The Meadows School

Self-evaluation document

July 2018- July 2019

Please note this is a working document and will be updated monthly or when necessary.

	Summer term 2018	Autumn Term 2018	Spring Term 2019
Effectiveness of leadership and management	**2**		
Quality of teaching, learning and assessment	**2**		
Personal development and welfare	**2**		
outcomes for pupils	**2**		
Early years provision	**N/A**		
Sixth form provision	**2**		

SCHOOL CONTEXT

Our Students

The Meadows School educates young people aged 9-19. The Meadows is a maintained special day school in Oldbury, Sandwell, for SLD/PMLD/ASD students with Complex and profound multiple learning difficulties.
All students have cognition and learning difficulties, which may include severe communication and sometimes behavioural difficulties. Many of the students have a range of complex needs, such as autism, cerebral palsy and complex medical needs. All students have a statement of educational need or an EHCP.

Social and economic background

Sandwell has a high unemployment rate, with associated social challenges. Sandwell has almost twice the national rate of residents claiming incapacity benefits and poor skills performance. (Source Research Sandwell) Despite these, facts we pride ourselves on making a unique and positive difference for our students and their families.

Attainment on entry

For all of our students', attainment is below National expectation.

Our school

There is a new leadership structure in place, which has been in situ since January 2018.
The Meadows School is purpose built in order to meet all students' needs. This includes sensory rooms, Hydro pool, extensive outdoor learning space and good sports facilities. Due to the complex needs of our students we constantly work in partnership with a range of agencies. We have an onsite hub for physio, children's community nurses, Occupational Therapists and Speech and Language therapists, Hearing Impairment Teacher and Visually Impairment Teacher.

Our students are at the centre of all we do. Our multi team approach focuses on what the student needs in order to be successful.

Within 6th form there is a strong emphasis on promoting independence and preparing our students for adulthood. Strong relationships have been built with the local community, including college visits, apprenticeships, internships and we have an active school shop.

2018/2019

Student numbers- total (9-19)	168

SEN Needs	KS2	KS3	KS4	Post 16
Severe Learning Disability		33	28	32
Profound Multiple Learning Difficulty		7	7	15
Autism Spectrum Disorder		10	7	9
Behaviour Emotional Social D			1	7
Hearing Impaired		3	3	3
Moderate Learning Difficulty		1	1	0
M Sensory I		1	0	3
Other		2	1	18
Physical difficulty		5	7	14
Visually Impaired		3	6	12
Speech and Language		3	3	18
Social Emotional Mental Health		6	19	49
Total		74	83	180
Girls		18	10	13
Boys		27	31	36
LAC		3	1	2

Ethnicity	KS2	KS3	KS4	Post 16
Any other Asian Background		0	1	0
Any other white background		0	1	4
Bangladeshi		3	3	4
White/Asian		2	1	0
Black/ African		3	4	1
Chinese		0	0	1
White/Black Caribbean		1	1	2
Indian		6	4	3
Pakistani		10	8	6
White British		15	13	22
White Irish		0	1	1
Black Caribbean		2	1	5
Any other black background		0	1	0
Any other ethnic group		1	1	0
Gypsy/Roma		2	0	0
Not obtained				

We have 16 students leaving.
32 students starting this academic year.
KS2 – 5 **KS3** – 23 **KS4** – 3 **Post 16** – 1

EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

Through strong processes of monitoring and evaluation we have clearly identified our priorities and we are making rapid and strong improvements.
There is strong capacity within leadership at all levels to implement these changes.

Leadership of Teaching and Learning:
All leaders focus on improving the quality of teaching. There is a strong drive in school to ensure rapid progress. This is supported by professional development, which is linked to the SDP. There is a rigorous cycle of monitoring of all aspects of the school. This enables us to plan for improvement for all students. Our monitoring cycle includes learning walks, lesson observations, pupil progress, internal and external moderation of pupils' work and opportunities for planning and work scrutiny. We use this to identify strengths enabling us to share effective practice and target key areas for improvement. The recent review of quality of teaching demonstrated that we are using data more effectively to inform planning and meet the needs of all individual students to accelerate their progress. This includes accurate intervention systems.

Appraisal:
Staff appraisals are used to support further improving teaching and outcomes for all students. It enables the school to monitor and share effective practice and ensure relevant and appropriate professional development for staff. The school has implemented an appraisal system for support staff, whereby all support staff receive an well-being 'MOT' using their job description and future aspirations to form the basis of discussions.

Curriculum

In an attempt to personalise our provision and achieve holistic development to maximise the potential of all of our students, we have reshaped the curriculum to reflect the domains of the Code of Practice and the areas of the EHCP. These areas of focus are categorised as the following:

- Cognition and Learning
- Speech, Language and Communication
- Independence and Self-Help skills
- Physical Development and Sensory Needs
- Social and Emotional Well-Being

These areas of focus have a dedicated team with a strategic leader to develop provision and promote pupil outcomes.
This approach enables teachers to focus on the individual needs of students and have the flexibility to adapt the curriculum in an appropriate way. Our established multi agency team are an integral part of our offer to young people.

Our curriculum is strongly supported by a wealth of enrichment opportunities. Some of these include:

- Weekly drama sessions provided by The Birmingham Repertory Theatre
- Sports coaching provided by West Bromwich Football Club
- Discrete Lego therapy sessions
- Residential trips including Duke of Edinburgh awards
- Promoting independence through trips into the community
- Music sessions provided by the Open Orchestra

We will continue to review our curriculum to ensure it meets the individual needs of all our students' communication, independence and personal and social development skills.

In order to engage all students we have a variety of theme days and celebration days. These days bring real vibrancy, energy and engagement opportunities for all the students. We aim to promote fundamental British values through every aspect of our curriculum, and especially through our assembly programme. We have an active student council with cross school representation, enabling students to adopt roles and responsibilities throughout the wider school community.
We value our links with external agencies and local community groups e.g. police force and the neighbouring Balaji Temple.

Safeguarding

As confirmed by Ofsted (Sept 2017) and external Safeguarding audit (June 2018) there are rigorous safeguarding processes and procedures in place.
Safeguarding is of paramount importance and the most significant change to Safeguarding procedures within school is the introduction and embedding of the SafeGuard online system. All staff have means of access to record and report concerns in a timely and efficient manner. Staff have received relevant training to enable them to successfully input student information. Having a central system, allows concerns to be quickly flagged to the Designated Safeguarding Leads within school. Collated reports forms the basis of the weekly safeguarding meetings and allows our safeguarding team to have oversite of trends, generate actions and have confidence in the robustness of safeguarding systems across the school. We value input from multi agency professionals within these meetings e.g. CAMHS and the nursing team.

There is a robust training programme in place to ensure all staff meet statutory requirements e.g. FGM training, PREVENT, CSE. This includes all staff having signed and understood the Keeping Children Safe In Education (Sept 16) document and the Code Of Conduct. We pride ourselves on our positive relationships with Social Care and Health and have strong multi-agency working relationships to ensure best outcomes for all students. Effective measures are in place for monitoring and reviewing Health and Safety and child protection throughout the school. Senior Leaders and Governors all have safer recruitment training. There are relevant health and safety policies to ensure adequate procedures are in place e.g. administering medicines, first aid, mouthing.

The name of the Designated Safeguarding Leads are detailed in our Safeguarding Policy and all staff are aware of the flowchart of procedure, which are clearly displayed throughout the school.

We have yearly audits that are completed by external safeguarding partners.

We have a Secure Single Central Record which meets statutory requirements. To further enhance the statutory guidelines in this area, we have adopted an additional control measure in the form of Safeguarding Governor oversite.

Governance
Governors meet their statutory duties. The Governing Board has recently been reconstituted and we have reviewed roles and responsibilities. There will be link Governors to ensure further challenge to ensure the school makes rapid progress. There is an identified safeguarding Governor. Governors contribute to the school self-evaluations and understand the schools' strengths and areas for improvement. The governors hold SLT to account. This includes the use of Pupil Premium funding and Year 7 catch up funding. Health and Safety Governors in particular challenge SLT to ensure the site is safe.

Partnership with other agencies

We have highly effective working partnerships with the following multi agency professionals.

- Speech and language therapists
- Nurses
- Occupational therapists
- Physiotherapists
- CAMHS

In addition, we have established working relationships with the following:

- Dudley canal trust
- Local temple
- New wave arts
- Specialist dentist
- Yoga
- Co-op
- National rail network

All of the above enable us to effectively meet our students individual needs and provide a range of opportunities. We pride ourselves on working with local schools and within our local community to ensure positive outcomes for our students.

We have an extremely successful transition programme, which ensures pupils who join our school community have the best possible package to support their needs.

Families

Due to our commitment to family liaison and relationships, we have developed a dedicated pastoral team who have worked extremely hard to support families in a variety of ways. Some of the areas that have proved successful are:

- Attendance programme
- Hair washing workshop
- Drop-in support sessions
- WOW moments celebrated through postcards
- Early help Assessments

Our work with families is of highest importance. We have a pastoral team who offer a bespoke provision for families. A positive outcome of this level of interaction from the pastoral team, is improved family engagement, which is evidenced through Increased attendance at EHC meetings, parent review sessions and workshops.

What are our main priorities considering the information and evidence in this section?

QUALITY OF TEACHING, LEARNING AND ASSESSMENT
Sam and Kathy The recent review of Teaching and Learning shows that teaching continues to be good. Areas of strength: - Behaviour is good and most students want to engage in teaching and learning activities, - Students have positive relationships with staff, who support them to feel safe - Staff were deployed effectively where teaching was good - Evidence of effective questioning - Curriculum enrichment provides strong support for personalised learning pathways and SMSC experiences - Assessment procedures are under review and a pilot scheme is currently taking place within school, in line with anticipated updated government guidance Areas for development: - Continue to review curriculum pathways, particularly focussing on PMLD learners - Develop use of technologies to enhance teaching **Quality of Assessment**: Following the inspection in September 2017, one of the key priorities stated The Meadows School must 'introduce an assessment system which allows teachers to record clear evidence of progress against pupils personalised small steps of learning in their re-written EHC plans, reflecting the whole breadth of the curriculum in school.' This key finding has enabled us to develop a holistic approach to assessment. After researching many assessment systems and working with a number of school partners, an informed decision has been made to use the assessment tool 'Evidence for Learning.' This programme will allow teachers to input students personalised EHCP targets and collect evidence against these targets for all of the domains of the Code of Practice. To quantify this evidence and facilitate the recording of progress we will use 'Mapping and Assessing Personal Progress' (MAPP). MAPP enables us to assess evidence against a continuum, from emerging behaviours to competency. This information can then be converted to numerical data to aid analysis and monitoring. Both of these new initiative are in the piloting stage and will be trialled throughout the Autumn Term. In the meantime, attainment and progress will be tracked through P levels/National curriculum levels and accredited outcomes.

Section 3: Behaviour, personal development and welfare.

Behaviour

We proactively promote students independence, in classes and at social times. Since May 2017 we have been using MAPA to support de-escalation strategies and positive handling. All stakeholders are provided with relevant training to enable them to be proactive and engage in a shared ethos of the school, following consistent approaches to learning and engagement. Current family surveys note that they believe behaviour to be good at school. Behaviour plans are reviewed and updated termly or when necessary. Behaviour incidents are tracked and monitored weekly by the behaviour. Patterns are recorded and then monitored by the DHT; prompt action for concerns is of paramount importance.

Learning walks and SLT visits around school confirm behaviour is at least good around the school. The behaviour team in school provide weekly support meetings to staff throughout the school and have also worked in other schools to offer some outreach advice for individual students. Positive reward systems have been introduced within classrooms, which the teacher determines based on individual need. Sleuth is now only used to record negative incidents of behaviour to ensure accurate and meaningful reports are being produced using the online system. These are reviewed weekly by the behaviour team, and support provided whenever necessary.

	Bullying	Racial Incidents	Exclusions
2018 - 2019	0	0	0
2017-2018	0	2	0
2016-2017	0	0	0
2015-2016	0	1	0
2014-2015	0	0	1
2013-2014	0	0	1

Personal development and welfare

The school environment is safe and secure. All students have individual risk assessments, where needed and this supports keeping the students safe both in and out of school.

Effective programmes are in place to support children in keeping themselves safe and these are personalised to meet individual student's personal development and safety needs. This includes e-safety. Brook delivers part of the sex and relationships education to students in KS4 and 6th form. Families give consent for these sessions.

On arrival into school all students are greeted by members of staff. We work closely and proactively with external agencies from the home authority of the young person e.g. CAMHs to the support the mental, emotional and physical well-being of all pupils. PSHE sessions impact on developing their self-confidence and self-esteem.

We have a proactive partnership with the REP theatre and there are a series of drama development sessions which focus on personal development and building self-esteem.

We celebrate all cultures and festivals, this year we have had whole school celebrations for Black History Month and a Winter festival, of which external partners played a huge part.

We have a new curriculum focus, based around EHC plans, which focus on pupils individual needs, there will be equal weighting between the 5 domains of an EHC plan. We have an increased number of Health care assistants in school to support the medical needs of our students. We are looking to develop a postural team within school now we have moved to the new ROSPA provider for moving and handling. The SSP support that students receive in school is an asset to their personal care routine and lifelong learning skills.

Year	***%Attendance***	***%Authorised***	***%Unauthorised***
Sept 2018 – Jan 2019	***88.73***	***10.09***	***1.15***
Jan 2017 – July 2018	***87.86%*** (before removing long term absence)		
Feb '17 – 19th Dec '17	***89.59***	***9.09***	***1.32***
Sept'16- Jan'17	***89.73***	***9.57***	***0.70***
7/9/2016 - 04/11/2016	***89.34%***	***9.92***	***0.74***
2015-2016	***89.60%***	***9.80%***	***0.60%***
2014-2015	***91.66%***	***7.84***	***0.50***

Attendance:

Total attendance:

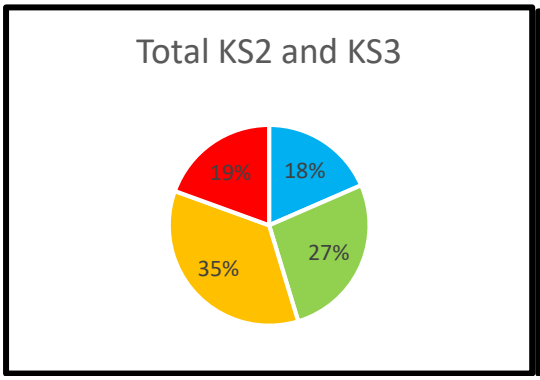
There are effective systems in place to monitor and review attendance. Interventions are punctual and timely for each student. A register is taken daily at tutor time, as the students arrive. The Attendance and Prosecution Service has been into school this half term to review attendance, and found that our procedures were rigorous.
At school we monitor attendance daily and analyse weekly. Each half term a report is generated for our attendance figures, which supports whole school analysis and review.

Attendance is a focus during our whole school weekly celebration assembly. Pupils are reminded of the importance of regularly attending school. We have a new celebration programme in order to recognise achievements of attendance improvements within school. Postcards are sent home half termly for those students who reach 100% attendance or have improved attendance. A celebration assembly is organised each term to celebrate achievements , and an end of year trip/party is available to students who have recognised outstanding attendance.
There is a small number of students who are unable to attend school full time, there is a bespoke provision where school staff educate at home and bring the students in when they are well enough to be in school.

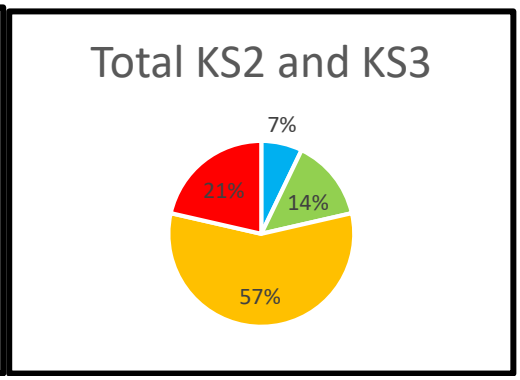
OUTCOMES FOR PUPILS

Autumn Data 2018/2019

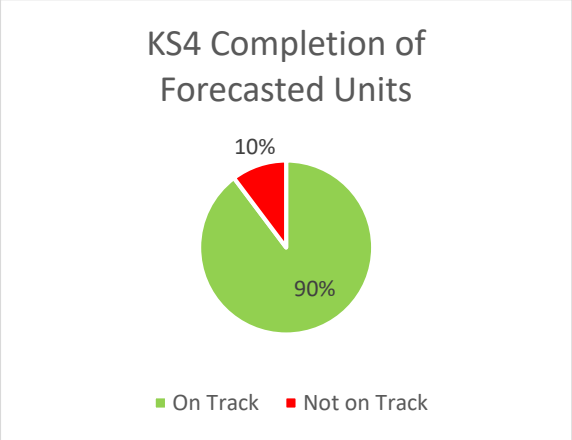
Working at p3ii and below

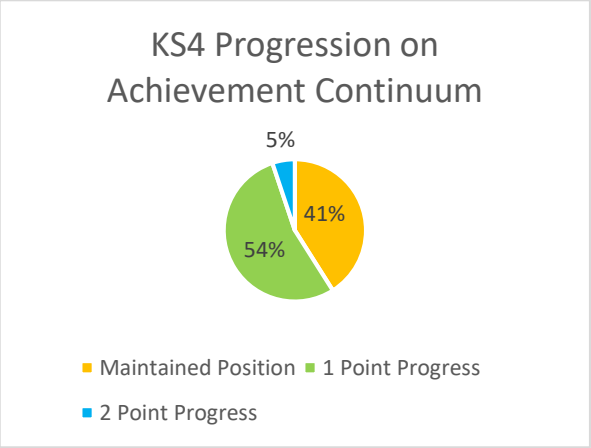
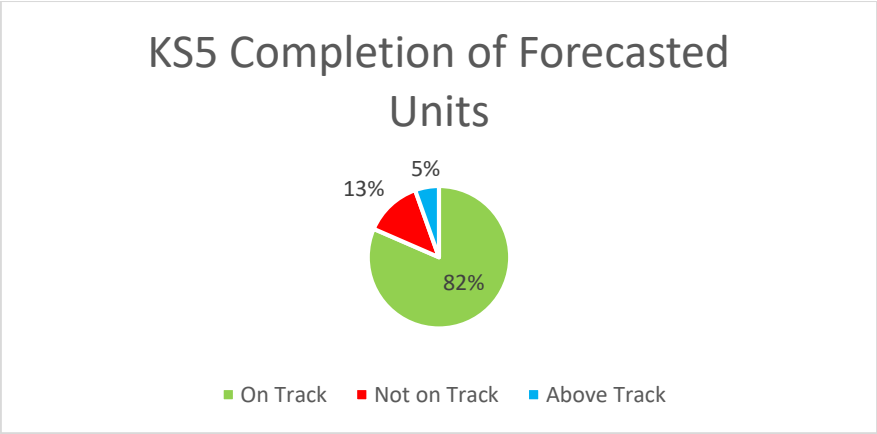


Working at p4 and above



Key stage 4 Data results





Key stage 5 data results