



Clarendon School

Self Evaluation, Spring 2019

Key Characteristics of our Learners and the School

Clarendon is a special school for 140 pupils aged 4-16 with moderate learning difficulties, many of whom have additional complex needs including autism. From 1st October 2016 Clarendon, along with Strathmore (Richmond's SLD school) became the Auriga Academy Trust.

Clarendon also manages an offsite centre, Gateway, a 20 place provision for pupils aged 11-16 with a diagnosis of autism, co-located with Twickenham School.

The school has recently expanded from 100 to 140 places, and has been redeveloped on two new sites. Our Primary Centre, (which took infant aged children for the first time in 2015), opened in a newly refurbished building in Hampton in June 2018 and has spaces for 50 pupils. Our Secondary Centre, for 90 pupils, opened on a brand new site in July 2018, and is co-located with a new mainstream secondary academy, the Richmond upon Thames School. In September 2018 we have 46 primary and 92 secondary pupils on roll (a total of 138). The Gateway Centre currently has 20 pupils on roll with a further one pending.

Clarendon, on behalf of the Auriga Academy Trust, applied to open a new special free school which was approved by the DfE in wave 12. The new school, Capella House, will be for 72 pupils aged 4-19 with speech, language and communication difficulties. The Capella House secondary centre is due to open in September 2019, with the primary centre opening in September 2020.

Clarendon is a place of learning for everyone, and all staff and pupils are expected and encouraged to be aspirational and achieve their personal best. Parental/carer partnership is recognised as being key to supporting the learning process.

Highly effective relationships within and beyond the Richmond family of schools have a significant impact on our ongoing improvement process.

Attainment on entry to the school is low in relation to the pupils' chronological age, and in comparison to other local MLD schools. All pupils have Education, Health and Care Plans (or, in rare cases, are undergoing statutory assessment). At Clarendon, the range of pupil abilities is broad, but is typically at least one key stage (and sometimes two) behind age related expectations. At the Gateway Centre, attainment on entry is more varied, but is typically in the lower average or average range.

Key characteristics of Clarendon learners:

- 31 primary and 28 secondary pupils (43%) have or are currently awaiting a diagnosis of ASD
- 5 primary (12%) and 16 secondary (17%), 21 (15.55%) in total, have ADHD
- 4 primary (9.3%) and 8 secondary (8.6%), 12 in total (8.8%) have significant medical issues (including high dependency needs, poorly controlled epilepsy and significant disability)
- 21 (15%) have more severe learning difficulties. These pupils are in three specialist classes (one primary and two secondary) which are small (6 to 8 pupils) and have a higher staff ratio.
- 101 (75%) have speech, language and communication difficulties and receive specialist therapy support
- All pupils receive a core package of Occupational Therapy support, with additional support as necessary
- 14 (31%) primary pupils and 42 (46%) secondary pupils are eligible for PPG (total:56, 41%)
- 5 children (4%) are Looked After or Previously Looked After.
- 28 primary and 48 secondary (55%) pupils are from ethnicities other than white British
- 45 (33%) have English as an additional language
- 64% of pupils are boys and 36% girls.

Key characteristics of Gateway learners:

- All pupils (100%) have a diagnosis of ASD
- 16 (80%) have ADHD
- 1 (5%) have other significant medical issues
- 12 (60%) receive speech, language and communication therapy
- All pupils receive a core package of support from Occupational Therapy
- 10 (50%) are eligible for PPG
- 1 (5%) are Looked After or Previously Looked After
- 6 pupils (30%) are from ethnicities other than white British
- 2 (10%) have English as an additional language.
- 1 pupil (5%) is a girl, the remaining 95% are boys.

How well do pupils achieve? (Outstanding)

Grade One

At Clarendon School:

Ongoing longitudinal data demonstrates outstanding progress for all groups, eg:

- Average annual progress in reading over the last five years, according to standardised testing, has been 12.6 months, better than the national average including mainstream pupils.
- Progress in spelling has improved annually for the last three years according to standardised testing, with an average progress of 6.6 months (2017/18), 5.87 months (2016/17) and 5.6 months (2015/16).
- Average progress in maths in 2017/18 according to standardised testing was 6.85 months (7.0 months in 2016/17 and 8 months in 2015/16)
- Analysis of results by gender, ethnicity, PPG eligibility and ASD show that all cohorts are achieving at similar rates

Using flight path data compiled between 4 local good and outstanding MLD schools, teacher assessment showed that in 2017/18:

- 76.5% of Clarendon pupils achieved better than median progress in spoken language, with average progress in the upper quartile
- 66.4% of Clarendon pupils achieved better than median progress in writing, with average progress in the upper quartile
- 55% of Clarendon pupils achieved better than median progress in maths, with average progress in the upper quartile.

For pupils in Year 11 taking accredited qualifications, the average pupil point score has remained high and trending upwards despite the growing complexity of need of our young people. In 2017/18 the average point score was 116.9, with 5 of the 15 pupils (33%) having severe or complex needs (a much larger proportion than in previous years). Taking only the 11 pupils not educated in our specialist classes for pupils with severe and complex needs (which gives a cohort directly comparable to previous years) the average point score in 2017/18 was then 142.7. (Average Point Score 120 in 2016/17, 114 in 2015/16 and 111 in 2014/15). Pupils from years 9-11 follow a bespoke curriculum offer leading to a broad range of both academic and vocational accredited qualifications.

As well as our academic curriculum, all pupils also follow a life skills curriculum designed to enable them to be as independent as possible, and to ensure that they have the domestic, employment and practical skills to become valued members of their community.

Our primary centre introduced a Forest School initiative in 2017, and this is having a positive impact on the participants' ability to problem-solve and work as a team.

Of the 60 parents giving a response in our most recent parent survey, 97% agreed that their child made good progress at Clarendon. 95% of parents attending annual reviews in 2017/18 stated that they were happy both with their child's progress and with the provision made for their child at Clarendon.

Pupils are very well prepared for post 16 transition. All pupils are supported in their transition to college through a link course with Richmond upon Thames College (with whom we are also co-located) for one day each week throughout year 11, supported by school staff. For those with more complex needs, transition to special school post 16 provision is aided through a comprehensive programme of inclusion in KS4, as appropriate to the individual

young person. Pupils are well prepared for the world of work through effective work-related learning and placements. Employer's feedback is consistently positive and pupils are regularly offered employment as a result. Pupil Premium Grant pupils are offered a broad range of interventions to ensure that there continues to be no gap in rates of progress between cohorts. The effectiveness of PPG spending is monitored carefully by the Deputy Headteachers and reported back to the Governing Body by a link Governor.

Due to a range of factors (particularly cohort size), analysis of data is undertaken sensitively.

At the Gateway Centre: Ongoing assessment is completed termly by teachers within Twickenham School, and regularly monitored by the Head of Centre. Outcomes for those leaving the centre at the end of Yr 11 are consistently good. For the two Gateway pupils leaving in 2018, one achieved 7 GCSE passes and the other 8, and both have gone on to college placements.

All pupils leaving both settings at the end of year 11 between 2015-18 have gone on to further education, either at local colleges, specialist colleges or special school post 16 provisions.

How effective is our teaching? (Outstanding)

Grade One

Since our last inspection we have concentrated on further improving the quality of teaching and its consistency across the school.

Teachers are skilled in using their expertise to enthuse, engage and motivate pupils to learn and to foster their curiosity and enthusiasm for learning. In the 2018 Pupil Satisfaction Survey, 80% of pupils agreed or strongly agreed that lessons were exciting and that they are well taught, 91% believed that teachers expect them to work hard and do their best, and 95% agreed that staff are kind to pupils and talk nicely. (*Pupil Satisfaction Survey 2018*)

Over recent years teaching has consistently been judged good or better. No inadequate teaching has been observed since our previous inspection. Paired observations by members of the Headship team with Local Authority advisors or headteachers (both from other similar special schools and from mainstream schools as part of the local NQT programme) have consistently validated and verified our judgements. In 2017/18, formal observations, learning walks, scrutiny of work and moderation meetings all indicated that teaching at Clarendon is outstanding overall. (*formal lesson observations and notes from learning walks, scrutiny of work etc*)

Staff are confident in adapting their teaching style and strategies in innovative ways, matching the specific needs of individuals and groups of pupils. Staff are also skilled at responding to what they find out through questioning, eg by re-framing or changing the lesson delivery immediately, if there is a gap in learning. (*formal lesson observations*)

School reviews, scrutiny of work and the pupil satisfaction survey demonstrate that staff ensure that pupils know how to improve. For example, this year's survey found that a minority of pupils in KS3 were less sure of their personal objectives than those in primary or KS4, and action has been taken to ensure that this is addressed as a priority this term. There are opportunities for targets and objectives to be discussed with parents termly.

Further development of assessment systems in the school continues to improve learning outcomes for pupils.

Classroom Monitor now provides Clarendon specific assessment criteria, enabling teachers to record attainment, track progress, monitor achievement and set targets more effectively. Later in this academic year, we will be piloting the assessment module of our new MIS system, Arbor, which in time will enable us to keep all data securely and efficiently in one place.

Assessment, both formative and summative, is informed by all staff working with the pupils. The accuracy and reliability of assessments are significantly strengthened by very effective processes for moderation, both within the school and between Clarendon and other similar schools locally.

The impact of the contribution to spiritual, moral, social and cultural education is monitored and evaluated, and is judged to be outstanding. Pupils have many opportunities to learn beyond the classroom, through our enrichment programme, trips, visits, residential school journeys, clubs and inclusion opportunities. These enable pupils to learn how their behaviour affects social situations, the moral implications of making good choices and sensitivity to the feelings and views of others. Pupils are helped to develop the social skills necessary for working and living together in the school and within the wider community, and to achieve a greater degree of independence. The School Council plays an active role in ensuring that the pupil voice is heard.

Through the work of the Manager for Additional Needs (secondary) and the Head of Centre (primary) the school is continuing to improve the partnership with both speech and language and occupational therapists, who now play a

more active role in target setting and planning both individual and group interventions. A recent very large increase in OT provision (as a result of academisation) is proving transformational in providing a more valuable service to the young people and their families.

At the Gateway Centre, the majority of teaching is currently provided by Twickenham School (with whom the Centre is co-located) under a Service Level Agreement. The teaching of autism specific strategies, and more general teaching for pupils unable to be included with their mainstream peers, is provided by teachers within the Centre.

How good are standards of pupil behaviour, attendance & pupil safety? Grade One (Outstanding)

Attendance is given a high priority throughout the school and is specifically mentioned in assemblies each week. Pupils with no unauthorised absence are rewarded termly, and those with 100% attendance at the end of the year (though following recent research we are reconsidering this in the current academic year). Half termly attendance meetings are held with the attached EWO and reported back to the Pupil Pastoral Committee and to Full Governors each term.

Authorised absence is low compared to other similar schools, and was 6.49% for the academic year 2017/18. Unauthorised absence rose in 2017/18 as a result of 4 pupils refusing to attend for part of the year whilst they were awaiting alternative placements. These pupils are no longer on roll and we expect our overall attendance to improve as a result. Without these absences, our attendance was significantly above the target set by Governors and better than average for similar schools locally. 76% of pupils agreed or strongly agreed that they want to come to school every day, with only 3 pupils strongly disagreeing. (*Pupil Satisfaction Survey 2018*)

Pupil behaviour and staff management of challenging behaviour is outstanding and has improved annually since 2007 (*Sleuth data*). 77% of pupils across the school agreed or strongly agreed that pupils behave well and follow the school rules, with just 6% strongly disagreeing (*Pupil Satisfaction Survey 2018*).

Racist and homophobic abuse or bullying are extremely rare, and incidents of these have fallen year on year since our last inspection (*Sleuth data*).

When physical intervention is necessary it is recorded and Personal Handling Plans (PHPs) written to mitigate the risk of a repeat being necessary. PHPs are updated regularly and remain in place until a calendar year after the last physical intervention. The number of pupils with PHPs has fallen each year since our last inspection, from 33 in 2014 to 15 at present (8 primary and 7 secondary pupils). All permanent (or long term agency) class-based staff are Team Teach trained, and we have two Team Teach trainers on the staff, including an advanced trainer. The number of incidents requiring two person physical interventions has also fallen annually since our last inspection. (*PHPs and Sleuth data*)

Fixed term exclusions are significantly lower than the national average for special schools. In 2017/18, there were 7 fixed term exclusions at Clarendon, totalling 11.5 days, and involving three pupils (2.3% - compared to 6.42% of pupils in special schools nationally). At the Gateway Centre, there was 1 fixed term exclusion (1 day) in 2017/18. (*Exclusion data*)

SLEUTH (our online behavioural reporting tool) shows an annual reduction in the number of pupils contributing to negative incidents across the school each year since our last inspection (2014) (*Sleuth data*)

Pastoral support is strong and ensures a consistent approach to rewards and sanctions, giving pupils skills and opportunities to regulate their own behaviour. Where individual behaviour support is appropriate it is provided sensitively and consistently. The school adopts differing approaches to the differing behavioural needs of pupils. The House system and awarding of reward and merit points promotes positive behaviour and celebrates success within the secondary part of the school. Class rules and the school charter are discussed and agreed by staff and pupils annually, alongside the behaviour policy.

All staff and governors have had relevant safeguarding training through induction and ongoing CPD. (*Safeguarding information and training*)

The school follows best practice principles for risk assessments, and has been used as an exemplar in the Local Authority. (*Risk Assessment data and Health and Safety Audit*)

Pupil accidents or incidents leading to injury are rare. 78% of pupils said that they feel safe and are happy to come to school (*Pupil Satisfaction Survey 2018*)

How effective are leadership and management including governance? Grade one (outstanding)

Strong effective teams, systems and productive links with a range of partners serve the interests of our pupils. All staff have embraced change and demonstrate their desire to be the best they can through an ambitious and challenging annual programme of school improvement, as seen in the the School and Trust Development Plans. (SDP)

School leaders have a clearly articulated shared vision for the school community, and this drives continued and sustained improvement. The headship team and full governing body meet for a strategy day annually to ensure that leadership, management and governance are aligned in setting priorities for the school development plan, that these reflect priorities from the trust development plan and that these are clearly and regularly reported to and monitored by staff. Each priority is monitored by a link governor and reviewed by a specific sub-committee of the governing body.

Regular stakeholder surveys of pupils, staff, parents and governors provide useful feedback on strengths and weaknesses. Staff and governor surveys are conducted annually, whilst parent and pupil surveys are triannual. The parent survey is due this academic year. (*staff, pupil and governor surveys, SDP, 2018*)

In the last 12 months the school has opened in new buildings on two new sites and expanded to 140 places. This year we are changing our school information management system and our IT infrastructure. In September 2019 Clarendon, on behalf of the Auriga Academy Trust, are due to open a new special free school (Capella House) which will eventually cater for 72 pupils with speech, language and communication difficulties on two sites. As part of these major developments we have recently realigned the management structure of the school. The leadership team consistently demonstrate excellent capacity to improve and develop further.

CPD is sharply focussed. Needs are identified through performance management and appraisal, and matched to priorities in the school development plan. (*CPD records*)

The headteacher has led local authority inspection reviews of other SEN provisions in the LA.

The headship team take an active role in the recruitment of staff beyond the school community, including to positions within the local authority and Achieving for Children, for new Headteachers in other schools, for placements on initial teacher training and for the local NQT pool. This helps to ensure that SEN issues are given a high priority within the area.

82% of pupils state that the school is well organised and led (*Pupil satisfaction survey 2018*)

Data analysis is continually developing and is used systematically to evaluate outcomes and initiatives. Where comparable national data is not available, the school has worked with similar special schools to moderate assessments and produce statistically viable data to enable more accurate and robust target setting. As a result of this we now have a "Clarendon Flight Path" showing expected progress from individual starting points, based on upper quartile progress across four schools.

In 2016/17, the Headteacher asked all staff to complete an anonymous detailed review of his performance. Of the 31 staff who responded, more than 90% agreed or strongly agreed that he was effective in his leadership in all areas, with no staff strongly disagreeing that he was effective in any area. The detailed results of this survey were published to all staff along with an action plan to further improve the his effectiveness.

In 2016, the Headteacher was invited to meet the Prime Minister and Secretary of State for Education at Downing Street at an event for inspirational school leaders.

Governors hold all senior leaders and all staff to account for performance across the priorities of the school development plan, through link governors, governor visits and staff presentations (*Governor's records*)

How effective is the school overall, taking account of earlier judgements? Grade One (Outstanding)

Since all earlier grades have been outstanding, this points to outstanding overall effectiveness.

Achievement, Teaching and Behaviour Grades: Since our previous (outstanding) Ofsted inspection, there have been significant improvements in the quality of teaching, pupil behaviour and pupil outcomes, particularly for those

leaving us in year 11. The school has actively sought to provide robust data through partnership with other schools, in order to demonstrate the outstanding progress of pupils.

Impact of Leadership and Management: School leaders are relentless in driving change, improving standards and sustaining excellence. The move to two new sites in the last academic year, our expansion, and the opening of a new free school in 2019 have required significant changes to the leadership team in order to ensure capacity, and this has been proactively addressed. Governors support, monitor and challenge the leadership of the school effectively, identifying strengths and weaknesses and acting to address areas for improvement.

Effective, cohesive and well-planned promotion of pupils SMSC development: Teaching, the curriculum (both academic and life skills), journeys and visits, clubs, extra curricular activities and the school's ethos all pay a significant part in promoting pupil's personal development, and this is key to the vision of both the school and the Trust.

Other: Clarendon plays a very active role in meeting the continuum of need within and beyond the Local Authority, working closely with a large and growing range of partners to ensure that the future needs of children and young people with SEND in Richmond can be met most effectively. We believe that the school provides excellent value for money.

The Key Priorities and the steps to be taken in order to sustain excellence

Current priorities and the steps taken and planned to address them are set out in the annual school development plan, available on the school website. In addition to the priorities set out in the SDP, we are currently working hard to complete a total reconfiguring of our IT infrastructure on both sites following our recent move. This includes both staff and pupil devices, servers, software and operating systems. Once fully operational, this will enable us to be more effective in our working.