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| **School self-evaluation** | |
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| **School** | Clovelly House |
| **URN** | 144619 |
| **Age range** | 10-19 |
| **Date** | August 2024, reviewed January 2025 |

This document provides a summary of the school’s judgements about the quality of provision and outcomes at the date stated above.

Judgements stated in this document take account of the Ofsted framework for the inspection of non-association independent schools. Senior leaders have considered the Ofsted evaluation schedule, including the extent to which the school meets the requirements of the Independent School Standards, 2014.

The judgements provided in each section reflect the school’s current evaluation, based on the criteria in Ofsted’ evaluation schedule (Pages 26 to 58 of the ‘Non-association independent school inspection handbook, February 2016’).

Senior leaders must ensure that they have suitable evidence available to illustrate and justify their judgements.

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| **Prompts** | **Context of the school** |
| *Maximum of one page.*  *Use bullet points.*  *Factual information.*  Previous inspection date.  School ethos.  Main school aims.  Residential provision.  School characteristics.  Special needs.  Age range.  Barriers to expected progress.  Attainment on entry.  Children looked-after.  Pupils’ experience in previous settings.  Periods out of school.  Irregular attendance.  Mobility.  Notable achievements, school awards etc.  Alternative providers used.  Recent leadership changes. | The school had a full inspection in March 2024 and was graded ‘good’ for all areas, ‘quality of education’, ‘safeguarding and welfare of children’, ‘leadership and management’ and for the ‘personal development of children’.  Clovelly House School is an Independent SEMH special school cross two sites for up to 10 pupils on each site with anxiety disorders, trauma, gender questioning, self-harm, mental health difficulties for mixed gender pupils from 10-19.  The school has an annex is located in Enderby, 7 miles away from Clovelly. This building is opposite the Enderby Leisure Centre and is near to public cycle paths. This provided opportunities to broaden the options offered at Clovelly main site and is used primally for academic, vocational options and PE, using its proximity to the Leisure Centre, which all children have membership to. These facilities include gym, multi-purpose hall, swimming and golf. In addition, there is a large field and tennis courts next door.  At both sites, since 2023, most of the children are day scholars, one is a looked after child and three of the current pupils are looked after by family members. These children may attend either school site. In addition, up to the school currently has two children on a package of outreach and remote learning. We are now able to offer this service to pupils who are unable to attend school physically and who struggle to have their needs met a the main school site. The day scholars, who live in surrounding areas, come to school by taxi. The school is not a residential boarding school, but is on the grounds of a children’s residential home. The children’s home has not been operational during the last year.  The school is a relatively new school, 8 years old, which experience significant upheaval during the autumn term 2022 as a result of most of the senior leadership team walking out without notice to start their own school. From the beginning of the spring term 2023, a new leadership team was in place and was energised and keen to make improvements. Following this the school has grown significantly during the past calendar year. This included improvements on both sites and a genuine willingness to meet the requirements as laid down by the OFSTED inspector in March 2023. The school had an OFSTED Inspection in March 25, which was good.  The school aims to create a safe and nurturing environment with an emphasis on learning so that children can thrive and grow to achieve their full potential. There is a school counsellor who works with all children and, from January 2024 a SALT has been appointed to start in January, and an OT was been appointed. The school has adopted a therapeutic working model based on DDP and PACE for trauma and attachment difficulties and SCERTS for ASD pupils. We also operate a ‘solution-focussed approach’ to working with the children.  Many of the pupils who come into the school have had a history of poor school attendance and achievement. Because of this they come to the school with significant educational backlogs and school avoidance challenges. To address this we entice the children in starting small and increasing tolerance using a bespoke timetable and curriculum for each.  Our children have mostly experienced considerable socioeconomic challenges and have had a limited experiential background. The school uses a therapeutic approach to develop relationships and attachment methods to support learning and development. This includes offering a wide variety of activities to give the children a diet of enrichment.  Attendance, for the most part is good and the school works proactively with parents and carers to address any attendance concerns and to increase the attendance of pupils over time. For children who struggle with attendance due to ASD and physical or mental health needs, the school has now implemented an outreach program and will go out to children if necessary. Any outreach work includes a plan to reintegrate fully into school over time. Each child has an attendance action plan to support this and computers are provided to those pupils who needed them.  Over time, we have promoted our children’s achievements in the local community. In the past years running, one of the pupils was entered for a ‘young writer’s competition’ and her poem was chosen for publication. Another pupil performed on ‘Taiko Drums’ with Berkshire Young Musicians Trust and was invited to open a Concert for the Mayor of Leicester performing on the lead drum. A third young person had her art chosen to be displayed in a young artist’s exhibition in Leicester two years running. A current pupil was involved in an Air Cadet parade for Remembrance Day this year and showed the moves to staff and young people at school. The school celebrates all these achievements.  The school uses local off-site venues to enhance provision, but pupils remain with Clovelly staff while using off-site facilities. The school have leased a wood, on an ongoing basis which is used for woodland activities. The school has also recently negotiated the use of a Forest School through the National Forest Initiative which children participated in from November 2024. All pupils have membership at Enderby or Coalville Leisure Centres. Enderby Leisure Centre is located opposite the annex at Enderby. This enables the pupils at the annex to access all the Leisure Centre facilities easily. We make use of ‘Birdland’, LOPC, and also local outdoor parks and woodlands.  The school enters all pupils for external exams each year according to their ability and also analyses the results. These have evidenced that pupils have received GCSE, BTec, Functional Skills and ASDAN and unit awards. The results are available online, including the highest ever number of AQA unit awards.  The annex is located in Enderby, 7 miles away from Clovelly. This building is opposite the Enderby Leisure Centre and is near to public cycle paths. This provided opportunities to broaden the options offered at Clovelly main site and is used primally for academic, vocational options and PE, using its proximity to the Leisure Centre, which all children have membership to. These facilities include gym, multi-purpose hall, swimming and golf. In addition, there is a large field and tennis courts next door.  As rom November 2024, the school has leased a school building and woods to use two mornings a week for school groups. This is combined with a project with the National Woodlands trust and the school children have the opportunity to be part of a national woodland management scheme. |
| **Prompts** | **Teaching, learning and assessment** |
| *Approx.one page.*  *Use bullet points.*  ***Evaluate impact.***  Summarise the school’s view of its typical teaching quality.  Teachers’ subject knowledge.  Teachers’ expectations.  Suitability of tasks and activities.  Level of challenge.  Areas in which teaching is strongest.  Areas in which teaching causes most concern.  Pupil engagement and motivation.  Independence in learning/ pupils take responsibility.  Teachers’ monitoring of learning.  Current assessment arrangements from September 2015.  Use of assessment to assist lesson planning.  Marking and feedback to pupils.  Effectiveness of other adults in teaching.  Senior leaders’ understanding of teaching quality. | The quality of teaching and learning at the school was graded ‘requires improvement’ in March 2023. This was following the exit of the school leadership team and unsustainability of the previous curriculum without the curriculum lead.  The school has grown during the past two years and the good work implemented by the new ‘curriculum officer’ was passed on to her successor in October 24 with the appointment of the current Curriculum Lead. She has passionately taken up the role of developing the curriculum. This year, more staff have been empowered to lead in their curriculum areas, faculties have been established so that staff members have subjects that they are most likely to have to deliver, and the curriculum is now readily available both in hard copy and online. An extensive bank of resources is being developed. The school has subject specialists in: Literature, English, Maths, Science, Art, Music, Outdoor Pursuits and Vocational Options. We offer qualifications in GCSE, Btecs, Functional Skills, Entry level, ASDAN and unit awards, amongst others.  There are four members of staff currently on the ELT, (Education leadership team). The Head of School left in January 2025. At the beginning of 2025, the Principal has restructured the leadership team to a more ‘distributed leadership model’. In this model, each school site has it’s own Head of School and the SENCO functions as a link between both sites. The school has, therefore, appointed two new Heads of School to support the Principal and both of theses leaders has taken on the role very positively. The SENCO is very experienced in SEMH and is responsible for ‘Arts’ and ‘Pastoral Care. He has taken on the role as a new SENCO to lead on the SEND provision under the guidance of the Principal. This is a fresh, dynamic and forward-thinking team and the school has made significant progress during the past academic year.  The school has qualified teachers in English, (2), Maths, Science, FE, Art and music. In addition, there are trainee teachers in science and photography.  The curriculum officer leads on ‘Assessment’ using progress data and standardised assessments. She is also trained to oversee BOXALL profiles for all pupils in addition to the standardised assessment to measure levels. Pupils are taught individually, or grouped in small groups of up to three, in similar ability groups, for English, Maths, PSHE and Science. At Enderby, pupils may be regrouped for other subjects. The school has developed a ‘Comprehensive Assessment’ package for all pupils which is currently being revised. (See Assessment Package and School results.) The school also offers bespoke onsite assessments, such as dyslexia and speech and language assessments to assess SEND needs.  All staff have high expectations for all pupils.  Teaching staff support tutors and higher-level teaching assistants to take on additional, secondary roles. Thus, we have a dedicated ‘Behaviour Officer’, ‘Equalities Officer’, ‘Anti-bullying Officer’, ‘SEN Officer’, ‘Food & Nutrition Officer’, ‘Medical Officer’, ‘Wellbeing Officer’, ‘SMSC Officer, ‘Careers officer’, H&S officers, Environment Officer, etc.  Because of the profile of the pupils the school admits, the school has recently developed the Clovelly Curriculum Recovery Model, known as the ‘Hidden Curriculum’. This model focusses on the use of nurture and therapeutic approaches to build relationships with children and to lead them to a place where they can access more formal learning. This may take many months, but the work is purposeful. (See model).  The school offers a broad range of qualifications in a wide range of subjects. There are schemes of work for all subjects and specific awards or qualifications for each subject. This is online and in hard copy. Teaching staff and pupil books are subject to quality assurance by the Head of Centre and School Heads. (See Illustrated curriculum model on the website.) Pupils express their interests in certain subjects and this is accommodated in their subject choices. Children’s voice is important and they are involved in their target setting and levels.  All pupils do Literacy/English and Numeracy/Maths at different levels. Pupils are assessed on entry to the school and put on a route to obtain the most appropriate qualifications. Progress is constantly monitored. For some pupils a ‘play-based’ route is offered, including ‘Reading race-track’, Reading scheme, phonics scheme and ‘5-minute maths’. All pupils are assessed for progress three times per year. The results of these assessments are stored and compared to log whole school progress. All pupils are formally assessed twice a term and the levels used to inform the targets for the following term. Following this, an Assertive Mentoring meeting is held termly with each child and their parent to inform them about progress and to plan targets for the next term.  SMSC and Equalities is embedded across the curriculum. Staff have worked hard to provide evidence of this.  All pupil work is marked and assessed by staff and encouraging comments given. Pupils are given feedback as soon as possible. Where TAs and Tutors are used to cover lessons, their lessons plans are provided by teachers and are then filled in using set systems and comments given to subject teachers. Staff complete a record of all lessons set. These responses are included in the behaviour monitoring data which is then correlated as graphs to track individual progress.  Through the use of key workers, most of the pupils develop attachments to some adults, and these significant adults support pupils in behaviour and engagement. In addition, the school offers a highly practical and enriched timetable for pupils which itself is naturally motivating. We use two key workers for each child to allow for staff movement  The school has a School Counsellor who has ‘Talk time’ with all pupils. She is also trained to deliver the PSHE aspects of the curriculum through her sessions. The PSHE curriculum derives from the PSHE association learning objectives. In addition, the school has a new SALT starting in January 2024, and a new OT. These professionals will address the objectives in the pupil’s EHCPs and behaviour targets and risks. |
| **Teaching, learning and assessment is ‘good’.** | |
| **Areas for improvement in teaching, learning and assessment.** *(Taken forward to school improvement plan).* | |
| To continue to support the new teaching staff to embrace the roles and embed and develop the new curriculum and assessment and achieve good results in all subjects. | |

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| **Prompts** | **Personal development, behaviour and welfare** |
| *Approx.one page.*  *Use bullet points.*  ***Evaluate impact.***  Pupils’ behaviour and attitudes to learning in lessons.  How proactive are pupils in driving forward their own learning?  Attendance and punctuality.  Persistent absentees.  Pupils’ behaviour towards others, including pupils and adults.  Staff expectations of behaviour.  Use of derogatory or aggressive language.  Bullying.  School actions to improve behaviour – impact.  Permanent and fixed term exclusions.  Pupil safety.  Pupils’ ability to assess risk (e.g.: e-safety, substance misuse, extremism, knives and gangs, water, fire, roads and railways). | During the OFSTED inspection during March 2024, the inspectors graded personal development, behaviour and welfare as ‘good’.  Pupils admitted to the school have SEMH difficulties. These manifest as anxiety disorders, self-harm and mental health difficulties. In addition, more than 50% of the pupils are on the ASD spectrum. As a result of their complex needs, the pupils display challenging behaviours at times and this impacts on the ability to access the curriculum.  The school ethos and vision statement was developed by the school staff, care staff, therapists. It is based on DDP, PACE, SCERTS, ELSA and Zones of Regulation. All staff are trained on the model and are required to implement it in behaviour management of children. In addition, several staff members have trained in subject specific therapeutic working which is implemented with children across the curriculum. These specialisms include, ‘Nurture Therapy’, ‘Drawing and talking’ therapy, ELSA, ‘Lego therapy’, and other staff members are currently pursuing studies in ‘Art therapy’, ‘Music therapy’, and ‘Woodland Nurture Therapy’.  The school staff members engage in weekly ‘reflective practice’ sessions together to learn to understand individual pupils and to share best practice about working with them. At these meetings the school counsellor feedback from her sessions with children.  Many of the children coming to the school have attachment disorders and initially find it difficult to trust and work with adults. The teaching staff work in a nurturing way to support those children to reach a place where they can settle down, feel safe and focus on learning. The school consistently promotes the extensive personal development of pupils. We go beyond the expected and give them opportunities to develop their talents and interests.  There is comprehensive contact with parents through family liaison which promotes good attendance, and punctuality. Contact with parents is usually done by the family liaison officer, the Head of School and is recorded.  There is a culture of encouraging, negotiation and compromise to lead pupils towards working for rewards that they determine. The curriculum is bespoke and motivates them to learn – accommodating their own interests which supports positive behaviour.  Other pupils, who have missed out on early childhood experiences arrive at the school with emotional backlogs. Their behaviour is often emotionally immature and lacks self-regulation. Again, staff members use a nurture model to work with the child to go back to and relive some of the childhood experiences, whilst at the same time, supporting them to accelerate their emotional maturation process to an age appropriate level.  Pupils coming into the school are not generally proactive towards their own learning, however, there have been some moments captured by the staff which are evidence of pupil independent learning and engagement in their own areas of special interests. For example, when one pupil discovered newts in the pond he ran off to find out about them in his computer. One of the current pupils is interested in parrots, and has found out information about parrots of his own accord.  Pupil voice is encouraged at the school. There is a weekly school meeting for pupils to bring their own agenda items. Pupils are encouraged to contribute ideas to the running of the school and their requests are recorded and acted upon. Pupils are also encouraged to contribute to policy making across the school. E.g. During lockdown, senior pupils met face-to-face or on zoom to rewrite the ‘Activities Policy’. Pupils are also encouraged to report H&S concerns to the school office and to be more eco-aware.  All pupils have comprehensive Risk Assessments which are updated every half term. Risk assessments are linked to behaviour modification plans. All staff are required to read and sign these and are encouraged to write on and annotate these so that they are dynamic and up-to-date. Pupils with high-risk needs, have an additional ‘enhanced risk assessment’ for each are of high risk. Simplified versions of the risk assessments are prepared, and staff members review these with pupils do that they are involved in their own behaviour monitoring.  The school uses behaviour monitoring logs and all staff complete these daily. Staff are required and trained to notice and record all incidents and unacceptable behaviour as red or orange. Staff records of unacceptable behaviour and these are logged in a central digital behaviour log together with codes for discriminatory comments/behaviour. This allows for recording of ‘bullying’, ‘police involvement’, ‘physical intervention’, ‘bullying’, ‘child on child abuse’, ‘discriminatory incidents’ and others. These are tracked for whole school monitoring and the results are then correlated into graphs and analysed by the SLT at the end of each half term. (See graphs)  The school staff work in a proactive way to reduce behavioural incidents through praise, reward and incentives. There is a WOW chart in the meetings room to record daily success. There are specific incentives for short term rewards, and there are monetary vouchers that can be earned across a term for work and engagement, wearing school uniform and attendance. The close relationships allow for ‘direct’ work with children to reflect on and consider other ‘choices’ for their behaviours.  At times there has been bullying at the school, but, due to high staff pupil ratios, this has been dealt with immediately. An ‘Anti-bullying officer’ has been appointed and is being trained. Also, the school has held anti-bullying weeks, and work around ‘respect’ is undertaken constantly. Child-on-child abuse is not considered acceptable, however, pupils are highly supervised and any incidents are addressed immediately by supervising staff together with parents/carers where necessary. Staff actively follow up on ‘direct work’ with children, meetings take place to tackle bullying, counselling and restorative practices are implemented. Record of ‘reparation work’ are kept. All pupils have done ‘Stay Safe’ and ‘Unfriend Bullying’ booklets and there is a culture of encouraging children to report H&S and concerning issues, e.g. bullying.  Staff work with children in a proactive manner to avoid swearing. We do this through using a recording system based on rewards.  The environment at the school supports positive behaviour management and goes above and beyond to develop pupils’ character. The school consists of log cabins spaced out in large grounds. All of the classrooms open straight out into the garden and pupils are encouraged to take space if they need it. The grounds themselves, have a number of areas for sensory needs and offer quiet spaces for pupils to calm down. At all times pupils are with staff, even if they are given space if they need it. The high staff pupil ratios also support this.  The school pays particular attention to safeguarding. All leadership staff are trained to L3 and this in more specialist roles have further safeguarding training. All children are given ‘stay safe’ workbooks to work through with the counsellor. All staff have had updated training in KCSIE, in September 2024 and policies were updated in line with new developments. Managers do ‘Allegations’ Training, ‘Safer Recruitment’ and ‘DSL’ training. The school has a safeguarding team who meet weekly to review safeguarding and an organisational team, at senior management level, who meet three weekly. The SLT updates policies in line with ‘The Key for School Leaders Guidance’ on Policy writing, and ‘The Safeguarding Network’, both of which we have service contracts. Pupils do eSafety work through the curriculum. The school has comprehensive ‘filtering and monitoring’ systems.  PHSE is considered a core subject in the school. Many of the themes and targets in PHSE are aimed to develop pupils’ own understanding of their behaviours and how to self-regulate their emotions. Most of these themes are delivered by the school counsellor in an interactive manner.  Thus, the school counsellor does direct work with pupils on topics such as e-safety, substance misuse, extremism, knives and gangs, water, fire, roads and railways, etc.  The school has had no fixed term exclusions this year, but one child has been transferred from the school site to an outreach program because of child-on-child abuse, and his risk to others. |
| **Personal development, behaviour and welfare of pupils at the school are outstanding** | |
| **Areas for improvement in personal development, behaviour and welfare.** *(Taken forward to school improvement plan).* | |
| To continue to maintain pupil development through the monitoring and tracking of behaviours across the school – and continuing to be outstanding. | |

**Outcomes for pupils**

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| **Prompts** | **Outcomes for pupils** |
| *Approx.one page.*  *Use bullet points.*  *Have tracking data available to support judgements.*  Summary in words of the standards and progress for pupils currently in the school.  Attainment and progress in English and mathematics.  Proportions of pupils making or exceeding expected progress from their starting points, in En and Ma.  Attainment and progress in science, computing and other notable subjects.  Progress of disadvantaged pupils (children looked-after and those entitled to free school meals).  Summary of external examination results.  Trends of improvement in subjects and age groups.  Summarise areas of concern and areas of success, particularly sustained improvement.  Best subject areas, year groups, gender and other groups.  Strategies that have been successful in creating improvements.  Arrangements for monitoring and evaluating progress. | In 2022/23, the pupils achieved the highest results so far for functional skills level 1 with the lowest age-related pupil numbers. There were three pupils in years Yr 11 and 12, who wrote a the exams and achieved qualifications. The disruption to the school during the first half of the 2022/23 school year impacted on the ability of the school to offer GCSE’s, but the Functional Skills results were pleasing and these contributed to the overall results. The school has, however, recovered from this setback and has a new team of committed and dedicated teachers to drive the school forward, and improve results. This year the school had an outstanding number of AQA awards achieved by children. The school has now implemented a program of online Functional Skills exams and pupils are engaged in these.  The school is particularly strong in its breadth of subject options and the range of qualifications available for each subject as compared with other similar SEMH schools. Each pupil is enabled to select an individualised package to suit their needs and abilities.  The school uses a range of awards and qualifications from AQA Unit Awards through ASDAN awards and Entry Level Qualifications to Functional Skills, B.Tecs and GCSE qualifications. The lower level awards are used as ‘enablers’ to encourage pupils to achieve awards and to gain confidence to begin to work towards more challenging qualifications. All pupils are on routes to gain awards and these may be a combination of vocational and GCSE qualifications. (See Clovelly House School results).  All pupils are initially assessed using progress charts and standardised assessment, and the curriculum lead is trained to oversee the BOXALL scales, and use standardised tests. These standardised assessment test results in English and Maths enable us to track progress over the school year at six monthly intervals to give indicators of progress and success. Because this is a relatively young school, there is limited previous data to compare results to. The school is also able to offer initial assessments for dyslexia.  It is difficult to quantify a composite graph of English and Maths progress across the school, but individual results are available and each pupil is on an individual path to achieve the highest qualifications they are able to in the period they have at Clovelly. Pupil progress is tracked according to their baseline assessments on entry and new assessments each term. This route is planned and monitored in detail. (See individual plans)  The school has, in line with OFSTED recommendations, implemented an assertive ‘reading recovery model’. New reading schemes such as ‘Rapid Plus’, and Rockerbox have been purchased, staff trained to administer them and are being used. In addition, the school has dedicated reading time and has introduced the ‘Reading Racetrack’ to reward children for reading. The results will be evidenced through the standardised assessment data.  The school science tutor continues to offer science and she is being supported to deliver programs for science by the School Head. Some of the KS4 pupils may take ‘sociology’ as a science. IT is offered as a subject, but it is generally embedded into other areas of the curriculum.  The school is strong in it’s enrichment options. Children who are not yet able to engage in a formalised qualifications route are offered multiple options for engaging in varied activities to build experiential background, descriptive language skills, British values, SMSC, outdoor and physical skills, wellbeing and cultural capital. Staff members are proactive in recording and capturing enrichment options as evidence. Staff members are proactive in sourcing AQA unit awards and ASDAN courses to accredit these activities where possible.  Disadvantaged pupils do well at the school because of the nurturing approach. We implemented a robust ‘careers development plan’ during 2020/21 and supported pupils with developing independence skills and moving on. With the result that all of our past pupils so far have successfully moved on to college and apprenticeships. The school career program had a set-back during 2022/23 due to a high number of staff leaving, but is on track for recovery and needs to review this provision and strength it moving forward.  The new School Head at Enderby has extensive experience in careers and independence options and the school has improved in the ability to offering careers across the school.  The school is too small and too new to have sufficient amounts of data to compare for exam results, but results have been compared over the past seven years, see website. |
| **Outcomes for pupils are good.** | |
| **Areas for improvement in outcomes for pupils.** *(Taken forward to school improvement plan).* | |
| To further develop the careers provision next year | |

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| **Prompts** | **Leadership and management** |
| *Approx. two pages.*  *Use bullet points.*  ***Evaluate impact***  Extent to which the Independent School Standards are met.  Extent to which the requirements of the EYFS are met.  Monitoring and evaluation of teaching and learning – securing improvement.  Monitoring and implementation of school policies.  Positive ethos and relationships.  Focus on improving outcomes.  Management of complaints.  Monitoring and evaluation of school performance.  Driving forward improvements.  Provision of a broad and balanced curriculum.  Progress in core skills.  Curriculum engages pupils and prepares them for life in modern Britain.  Suitable and challenging range of accreditation.  Quality of any off-site/alternative provision.  Extra-curricular activities.  Governance provides support for leaders.  Governance provides challenge – ‘governors’ have well-informed knowledge of the school.  ‘Governors’ understand the views of pupils, staff and parents.  Effective performance management – impact.  Good opportunities for further staff development.  SMSC and British values at the heart of the school’s work.  Equality of opportunity and diversity promoted well.  Effective safeguarding – policy; training; referrals; recording.  Quality of work with external partners.  Safety of pupils – protection of vulnerable pupils. | Following a poor OFSTED Inspection during November 2022, the school made rapid progress. At a follow up inspection in March 2023, the school had met all the independent school standards. At this Inspection, graded ‘requires improvement’ for the quality of Education, the school was graded ‘good’ for Leadership and Management. However, in March 2024, the school was reinspected and was judged ‘good’ in all areas.    The school has a Senior Leadership Team, (SLT), who support and advise the Principal. This team now consists of the two Heads of School, SENCO, and Business Manager. One of the School Heads holds the DSL role, and the other School Head is the Curriculum lead. This body consists of experienced individuals with diverse skills who are now established enough to challenge the Principal where necessary. (It functions as a governing body for the school.)  The Principal oversees the monitoring and implementation of school policies. Policies are reviewed at least annually and contributions to policy are welcomed from staff, pupils and families. The school has membership of ‘The Safeguarding Network’. In addition, the school has access to DRB updates every two weeks for guidance on policy change. This enabled the school to access up to date policies and procedures, (specifically related to safeguarding), and to receive daily alerts regarding key policy changes so that the school does not miss policy changes in the future. Furthermore, the leadership team receive a number of journals, including the SEN magazine, which are read and discussed at the weekly leadership meetings and our half termly research meeting. Any relative or topical information is cascaded down to staff who all have access to the journals.  The Principal uses a combination of leadership styles, authoritarian, collegiate, and coaching styles. Since January 2024, the school has had a relatively settled core staff team over the past ten months and has increased due to expansion of the team to accommodate increased pupil numbers. |The new and dynamic staff team have a rich range of skills and experience and enthusiastically bring this to the school. There is a strong focus on team building and giving a level of autonomy to all staff so that each staff member has their own area of responsibility. Training, after Induction, is geared towards staff development and supports the ‘Workforce Development Plan’. There is an SLT and each of the SLT members has supervisees. Supervisions meetings take place at least half termly with all staff members.  During 2022/23 the a new administration team was established to support the running of the school. The School Business Manager now works part time, but supports the team remotely. The Principal continues to maintain responsibility for Performance Management of staff. All of the SLT members had supervision and leadership training from the Principal, then staff members are allocated to the SLT as supervisees. The Principal supervises the SLT and monitors the quality of supervision. Through these routes issues are brought to the attention of the Principal timeously.  The school offers high-quality staff training. All new staff have a thorough induction program. Following this, all staff are expected to engage in mandatory training. This is provided through face-to-face training, online training, and specialist training. The school subscribes to ‘IHACSO’ and The ‘Safeguarding Network’, and ‘Careskills’ as well as having an extensive bank of training available from Warwickshire and Leicestershire, the Police, Dialogue, Professional Bodies, etc. The ‘careskills’ package allows for all training to be recorded onto one matrix and also highlights when training is due to be redone.  The School has appointed a SENCO who is enrolled on the SENCO award. The SEN team meets regularly and EHCP reviews are held timeously. The school has a system of recording the objectives of each pupil’s EHCP on an ‘EHCP Tracker’ and discussing these at team meetings. This means that all staff are aware of each child’s targets and are working towards these.  The school is committed to networking and continual improving by learning from research and from high quality other provisions. We perform regular audits, engage in training to strengthen departments and the school as a whole. We have upgraded recruitment and training across the school to promote better outcomes for departments, and, ultimately, the children.  The school receives few external complaints. Complaints are dealt with by the School Heads, supervised by the Principal according to policy and procedures and records of complaints are kept. Pupils who are unhappy are encouraged to use the pupil complaints process, and this is rigorously followed so that pupils are made aware that they are listened to and that their grievances have been addressed. The school has records of pupil complaints as well as external complaints.  The Principal has a robust SDP which is monitored throughout the school year. Objectives are ambitious and the school is making good progress and development. The SDP is complimented by Action Plans addressing specific areas of need within the school. (See Action Plan file). There are also three-year development plans for the company which link with the annual SDP.  The school offers a broad and balanced curriculum and qualifications are offered from unit awards through to GCSEs. There are new structures in place for monitoring teaching and learning. The ‘curriculum’ team meets at least half-termly to review practices across the school and the Heads of School monitor teaching and learning. All pupils do the core subjects and choose further options from a broad range offered.  Embedded across the curriculum, the school follows weekly themes. These allow for exploration of British Values and social, moral, spiritual and cultural matters. The young people have significant emotional difficulties on entry to the school, but are supported to develop behaviours and viewpoints that will prepare them for life in modern Britain. These children may be offered ‘tutor-time’ first thing each morning to give them structured one-to-one time and a settling in period before beginning the school day. This is enhanced through the promotion of opportunities for pupils to have a ‘voice’ and for meetings where pupils bring agenda items and express their opinions about the running of the school and other matters. All schemes of work are linked to SMSC and this is cross-referenced on lesson plans.  The young people at the school access a range of off-site activities. All pupils have membership to Enderby Leisure Centre for Gym, Swimming, Multi-purpose Hall, and Golf. Pupils also access the ‘Outdoor Pursuits’ centre weekly. In addition, they have had termly bookings for ‘Boxercise’ and sessions for ‘Swimming’, ‘Woodland therapy’, ‘Alpacas’, ‘Forest Schools’, ‘gaming lounge, tennis and other physical activities. All pupils are taken out for numerous school visits to local places such as the ‘Reptile Centre’, ‘Birdland’, Gorse Hill Farm, Cycling trails, Places of historic and religious interest, National Trust Properties and English Heritage places. These are intended to enrich the experiential world of the child and to enhance the curriculum. The school values these trips as we recognise that access to these experiences supports the improvement of imagination, exploration skills as well as language.  The curriculum is enriched by the themes as well as the school visits. At all times opportunities are sought to introduce SMSC matters and issues are raised about citizenship in modern Britain.  The school appointed a new ‘Equalities and Diversity’ Officer this year. This individual received training and has led on important themes and weeks regarding equality and diversity. Children are encouraged to promote tolerance and understanding for all. Equalities values are embedded and embraced across curriculum, the recruitment of staff, policies and procedures, reflected in our staff team and promoted by all. The school promotes tolerance and supports LGBTQ+ agendas. We have staff members trained to implement ‘Stonewall’, ‘Gay Pride’ and ‘Black Lives Matter’ agendas.  The school reviewed it’s careers guidance program during 2023/2024. This now includes a dedicated careers team at the school, continued use of an external careers advisor, a careers library, invitations to have professionals in to talk to children, ‘careers days’ and celebration of a careers week.  The safeguarding team in the school, consisting of the Principal, DSL and deputies meets weekly to review current safeguarding. The school has annual training in KCSIE as well as Safeguarding L3 training. All safeguarding concerns are reported through the online system, CPOMs and these are tracked and monitored by the CPOMs Officer. The School Heads function as the Family Liaison Officers and attends multi-agency meetings concerned with safeguarding our children.  All of our children are considered to be vulnerable. Because of this we maintain high staff:pupil rations of at least 1:3, and young people are supervised at all times unless they are working towards independence. Staff members work directly with pupils throughout their time at Clovelly House School and try to guide them towards responsible adulthood. They do this through life-skills program, independence work and work-related learning.  The SLT embrace work with external partners. The Principal and ELT staff communicated well with professionals by phone call or video conferencing on a regular basis. The Principal has appointed the School Heads to act as ‘Family Liaison Officer’ to maintain weekly or daily contact with families and carers. This information is then cascaded back to relevant staff. The staff team have a ‘Whats Ap’ social media group which is used for professional sharing of information throughout the school day.  The SBM set up new systems for personnel management using the services of BrightHR this year. This has facilitated the appointment and management of staff files, service and absence. Together with the HR service, the school signed a contract with Peninsula for Health & Safety support services. The Peninsula official audits H&S in the school and offers training to the team. In addition, the Principal meets with the H&S officer from both sites half termly to discuss H&S matters. Peninsula further offers wellbeing services, a support package of a number of confidential counselling sessions with staff members who are struggling with issues.  Alongside this, the SBM set up a new website which is very accessible and allows for information to be conveyed to a wide audience. There are areas for diary dates and events notices at the school.  The school welcomes visitors and has Open days at least three times a year. Through these events, parents and carers as well as professionals have been able to attend social events at the school to share and celebrate in the achievements of the pupils. External agents have been particularly receptive to have enjoyed these events.  One staff member has been appointed to write a blog for the school website. This is an insightful piece of work that reflects the daily life of the school. The Principal writes a school newsletter at least once a term to update parents and provide information about the school.  The school, additionally holds ‘mentoring meetings’ with parents/carers about their child once a term. These are short concise meetings held with the child to discuss academic progress. This is to give parents/carers and children a realistic picture of their current performance and to set targets for improvement over the term.  The Principal has implemented an extensive audit system to track and monitor compliance. This uses checklists to ensure high quality adherence to regulations.  . |
| **Leadership and management is graded as good –** | |
| **Areas for improvement in leadership and management.** *(Taken forward to school improvement plan).* | |
| To embed the new leadership team into the school. | |

What do learners say about their experiences at the school?

* See feedback sheets.

What do parents and carers say about the school?

* See feedback sheets

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| **Prompts** | | **Spiritual, moral, social and cultural development** |
| *Approx.one page.*  *Use bullet points.*  ***Evaluate impact***  How does the spiritual, moral, social and cultural, provision enable pupils to:   * + reflect;   + use imagination and creativity;   + develop curiosity in their learning;   + apply an understanding of right and wrong;   + demonstrate social skills?     Respect for the civil and criminal law of England.  Respect for democracy.    Respect for public institutions and services in England.  Contribute positively to the locality in which the school is situated and to society more widely.    Respect for other people; protected characteristics set out in the 2010 Act (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation).  Tolerance and harmony between different cultural traditions.  Balanced presentation of opposing views on political issues. | | SMSC provision is embedded across the school. The school uses daily and weekly themes to introduce new ideas, stimulate imagination, increase experiences and promote fun activities for pupils. This allows frequent opportunities for dressing up and using imagination.  The large site in the countryside allows for opportunities to explore and develop curiosity in their learning. This occurs through playing in the stream, pond dipping, and exploring eco-systems on and off-site.  During lessons, teachers use questioning techniques to encourage pupils to think about and use their imagination to learn new topics.  Using ‘reciprocal’ conversations, staff are able to lead pupils to reflect on the world around them and to try to understand their role in the environment and their responsibilities towards the wider world.  The pupils attend school meetings weekly and are encouraged to bring agenda items, to contribute to the meeting and voice their opinions and to vote on certain issues. Pupils are also consulted in the interviewing and appointment of new staff members.  The school appointed a school counsellor who sees all children weekly. This allows for targeted work to be done with children on matters such as ‘Relationships,’ ‘Anger management’, ‘antibullying’, ‘resilience’, etc.  Through ‘direct work’ as well as group discussions and meetings pupils learn social skills and begin to learn to understand the difference between right and wrong. They experience positive adult modelling, reparation approaches and learn that adults can also apologize. The school staff have had ‘Restorative Justice’ training.  Many of our children have had a history of negative experiences with the police and the law. Through therapeutic approaches we lead pupils to try to make sense of early experiences. We encourage children to see the police as ‘protectors’ and not as ‘people who are there to catch you out’. We invite the local community officer in to school to do some work with the children to build relationships and to value the role of the police. We support our children to understand legal processes as they apply firstly to themselves and then to the wider world, but this work may take many months.  Through school meetings, our children experience a level of ‘democracy’. Pupils can bring agenda items to the table and take turns to speak. Anyone who disrespects the meeting is requested to leave. Pupils have developed in their ability to manage school meetings and are encouraged to participate. The experience of democracy is perpetuated further by encouraging all staff and pupils to suggest names for the pets. These names are all put into a hat and one is selected. During the national voting week in 2024, the school held a voting day and pupils were supported to vote in school poling booths similar to real life situations.  Pupils at an earlier stage of emotional development also learn turn taking and sharing through playing board and team games and through spending time together with staff members.  School visits take place to public institutions and Public buildings in the local area. In addition, pupils find out about public institutions through ‘theme’ days and ‘weeks’ and through PHSE and Citizenship lessons.  Visitors and appropriate members of the local community are invited to visit the school. Thus, the MP for this area visited the school last week. In addition, visitors are invited in to talk about careers and the local WI held a crafts day for the school pupils. The pupils have decided to raise money fro a defibrillator for Merrylees and are fund-raising with the community for this purpose.  Pupils have contributed to the local community. They have been involved in ‘litter picking’ along the road. Pupils have also invited neighbours to attend ‘charity coffee mornings’, which they have hosted using ‘Food and Hospitality’ skills. This, in tum, lead to an invitation from the local WI group to our pupils at attend a ‘WI crafts fair’ in the village. The children also made items to sell at ‘Open days’ held at the school to raise money for charity. There is a targeted action plan to improve community links during 2022/23 through some exciting projects.  The young people have engaged in ‘Fun runs’ and ‘Charity Walks’ to raise money for charity.  The school has appointed an ‘Equalities Officer’ and the children engage in various themes around equality. During the summer term, pupils held a ‘Gay Pride’ parade at the school and also celebrated ‘Windrush’. Across the curriculum, discussions are held with pupils to promote tolerance and understanding for others.  There is a culturally varied staff team in place, and the school celebrates religious festivals of a range of different religions such as Christmas, Easter, Ramadan, Divali, Chinese New Year, etc.  The school subscribes to ‘Newsweek’ and a young people’s newspaper, to encourage pupils to read and follow current events and issues.  All pupils contribute to the termly newsletter promoting articles about life across the school and local news. Children also write a ‘blog’ which is available to see on the website. Children contribute to interviews of new staff, policy making and decision about school life through direct work and school meetings.  Across the curriculum and in ‘Sociology’ lessons staff members propose a balanced presentation of opposing views on various environmental and political issues.  Pupils have been encouraged to lead on school clubs that will benefit the pupils and the school. This is slowly being taken up, e.g. ‘Crafts club’, ‘Eco club’.  School staff have had training in SMSC and British values, which included ensuring that evidence is collected for all activities. This will showcase the excellent work done by the school. |
| **Areas for improvement in SMSC development.** *(Taken through to school improvement plan)* | | |
| To further develop school clubs and committees lead by pupils to promote SCMC issues. | | |
| **Prompts** | **Early years provision** | |
| *Approx.one page.*  *Use bullet points.*  ***Evaluate impact.***  Extent to which the early years Independent School Standards are met.  Quality of teaching, learning and assessment.  Children’s engagement and enjoyment.  Quality of curriculum.  Phonics teaching.  Personal development, behaviour and safety.  Outcomes; including attainment at end of Reception (compared with EYFS profile national figures).  ‘Catch-up’ by disadvantaged children.  Engagement with parents.  Leadership and management.  Governance arrangements. | NA | |
| **Early years provision is outstanding/ good/ requires improvement/ inadequate** *(delete as appropriate)* | | |
| **Areas for improvement in early years provision.** *(Taken through to school improvement plan)* | | |
| * (Type here) | | |

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| **Prompts** | **Sixth form provision** |
| *Approx.one page.*  *Use bullet points.*  ***Evaluate impact.***  *(See also prompts in school sections above)*  Quality of teaching, learning and assessment.  Students’ motivation and engagement.  Quality of curriculum.  Arrangements for assessment and monitoring progress.  Personal development, behaviour and safety.  Outcomes; including external accreditation.  Careers guidance  Quality of any off-site/alternative provision.  Student destinations.  Leadership and management.  Governance arrangements | The school currently offers further education provision.  Two 17 year-old pupils with autism, have enrolled at the school for an additional school year. The school offer a bespoke package which was agreed by the LA and parents. They are timetabled to come in five days a week and he does a comprehensive independence and life-skills package aimed to teach him to cope with living independently. This package consists of shopping and cooking, IT skills for independence, PE, Outdoor pursuits, Social skills/PHSE sessions, home independence skills, work experience and functional literacy and numeracy skills. In addition, any pupils who are capable are offered Functional Skills and GCSE qualification routes.  The current further education pupils have ASD needs and are working towards independence through following the ASDAN ‘Paths to Independence’ program. They have access to a comprehensive careers guidance support package and are taken on off-site activities to promote independence.  FE pupils are encouraged to enrol in and complete IHASCO/Careskills training to increase their range of skills for the workplace. Our pupils are encouraged to do work experience where possible.  Older pupils are encouraged to use public transport with support and to doo their own cooking, washing and other independence skills tasks.  The school takes pupil to careers fairs, job centres, etc. and held a ‘careers’ day at the school where pupil came to demonstrate workplace skills. |
| **Sixth form provision is good** *(delete as appropriate)* | |
| **Areas for improvement in sixth form development.** *(Taken through to school improvement plan)* | |
| * To develop more robust monitoring and assessment processes for FE provision. | |