

**LEADERSHIP AND MANAGEMENT**

We evaluate the School's leadership and management as **outstanding**.  
 Leaders and Governors are determined to provide the highest quality service and work effectively to continuously monitor, review, develop and improve the School's performance and outcomes for pupils. Governors have the range of skills and competencies to effectively challenge leaders and hold them account for the performance of the School. Leaders and Governors have clear understanding of the School's strengths and weaknesses; they ensure there are well-focussed plans and prioritise for continuous school improvement. Governors have clear responsibilities for various aspects such as safeguarding, online safety, educational visits and work in monitoring pairs.  
 Safeguarding is at the heart of the School's provision. There are robust arrangements in place that fully comply with all statutory regulations and requirements. Leaders and managers have created a culture where all staff are vigilant in keeping pupils safe and secure, allowing pupils to learn in a supportive and caring environment. The School adopts safe recruitment procedures and meets all statutory regulations and requirements in line with employment law, equality of opportunity and the needs of recruitment in a school for those with special educational needs. Pupils' wellbeing is ensured by working closely with families through regular and effective communication. There is a continued emphasis on providing training and professional development opportunities to staff on all levels. Staff are well-supported and provided with various platforms to engage with leaders and managers who are committed to promoting staff wellbeing.

- Targets:
- To improve accessibility of premises
  - To improve site & online security
  - To further enhance the effectiveness of safeguarding within the school
  - To improve the effectiveness of information sharing with parents/carers
  - To improve recruitment and retention of staff

**QUALITY OF EDUCATION**

We evaluate the quality of education at Jigsaw as **outstanding**.  
 The high-quality teaching and assessment enable pupils to make substantial and sustained progress from their different starting points. The Teaching & Learning and Curriculum Subject policies provide a clear framework on the School's teaching approach and how the curriculum is designed, monitored, delivered and evaluated school-wide and for individual pupils. Teaching is underpinned by a science-based teaching approach with teaching staff collecting moment-to-moment data on pupils' responses throughout the school day and providing immediate feedback to pupils. The data are used to continuously monitor pupils' progress and to change teaching or what is being taught accordingly and immediately. The School's curriculum is expansive, rich, individualised and carefully planned to meet the varying needs of pupils. Particular focus is put on addressing pupils' main barriers to learning, their communication and social skills, developing independence and preparation for the next stages of life. Parents/carers speak positively about their child's learning, agree that their child is taught well and makes good progress.

- Targets:
- To improve resources for outdoor play
  - To further develop school curriculum & progress reporting

- To improve the impact of Teaching & Learning observation feedback

**PUPILS' BEHAVIOUR & ATTITUDE**

We evaluate pupils' behaviour & attitude at Jigsaw as **outstanding**.  
 The School's Behaviour Management Policy provides a clear framework and is implemented effectively by all staff. Teachers act as role models, demonstrating positive attitudes, values and behaviours at all times. The School's nurturing and supportive environment is achieved through a positive approach to behaviour management where pupils are guided and encouraged through reinforcement of appropriate behaviours to become confident individuals. The school has high expectations for behaviour and dependent upon the verbal behaviour of the pupils, these expectations are promoted through using various strategies including setting clear class rules and expectations, reinforcing rule following, implementing behaviour contracts & contingencies and using individualised token economies to promote good behaviour. Pupils are routinely reinforced for demonstrating positive attitudes and behaviours towards one another. All teaching staff are trained in the use of physical interventions and a Behaviour Support Team is also available to support with behaviour incidents.  
 Pupils are happy and attend school regularly. Attendance is reviewed regularly by the School Management Team and where concerns arise, appropriate actions are taken to support families. Professional relationships are built with all stakeholders based on mutual respect.

- Targets:
- To improve support for pupils when witnessing or being directly involved in behaviour incidents
  - To further enhance the effectiveness of decision making for objectives linked to behaviour
  - To review procedures for responding to attendance and punctuality concerns

**PUPILS' PERSONAL DEVELOPMENT**

We evaluate pupils' personal development as **outstanding**.  
 The use of positive reinforcement is organically embedded into all aspects of school life and creates an ethos within each classroom so that pupils are given the opportunity and encouragement to succeed and to have access to programmes of learning which match their stage of development. Classroom procedures are clearly understood and consistently applied by all staff to ensure that pupils feel safe, secure and comfortable in their learning environment. Pupils' progress and achievement is routinely recognised and celebrated which enables pupils to develop their self-awareness, self-esteem and self-confidence. The curriculum is carefully planned to support pupils' SMSC development and promote the fundamental British values preparing pupils effectively for their next stages of life and education. Therapists work collaboratively with class teachers on developing pupils' independence and life skills through individualised group and class programmes including personal hygiene (e.g. teeth brushing/shaving), food preparation, daily living skills (e.g. shoe laces) and support the development of language skills and social skills to further pupils' ability to communicate effectively with those around them. The curriculum embeds elements of healthy living, including teaching pupils about healthy diets, preparing healthy meals, benefits of exercise, hydration, sleep and maintaining personal hygiene. Pupils are provided with opportunities to access the local community for different purposes i.e. shopping, eating out and leisure. Where necessary, pre-requisite skills to be able to access the community are targeted on-site, e.g. tolerating helmets for horse riding.

- Targets:
- To improve outcomes in Personal Social Health and Economic Education & Relationship and Sex Education
  - To improve health outcomes for pupils