

# St Giles' School

Hampshire Road, Chaddesden, Derby DE21 6BT

## Inspection dates

7–8 December 2016

<b>Overall effectiveness</b>	<b>Outstanding</b>
Effectiveness of leadership and management	<b>Outstanding</b>
Quality of teaching, learning and assessment	<b>Outstanding</b>
Personal development, behaviour and welfare	<b>Outstanding</b>
Outcomes for pupils	<b>Outstanding</b>
Early years provision	<b>Outstanding</b>
Overall effectiveness at previous inspection	Good

## Summary of key findings for parents and pupils

### This is an outstanding school

- Leadership and management are highly effective. Since his appointment in September 2015, the headteacher, supported by governors and leaders, has developed and significantly improved several areas of the school including pupils' behaviour and pupils' engagement in learning.
- Teaching and assessment are highly effective. Teachers have excellent understanding of the individual pupils and excellent curriculum knowledge. This helps them to plan creative and bespoke learning for pupils.
- Pupils make striking progress, throughout year groups and across the curriculum, considering the significant and complex range of special educational needs and/or disabilities, because of the high expectations, challenge and support from teachers and teaching assistants.
- Leaders have taken effective action to enhance the school's leadership capacity, developing leadership roles at a range of levels and securing opportunities for staff to share their practice more widely. This provides staff with valuable professional development and supports colleagues in other schools.
- Leaders have high aspirations for their pupils. They know the school well and have, since the last inspection, consistently improved the provision the school makes for the pupils and the outcomes the pupils achieve. Consequently, very strong progress made by pupils has been improved.
- The school is an orderly place to play and learn. The overall ethos and culture of the school encourages pupils to be independent. Teachers and support staff know each pupil very well and this enables them to support individuals well with their behaviour and to develop their independence.
- The early years provision is outstanding. Children make very strong progress because the teachers and teaching assistants know the children and the curriculum exceptionally well. They create a stimulating learning environment for the children in which they can learn and play effectively.
- Senior leaders' improvement of middle leaders' and subject teams' evaluation of the quality of their practice is not fully developed.
- The quality of outdoor learning provision varies between classes.

## **Full report**

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

- Improve the quality of outdoor learning in each class to that of the best.
- Improve leaders' analysis and evaluation of the practice of middle leaders and subject teams in terms of outcomes for pupils and the quality of provision in order to inform future developments.

## Inspection judgements

### Effectiveness of leadership and management

### Outstanding

- The headteacher took up post in September 2015 and has been well supported by the effective deputy, who was acting headteacher prior to September 2015. Since then, with governors and other leaders, he has ensured that the significant improvements in pupils' outcomes have been sustained.
- Leaders and governors are highly ambitious for their pupils and their school. They have very effectively communicated their vision, values and high expectations to staff, pupils and parents in a range of ways using a variety of media.
- The headteacher has energised school leaders, revising their responsibilities and roles so that they are increasingly able to more clearly understand what they need to achieve and how they will be held to account. He has already secured significant improvements including making the link explicit between learning and behaviour. This has contributed to the reduction in fixed-term exclusions to zero. He has also led the refocusing of classrooms and outdoor learning environments that has enabled the pupils to engage in the learning activities more effectively.
- Senior leaders have developed their evaluation of the impact of middle leaders and subject leaders and through initiatives such as 'impact on a page' in which middle leaders evidence their impact. However, these evaluations do not specifically identify the intended outcomes in terms of improved teaching or pupils' outcomes. Nor do they then evaluate the impact of leaders' work against specific expected outcomes. Consequently, leaders' understanding of the effectiveness of middle leaders and subject teams is limited. Similarly, leaders have not formally evaluated the impact of the teaching assistant team.
- The headteacher has developed the performance management system so it effectively supports improvements in teaching and outcomes for pupils. Rigorous performance management by leaders identifies those colleagues who are performing well and those who require support. Leaders then rigorously ensure that appropriate action is taken and outcomes evaluated. Leaders and governors have also ensured that teachers' performance informs pay progression.
- Leaders and governors know the school very well. The most recent school self-evaluation precisely identifies the areas that the school still needs to improve or develop.
- Leaders and governors have formulated a school development plan that addresses the areas identified as needing further development. Leaders and governors monitor it regularly and evaluate the implementation of this plan. However, the effectiveness of the plan is not fully maximised because it does not clearly record who is responsible for ensuring that actions are completed on time and who is monitoring that the action has been completed. In addition, the success criteria or intended outcomes are not precise enough in terms of improvements to pupils' outcomes or the provision.
- Leaders are also ambitious for the pupils, teachers and support staff in other schools. Leaders at all levels provide support and training to colleagues beyond school.

- Communication with parents has improved and is now very strong because of the work that the family liaison support team undertakes. For example, the development of family learning in response to families' desire for meaningful homework is a direct and appropriate response to the concerns parents had raised. It has also engaged more families directly in the learning of their children.
- Similarly, school staff have worked diligently to ensure that transition from statements of special educational needs to education, health and care plans have been completed smoothly. However, despite the best efforts of the school, they have not been able to ensure that all the relevant agencies attend the meeting or that timelines for completion of the plan are met. As a result, some parents are unhappy and frustrated.
- Leaders have made effective arrangements to manage the arrival of pupils at the beginning of the day to mitigate the lack of space for cars and buses to park while they work with the local authority to secure a more suitable and sustainable arrangement. However, some pupils become anxious when they are waiting to enter school or while they are waiting in the hall before going to class.
- The provision for the spiritual, moral, social and cultural development of the pupils and for promoting fundamental British values is absolutely appropriate to the needs of the pupils. Evidence in displays, books, teachers' plans, curriculum plans and from those pupils who were able to express a view shows that spiritual, moral, social and cultural development is very effective. Overall, pupils are very well prepared for the next stage in their education.
- Leaders and governors monitor the use and impact of the pupil premium funding rigorously. They have ensured that the funding is used to very good effect and it has contributed to the substantial progress achieved by pupils.
- Overall, most parents who expressed a view to inspectors believe the school is well led and managed and would recommend it to another parent.

## **Governance**

- Governors know the school very well, including standards of leadership, teaching and outcomes achieved by all pupils and groups such as the disadvantaged. They understand what needs to be improved or developed and how they intend to secure the improvements. They effectively challenge and support school leaders to fulfil their expectations and ambitions for the pupils and the school.
- The governing body manages the performance of the headteacher effectively and its members are clear about the governors' role in managing the performance of teachers.
- Governors have high expectations for the school and are not only committed to achieving high standards for pupils attending St Giles but also for other schools. To that end, school leaders have trained colleagues and supported leaders in other schools locally.

## **Safeguarding**

- The arrangements for safeguarding are effective.

- The designated lead for safeguarding (DSL) has made a significant contribution to the development of a culture in which the well-being of pupils is paramount. Staff know the pupils well and they implement the safeguarding procedures confidently. Staff know the signs to look out for and know what to do if they have concerns. Overall, safeguarding systems and processes are effective including the keeping and storage of records.
- The DSL has undertaken the designated safeguarding lead training and she has ensured that school staff are up to date in their training. She has also ensured that governors are well informed and trained, including ensuring that sufficient governors have taken part in safer recruitment training.
- The school nurse ensures that the administration and storage of medicines is effectively undertaken. School leaders, and her line manager, monitor this work to ensure that practice is regularly reviewed and any improvements made as soon as possible.
- All pupils and most parents, who either spoke with the inspectors or responded to the inspection questionnaires, agree that children are safe in school. Pupils told the inspectors that they feel safe in school because they know that they can go to their teacher if they have a problem.
- Pupils recognise that teachers teach them to be safe at school and online. Those older pupils who cycle are taught to do so safely by attending a Cycle Derby course.

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

### **Outstanding**

- Teaching is outstanding at St Giles and this is typified by the sense of anticipation and creativity that adults foster, which engages pupils so effectively in their learning. Teachers are able to do this because they have a deep understanding of the curriculum, the needs of the pupils and the way they learn.
- Assessment is rigorous and informs teachers' planning. Teachers successfully plan lessons to provide bespoke learning for individual pupils. They have high expectations of pupils and set targets for each pupil for each area of learning.
- Teachers design and provide learning experiences that motivate and engage the pupils in their learning, building anticipation and expectation – for example, in a sensory lesson, where the use of bubbles created a sense of anticipation and excitement that encouraged communication. However, the provision of outdoor learning is inconsistent across the school. In the classes where outdoor provision is strongest, it is a natural extension of the learning environment in which pupils effectively develop their understanding and skills.
- Teachers and teaching assistants use highly effective questioning and a wide range of methods and support matched to pupils' identified needs and difficulties, such as use of signing, symbols, the braille and tablets. They know when to prompt or support and when to allow time for pupils to process information and their learning.

- Teachers and teaching assistants are quickly able to identify pupils who need additional support, an intervention or a resource to enable them to progress further with their learning. Because of this outstanding teaching, pupils engage very well in their activities and they enjoy their learning. For the majority, this leads to very good progress from their starting points.
- Teachers and teaching assistants moderate their assessments within phases, across the school and with other schools, both mainstream and special, which ensures that they are accurate and reliable.
- Leaders have revised the whole-school approach to the teaching of reading and there is now a consistent approach throughout the school. The approach, which is tailored to address the needs of each individual, engages and supports the learning of reading well.

## Personal development, behaviour and welfare

## Outstanding

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils who spoke to inspectors said that they are well looked after and most parents who spoke to inspectors or responded to Ofsted's online questionnaire, Parent View, agreed.
- The culture and ethos within the school of treating each pupil as an individual very strongly supports the emotional development of the pupils. Teachers' planning, including the pupils' targets, address every aspect of the pupils' needs including their personal development and welfare. Consequently, over time, pupils develop their confidence and self-esteem. This is also because of the excellent, well-informed support provided by adults who know what the pupil can do now and what can be expected of them in the future.
- The personal care for those pupils who need additional care and support is excellent. It is given in a caring low-key way that does not affect learning of the individual or other pupils.
- Pupils are aware of the need to eat healthily. At lunchtime, the adults serving the meals initiated conversations with those pupils who could collect their meals from the counter about the healthy options that were available. The pupils who spoke with inspectors at breaktime were aware of the need to keep fit and the importance of physical activity.
- Pupils' attendance at school has improved steadily over the past three years and is close to the national average. Leaders and the family liaison support team take a bespoke approach to supporting and challenging those families with poor attendance. They have used credible strategies with the families to improve the attendance of the pupils. However, they have not evaluated the impact of the different strategies and interventions they have employed. Consequently, leaders do not have a view of which approaches are the most successful.

## Behaviour

- The behaviour of pupils is outstanding.
- Behaviour around school during the inspection was outstanding. Pupils were polite and those who are able to communicate with inspectors did so. There are very good relationships between pupils and between pupils and staff. In addition, attitudes to learning are excellent and this has a positive impact on pupils' progress.
- The overall ethos and culture of the school encourages pupils to be independent. Teachers and support staff know each pupil very well and this enables them to challenge and support individuals to develop their independence. This also equips adults to support pupils effectively and manage their behaviour very well in both lessons and at breaktimes. As a result, the school is a calm and orderly learning environment.
- Improvements to teaching and the curriculum, and developments to the set-up of learning environments, have all contributed to very good behaviour for learning.
- The behaviour of pupils has improved rapidly over the past four terms and fixed-term exclusions have reduced from 16 to zero over the past two years. In addition, there have been no fixed-term exclusions so far this year.
- All the parents who expressed a view to inspectors or completed Parent View, reported that pupils are well behaved and that if bullying occurred school staff would effectively deal with it. Pupils who spoke with inspectors also said that behaviour at the school is very good.
- Although there has been no bullying, should it occur, pupils who spoke to inspectors are confident that staff would deal with it well and promptly.
- Pupils are proud of their achievements and are pleased to share their work. Adults use the celebrations of pupils' achievements positively to move pupils on in their learning. Pupils respond positively to the 'wow walls' in each classroom and are very aware of where they are in this regard.

## Outcomes for pupils

## Outstanding

- Pupils make substantial and sustained progress, across the year groups and in a full range of subjects, in relation to their individual needs. This is striking considering the significant and complex range of special educational needs and/or disabilities experienced by pupils.
- There is no significant difference between the progress of different groups of pupils and all pupils in the school with similar needs. Overall, they all make very strong and sustained progress. For example, the most able pupils, particularly those with moderate learning difficulties, make excellent progress due to the high expectations, challenge and support from teachers and teaching assistants.
- The targeted use of the pupil premium funding is highly effective and supports the very strong progress of this group of pupils. The progress of disadvantaged pupils is in line with all other pupils with the same starting points in the school and compares well with rates of primary pupils' progress nationally.

- Pupils are exceptionally well prepared for the next stage of their education because leaders and teachers provide excellent transition arrangements and learning opportunities in partnership with other special and mainstream schools.
- Pupils read well and are keen to read to adults. They are encouraged to develop a love of books and stories. Pupils show good understanding of letter sounds and how to use them to build words and sentences or sound out unfamiliar words.
- Evidence from pupils' books and visits to classrooms showed that pupils are highly engaged in learning activities and make rapid progress. This is a very strong feature given the significant needs and cognitive levels of the pupils. Pupils know that they are doing well.
- Most of parents who spoke with inspectors or who completed Parent View believe their child makes good progress.

### Early years provision

### Outstanding

- Children make exceptionally strong progress from their starting points given their individual needs because of the outstanding early years provision. Consequently, they are ready for Year 1.
- The leadership of the early years provision is very effective. The leader is highly motivated and knowledgeable. Not only does she provide effective support and guidance to colleagues within school, she also provides it to colleagues in other special and mainstream schools as a specialist leader of education.
- Teachers and the other adults have a deep understanding of the requirements of the early years foundation stage, P levels and the development and needs of each child. This enables them to provide a creative and stimulating learning environment.
- Teachers also use this knowledge to make accurate assessments of the children, which then enables them to intervene, support, question and prompt individual children so that they can take the next steps in their learning.
- Teachers plan to meet the individual needs of children. All adults are clear about what children are to learn next and what their part is in that learning. Teachers and teaching assistants also annotate the plans with their observations and assessments of children and record their assessments in the children's learning journeys. These assessments effectively inform children's learning, ensuring good progress.
- Assessments are reliable and accurate. Teachers and teaching assistants moderate their assessments of children within the phase team frequently and moderate them more widely in school. Assessments are also moderated with other schools, mainstream and special, and by the local authority.
- Communication between staff and parents is effective with parents contributing to initial assessments and visiting school to see the progress their child is making.
- Learning areas, both indoor and outdoor, support the school's chosen approach of pupils selecting their own learning experiences from the carefully planned activities. Each activity has symbols and text describing what the child should do in each area or activity. Outdoor spaces provide stimulating activities that enable children to develop specific skills, such as in the malleable area.



- The early years provides an extremely caring and creative environment. Adults are kind and manage the behaviour of children in a very low-key, kind, subtle and effective way.
- The safeguarding of children is effective.

## School details

Unique reference number	113045
Local authority	Derby
Inspection number	10019168

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.

Type of school	Special
School category	Maintained
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	111
Appropriate authority	The governing body
Chair	Katy Elliott
Headteacher	Clive Lawrence
Telephone number	01332 343 039
Website	<a href="http://www.stgiles.derby.sch.uk">www.stgiles.derby.sch.uk</a>
Email address	<a href="mailto:admin@stgiles.derby.sch.uk">admin@stgiles.derby.sch.uk</a>
Date of previous inspection	2–3 October 2013

## Information about this school

- The school meets requirements on the publication of specified information on its website.
- The new headteacher took up post in September 2015.
- St Giles' School is a maintained special school for pupils with moderate learning difficulties, severe learning difficulties and autistic spectrum disorders. All pupils have an education, health and care plan or a statement of special educational needs.
- There are 111 pupils aged between 4 and 11.
- A large majority of pupils are white British.
- A greater than average proportion of pupils are disadvantaged.

## Information about this inspection

- Sixteen lessons or parts of lessons were observed, mostly in partnership with senior leaders.
- Inspectors talked to pupils about their learning and listened to pupils read.
- Meetings were held with school leaders, teachers, support staff and governors.
- Inspectors considered parents' views, including 20 responses to Parent View.
- The lead inspector spoke with the local authority representative.
- The inspectors listened to the views of staff.
- A range of documentation including the school's self-evaluation and improvement plan was looked at.

## Inspection team

Derek Myers, lead inspector

Her Majesty's Inspector

Lynda Morgan

Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/publications/complaints-about-ofsted](http://www.gov.uk/government/publications/complaints-about-ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. [www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings](http://www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings).

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.gov.uk/ofsted](http://www.gov.uk/ofsted).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2017