

Name of School:	Fairfields School
Head teacher:	Karen Lewis
Hub:	Three Shires
School type:	Community Special
MAT (if applicable):	N/A

Estimate at this QA Review:	Outstanding
Date of this Review:	22-23 February 2018
Estimate at last QA Review	Outstanding
Date of last QA Review	21-22 January 2017
Grade at last Ofsted inspection:	Outstanding
Date of last Ofsted inspection:	4-5 March 2014

Quality Assurance Review

The review team, comprising of host school leaders and visiting reviewers agree that evidence indicates these areas are evaluated as follows:

School Improvement Strategies	Outstanding
Outcomes for Pupils	Outstanding
Quality of Teaching, Learning and Assessment	Outstanding
Area of Excellence	Accredited "Curriculum For All" (A developmental curriculum for pupils with special needs.)
Previously accredited valid Areas of Excellence	No previous submissions.
Overall Estimate	Outstanding

Please note that a Challenge Partners Quality Assurance Review is not equivalent to an Ofsted inspection, and agreed estimates from the review are not equivalent to Ofsted judgements.

1. Information about the school

- Fairfields School makes provision for 104 pupils of primary school age who have severe or profound learning difficulties, with additional difficulties that may include physical difficulties, speech and language delay and sensory impairment. Pupils may also have a diagnosis of an autism spectrum disorder.
- All pupils have an education, health and care plan (EHCP).
- 28% of pupils are disadvantaged, 5% of pupils are looked after by the local authority and 34% are from backgrounds other than White British.
- Fairfields is a National Teaching School working in partnership with 107 alliance schools in Northamptonshire.
- Conductive Education is a special feature of the school. This provision is led by a conductor trained at the Peto Institute in Hungary.

2.1 School Improvement Strategies - Follow up from previous review

- Individual learning plan outcomes are now gathered using Mapping and Assessing Personal Progress (MAPP) scores in tabular form that inform annual review reports which are sent to parents three times per year. The overall information is then analysed although the important information is around individual pupil progress. Case studies act as exemplars of a holistic approach to individual needs.

2.2 School Improvement Strategies - What went well

- The most recent self-evaluation report provides an accurate account of actions taken. It includes information about pupil outcomes within the Early Years Foundation Stage (EYFS) that indicates that all children in EYFS made progress. It also includes information about attendance and the outcomes of a parent survey. The different sections of the report conclude with lists of appropriate priority actions.
- The school improvement plan provides an account of operational tasks to be undertaken. These are linked well to the priorities identified as a result of effective self-evaluation.
- An analysis of pupil outcomes in 2016-2017 provides clear evidence of pupil progress being tracked closely. It also lists improvement priorities for the following year based on the evaluation of outcomes.
- More recent analyses of progress during the autumn term 2017 in EYFS, Key Stage 1 and Key Stage 2 provide additional evidence of current progress being tracked and action taken as a result.
- A wholesale re-design of the curriculum has taken place and was introduced two

years ago. The new curriculum focuses on the precise, individual needs of the pupils who attend the school. It focuses on highly personalised learning and is not linked to the conventional scales or measures that rarely provide meaningful indicators of a special school's effectiveness. The personalised targets created and assessed outcomes gain strength and validity from underlying, strong procedures. These include consulting parents and other disciplines, agreeing priorities and carrying out on-going assessment, progress reviews and overall evaluation.

- Conductive Education for pupils with physical difficulties is a particularly effective feature of the school. Individual programmes enable pupils not only to improve their mobility and independence skills but also to enhance their personal development. Links with parents to enable them to support the programmes at home are a key part of the approach. The expertise in conductive education is used to good effect providing guidance about all other physical movements throughout the school.
- Senior leaders work highly collaboratively and frequently consult staff so that all views are taken into consideration when evaluating and planning. Improvement plans are based upon identified evidence and improvement actions are clarified by setting out the 'milestone' stages. A staff room display describes the key improvements resulting from the consultation and inclusive process.
- A strong emphasis on continuing professional training (CPD) is centred upon improving pupil outcomes.
- Parent survey returns and responses to pupil reviews are very positive.

2.3 School Improvement Strategies - Even better if...

...the impact of improvement actions on pupil outcomes was clearly identified in evaluation reports and improvement plans.

...a simple summary of 3-year strategic intentions, setting out focussed priorities, was drawn up for sharing with all stakeholders.

3.1 Quality of Teaching, Learning and Assessment - Follow up from previous review

- The new curriculum is now well established and enables learning to be planned in finer detail and teaching to be more accurately focussed on individual pupil needs.

3.2 Quality of Teaching, Learning and Assessment - What went well

- Individual learning plans include highly personalised targets linked to each individual pupil's EHCP expected outcomes. These provide unambiguous guidance about the pupil's precise, next learning steps.
- Classrooms display exemplary 'one page pupil profiles' so that all adults in the room can quickly obtain clear guidance about pupil strengths, needs and preferred learning styles.
- Teachers assess the outcomes of learning objectives using strategies that include observations, discussions and questioning with reference to starting points. The growing evidence of progress is gathered in individual learning journals, MAPP for EHCP small-step outcomes, Performance Indicators for Valued Assessment and Targeted Learning (PIVATS) for summative evidence and teacher RAG rating of progress. Pupil progress review meetings enable objectives and outcomes to be discussed in order to ensure that teaching is sharply focused on progress and removing barriers to learning.
- The relationships of pupils with staff are strong. This leads to pupils being confident, enjoying their learning and being proud of their achievements.
- Pupils enjoy their learning. Year 6 pupils said that their favourite subjects are PE, dance or music and they spoke enthusiastically about their friendships. They were also looking forward to moving on to 'big school', transitioning from Year 6 to their Year 7 in secondary schools. Their contributions in lessons were made confidently and eloquently, many speaking verbally but others using communication aids.
- The most effective teaching is characterised by:
 - Well-organised environments which provide a range of opportunities for pupils to use knowledge and practise skills that they have been taught so that their learning becomes consolidated. An emphasis is placed upon 'learning without lessons' to ensure that everything that pupils encounter during the school day contributes to their individual learning priorities.
 - Calm, smooth and well-planned transitions from one activity to another which ensure that pupils are well prepared and ready to undertake the next learning task.
 - Teachers' planning for learning in order to maximise pupils' learning.
 - All adults in the classroom knowing how to support learning. They use a variety of strategies such as questioning, role modelling, engagement in play, intensive interaction and 'Attention Autism' to make learning highly effective.
 - Well managed behaviour, often because the range of opportunities within a carefully managed environment helps pupils to manage their own behaviour.
 - Carefully selected, readily available resources that support engagement and communication.

3.3 Quality of Teaching, Learning and Assessment - Even better if...

...the marking and feedback policy was fully embedded, particularly to ensure challenge for more able pupils.

4. Outcomes for Pupils

- All pupils enter the school well below age-related expectations.
- In 2017, pupils sustained the strong progress seen in the previous year. Pupils built upon their starting points in skills, understanding and knowledge, considering their different starting points.
- Pupils in EYFS made consistently high rates of progress from their starting points in 2017.
- The great majority of Key Stage 1 and 2 pupils met or exceeded expectations in reading in 2017. All pupils met or exceeded expectations in writing and mathematics.
- In 2017, progress across year groups was substantial with the majority of pupils either exceeding or meeting expected progress. There was little or no variation between the performance of disadvantaged pupils, other vulnerable pupils and their peers. Information about progress across the annual review year, recorded on MAPP, made clear that pupils made progress from their baseline score.
- In the current EYFS cohort, 93% of children made more than one step of progress since September 2017 in the prime areas of learning in the school's adaptation of 'Development Matters'. 99% made more than one step of progress in the specific areas of learning in 'Development Matters'.
- In Key Stage 1 and 2, there is currently little or no significant difference in the attainment and progress from different starting points between different groups of pupils. In the current cohorts, 14% of pupils are working towards their target and 86% of pupils are on track to achieve or exceed their attainment targets in English; 11% of pupils are working towards their target and 89% of pupils are on track to achieve or exceed their attainment targets in mathematics. 49% of pupils are already making progress in their PIVAT scores this academic year. Currently, there is no significant difference in progress between mathematics and English.
- Work scrutiny and information within MAPP records show that current pupils are making substantial progress. Learning journals, book scrutiny, MAPP and case studies provide a detailed evidence base that show strong progress over time from starting points in all learning areas.
- Annual review reports provide additional evidence of pupil progress towards EHCP outcomes. Parental survey returns indicate that they value the effectiveness of the school and this is additionally supported by the pupils' own comments.
- Pupils are well prepared for the next stage of their education. Classroom practice shows that a deep knowledge and understanding of small developmental steps

enables the great majority of pupils to meet or exceed the expectation of their progress.

5. Area of Excellence

‘Curriculum For All’ - A Developmental Curriculum for Pupils with Special Needs

5.1 Why has this area been identified as a strength?

The school is committed to the development of a curriculum that reflects and complements the change in the national agenda as a result of the Rochford Review. The result is a curriculum that is relevant, meaningful and developmental in nature in order to reflect areas important to each cohort of pupils in the school. It is designed to provide opportunities for pupils to develop the skills, knowledge and understanding that will enable them to be successful lifelong learners, with an appropriate balance between the academic and personal aspects of development.

Given this new curriculum, the school is able to teach skills and provide irresistible invitations to pupils to use these skills in a variety of contexts. This enables them to generalise and consolidate their skills and understanding. Leaders ensure that teachers understand that pupils’ growing understanding and skills are more important than racing through content. The curriculum provides innovative ways of helping pupils to gain gradual and growing understanding. Development of the curriculum was based on practitioner expertise and research.

5.2 What actions has the school taken to establish expertise in this area?

The creation of the Fairfields ‘Curriculum for All’ has happened over the past 4 years. Initially, the headteacher and deputy headteacher attended training to explore curriculum design. This gave clarity of purpose to the project and helped shape the initial plan.

The next stage of the project included collaboration with all staff and stakeholders, ensuring that everyone’s expertise was used well. All those involved in the development of the curriculum researched theory and good practice to check that the curriculum would be developmentally suited to the particular needs of pupils at the school. Teachers with subject specific knowledge and skills were consulted and helped ensure that areas of learning offered breadth and balance.

Conductive Education teachers employed by the school helped shape the physical development strands of the curriculum, using their specialist knowledge and understanding of the pupil. Likewise, speech and language therapists helped shape the communication strands. The school has now commissioned a developmental psychologist to review the developmental nature of the whole curriculum.

5.3 What evidence is there of the impact on pupils' outcomes?

There has been a significant improvement in pupils' outcomes since the curriculum was introduced in 2015. The school believes that the outcomes in the last school year were outstanding. The figures indicate:

- Pupils sustained the strong progress seen in the previous year.
- The great majority of Key Stage 1 and Key Stage 2 pupils met or exceeded expectations in reading. All pupils met or exceeded expectations in writing and mathematics.
- Pupils built upon their starting points in skills, understanding and knowledge, considering their different starting points.
- Progress across year groups was substantial with the majority of pupils either exceeding or meeting expected progress.
- There was little or no variation between the performance of disadvantaged pupils, other vulnerable pupils and their peers.
- The use of MAPP to track progress across the annual review year showed that pupils made progress from their baseline score.

A robust internal moderation programme that takes place three times per year supports all the above conclusions. Colleagues from other specials schools provide external moderation. Colleagues in other schools within the Three Shires Challenge Partners Hub provide additional moderation of assessment of pupils working at P7, P8 and beyond P8.

5.4 What is the name, job title and email address of the staff lead in this area?

Lesley Elder

Deputy headteacher

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6. What additional support would the school like from the Challenge Partners network, either locally or nationally?

Leaders would like to build upon the links made with the visiting reviewers in order to discuss specific projects.

This review will support the school's continuing improvement. The main findings will be shared within the school's hub in order that it can inform future activities.