

Herts for Learning version of the SEF September 2015

Self-evaluation Form (SEF)

March 17

**Middleton School
Unique Reference Number (URN): 919 7919**

The school's context:

Aims and Values of Middleton School Middleton School

Middleton School

Will provide:

- A safe, happy, fun and secure environment in which adults and children learn through their own experiences and develop their individual interests and strengths;
- A supportive partnership with parents/carers which encourages positive involvement in all aspects of their child's development and effective management of their child's particular special needs;
- A full and balanced curriculum appropriate for every child's needs enabling each individual to develop their potential;
- An environment in which each member of the school community feels confident enough to take risks and recognise that making mistakes is implicit in the learning process.

Will develop in the school community:

- Independence, self-confidence, self-esteem and lively, imaginative and enquiring minds;
- Understanding, tolerance, respect and empathy for social, moral, spiritual and cultural diversity;
- Self awareness, social skills, a set of moral values, internal discipline, the ability to know what is right and what is wrong and the understanding that rules and laws protect us and keep us safe;
- The capacity to work, play and socialise to enable each individual to become good citizens, take their place in society in an informed, positive and active way and contribute positively to the lives of those working in the locality of the school and to society more widely;
- Questioning, thinking and problem solving skills;
- The necessary life skills, understanding and knowledge for each key stage within school which will eventually be relevant to transitions, adult life, employment and the wider world.

Will encourage:

- Each child to be independent, confident and able to apply themselves to tasks and physical activities;
- Positive relationships between parents/carers and staff, parents/carers and their children.
- Respect for democracy and for public institutions and services

The school has seen a significant change in the pupil cohort and is adapting to reflect this change in pupil profile. The individualised curriculum is responsive and tailored to individual needs. It is flexible and recognises 'difference'. This develops high levels of tolerance and acceptance in all children.

The school is designated as a school for pupils with Learning Difficulties, Speech Language and Communication Needs and Autism. The school also has a significant and rising number of pupils with Severe Learning Difficulties. Many children present with a mixture of complex needs and some can exhibit challenging behaviour. A few children also have hearing and visual impairments.

All pupils have a Statement of Educational Needs or an Education Health and Care Plan. Currently 31% of children are known to be eligible for pupil premium which is slightly higher than the national average

of 28.2%. The proportion of pupils from ethnic minority backgrounds is 21% and those from families where the home language is not English is 6%. 33% of the children in school are girls.

Stability in the school population has been an issue over time with pupils entering the school at any point in the academic year and at any Key Stage, however this will not be such an issue in this academic year as the school has been deemed to be full by the local authority and in year admissions will therefore be very small. We have a base funding for 80 pupils and we currently have 84 on roll and this brings its own challenges. The base funding will rise to 83 in the next financial year.

The population of the school is drawn from a wide geographical area within the eastern corridor of Hertfordshire and although the deprivation indicator is lower than average this is based on where the school is situated and not on where the children come from.

The school currently has 84 children organised as follows:

Class	Robins	Penguins	Owls	Toucans	Puffins	Swifts	Eagles	Kingfishers	Kestrels
Year	R/1	1/2	2	3/4/5	3/4	3/4/5	5	5/6	5/6
Pupils	3/5	4/4	8	6/2/1	5/4	5/4/1	10	3/8	3/8
Gender G/B	1/7	3/5	2/6	4/5	3/6	3/7	5/5	3/8	3/8

The school is housed in purpose built accommodation which has been in use since 1994.

Changes / Improvements since last Ofsted:

- ✚ Introduction of new National Curriculum and revised EYFS including associated curriculum content, assessment tools and tracking and reporting;
- ✚ The development of a wider range of data sets to ensure that the school's development is driven by analysis of pupil progress;
- ✚ A detailed review of the science curriculum (twice) including an increase in the amount of time given to Science, especially in Key Stage 1 and in developing robust assessment tools and a more coherent spread of science topics;
- ✚ The introduction of ability groups in Number, initially in Upper School and now throughout Key Stages 1 and 2 which has in most areas impacted positively on pupil progress;
- ✚ The introduction of ability grouped Reading Groups throughout the school which, along with phonics, has supported our aim of as many pupils as possible leaving school as functional readers;
- ✚ The introduction of ability groups in Upper School for Science and PE.
- ✚ The introduction of phonics groups across the whole school which have impacted on the children's understanding of phonics as a tool to support reading, spelling and writing;
- ✚ A focus on the development of emergent writing for younger and less able children and skills and confidence in creative writing for older and higher level children;
- ✚ A focus on the progress and greater inclusion of pupils with SCLN including the purchase of resources, training and increased staffing expertise (through recruitment as well as training) and monitoring of assessment tools to ensure equal access.
- ✚ Increased learning time in the community for Key Stage 2 pupils and weekly in Key Stage 1 where pupils have a curriculum driven visit to places in the local area at least once, along with their regular visits to soft play and swimming;
- ✚ The KS1 autism base has been disbanded as the number of children with autism has grown and become more widespread throughout the school. An additional regular class has been added in Lower KS2 to support us in managing increased numbers.
- ✚ A programme of regular moderation of all strands of National Curriculum subjects over an 18 month rolling programme;

- ✚ A removal of the largely ineffective subject leader roles with Senior Leaders taking responsibility for Literacy, Numeracy, Science PSHE and PE whilst responsibility for the planning of other subjects (apart from Music, Drama and ICT) rests with Department Heads.
- ✚ Continued quality of teaching, support and admin staff through pro-active recruitment and the wide use of the Apprenticeship Scheme;
- ✚ A total overhaul of the philosophy of behaviour management in the school with the adoption of Hertfordshire Steps, including a therapeutic approach to understanding pupils behaviour, a focus on pupils developing 'Internal Control' and the adoption of a 'different for different' way of looking at meeting children's needs;
- ✚ The introduction of curriculum focus weeks to where the whole school comes together to focus on topics such as: Science, The Arts, Media, Writing, The British Isles, Out and About, Recreation and Physical Activity and Communication. We believe that these have had a direct impact of pupil progress in all aspects of PSHE as well as building children's social, moral, spiritual and cultural understanding. They have also encouraged a greater understanding of all of the pupils in school by all of the staff and built a stronger sense of community. On a smaller scale the same idea has supported this sort of working on a weekly basis through Golden Time;
- ✚ Talking groups have been set up as a precursor to a new School Council to equip the children with the skills to participate more fully in that activity which has now been reinstated;
- ✚ The development of Key Skills as a way of expressing and recording those important aspects of learning which take place in a Special School setting but which are outside the remit of the National Curriculum;
- ✚ The development of the sensory room and an ongoing focus on developing skills in providing sensory approaches to learning;
- ✚ The overhauling of Outreach across the County and the re-launching of the Middleton Outreach service in line with other similar services in the county;
- ✚ The development of training for staff and parents at our school and at schools in our designated area (DSPL 4);
- ✚ The management of a rise in pupil number and in the complexity of pupil need which has had an huge impact on provision across the school;
- ✚ The continuing maintenance of a well trained and high quality Governing Body despite the turnover of key individuals maintaining challenge and support to the school in equal measure.

Key Priorities in the School Plan 2017/18

School Expansion

- ✚ To consider opportunities and challenges around school expansion.
- ✚ To examine staffing levels to match pupil numbers and individual needs.

Staff Development

- ✚ Provide opportunities and budgetary support for staff wishing to attend training specific to their objectives and/or career aspirations
- ✚ To support 1 member of staff through MA studies
- ✚ To support 1 member of through 2nd year of Foundation Degree
- ✚ To support 1 member of as apprentice
- ✚ Review current involvement in the apprenticeship scheme and consider any further developments in this area
- ✚ To support 1 member of through School Direct programme
- ✚ To support 1 member of staff through the Level 4 qualification in School Business Management
- ✚ To analyse Governor skills through the Skills Matrix and put in place any actions to fill any gaps in knowledge or skills.

Training / Performance

- ✚ To develop a coherent induction process for staff.
- ✚ Support a continuing programme of peer visits to classrooms to develop teacher and TA skills and maximise on opportunities for learning from each other.
- ✚ To amend observations to reflect the Teaching and Learning Policy
- ✚ To add quality control measures to measures of effectiveness of teaching and learning by seeking moderation with an external advisor.
- ✚ To develop staff's understanding of the work of Speech and Language Therapists and how they can support the children.
- ✚ To investigate opportunities for gauging staff well-being.

Assessment

Assessment Processes

- ✚ To complete the Middleton Frameworks (Literacy, Numeracy, Science) and have them in use
- ✚ To ensure that there is clarity and consistency of understanding of level descriptors within these core areas of the curriculum.
- ✚ To develop a wider range of assessment protocols which will enable us to describe and monitor pupil progress in areas other than those of the formal curriculum including behaviour and attention / concentration.
- ✚ To enhance our assessment of Key Skills to ensure it covers the range of areas for assessment which we are looking for.
- ✚ To complete a re-write of the PSHE framework and bring it into the Middleton Framework.
- ✚ To further develop pScale statements in PE and bring them into the Middleton Framework.
- ✚ To continue to develop moderated samples of work and to investigate the capacity to develop moderation beyond the school with other mainstream and LD contexts

Analysis

- ✚ To ensure that IT systems are in place to allow the appropriate analysis of pupil progress and that these take account of the changes in expectations of the new National Curriculum
- ✚ To analyse further data and apparent underperformance in highlighted areas and to put in place any further interventions which are needed. (Number / Girls / Year 3)
- ✚ To continue to monitor progress in phonics and writing to track the impact of these initiatives on pupil progress.
- ✚ To investigate the progress of ethnic minority pupils.

Intervention (1)

Lower than normal performance in all cohorts within the strand of number.

- ✚ Review data once again following the March data collection period. *The data collated in March 2017 will indicate if pupils have made progress within this area since July 2016.
- ✚ Focus upon the number strand within mathematics in whole school INSET sessions.
- ✚ Clarification of the m Scale descriptors.
- ✚ Moderation internally and externally.

Poor performance of year three pupils, in comparison to other cohorts.

- ✚ Plan for close liaison between year 2 and year 3 teachers within the Summer Term 2017. Teachers to spend time within each other's classrooms and carrying out joint assessments so that there is smoother transition for the pupils into KS2.
- ✚ Year three pupils divided between three classes and four teachers for 2016/2017. Assessment processes split between multiple teachers and not reliant upon the teacher assessment of one teacher.

Intervention (2)

Lower rates of progress made by lower ability pupils.

- ✚ Targeted pupils to receive 1;1 intervention sessions with dedicated teacher.
- ✚ Use of engagement profile to demonstrate progress for pupils not demonstrating progress within national curriculum areas.
- ✚ Ability groupings (small) for teaching within key areas.
- ✚ Continue to develop sensory approaches to learning for lower ability group pupils.

Lower rates of progress made by girls in comparison to boys

- ✚ Further analysis required to determine the % of girls who are present in the lower ability cohort across the school.

Curriculum

- ✚ To review the Upper School Topics and ensure that they remain relevant to the learning needs of our pupils.
- ✚ To develop a consistent approach to the development of Life Skills and Learning Outside the Classroom (LOtC)
- ✚ To develop cross department curriculum planning and delivery in Middle School.
- ✚ To review the PE Lower School Curriculum and develop a whole school curriculum with associated support processes to ensure consistency across the school.
- ✚ To more formalised opportunities for role play for pupils in Lower School
- ✚ To review and deliver Protective Behaviours education for all pupils,
- ✚ To review the delivery of SRE across the school
- ✚ To develop the role of pupils as sports ambassadors / leaders
- ✚ To maintain current and develop further after school opportunities for pupils

Policies and Procedures

- ✚ Review any out of date policies as required.
- ✚ Review the Parent / Carer handbook with reference to recommendations of Parent Council.

School Community

- ✚ To-rejuvenate Friends of Middleton
- ✚ To increase parent engagement in pupils' learning by reviewing the Parent/ Carer handbook
- ✚ To further develop the role of School Council.

Wider Community

- ✚ To further develop Inreach provision as a way of providing training and support for our staff and parents and for staff parents and carers of pupils who are educated in DSPL 4.
- ✚ To further enhance the work of our Outreach provision, developing and enlarging the team and supporting more staff and pupils in mainstream whilst developing the skills of experienced staff at Middleton through bespoke training for this role,
- ✚ To oversee the development of secondary Outreach across the county.
- ✚ Through support for local and national charities encourage pupils to understand how they can support other people in society who might need help.

<p>Leadership and Management</p> <ul style="list-style-type: none"> ✚ Governors to attend Herts STEPS training to gain a further understanding of the ethos behind therapeutic behaviour management. ✚ To work towards a full complement of governors ✚ Senior Leaders to attend a variety of courses and conferences to maintain their professional knowledge and understanding of current educational issues. ✚ SLT will ensure that wherever possible appointments to the Governing Body and staff reflect the wider community in terms of gender disability and race

The overall effectiveness of the school

	1	2	3	4
Overall effectiveness – tick one of these boxes	½			

<p><u>Summary of evidence that supports the grade suggested:</u></p> <ul style="list-style-type: none"> ✚ Pupil progress in all subjects and across all groups over time is at least good and often outstanding. ✚ Overall the quality of teaching and learning over time is outstanding. ✚ Leaders have robust systems for analysing pupil progress and use high level skills effectively to interrogate any perceived differences in performance and suggest and put in place strategies to impact on these differences. ✚ The school provides a wide range of highly effective activities and experiences which enhance children’s learning and which focus on spiritual, moral, social and cultural understanding as a central part of the curriculum. ✚ The school believes that the most effective learners are those that are happy and safe. The vast majority of our learners understand and support this principle and that the vast majority of children at the school are happy and safe the vast majority of the time. This supports them in making such good progress. ✚ The school prioritises the safety of all pupils and safeguarding is effective. Strategies and systems for supporting children who need it are well known and appropriately used. ✚ Leaders have high expectations of the children and of the staff and this leads to a high quality learning environment. ✚ The school uses kinaesthetic, physical and sensory approaches to learning and promotes health and well-being in children. ✚ There are high levels of pupil engagement and effective learning activities. ✚ The staff work well as a team, they support each other throughout the school and this leads to a consistency of approach which provides pupils with a calm and safe environment in which to learn. ✚ Attendance for most children is excellent and the school has robust monitoring and support systems when individual children’s attendance is less than expected. ✚ The school has a detailed plan for the next steps in its development which is based on analysis of pupil need and which focuses on those actions which we believe will continue to ensure that educational provision at the school is outstanding. ✚ 98% of parents would recommend this school to other parents. <p><u>Next steps:</u> See current School Plan</p>

The quality of leadership in and management of the school

	1	2	3	4
Leadership and management – tick one of these boxes	½			
<p><u>Summary of evidence that supports the grade suggested:</u></p> <p>Strategic leadership</p> <ul style="list-style-type: none"> ✚ The Leadership Team show clear vision, a sense of purpose and high aspirations for the school, with a relentless focus on pupils' achievement. There is continuous review and refocusing of priorities influenced by evaluation of the school's performance. ✚ Strategic planning is a highly effective process which results in ongoing school improvement. It maps the progress towards the school's goals on a termly basis and amends and adapts areas for development. This enables us to plan and implement relevant responses to issues of pupil progress and achievement which arise out of data or other analysis. ✚ The Leadership Team have been effective in the management of key changes in practice and procedure. They have continued to receive the support of staff and effectively communicated the need for the changes whilst always being aware that changes need to be implemented in a controlled fashion so as to maintain high levels of staff support. ✚ Strategies have been implemented over time which have led to the development of a 'School Community' which has benefitted both staff and children and has supported pupil progress, particularly in PSHE and Key Skills. ✚ The team has effectively supported staff in recognising their professional knowledge and understanding and supported them in becoming key players in institutional change. It is highly supportive of the professional development of all staff and of the wider educational community. ✚ The Leadership Team have continued to effectively: <ul style="list-style-type: none"> • inspire, motivate and influence staff and pupils. • create effective teams. • provide good role models for other staff and pupils ✚ Middleton is fully committed to being an equitable and inclusive school, in which each individual matters. ✚ Governors know the school well and understand their role as critical friends. They challenge the school and hold it accountable for its performance. New governors are well supported and quickly become confident in their role. There are several relatively new members of the governing body. The school has been significantly over number in the last year and this has put pressure on class sizes and staffing. Despite these challenges the governors (supported by the School Business Manager) are highly effective in ensuring financial stability including the effective and efficient management of financial resources such as the pupil premium funding. This leads to the excellent deployment of staff and resources to the benefit of all groups of pupils. ✚ The Leadership Team have been quick to pinpoint aspects of the curriculum which require further development including the assessment tools (Middleton Frameworks) and the development and implementation of a new curriculum plan. These are to be developed further in the light of the Rochford Report. <p>Leadership of teaching and learning</p> <ul style="list-style-type: none"> • The Leadership team: <ul style="list-style-type: none"> • consistently communicate high expectations to staff about securing improvement, through target setting and review, lesson observations and work sample moderation. • galvanise the enthusiasm of staff and channel their efforts to good effect through empowering members of staff to be effective in having a direct influence on the development of the school. • routinely make good use of a range of rigorous monitoring activities relating to teaching, other provision and outcomes with regular monitoring activities in place and rigorous and regular analysis of the outcomes and the implementation of appropriate interventions. 				

- ✚ Strategic planning is founded on the excellent use of robust evidence and good quality data. This informs the contents, direction and drive of the School Plan.
- ✚ Target setting is both realistic and challenging and results in high levels of achievement by the vast majority of pupils.

Standards and progress

Children at the school have high levels of engagement in learning, achieve high standards and make outstanding progress. There are high expectations and stimulating and challenging experiences for all children.

Progress of all children, but particularly those of difficult to reach families, is enhanced by the work of the Family Liaison Officer. She carries out home visits for new pupils with staff to ensure that we have a full picture of the child's life. She provides training and informal gatherings for parents, extended opportunities for children as well as running CAF meetings, organising medicals and acting as a more informal go-between between home and school. She also takes a lead on attendance matters.

The curriculum

The school considers that it provides a broad, balanced and relevant curriculum. Its strengths include a wide variety of opportunities for pupils to learn by experiencing – doing, touching, seeing and visiting. We make extensive use of the local environment to ensure engagement with the curriculum in its broadest sense.

The PSHE curriculum is a strength of the school and this had been broadened by the addition of a clear SRE curriculum and ongoing development of a Protective Behaviours programme. The success of this work is evidenced by the excellent behaviour of pupils at the school.

The pupils contribute to the wider community locally by use of the local area and businesses for learning; they fundraise on a regular basis for local and national charities and have raised funds to allow them to sponsor a child in Burundi who they send pictures and letters to.

Staff ensure that the curriculum is delivered in an exciting and interesting fashion. Teachers ensure that the delivery embraces all learning styles. The high levels of staff expertise supports pupil progress in all areas. The focus on Key Skills has broadened the curriculum further to recognise the wide variety of social and learning skills which are taught in addition to national curriculum subject matter. There is a continuing focus on learning outside the classroom and links with other mainstream and special schools for sporting activities and other learning opportunities.

There are opportunities for extra-curricular activities in school as well as a link with a range of external provision for after school care and respite.

Safeguarding

Safeguarding is a central focus of the school with health and safety and child protection being one of our highest priorities.

EYFS

- ✚ The vast majority of lessons in the EYFS stage are outstanding and children's progress is also outstanding.
- ✚ The leadership and management of the EYFS is outstanding with a clear understanding of the progress of the pupils and the areas of weakness. There is a comprehensive action plan in place which has a particular focus on the development of new assessment tools for the EYFS.
- ✚ Behaviour and safety in EYFS is outstanding, despite the fact that many of the pupils have complex needs. Pupils are actively encouraged to develop positive learning behaviour and any negative behaviours are dealt with in an appropriate fashion.

Next steps: See current School Plan

Quality of teaching, learning and assessment

	1	2	3	4
The quality of teaching, learning and assessment – tick one of these boxes	½			
<p><u>Summary of evidence that supports the grade suggested:</u></p> <ul style="list-style-type: none"> ✚ Observations over time have found that the quality of teaching and learning is often Outstanding. 75% of observations since the last inspection have been Outstanding, 9% Good with Outstanding Features and 16% Good. ✚ Teachers plan lessons very effectively and make maximum use of learning time. They manage pupils behaviour effectively and where appropriate use detailed and shared behaviour management plans ✚ Differentiation is effective and leads to good and often outstanding progress of all pupils. Misconceptions and misunderstandings are recognised in a timely manner and staff are supportive in correcting these while maintaining the pupils' positivity. ✚ Careful planning pays attention to children's next steps, builds well on earlier learning, supports pupils' differing learning styles and is based on activities and approaches which will secure pupils' interest and attention. ✚ Pupils understand what they are expected to learn and can demonstrate that they have achieved an objective as well as commenting on the achievement of others. ✚ Teachers and other adults are effective in supporting pupils in learning, in managing their own behaviour, personal and medical needs. ✚ Pupils are keen to learn and engage in activities which develop their curiosity, self-confidence, self-esteem, self-organisation and their ability to take risks in a supportive environment to an excellent level. ✚ The flexible use of excellent resources, including equipment, adults and the local environment play an important role in pupils' learning. Levels of high quality staffing enable us to be flexible and responsive to the individual needs of children at any one time. ✚ 98% of parents and carers who responded say that teaching is good and 97% of parents and carers say that their child is making good progress. ✚ The school recognises the importance of LoTC experiences in developing resilience, curiosity, self-confidence, personal safety and emotional well being in pupils as well as being a fun way of learning. Pupils are able to make the connection between the abstract concept in the classroom and concrete experiences which secure their understanding. ✚ There are robust systems for assessment of pupil progress which provide data in a wide range of areas. The analysis of this data forms a detailed pupil progress report which shows the pupil attainment and progress by key groups and in key areas. This informs our School Plan and also gives staff information about targeting those who may need extra support. ✚ Teaching, Learning and Progress across the school, including in EYFS exceed national expectations and is Outstanding. ✚ The school has adopted the Hertfordshire Special Schools Minimum Career Stage Expectations and uses this alongside the Teachers' Standards to monitor performance and ensure continuing high standards. Teachers' objectives are set alongside the School Plan and with attention paid to any area for development highlighted through the performance management process. School is committed to the CPD of all staff and makes clear links between training opportunities and current School Plan priorities. <p><u>Next steps:</u> See current School Plan</p>				

The personal development, behaviour and welfare of pupils at the school

	1	2	3	4
The personal development, behaviour and welfare of pupils – tick one of these boxes	½			
<p><u>Summary of evidence that supports the grade suggested:</u></p> <ul style="list-style-type: none"> ✚ The behaviour and safety of pupils is outstanding throughout the school. ✚ 100% of pupils say that they are happy to come to school. All pupils feel safe and all say they can find an adult to go to if they need help. ✚ Children are proud of their achievements and of their school. ✚ Attendance in the academic year 2015 to 2016 was 94% compared to a special school average of 91.4%. Where pupils' attendance is lower robust systems are in place to investigate the reasons and to put support in place where necessary. ✚ Pupils take care of the environment and of each other. They want to do their best. ✚ 87% of parents say their child feels safe in school (13% said they didn't know). ✚ Pupils have a developmentally appropriate understanding of how to keep themselves and others safe in different environments. Older children have an understanding of how to keep themselves safe online. ✚ Pupils get on with each other extremely well and know to talk to an adult if they need help in sorting out problems. ✚ The pupils benefit from a wide variety of LoTC experiences which support their health, emotional and physical well-being as well as meeting the needs and interests of the children. ✚ Incidences of bullying are extremely rare. There has been one incidence of physical bullying since the last inspection and no incidences of verbal, racist or homophobic bullying. ✚ The school has a therapeutic approach to behaviour management which focuses on the children developing their own 'internal control' over time. Detailed and effective behaviour plans are in place for those who find this difficult with the purpose of supporting their learning in this area. The need for physical management of pupils has declined since the adoption of the 'Hertfordshire Steps' approach. Any use of physical restraint is carefully monitored. Pupils know that at Middleton School everyone needs to be 'Safe & Happy'. Pupils benefit from being in a culture which supports staff in the positive management of pupil behaviour. ✚ Staff are highly skilled in managing pupil behaviour and use these skills to support the children in developing their own behaviour management strategies. ✚ The school has low levels of exclusion compared to the national figure for special schools. This year we have excluded 2 children and for the first time we have had 1 permanent exclusion. ✚ 98% of parents agree that pupils behave well. ✚ The school has robust systems for ensuring that all staff and volunteers are safe to work with children. ✚ School staff are trained to recognise signs of abuse of all kinds and know what to do with that information. They are also alert to the possible impact of violent extremism in the families of children they work with. ✚ The school works with outside agencies to ensure that support is available to families where necessary. ✚ The school provides support for parents and carers to support the personal development, behaviour and welfare of children at home. ✚ The school has a statement about British Values and radicalisation and extremism on the website and works continuously with children to re-enforce their understanding of these values. 				

- ✚ Parents, carers, visitors and members of the local community remark on the high standards of behaviour and positive attitude of the pupils. Visitors are impressed by the calm, purposeful atmosphere around school.
- ✚ The school ensures that there are appropriate systems and procedures in place to ensure that all medical and first aid needs are met and that staff have appropriate training to keep the children safe.
- ✚ Pupils take part in a wide variety of experiences which develop their spiritual, social, moral and cultural understanding, in particular during curriculum visits, Focus Weeks, sporting activities, in assemblies and during charity events. They are taught and understand the value of caring for others and of kindness and demonstrate this in school through their concern for the well-being of their more needy peers across the school community.
- ✚ Pupils have a developmentally appropriate understanding of how to keep healthy. They understand the need for a good diet and the importance of exercise. They have at least 2 hours of quality PE per week including weekly swimming sessions.

Next steps: See current School Plan

Outcomes for pupils at the school

	1	2	3	4
Outcomes for pupils at the school – tick one of these boxes	½			

Summary of evidence that supports the grade:

The Governing body at Middleton School use Progression Guidance (Janet Thompson HMI) to secure its judgements about achievement and progress.

From Key Stage 1 to Key Stage 2

- ✚ In English 87 % made two or more full levels of progress, 53% made three or more.
- ✚ This year we have met our target with 77% of pupils achieving p9 or more in reading with 14% reaching p7 and 4.5% p8.
- ✚ In Maths 80% made two or more full levels of progress, 27% made three or more and 13% made 4 or more.
- ✚ 47% reached level 1 in Science with the remaining 44% achieving p8
- ✚ 100% of pupils achieved level 1 in ICT.

Those pupils who have been with us throughout Key Stage 1 also made Outstanding progress. Our aim is for all pupils to make 6 sub levels of progress over the Key Stage At the end of the Key Stage:

- ✚ In English 82% made 2 full levels of progress, 55% made 3 or more and 9% made 4 or more levels.
- ✚ In Maths 73% made 2 full levels of progress and 18% made 3 full levels.
- ✚ In Science 82% made 2 full levels, 36% made 3 or more and 9% made 4 or more levels of progress
- ✚ In PSHE 82% made 2 full levels of progress, 55% made 3 or more and 9% made 4 or more
- ✚ And in ICT 80% made 2 full levels of progress and 30% made 3 or more.

Whole school progress is also Outstanding. Our aim is for all pupils to make at least two sub levels of progress a year across all core subjects. This has been exceeded in all areas.

- ✚ English average progress was 2.9 sub levels
- ✚ Maths average progress was 3.4
- ✚ Science average progress was 2.8
- ✚ ICT average progress was 3.5 and
- ✚ PSHE average progress was 3 sub levels of progress over the year.

The pupil premium cohort is also making Outstanding progress. Their progress has matched that of the whole school in virtually all areas other than in English where they have exceeded the whole school progress.

The EYFS cohort have also made Outstanding progress. Using Development Matters assessments 100% of pupils make at least typical progress (3 steps) in 4 out of 7 areas and most made 4. 80% made 5 or more steps of progress in Communication and Language. Pupils have also made Outstanding progress when measured using the p scales.

Next steps: See current School Plan

Early Years Foundation Stage

	1	2	3	4
Quality and standards – tick one of these boxes	½			
<p><u>Summary of evidence that supports the grade</u></p> <ul style="list-style-type: none"> ✚ The quality of teaching in EYFS is judged to be Outstanding evidenced by the excellent rate of pupil progress and their individual achievements as well as the consistently high quality and skills of the highly motivated team who focus on learning. ✚ Assessment practices track progress and enable parents and other professionals to contribute to planning, review and practice. It is based on high quality observations from all members of the team. ✚ EYFS provision is led well, ensuring a rigorous review of planning, assessment progress and achievement. ✚ The vast majority of pupils demonstrate a sense of fun and enjoyment. Children are highly motivated and are supported to develop the skills which they need to be successful in a learning environment. They show good levels of concentration and attention. Both skills are developed in a highly planned and focused way. ✚ Particular care is taken in ensuring that the individual physical and sensory needs of each child is planned for and addressed in differentiated practice. ✚ There is necessarily a strong focus on the development of independence and self-help skills. ✚ The learning environment is safe, well organised, colourful and promotes learning. ✚ Effective collaboration with other EYFS within the LA informs moderation. ✚ Staff work in partnership with parents and carers enabling them to be involved in learning, ensuring that skills are transferred from school to home. <p><u>Next steps:</u> See current School Plan</p>				

APPENDIX A**Pupils' spiritual, moral, social and cultural development**

	1	2	3	4
Quality and standards – tick one of these boxes	½			
<p><u>Summary of evidence that supports the grade</u></p> <ul style="list-style-type: none"> ✚ The learning experiences that are offered ensure that there are a wide range of experiences for pupils to develop their imagination and creativity, and develop curiosity in their learning. In addition to regular curriculum opportunities there are a wide range of extra experiences provided. ✚ The school develops a clear sense of what is right and what is wrong in children with a well developed and consistently applied behaviour strategy which has a focus on recognising, modelling and praising good behaviour while developing internal control and a sense of responsibility for one's own actions. ✚ The entire school day has, as an important focus, the development of social and independence skills as well as learning skills. Attending to the adults and to each other, turn taking, waiting and sharing are developed in all aspects of the school work from formal lessons to snack time and from role play activities and drama to school and class performances. ✚ Year 6 pupils have the opportunity to visit the local secondary special school to support a successful transition and they also participate in some aspects of the curriculum at the school. Those who are to transfer to other schools have transition visits with clear information sharing to try and minimise any potential difficulties. ✚ The school develops a 'have a go' attitude to all tasks, supported by 'tips for success' while mistakes both by adults and pupils are looked upon as learning experiences in improving our performance. ✚ Pupils respond positively to a range of artistic, sporting and other cultural opportunities provided by the school including, for example, developing an appreciation of theatre through watching and performing, music, dance and books, painting and participating in sporting festivals and competitions with other special schools and with mainstream counterparts. Artistic and sporting performances are of a high quality and pupils perform well in competitive circumstances including among their mainstream counterparts. They also demonstrate high levels of sportsmanship. ✚ Pupils develop the skills and attitudes to enable them to participate fully and positively in democratic, modern Britain by being involved in the development of class rules and in developing their skills to become class representatives. ✚ The pupils' personal development and learning is enhanced by a wide range of LoTC activities which consolidate and deepen their knowledge, understanding and skills. They have the opportunity to trial a range of social skills in different contexts and to develop a sense of enjoyment and fascination in learning about themselves and others and the world around them. ✚ RE lessons, experiences of aspects of other cultures and fundraising opportunities help pupils to develop an empathy and understanding of how other people live and of their beliefs. ✚ Focus weeks provide opportunities to develop social skills by working with other children and adults as well as activities facilitating imagination and creativity in their learning and creating a firm sense of community. ✚ Discrete music and drama lessons support pupils' cultural development. ✚ Opportunities for learning occur throughout the school day and this along with high expectations equips children to be part of the school and wider community and ultimately to become responsible citizens. ✚ Pupils develop empathy for those in more challenging circumstances through charity collections, sponsored events and through fundraising, in particular the fundraising they organise to support Fulgence, our sponsored child from Burundi. <p><u>Next steps:</u> See current School Plan</p>				

