

2 July 2018

Mr Gabor Fellner  
Headteacher  
Paces High Green School for Conductive Education  
Paces High Green Centre  
Pack Horse Lane  
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Sheffield  
South Yorkshire  
S35 3HY

Dear Mr Fellner

### **Short inspection of Paces High Green School for Conductive Education**

Following my visit to the school on 19 June 2018 with Louise Greatrex, Ofsted Inspector, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be outstanding in October 2013.

Based on the evidence gathered during this short inspection, I have identified some priorities for improvement which I advise the school to address. In light of these priorities, the school's next inspection will be a full section 5 inspection. **There is no change to the school's current overall effectiveness grade of outstanding as a result of this inspection.**

You have an international reputation as an expert in conductive education. Pupils with cerebral palsy and other neurological conditions benefit from the high-quality and dedicated programmes that you have put in place.

You dedicate your time to the school, its staff and pupils. Your high expectations for the teaching of conductive education mean that you make sure that your staff are well trained. Staff enhance their skills through a course of continuous training for conductive education. Staff respect you and are proud to work at the school. Staff enjoy their work and most remain at the school for many years. This provides a stable environment and this helps pupils to flourish.

You have made sure that the programme of academic study that is on offer is broad. Teachers meet the needs of each pupil through careful planning of learning activities. They understand the needs of each pupil well. Pupils make sustained progress.

Parents are happy with the education that their children receive at the school. They are thankful that staff provide the appropriate levels of nurture and care. One parent notes, 'I feel lucky beyond words to have access to such a setting.'

Governors are knowledgeable and ambitious for the school. They have identified actions that will prevent the quality of conductive education from declining. Governors understand the school's strengths and acknowledge areas where development is needed.

You have not fully addressed the areas for improvement identified in the last inspection report. You now provide an outreach service for pupils, parents and schools to access. This is used by those who spend time at your school and at other mainstream schools. You have not developed partnerships with mainstream schools. Staff are not experiencing the sharing of good practice in teaching and learning.

Your use of appraisal is not well developed and does not fully support school improvement. Your performance management targets do not have long-term goals and as such are reactive to day-to-day issues that occur within school.

### **Safeguarding is effective.**

The leadership team ensures that all safeguarding arrangements are fit for purpose. The school has a safeguarding culture in which all staff recognise their responsibility to keep children safe. Leaders ensure that all relevant checks that are required for those working with children are in place. Staff receive regular and effective training and are up to date with current legislation. They are clear and confident on procedures they must follow if they have any concerns.

Routines and protocols are firmly in place to ensure the safety of pupils. The school site is secure.

You have identified a governor as being responsible for safeguarding. They meet up with the designated safeguarding lead to respond to safeguarding matters that arise.

The school works hard to support pupils and their families. The school liaises with the local authority and other external agencies to ensure that pupils' individual needs are resolved quickly and effectively.

### **Inspection findings**

- Pupils have many opportunities for learning throughout the school day. Staff use informal social times as learning experiences. At lunchtime pupils learn to feed themselves. During breaktimes staff encourage pupils to use their skills in other ways, for example mark-making on an outdoor chalkboard or understanding turn-taking in a game.
- The school uses a holistic approach throughout the curriculum. This includes both conductive education and the academic curriculum.
- Pupils registered both at a mainstream school and your school receive high-quality support from your outreach staff. This service provides support to schools and parents. Staff offer advice and remedy issues that arise.

- Assessment of pupils is thorough and used to mark small steps of progress. The school keeps a range of evidence, including video and photographs. These are securely kept, and only essential staff have access. You are aware of safeguarding at all times.
- Staff have high expectations of their pupils. This is due in part to the nature of conductive education and the expected results. Staff know pupils exceptionally well and plan a personalised curriculum.
- You provide opportunities for pupils to take part in many exciting experiences. These include taking part in a short residential, playing table cricket with pupils from other schools, ice skating and archery. Pupils have taken part in collecting donations for the local food bank.
- Many staff do not have any experience of working in a mainstream school setting. They feel that they would benefit from seeing good practice in such a setting.
- Appraisal is not used effectively by leaders and managers to support school improvement. Areas from the school development plan are not actioned with urgency to have a strong impact.
- All processes are internal and the school would benefit from additional perspectives on their work, for example from experienced colleagues in different settings.

### **Next steps for the school**

Leaders and those responsible for governance should ensure that:

- they develop partnerships with mainstream schools so that teachers can experience good practice in teaching and learning in different settings
- leaders receive high-quality support to identify and develop targeted areas of school improvement
- they develop appraisal practice to support leaders' plans for school improvement.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for Sheffield. This letter will be published on the Ofsted website.

Yours sincerely

Sara Roe  
**Ofsted Inspector**

### **Information about the inspection**

During the inspection, the inspectors discussed the work of the school with you and the designated safeguarding lead. Inspectors also talked to the chair of the governing body. We examined information about pupils' progress and looked at

pupils' workbooks carefully. The inspection team checked a range of documentation, including leaders' evaluation of the school's effectiveness and minutes of meetings of the management committee. I considered 17 written responses to Ofsted's online questionnaire for parents and 14 responses to the staff survey. The team visited classes to observe teaching, learning and assessment.