

Jigsaw CABAS School

Building 20, Dunsfold Park, Stovolds Hill, Cranleigh, Surrey GU6 8TB

Inspection dates

13–15 September 2016

Overall effectiveness	Outstanding
Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Outstanding
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Outstanding
Sixth-form provision	Outstanding
Overall effectiveness at previous inspection	Outstanding

Summary of key findings for parents and pupils

This is an outstanding school

- The quality of leadership is outstanding and has a significant impact on ensuring that each pupil makes progress both socially and academically.
- Partnerships forged between home and school are outstanding. Parents praise the school for the positive impact it has on their family's day-to-day lives by addressing their child's needs fully.
- Meeting pupils' varied and differing needs successfully is at the heart of the school's work. Teachers plan carefully structured activities that motivate pupils. As a result, pupils make excellent progress in a range of subjects and develop skills that prepare them extremely well for their future lives.
- Staff are highly skilled. New staff are supported well and there is a high degree of consistency of approach.
- Learners aged 16 and over benefit from a range of courses that are highly personalised to meet their needs, including work-related and academic qualification routes.
- Pupils are cared for and supported exceptionally well. As a result, many who start school with challenging behaviour improve significantly over time.
- Attendance is good. Pupils enjoy school and have confidence in the adults who care for them. Many undertake learning activities for the first time in their schooling because of the effective strategies that develop pupils' readiness to learn very effectively.
- Pupils develop an understanding of values such as tolerance and respect. Pupils are extremely well prepared for life in the wider community.

Compliance with regulatory requirements

- The school meets the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent standards') and associated requirements.

Full report

What does the school need to do to improve further?

- Ensure that leaders and managers fully implement the new performance management system and evaluate its effectiveness in maintaining the high standards seen during this inspection.

Inspection judgements

Effectiveness of leadership and management	Outstanding
<ul style="list-style-type: none"> ■ School leaders offer dedicated service of the highest calibre to ensure that each pupil has the best possible experience of schooling. Trustees, governors and staff work tirelessly to ensure that the needs of each pupil are exceptionally well understood and met well. Parents speak of the transformational effect that staff have on their children's lives. One parent noted, 'Jigsaw is an amazing school with a dedicated management team, teachers and staff. They really care about the children and are ambitious about the progress they can make.' ■ Leaders' appraisal of school performance is meticulous and embedded into every aspect of the school's work. The headteacher and deputy headteacher are highly committed to ensuring that pupils excel at this school. Due to a focus on improvement, leaders have effected significant change and improvement since the last inspection. ■ Leaders and governors set aspirational goals, displaying tenacity and verve centred on achieving excellence. Leaders are highly receptive to improving further, engaging widely with others, such as visiting local authority representatives. For example, the school's performance management system has undergone a comprehensive review. A new system, established in consultation with staff, places appropriate emphasis on rewarding staff performance promptly. ■ Staff demonstrate the highest levels of care and commitment to pupils. They expertly manage each pupil's needs and work exceptionally hard, creating a safe and stimulating learning environment. Many staff hold, or are working towards, external accreditations, such as Master's degrees. ■ Leaders support staff well. Induction processes are rigorous and cover all aspects of the school's work including safeguarding, behaviour management and curriculum expectations. On first joining, school staff collaborate with an experienced practitioner, working closely together throughout the school day. This means that new staff quickly assimilate school procedures and leaders' expectations, rapidly developing confidence in their role. Pupils too benefit from such high levels of consistency, understanding school routines and expectations well. ■ The curriculum is expansive and individualised, prioritising pupils' social and communication skills and life skills. Specialist staff, including speech and language therapists and occupational therapists, give a boost to pupils' experiences. Leaders rightly prioritise developing pupils' social behaviour including their concentration, attentiveness and communication. As pupils settle into the school, because of rapid progress with the acquisition of communication strategies, they are able to access a wider menu of curricular activities successfully. ■ The palpable warmth of relationships between governors, leaders, staff, the trust and parents exemplifies the school's ethos. Leaders ensure equality of opportunity. All share the same ideals, keeping pupils' interests firmly at the heart of their work. Parents speak positively about the curriculum and the opportunities afforded to pupils. One parent commented, 'A wide range of activities reflects the school's philosophy that children should have the same experiences as other children. This makes Jigsaw very special. I feel privileged that my son has a place.' 	

- Communication with parents is of the highest quality. Key information is shared readily and leads to a shared approach to behaviour management and learning. Parents are treated as equal partners in their child's development. Pupils have detailed, individualised learning plans that are supported well by appropriate therapies. Parents regularly engage in reviewing their child's plan. They are kept up to speed with their child's achievements across a multitude of curricular aspects such as science, history and geography. Family ties strengthen further with regular siblings' days to share the work of the school.
- Pupils are well prepared for life in the wider community. Many develop appropriate workplace skills such as handling money, and understanding office tasks like filing. Pupils develop social skills appropriately, learning how to show respect and tolerance towards one another and adults. Opportunities to consolidate social skills such as giving and receiving compliments are plentiful. Themes such as celebrating St George's Day or the Queen's 90th birthday enable pupils to develop their spiritual, moral, social and cultural understanding appropriately.
- Leaders have developed wider support for staff since the previous inspection, recognising the significant demands of the role. Support includes regular discussions, assistance with self-study and the nomination of quiet places in staffing areas for a break when required. In addition, staff well-being is high on the agenda of senior leaders and governors. A range of external support is utilised wisely to support staff, including those new to the school. Consequently, staff morale is high and they feel supported and appreciated by school leaders.

Governance

- Governance is highly effective. Governors know the strengths of the school. They hold leaders to account by collecting information for themselves and through regular discussions about the school's work. Governors make regular visits to the school to check information first hand.
- Members of the trust and governing body are tenacious in ensuring that safeguarding procedures reflect the school's policy and the latest guidance. They satisfy themselves by undertaking a termly audit, including sampling the records that leaders keep. This ensures that governors are knowledgeable about school procedures and play their part fully in shaping the school's effectiveness.
- Support for new governors is excellent. Governors support one another by working closely in pairs. This ensures that less experienced members quickly develop skills and expertise. All governors are passionate about the school and well informed about school performance.
- Governors monitor finance carefully and are adept at ensuring value for money.

Safeguarding

- The arrangements for safeguarding are effective. Leaders prioritise the importance of keeping children safe, spreading key messages through all aspects of the school's work, such as the appointment of staff and the delivery of the curriculum.
- Safeguarding policies and procedures are thorough and published on the school's website. Leaders conduct checks methodically and scrupulously on adults' suitability to work with children. The single central record is carefully maintained and meets requirements.

- Safer recruitment procedures are comprehensive. All advertisements, including those for volunteers, include the school's expectations of safeguarding. Prospective candidates are expected to know about the school's approach prior to interview. References are always verified prior to appointment; this assures leaders that all reasonable steps are taken to ensure that adults are suitable to work with children.
- Staff receive appropriate training, including that completed by the designated safeguarding lead. Effective in-house training ensures that staff know exactly what to do if they have a concern about a child or if a child should disclose any information of a worrying nature. Leaders have promptly responded to ensure that new statutory guidelines issued by the Secretary of State in August 2016 are fully implemented.
- The school works very effectively with other agencies to protect children. Leaders are tenacious in following up concerns when necessary and regularly attend meetings, as required. Records are kept diligently.
- The strong community at the school also ensures that there is an open and caring culture. Pupils report that they know whom to go to if they are concerned about anything and that they would be taken seriously. They also believe that school staff would take effective action to support them, should the need arise.
- Since the previous inspection, the number of off-site visits has increased and the breadth of the curriculum has been developed. Staff ensure that pupils are safe by undertaking detailed pre-visit risk assessments, carefully considering the vulnerabilities of the pupils in their care.
- The school site is managed carefully and is very secure. Pupils are supervised watchfully while also encouraging their independence, particularly at playtimes. Adults are highly skilled and know when to intervene, sometimes to guide and encourage pupils who require additional support.

Quality of teaching, learning and assessment

Outstanding

- The quality of teaching is outstanding. Staff have a high degree of specialist knowledge, developed through extensive research that focuses on how pupils with autism spectrum disorder learn best. Teachers deliver a well-designed curriculum, sharply matched to pupils' behavioural needs and academic starting points. This enables pupils to make outstanding progress in all aspects.
- Staff keep meticulous records, continually assessing pupils' responses to learning tasks, session by session. If information gathered reveals a dip in pupils' progress, staff go the extra mile to unpick the reasons why. Promptly, staff initiate appropriate strategies and pupils quickly get back on track. This ensures that pupils maintain a secure, upward trajectory, making strong progress in all aspects including social communication, literacy and numeracy skills development.
- Meaningful links to everyday life skills extend pupils' learning well, enabling them to understand the world around them. For example, during the inspection pupils used the library to research milkshake recipes. Pupils were able to communicate their ideas and translate them into important life-skill development tasks that included visiting the school's café and making milkshakes.

- Where pupils exhibit ability in specific curriculum subjects, they are encouraged to build rapidly on their pre-existing knowledge. In all aspects of the school's work, leaders determinedly ensure that 'there is no ceiling' to what pupils can achieve. Consequently, leaders readily identify the school's most able pupils, irrespective that these pupils' academic achievement is below that seen typically. Teachers challenge the most able pupils appropriately, enabling pupils to make substantial and sustained progress and achieve well.
- Teachers set high expectations that are rooted in a deep knowledge and understanding of each pupil's individual requirements. Teachers eagerly build on pupils' skills, using constant positive reinforcement techniques. Pupils develop confidence quickly and delight in achieving well.
- Teachers' planning is exemplary. Learning programmes are underpinned by high-quality speech, language and occupational therapy support. Teachers' planning caters for pupils' needs on a one-to-one basis or in small groups. Pupils' learning is kept under regular review and teachers set achievable next steps to ensure that their pupils make rapid progress, particularly with their acquisition of communication skills.
- Staff embed routines and pupils respond well to the security that high levels of consistency provide. Positive reinforcement and praise motivate pupils and they understand what is expected.
- Teachers use ongoing observation of pupils' responses to shape their questioning and adapt tasks so pupils achieve maximum success. For example, in a mathematics session, a pupil successfully matched clock faces to show o'clock times. The teacher was quick to extend the activity, enabling the pupil to match verbally the correct time to a clock face. Teachers seize upon opportunities to move pupils' learning forward, maximising achievement at every turn.
- Parents are universally positive about the quality of teaching their child receives. They note with confidence that pupils are able to transfer learned skills to life beyond the school. One parent noted, 'By realising the potential of young people at the school, the staff are maximising the independence the pupils are capable of achieving, which is crucial for the self-esteem of the young people and for their future adult lives.'

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Leaders understand the unique nature of each pupil. Exceptionally strong relationships ensure that pupils have enormous confidence in the adults that care for them. This enables pupils to develop independent skills and positive attitudes. Pupils have a deep-seated sense of belonging to the Jigsaw CABAS school community.
- Parents unanimously convey the positive impact their child's schooling has on their daily lives, describing it as transforming day-to-day living. They are highly appreciative of the support they receive to help their child cope with everyday activities that their child sometimes finds overwhelming. This includes visits to the dentist or hairdresser, or undertaking a taxi journey.

- Staff know pupils well. They plan a carefully considered programme of speakers to ensure that pupils learn about future pathways. Visits to the school's café and garden centre further serve to inspire pupils about options. As a result, pupils develop self-worth and many are keen to build upon their school experiences. Consequently, pupils develop an awareness of opportunities that lie ahead.
- Effective measures are implemented and parents are confident that the school would deal with any incidents should they arise. Pupils understand that there will be behavioural incidents from time to time and that adults always intervene. Pupils are equally confident to request support from school staff when necessary.
- Pupils communicate their thoughts and feelings effectively. A school council has been established since the previous inspection. This enables pupils to contribute their ideas to school decision-making processes. For example, pupils recently chose where to display their art work, choosing the school entrance as the best place. They are proud that because of their suggestions, many visitors see their artistic talents on show first hand.

Behaviour

- The behaviour of pupils is outstanding. Central to managing pupils' behaviour positively are immediate and meaningful rewards chosen by the pupils. These might include a short time on an electronic device, drawing or a physical activity. Pupils understand this system and respond tremendously well, trying their very best in learning activities.
- At times some pupils exhibit exceptionally challenging behaviour. However, because of very skilled staff, such instances are short lived and managed well. If required, the school's behaviour response team is on hand to offer additional help. Few instances require such support as intervention is swift, effective and keeps pupils safe. Adults are quick to respond and support one another well. As a result, outbursts quickly dissipate and staff seamlessly reinstate a composed and purposeful atmosphere.
- Many pupils join the school having been unable to access the curriculum previously because of their challenging behaviour. Staff are adept at modifying pupils' patterns of behaviour and skilfully opening the gateway to learning for pupils. Once routines are established and understood and the school's positive reinforcement techniques applied, many pupils go on to access learning activities for the first time, experiencing great success.
- Playtimes are managed extremely well. Generally, pupils play independently and adults step back to encourage independence. However, vigilance remains high and staff are quick to re-engage pupils who dip out of activities and lose focus. Pupils appreciate their free time and some are able to form secure friendships with one another.
- Attendance has risen since the previous inspection. Pupils attend regularly and many express their love of school. From time to time, pupils' attendance is affected by their highly complex medical needs. Leaders ensure that pupils are well supported in transition from home to school, which, for some, involves considerable travel. Leaders ensure that additional staff are used well in supporting pupils to adjust from their home environment to school.

Outcomes for pupils**Outstanding**

- Pupils enter the school at different ages and many travel considerable distances to attend. Many have experienced disruption to their schooling when they join. All pupils are diagnosed with autism spectrum disorder and many also have severe or moderate learning needs. Classes are organised by academic and verbal capabilities as well as consideration of pupils' friendships and peer groups. Meticulous attention to each pupil's needs, including the most able and disadvantaged, means that pupils settle into their classes quickly and benefit from uniquely tailored learning programmes.
- Pupils make substantial and sustained progress over time including in social and verbal communication skills. Pupils are challenged with a comprehensive range of learning steps to master in English, mathematics and a range of other subjects including science, history and geography. Pupils experience a high level of success and the majority achieve the goals set for them.
- Highly effective teaching strategies, supported well with regular positive reinforcement through reward, encourage all pupils to give of their best. Consequently, taking into account pupils' cognitive ability, pupils make great gains and move forward, particularly with their acquisition of communication strategies.
- Those pupils who have developed verbal communication have a comprehensive grasp of a variety of reading strategies including decoding, using pictorial cues and reading for meaning. The delight that pupils exhibit when reading to visitors is tangible and many are rightly proud of their reading accomplishments, reading fluently and with emerging expression.
- Very few pupils are disadvantaged and due to their high level of need, it is not appropriate to consider their achievement in the context of national norms. However, leaders carefully consider how to use additional funding in order to provide further support alongside each pupil's statement of special educational needs. Strategies are highly effective and make a real difference, enabling pupils to make significant progress.
- Pupils respond well to their teachers. Classrooms are typified by high levels of engagement and learning activities are often interspersed with moments of high delight from pupils as they conquer a new skill.
- All students in the sixth form undertake external accreditations, encouraging the development of life skills including handling money, presenting written information, reading a short text and communicating with others. In 2016, all students achieved an accreditation in life skills at entry level.
- Pupils make significant progress in managing their behaviour. Many join the school with complex behavioural needs. The improvement in some pupils over time is exceptional and pupils learn to meet the expectations set. The transformation in some pupils and their ability to manage their behaviour are outstanding.

Sixth-form provision

Outstanding

- Sixth-form leaders, teachers and support staff all share high expectations of what students can achieve. As in the rest of the school, the curriculum is uniquely developed. Students follow a vocational pathway, including English and mathematics, appropriate to their skills and abilities. All students are enabled to gain accreditations, including choosing modules of study, such as horticulture or dance, that reflect their particular interests.
- Students are well known to all those who work with them, including therapists and support staff. Excellent communication with parents ensures that day-to-day matters that may affect learning are understood and planned for. Teaching is highly effective. Staff use their precise knowledge of each student to provide the right combination of challenge, encouragement and support. Students make outstanding progress from their starting points.
- All students leave school with an appropriate, planned onward route, generally continuing learning. Last year, most students went on to attend the organisation's own adult learning provision. A strength of the sixth-form curriculum is the emphasis placed on careers advice, work experience and preparation for life beyond school. Careers fairs, frequent guest speakers, visits to local colleges and opportunities, such as to visit a hotel to learn about and experience the many different roles, contribute towards preparing students well for their next steps. All students participate in work experience including at the school's off-site café.
- Students behave well and feel safe in school and this is reflected in high levels of attendance. Relationships between students and staff and between students are happy and respectful. When playing a card game, students watched and waited patiently for their turn without interrupting and demonstrated good social skills when asking others if they had a particular card. All congratulated the eventual winner.
- Leaders place great emphasis on enabling students to be as independent as possible. English and mathematics lessons prioritise essential skills such as telling the time and reading and following instructions. Students make frequent, supported trips to the local shops, travel on public transport, make snacks, cook meals, run a school tuck trolley and learn about and complete other essential tasks. The sixth-form common room and residential trip ensure that students access social experiences similar to those for other students of the same age.

School details

Unique reference number	131976
DfE registration number	936/6579
Inspection number	10020834

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

Type of school	Other independent special school
School category	Independent school
Age range of pupils	4–19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	53
Of which, number on roll in sixth form	8
Number of part-time pupils	0
Proprietor	The Jigsaw Trust
Chair	Sarah Collyer
Headteacher	Emma Hawkins
Annual fees (day pupils)	£49,555–£52,811
Telephone number	01483 273874
Website	www.jigsawschool.co.uk
Email address	info@jigsawschool.co.uk
Date of previous inspection	1–3 October 2013

Information about this school

- Jigsaw CABAS School was established as an independent special day school in 1999 by a group of parents of children with autism spectrum disorder. The school is run by a registered charity, the Jigsaw Trust. The Jigsaw Trust also runs provision for adults with autism spectrum disorder.

- The school is registered for up to 60 pupils between the ages of four and 19 years and is operational for 43 weeks of the year. There are eight pupils in the sixth form.
- The Jigsaw CABAS School 'is committed to providing a safe and caring environment where all our learners will be given an education of the highest standard and every opportunity to achieve their full potential.'
- The school caters for pupils with autism spectrum disorder. Many pupils have a range of secondary needs, such as moderate or severe learning difficulties or behavioural needs. All pupils have a statement of special educational needs and the vast majority have been placed by their local authority. Approximately 10 local authorities use the school to place pupils.
- The school follows the methodology of the Comprehensive Application of Behaviour Analysis to Schooling (CABAS®).
- The school provides education for post-16 learners.
- The school was previously inspected by Ofsted in October 2013 when it met all the independent school regulations.
- The headteacher took up her post in September 2016, having worked at the school for 17 years.

Information about this inspection

- Inspectors observed a range of lessons including one-to-one sessions. The deputy headteacher and headteacher accompanied inspectors during all observations.
- Inspectors listened to pupils reading to an adult.
- An inspector met with a small group of pupils to gather their views about the school.
- Inspectors looked at a range of pupils' work and records of achievement.
- An inspector met with two parents. Inspectors considered 21 responses to the online parents' questionnaire, Parent View.
- Meetings were held with: the headteacher; the deputy headteacher; the designated safeguarding lead; the parent liaison officer; the head of human resources; the proprietor, who is also chief executive of the Jigsaw Trust; three governors, including the chair; and three class teachers.
- 61 responses to the staff questionnaire were also analysed.
- Inspectors scrutinised a range of school documents.
- Inspectors reviewed the checks made on staff about their suitability to work with children.

Inspection team

Elizabeth Farr, lead inspector	Her Majesty's Inspector
Hilary Macdonald	Her Majesty's Inspector

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