



Middleton School

Self Evaluation Form



Academic Year 2022/2023– May 23 Update

Context of the school

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

We currently have 110 pupils on roll. (funded number 90)

We have ten classes organised as follows:

Lower school (KS1) Robins class— 9 pupils (1x R, 8x Year1, 2x Yr 2)

Wrens class— 9 pupils (1x yr1, 4 x yr1, 4x Yr2)

Penguins class—10 pupils—(10x Year 2)

Middle School (Lower KS2) Owls class— 10 pupils (1 x year 2 8x year 3 1 x year 4)

Toucans class—13 pupils (8 x year 3, 5x year 4)

Puffins class— 11 pupils (11 x year 4)

Upper School (Upper KS2) Swifts class—12 pupils (12 x Year 5)

Eagles class— 12 pupils (3 x year 5, 9 x year 6)

Kingfishers class—12 pupils (3x year 5, 9 x year 6)

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

84 pupils (76%) have a confirmed diagnosis of ASD.

72% of the whole school 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 from Essex.

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 and School Business Manager.

We currently have 80 staff employed by the school. This is broken down as follows:

Teaching staff –20 Teaching Assistants– 49 Admin staff– 3 Premises staff– 3 Other – 5

COVID19 Pandemic

Middleton School closed to the majority of pupils, following government direction in March 2020. The school continued to remain open between March and July 2020 for all children of key workers and also to vulnerable pupils. In June 2020 the school re-opened to Year Six pupils, Year Five pupils, Year Two pupils and some Year One pupils who were wishing to attend school. In July 2020, every pupil was invited to two full transition days to experience their new classroom, staff and peers in preparation for September.

Throughout the Summer term, pupils were supported in their learning with virtual lessons (up to 37 virtual lessons were delivered each week). The website was regularly updated with learning resources appropriate to a range of ability needs and remote lessons were also recorded for families to access. Every family received welfare calls at least weekly (some daily) and in some cases 'Outreach' provision enabled home visits and support for pupils unable to attend school physically.

All statutory duties and responsibilities (ie. EHCP review, Secondary transition, Parent Consultation) were held and conducted virtually.

Parental views have been sought through several surveys, including; seeking knowledge of ICT device access and availability, feedback upon virtual learning, and information on well being. During school closure parents were surveyed regarding the support they were receiving from the school. 94% of parents believed that the school communicated effectively with them during lockdown and 94% of parents surveyed found the virtual lessons helpful. 100% of parents surveyed appreciated the regular welfare calls made and felt supported by the school.

A remote learning plan was created for potential pupil absence in the Autumn term and staff received further training in the delivery of virtual lessons.

Pupils and staff remained within tight class bubbles upon their return to school in Sept 20 but joined together as a whole school community remotely for assemblies, events and training. The lack of opportunity to mix across cohorts did impact upon pupil experience and potentially also upon progress.

In January 2021, during the second national lockdown, key worker hubs (and vulnerable pupils) were attended by 23 pupils. In addition all pupils were invited into school for face to face learning on a rotational basis. 33 pupils accepted this offer. In summary 56 pupils (58%) opted to attend school, while 40 pupils (42%) opted to continue to learn from home. Daily virtual learning was delivered for these pupils.

Upon return for all pupils in March 2021, all but two pupils re-integrated immediately on a full timetable. Two pupils expressed anxiety in relation to returning to face to face learning and required additional support. However, through careful transition, communication and adaptation of the timetable all pupils were back into school full time by mid April.

A Covid Recovery Plan was written and delivered, with immediate effect, in March 21, across the school. Pupils who fell behind academically during school closure were identified and intervention groups put in place. In total 22 pupils (out of a possible 95) were included in the intervention plan across Number, Reading and Writing strands of the

curriculum. As a result, pupils made outstanding progress throughout the Summer term, with 88% of pupils attending intervention groups making at least one sublevel of progress between March and June.

The areas of PSHE, personal well being and social development were identified as areas in need of focus and development over the Summer term. A series of planned events and activities supported this development and pupils quickly re-engaged in the learning process and their social interactions. For example, one third of the pupil population made two sub levels of progress between March and July 2021 in their attention skills – this targeted expectation is usually applied to a twelve month period.

When analysing the period from Sept '21 to March '22 at least 60% of pupils had already made the targeted 2 sub levels of progress, within PSHE, that is expected over a full academic year. By June 2022 this percentage had risen to 82% of pupils making the expected two sub levels of progress.

When surveyed, 94% of pupils shared positive feelings and emotions about being back in school, with 97% of pupils feeling safe and happy in school.

Attendance over the Summer term remained high and increased month on month, rising from 93.4% in April to 94.1% in June.

In September 2021, the COVID recovery plan was reviewed and updated and pupils have continued to make good progress throughout the 21/22 Academic year. An Autumn '21 learning walk identified three pupils out of a potential sixty six who required additional support to be 'learning ready' and these pupils and their needs were closely monitored over the Autumn term. This observation demonstrated that 95% of pupils were focussed and engaged in the learning process. A further learning walk, with a focus on engagement was conducted in February 2022 and 65/ 69 pupils (94%) were observed to be engaged in the learning process. This process was repeated at the start of the Autumn '22 academic year , where 95% of pupils (81 out of 85) were engaged fully in the learning opportunities presented to them.

In addition, pupils requiring additional pastoral support were identified In Autumn '21 and an intervention plan was put in place for these pupils. This support was no longer required past February 2022.

A serious COVID Outbreak in October 2021 within the school, (and then repeated at various points in both the Autumn and Spring terms) led to restrictive measures being put in place. This impacted the flow of intervention groups and 'cross bubble' learning, which we could see reflected in the Dec 21 assessment and attainment data.

Initiatives identified on the school development plan 2021/ 2022 were affected by the impact of the Pandemic although this has often led to a re-prioritisation of elements of the plan rather than a lack of progress.

In summary, the pupils have responded well to actions and initiatives set out in the Covid Recovery Plan and pupils have made exceptional progress across the curriculum when the June 2022 performance data, and also the December 2022 termly data is analysed.

The school is now exploring a wider range of learning experiences, with pupils and staff working alongside different cohorts and within different dynamics.

Curriculum:

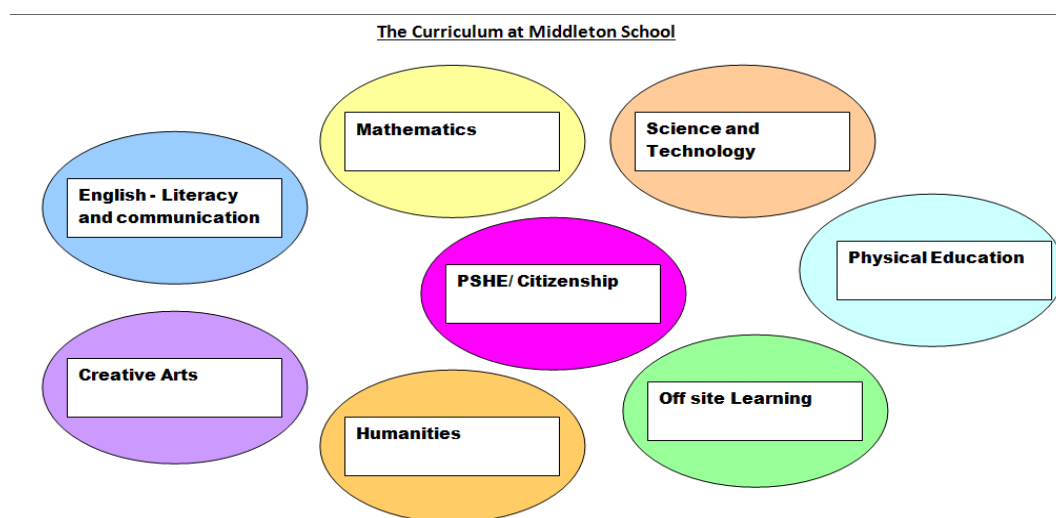
INTENT - The curriculum at Middleton School is driven by a strong desire for our pupils to reach their optimum potential while preparing them to lead life as young adults as independently as possible. We strive for our pupils to be able to socialise appropriately with others, cope with challenges they 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 Relationships and Sex Education. The curriculum at Middleton School is categorised into eight core areas:



Within each of the three 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.

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. The Autumn term 2022 has also seen the launch of the 'M Team' as we pilot an alternative curriculum pathway for a targeted group of pupils.

All pupils engage in off site learning at least once a week. However, during the pandemic, off site learning was limited to journeys which could be made on foot and to external locations. Pupils are now just beginning to explore a wider range of locations and off site experiences in order to further develop their off site learning skills.

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. This was more challenging when working in COVID safe bubbles, although we are now exploring a wider range of ability grouped learning experiences as restrictive measures are lifted.

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 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.(Summer 22) and 65% Outstanding, when lessons were last formally observed. (November 2022).

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. When pupil progress was analysed at the end of the Summer term 2022 it demonstrated that the following progress had been made;

2021/2022 cohort	English	Maths	PSHE
% of pupils making at least two sub levels of progress	85%	86%	82%
% of pupils making at least	70%	65%	60%

This data contains some of the highest progress percentages that the school has attained and is back in line with the pre pandemic data (exceeding it where three steps of progress are concerned.)

For the academic year 2019/2020 (before the impact of COVID) pupils at Middleton school made the following progress within English, Maths and PSHE;

2019/2020 cohort	English	Maths	PSHE
% of pupils making at least two sub levels of progress	82%	83%	84%
% of pupils making at least three sub levels of progress	58%	52%	64%

The table below details progress made by pupils in the year 2020/2021 and demonstrates that despite disruption to learning caused by the pandemic, pupils continued to make good progress;

2020/2021 cohort	English	Maths	PSHE
% of pupils making at least two sub levels of progress	75% (80% within the strand of reading)	75% (84% within the strand of number)	68%
% of pupils making at least three sub levels of progress	48%	39%	41%

Pupils within the EYFS made notable progress, with 100% of pupils making two sub levels of progress in English, Maths and PSHE.

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 routinely make most progress. It is interesting to note that this area of the curriculum was impacted more negatively by the pandemic and as such is an area highlighted on our school development plan and Covid recovery plan, for improvement. The completed assessment tool using PSHE M scales is now in use across the school and we hope to also introduce 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 pupil attainment data in June'22, 87 % of pupils achieved this goal. In addition, 67% of pupils attained a level between M10-M15.

Progress for the whole school cohort 2021/2022 within reading was considered Outstanding with 92% of pupils making 2 sub levels of progress and 74% of pupils making three sub levels of progress within this strand.

These attainments were reached despite disruptions to learning from the pandemic, and reflect the high quality of remote learning delivered during this period, and the successful initiatives and foci upon this area of the curriculum during the 21/22 academic year. The strand of reading is **not** identified as an area of concern for any year groups or cohorts throughout the school. 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 or equal levels of attainment than the whole school population across all strands of English, Maths and PSHE, other than the 'Speaking' strand. The pupil premium cohort made exemplary progress within PSHE, and particularly the strand of 'Attention, Motivation and Self Reflection'.

% of 2 sub level gains	Sp	L	R	Wr	Nu	Meas	Geom	Stats	RLWW	IPWB	AMSR
Pupil Prem cohort	83%	95%	92%	86%	95%	89%	95%	86%	92%	95%	98%
Whole school cohort	85%	84%	92%	78%	88%	89%	87%	80%	80%	82%	85%

Pupils who attend intervention strategies, for example Jigsaw, make Outstanding progress. Pupils in the 2019/20 cohort made an average of 1.2 sub levels of progress over the term and half they attended, within the subjects addressed in their intervention group. This was in line with whole school expectations of a target of 2 sub levels of progress over a year. Pupils currently attending the M Team intervention have made at least one sublevel of progress June 22 to Dec 22 and one pupil has made two sub levels of progress in the same term across all core curriculum areas.

Covid Recovery Interventions have resulted in improved attainment for the vast majority of pupils. Interventions scheduled for Autumn 2021 were in part disrupted by Covid outbreaks and restrictive measures implemented across the school. However, continued work to improve attainment for identified and targeted pupils was shown to have positive impact when the March 22 and June 22 pupil performance data was analysed.

Pupil progress between September 21 and March 22 was notably pleasing;

21/22 cohort Sept-March	English	Maths	PSHE
% of pupils making at least two sub levels of progress	66% (74% within the strand of reading)	61% (64% within the strand of number)	60%
Average sub level gain	2.5 sub levels	2.2 sub levels	2.1 sub levels

Pupils within this cohort still have a term's worth of learning before annual analysis of data takes place, but look to be on track to meet, or in deed exceed, expectations, which was born out when data was analysed in June 22.

Pupils who attend Middleton School are happy and keen to engage in the learning process. The sensory and kinaesthetic approach to learning motivates pupils and ensures that the curriculum meets the needs of the pupils. The ethos of 'Learning for life' which is driven through our curriculum design has a positive impact upon pupils and their families. When surveyed, 75% of parents transitioning from Middleton to KS3 said that they most valued the offsite learning and life skills component of the curriculum. Open question responses led to 63% of parents stating that the Middleton Curriculum had allowed their child to grow in confidence, while 50% of parents identified an increase in independence as a direct impact of the curriculum design.

Key **changes** since last inspection:

- New Head teacher in post (Sept '19)
- New Deputy Head teacher in post (Sept '19)
- Appointment of Assistant Head teacher (Jan '20)
- Extended funded 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 ten members of staff currently trained and providing Outreach provision to mainstream schools. Additionally now supporting KS3 and KS4 through Outreach.

'Next Steps' for the school, identified at last inspection:

Leaders and those responsible for governance should ensure that: they promote the system of monitoring the progress of pupils, using the scale devised by the school, in order to provide opportunities for moderation.

- **M scales have now been written for all strands of English, Mathematics, PSHE, PE, Scientific Enquiry, Offsite Learning, Creative Arts and Humanities.**
- **M scales are used routinely by staff across the school to both plan and differentiate learning and to assess pupil attainment and progress.**
- **M scale descriptors are used by approximately twenty schools across Hertfordshire and beyond. Training has been provided by Middleton School for schools in the wider community as to how to use these descriptors effectively.**
- **Formal moderation is planned and executed twice a term at Middleton School for a full range of curriculum areas as part of a staff meeting agenda.**
- **External moderation has taken place on several occasions with schools beyond Middleton.**
- **An external moderation session with schools beyond Middleton was held in November 2022 within the strand of Writing.**
- **A publication of the M scales for PSHE is due to be shared with the wider community of schools in the Spring term.**

Key **improvements** since last inspection:

- Introduction of 'Jigsaw' Intervention group—to target pupils making less than expected progress in key aspects of their learning.
- Exploration of learning 'pathways' with the introduction of the 'M Team' in September 2022.
- Development of the PSHE curriculum and associated key events has led to 84% of pupils (pre Covid) and 82% (post Covid) making outstanding progress within this area of their learning.
- Extension of the Senior Leadership Team to include an Assistant Head teacher.
- Teacher training programme embraced with the successful qualification of three teachers through the Teach Direct Programme.
- Curriculum review in 2019/2020 led to a re-design of the Middleton Curriculum.
- Steady rise in attainment and progress within the strand of Reading.

Key priorities on SDP/ SAP

- To improve the capacity to actively assess pupil achievement and progress in Science by ensuring that the M scales are appropriate. .
- To improve attainment, progress and performance within PE.
- To rebuild the Middleton 'sense of community' post COVID19, following analysis of the impact of the pandemic upon all stakeholders.
- To ensure that all pupils are able to make good progress across all curriculum subjects as a result of appropriate sequencing of skills and knowledge.

What are we proud of?

- M Scale framework developed within all strands of Mathematics, English, PSHE, Science, Creative Arts, Humanities, Offsite Learning and P.E, allowing teachers to assess pupils against a small step, cumulative approach to the acquisition of skills and knowledge. These descriptors are led by a desire for optimum independence and responsibility as young adults.
- 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 valued member of society.
- All staff share a common understanding of curriculum content and curriculum teams also promote curriculum intent for their subject.
- Key elements of the National Curriculum are delivered around a core base of PSHE. In addition, cultural capital and personal development is delivered through a range of mediums, including the designation of a core component of the Middleton Curriculum; Off site learning
- 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.
- Each department and key stage follows a curriculum overview which ensures breadth of coverage across the Primary learning years and also encourages progression of skills and knowledge as pupils move through the school. Time is also built into learning for repetition and revisiting of core facts to ensure that learning is embedded to long term memory.
- 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. Curriculum teams meet regularly to review progress and developments within their curriculum area.
- Pupils make notably Outstanding progress in reading.
- Pupils encouraged to develop a passion for reading and books through dedicated literacy time, as well as 1;1 reading time with resources which match a pupil's current reading ability and next steps in their learning. Parent volunteers support pupil reading sessions in school also.
- The teaching of reading has been a core component of Middleton School development plans for the past three years. Staff CPD addresses the needs of pupils who are pre-readers and examines strategies which encourage cross curricular development of pre-reading skills. There are a series of CPD opportunities for staff to further develop their knowledge of developing reading skills, phonics and reading comprehension so that pupils are more ably supported in their reading attainment.
- Training for parents to support pupils in the development of their reading skills is offered and well attended. In March 22, over 50% of parents attended this training.
- Percentage of M9 readers leaving KS2 has increased significantly over past three years, with higher numbers of pupils now attaining M12 and above as they reach the end of Year six.
- 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. Post lockdown, highest rates of progress between March 21 and June 21 were made within the strand of Attention, Motivation and Self Reflection.

- Learning is enriched with a wealth of additional opportunities outside of the classroom and routine curriculum providers.
- Sign and symbol is used effectively to support delivery of subject matter with clarity for our pupils. Staff attend regular CPD in the use of Makaton sign and all pupils are also encouraged to sign to promote inclusion.
- Pupils transition confidently to the next stage in their learning journey.
- Remote learning, when required, is current and meaningful, with planned daily and weekly lesson schedules. It relates directly to the learning planned to take place face to face and links to curriculum planning and progression for each year group.
- M scales support effective and rigorous assessment across the curriculum. Barriers to learning are highlighted and assessment outcomes inform intervention strategies and school development initiatives. Formal, summative assessments take place a minimum of three times per academic year, but formative assessments take place on a daily basis. Pupil progress is discussed regularly at staff meetings and informal pupil observations are central to teacher assessment
- Teaching is of a consistently high standard. Recent classroom observations demonstrated that 100% of lessons were graded Good or Outstanding; Summer 22—**78%** of lessons were graded as Outstanding. (7 out of 9 Outstanding, 2 Good) Aut 22 - **65%** Outstanding (9 out of 14)
- Parent feedback regularly feeds into curriculum review. An Autumn 2022 survey demonstrated that alongside key literacy and numeracy skills, parents value the practical Middleton Curriculum which develops life skills, communication and social skills, often through activities such as cooking, offsite learning and PE.
- The allocation of a 'link governor' to each curriculum area within school.

Areas to be developed further

- Creation of further M scale descriptors within Science and Technology, to improve consistency and quality of assessment in this area of the curriculum..
- Development of a progressive curriculum plan, and assessment tool for Offsite Learning.
- To improve pupil attainment within the area of PE.
- To support pupils in the development of their social and emotional skills in the aftermath of the negative impact of the pandemic.
- Further development of a 'pathways' approach to learning and a differentiated curriculum to meet the full range of pupil needs.

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. Sept 1st 2022 to Oct 12th 2022 stood at 95.05%, Sept 1st until Feb 20th stands at 91% (reflecting Winter ill health). This is more than 6% higher than the National average and Herts 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. (94.5% for 2018/2019, 93% 21/22 ,98% July 22)
- There have been no recorded bullying incidents in the past year.
- There have been just 3 recordable incidents of RPI in the first half of the academic year 22/23. 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. In Spr '22 there were 5 recorded RPI all with the same pupil over a short time period. A review of behaviour man. plans for this pupil was conducted and the need for an RPI response diminished.
- Effective behaviour management strategies have reduced the need for formal behaviour management plans—reducing from 16 Pupils on a formal plan in 20/21, to 9 Pupils in 21/22 and just six pupils in 22/23 thus far .
- Pupils follow well established routines and there are high expectations of personal conduct.
- Pupils are aware of how they can have a positive impact upon their own behaviour and are aware of how this affects others.
- Aggressive or inappropriate behaviours are addressed promptly. Pupils are reflective in their conduct/ practice and can restore relationships with others, sometimes with support and guidance..
- Pupils engage with leadership opportunities and enjoy roles such as 'cloakroom monitors' 'leader of the day' and 'assembly assistants'.
- Pupils develop empathy for others and respect for living things. They share in the care of school pets including a rabbit, fish and a dog.
- Pupils understand, value and celebrate difference which is a key component of the Middleton curriculum
- 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. . Low level disruption is well managed and does not impact learning of peers,
- 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.
- Positive outlook and attitude to learning leads to pupil ability to 'take a risk' and be resilient in the face of adversity.
- Pupils make positive contributions to the wider community and enjoy links with, for example, local elderly residents.
- Visitors to the school comment upon the kindness and respect pupils demonstrate for all.
- 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 a recent school self evaluation indicated that 988% of pupils are happy at Middleton School, 95% feel safe at school and 95% believe that they are progressing well in their learning.
- Parental feedback in Oct 22 school self evaluation demonstrates that 100% of parents believe that their child is happy at school and 97% state that their child feels safe at all times, 3% most of the time.

Behaviour and attitudes

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.
- Further development of 'anxiety mapping' through staff CPD, and support from STEPS tutors to allow more accurate analysis of behaviour.

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. Staff are committed to the ethos of this therapeutic approach.
- 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.
- Pupils have opportunities to explore experiences beyond the academic that may provide them with social, spiritual and cultural interests within the wider world eg; Jolly Time, Clubs, off site learning.
- 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.
- Pupils and staff are supported by members of the Mental Health Support Team. They link with the school and make a face to face visit each week, supporting targeted individuals as well as whole class groups.
- Well being for all stakeholders is held in high regard. There is a well being lead teacher in post, and he is supported by peers in the 'well being' team., alongside a governor with responsibility for well being. There is a clear focus on personal well being in the creation and delivery of an action plan and a weekly agenda item within staff meetings.
- 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.
- Off site Learning is highly valued in it's contribution to pupil personal development and is now recognised as a key area of the curriculum delivery in it's own right. This allows staff to ensure that there is integrated planning and progression within teaching and learning experiences within this area of the curriculum. It is identified in parental feedback as being an aspect of the curriculum valued the most.
- The Middleton Curriculum teaches independence from a young age and dedicates time and value to the development of self confidence, self esteem, resilience, ability to find resolution and strength of character.
- 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.
- Well being of individual pupils is monitored and evaluated through staff professional dialogue and data analysis. Interventions are led where appropriate and September 2022 saw the introduction of the 'M Team' which meets the needs of a group of pupils who required an alternative access to the curriculum in order to be engaged, settled, happy and learning.
- 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.
- Middleton School (pre and post pandemic) provides a range of extra curricular clubs and activities. Some clubs target pupil premium and disadvantaged pupils in particular. There is high interest and take up for additional clubs and pupils have historically attended our holiday club; the Kingfisher Klub'!
- Pupils attend and contribute to a whole school council process.

Personal Development

- 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. In Summer 21, the SLT observed and monitored the process and concept of transition for pupils across all key stages.
- 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 (82% of pupils attaining challenge target in 2022).
- In an Oct.22 parent survey, 100% of parents felt that their child had settled quickly into their new class and new routines. 95% expressed that their child had already made positive friendships with others.
- 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.
- Exploration of healthy lifestyles is a core component of several aspects of the curriculum – Particularly within PSHE, PE and Science.
- The teaching of RSE begins in the EYFS with a strong focus upon positive relationships with others. Pupils are taught that they have ‘ a voice’ and can identify when a relationship is considered unhealthy.
- Pupils feel comfortable to confide in adults within the school when they have a concern.
- The Middleton Curriculum creates formal learning opportunities for pupils with regards to differing faiths, cultures and beliefs. In addition, extra curricular activities allow pupils to demonstrate their own understanding and respect for difference and diversity.
- Equality is valued and a recent audit demonstrated the consideration made by staff as to the differing needs of a wide range of pupils and a strong belief in access for all.
- There have been no reported discriminatory behaviours. Pupils are knowledgeable and respectful in the differences among people. Pupils are also confident to share their own opinions and hold value in their own views. This is shared within forums such as school council.
- Off site learning allows pupils to put into practice the skills they have learnt in the classroom. Staff can observe pupils interacting positively with others in a range of social situations.
- Pupils make suggestions as to how they can contribute positively to society.
- Pupils enjoy exploring new sporting, creative and social experiences. For example in Summer 2022 the whole school enjoyed an archery experience day. Pupils enjoy entering national competitions ie; Virgin Radio Christmas song contest, and the para dance competition where they achieved first place in two categories..
- An aspect of the role of FLO is to seek additional clubs and activities for pupils with specific interests.
- A range of social activities are planned within school (and external of school) to bring families together. For example, in September 2022, we held our annual Family Pic-nic.
- 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.

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.
- Further development of actions within the Well Being policy and action plan for pupils, families and staff .

What are we proud of?

- 98% of parents surveyed believe that this school is well led and managed.
- All staff share a clear vision and ethos for the school and its evolution and development. All staff contribute to initiatives included in the school development plan and are integral to the review of this plan at regular intervals.
- The vision and ethos shared by all has supported resilience through the pandemic and assisted the continuation of a strong and supportive school community, with the needs of the pupils at the centre of all actions, discussions and decisions.
- 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.
- Staff received training on the delivery of remote education and as a result grew in confidence in their knowledge and skill set in this area. In a Summer 2021 survey, 81% of staff stated that they are now confident in the delivery of high quality virtual lessons and a remote learning package for pupils.
- In a Summer 2021 survey of all staff, 82% of staff felt that they had not experienced anxiety or stress relating to increased workload during the pandemic.
- 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!
- A Summer 2021 survey of all staff found that 100% of staff have felt safe and well supported through the pandemic.
- Staff have access to well being support from external mental health practitioners. This is organised and led by the school.
- Staff attend extra curricular clubs to aid well being, including dance, choir, mindfulness. These are held after school.
- 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.

Leadership and Management

- 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 19/20 20/21 and 21/22 cohorts 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.
- Staff are confident and knowledgeable in the content of key school policies.
- Staff have confidence in systems and procedures in place to protect pupils and staff alike. Any whistle-blowing allegations are fully investigated and appropriate action is taken.
- 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.

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 historically 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

KS3—Key Stage Three

KS4 - Key Stage Four

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

PE—Physical Education

RSE—Relationships and Sex Education

CPD– Continuing Professional Development

RPI– Restrictive Physical Intervention

DSL– Designated Safeguarding Lead

