



Middleton School

Self Evaluation Form

December 2019



Context of the school

Middleton School is a Primary school for pupils with learning difficulties and speech, language and communication needs.

We currently have 94 pupils on roll. (funded number 90)

We have nine classes organised as follows:

Lower school (KS1) Robins class— 9 pupils (3 EYFS 6 Year1)

Penguins class—8 pupils—(3 yr 1 5 year 2)

Owls class— 9 pupils (9 year 2)

Middle School (Lower KS2) Toucans class—11 pupils (5 year 3, 5 year 4, 1 year 5)

Puffins class— 10 pupils (6 year 3, 3 year 4, 1 year 5)

Swifts class—11 pupils (7 year 3, 3 year 4, 1 year 5)

Upper School (Upper KS2) Eagles class— 12 pupils (6 year 5, 6 year 6)

Kingfishers class—12 pupils (8 year 5, 4 year 6)

Kestrels class—12 pupils (5 year 5, 7 year 6)

35% of pupils have a confirmed diagnosis of ASD although approximately two thirds of our pupils demonstrate traits of ASD.

73% of the whole pupil cohort have diagnosed Speech, Language and Communication Needs. As such, we are a 'signing school' and adopt the Makaton signing system. We also benefit from the services of Speech and Language Therapists who are based within the school.

The majority of pupils who attend Middleton School are from East Herts although there are pupils attending the school from other areas of Hertfordshire. In addition we currently have four 'Out of County' pupils; three from Essex and one from Cambridgeshire.

The Senior Leadership team is made up as follows:

Head teacher, Deputy Head teacher, Assistant Head teacher (and head of lower KS2), Head of EYFS and KS1, Head of Upper KS2.

We currently have 77 staff employed by the school. This is broken down as follows:

Teaching staff -16 Admin staff– 4 Premises staff– 2

Teaching Assistants- 52 Other– 3

Curriculum:

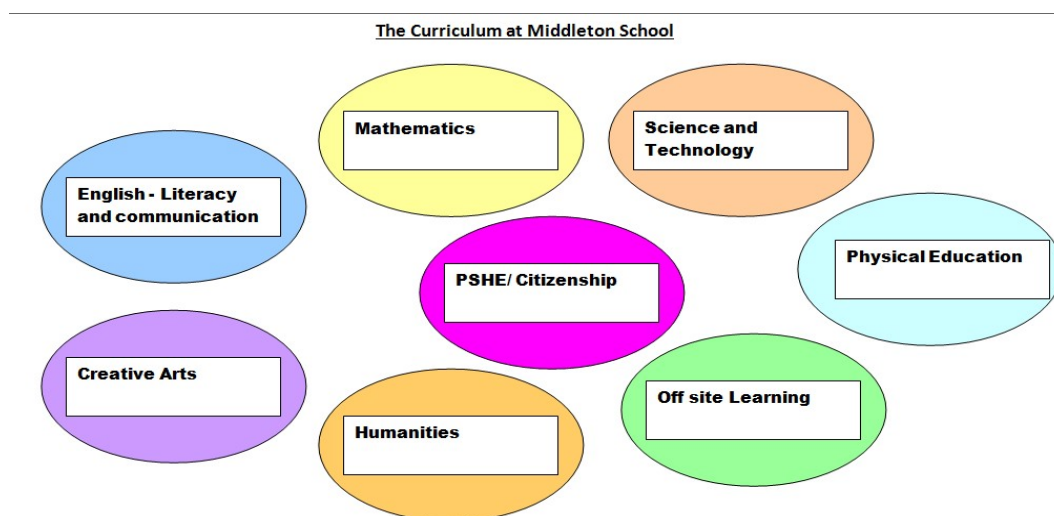
INTENT - The curriculum at Middleton School is driven by a strong desire for our pupils to reach their optimum potential while preparing them to lead life as young adults as independently as possible. We strive for our pupils to be able to socialise appropriately with others, cope with challenges they will meet and function as respected members of their local and wider community. Therefore the curriculum at Middleton must educate our pupils about relationships, resilience, life skills and attitude.

We are preparing our young people to live in a world where they may achieve a sense of economic security, personal well being, belonging and self worth. With this in mind, our curriculum has four main aims:

- (i) A sequential approach to academia, allowing pupils to acquire skills within key subject areas accumulatively, whilst also allowing time to revisit, practise and secure previously learnt skills.
- (ii) A strong focus upon the practical skills required to live life as independently as possible.
- (iii) The development of self worth, self belief and recognition of personal strengths and talents.
- (iv) The pursuit of positive and effective relationships with others.

Central to the intent of the Curriculum at Middleton school is the drive that learning must be fun, motivating and engaging for all pupils and centred around building positive self esteem for all.

The curriculum at Middleton incorporates all areas (other than Modern Foreign languages) of the National Curriculum. It also includes the teaching of Religious Education and Sex and Relationships Education. The curriculum at Middleton School is categorised into eight core areas:



Within the departments (EYFS & KS1, Lower KS2 and Upper KS2) curriculum breadth, content and themed coverage is led by a Curriculum Overview on a bi-annual cycle. each of three

A detailed sequential approach to skills and knowledge planned for and assessed against can be found within our M Scale Assessment Framework.

Subject specific curriculum intent can be viewed on our school web site.

Across all areas of the curriculum, there is an emphasis on the development of early reading skills and each pupil reaching their optimum reading attainment.

Cultural Capital is explored through all aspects of the curriculum but is a particular focus of weekly assemblies.

Curriculum:

IMPLEMENTATION - The curriculum is implemented through whole class, small group and individual learning opportunities. Teachers assess and plan using the 'M Scales'. The M scales describe pupil attainment and skill acquirement through a sequential scale from M1 to M15, in line with expectations of pupils nationally as they progress through KS1.

In some cases, pupils require a more tailored and individualised approach to learning; where aspects of their curriculum are implemented through intervention groups and enrichment opportunities. A key intervention currently implemented is through an initiative entitled 'Jigsaw'. Pupils identified as making less than expected progress within key areas of the curriculum work within a small group with higher staffing ratios where the learning is tailored to target very specific individual needs.

All pupils engage in off site learning at least once a week.

Pupils are organised into year group chronological class groups. However, for many aspects of their learning, pupils are ability grouped for specific lessons such as Phonics, Number, Writing and Science.

All teachers have a clear view of subject programmes of study and are aware of the thematic and cumulative approach to learning within individual subject areas. However, in addition, pupils access lessons which are led by subject specialised teachers, including Dance, PE, Science, ICT and Drama.

High quality teaching and learning is evident throughout the school, with 100% of teaching graded as good or outstanding and 73% outstanding.

Throughout all teaching and learning opportunities there is an emphasis on the effective use of communication. Information is presented clearly and the use of sign and symbol supports learning for pupils across curriculum delivery.

There are opportunities for pupils to revisit knowledge and skill sets already acquired; to check understanding and embed to long term memory. The revisiting of key curriculum concepts also allows pupils to develop appropriate connections within their learning and apply skills learnt to new experiences.

Pupil attainment is assessed using the M Scale framework and is measured using a tiered C,B A approach. This framework is rigorous and detailed in it's format and allows teachers to feel confident in their assessments. It also informs teachers of areas of misunderstanding and next steps within learning for individual pupils. Teacher assessment is moderated internally once a half term and externally twice a year.

Areas of the curriculum which are highly valued, when considering preparation for independence as a young adult , are also explored through a termly 'Focus Week'. Pupils explore a range of practical activities with a focus upon one key area of the curriculum, but there is also a focus upon relationships, resilience and critical thinking skills.

Extra curricular opportunities are available to pupils; to pursue particular skills and talents, to explore new experiences and to assist in preparation for life as an adult citizen in society.

Curriculum:

IMPACT - At Middleton School we set our pupils a 'challenge target' of achieving two sub levels of progress over an academic year. If pupils meet this target successfully then they are making progress beyond that which will allow them to make two full levels of progress between the end of KS1 and the end of KS2. For the academic year 2018/2019 pupils at Middleton school made the following progress within English, Maths and PSHE;

	English	Maths	PSHE
% of pupils making at least two sub levels of progress	82%	80%	91%
% of pupils making at least three sub levels of progress	54%	50%	64%

The curriculum at Middleton is led by an emphasis on PSHE and this is evidenced within the fact that this is an area of the curriculum where pupils make most progress.

Pupils have also historically been assessed against an initiative entitled 'Key Skills' at Middleton. This assessment tool explored a range of knowledge and skills not outlined within National Curriculum Programmes of study, but identified by staff as being central to the preparation for our pupils (with SEND) for the next steps in their learning and independent adult life. 100% of year six pupils achieved three quarters of their self help skills and 90% achieved at least three quarters of their communication, attention and application skills.

This assessment tool will be replaced in 2020 by the new M scale PSHE Assessment Framework and a new initiative, aimed at pupils having ownership of their achievements, entitled '99 things to do before you're eleven and three quarters!' We aim to use this initiative to support our curriculum and attainment data analysis, by identifying areas of our alternative curriculum where pupils thrive or require further support.

At Middleton School we strive for our pupils to gain at least M9 within their reading attainment before they reach the end of KS2.(allowing them to be functional readers and preparing them for the next stage of their education) When analysing Year Six pupils in July 2019, 70 % of pupils achieved this goal.

Within the current Year six cohort , as of assessments made in December 2019, 76% of pupils have attained this level or above. The 24% of current year six pupils not yet attaining M9 within reading will be targeted through a reading intervention plan to address their individualised needs to support them in attaining their optimum level within reading before they complete KS2.

Progress for the whole school cohort 2018/2019 within reading was considered Outstanding within five out of seven year groups and Good within the remaining two. 85% of pupils made at least two sub levels of progress within reading over the year and 62% of pupils made three or more sub levels of progress. These figures demonstrate the emphasis placed upon the development of early reading skills for pupils across the breadth of the curriculum.

The Pupil Premium Cohort also make good progress at Middleton, achieving higher levels of attainment than the whole school population across all strands of English, two strands of maths and all strands of PSHE. Interventions put in place to support this cohort result in a positive impact with regards to their academic progress.

Pupils who attend intervention strategies, for example Jigsaw, make Outstanding progress. Pupils in the 2019 cohort made an average of 2.3 sub levels of progress over the year within the subjects addressed in their intervention group. This exceeded the whole school target of 2 sub levels.

Key **changes** since last inspection:

- New Head teacher in post (Sept '19)
- New Deputy Head teacher in post (Sept '19)
- Extended funder number of pupils (90 pupils)
- All pupils (including Upper KS2) now accessing offsite learning at least one session per week.
- Extension of the Outreach Team, with twelve members of staff currently trained and providing Outreach provision to mainstream schools.

Key **improvements** since last inspection:

- Introduction of 'Jigsaw' Intervention group—to target pupils making less than expected progress in key aspects of their learning.
- M scale descriptors now published for both Maths and English and shared with other schools both within the local authority and beyond.
- M scale descriptors for PSHE ready to publish in the Spring of 2020, and will be available for other schools to purchase and adopt.
- Development of the PSHE curriculum and associated key events has led to 91% of pupils making outstanding progress within this area of their learning.
- Extension of the Senior Leadership Team to include an Assistant Head teacher.

Key priorities on SDP/ SAP

- To extend the use of sign and symbol throughout the school, to support communication and learning for our pupils.
- To develop a sequential programme for early readers, incorporating the phonics strategy at all phases.
- To re evaluate the Middleton Curriculum & develop curriculum teams across the school.
- To develop clarity with regards to curriculum intent, implementation and impact.

What are we proud of?

- M Scale framework developed within all strands of Mathematics, English and PSHE, allowing teachers to assess pupils against a small step, cumulative approach to the acquisition of skills and knowledge.
- The creation (Autumn 19) of M scale descriptors within Creative Arts and Humanities defining next steps in learning within these curriculum areas.
- Re-design of the Middleton Curriculum (Autumn 19) involving the thoughts and opinions of all stakeholders. Staff, parents and carers are now confident that the Middleton Curriculum meets the particular needs of the pupils in our care; considering their special educational needs and preparation for next steps within their education as well as preparation for adult life as a member of society.
- A broad, balanced and challenging curriculum which enables pupils to revisit skills and knowledge already acquired as well as the prospect to explore new experiences and learning opportunities.
- A team of staff who are secure in their subject knowledge and who work cohesively to develop, review and evaluate progress within specific areas of the curriculum.
- A series of CPD opportunities for staff to further develop their knowledge of early reading skills, phonics and reading comprehension so that pupils are more ably supported in their reading attainment.
- Pupil attainment—considered Outstanding across all core areas of the curriculum. The vast majority of pupils make Outstanding progress in relation to their starting points.
- Pupil engagement in the learning process. Pupils are highly motivated by the kinaesthetic approach to learning, practical exploration of key educational concepts and motivating use of resources. Within four out of seven year groups, progress within the strand of Attention, Motivation and Self Reflection is considered to be Outstanding.
- Teaching is of a consistently high standard. Autumn term classroom observations demonstrated that **78%** of lessons were graded as Outstanding. (7 out of 9 Outstanding, 2 Good)

Areas to be developed further

- Creation of broad M scale descriptors within Science and Technology, PE and Offsite learning.
- Development of detailed assessment framework to support M scale descriptors within five other key areas of curriculum (Science and Technology, Creative Arts, Humanities, PE and off site Learning).
- The purchase of resources and structure of a cohesive whole school Reading Scheme. This will also include a range of practical resources for pupils to share with families at home.
- The development of a link Governor for each specified curriculum area.

What are we proud of?

- The school environment is welcoming, safe and calm. Pupils, staff and visitors are happy to be part of our community.
- Pupils at Middleton have Outstanding attendance. (94.5% for 2018/2019) This is 4.7% higher than the National Average for Special Schools, reflecting the positive attitude our pupils have for learning. It also demonstrates that pupils feel safe and happy coming to school.
- There have been no recorded bullying incidents in the past year.
- Only two recordable incidents of RPI during the Autumn term 2019, (both with the same pupil). This demonstrates the ability with which pupils have learnt to self regulate more successfully and respond positively to our behaviour management approach which is based upon the development of internal control.
- Pupils follow well established routines and there are high expectations of personal conduct.
- Pupils engage with leadership opportunities and enjoy roles such as 'cloakroom monitors' 'leader of the day' and 'assembly assistants'.
- To date this academic year, there have been no fixed term or permanent exclusions.
- The school code of conduct is based upon an ethos of mutual respect. Pupils are aware of the consequences of their actions and are able to reflect upon personal choices and actions.
- Middleton School follows a therapeutic approach to behaviour management. Pupil behaviour is analysed through a range of strategies (behaviour logs/ anxiety logs/ 'Roots and Fruits') to enable staff to develop empathy and understanding before constructing a meaningful and effective plan.
- Pupils and staff share positive relationships where achievements are celebrated and there is an open element of trust. Pupils congratulate their peers on their achievements and share in their pride. Whole school recognition is shared in a weekly assembly.
- Pupils make Outstanding academic progress which reflects their positive attitude to learning and minimal behavioural disruptions to the learning process.
- Middleton School benefits from a Full time family Liaison Officer to support pupil and family well being. The FLO also monitors and supports positive pupil attendance.
- Pupil feedback through school self evaluation indicated that 92% of pupils are happy at Middleton School, 93% enjoy school and feel safe at school and 95% believe that adults at Middleton care about them.
- Parental feedback through school self evaluation demonstrates that 98% of parents would recommend this school to other families. 97% of parents believe that their child is happy at school and feels safe.

Areas to be developed further

- An exercise to carry out some detailed analysis of reports of violent incidents so that common triggers or trends can be identified and incidences reduced.
- Further analysis of pupil attendance figures to ensure that pupil absence is kept to a minimum.
- Targeted support for pupils with persistence absence figures.

What are we proud of?

- Pupils develop a sound understanding of how their actions affect others and have defined consequences, through the delivery of the Hertfordshire STEPS approach to behaviour management across the school.
- Pupils access a range of extra curricular activities organised beyond the classroom timetable. These include sporting activities such as basketball, boccia or football, creative activities such as art, choir or dance and life skill activities such as computers and cooking.
- Pupils have opportunities to develop talents and interests which they may then pursue as leisure activities outside of school. This is particularly evident through a weekly whole school session entitled 'Jolly Time'. Pupils select one of the activities on offer each week which are led largely by staff sharing their own hobbies and may include activities such as yoga, karaoke, hairdressing, baking, gardening, dog walking, skateboarding, cycling to name but a few.
- Pastoral support allows time for pupils to share their concerns with staff through organised activities such as 'snack and chat' or art therapy, to protect personal well being. This is also addressed through all pupils being able to access an indoor play option if overwhelmed by the playground and requiring a different approach to socialising with peers.
- All pupils access at least one offsite learning session per week. This encourages engagement with the wider community, tackles key skills which pupils may have anxiety around and prepares pupils for life as a responsible active citizen.
- Middleton School is an inclusive environment which celebrates differences. Pupils work co-operatively together and regularly meet a range of different peers for the teaching of different elements of the curriculum. They tolerate differences among these groups and learn how to interact in a range of alternative social settings.
- We celebrate an ethos of resilience and risk taking at Middleton School. Pupils are encouraged to try new activities and experiences and are fully supported in their aspirations.
- Transition to the next stage of education is well planned and supported for all pupils. Pupils transition successfully to KS3, back into mainstream provision, and also into SLD provision.
- Pupils participate in a range of artistic, musical, sporting and cultural events with peers from other schools. Recent events have included a dance festival, football tournament, athletics, swimming gala and whole school trip to the pantomime.
- Pupils have access to many learning experiences which explore their expressive and creative skills. This includes a weekly drama lesson for KS2 pupils and regular expressive arts performances.
- Whole school weekly assemblies explore a range of topics including diversity, respect for differing faiths and beliefs, key figures in history, and core personal and moral values.
- Pupil Attainment within PSHE is Outstanding (91% of pupils attaining challenge target).
- Pupils identified as making less than expected progress have the opportunity to work 1;1 in targeted intervention groups (Jigsaw/ 1;1 sensory sessions) where all aspects of their personal development are explored and developed on an individual basis.

Areas to be developed further

- Re-formation of the 'school council' and development of greater 'pupil voice' in decision making across the school.
- Exploration of further 'Leadership Opportunities' for pupils across the school.
- Development of new initiative '99 things to do before I am eleven and three quarters' - exploring all components of personal development.

What are we proud of?

- 98% of parents surveyed believe that this school is well led and managed.
- Leaders ensure that robust procedures are in place and used effectively to safeguard the well being of pupils.
- Vulnerable pupils and families are identified early so that the appropriate level of support, access to services and referrals can be made.
- Leaders have high expectations for pupils and ensure that access to experiences and activities is obtained and encouraged. For example, pupils are registered to sit the SATS papers as appropriate or participate in the choir even if non-verbal!
- All leaders have positive and frequent interactions with pupils. All members of the leadership team teach, including the Head teacher. (excluding the SBM)
- Leaders prioritise the education of pupils and examine barriers to learning. A data analysis lead is employed one day per week to monitor pupil progress and identify areas of concern.
- Leaders promote Inclusion for all and play a key role in the planning of individualised teaching programmes and the creation of relevant adjustments to the curriculum, to allow all pupils to engage positively with learning.
- Staff access CPD relevant to the needs of the school as identified on the School Development Plan. They also request and attend training to further their own subject knowledge and professional development. For example, a staff member with responsibility for the lead in PE has recently completed an SLQ level 5 certificate in Primary Physical Education Specialism, attended the PE conference and attends training within specific areas of this subject at least once a term.
- Leaders strive to engage parents and wider families within the school community. Regular coffee mornings are held at the school, along with termly consultation evenings, open days and specific parental training courses. Several parents carry out volunteer work within the school.
- Leadership Roles and Responsibilities are distributed across Senior and Middle Leadership Teams. There is clarity as to individual roles and how these roles work together in a collaborative manner.
- The SLT effectiveness has recently been under review and a new structure of management is now in place with the appointment of an Assistant Headteacher and re-designation of roles.
- Staff well being is at the fore of leadership ethos across the school. A well being package is in place for all staff which includes complimentary lunch, paid sick leave, social events, access to a counselling service, access to the Herts Reward Scheme and a 'well being' day for birthdays!
- Governors have a clear understanding of the school's vision, challenge the headteacher, attend relevant training and stay up to date with local and national initiatives.
- Governors have selected an area of the curriculum to support and spend time in school exploring the curriculum with pupils.
- Pupil premium funding is spent effectively to ensure that this cohort of pupils make optimum progress. The current rationale allows for small group targeted interventions and supports the delivery of 'Jigsaw'. It has also funded an art therapist to support pupil well being and the acquisition of staff for extra curricular clubs to broaden pupil experience. The 18/19 cohort of pupil premium made progress within core areas of the curriculum above that made by the general population of the school.
- All members of the Senior Leadership Team (other than SBM) deliver Outreach to local schools.
- Senior Leaders have accessed safer recruitment training.
- Leaders adhere to the Equality Act 2010 to protect against discrimination.

Areas to be developed further

- To build upon knowledge and skills of Governors within their specified area of the curriculum.
- To form stronger links between the Governing body and the wider staff team.
- To create more opportunities for parents to be involved in the teaching and learning aspect of the school community.
- To build the collaborative work of the newly formed Senior Leadership team.
- To appoint a new Deputy DSP and source relevant training.

In summary:

Pupils at Middleton School make Outstanding Progress in relation to their own individual starting points.

Pupils are happy attending school and feel safe in the school environment.

Parents are confident that the school cares for their child and prepares them for the next steps in their learning.

Staff are ably supported and benefit from a collegiate team approach to their individual roles.

Senior Leaders have a clear vision and ethos for the school and this is communicated effectively with staff, pupils and families alike.

There are high aspirations for pupils and staff constantly seek new opportunities and learning experiences for our pupils.

The Curriculum has been designed to meet the specific needs of our pupils with a range of SEND. There is a strong focus upon Personal, Social and Health education, with an emphasis on well being, Independence and social interaction.

Recruitment and retention is a positive element of Middleton School, with staff being retained in their roles and a large, strong field of candidates applying for available positions within the school.

Prospective parents value the aims, objectives and ethos of the school and share a desire for their child to attend the school.

The school plays host to a vast number of students from a range of backgrounds and supports the professional development of prospective teachers.

The Governing body is supportive of the Senior Leadership Team, whilst also rigorous in it's challenge to hold leaders to account in their aim to provide an Outstanding education for all pupils.

Middleton School is a happy, positive and dynamic place to be! Visitors to the school praise staff and pupils for the welcoming atmosphere and sense of community evident within the school.

Pupils take pride in being a member of the Middleton School community!

Glossary of Terms;

FLO – Family Liaison Officer

KS1 - Key Stage One

KS2 – Key Stage Two

ASD – Autistic Spectrum Disorder

EYFS – Early Years Foundation Stage

SBM – School Business Manager

SLT– Senior Leadership Team

PE– Physical Education

ICT– Information Communication technology

PSHE– Personal, Social and Health Education

CPD– Continuing Professional Development

RPI– Restrictive Physical Intervention

DSP– Designated Safeguarding Person