

Summary of Self Evaluation July 2020

SINCE THE LAST INSPECTION – NOVEMBER 2016

Ofsted noted that leaders and those responsible for governance should ensure that:

- current assessment systems are adapted in response to the government recommendations for pupils working below the standard of the national curriculum
- they take further opportunities for establishing joint ventures with their campus mainstream school to support pupils' development and achievement.

The Assessment Lead (DHT) has developed a new tracking assessment system in line with the DfE recommendations from Pre Key Stage Entry upwards. Teachers have inputted data and are using it to assess with.

The PMLD lead has trialled engagement scales with those working below P Scales 4 and has introduced a 'Branches' Assessment Tool to assess those not working in subject specific study.

We continue to build on the very positive links that have been established with the Primary School on the same site. Links include joint training and joint moderations. Children from Lisburne regularly access the mainstream school on site and vice versa. This is working particularly well for one Lisburne pupil who attends the mainstream school regularly as part of a personalised approach to learning.

As of the Autumn term 2019, the AHT Janet Berry is rewriting the Inclusion Policy and delivering a new programme of inclusive study ready for this academic year.

Overall Effectiveness: Outstanding

We judge Lisburne School to be an **outstanding** school.

OVERALL KEY STRENGTHS	How do we know this?
<ul style="list-style-type: none"> • Outcomes are outstanding. The starting point on entry to EYFS is significantly below those typical for their age but high rates of progress across school in relation to their starting point. • All staff are aware that the end points of the pupils' journeys at Lisburne needs to ensure that children can see links and make connections in learning and have real life reasons for learning. • Safeguarding is effective. The DSL is the Headteacher, Samantha Benson. • Attendance is above 93% & closely monitored with any issues being addressed promptly. • Very strong strategic long term commitment to improve standards for all pupils and drive improvement forward. • Children thrive as a result of the school's commitment to developing their personal and social skills through regularly updated IEPs with parental input and annual reviews with parent and carer comments. Therapists (SALT, OT & Physio) regularly liaise with class teachers and parents. • Children's behaviour is excellent and their attitude to learning is exemplary. • Strong home school links are fostered from EYFS to Y6; both through FLC involvement and in class teams. • Regular full governing body meetings are well attended and governors continue to hold the school leadership to account and set the strategic direction for the school. 	<p>Assessment data External moderation from the LEA Termly lesson observations. SSIA termly reviews. SEF evaluations Work scrutiny SIG minutes Annual review paperwork Learning walks SLT meetings minutes Ofsted feedback IEP analysis</p>



Quality of Education: Outstanding

We provide a high quality inclusive education for all pupils and access to the full range of National Curriculum subjects in a safe, caring environment where all achievements are valued and celebrated. Pupils have access to stimulating, challenging and varied experiences, which promote communication, self-esteem, responsibility and independence.

We want our children to achieve well in the next stage of their life. The **end point** of the pupil journey at Lisburne needs to ensure that children can see links and make connections in learning and have real life reasons for learning. We hope that pupils will be motivated by achievement both at the end of their time at the school and in the future so that they will have a positive attitude towards themselves, others and their environment.

Our curriculum is designed to prepare children for opportunities, responsibilities and experiences of future life, and we strive to do so by offering a broad and balanced curriculum from the children's first days in EYFS through to the end of Year 6. In addition, we actively promote British values to ensure pupils are well prepared for life in modern Britain.

Through a combination of learning techniques, we aim to ensure pupils enjoy learning and feel prepared for life after school. We want all children to achieve their very best and hope they will have self-esteem, self-confidence, self-discipline and will be responsible.

We aim to develop resilience in our pupils, so they are willing to take risks in their future learning, accepting that making mistakes is an important part of the learning process.

By the end of their time at Lisburne we want pupils to have gained good basic skills, have a strong moral, cultural, emotional, spiritual and social purpose, develop healthy minds and healthy bodies and be rounded individuals who believe in their own potential.

The school judges the effectiveness of Quality of Education as '**outstanding.**'

OVERALL KEY STRENGTHS	How do we know this?
<ul style="list-style-type: none"> • The Headteacher is committed to distributed leadership whilst remaining central to the key focus of teaching and learning. Leaders are ambitious and constantly seek to improve provision and outcomes for all pupils. • Children start with attainment levels well below age related expectations. When leaving Lisburne in Year 6 our pupils achieve levels of progress above those of the national average; with over 94% in English, 95% in Maths and 93% in Science making exceptional progress – nationally within the top quartile. • Observed lessons have been outstanding with RQTs all achieving good lessons. Over 95% of our children achieving the top quartile above expected progress, no year 6 child has achieved below their projected target in the last 5 years. • Targeted children’s progress; monitored and appropriate interventions are put in place to ensure development for highlighted cohorts of children. • Pupil Progress Meetings are held each term with year groups working together with the Deputy Headteacher to identify good progress and identify those groups of pupils and individuals where there is a risk of underachievement. • SLT and Teachers continually analyse the teaching to provide an outstanding provision for all children. Middle leaders have extended their knowledge and understanding of their subject areas by attending local authority training. • The curriculum is at the heart of everything we do and our <i>Five principles of learning</i> effectively support and run throughout all subjects to promote our balanced and bespoke learning provision. The <i>Five Principles of Learning</i> have been designed and developed to create excellent teaching and learning opportunities that will prepare our children for a successful and confident future. 	<p>Detailed cohort data to inform SLT and Governors Result analysis. Data analysis with our LEA link advisor. Rigorous monitoring procedure Annual reviews Notes from Pupil progress meetings Staff training feedback Pupil progress meetings</p>

<ul style="list-style-type: none"> • Teachers keep up to date with curriculum developments and implement strategies to improve practice and to meet the needs of our pupils more effectively. TAs are highly trained to deliver tasks in lessons. Staff have weekly team meetings to keep all staff informed of updates and changes. • SLT have a monitoring timetable in place and staff meetings are planned termly linked to whole school improvements and developments. • Lesson planning is based on accurate, frequent and rigorous assessments so as to meet the needs of all children including the most and least able. • An outstanding sensory curriculum is provided for our PMLD learners who access a child led, PSHE driven curriculum. We ensure children are active and self-directed learners, with a focus on engagement and communication. • Resources in classroom environments (both inside and out) are engaging, purposeful and create a challenging learning environment • Provision of a wide variety of shared pupil learning experiences enhances the curriculum for all our children; the activities cover a wide range of enrichment activities. • We encourage teachers to make cross-curricular links where possible within their lesson plans, so that pupils can draw upon knowledge from different subjects and understand how each topic plays a part in everyday life. 	
<p style="text-align: center;">OVERALL SCHOOL PRIORITIES TO SECURE OUTSTANDING PRACTICE AND OUTCOMES</p>	<p style="text-align: center;">How do we know this?</p>
<ul style="list-style-type: none"> • Raise attainment of reading and measure in 2019-2020 ensuring all classes build on prior learning to move knowledge forward and for those children moving from pre-entry to entry level. 	<p>SIP 2019-2020 School monitoring timetable Website Data analysis</p>

- To ensure that middle leaders monitor their subject areas effectively across the academic year and use non-contact time efficiently to make themselves aware of the areas of strength and areas for development within their subject area and that they use this for action planning
- To ensure that middle leaders are aware of progress and attainment in their subject area and use this information to develop accurate information about their subject and the assessment of it.
- For governors to really develop their new roles within the new governance structure that was developed last year in order to be as effective as possible
- For senior leaders to keep in regular contact with subject leaders across the year about how the monitoring of their subject is developing

Pupil progress meetings

Behaviour and Attitudes: Outstanding

Pupils respond positively to the school's high expectations of behaviour. We aim to ensure that all parents, carers and families feel valued and supported as part of the school community in order to meet the needs of their children.

The school judges the effectiveness of behaviour and attitudes as '**outstanding.**'

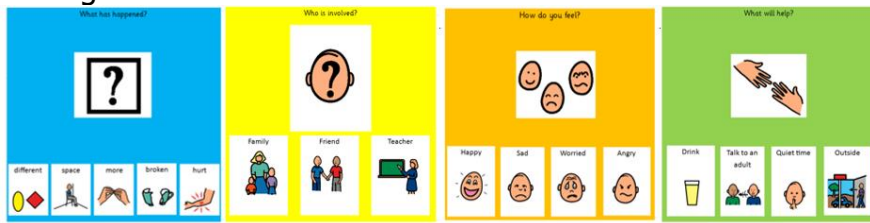
OVERALL KEY STRENGTHS

How do we know this?

- Attendance is currently above 93% whole school. Pupil Premium attendance figures were higher than for the non-pupil premium pupils. Pupil Premium children's attendance is currently 92.1% which is higher than those who are non pupil premium (91.3%)
- The Education Welfare Officer (EWO) Alison Luke visited in December and was pleased by her findings.
- At the time of her visit, she explained that Stockport as a local authority are trying to raise attendance of children with EHC plans in Stockport from 93.1% to 93.4%. Lisburne whole school attendance at that time was 93.7%. (2.6% above.)
- She also commented that our absence figures were much lower than the average for Stockport special schools too. We have absence rates of 6.3% compared to other special schools in Stockport, which are averaging 8.3%.
- Pupil behaviour is excellent and reflects the school's effective whole school approach. Positive behaviour is promoted and recognised through the whole school.
- Through pupil voice and parent questionnaires, Children say they feel safe. Parents have very positive views of pupil's behaviour and safety. This was provided in questionnaire/ evaluations and continual feedback and discussions during parental engagement activities.

CPOMS
SIMS
Annual reviews
Positive Handling Plans
Staff meeting notes
Attendance reports
Talking Mats analysis

- Our behaviour logs on CPOMS show there are few incidents of poor behaviour. There have been no sanctions.
- Excellent transition support and preparation in place for both pupils and their families/carers. Pupils' SMSC development equips them to be caring and active citizens of the school and community.
- The standards of behaviour are high throughout the school with Positive Handling Plans for specific children. Positive behaviour is promoted, recognised and modelled-all staff have completed a Team Teach course. School continue to train staff as Team Teach trainers.
- Lesson observations throughout the year show all teachers model and promote excellent learning behaviour within lessons, as well as observations by a school advisor. We have no incidents of bullying /exclusions over the past 5 years.
- Members of the SLT have delivered Restorative Script training to all teachers and HLTAs. The Restorative Scripts have been rolled out and staff have adapted these to suit the needs of children within their class. All staff wear these on their lanyards and these are also up in school. They look as following.



OVERALL SCHOOL PRIORITIES TO SECURE OUTSTANDING PRACTICE AND OUTCOMES

- Moderate and quality assure the implementation of positive handling plans to ensure a consistent approach so that pupils make good progress towards their targets.
- Develop the pupil voice to ensure every child within school has a voice in all areas of their learning.
- To introduce zones of regulation to support children manage their own feelings and emotions.

How do we know this?

Positive handling plans.
Annual review feedback
Learning walks
Progress of assessment tool meetings
SLT Meetings.

Personal development: Outstanding

We have high expectations for all our pupils which covers both their academic and personal development. The school strives to provide the skills and experiences necessary for preparation in the next step of their education. Lisburne looks at the needs of individual learners, developing specific education programmes for the pupils ~ encouraging independence, confidence and assertiveness.

The individualised learning programmes have greatly contributed to the self-esteem and enthusiasm for learning of all our pupils.

The school judges the effectiveness of Personal development as '**outstanding.**'

OVERALL KEY STRENGTHS

How do we know this?

- The development of every child's self-esteem is important to us and we have a number of mechanisms in place to support this, including the Headteacher Awards, weekly Good Work Assembly and the treasure chest.
- We have activities as part of our normal school routine in order to develop our children's self-confidence and well-being, including: School Productions Each year, Harvest Festival contributions, Easter service and Y6 Records of Achievement.
- Each class elects a School Council representative. The children are major stakeholders in the school and are given an opportunity both to make a difference to the way the school operates, as well as to develop their citizenship and social skills. The School Council occasionally organises ballots on certain issues helping to teach our children about the democratic system.
- The school council have been working alongside the 'Emotional Wellbeing' team, focusing their meetings on well-being themes. The school council have been sharing their classes' ideas for our new school, discussing their priorities. This has been shared with the SLT.

Questionnaires
PSHE curriculum development group minutes
SLT meeting minutes
Monitoring timetable
SMSC calendar
GB meeting minutes.

- Weekly British values focus on respect and tolerance, and this is evidenced both within class and across the wider school community. Pupils are actively involved in the school and community through our School Council and Eco Council, fundraising, buddying system and assisting in our health and safety checks.
- Support for individuals and families is a clear strength of the school, with regular opportunities for families to meet with staff and discuss concerns. Lisburne have employed three staff to work as Family Liaison Coordinators.
- A Sibling group runs weekly with a member of the FLC leading. Following training they completed with Sibs.org in November 2019, the format for the group has changed greatly. The children now attend in smaller groups with peers of a similar age, and a programme of work is undertaken over an 8-week period with them. Once complete with each group, they are then brought together for a Sibling celebration.
- Where appropriate we offer inclusion into local primary schools on an individual or small group basis; this can be to provide additional social development for some of our pupils or to support the gradual re-integration of a pupil back into a mainstream setting.
- Comprehensive transition support is offered via home visits, parent/carer "Meet & Greet" sessions, transition visits and booklets both for children joining or leaving Lisburne.
- Transition meetings with LEA travel co-ordination team and Year 7 providers are established to support children/ families at this difficult period.
- Personalised learning journeys are now being evidenced by all classes with a clear PSHE objective. This includes wider personal development activities such as life skills, donkeys, forest school and swimming.
- Manchester Occupational Therapy services continues to provide input to Lisburne school 4.5 days a week. Class teams have been allocated an Occupational Therapist and direct provision into each class is being provided on a fortnightly basis as part of a rotating two-week timetable. Classes have

now been allocated a Liaison person for Occupational Therapy within their class to enhance communication between therapists and class teams.

OVERALL SCHOOL PRIORITIES TO SECURE OUTSTANDING PRACTICE AND OUTCOMES

How do we know this?

- Ensure the curriculum provides rich, varied and imaginative experience for all pupils.
- Develop the PSHE curriculum to provide all children with support to improve their confidence, resilience and social skills in order to have a positive impact on their progress.
- Ensure transitions between the onsite Primary are maintained and inclusion sessions are monitored and delivered to a high standard.

- Class observations and learning walks.
- Staff meeting minutes
- PSHE evaluation
- Monitoring of planning, work scrutiny and personalised learning journeys.

Leadership and management: Outstanding

The quality of our leadership and management is linked directly to the quality of provision in the school and therefore, to the impact the provision has on pupil's learning, progress and attainment. The SLT also have high expectations of all pupils and staff.

The school judges the effectiveness of leadership and management as '**outstanding.**'

OVERALL KEY STRENGTHS

How do we know this?

- The leadership team have settled into their new roles and share a consistent approach to planning and leading on actions for improvement.
- The SLT continually analyse and improve termly to make sure that the quality of teaching and learning is outstanding.
- The school meets the duty for safeguarding children as stipulated in the statutory frameworks. More than that, there is a strong culture of safeguarding throughout the school. Staff are able to say what is done to keep children safe and how they must fulfil their statutory duties.
- We are now 'live' as an Encompass School. This means we will now be working in partnership with the police who will inform us if they have had to attend an address of one of our pupils for a Domestic Violence incident. This has been shared with parents and has been updated on our school website. The FLC and Safeguarding Monitor check the designated email address daily for updates.
- The school safeguarding policy has been updated in line with the Local Authority's amended model policy. The school has installed an electronic sign in system – *Inventry*. This has been well received

SIP 2018-19
SISA report
Parent questionnaire
Learning walks
Ofsted feedback
SLT meeting minutes
Annual reviews
Pupil progress meeting minutes

by parents and visitors, this should improve accuracy of who is in the building and for what purpose.

- There is strong pastoral support with a team of three working in the Family Liaison department for children and families with robust systems for tracking and monitoring safeguarding concerns using CPOMS.
- SLT play a central role in the LEA Assessment working group and this information is disseminated to staff; accurate judgements are monitored through regular moderation within school, with local resource/ SEN schools and the LEA.
- Appropriate in house training programme addresses all staff needs, with an induction programme for NQTs, for new staff and a range of weekly development opportunities for existing staff.
- Curriculum Development Groups meet half termly and include all teachers and HLTAs. These meetings ensure each subject area has a clear vision which is developed in line with school priorities and the SIP.
- Governors are passionate about the school community, playing a significant and positive role in school improvement and being an active part of strategic decision making led by the knowledgeable Chair. Governors are consistently well trained and informed, taking part in termly information mornings to understand the organisation of the school.
- Rigorous safeguarding procedures are in place with all staff receiving annual training with weekly items included within all staff and team meeting agendas. Staff and Governors completed Safeguarding and PREVENT training.
- Pupil Premium funding consistently has a positive and sustained impact on attainment; the progress gap being diminished considerably and in some core areas data highlights a reversal in favour of the PP groups.

OVERALL SCHOOL PRIORITIES TO SECURE OUTSTANDING PRACTICE AND OUTCOMES	How do we know this?
<ul style="list-style-type: none"> • To further develop the curriculum to clarify expectations around intent, implementation and impact. • To fully embed the self-directed approach to teacher & TA performance management and research. • Provide staff with the training necessary to improve their own practice and teach more effectively therefore improving outcomes for all pupils. • Deepen coaching and mentoring practice to further develop leadership and management skills and opportunities. • To ensure that the information on the website meets statutory requirements and offers maximum benefit to the school and stakeholders. 	<p>School monitoring timetable Website Staff meeting minutes Annual appraisals Mid and end year data</p>

EYFS: Outstanding

We work with the children and families to have a positive and seamless transition into EYFS and develop these relationships throughout the year. We want the children to grow in confidence and develop their own relationships with both staff and their peers.

The school judges the effectiveness of EYFS as '**outstanding.**'

OVERALL KEY STRENGTHS

How do we know this?

- The highly skilled staff in EYFS are highly responsive to children's needs enabling them to identify next steps in learning and progress. The well planned activities are closely matched to children's needs and interests as the thorough planning takes into account the wealth of knowledge gained from high quality observations both of child initiated and adult led activities.
- All EYFS pupils are extremely well prepared academically & socially for the next stage of their education. Almost all EYFS pupils make sustained progress that leads to outstanding achievement.
- Home visits are used as a successful strategy to engage parents from the earliest start. Parents are continued to be encouraged to be active in their child's education through regular open mornings, 'stay and play' sessions, 'wow' mornings as well as informative meetings.

EYFS data
Evaluation of work scrutiny
Progress meeting
Observations
Planning scrutinies

OVERALL SCHOOL PRIORITIES TO SECURE OUTSTANDING PRACTICE AND OUTCOMES

How do we know this?

- To continue to work to develop pupil voice within the setting and also staff well-being.
- To make sure new staff are trained and supported in their roles.
- To begin to plan sessions for Year 1 children to go to Lisburne main site as part of their transition for next year.

EYFS end of year data
Evaluation of work scrutiny
Observations
Annual reviews