

# The Springfields Academy

Curzon Street, Calne, Wiltshire SN11 0DS

## Inspection dates

16–18 May 2016

## Overall effectiveness

**Requires improvement**

Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Requires improvement
Overall experiences and progress of children and young people in the residential provision	Requires improvement
Quality of care and support in the residential provision	Requires improvement
How well children and young people are protected in the residential provision	Requires improvement
Impact and effectiveness of leaders and managers in the residential provision	Requires improvement
Overall effectiveness at previous inspection	Outstanding

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- Leaders have not ensured that teaching is consistently good throughout the school, particularly in key stages 3 and 4.
- Teachers do not manage pupils' behaviour in lessons consistently well. As a result, pupils' learning is interrupted.
- Pupils, including the most able, do not make consistently good progress, particularly in key stages 3 and 4 and in mathematics.
- Leaders' formal checks on teaching are limited. Their evaluation of pupils' outcomes does not clearly state where improvement is required. This limits leaders' ability to challenge staff, the precision of improvement planning and the accuracy of reports to governors.
- The achievement of the most able pupils is not promoted consistently well.
- Records and plans vary in their detail and usefulness. Pupils' views are not recorded consistently well. Residential staff do not always record the actions they take as a result of pupils' complaints. Formal records are not made of all incidents when pupils go missing from school.
- Risk assessments made by residential staff do not always consider fully the risks pupils may encounter from one another.
- Pupils' care plans sometimes identify possible risks for pupils without setting out the provision required as a result.

### The school has the following strengths

- Developing since September, the joint focus of new senior leaders on improvement is a strength.
- Teaching in key stage 2 is effective. Pupils often behave well and are making good progress.
- Disadvantaged pupils make progress which is at least as good as their peers in the school.
- Pupils are kept safe. Pupils feel safe in the school, particularly in key stages 3 and 4.
- Governors have secured important improvements in welfare provision.

### Compliance with regulatory requirements and national minimum standards for residential special schools

The school must ensure that it meets the national minimum standards for residential special schools that have not been met.

## Full report

### What does the school need to do to improve further?

- Improve teaching so that all pupils, including the most able, make good progress in lessons from their different starting points, particularly in key stages 3 and 4 and in mathematics, by ensuring that teachers:
  - use confident subject knowledge to make learning challenging and interesting for all pupils
  - expect good behaviour from all pupils and apply the school's behaviour management policies consistently.
- Improve leadership and management to secure improvements in welfare and teaching by ensuring that:
  - records made by staff, including of physical interventions, exclusions and staff actions to resolve pupils' complaints, are reliably consistent in their detail and in recording pupils' views, and are used to inform continual improvement in the school's welfare and education provision
  - leaders accurately evaluate how well teaching over time supports good progress for pupils in different classes, subjects and key stages to inform effective challenge, support and development for staff, and accurate reports to governors
  - the school's main evaluation document presents strengths and weaknesses in pupils' outcomes clearly to identify precise priorities and targets for improvement in different classes, subjects and key stages
  - improvement plans are clearly linked to precise priorities and targets for improved outcomes for pupils, and include leadership responsibilities and clear timescales with measurable indicators of success and information about how governors will check the progress made
  - the most able pupils are identified and their provision and achievement closely monitored.
- The school must meet the following national minimum standards for residential special schools:
  - A written record is kept of major sanctions and the use of any reasonable force. Records include the information in Appendix 2 (use of reasonable force). The record is made within 24 hours and is legible. Children and young people are encouraged to have their views recorded in the records. The school regularly reviews any instances of the use of reasonable force and examines trends or issues to enable staff to reflect and learn in a way that will inform future practice (NMS 12.6).
  - The school's leadership and management consistently fulfil their responsibilities effectively so that the standards are met (NMS 13.4).
  - The issues specified in Appendix 3 are monitored, and action taken to improve outcomes for children as appropriate (NMS 13.9).
  - The school's procedures are compatible with the local runaway and missing from home and care (RMFHC) protocols and procedures applicable to the area where the school is located. Where children or young people placed out of authority go missing, the head of care (or school equivalent) follows the local RMFHC protocol and complies with and makes staff aware of any other processes required by the placing authority (NMS 15.6).
  - The school's written record of complaints identifies those complaints relating to residential provision, and action taken by the school as a result of those complaints (regardless of whether they are upheld) (NMS 18.2).
  - The school produces a written placement plan, agreed as far as is practicable with the child, the child's parents/carers and any placing authority for the child unless the information is held elsewhere such as in the child's statement of special educational needs or education, health and care plan. The placement plan identifies the needs of that child that the school should meet and specifies how the school will care for the child and promote their welfare on a day to day basis. Where significant changes are made to the placement plan there is appropriate consultation. Where applicable the plan is consistent with the care plan of the placing authority for any child placed by a local authority. The placement plan is regularly reviewed and amended as necessary to reflect significant changes in the child's needs or progress in his or her development. Where feasible, children in the school are aware of the content of their placement plans, and confirm that the school is providing care for them that is consistent with the plans (NMS 21.1).

## Inspection judgements

<b>Effectiveness of leadership and management</b>	<b>requires improvement</b>
<b>Impact and effectiveness of leaders and managers in the residential provision</b>	<b>requires improvement</b>
<b>How well children and young people are protected in the residential provision</b>	<b>requires improvement</b>

- Leaders have not ensured that teaching is consistently good or that staff comply fully with the school's record-keeping requirements.
- The headteacher's strongly positive evaluations of teaching and pupils' outcomes are not borne out by inspection evidence. This is because the school's current formal checks on teaching are limited to lessons chosen by teachers themselves. A lack of precision in the headteacher's evaluation of pupils' outcomes limits this document's clarity about where improvement is required.
- The school improvement plans focus plainly on two appropriate priorities: safeguarding pupils and improving teaching. However, plans lack precise measurable targets for the improvement being sought, leadership responsibilities, timescales for the activities planned and information about how governors will check and measure success. Teachers' performance management is firmly linked to the school's improvement priorities, but teachers' success is not measured against clear criteria.
- Leaders have not yet ensured that staff throughout the school consistently report incidents, including physical intervention, in suitable detail and include pupils' views. This limits leaders' ability to make well-informed decisions about further improvements.
- The head of care leads an experienced team to deliver personalised care to the pupils who board in the residential provision. However, the monitoring of records by the head of care lacks scrutiny and challenge. The views of residential pupils are not consistently recorded in records of complaint and behaviour management.
- The deputy headteacher leads the assistant headteachers and the special educational needs coordinator (SENCo) effectively. He has ensured that suitable recording systems are now in place including for physical interventions. He monitors records closely and makes spot checks on the staff team's compliance with requirements so that increasingly reliable records are being made. Despite these improvements, omissions were noted by inspectors in recent cases, particularly in the recording of pupils' views and incident details.
- The assistant headteacher who leads on behaviour management has introduced a helpful system to analyse trends in incidents and pupils' behaviour. However, the system is in the relatively early stages of development, and not yet used adeptly by all staff. With the SENCo, the assistant headteacher ensures that four-week intervention programmes are made available to pupils who experience the highest levels of physical intervention by staff, while reviewing pupils' progress and their well-being carefully. Inspectors found evidence that some pupils' behaviour is improving as a result, with physical interventions and exclusions for aggressive behaviour reducing.
- The SENCo focuses with determination on the personal and learning needs of each pupil. Home visits before a pupil's admission, and detailed assessment during their induction, reliably check the school's suitability to meet new pupils' needs. A one-page profile ensures that all staff are quickly and well informed about pupils' strengths and weaker aspects of learning or personal development. In addition, the SENCo has started to tie pupils' various plans together to support a more coherent approach to their care and education. It is too soon to gauge the impact of this initiative on pupils' progress.
- The assistant headteacher with responsibility for teaching and learning ensures that individual pupils' progress is assessed reliably and analysed closely. The assistant headteacher supports non-specialist teachers well, particularly through the provision of structured programmes of study and lesson plans. As a result, the previous downturn in pupils' achievement in mathematics has begun to be reversed. However, the assistant headteacher's accurate assessments of pupils' achievement are not reflected clearly in the school's main evaluation document. Additionally, the most able pupils are not consistently identified or their progress checked to ensure that they achieve the learning they are capable of.

- Leaders are developing the school’s curriculum, with the aim of extending current successes in key stage 2 into key stage 3 and beyond. In key stages 2 and 3, pupils experience the full range of national curriculum subjects. In key stage 4, additional vocational options are available, including through attendance at local colleges. Further opportunities beyond the school day offer cookery, sports, art and music. Pupils engage with local people walking their dogs in the park, garden in local allotments, and attend local town and school events, so they feel part of the community. Pupils experience life in the wider United Kingdom when visiting venues in towns and cities further afield, such as the London Science Museum.
- The personal and social education programme supports pupils well to consider the views and rights of others, different lifestyles and religious beliefs. In this way, pupils are introduced to the fundamental British values of democracy, the rule of law, tolerance and mutual respect. Staff work patiently to help pupils empathise with others, and to understand that what may be funny to them, for example, may upset another pupil or cause offence. Pupils’ spiritual, moral, social and cultural development is therefore catered for well.
- The deputy headteacher ensures that the school makes effective use of additional funding for disadvantaged pupils. Small-group teaching and personal support provided for these pupils ensure that they make progress which is at least as good as their peers.
- Additional government funding for primary school sport has been used well, with due consideration for pupils’ special educational needs and personal motivations. As a result, pupils push themselves to extend the duration and challenge of their exercise, improving their fitness and enjoyment. Outdoor exercise equipment encourages physical activity during social times.
- Leaders adopt an open approach to partnership with local authorities and other schools. They have reached positive agreement with Wiltshire local authority to focus admissions to the school on pupils with identified autistic spectrum disorders. This is supporting leaders to refine the school’s approach to welfare and teaching, with evident success in key stage 2. Partnerships with local good schools, and some further afield, provide helpful opportunities for leaders and staff to learn from others’ successes.
- Parents have diverse views of the school. Many are confident that the school cares well for their child and ensures their good progress. Some who spoke to inspectors feel their child’s and their whole family’s lives have been positively transformed by the work of the school, and could not speak highly enough of the staff. Others feel leaders do not communicate clearly with them and that their children’s behaviour difficulties are not managed well by staff. Some parents feel that recent staff changes and developments in the running of the school have not been explained well to their child, causing upset. Inspectors found leaders responsive to this feedback, seeking to improve provision and communication with parents continually, for example, through the parents’ forum and by keeping the school’s website up to date.
- Staff are overwhelmingly supportive of the school’s leadership and feel well trained for their roles. Inspectors found that all staff they spoke with aspire for pupils to make the best progress possible.
- **The governance of the school**
  - Governors’ accurate understanding of the quality of teaching is limited. This is due to the over-optimistic reports on the quality of teaching which the headteacher provides.
  - Governors are passionately committed to the continual improvement of the school and to ensure the best care and education for all pupils. Governors attend meetings conscientiously. The governing body is equipped with a wide range of suitable skills and expertise in medical and social care, education, management, law and finance. Governors have supported leaders well to establish the school’s clear purpose for the future and to agree a suitable admissions framework with local authorities.
  - Governors are well informed about pupils’ welfare through their own regular visits to the school and meetings with leaders, including for safeguarding. Governors ensure that an external visitor regularly attends the residential provision to check the quality and gather pupils’ views about any improvements they would like to see made. They ensure that leaders act on this information, for example improving the girls’ bathroom facilities recently.
  - Governors ensure that sound financial management is led by meeting pupils’ needs, most recently when considering the staff structure and the scope of residential accommodation required. Governors ensure that decisions about teachers’ pay are commensurate with the performance information provided to them, and show an active interest in the well-being of staff.

- The arrangements for safeguarding are effective and meet requirements. The deputy headteacher fulfils his role as designated safeguarding lead with passion and focus. He and the deputy designated leader are well trained. Open links are established with local authorities and social services. When necessary, the school makes timely referrals and takes the initiative to call case meetings. The school's policies and procedures have been completely reviewed in the last nine months and staff fully trained, including when inducted. The deputy headteacher closely monitors the way staff implement requirements, and takes swift action when any weaknesses are identified, including using disciplinary procedures. This has resulted in improvements to the records staff make, although these are still not consistently of the quality required. Statutory checks on staff are made and recorded, with references taken and verified. Staff ensure that pupils are safe when attending college. The health and safety of the premises are routinely monitored. A continuing programme of planned works and redecoration is steadily improving the condition of the older buildings. Fire safety precautions are well established, with evacuation routines tested within and outside the school day, including in the early morning.

### **Quality of teaching, learning and assessment** requires improvement

- Teaching is not reliably good throughout the school. While strengths are evident, particularly in key stage 2 and in the teaching of English, science and physical education, these are not consistent.
- Teachers do not always provide interesting and engaging teaching and activities, or apply the school's behaviour policies consistently well, particularly in key stages 3 and 4. As a result, inspectors saw the same pupils behaving very differently in different lessons, making varying progress as a result. Where teachers explained the subject well and engaged pupils in activities suited to their aptitudes and interests, pupils behaved well and made good progress. Where teachers' subject knowledge was less confident and activities more mundane, pupils quickly lost interest and disengaged, slowing progress.
- Teachers do not consistently challenge poor behaviour. In some instances, pupils were persistently rude to adults who showed them nothing but kindness. This particularly disadvantaged some of the most able pupils who endeavoured to continue working despite disruptions.
- Teachers know the pupils well. The one-page pupil's profile supports all the adults, including those who are new or temporary to swiftly grasp pupils' key strengths and areas needing support. The SENCo has supported teachers well to develop classroom conditions which are increasingly well suited to the needs of pupils with autistic spectrum disorders, particularly in key stages 2 and 3.
- The teaching of basic literacy skills is a strength. Structured teaching of phonics (letters and the sounds they make), reading, spelling and grammar, supports rapid progress. Parents whom inspectors spoke with commented positively about this. Regular assessment allows the assistant headteacher who leads English to review provision and accelerate or repeat planned modules of work. The assistant headteacher also provides helpful schemes of work that are improving progression in pupils' mathematics learning.
- In key stage 4, pupils study for a suitable range of GCSE and equivalent qualifications, including through attendance at local colleges where they are well supported by school and college staff. This helps pupils consider their future education or training. Consistently effective teaching in English continues into key stage 4. In mathematics, the picture has been more mixed over time but is now improving. Courses available to students in key stage 4 include life skills and work with animals and in agriculture. College staff told inspectors they find Springfields pupils well prepared for the next stage of their education, including in their personal development.
- Reliable systems have been developed to assess and record pupils' progress, based on target-setting for pupils' progress which is both realistic and challenging.

### **Personal development, behaviour and welfare** requires improvement

#### **Personal development and welfare**

- The school's work to promote pupils' personal development and welfare requires improvement.
- The records staff make of incidents including physical interventions do not note pupils' views with enough regularity. This limits how well pupils' opinions are considered when improvements are planned in education or care provision.

- Pupils are taught well about the importance of fair play. They understand that bullying in all its different forms, including online, is wrong. Staff work patiently to help pupils understand that their idea of a joke may cause someone else upset or offence. Key stage 2 pupils, who often join the school after repeated exclusion from mainstream schools or a period of education at home, report that they are frequently troubled by others. Pupils in key stages 3 and 4, who are more settled into life at the school and their relationships with peers, report they feel happy and safe. One pupil told inspectors, 'This is the best school ever.' Most pupils inspectors spoke with are confident that the adults will resolve any bullying issues reported to them.
- Pupils have a range of adults to whom they can talk about any concerns. Leaders and academic and residential staff are readily accessible to pupils. During residential time, there are visits from independent people who act as listeners. There are posters promoting national helplines.
- Risk management for activities is comprehensive, enabling pupils to enjoy sports, practical work and off-site visits safely. These opportunities enhance their learning and personal development, allowing pupils to take measured risks such as staying overnight on a canal boat, riding a bicycle and going camping.
- Liaison between residential and education staff occurs through a face-to-face handover at the start and the end of the school day. This continuity of care supports residential pupils in their progress.
- Developing pupils' independence is made a priority throughout the school day and in the residential provision. Years 7 and 8 pupils happily help in the dining hall at lunchtime, supporting a noisy but friendly time. Inspectors noticed pupils showing good manners by offering others 'seconds' before taking their own. Older pupils have valuable opportunities to cook for themselves, use public transport and open their own bank accounts.

### Behaviour

- The behaviour of pupils requires improvement.
- In lessons and around the school, staff do not consistently apply the school's behaviour management policies. Adults have varying expectations for pupils' behaviour, and do not always challenge rudeness promptly. As a result, pupils do not always show the same respect to all staff.
- Inspectors observed pupils being well supported by staff at social times and enjoying relaxing breaks in each other's company. Key stage 4 pupils behave well in Olympus House at morning break, when they can make toast and drinks independently and talk with staff. After lunch, pupils are also supported well to make the transition back into learning.
- Pupils attend well. Careful records are made of daily attendance and punctuality, and of attendance on educational visits and activities outside the school, for example at local colleges. Any concerns are followed up swiftly and good attendance restored.
- Positive changes made to the way staff manage pupils' needs and behaviour have resulted in significant reductions in the need for physical interventions by staff, particularly in the residential care. Residential pupils respond well to the reward system and privileges that they can achieve.
- Exclusions linked to pupils' aggressive behaviour have reduced significantly, including during the school day. Staff share all the required information with parents about exclusions and make careful plans for pupils' re-integration. Parents expressed differing views to inspectors about exclusion. Some feel ill-informed and poorly supported by the school. Others told inspectors that they feel relieved of their previous anxieties by the school's excellent support. One parent told inspectors, 'Staff are not just there for the pupils.'

### Outcomes for pupils

### require improvement

- Pupils' achievement differs between subjects and key stages, linked to the variable quality of teaching.
- Pupils' currently wide-ranging special educational needs or disability in key stages 3 and 4, and a high frequency of pupils joining the school at different times, makes comparisons with the national picture unreliable.
- Whenever they join the school, most pupils arrive unable to read or write at levels appropriate to their ages. Due to the effective teaching they receive, pupils make good progress and typically leave the school at age 16 with a national qualification in English. This is not the case in mathematics, although pupils' current progress in mathematics throughout the school shows some improvement.
- Although no pupils left Year 11 in 2015 with at least five GCSE qualifications at grades A\* to C, 80% of the 19 pupils gained five or more national qualifications. This included a doubling of GCSE qualifications at grades B or C compared with the previous year, and a doubling of functional skills qualifications at level 2.



- In Year 6 in 2015, three quarters of pupils entered for assessments in English and mathematics achieved at least close to the levels expected for their ages. Current pupils in key stage 2 are making good progress towards their individual end-of-year targets in English and mathematics.
- All the school's Year 7 pupils benefit from resources provided through additional government funding to support those who need to catch up at the beginning of key stage 3. In English, carefully selected reading material and computer resources are provided, which closely match the pupils' needs. As a result, pupils make good, and sometimes rapid, progress in reading, spelling and grammar. In mathematics a broader approach, introducing practical equipment into lessons, has been welcomed by pupils although the impact on their progress has not been measured closely.
- Due to the effective additional support they receive, pupils supported by the pupil premium make progress which is at least as good as their peers in the school.
- The most able pupils are not identified as a group by staff, or their progress monitored specifically. In some cases, pupils' individual aptitudes are recognised and fostered well, but this is not routinely the case.

### **Overall experiences and progress of children and young people in the residential provision** require improvement

- Pupils generally enjoy their residential experience. They are cared for by an experienced staff team that knows them well. However, the quality of residential care is not supported well through good record-keeping. The new systems introduced have yet to be fully implemented and consistently applied.
- Pupils are consulted about the residential provision and involved in choosing colours for redecoration and new furnishings. Nevertheless, pupils' views about incidents of physical intervention or sanctions for misbehaviour are not always recorded.
- The residential provision supports pupils well in their social and emotional development as they learn strategies to manage their autistic spectrum disorder and associated behaviours.
- Pupils gain confidence and develop life skills to support them in their next stage after school. Opportunities for work experience and attendance at a local college assist with their transfer to further education or employment. Transition plans for those in their final year at school support pupils to develop links in their home area as they reduce the number of nights they reside at Springfields.
- Responses through Ofsted's online questionnaire, Parent View, indicate that while the majority of parents are satisfied with the residential provision, some would welcome more communication from residential staff.

### **Quality of care and support in the residential provision** requires improvement

- Six of the national minimum standards are not met. These shortfalls predominantly relate to record-keeping and insufficient monitoring of records by leaders and managers.
- There have been significant improvements since the previous inspection of the residential provision. The creation of care plans, risk assessments and one-page profiles, 'All about me', are key developments for residential pupils. However, these documents do not always highlight all known safeguarding risks and care plans do not specify how the school will care for each residential pupil on a day-to-day basis.
- Residential staff and leaders respond appropriately when a pupil is missing to urgently arrange their safe return. However, records do not fully support this practice. The school's policy is not aligned with statutory guidance on children who run away or go missing from home or care. In particular, return-home interviews are only recorded formally where the police have been involved in a pupil's return. A strength of the residential provision is the commitment and dedication from a stable staff team. This continuity of care has supported pupils well during the recent time when the school had significant changes of academic staff. Pupils develop positive relationships with the adults who care for them, building up trust and security.
- The residential accommodation has improved since the previous inspection with new bathrooms installed and redecoration of many areas. The three residential areas offer a homely space where pupils enjoy personalising their bedrooms. The development plan continues to aim to enhance the residential environment.

- The health arrangements for pupils have improved with safe systems for the administration of medication. Robust monitoring identifies any errors promptly. A range of activities promote fitness and pupils benefit from a healthy and nutritious diet. The catering team has reduced the salt and sugar in meals to assist in promoting pupils' health and well-being.



## School details

<b>Unique reference number</b>	137470
<b>Social care unique reference number</b>	SC039093
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	10012640

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

The inspection of residential provision was carried out under the Children Act 1989, as amended by the Care Standards Act 2000, having regard to the national minimum standards for residential special schools.

<b>Type of school</b>	Special
<b>School category</b>	Academy special converter
<b>Age range of pupils</b>	7–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	104
<b>Number of boarders on roll</b>	53
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ninna Gibson
<b>Headteacher</b>	Jon Hamp
<b>Telephone number</b>	01249 814125
<b>Website</b>	<a href="http://www.springfields.wilts.sch.uk">www.springfields.wilts.sch.uk</a>
<b>Email address</b>	<a href="mailto:financedepartment@springfields.wilts.sch.uk">financedepartment@springfields.wilts.sch.uk</a>
<b>Date of previous inspection</b>	5–7 February 2013

## Information about this school

- Springfields Academy is set in a small rural town in Wiltshire. The school offers day and residential provision for pupils with social and emotional difficulties and/or high-functioning autistic spectrum disorders who have the potential to access the primary or secondary school curriculum.
- All pupils have a statement of special educational needs or an education, health and care plan.
- Springfields provides residential accommodation on the school site. All residential pupils return home at weekends and during school holidays. The proportions of residential and day pupils are almost evenly balanced with a small majority residential.
- The majority of pupils are boys. Five per cent of pupils are girls.
- The proportion of pupils supported by the pupil premium is well above the national average. (The pupil premium is additional government funding for pupils entitled to receive free school meals and those looked after by their local authority.)
- A small minority of pupils come from ethnic minority groups. No current pupils speak English as an additional language.
- Some Years 10 and 11 pupils attend part time at Wiltshire College, including the Lackham campus, supported by school staff.
- The previous integrated inspection at Springfields was in February 2013 when the school was judged to be outstanding. The previous inspection of the residential provision was in September 2015 when this was judged to be inadequate.

## Information about this inspection

- Inspectors observed teaching throughout the school, including observations with senior leaders. Pupils' work was examined during observations.
- Inspectors visited the residential accommodation during and after the school day to observe the provision and speak with pupils and staff.
- Meetings were held with senior leaders, other staff and governors. A telephone conversation was held with a representative of Wiltshire local authority and with a member of staff at the Lackham campus of Wiltshire College. Inspectors considered information received from other local authorities by email.
- Parents' views were considered through the 28 responses to Parent View. Inspectors considered email messages from parents sent directly to Ofsted during the inspection, met with some parents and talked with others on the telephone.
- Pupils' views were considered in three meetings and through pupils' conversations with inspectors around the school.
- The views of staff were analysed through the 38 responses to Ofsted's online staff survey.
- A range of documents were examined, including leaders' evaluation of the school's effectiveness and the school's improvement planning, school policies, records of leaders' checks on teaching, information about the curriculum and pupils' achievement, and governing body minutes. Inspectors also analysed documents relating to the care and welfare of pupils, including risk assessments and care plans, and records relating to medical care, behaviour incidents, physical interventions, and pupils' attendance and exclusions. Inspectors scrutinised the school's central record of checks made on staff and considered leaders' responses to parents' complaints.

## Inspection team

Siân Thornton, lead inspector	Her Majesty's Inspector
Andrew Penman	Ofsted Inspector
Clare Davies, lead social care inspector	Social Care Regulatory Inspector
Sharron Escott	Social Care Regulatory Inspector

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