



## The Federation of Cherry Oak and Victoria School and Victoria College

### SCHOOL SELF-EVALUATION REPORT

<b>SCHOOL</b>	Cherry Oak School		
<b>EXECUTIVE HEAD TEACHER</b>	Caroline Lane	<b>LAST UPDATED</b>	November 2016
<b>HEAD OF SCHOOL</b>	Amanda Jenkins	<b>NEXT REVIEW DUE</b>	April 2017

#### SECTION1: INTRODUCTION

##### School context

Cherry Oak is a school for primary aged children located in the South of Birmingham in Selly Oak. All of our 100 pupils, 78% boys and 22% girls have significant complex cognition and learning needs with 45% of pupils also having ASC, 70% having speech, communication and language difficulties and 18% of pupils having challenging behaviours. The number of pupils with challenging behaviour would be significantly higher if it wasn't due to the outstanding practice of school staff that minimises the impact. All pupils have a statement of Special Educational Needs or an Education and Health Care Plan.

The school draws pupils from a wide catchment area although 86% of pupils live within 8 kms. 82% of pupils use School's Transport to get to and from school. As school capacity has expanded we have seen pupils coming from further afield to attend the school.

Pupils come from a diverse range of socio-economic backgrounds 58% are entitled to free school meals and 61% of pupils are from ethnic minority backgrounds.

We have 1 Looked After Child which equates to 1% of our whole school population.

Our most recent Ofsted in November 2014 found us to be Outstanding in all areas.

We value the input of other professionals and work within a multi-agency environment. A physiotherapist visits once each half term and we also have a regular weekly visit from our school nurse. Previously this support included a visit from a speech therapist one day a week but this has now transferred to a referral led model. We are committed to improving our provision so now employ our own Speech and Language Therapist for 50% of the week, funded by pupil premium. In addition we employ a part time Family Worker.

The school has no religious affiliation.

Cherry Oak was successful in gaining a bid for Basic Targeted Needs funding which has now been linked with the Local Authorities capital maintenance programme. Our expansion and building development was completed in January 2016 and is now in full use. The expansion has brought wonderful facilities and resources not only for our new pupils but our existing ones too. The development includes a new ICT suite and ICT sensory pod, therapies room and 5 additional classrooms. Pupil numbers increased to 100 in September 2016. This will increase further in September 2017 to 110 pupils.

##### Awards

Be Healthy Schools' Award 2014

Governor Mark 2015  
 Health For Life 2014  
 Quality Mark 2014 ( 2011, 2008, 2005, 2001)  
 Arts Hub Connect 2013  
 Active Sports Mark 2008  
 Financial Management in Schools 2008  
 Healthy Schools Award 2007

Our vision at Cherry Oak is to **increase every individual pupil's knowledge and understanding of the world so that their full potential may be achieved.**

Cherry Oak is part of a federation with Victoria School and Victoria College which are also located in the south of the city. Victoria is a special school providing places for pupils aged 2 – 19 years with significant complex needs including a combination of physical, sensory, medical and cognition and learning needs. Victoria College is a Post 19 provision for young adult with complex medical needs and Profound and Multiple Learning Difficulties. Across the Federation our mission statement is '**Working Together for Success**' and it is this ethos which has been positively built on through shared learning, sharing resources, sharing expertise and achieving together. The Federation has an excellent capacity to make further improvements. Our Ofsted 2014 stated "The Federation of Cherry Oak and Victoria has been of considerable support to the school with staff able to share expertise across schools and to extend the range of resources available to each school". Victoria's Ofsted October 2012 "Being part of a federation has been used very positively to support the sharing of good practice between the two schools."

## SECTION 2: PROGRESS IN PREVIOUS INSPECTION KEY ISSUES

Extent to which areas for development identified at the previous Ofsted Inspection, have been addressed

### Strengths

- Cherry Oak is a rapidly improving school
- Pupil achievement across all subjects is outstanding due to the rapid progress they make
- "The teaching of phonics has improved considerably since the last inspection and lessons seen showed that teachers have developed their skills well".
- The Executive Head Teacher has created a dynamic and forward-looking leadership team
- Leadership and Management at all levels are excellent
- The Leadership and Management of teaching are outstanding
- Teaching is outstanding due to careful planning, accurate assessments of pupil progress and high levels of challenge for all pupils
- The school provides excellent opportunities to enrich pupils' spiritual, moral, social and cultural development

### Areas for development

- Strengthen Leadership & Management by ensuring that data analysis routinely includes children's Early Years Foundation stage attainment data when they enter their reception Year in order to give the Senior Leadership Team an even sharper view of progress and achievement across the whole school

## SECTION 3: OUTCOMES

Attainment, progress and the quality of learning, for individuals, different groups, particularly SEND pupils. – including EYFS. Key skills development across curriculum

### The Quality of Achievement is outstanding

- Pupils make outstanding progress related to their starting points
- Pupils make outstanding progress compared with other benchmarks
- Pupils of all backgrounds make outstanding progress (ethnicity, gender, social circumstances, disability etc)
- Pupils make outstanding progress in all areas including personal, social, communication, independence etc.

- **98% of parents agree that their child is making progress**
- **Ofsted 2014 ‘Children’s achievement across all subjects is outstanding due to the rapid progress they make’**
- **Cherry Oak Ofsted (2014) said ‘Pupils’ achievement across all subjects is outstanding due to the rapid progress they make.’**

Target setting is rigorous, is based on the Progression Guidance and tracked across all year groups from their starting points. Targets are set for Key Stages 1-2 for Maths and English across the strands and Science. All pupils are assessed using a range of measures – work is carefully planned and focuses on individual pupil outcomes. Up until July 2015 progress was recorded regularly on B Squared by class and subject teachers. Since September 2015 progress has been recorded and tracked using our assessment system SOLAR. We submit end of key stage and phonics testing data to the LA; some data is also available on RAISEonline. The data managers work very closely together across the Federation to ensure a consistent approach in both target setting and assessment.

Staff training on assessment is held regularly to increase teachers’ knowledge, ensure accuracy and consistency of the judgements made for the children they teach. This includes; EYFS Outcomes and P levels. Moderation meetings help to ensure consistency of judgments across the school and also across the Federation. In November 2016, all teachers and teaching assistants attended federation moderation to ensure a shared understanding. We also attend moderation meetings with other Birmingham Special schools and are part of a city-wide Special School Data group. This ensures accuracy in the judgements that we make.

Our Link Governor for Assessment meets with the Data Manager each term to scrutinise the progress and outcomes for learners across the age and ability range. He then reports back to the full governing body ensuring that they have a deep understanding of pupil progress across all year groups.

All pupils are set ‘shared goals’ at the beginning of each school year. These are monitored regularly and new goals are set immediately once achieved. ‘Shared goals’ are discussed with parents at parents’ evening in the autumn term.

### **Data Analysis 2014-2015**

#### **Summary of our findings**

When analysing our data we compare cohorts and consider, gender, Pupil Premium, ethnicity, LAC and EAL. We feel that we see no clear distinctions between the achievements of these groups. This shows the outstanding progress that all pupils make at Cherry Oak School. This was confirmed by our OFSTED inspection in November 2014 which stated: ‘The senior leadership team ensure all groups are very well catered for. For example, those pupils with English as an additional language are provided with extra support to make sure their progress is in line with that of their peers in school. Pupils from minority ethnic groups are also supported very effectively and also achieve as well as their peers in school.’

#### **Reception - Early Years Foundation Stage**

We consider that progress made between the start and end of Foundation is outstanding. The data shows that all pupils made progress in all areas of the Foundation curriculum over their time in the unit, with a number of pupils starting to work within the next developmental level.

Data for Early Years pupils shows attainment on entry is significantly below age related expectations. When pupils join Early Years they are base-lined using assessments against the Early Years Foundation Stage profile and Development Matters. The majority of pupils on entry to the Early Years class are working between 0-11 and 8-20 months. During the Reception year attainment is recorded on our SOLAR assessment package. Pupil profiles are moderated with colleagues from other schools through attendance at LA meetings and through our Early Years Federation team meetings. All pupils are assessed as “Emerging” in all areas of the Early Years Foundations Stage Profile (EYFSP).

Our detailed base-lining and ongoing assessment throughout the pupil's time in Early Years ensures that all our assessment judgements are supported by evidence. We are constantly gathering evidence of progress through observation, written, photographic and annotated work which shows small steps of progress and achievement. Evidence is detailed in the pupils' Learning Journey Folders.

Ongoing observations and assessments are vital for us to understand the complexities of our pupils and establishing their individual needs. It enables us to gain an insight into their interests, how they learn and their barriers to learning. In gaining these insights we are in a position to help develop their early learning through play activities. Many of our pupils are at a sensory level of exploration. Exploratory play is important for our pupils to begin to understand their surroundings and the relationships between themselves and others, using all their senses and their bodies.

Ofsted (Nov 2014) states "Leaders have ensured excellent teaching, which has resulted in children making outstanding progress during their time in the provision"

### **Key Stage 1**

The evidence of Key Stage 1 pupil progress in all areas of learning is carefully charted in the learning journey folders and on our SOLAR assessment package. This give a rich source of achievements that are often not reflected in the P Level data. We can therefore show that all pupils make outstanding progress in overcoming their barriers to learning. All pupils at Cherry Oak make outstanding progress across Key Stage one; all pupils make at least the national expected progress of one level in English and Mathematics and over 50% of pupils exceed this by making at least 2 levels progress. Pupils that have been at Cherry Oak since the start of Reception (Foundation Stage) make outstanding progress as they all make at least the expected 2 levels progress.

### **Year 2 - End of Key Stage 1 progress FS to KS1**

Of the cohort of 20 pupils, 100% of pupils met their End of Key Stage 1 targets in English, Maths and Science.

### **18 Pupils ( Start of YR1 baseline)**

All pupils	1 level + progress	2 level + progress	3 levels + progress
<b>English</b>	100% (18 pupils)	61% (11 pupils)	6% (1 pupil)
<b>Mathematics</b>	100% (18 pupils)	61% (11 pupils)	11% (2 pupils)
<b>Science</b>	89% (16 pupils)	61% (11 pupils)	17% (3 pupils)

### **14 Pupils (Start of Reception baseline)**

All pupils	1 levels progress	2 levels progress	3 levels progress
<b>English</b>	100% (14 pupils)	100% (14 pupils)	64% (9 pupils)
<b>Mathematics</b>	100% (14 pupils)	100% (14 pupils)	64% (9 pupils)
<b>Science</b>	100% (14 pupils)	86% (12 pupils)	21% (3 pupils)

When analysing the data in terms of different groups (ethnicity, gender, pupil premium, EAL) the data does not show that any one group is at a disadvantage. Again, this demonstrates outstanding progress across the needs and abilities of all our pupils.

### **Key Stage 2**

We feel that the progress for this Key Stage 2 is outstanding and this is reflected by the of levels of progress made over both the Key Stage and over their starting points from Foundation Stage in English Maths and

Science, and in Reading, Writing and Number. We have rich supporting evidence of progress for all pupils in the learning journey folders. All pupils at Cherry Oak make outstanding progress across Key Stage two; all pupils make at least the national expected progress of one level and 33% make at least 3 levels progress. Pupils that have been at Cherry Oak since the start of Reception (Foundation Stage) make outstanding progress as they all make at least the expected 3 levels progress. The Year 6 cohort for the academic year 2015/2016 made progress in line with National Expectations set out in progression guidance. The spread of pupils achieving on the lower, median and upper quartile is beyond National Expectations, taking into account the small cohort. Example of outstanding progress can be seen in English and Mathematics with 100% of pupils achieving at least on the median quartile.

In this cohort of 9 pupils, 7 pupils had matched data from Key Stage 1. In English, 29% achieved on the Median Quartile and 71% achieved on the Upper Quartile. In Maths, 72% of pupils achieved on the Median Quartile and 28% achieved on the Upper Quartile. In Science, 22% of pupils achieved on the Lower Quartile, 22% of pupils achieved on the Median Quartile and 55% of pupils achieved on the Upper Quartile.

When analysing the data in terms of different groups (ethnicity, gender, pupil premium, EAL) the data does not show that any one group is at a disadvantage. Again, this demonstrates outstanding progress across the needs and abilities of all our pupils.

Targets are set in Year 5 for the end of Key Stage 2 using progression guidance and based on end of Key Stage 1 assessments. Targets are personal to individual pupils based on prior knowledge and analysis of tracking information so that we set realistic yet challenging targets. Analysis of results and data are used to inform the School improvement Plan and identify where we can improve outcomes for pupils.

Identified pupils have communication targets or recommended areas to work on set by S&LT. These are overseen by the communication team and carried out by class teams. 'My Appraisal' targets for TAs are set around communication targets for pupils and this has further supported work on communication. The pupils make outstanding progress with their individual communication skills as evidenced in their ongoing tracking reports. We have implemented our own assessment of COPE targets (Cherry Oak picture exchange) which are aimed at pupils who are working on picture exchange at early levels so that we can show the small but significant progress these pupils make which is not demonstrated through.

Quality Mark renewal in February 2014 recognised the developments which have been made in supporting communication and commented on the introduction of Communication Passports and the support given through signing by staff, use of COPE and communication belts. (Quality Mark report 2014) The Quality Mark interim review visit in July 2015 recognised the impact that use of GO TALK is having on the quality of learning experiences for children.

Ofsted 2014 summarised that "Language and Communication skills are of paramount importance in the School and all staff constantly encourage pupils to use a wide range of communication methods and aids. This in turn helps to stimulate the pupils into communicating and is a core reason for rapid rates of progress in this area. "The more they learn the more pupils communicate with each other and with the adults around them. In a number of classes pupils of various ages were confident and fluent enough to hold conversations with the inspectors about their work and the school".

Pupils frequently acquire skills or make achievements which stand outside of standardised measurements. Every effort is made to value these through our Cherry Tree reward system, good work assemblies and termly Head Teacher achievement awards. (see achievement file). Consequently pupil self-image and self-esteem is excellent.

Pupils have opportunities to participate in enrichment activities throughout the year. This has been in response to pupil requests and is supporting the personal and social development and interests further. Enrichment activities are tracked for each pupil, these are planned to increase engagement for individuals and groups and to set learning in context, and we value opportunities to extend and develop learning out of school and take every opportunity to enhance learning with visits. Class teachers record the enrichment opportunities that pupils have across the year. Movers and Shakers after school club provides physical and creative activities for pupils at the end of the school day.

Our HLTA with responsibility for physical development across the school is developing a programme of physical activities for KS2 to improve and encourage pupils physical activity while promoting communication

and social engagement. OFSTED 2014 noted 'Behaviour at break and lunch times is exemplary. Pupils play together very well clearly enjoying the range of opportunities provided by staff.

The development of the Cherry Oak sports team has identified staff and pupils who have a passion for sports and physical activity, and want to participate in competitive games. They participate in various sports tournaments against other schools. The team is developing well and have recently brought home several trophies and medals to celebrate their achievement.

Other enrichment opportunities support the delivery of whole school topics. Last year the whole school visited the SnowDome to support the spring term topic of Scandinavia and the North Pole.

At Christmas time, the Backlands was transformed into a Winter Wonderland with a snow machine, Father Christmas and real reindeer. This experience was accessed by all pupils, who all engaged with the activities available at a level suitable to them. It enabled pupils to enjoy the experience in the security and familiarity of their own environment, which was particularly beneficial for our pupils with ASC who would normally find the whole experience very difficult.

Year 6 pupils worked with the Hippodrome on a carnival project linked to the Rio Olympics. An external artist and choreographer worked with pupils designing and creating headsets and backpacks to enable pupils to participate in a carnival at school, and parents were able to take their child along to a carnival event in the city centre to join other pupils from other schools who were a part of the same project.

### **Reading**

Ofsted 2014 reported Those pupils who are able to read do so with pleasure and all pupils clearly enjoy looking at books, having stories read to them or discussing picture books. In a number of lessons observed staff were seen discussing books and writing in a wide range of forms and encouraging pupils to read and look at the words.

Reading data is collected and analysed regularly by the Literacy Advisor. Quality Mark renewal in February 2014 recognised that 'individualised provision' is made for every pupil in reading. The use of SPARRKS assessments for reading has enabled us to build a comprehensive picture of pupil strengths and to make a diagnostic assessment of where individual pupils need targeted intervention to develop their reading skills. Pupil Premium is used to support targeted interventions in reading and the impact can be seen in summative assessments of phonics and reading skills administered in September 2015 and June 2016 in which 100% of pupils who undertook the tests showed progress.

Oxford Reading Tree is used with pupils to develop their reading skills in a structured way, supporting the reading progress of our most able pupils. Reading schemes are introduced with pupils after a baseline assessment is made of the child's ability. The use of appropriate reading schemes are firmly embedded across the school. Extension schemes are available to supplement provision for our more able readers and we have extended the range of texts for development of early reading skills. Where pupils are not using standard reading schemes we still encourage the sharing of good quality picture books. A recent development for Literacy and communication is the use of ipads as communication aids for the development of reading with our non-verbal pupils; this has enabled pupils to use technology to stimulate interactions about reading materials and to support our assessment of comprehension when reading.

### **Federation**

Attainment data is analysed across the Federation. The data managers, working together have developed a consistent approach to target setting, monitoring and tracking pupil progress. Cross-school moderation takes place throughout the year ensuring accuracy in the judgements that are made in relation to Early Years Outcomes, P Levels, National Curriculum Levels, Milestones/ Entry Level (Data files 2015)

Pupil's achievement is celebrated across the Federation in many different ways. Executive Head Teacher Awards and class awards celebrate individual pupil's achievement in five different areas; Knowledge & Understanding, Communication, Creativity, PSHE and Physical development. These awards are displayed on Reward Trees which were created by pupils working with an artist in residence at both schools. Their photographs are displayed on the area they were nominated for and certificates are sent home for parents to

celebrate their child's achievement. Tracking systems allow staff to evaluate which pupils have been nominated and in which area. At Victoria, 146 awards were given out for 2015 – 2016, an increase in the range of pupils given awards. A running total so far of 737 Head Teacher Awards to date. At Cherry Oak, individual teacher awards for the 2014 - 2015 totalled 180. A running total of 1637 individual awards to date.

A Federation newsletter each term celebrates 'Working Together for Success'. In the Summer 2016 edition celebrated the First Leavers Prom for our College students as well as the joys of Federation Sports week and the Queens 90th Birthday celebrations. One parent governor commented "As I have two children at the school I get two newsletters. I look forward to receiving both of them so I can send one to the grandparents to share what's happening at the schools."

**Areas for development**

- Ach 1 Implement, monitor and review the tracking of pupil achievement on SOLAR for Early Years, PLevels and National Curriculum levels
- Ach 3 To track outcomes for learners in Science
- Ach 6 To investigate and implement a new Reception baseline package
- Ach 8 To review the celebration of achievement across the school

**SECTION 4: TEACHING, LEARNING & ASSESSMENT**

Expectations, engagement, motivation, challenge, independence, reading and literacy skills, assessment and next steps in learning, marking and feedback

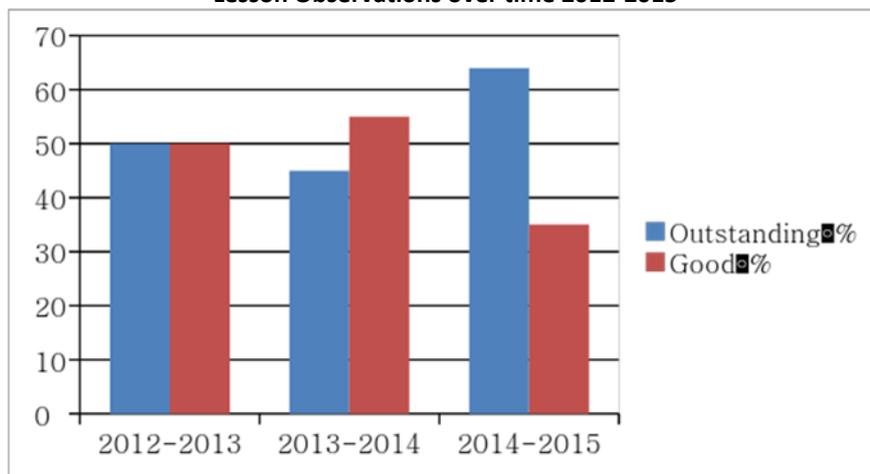
**The Quality of Teaching is Outstanding**

- Pupils make outstanding progress in all phases of the school.
- Analysis shows teaching over time is 67% being outstanding, 16.5% good with outstanding features and 16.5% good.
- 100% of lessons are never less than good with 78% of these being outstanding. There is no inadequate teaching.
- Pupil's attitude to learning is extremely positive as evidenced in lesson observation July 2015
- All teachers have excellent subject knowledge and planning builds effectively on prior learning.
- Pupils understanding is effectively checked supporting teaching & learning.
- Teachers and all other adults generate high levels of enthusiasm for participation in a commitment to learning. Teaching promotes resilience, confidence and independence.
- Pupils apply basic skills, reading, writing, communication and maths well.

**Cherry Oak**

100% of lessons observed were good or outstanding. 67% were judged as outstanding (Lesson observations over time 2014-2015) this is an improving trend evidenced with 45% judged as outstanding (Lesson observations over time 2013-2014)

**Lesson Observations over time 2012-2015**



Our teaching and learning monitoring and observation programme provides evidence for our judgement that teaching is outstanding and never less than good. Lesson observation analysis July 2015 shows an even distribution across the age, ability and subject range of outstanding and good lessons.

Learning journey folders demonstrate outstanding progress by our pupils. These are scrutinised by SLT ensuring that there is a consistent approach across the school.

All planning is scrutinised by SLT each half term and feedback given to teachers. An example of a strength from the last scrutiny was the identification of learning intentions planned for individual pupils. (Planning scrutiny Autumn 2016). Should an issue be raised during planning scrutiny, action planning by SLT takes place so that we can address this. In key stage 2 subject specialists teach their subject across the key stage. SLT work with specialists to ensure high standards are maintained. The literacy and numeracy co-ordinators scrutinise planning across the school.

We ensure the accuracy of teacher assessments through moderation of pieces of work across the two schools in the Federation so that we can compare and agree judgements about assessing P levels. We attend Special School network meetings which look at Moderation between Birmingham Special Schools. We work with the local authority to moderate judgements at Early Years and Key Stage one and participate in LA moderation meetings for Year 2 pupils.

Teacher planning for class teams ensures all TAs are well informed about learning intentions and pupil progress is discussed regularly in weekly team meetings. TAs assist with collecting evidence of progress and contribute to assessments as part of their Performance Management. A thorough knowledge of pupils learning enables teachers to plan personalised lessons so that pupils make consistently good progress.

In March 2014 we gained the basic skills Quality Mark for the 4<sup>th</sup> time – this involved a comprehensive review of the elements and practice across the school highlighting much strength.

The Communication team is effective at promoting a multi modal approach to developing our pupil's communication. This multi – agency team involves Speech and Language Therapists as well as school staff. They meet each half term to look at communication throughout the school and to plan for improvements.

All Staff have been trained in the use of iPads as communication aids using the Go Talk app and in using Communicate in Print to make resources for pupils. Due to the recent increase in pupil numbers and as a result staffing, there is a comprehensive training programme for new staff being rolled out to ensure all new staff are trained to the same levels as existing staff. Staff are trained to a Makaton foundation stage. The impact of this is a skilled staff team who consistently use total communication approach particularly Makaton signing to develop the communication needs of pupils. Ofsted 2014 'There is consistently excellent use of signing symbols and electronic communications and by all Staff which allows pupils to communicate as fully as possible'.

All lessons have individual outcomes for the pupils enabling assessment to inform future teaching. (Planning scrutiny Autumn 2016).

All our staff deliver the curriculum in a creative and imaginative and enthusiastic way and are sensitive to our pupils needs. This promotes children's engagement, progress and success. (Good Practice Observations Spring 2016).

We take time to embed, review and evaluate our working practices ensuring all staff are confident in their delivery of all lessons. This enables us to have excellent capacity for future improvements.

The teaching of key skills permeates the whole curriculum. We have a total communication approach using a range of strategies for encouraging communication, such as use of Makaton signing, using photos, symbols and objects of reference. We plan interventions for individual pupils where appropriate such as the use of personalised photo-belts and GoTalk aids. We use COPE (Cherry Oak Picture Exchange) system to encourage communication and all staff have received training on this so that it is used consistently throughout the school. We have harnessed the use of iPads as an aid to communication for our pupils and we have invested in sets of iPads for groups to use. The use of iPads has proved to be very motivating for our pupils and they are routinely

used as an aid to learning as well as communication aids for individual pupils. The communication team are currently putting together a comprehensive package targeting social interaction which will then be rolled out by class teachers.

We offer targeted support to groups of pupils through external provision including; Social Motor groups and an EST riding group and Harris House for sensory and soft play sessions.. A music therapist visits weekly to work with individual pupils we identify as needing an opportunity for self-expression. Pupils respond well to these sessions and benefit greatly from the opportunity. Since the new building has opened we have been able to increase the hours for Music Therapy and for the first time she is delivering sessions to small groups of pupils so that the impact of the intervention is experienced by greater numbers of pupils. Staff are able to observe the sessions which provides them with a professional development opportunity.

Inclusion is planned for a group of pupils to meet with their Federation peers to participate in shared activities and planned social time. These sessions are known as Buddies and Busy Buddies. A group of pupils also attend the local mainstream school for weekly shared activities, this has run successfully over several years and our pupils and their partners are very positive about the experience. Where we identify a need we will set up inclusive opportunities for pupils with the primary school local to their home, we have had positive outcomes from these opportunities in terms of the social development of pupils.

### **Early Years**

In Early Years 100% of lessons observed were good or outstanding.

We currently have two Early Years classes, Acorns and Berries, staffed by a very experienced team. Each pupil is assigned a key worker within the first few weeks to enable positive relationships to be formed between staff and pupils and also between home and school through Home/School Diaries.

The Early Years curriculum is delivered creatively and flexibly according to individual pupil needs and with an emphasis on play and enjoyment. Both the indoor and outdoor environments are used to create opportunities for children to use their exploratory senses, to take assessed risks, to experiment independently, to access the curriculum and to make choices. Pupils receive a balance of structured, adult led and free flow, child initiated activities which allows pupils to practice and develop their skills.

Early Years pupils have opportunities to work as a whole class but also within small groups where differentiated activities are tailored to the individual needs within the small groups. The Early Years curriculum is used to plan opportunities which are linked to EHCP Outcomes, Communication Targets and take into account pupils' individual barriers to learning. The Early Years staff are actively involved in the planning, assessment and evaluation process using the Evidence for Learning Assessment Application in conjunction with SOLAR.

SOLAR is used to record achievement and make assessments across all classes. This ensures that individual learning objectives are set for each pupil and assessed. This information is then used to inform future planning and learning.

Assessment for learning is embedded across both schools. All staff use an ongoing recording and monitoring system. Learning journey folders evidence this for all pupils. This has ensured consistency and accuracy in the effective use of data. (Federation Moderation November 2016).

Transition and Admissions meetings are a valuable time to get to know parents and their child and to establish any initial concerns they may have. The Head of Early Years liaises closely with the Federation Family Support Worker, the Speech and Language Therapist and other professionals, who have often had some involvement with the families before they reach Cherry Oak. The input of parents and the other professionals is invaluable in building a profile of new pupils and enables us to prepare the learning environment to suit their needs, thus enabling the transition process to be as smooth as possible for both the parents and the pupils.

Transition from Early Years to Key Stage 1 is managed through pastoral meetings and handover of information. Pupils also spend time in their new classes prior to transition.

Early Years pupils join the rest of the school for assemblies; lunchtimes and other key events to ensure that pupils become familiar with the wider school environment. Federation links are also well established where good practice is shared through forums such as the regular Federation Early Years Team Meetings.

#### **Federation**

A programme of staff swaps across the Federation has enabled a better understanding of the individual pupils needs at both schools. One member of staff commented, "It was a rewarding and enriching experience." (Federation file 2015).

Increased numbers of staff have worked across both schools sharing their skills and expertise with their partners. Some staff have made permanent swaps from support staff right the way through to leadership level. This has impacted positively on the sharing of good practice and expertise across the Federation. Ofsted 2014 at Cherry Oak stated that "...staff are able to share expertise across schools and to extend the range of resources available to each school."

Our two regional Makaton trainers regularly work together leading training for staff and parents. This has ensured that the teaching of communication is always of a high standard. At Cherry Oak "There is consistently excellent use of signing, symbols and electronic communication aids by all staff, which allows pupils to communicate effectively." (Ofsted 2014). At Victoria "Teachers use their specialist skills, such as signing and the use of symbols, very successfully in their efforts to provide the very best they can for their students." (Ofsted 2012)

Rigorous monitoring and evaluation of teaching and planning demonstrates many strengths including; The use of other adults to support learning is highly effective, teachers have excellent subject knowledge and tasks are very well matched to the needs of pupils and differentiated for all levels and abilities. Moderation of staff judgments and quality assurance processes are embedded across the Federation. A schedule of paired observations has ensured the accuracy of judgments made by staff. (Monitoring & evaluation observations Summer 2016).

We hold cross Federation meetings for moderation. This year this took place in November during a twilight session. Staff from both schools look at evidence from three pupils in each class and check each other's judgements on the level the child is working plus ensuring consistency in the evidence of progress.

Teachers and support staff from across the Federation work together in our Federation Early Years Team (FEYT). Sharing expertise, policy and practice and moderation of learning journey files has ensured that the outcomes for our youngest pupils in both schools are the very best. Staff have been involved in workshops on the latest National developments in the Early Years, ensuring that recognising the Characteristics of Effective learning are embedded in our day to day practice.

#### **Areas for development**

- T&L To develop sensory profiles for pupils
- To continue to embed next steps in learning for all pupils

### **SECTION 5: PERSONAL DEVELOPMENT, BEHAVIOUR & WELFARE**

**Including conduct in lessons and around the school, attendance and punctuality, attitudes to others, how well protected from bullying, views of pupils, parents and carers.**

**The quality of pupils' behaviour and safety is outstanding.**

- **Parents, carers, staff and pupils are highly positive about behaviour and safety.**
- **Pupils make an exceptional contribution to creating a safe and secure learning environment, ensuring that others learn and thrive in an atmosphere of dignity and respect.**
- **Pupils show high levels of courtesy, engagement, collaboration and cooperation in and out of lessons.**
- **All groups of pupils feel safe at school.**

- **Pupils are highly adept at managing their own behaviour in the classrooms and in social situations. This is supported by systematic, consistently applied approaches to behaviour management.**
- **Pupils are consistently punctual in arriving to school. Attendance is on an improving trend.**

The behaviour of pupils both in and out of lessons is outstanding. (Monitoring & Evaluation observations Ofsted 2014 commented, "The excellent behaviour of the pupils is due to consistently high expectations of staff as well as the highly positive relationships between pupils and adults. This means that pupils want to be their very best and so please the staff as well as being able to show they can behave well. Children in the early years also quickly settle and demonstrate highly positive behaviour due to the excellent routines which help give them boundaries and set expectations."

Effective behaviour management plans are implemented and reviewed to support those pupils who exhibit challenging behaviour. They are reviewed and pupil behaviour monitored through our senior management and family support meetings. This ensures that targeted support can be put into place immediately it is required thus preventing any detrimental impact on the learning. (SLT & family support minutes 2016).

Regular team meetings take place where behaviour and strategies for management are discussed. Pupils with significant behaviour also have risk assessments in place. All staff are aware of the behaviours demonstrated by individuals and are vigilant in monitoring behaviour and taking steps to anticipate and deflect trigger points. This ensures that where challenging behaviour is presented, effective strategies ensure that the learning of other pupils is not disrupted. The Positive Behaviour Management group PMBG was established in 2012 to have an overview of behaviour management across the school and to support colleagues in the management of challenging behaviours. The group has effectively supported staff and families working towards effective behaviour management both at school and at home.

A strong PSHE focus throughout school promotes positive behaviour at all times, encourages pupils to manage their own behaviour and treat each other with respect. (Autumn Term Monitoring & Evaluation observations 2015, Data file 2015) Planning for all curriculum areas highlights the PSHE elements to be incorporated into lessons.

Instances of bullying are dealt with quickly because staff observe pupils carefully and are alert to individual behaviours anticipating and responding to them quickly.

Pupils are taught about keeping themselves safe and participate in safety awareness activities such as visits by the Road Safety Unit, the fire service and to Safeside. This has helped them have a better understanding of keep themselves safe both in and out of school.

The School Council is active in providing a pupil voice; they have contributed to identifying and planning for whole school improvements such as helping to develop a new ordering system at lunchtimes incorporating communication improvements using the COPE system. This has made choosing and ordering school meals accessible to all, and more cost effective. Planned improvements to the front of school have taken place which have included painting the front of the school, installing new signage and improving the driveway and grassed area. They have also had a lot of involvement in the development of the playground being tarmacked and new fencing installed to 'make good' the playground in preparation for the development of playground equipment. The work of the school council continues to extend across the Federation with councils from both schools meeting to discuss joint events and policies. The school council contribute to other important decisions such as devising questions to ask candidates for the positions of teachers and teaching assistants. Their feedback is taken into consideration in the decision to appoint new staff.

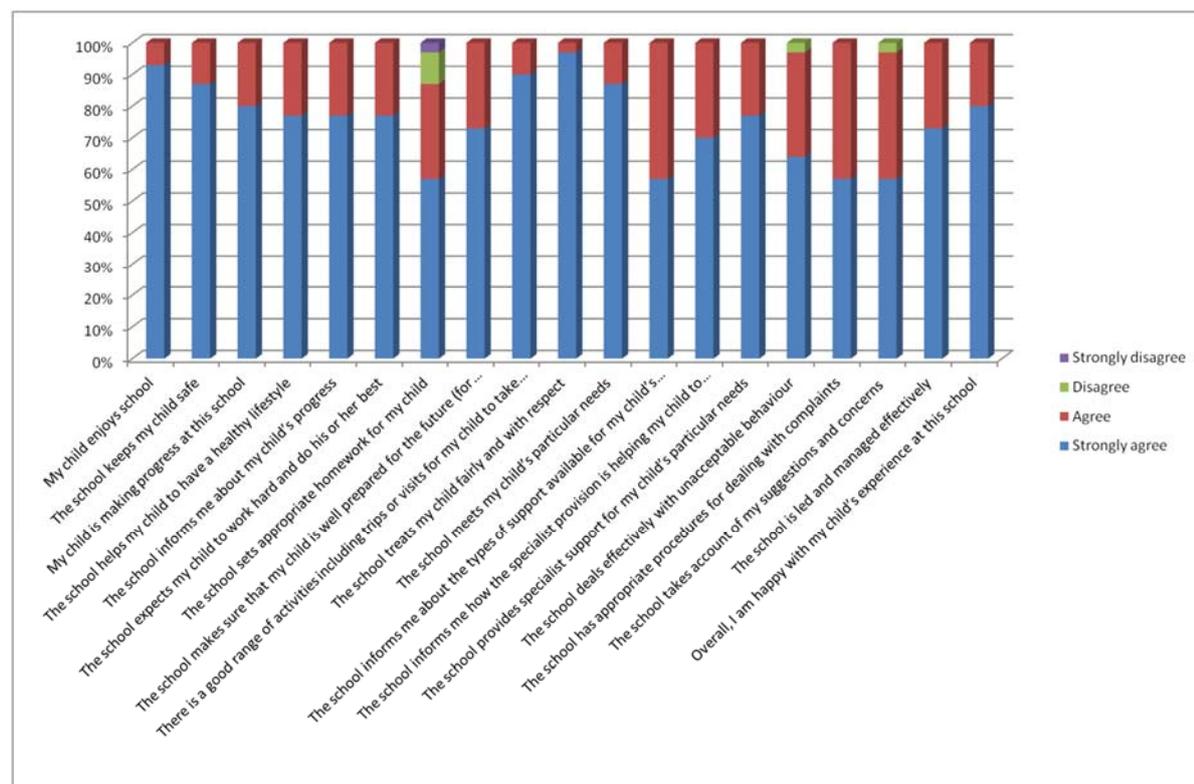
Safeguarding and Prevent training is delivered to all staff, most recently in September 2016. Three members of the leadership team are Designated Senior Leaders for child protection. Safeguarding is a high priority for us as a school due to the vulnerability of our pupils and we ensure all teaching and support staff receive updated training annually. We work closely with Birmingham Forward Thinking and Barnardos to support pupils and their families where there is challenging behavioural difficulties both at home and at school. Staff are Team Teach trained and refreshed on a 3 yearly cycle. All staff received refresher training in January 2016. We have invested in training two members of staff from across the Federation as Team Teach trainers so that we can deliver in-house training for new staff as well as refresher courses. The impact of this training is a team of staff who will react swiftly to incidents of challenging behaviour so that it does not interfere with learning in the classrooms. All pupils have risk assessments and behaviour plans are put in place where necessary so that agreed procedures are followed to manage behaviour and minimise the impact.

Pupils are brought to school by transport and arrive punctually unless there are exceptional circumstances,

pupil guides fill out daily diaries to ensure messages are passed on from home, as well as logging other essential information regarding their journey to and from school which may affect their day. Guides are trained in Safeguarding by the Local Authority so that they are alert to any issues around Safeguarding and know how to raise these with the school DSL. Guides have also been trained in Team Teach so that they have the skills to manage challenging behaviour. Transport risk assessments are updated regularly by school and the use of additional aids for transporting pupils safely are recommended where necessary.

Since September 2013 a Family Worker has been employed by the school using pupil premium funding. She works three days a week across the Federation providing vital support for families. She attends CAF meetings and will support parents by signposting to services and making home visits to offer practical support. The Family Team meet regularly to review the work going on with families and to discuss new referrals. The school nurse is also part of the family team. Parents are aware of the support which is available to them through school and have contact details for accessing support. Staff can complete notes of concern forms to raise any issues quickly with the Family Team so that actions can be put in place to address problems in a timely way before they escalate. Ofsted 2014 stated The links with parents are excellent and parents spoken to were highly positive. As one parent stated, 'For the first time ever I feel listened to. I can talk to them and talk, really talk to me.' Another stated, 'I just don't know what I would do without them. When I am at my very bottom, the support they give me picks me right back up – they are fantastic.'

Pupils are safe at school, the building is secure and every measure is taken to ensure safeguarding of pupils. Ofsted 2014 confirmed that; 'Everyone involved in the school rightly feel that Cherry Oak is a very safe place to learn and work. All visitors to the school are carefully checked and monitored. Everyone who is in the school regularly is suitably checked through the national procedures'.



Parent/ Carer questionnaire responses from November 2016 indicated that 100% of parents agreed that the school deals effectively with unacceptable behaviour. No child has had a fixed term exclusion in the past three years. There have been no permanent exclusions in the last four years.

Feedback from our parental questionnaires November 2016 shows an overwhelming majority of positive responses.

'My child has progressed fantastically since starting Cherry Oak. Very happy Mommy.' Quote from mother of a reception pupil, who started the school in September 2016.

Pupils show they feel safe at school through behaviour and attitudes and communicate their enthusiasm through engagement. Ofsted 2014 noted that pupils state they feel very safe and that they can go to any staff member when they want.... As one parent summed up. 'All staff care about us, we care and we feel safe'.

We have worked very hard to improve our attendance, systems for tracking absence and addressing concerns are well established. Attendance figures are recorded monthly and reported on at Governors meetings. Attendance is discussed at Annual Reviews commented on in school reports and highlighted in newsletters. Phone calls to parents are made on first day of absence to find out the reason, and we have an attendance policy which states the procedures which we will follow in the event of an absence not being accounted for. Pupil attendance is regularly monitored and if a concern is noted the Family worker will contact parents or carers to explore how attendance can be improved. Pupils with outstanding attendance are rewarded in termly Achievement Assemblies.

Current monthly figures for this academic year show that we have maintained the improvement we first showed in 2011 when we raised attendance from 90% to 93%. Last Year 2015-2016 it was 95% for the year and 94% in 2014-2015. A number of pupils lose time from school because of illness, we track and monitor these absences and refer pupils for a school medical if necessary.

### **Early Years**

We have high expectations of every pupil regardless of their level of development or their learning difficulties. Information provided at the admissions meetings, along with initial baseline carried out through observations and assessment when pupils first attend the setting, help us to recognise and understand each pupil's barriers to learning. These barriers could be relating to behaviour difficulties, communication difficulties, social needs, sensory processing difficulties or a combination of all of these. This information enables us to set realistic and achievable Shared Goals which are embedded into our day to day planning to ensure progress is made, however small. We have become more reflective in our practice in terms of monitoring and evaluating the effectiveness of our teaching and delivery and the impact this has on our pupils, their individual needs and their overall progress during their time with us.

The pupils develop close relationships with staff, especially their Key Workers. They understand the difficulties our pupils and their families face on a daily basis and share a range of different strategies when working with them. Parents are kept up to date with regular feedback on their child's progress by the key workers via Home/School diaries, at Parents' evenings and at Review Meetings. We rely heavily on the input of parents in order to maintain continuity between home and school and utilise the Family Support Worker to help maintain those links.

We are committed to providing a high quality of care and educational experiences for all of our pupils and work hard in our planning to provide a broad and balanced range of age and stage appropriate learning experiences accessible to all. We aim to provide a welcoming yet stimulating environment with a range of resources to suit the individual needs of the pupils. We have a balance of structured (adult led) and non structured (child initiated) activities throughout the day/week which allows us to observe what the pupils can achieve with adult support and what they can achieve on their own.

Books are chosen to encourage an enjoyment of reading. Repetition enables the pupils to have a familiarity with the story so that they can begin to develop early reading skills such as anticipation, changing endings, adding new ideas and becoming active participants within the story sequence. A sensory approach is used to promote enjoyment, responses and active engagement within stories.

We want our pupils to enjoy coming to school and we encourage them to be as independent as possible. We encourage them to take risks when trying new activities and want them to feel secure when taking those risks, knowing that they have support from the adults around them when it is needed. This allows them to feel valued and helps them to reach their full potential.

Ofsted (Nov 2014) states “Resources are excellent and allow staff to present the children with a wide range of exciting and fun activities. These further encourage and motivate the children to learn and help ensure a good foundation for their future education”.

Pupils have the opportunity to attend a Soft Play and Sensory room away from the school site. Careful planning and rota systems ensure equity in their access to these enrichment activities. Outside, pupils are free to explore the “Backlands” Outdoor learning and more recently, have received their first experiences of Forest Schools led by two members of school. They also have the opportunity to play with bikes, trikes and scooters during their play time sessions.

Although we have no religious affiliation, the diversity of our pupils and their families is recognised at all times and we celebrate many different festivals in order to enrich their learning experiences. Pupils take part in daily Collective Worship where they are encouraged to think about the good work they have done each day and are rewarded with good work certificates.

The Early Years team work hard to improve the quality of the education and care provided by the setting within the framework of the EYFS. Pupils are valued as individuals and for their individuality. They are encouraged to develop positive attitudes to learning and achievement and to maximise their potential. Our ethos is one of continuous improvement.

#### **Federation**

Both schools place attendance to school as a high priority. Clear systems for tracking pupil absence are in place through first day contact, follow up calls, communication between home, guides and parents, newsletter reminders, a text messaging service, meetings with parents and carers, family support referrals and work with our Integrated Family Worker.

We have whole Federation behaviour and Health & Safety policies in place which are reviewed regularly and ensure a continuity of approach across the schools.

Our safeguarding procedures are outstanding. Our single central records are up to date. (See SCR Cherry Oak & Victoria).

Pupil’s safety at all times is of high priority. Visitors to both schools follow the correct procedures for signing in and out.

Parents across the Federation views are sought. We are currently facilitating parent information events on the new EHCPs. During the Summer of this year there had been considerable changes to the transport for our pupils. Across the Federation parents have been supported to make successful appeals to have transport reinstated for their children.

Our Positive Behaviour Management Group proactively supports staff, pupils and families to effectively manage the behaviour of identified pupils and students. Behaviour Management Plans are regularly reviewed and shared across the school and at home. Behaviour Risk Reduction Plans also support strategies. Behaviour Champions are identified to key stages and classes supporting staff throughout the year.

#### **Areas for development**

- PDB&W2: To work with the Behaviour & Autism lead to use SOLAR data to support positive behaviour plans and strategies.

- PDB&W5: To work with transport to support positive behaviour strategies from home to school so that pupils come into school ready for learning.

## SECTION 6: EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

How well leaders demonstrate ambition vision, have high expectations, improve teaching & learning,, develop staff, sustain improvement. Accuracy of SSE, appropriate curriculum, equal opportunities, parental engagement, safeguarding

The quality of leadership and management is outstanding features and still improving.

- All leaders and managers including managers are highly ambitious for the school and lead by example.
- Key leaders focus relentlessly on improving teaching and learning which has resulted in teaching that is never less than consistently good and often outstanding.
- There is a strong drive to strongly improvement achievement by all staff.
- The school's curriculum provides highly positive, memorable experiences and rich opportunities for high quality learning contributing to the development of SMSC.
- We have highly effective strategies for engaging with parents and carers.

### Cherry Oak

The Governing body have an excellent understanding of the school's strengths and its capacity to make further improvements. Named Governors lead on various areas within the school. For example our Curriculum Governor meets with curriculum leads across the Federation and in turn reports back to the Governing Body. (Full Governors minutes Summer 2016).

A Governing Body working party completed the Governing Body Audit Toolkit (September 2012), identifying its strengths and areas for development and we gained Governor Mark status after our successful application and assessment in October 2015.

The Executive Head Teacher works in partnership with the Heads of School in each establishment to strategically lead both schools along with the Governing Body. A Federation Leadership monthly meeting evaluates the success so far and plans for the future with a focus on **'Working Together for Success'**. During our last inspection at Cherry Oak the report highlights, 'The Executive Head Teacher has created a forward-looking leadership team. This has resulted in rapid improvements in all areas of the school.' Ofsted 2014.

A clear, focused triangulation between monitoring and evaluation linking into the school's self-evaluation, performance management for all staff and school improvement planning ensures that the school has excellent capacity to make further improvements. (PM Oct 2016, SEF Nov 2016, SIP April 2015-2016)

Leaders at all levels strive for excellence. Our RE and Collective Worship LA Audit confirmed that Cherry Oak has a 'Warm and welcoming spirit in the school. It is a learning institution that is not afraid to take advice, to collaborate or to take creative initiatives. It has welcomed further training that is available for this sector whilst also acknowledging that their own experience may have much to contribute to others.' RE Audit November 2015.

**'Working Together for Success'** has brought together staff, pupils, families and other professionals to work collaboratively whilst still maintaining the discrete individuality of each school. An example of this is we have developed corporate stationary across both schools which clearly celebrates the partnership work but maintains again the individuality.

Federation policies have been developed which are reviewed and updated and adopted by the Governing Body on a timetable throughout the year. This has ensured that consistency across both schools. (Governing Body File 2016).

Opportunities for whole Federation learning and celebration are planned on a regular basis. This year Federation Sports week was funded by Primary Sports fund and was hugely successful increasing the range of sporting activities our pupils were able to experience.

This year we developed brand new units of work and tracking system which ensures full entitlement from P1 up to Year 3 of the new National Curriculum; this is now being used across the Federation in KS2 and 3. The tracking back enables all teachers to plan for the next steps of learning at whatever level their pupils are working within.

We invest in continuing professional development to raise the quality of professional knowledge, skills and attitudes to best support the quality of pupil's learning. Our annual School Training Audit reviews training outcomes and the impact these have on pupil learning. An example of this includes INSET delivered by our SALTA to develop work on COPE picture exchange system, this work was developed further with introduction of PM targets for TAs which specifically relate to communication targets. This work is monitored by logs and reports to SALTA.

Performance Management for teachers is focused and linked to school improvement priorities. The Performance Management of our Support Staff is firmly embedded. Through strategically setting the agenda before the cycle, clear and appropriate objectives were set linked to key areas linked within the school improvement plan.

Our COFFS group (Cherry Oak Friends & Families Support group) meet regularly to develop knowledge and skills to support their children at home and to gain a better understanding of what takes place at school and in the community. Parents commented after a Social and Motor group meeting that "It's good to see an insight to what's happening at school...keep doing a good job!" Cygnet training has already received Outstanding feedback from parents. One parent commented "This school has changed our lives" November 2014. The group also provide each other with a support network which is invaluable as they don't have the opportunity to meet 'in the playground' before school. We are facilitating an extended meeting time so they have a space to talk and support each other. An end of term get together at a local restaurant was attended by parents who were very positive about the event.

Transitions are successfully planned for with home visits and placement visits taking place for pupils starting in Early Years and close liaison with professionals already involved with pupils and parents to ensure we have a good understanding of the child and can plan for their individual needs. Yearly and Key Stage 1 to 2 transitions are managed through pastoral meetings and handover of information, pupils visit classes prior to transition. At year 6 we liaise with secondary placements arranging and facilitating visits and face to face handover of information with new teachers. Our SALTA works on communication passports and liaises with SLT team at new schools so that they are well informed about communication needs. Careful preparation for transitions enables the process to be managed appropriately for individuals so that they settle quickly in new settings and classes, they are able to manage what might be a difficult change process more effectively and continuity is maintained.

Early Years is led by a very skilled and talented practitioner who ensures that all children achieve highly. The leadership and management of her two class teams has enabled small intensive group work tailored to the individual child's needs. She works with colleagues across the Federation sharing good practice and moderating judgements.

The EYFS curriculum is used to plan opportunities which are carefully linked to learning intentions and outcomes for individual pupils. Planning is shared with all staff who are actively involved in the planning, monitoring and assessment processes through formal team meetings, verbal feedback and by carrying out detailed observations of the pupils they work with. This creates a robust picture of each pupil and provides valuable evidence of their progress which the class teacher then uses to make judgements when completing her assessments on SOLAR.

#### **Federation**

The Executive Head teacher works in partnership with the Heads of School in each establishment to strategically lead both schools along with the Governing Body. A Federation Leadership monthly meeting evaluates the success so far and plans for the future with a focus on **'Working Together for Success'**. During our inspection at Cherry Oak the report highlights, 'The Executive head teacher has created a forward-looking leadership team. This has resulted in rapid improvements in all areas of the school.' Ofsted 2014

'Being part of a Federation has been used very positively to support the sharing of good practice between the two schools' Ofsted Victoria 2012.

**'Working Together for Success'** has brought together staff, pupils, families and other professionals to work collaboratively whilst still maintaining the discrete individuality of each school. An example of this is we have developed corporate stationery across both schools which clearly celebrates the partnership work but maintains again the individuality.

This year we have extended our Federation Leadership team to include the Safeguarding Leads and Data Mangers. This has ensured that our safeguarding policy and procedures are robust and has allowed for our data managers to take a lead on the development of our new SOLAR assessment system.

Federation policies have been developed which are reviewed and updated and adopted by the Governing Body on a timetable throughout the year. This has ensured that consistency across both schools. (Governing Body File 2015)

A termly Federation newsletter celebrates the shared learning across the Federation and highlights classes 'in focus'. This has helped parents, carers, families, pupils and staff to gain a better understanding of both schools and the opportunities for collaborative work that there are.

Opportunities for whole Federation learning and celebration are planned on a regular basis. This year Federation Sports week was funded by Primary Sports fund and was hugely successful increasing the range of sporting activities our pupils were able to experience.

Leading learning in Maths across Cherry Oak and Victoria our subject leaders alongside our Pupil Premium teacher at Victoria have ensured that their subject outcomes are outstanding. This has included an exciting cross Federation Maths Challenge morning, with staff and pupils working together to solve then share their maths challenges in all areas of both schools and wider community , including the swimming pool and donkey sanctuary.

This year we developed brand new units of work and tracking system which ensures full entitlement from P1 up to Year 3 of the new National curriculum, this is now being used across the Federation in KS2 and 3. The tracking back enables all teachers to plan for the next steps of learning at whatever level their pupils are working within.

Staff linked roles across both schools has developed common processes and planning, shared expertise and support. Examples of this excellent way of working are our Bursars. Opportunities have been identified to work together through the Performance Management process developing their understanding of the new SFVS and finance systems across the Federation. (February 2013). Our Speech and Language Therapy Assistants have developed opportunities to work together with pupils, staff, parents and carers continuing to develop communication rich learning environments across the Federation.

Our Federation pupil buddies have gone from strength to strength. First sharing joint friendship and learning, the group of pupils have also performed at both schools and for their parents collaboratively. Their confidence has grown and staff report that pupil engagement and enjoyment in learning together is excellent.

#### **Areas for development**

- L&M4: To develop a programme of leadership opportunities for pupils.
- FD1: To increase shared learning opportunities for pupils and staff.

## **SECTION 7: OVERALL EFFECTIVENESS**

**Cherry Oak School is a highly cohesive learning community.**

**The achievement of our pupils is outstanding.**

**The teaching, learning and assessment of our pupils is outstanding.**

**The personal development, behaviour and welfare of our pupils is outstanding.**

**The leadership and management is outstanding.**

**Cherry Oak's capacity for sustained improvement is outstanding.**