



Newman School SEF

November

2017

1. Context of school (including changes since last inspection)
2. Outcomes for pupils
 - a. Early Years Foundation Stage (EYFS)
 - b. Ends of Key Stages, including sixth form
3. The quality of teaching, learning and assessment
4. Personal development, behaviour and welfare
5. Effectiveness of leadership and management
6. Overall effectiveness

Newman in Review November 2017.

1.Context and rationale

Newman School (a Specialist school in Cognition and Learning) is a maintained community special school for pupils aged 2 – 19 years, located in the suburb of Whiston.

Newman is a Special school within Rotherham Metropolitan Borough Council's (RMBC) local offer for children /young people with Special Educational Needs and Disability (SEND). It has a main school with currently 98 pupils (max.100) and an Additional Resource with 18 pupils (max.20). Numbers on roll have rapidly increased from 58 to 115 (2011 – 2015) and have remained around our planned placement number from September 2015 NMS: 100 NAR: 20.

- The Basic Skills Quality Mark (December 2016), having gained a Ten Year award (Primary and Secondary) in June 2013.
- Healthy Schools Award (Silver) June 2016.
- Arts Mark Gold – (January 2017).

Children and young people are in the vast majority of cases drawn from across Rotherham and a few also come from adjoining local authorities of Doncaster, Barnsley and Sheffield in South Yorkshire. Admission is based upon an Education, Care and Health Plan (EHCP) with pupils joining the school at various stages in their education. Due to parental and mainstream requests there is a spike in admissions at Early Years Foundation Stage (EYFS), transition from Key Stage Two (KS2) to KS3 and from other Special Schools entry into Sixth form (6th Form /KS5). In May 2014, Newman Additional Resource (NAR) opened. NAR is designated as a provision to support young people (10-19 years) with significant and complex learning needs. The young people may experience neuro development conditions with social, emotional and communication needs, pervasive developmental disorders, Autism Spectrum Condition (ASC); resulting in high social and emotional vulnerability. The Resource is for young people who cannot access a mainstream provision, when bespoke individual learning /personalised interventions have been exhausted.

In 2016/17 there was a dip in numbers and in January there were 20 spaces. It is anticipated by the end of November 2017 Newman will be full. The demand for new places though has not fitted into the areas of school with spare capacity. The pressure for provision has largely come from EYFS and Primary whereas the capacity was KS3/4. At the same time the increasing complex needs of pupils, particularly at the EYFS/Primary area has led to a need to review training, provision and environmental issues. A particular concern is that many pupils needs are being addressed after being absent from school or in an unsupported environment.

Newman has a strong emphasis on the on-going training and professional development of classroom based staff which is increasingly including input from Physiotherapy /Occupational Therapy staff, SALT /AAC staff, our middle leader with responsibility for ASC provision and senior /middle leaders with expertise in breaking down barriers to learning arising from moderate learning difficulties. A significant number of our pupils have medical needs; we currently have children with degenerative life limiting conditions. On-going staff training and professional development is needed to support our pupils with medical needs.

We have a significant number of pupils with mental health needs and / or attachment issues. We have a middle leader with responsibility for Social, Emotional and Mental Health (SEMH) and buy-in a counsellor for one day per week. On-going professional development is needed to enable staff to continue to support our pupils with SEMH needs. The majority of our children and young people present with a range of issues and combination of layered needs; for example, mental health and social interaction as well as physical, medical, sensory, communication and cognition. They receive personalised informed

specific support and strategies including collaborative trans-disciplinary input to engage them effectively in the learning process and to enable them to participate actively in classroom activities and our wider community. Our therapeutic approach includes collaborative trans-disciplinary working provides very good Speech and Language Therapy (SALT) including Alternative and Augmentative Communication (AAC), physiotherapy /occupational therapy, Nordoff Robbins Music therapy, Sensory Integration and Counselling.

Working with the Special School Nursing Team and Local Health Authority, several clinics (e.g. Orthotics, Wheel chair services, pupil medicals, inoculations) are regularly held at Newman School to support parents and reduce pupil absence and inconvenience for families and to facilitate collaborative trans-disciplinary working. Currently class based associate staff and across school personal care staff work with physiotherapists, to provide a significant number of pupils with regular individualised postural management programmes.

Newman main school is housed in a Grade 2 listed Art Deco building, despite refurbishments the facilities are not 'fit for the purpose' of the education of many of our children and young people and some areas are in need of extensive repair being eighty years old. The building restricts in a number of ways the learning opportunities for pupils and staff. Staffs constantly go over and above to meet needs in circumstances which are far from ideal. The issue is that the High Needs Budget to provide an education for Rotherham's most vulnerable is being used to fund the maintenance of a historical building by many thousands of pounds a year as well as restricting adaptations which would enhance learning opportunities across the site.

The school has had discussions with the Directors of Education and of Children & Young Peoples' Services; but unfortunately, finance is not currently available for a building programme. Since July 2011 there has been an on-going programme of necessary refurbishments by the school and RMBC to maintain the safety of and to update the presentation of the internal /external facilities and environment. Newman's intake is not only increasingly diverse in its types of needs; many pupils come to us having had a number of placements and failed interventions. We have to unpick not only the learning and physical issues but also the impact of inadequate incorrect or under-resourced mainstream provision. We are researching the impact of 'churn' on our pupils but it is clear the impact of pupils with behavioural needs often have experience of failure, isolation and misunderstanding between school and home.

We are currently part of the Department for Education's 'PSBP2' building program and are working with the Education Funding Agency and RMBC towards the refurbishment of or new build of our swimming pool. A new pool building has been agreed November Our NAR building is approximately forty years old, prior to opening NAR (2014 spring term) it was extensively refurbished to provide the bespoke environment needed to meet the needs of its specific population. It was partly refurbished again in August 2015 to accommodate more pupils and is currently fully fit for purpose, it is an asset to the school but a challenge to ensure the facilities can be used across the site.

Our Premises and Health & Safety committees meet regularly to ensure safe and appropriate facilities /environments are maintained, improved and created for our pupils, staff and visitors.

Since our last Ofsted Inspection we have extended our provision to include our additional resource NAR, which opened in May 2014, in a different building on an adjoining site. This proved to be a massive undertaking; NAR has been open to pupils for four years and is a good if not outstanding provision. Following a successful opening and set-up, the next steps is to ensure the two sites are part of one school.¹

¹It is evident that since NAR started taking in pupils five terms ago, that it has undergone a fairly continuous process of refinement in response to the needs of the current pupil cohort and as a result of a

substantial staff recruitment process. What has been successfully established is a provision that offers a high level of staffing, with staff who possess a broad skill set, who are enabling a number of young people with significant and complex needs to have many of those needs recognised and met in a bespoke and caring environment. There is a clear commitment to ensuring that the pupils feel wanted and in the right 'mind set' in order to begin accessing a holistic education that is designed to equip them for life.ⁱⁱ

'The Senior Leadership Team has established the provision so that it meets the needs of all its pupils and enables them to excel. The relationship between staff and pupils is exemplary and this is demonstrated by the close way in which the pupils are supported by the staff. The atmosphere in the resource is calm and the focus is on consistently improving the outcomes for the pupils.....The pupils appear to love being in school and take their learning seriously and are proud to show their success. I judge the NAR as being Outstanding.'ⁱⁱⁱ

Context conclusions

The school has adapted to a set of new challenges over the past few years. NAR in particular has given the school a new focus. The profile of pupils has also changed and whilst the staff have shown incredible resilience and adaptation the buildings are struggling to adapt with the same flexibility and purpose. In a time of austerity request for additional funds has been and is a constant struggle, but putting the needs of the pupils first has and will require us to focus on the future as much as delivering high quality provision in the present.

Newman in Numbers

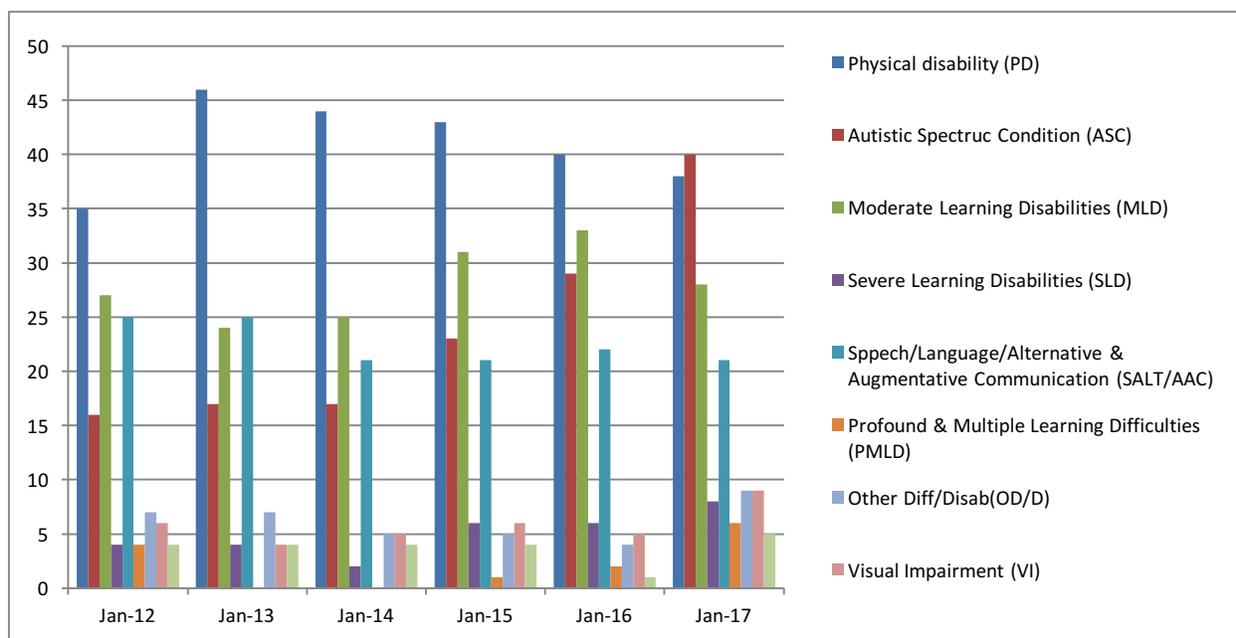
Learner profile from Primary Need.

<u>Top six first ranked SEND</u>	Jul-12	Jul-13	Jul-14	Jul-15	Jul-16	Jul-17
Physical disability (PD)	29	37	36	35	31	29
Autistic Spectrum Condition (ASC)	16	17	17	23	29	30
Moderate Learning Disabilities (MLD)	15	12	12	19	22	19
Severe Learning Disabilities (SLD)	4	4	2	6	6	6
Speech/Language/Alternative & Augmentative Communication (SALT/AAC)	4	4	4	6	7	7
Profound & Multiple Learning Difficulties (PMLD)	4	0	0	1	2	2
Other Diff/Disab (OD/D)	0	0	0	0	0	5
Visual Impairment (VI)	0	0	0	0	0	3
Behaviour, Emotional & Social Difficulty (BESD)	0	0	0	0	0	4
<u>Top six second ranked SEND</u>	Jul-	Jul-	Jul-	Jul-	Jul-	Jul-

	12	13	14	15	16	17
Physical disability (PD)	6	9	8	8	9	9
Autistic Spectrum Condition (ASC)	0	0	0	0	0	10
Moderate Learning Disabilities (MLD)	12	12	13	12	11	9
Severe Learning Disabilities (SLD)	0	0	0	0	0	2
Speech/Language/Alternative & Augmentative Communication (SALT/AAC)	21	21	17	15	15	14
Profound & Multiple Learning Difficulties (PMLD)	0	0	0	0	0	4
Other Diff/Disab (OD/D)	7	7	5	5	4	4
Visual Impairment (VI)	6	4	5	6	5	6
Behaviour, Emotional & Social Difficulty (BESD)	4	4	4	4	1	1
<u>Top SEND categories (first & second ranking numbers added)</u>	Jul-12	Jul-13	Jul-14	Jul-15	Jul-16	Jul-17
Physical disability (PD)	35	46	44	43	40	38
Autistic Spectrum Condition (ASC)	16	17	17	23	29	40
Moderate Learning Disabilities (MLD)	27	24	25	31	33	28
Severe Learning Disabilities (SLD)	4	4	2	6	6	8
Speech/Language/Alternative & Augmentative Communication (SALT/AAC)	25	25	21	21	22	21
Profound & Multiple Learning Difficulties (PMLD)	4	0	0	1	2	6
Other Diff/Disab (OD/D)	7	7	5	5	4	9
Visual Impairment (VI)	6	4	5	6	5	9
Behaviour, Emotional & Social Difficulty (BESD)	4	4	4	4	1	5

Analysis of pupil admissions show that of the 113 registered at census in October 2017.

- 40 young people had arrived from mainstream and at a different transition point i.e. not F2, Y7 or Y12.
- 27 young people had moved also at different transitions points to Newman from an alternative Special School
- 5 pupils who have made 3 or more school moves prior to arriving at Newman School.
- 14 pupils parents accessing Rotherham Early Help
- 18 involved in Child in Need.



Destinations for Newman Pupils

Provision	2012	2013	2014	2015	2016	2017	Totals
NEET	2	4	0	2	1	1	10
FE	2	5	4	3	5	7	26
ISP	0	2	1	1	1	6	11
Not Known	1	3	2	1	0	0	7

Died	2	0	0	0	0	0	2
Employed	0	0	2	0	0	0	2
Totals	7	14	9	7	7	14	

Newman Numbers Analysis

The numbers demonstrate the growing complexity of the school population. The rise and importance of supporting pupils with ASC is borne out by the change in numbers in the past 5 years but the significant numbers of pupils with mobility issues and other complexities means the school is constantly reviewing its provision to meet the needs and demands of pupils. More analysis will need to be done on seeing the impact of the journey to Newman as this can have as much of an impact on their learning as their significant learning needs. As an aside it is interesting that most of the Early Help signposting has been for pupils making a transition from Mainstream rather than from Special. This suggests that parents in the mainstream are less well supported than in the Special sector. The stretch has been on EYFS in particular and that is where space is most limited. The destination figures are quite positive; however we as a school see the need to increase the numbers gaining Employment and reducing the NEET numbers. As a consequence of the above is that we have brought in advice from the LA including the EP service and others, met with parents and given additional hours to support staff to ensure needs are being met. To evaluate this we have reviewed the behaviour incidents to assess the success of the interventions and will continue to do this.

As of November 2017 we judge the standard of education is always good and in parts outstanding

Ofsted Inspection 14th / 15th January 2014

Overall effectiveness: Good

- Achievement of Pupils: Good
- Quality of teaching: Good
- Behaviour and safety of pupils: Outstanding
- Leadership and management: Good

Links with other schools and outreach.

Newman is very much an outward facing school. It has strong contacts with the other Special Schools and local Colleges. The pupils have a strong transition programme which involves pupils regularly visiting a number of colleges and FE staff visit Newman. This means that there is an effective transition process both in terms of the academic progression and the social issues regarding transition.

Recently 2 middle leaders gained SLE status for specific areas of work to do with behaviour and ASC support the school undertakes. This is an excellent link and we want to develop links with local and national teaching schools to ensure our practice and staff are up to date and leading participants in the training and development area. Other links through our Family liaison team and pastoral teams are organic and positive. We are founder and proud members of the Rotherham Charter programme and engage actively with parents.

2. Measuring Outcomes and Progress.

In a school with the diversity of need it is a complex issue to measure progress. We have an academic 'Newman Tracker' which allows us to review the progress of pupils across the school with English, Mathematics and up to Y11 with Science. We however see the Outcomes as defined by the Education Health & Care Plan – EHCP as the targets agreed with pupils, parents and the LA as the key areas to measure progress against. In addition we use a variety of measuring aids and Case studies to review the progress in specific areas, particularly social, emotional and area linked to mental health.

Early Years Foundation Stage (EYFS)

Assessment of new pupils

New pupils and their parents come into Newman with a range of issues and experiences which can have a huge impact on their attainment and needs and the baselining process is thorough and ongoing. Currently the pupils in EYFS are all non-verbal and with a range of educational, behavioural and medical needs. The significant needs and increase of pupils is a difficulty but the appointment of well qualified and adaptable staff and the expansion into a new room have all supported learning opportunities. The complex needs of pupils means a personalized and holistic approach is ensuring pupils thrive.

How well different sub-groups of pupils adapt to school and the nature of their progress

The nature of progress is very much through developing social and emotional curriculum and measured using the Engagement Profile supported by the Rochford review and developed by Barry Carpenter. We are very conscious of the attainment and progress of different sub-groups compared with others and this is part of the day to day review of progress and reflection we undertake. Parental feedback and internal monitoring is essential to record pupil progress.

Ends of Key Stages, including sixth form

Pupils' progress

Progress review meetings held regularly as well as data analysis, particularly after the bi-annual data collection points, provide regular indicators of pupils' progress. For a range of pupils we have tailored support for SEMH and ASC for example having leads to deliver a full range of intervention and support. The school actively supports the development of augmentative communication and training, reducing the learning impact of physical mobility, and providing signing and use of specific ICT supports. Quality assuring these areas is undertaken through a variety of means most importantly through staff meetings and regular use of case studies.

Progress made by pupils relative to their starting point

Newman baselines new pupils after 6 weeks of starting. We use the Newman Tracker to measure how much progress pupils made relative to their starting points in English, mathematics, Science and Personal and Social Development and other subjects. We are also highly aware that academic progress forms only a part of the overall progress that pupils are working towards to enable positive outcomes as defined by the EHCP.

The EHCP outcomes are the golden thread for measuring progress and provide the educational contract for parents, pupils and the LA for measuring success achieved at Newman school. We are committed to improving the EHCP and its process so we can deliver on well-defined aspirational outcomes.

The quality of pupils' learning

Providing a range of learning strategies, opportunities and interventions is essential to enable individual progress. Review of the quality of work in the widest numbers of forms and in a range of subjects and environments enable us to assess and record the progress pupils have made since joining the school and make adjustments if this progress is insufficient or below expectations.

Measuring and quality assuring progress

Recording and reporting a range of evidence is important, and Newman is clear that we must engage with other Specialist providers to enable moderation and quality assurance to take place. Our own tracker, the external assessment and accreditation process we have provides strong evidence in the degree of progress in, for example, 'P scales'. Progress in behavior and social and emotional issues is regularly recorded and reported on and is a major part education, health and care (EHC) process or behaviour plans with those pupils who needs them.

External floor targets and GCSEs and Raiseonline data are of very limited use in special schools. Newman provides a huge range of assessments (internal and external) to cater for the wide variety of pupils and abilities.

Areas identified for improvement

- Whole school focus on Communication
- Links with the EHCP in ensuring evidence in non-academic outcomes
- The further development of employment skills for pupils between 16 and 19
- Independent travel and Community engagement.

Pupil premium

Pupils eligible for pupil premium funding are a priority for Newman school as social disadvantage can exacerbate learning issues and parental support. Newman has moved to ensure pupil premium is benefitting individuals rather than groups. Alongside other data tracking and monitoring we do analyse pupils progress attracting pupil premium and additional funding.

3. The quality of teaching, learning and assessment.

Teaching & learning:

Analysis of Performance Appraisal lesson observations and teaching & learning /curriculum monitoring drop-in learning walks provides evidence that teaching is consistently good and sometimes outstanding. SLT implement a monitoring cycle including half termly reviews of teacher's planning for non-negotiables e.g. differentiation & objectives and drop-in observations re: specific aspects of good teaching e.g. formative assessment.

Ofsted Inspection January 2014: The quality of teaching is good. Since taking up my post in September 2017 I have been in all the classes and talked to all the teaching staff and many of the support staff.

There is a strong quality assurance process regarding teaching and learning and we are instituting SLT led Learning Walks after Christmas in addition to the lesson observation process. We will also look at involving the middle leadership team more in quality assurance and school development.

In 2016/17 Ignoring categories of SEND across both sites, with the period 2014-2015 as a baseline, of the children in KS1-KS4 with start and end data (44), 98% (43) made expected progress. We will be able to review all the baseline and progress data in Spring 2018. Newman School is raising the achievements of its pupils and collect evidence that illustrate in a variety of academic as well as social and emotional progress sometimes dramatic is being made year on year; children at Newman School are making progress, with gaps in attainment closing.^{iv}

Teaching has been externally judged to be 'highly effective and the teachers are extremely knowledgeable about their pupils.....The Teachers demonstrate deep knowledge and understanding of the subjects they teach and they plan lessons effectively. The teachers provide adequate time for the pupils and embed core skills during the lessons. Lessons are creative and personalised for every pupil and many different teaching approaches are used.'^v Our internal robust systems will ensure that this continues to be the case.

The personal development, behaviour and welfare of pupils

Ofsted January'14. 'The behaviour of pupils is outstanding. Many pupils are able of their own accord to behave very well and know the importance of their own and others' good behaviour. These pupils understand the school's expectations for behaviour and they consistently adhere to these. They have decided to adopt the school's values and independently be of the best behaviour.'

We have been awarded the Rotherham Charter mark, which demonstrates that we work in genuine partnership with our families. The information gathering includes an independent survey of pupil and parent / carer voice.

See Independent Consultant (Liz Godman) report 19th & 20th October 2016:

'Summary of strengths

- Arrangements for safeguarding and well-being on both sites
- The care and commitment of the staff
- The strong ethos reflected throughout the school
- Pupils' behaviour and attitudes to learning
- The contribution of support staff to pupils' learning and well-being.'Throughout the review visit, pupils' behaviour was very good. Where pupils showed signs of distress this was addressed calmly and effectively so that little time for learning was lost.
- The vast majority of pupils show highly positive attitudes to learning and great pleasure in their achievements.'

We are improving our information collection regarding pupils joining the school to enable teachers to meet pupils' needs from the outset. Progress is being made towards improving and meeting the goals set

out in EHC plans. We are introducing greater clarity regarding the EHCP targets and a monitoring process to enable half termly tracking.

At Newman teachers enable pupils to develop the ability to learn and independence within the classroom and around the school through a variety of learning opportunities. We are particularly pleased with the new link at Ulley Reservoir Park which has enabled our post-16 to take on the running of this public café for a day of the week with retail and communication skills, as well as an excellent advert for the school in the community. Further links and developments such as with the local Residential home will enable further areas for pupils to develop skills needed to be actively involved after school in employment, voluntary and in their social life.

Development of skills

An area for development is the co-ordinated approach to embedding communication skills throughout the school. Communication lies at the heart of what Newman is trying to achieve and the developing focus on Communication will bring together all the departments.

Teachers' expectations

In some respects the diversity and complexity of pupils needs at Newman combined with an excellent track record of meeting needs means that teachers' always have high expectations, as reflected in their teaching and planning (including curriculum planning), equally to being able to meet the full range of needs and groupings in class. Teachers are confident enough to seek advice from EPS and external agencies to ensure we have the very best approach to an individual as possible. Differentiation is natural and we are placing an increased emphasis on evidencing differentiation more.

Technology

The use of ICT at Newman is constantly adapting, switching systems, communicators, lighting and the film studio are all in regular use.

Pupil engagement and inclusion

Engagement is a measure we use in EYFS and beyond but it is also the descriptor for success. Without engagement learning is not taking place and without learning be it social as well as academic, progress is not going to be developing either. Newman relies on a huge amount on effective use of teaching assistants (TAs) and personal care assistants to maximise the involvement and engagement of our pupils. We have a high expectation for our assistants and provide training and CPD opportunities. We need to continue to develop the role and see how we can provide additional contact time with teaching staff to improve effective communication and training. Teachers use formal and informal assessment opportunities to monitor pupils during lessons to identify areas of concern and to be effective in moving pupils on more quickly. The evidence is brought to Pupil Progress meetings when relevant and if concerns are raised the staff and SLT meetings both start with pupil concerns which can allow rapid or ongoing discussions relating to issues of concern.

Teachers' feedback to pupils

Feedback given to pupils is highly personalized, age related and using relevant signs and vocabulary. Praise and reward are important and we use assemblies and form time to acknowledge and improve conversations with pupils. Teachers' questioning and use of signs and signing, now and next activities as well as formal communication promotes learning to all pupils.

Lessons do motivate pupils to learn and we can see and assess this in our day to day observations as well as evidencing in Learning Walks and formal observations. Engagement, curiosity and enthusiasm for learning is evident in classrooms and frequently commented upon by visitors from all paths.

How teachers involve the community

Newman is a Community school and we as teachers are fully committed to use our expertise and that of colleagues, parents and the community, to develop pupils' knowledge, skills and understanding to enable pupils to fully meet the four outcomes as defined by Preparing for Adulthood; Health, Employability, Independence and Community Inclusion. Employing our Family Support Worker as well as promoting links with parents and the support services means we see and promote learning in school, home and the community. Professional training and CPD is regularly provided and encouraged enabling many teachers and support staff to access further training in areas such as low-incidence disabilities, pupil premium impact and intervention techniques.

Areas identified for improvement

- The knowledge and use of communication across the school
- TAs' involvement in assessment techniques
- The literacy skills of pupils working at levels 1 and 2
- The development of functional maths skills in 11-19

4. Personal development, behaviour and welfare

Safeguarding awareness, training and procedures are kept up to date and we are regularly in contact with Rotherham teams to ensure effective communication. As a school we discuss examples of practice to improve or to record where prompt action has been beneficial for pupils' health and safety. This has often been in ensuring that pupils voice is listened to and acted on. Newman school does require that, as far as possible, pupils understand relevant boundaries and we seek them to be as independent as possible. Involving NAR and NMS pupils in overseeing the provision has been an excellent idea. Pupils' behaviour at NAR and NMS has improved towards, and respect for, other young people and adults. Bullying is talked about openly and whilst different pupils understanding of this is not always clear we ensure that we act upon their comments. Teachers are not left isolated to manage the behaviour and expectations of pupils and this means we regularly meet to discuss options and outcomes as well as strategies to lessen or improve behaviour. Active ways of involving pupils in independent learning includes such things as road safety, substance abuse, healthy lifestyles, awareness of others and safety from strangers online as well as in the real world.

Pupils' attendance and punctuality at school and in lessons

Newman has a very effective management of monitoring of absence; we also try to target the time of the Family Support Worker to engage when absences are health-related or therapy-related to ensure families are supported. In addition we are looking at using the schools website, Facebook and other means to connect and communicate with parents. Behavior and behavior management is crucial in a Special School environment and we have the formal training for Team Teach as well as the informal strategies of reducing anxiety. Regular review and monitoring of the experiences of individual pupils can identify cases where the school has had a significant impact on the experience of individuals for example three recent cases where we altered the hours of support, the personnel involved and we changed classroom layout. The behaviour reports went down from over 30 incidents in three months to 4 in the following

month. CAMHS are integral in our multi-agency approach and advice is regularly sought to reduce the number of referrals as well as to enhance the expertise of staff and support the wider families more effectively.

Areas identified for improvement

- The integration of teaching and support staff as a result of the NAR and the expansion of the school
- Ensuring that safeguarding training and introduction of CPOMS is up to date for all staff
- Improving the behaviour plan targets and ensuring they are known by all, especially supply teachers and TAs

5. Effectiveness of leadership and management

With a new Headteacher in an established SLT it is vital we all have high professional standards in all of our work. This is important to evaluate previous development and review the direction and emphasis on the new areas of development. The recent emphasis on the monitoring and evaluation of performance information from the school, will be shared with governors and the wider school. Newman does adopt robust performance management and this is linked to appraisal and salary progression. This year we are reflecting on and developing the curriculum to ensure it is broad and balanced, and that it facilitates pupils making excellent progress. We do have and are building a deeper evidence basis for our robust system of self-evaluation

Vision for the school

Newman as is ambitious for what every pupil and teacher can achieve, and we have high standards for quality and outcomes. We have effective external and internal moderation and monitor the quality of teaching and learning through lesson observations, learning walks and work/panning scrutiny. Where we see areas for staff development we signpost staff to the relevant aspects of the extensive training packages we buy into. AS Newman leaders we promote and acknowledge pupils' good behaviour and welfare, and in school life and assemblies we promote their spiritual, moral, social and cultural development.

In November 2017 we undertook a parental questionnaire and we engaged with parents at the Parents Evening. The evidence from that is (at the time of writing) still being assessed but will feed into the revised school development plan from April 2018. The school has established links with the two Rotherham Teaching schools and direct link with other Special School Teaching schools at Swiss Cottage in London and Castle Hill in Huddersfield. We have students from Sheffield Hallam regularly to visit and we are also active in subject and sporting links with regional schools. The staff CPD programmes based around buying in of external support is very broad, in addition we also facilitate shadowing of colleagues, any external visits undertaken by staff. Newman is also active with the Local Authority in the strategic planning process itself. We identify and encourage all members of staff to have professional goals, such as the support staff who want to progress into teaching being signed to the Teaching school and supported in doing so.

We can only be ambitious in developing better outcomes and life chances for our pupils if we have stringent safeguarding and Risk Assessments in place. Using the LA Evolve system and signing off

procedures, as well as effective Safeguarding structure and methodologies we ensure we strive for excellence every day.

Governance

This term we are establishing new ways and activity to ensure effectively governors hold senior leaders to account. Governors with the Headteacher and other leaders are setting out our shared vision, this does need to mature but the commitment on both sides is very evident already. Governors are providing the support and space for the Headteacher to be effective. As a group the Governors understand how the school makes decisions about teachers' salary progression and performance and have set up an independent and rigorous performance management process for the Headteacher. We have planned the impact of teaching, learning and assessment to ensure that assessment information from leaders provides governors with sufficient and accurate information to ask the difficult questions about outcomes for pupils. Financial management throughout the school is effective and the school's finances are properly managed and Newman can evaluate how the school is using the pupil premium and the primary PE and sport premium. Effective HR, recruitment of staff and the management of the single central record are managed to a high standard.

Pupil premium

Evaluate how the school uses the pupil premium and other resources to overcome barriers to learning, including in reading, writing and mathematics.

Areas identified for improvement

- Develop the whole school leadership and management skills across NMS and NAR
- Rigorously and consistently enforce the school's code of conduct and behaviour policy
- Develop a system for observing and quantifying SEMH progress, tracking and analysing the progress of pupils with significant difficulties and the most vulnerable e.g. children who are LAC, and a way of predicting progress within the current year

6. Overall effectiveness

- Outcomes for pupils
- The quality of teaching, learning and assessment
- Personal development, behaviour and welfare
- The effectiveness of leadership and management

In summary

- The extent to which the education provided by Newman School meets the needs of the range of pupils at the school is evidenced by the esteem that parents, the LA and external agencies rate the school. We have had no exclusions, attendance is carefully monitored and good given the health needs of the pupils.
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- The destination outcomes for Newman pupils' when they leave school suggests with the very few NEETs after a 5 year review that most have transitioned well. Developing curriculum and increasing work opportunities should leave to more pupils access voluntary or paid work in the future.
 - Newman school promotes all pupils' SMSC development through planned and coherent opportunities in the curriculum and through interactions with teachers and other adults particularly ex-pupils who can demonstrate the opportunities for successful outcomes when leaving school.

Annex 1

Ofsted Inspection January 2014: The quality of teaching is good

- 'Teachers and their assistants work together well in lessons. Over time they have developed considerable expertise in assisting pupils overcome their difficulties with learning.
- Clearly defined ways of working with severely autistic pupils are applied consistently with the result these pupils start and finish work as a matter of routine.
- This achieved, some pupils reach good academic standards in subjects, which did not seem possible. Teaching assistants often play the key role in this good support for autistic pupils.
- Much of the teaching and support for learning is well planned. The use of accurate assessment of each pupil's point in learning leads mainly to exercises that reinforce and build upon their knowledge and skills particularly in reading, writing and mathematics.
- Good relationships, lively teaching, enjoyable and some exciting work gets pupils involved and working hard.'

Annex 2.

See Rotherham Charter Report 22nd September 2016 (Parent /carer & pupil voice):

Excellent Practice:

- ✓ Students, parents and visitors are welcomed by friendly, smiling faces
- ✓ All students are known by name and are greeted with warmth not only when they arrive at school in a morning but also during any interactions with adults
- ✓ The students look out for one another; they know all of the other students, regardless of age. In the dinner hall students were helping their peers, actions which came as second nature
- ✓ Both settings cater for a diverse group of students with a range of skills and needs and staff do not hesitate to welcome everybody in the same way
- ✓ The start of the school day is calm, orderly and relaxed at both settings – despite there being a number of logistical needs to meet
- ✓ There are formal and informal systems in place for all students when relationships seem more difficult, for example the friendship bench. The students place their trust in the adults and feel secure that they will help them with any concerns

- ✓ The students are encouraged to be polite, friendly and helpful and this was how they behaved towards the team during our visit
- ✓ Students report that staff members talk to them in a friendly way and encourage them to socialise whilst also understanding that they may find aspects of this difficult
- ✓ Students commented that they feel safe at school and parents shared this perspective
- ✓ Sensitive support is offered to families experiencing difficulties

Annex 3.

See School Improvement Partner (SIP) report 19th September 2016: Gill Robinson OBE.

'The relationship between staff and pupils is exemplary and this is demonstrated by the close way in which the pupils are supported by the staff. The atmosphere in the resource is calm and the focus is on consistently improving the outcomes for the pupils.'

ⁱ See RMBC Children & Young People's Services 'Newman Additional Resource Review of Provision September – December 2015'

ⁱⁱ See School Improvement Partner (SIP) report 19th September 2016 that judges the provision as outstanding.

ⁱⁱⁱ See Independent Consultant report 19th & 20th October 2016 that states NAR is fully integrated into Newman School, with a shared ethos and culture

^{iv} See School Improvement Partner (SIP) report 19th September 2016:

^v See Independent Consultant report 19th & 20th October 2016: