link or liaison. This has led to a range of good developments, for example, inclusive sport and global awareness.</li> </ul> |      |                |      |               |      |
| <b>Confirmed areas for further improvement:</b>   |      |                |      |               |      |
| <ul style="list-style-type: none"> <li>Continue to develop the role of the subject leader, particularly in the use and analysis of data.</li> <li>Develop a more coherent and systematic approach to target-setting that links the good monitoring and tracking of individual pupil progress to a statutory target-setting process and ensure there is sufficient challenge and impact on teaching and learning.</li> </ul>   |      |                |      |               |      |
| <b>School Improvement Partner confirmation of SEF judgement</b>   |      |                |      |               |      |
| The school improvement partner confirms the school's self-evaluation in this aspect because an appropriate range of evidence is used objectively to inform self-evaluation processes.   |      |                |      |               |      |

| <b>CAPACITY TO IMPROVE</b>  |      |
|---|------|
| <b>SEF grade</b>  | Good |
| <ul style="list-style-type: none"> <li>• There is effective leadership and management of change underpinned by a shared vision, high expectations and increasingly self-critical review.</li> <li>• There is an informed professional dialogue about teaching and learning and the school is sustaining improvement over time.</li> <li>• The school is increasingly effectively collaborating and networking with other learning communities.</li> <li>• The school continues to embed improvement systems and processes and develop accurate and rigorous self-evaluation.</li> </ul> |      |
| <b>School Improvement Partner confirmation of SEF judgement</b>   |      |
| The school improvement partner confirms the school's self-evaluation in this aspect because their evidence shows that increasingly self-evaluation involves middle as well as senior leaders and is providing a generally accurate diagnosis of the school's strengths and weaknesses.  |      |

| <b>OVERALL EFFECTIVENESS AND EFFICIENCY</b>  |      |
|--|------|
| <b>SEF grade</b>   | Good |
| <ul style="list-style-type: none"> <li>• The school is maintaining good levels of achievement in relation to pupils' capabilities and has improved the rates of progress of previously underperforming groups.</li> <li>• There is an inclusive approach to learning, ensuring enjoyment and achievement.</li> <li>• There is a high quality learning experience for all pupils, underpinned by a firm, purposeful, and professional leadership.</li> <li>• The school knows where it is, where it is going and what it needs to do to improve further.</li> <li>• The school is well placed to deliver the five outcomes of Every Child Matters (ECM) and to bring about sustained improvement in pupil achievement.</li> </ul> |      |
| <b>School Improvement Partner confirmation of SEF judgement</b>  |      |
| The school improvement partner confirms the school's self-evaluation in this aspect because there is generally strong evaluation of performance across all aspects of the school's work, including the school's contribution to ECM outcomes, and the school has capacity to improve further.  |      |

| <b>GOOD PRACTICE</b> (NB * indicates good practice for dissemination beyond the school)  |                        |
|--|------------------------|
| <ul style="list-style-type: none"> <li>• The leadership and management of developing a children's centre and pre-school provision and childcare links to private providers.*</li> <li>• An appreciation and understanding of the implications of Building Schools for the Future (BSF) for special schools.*</li> <li>• International Dimension (ID).*</li> <li>• The development of effective distributed leadership.</li> </ul>                                |                        |
| <b>KEY AREAS FOR IMPROVEMENT ARISING FROM THIS REVIEW</b>  |                        |
| <ul style="list-style-type: none"> <li>• Improve achievements in English, particularly in reading.</li> <li>• Improve achievements in mathematics, particularly in number, shape, space and measures.</li> <li>• Continue to develop appropriately differentiated opportunities for pupils with complex needs.</li> <li>• Develop a more coherent and systematic approach to target-setting that engages more effectively with the statutory targets.</li> </ul> |                        |
| <b>QDD programme 2008-2009:</b>  | Sustaining Improvement |

| <b>NEXT STEPS</b>   | <b>Who</b>                              | <b>When</b>                |
|---|---|----------------------------|
| • Headteacher Performance Management.                             | Headteacher and governors               | 18 November 2008 at 4:00pm |
| • QDD planning arrangements.                                      | School improvement partner, headteacher | 20 January 2009 at 9:00am  |
| • School improvement discussion with governors based on the SIRR. | School improvement partner, governors   | 10 February 2009 at 4:00pm |