

Jigsaw CABAS School

Building 20, Dunsfold Park, Stovolds Hill, Cranleigh, Surrey GU6 8TB

Inspection dates

12–14 June 2019

Overall effectiveness	Outstanding
Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Outstanding
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Outstanding
Sixth form provision	Outstanding
Overall effectiveness at previous inspection	Outstanding

Summary of key findings for parents and pupils

This is an outstanding school

- Leaders, governors and trustees have maintained the high-quality teaching and learning identified at the time of the previous inspection.
- The headteacher and her team of leaders provide exceptional leadership for the school. They are highly knowledgeable about pupils' needs and continually search for ways of improving teaching and learning.
- Excellent teaching ensures that every pupil makes significant progress, both personally and academically, in this happy, welcoming school.
- Governors and trustees work extremely well together to support, encourage and challenge school leaders.
- All members of the school community share the highest expectations of pupils' learning and behaviour.
- Teachers are highly skilled in assessing and supporting pupils' needs. They establish exceptionally strong relationships with pupils and work diligently to ensure that all pupils make strong progress.
- Pupils like their teachers, get on well together and are understandably proud of their school.
- The task of preparing pupils with the skills and attitudes needed to lead rewarding and purposeful lives lies at the heart of the school's work.
- Pupils flourish in the school's safe, supportive and encouraging atmosphere. They make friends, develop interests and learn exceptionally well.
- Excellent teaching during the sixth form ensures that students make significant progress and are extremely well prepared for their future lives.
- Leaders have recently updated the programme for teaching relationships and health. They have suitable plans in place to review how well updated sequences of learning are supporting pupils' personal development and to make any changes necessary.
- Leaders ensure that all the independent school standards are fully in place.

Compliance with regulatory requirements

- The school meets the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements.

Full report

What does the school need to do to improve further?

- Evaluate how well the recently updated relationship and health education programme is contributing to pupils' personal development and make any changes necessary.

Inspection judgements

Effectiveness of leadership and management

Outstanding

- The headteacher and deputy headteacher provide outstanding leadership for this small, friendly and hard-working school. They are extremely well supported by a strong team of highly knowledgeable and skilful professionals. All members of the school community share the highest aspirations for the pupils.
- Consistently clear expectations of pupils' learning and behaviour ensure that pupils know what is expected of them and feel secure. All members of staff expect pupils to work hard and to behave well. Strong communication throughout the school ensures that everyone has a thorough understanding of how best to support individual pupils.
- At the time of the previous inspection, leaders had introduced new procedures for managing and supporting staff performance. Since then, they have reviewed and updated procedures to ensure even greater rigour in monitoring teaching and learning. As a result, high-quality teaching recognised at the time of the previous inspection has been maintained.
- All members of staff benefit from individualised feedback about their performance and play a part in reviewing and improving their own practice. They have targets linked to the quality of teaching, as well as to whole-school development priorities, which contribute to improvements in the school's performance.
- Leaders continually look for ways of improving the school's work. All members of staff are involved in training and in considering the latest research in learning and behaviour in relation to pupils' needs. As a result, they are extremely knowledgeable about how best to support each pupil.
- Senior leaders have strengthened relationships with parents and carers since the previous inspection. Events such as presentations, coffee mornings and workshops provide valuable opportunities for parents to meet each other, to speak with leaders and to find out more about what pupils are doing in school. The school's parent liaison officer provides parents with a helpful point of contact for advice and information.
- The school's secure, centralised system for recording and monitoring behaviour over time provides a wealth of information for school leaders. They use this information rigorously to analyse trends and patterns of behaviour for individual pupils and to identify where pupils need extra support.
- Parents are extremely positive about the school's work. A number of parents commented on the significant difference the school has made to their children's learning, communication skills, independence and self-esteem.
- Skilful teaching in a wide range of subjects ensures that pupils learn a broad and balanced curriculum. Leaders have recently worked with staff to overhaul and update the curriculum so that pupils' needs and interests are supported even more effectively. As a result, pupils have plenty of opportunities to develop and pursue personal interests, such as photography and art.
- The curriculum contributes very well to pupils' spiritual, moral, social and cultural development and to their appreciation of British values. For example, pupils regularly

participate in art and music activities and learn about different faiths and beliefs. Activities, such as visits to places of worship and discussions about religious artefacts, help pupils to develop tolerance, respect and understanding for world religions, while opportunities to serve on the school council develop pupils' responsibility very well.

- Leaders make sure that that independent school standards are met. Well-established policies and procedures ensure that the school operates smoothly on a day-to-day basis.
- Leaders have recently reviewed and updated the relationship and health programme in the light of changes in national guidelines. However, the implementation of the revised programme is still in its early stages. Leaders have appropriate plans in place to check that these developments are making a positive difference to pupils' personal development and to make any changes necessary.

Governance

- Clearly defined roles and responsibilities, combined with strong communication procedures, ensure that governors and trustees have the fullest picture of the school's work.
- The headteacher and deputy headteacher provide governors with detailed and comprehensive reports about the school's work. Governors supplement this information by completing a series of additional activities, such as visiting lessons, meeting with leaders and talking with pupils.
- The governing body represents a wide range of skills and backgrounds, including expertise in finance, education and the law. Governors work extremely well together, complementing each other's skills and providing highly effective support and challenge for school leaders.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders, governors and trustees make sure that everyone in school gives pupils' safety the highest priority. They ensure that all safeguarding policies and procedures are fit for purpose, comply with current government requirements and are published on the school's website.
- Regular high-quality training ensures that safeguarding policies and procedures are in place. All members of staff are knowledgeable about safety issues and follow the school's well-established safeguarding procedures consistently. They know individual pupils extremely well and respond to their needs skilfully.
- Strong communication throughout the school ensures that information about pupils' safety is shared appropriately. The designated safeguarding lead makes sure that policies and records are maintained in meticulous detail. Recruitment checks, risk assessments and reports are completed promptly and thoroughly. As a result, leaders have a very comprehensive view of pupils' welfare.

Quality of teaching, learning and assessment

Outstanding

- Teachers are very knowledgeable about how to support pupils' learning and the development of their understanding. They teach with warmth, professionalism and good humour, and establish strong and trusting relationships with their pupils. As a result, pupils feel valued and secure.
- Adults have consistently high expectations of pupils' learning and behaviour. They continuously reinforce good learning skills, such as sitting up when working at tables and looking at their teacher when listening to instructions. Pupils are keen to please their teachers and respond very well to requests and encouragement.
- Teaching draws effectively on a comprehensive range of resources to engage pupils in learning and to support their progress. Adults are alert to pupils' needs and monitor their progress continuously. They respond promptly to pupils' changing needs, adjusting teaching and activities skilfully to ensure that pupils are achieving as well as they should.
- Highly effective teaching secures pupils' excellent progress in reading and writing. For example, during the inspection, pupils enjoyed sharing a book with their teacher while taking turns to read parts of the story. They responded confidently and enthusiastically to their teacher's skilful questioning about the story and demonstrated good understanding of the text.
- Teaching makes an exceptionally strong contribution to the development of pupils' personal and social skills. For example, adults' continual reinforcement of pupils' vocabulary through repetition and praise ensures that pupils learn how to communicate with adults and with each other with increasing confidence.
- Adults work intensively and extremely successfully to ensure that pupils develop skills which help them to be independent. Pupils are encouraged to make choices about activities and to think about what they need to do next to complete a task successfully. As a result, pupils take increasing responsibility for their learning.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- The school secures striking improvements in pupils' confidence, behaviour and self-esteem. Adults are extremely knowledgeable about pupils' needs and highly skilled in helping them to develop the attitudes and skills which will support them in their future lives.
- Opportunities for pupils to become more independent are built into the fabric of each school day. As a result, pupils grow in confidence and develop an increasing sense of personal responsibility. They learn how to express opinions appropriately, are taught how to look after their belongings, and become accustomed to putting their books away tidily.
- Adults recognise and celebrate every step in each pupil's progress, no matter how small. Their continuous reassurance and encouragement ensure that every pupil feels very well supported at each stage in their development.

- Excellent relationships and well-established routines ensure that pupils feel very safe in school. Pupils know the school rules and are confident that they can rely on their teachers to look after them well.
- Teaching makes a strong contribution to pupils' understanding of how they can help to keep themselves safe. Activities such as choosing suitable items of clothing for different weather conditions, talking about edible and inedible plants in science, and washing hands before lunch help pupils to develop skills and habits which keep them safe and prepare them well for their future lives.
- Pupils make very strong progress in the development of personal and social skills. Adults provide sensitive and careful support for pupils as they learn to work and play alongside their classmates. The school's success is clear in pupils' growing appreciation of those around them. For example, during the inspection, pupils commented that having lots of friends was one of the things that they liked best about school. One pupil said, 'I have lots of friends, including my teachers!'

Behaviour

- The behaviour of pupils is outstanding.
- The school's work in supporting pupils' behaviour is exceptional. School leaders and therapists construct detailed behaviour guidelines for each pupil when they join the school. Personalised targets and individualised support strategies are regularly reviewed and updated and provide pupils with a highly effective framework which underpins their personal and social development.
- Adults follow the school's behaviour procedures carefully and consistently. They use a wide range of extremely effective strategies to support pupils' behaviour. As a result, pupils are clear about adults' expectations of behaviour. They behave very well and feel secure.
- Strong communication throughout the school ensures that all members of staff are clear about pupils' needs and knowledgeable about how to support their behaviour and welfare. Staff work closely and constructively with parents and agencies to ensure that pupils benefit from the best possible care.
- Caring and sensitive supervision during playtimes ensures that pupils are happy, relaxed and safe. Pupils enjoy playing with a wide range of good-quality equipment, which they use safely and sensibly.
- Pupils thoroughly enjoy school and attend regularly. Leaders monitor pupils' attendance daily and contact parents quickly in the case of any unexplained absences.

Outcomes for pupils

Outstanding

- Pupils of all abilities achieve exceptionally well in a range of subjects, including English and mathematics.
- Pupils make excellent progress in developing personal and social skills. The school's highly successful mission to build pupils' communication skills and independence lies at the heart of its curriculum.
- Adults are very experienced in identifying the most effective strategies for pupils to

express their feelings and wishes. Resources such as electronic tablets, sign language and picture cards are used to great effect throughout the school. As a result, pupils feel that their views are appreciated and valued and take increasing responsibility for their own choices.

- Pupils make very strong progress in the development of reading and writing skills. Pupils enjoy sharing books with their teachers and learn how to use phonics skills successfully to read and write.
- Skilful teaching equips pupils with increasingly secure number and counting skills. Pupils learn how to use a range of strategies, including practical equipment and number lines, to solve mathematical calculations.
- Pupils thoroughly enjoy physical education (PE). A wide range of games and activities support the development of their strength, fitness and coordination extremely well. During the inspection, some of the older pupils participated enthusiastically in a series of games and races as staff cheered them on.
- Pupils make impressive progress in art. They learn to make careful observations and use a wide range of materials and techniques to represent their thoughts and emotions with increasing success.
- Food technology activities contribute very well to the development of pupils' independence. For example, pupils learn to prepare for cookery tasks by collecting an apron, washing their hands and wiping the surfaces.

Sixth form provision

Outstanding

- Skilful leadership ensures that pupils make outstanding progress during the sixth form. Leaders and staff are committed to doing all they can to ensure that students are well prepared for their future lives. They customise learning carefully and extremely effectively to support students' interests, needs and ambitions.
- Students study a range of modules and courses during the sixth form, such as meal preparation, independent living, performing arts, horticulture, pottery and ceramics. They enjoy learning and behave exceptionally well.
- The sixth-form curriculum ensures a consistently strong focus on developing students' independence. For example, during the inspection, a student concentrated intently on buttering a piece of toast for his morning snack, a task which presented especial challenges given the student's additional needs. However, an adult provided timely support and warm encouragement until his work was done.
- Students make strong progress in cookery. They learn how to select recipes, buy ingredients and prepare meals safely. The school's clean and well-equipped cookery room provides students with a pleasant and hygienic working environment.
- Opportunities to attend careers and apprenticeship fairs help students to identify and pursue future ambitions. A recent school careers fair included talks by a local builders' merchant, a receptionist, a sales executive, paramedics and the deputy chair of Surrey Employment and Skills Board. Students kept their visitors busy with lots of questions about the world of work.
- Each year, students benefit from work experience with a range of businesses and

organisations, including a local café, a garden centre, an outdoor-pursuits centre and a local foodbank.

- Students go on to secure places at a range of destinations when they leave the sixth form, including colleges of further education, independent residential colleges for students with special educational needs and the Jigsaw Centre for Lifelong Learning.
- Strong links with parents, colleges and businesses ensure that students are thoroughly prepared for the move from school at the end of the sixth form. For example, this year, a number of students visited Guildford College to find out what it would be like to study photography, cake-decorating or music courses.
- Leaders and teachers keep careful records of individual students' progress. They supplement detailed assessments with numerous photographs of students' achievements in each module of work so that they have a full picture of students' learning.

School details

Unique reference number	131976
DfE registration number	936/6579
Inspection number	10091639

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

Type of school	Other independent special school
School category	Independent school
Age range of pupils	4 to 19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	67
Of which, number on roll in sixth form	11
Number of part-time pupils	0
Proprietor	The Jigsaw Trust
Chair	Jo Russell
Headteacher	Emma Hawkins
Annual fees (day pupils)	£49,555 to £53,226
Telephone number	01483 273 874
Website	www.jigsawschool.co.uk
Email address	info@jigsawschool.co.uk
Date of previous inspection	13–15 September 2016

Information about this school

- Jigsaw CABAS School was established as an independent day school in 1999 by a group of parents of children with autism spectrum disorder. It operates for 43 weeks of the year. The school is located in a rural part of Surrey.
- The school caters for pupils with autism spectrum disorder. Many pupils also have a range of additional special needs. All pupils have an education, health and care plan. Most have

been placed in the school by a local authority.

- The school caters for up to 68 girls and boys between the ages of four and 19 years. There are 67 pupils on roll, including 11 students in the sixth form. There are currently no pupils in the early years.
- The school follows the methodology of the Comprehensive Application of Behaviour Analysis to Schooling (CABAS).
- The school is run by a registered charity, the Jigsaw Trust. The trust also runs provision for adults with autism spectrum disorder.
- The school has a governing body and a board of trustees.
- The school does not use alternative provision.
- The previous standard inspection took place in September 2016.

Information about this inspection

- The inspector observed learning in a wide range of lessons and activities. All were jointly visited with the headteacher.
- The inspector met with a number of senior leaders, including the headteacher and the deputy headteacher. She also met with the chief executive officer of the Jigsaw Trust, the designated safeguarding lead and the parent liaison officer.
- The inspector spoke with a group of pupils during the inspection. She spoke with three parents, as well as considering the views expressed by 20 parents in Ofsted's online questionnaire, Parent View. The inspector also took account of 13 free-text parental comments.
- The inspector considered a range of documents, including the school development plan, safeguarding documents, policies, and information about pupils' behaviour over time. She also reviewed the school's website.

Inspection team

Julie Sackett, lead inspector

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Parent View

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, or look for the link on the main Ofsted website: 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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at 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
W: www.gov.uk/ofsted

© Crown copyright 2019