**School Evaluation- The Meadows School**

**Headlines**

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| Key area | Judgement |
| Overall effectiveness - standard of education | Outstanding |
| Overall effectiveness – SMSC | Outstanding |
| The effectiveness of Leadership and Management | Outstanding |
| Quality of teaching and learning | Outstanding |
| Personal development, behaviour and welfare | Outstanding |
| Outcomes for learners | Outstanding |
| The Sixth Form | Good |

**The context in which the school works**

The Meadows School caters for students with a wide range of special educational needs. All students have an Education and Health Care Plan before entering the school. Students come from both urban and rural areas. The majority are from Staffordshire but the school also takes students from Stoke on Trent, Cheshire East and Derbyshire. Most students are brought to school by local authority transport.

The Meadows School converted to Academy status in October 2016. The School works closely with Springfield School, a primary generic special school. The two schools have one Local Academy Board and an Executive Headteacher. The Schools are part of the Manor Hall Trust which currently consists of six Special Schools. The schools support the development of the trust and themselves through a variety of networking groups.

Following conversion, the leadership team was reorganised. It consists of the Executive Headteacher, a Head of School, two Assistant Headteachers and two senior teachers with Teaching and Learning Responsibilities. The Head of School is responsible for day to day management of the school, the Assistant Headteachers and two senior teachers are responsible for areas of teaching and learning, personal development and the sixth form. Teachers have responsibility for individual subject areas. Teaching assistants also take on specialist roles within the school. The Schools have also recently appointed a Designated safeguarding Lead who line manages two family workers.  
  
The Meadows is primarily organised into a main school (Yr7-Yr11) and a sixth form (Yr12-Yr14). The majority of classes are organised by chronological age or key stage. Some of the more complex classes include students of sixth form age because of the particular needs of the student. The Meadows has a unit for students with complex learning difficulties. These students have some of the most complex and challenging needs in the region.   
  
**Overall effectiveness - standard of education**

The effectiveness of the school is evidenced through the quality of teaching, learning and assessment, outcomes for learners and the involvement of the school with ground breaking initiatives both locally and nationally. We are outward looking and focus on developing leaders, teachers, teaching assistants and others, seeking to improve the quality of education provided to students at The Meadows and those students in other schools.

The quality of teaching has been consistently good or better since 2014 and there has been an increase in the proportion of outstanding teaching over the last two years resulting in excellent learning and outcomes for young people.  Students are supported particularly well in developing their skills in reading, speaking and listening, writing and communication. Students and their families are exceptionally well supported and prepared for transitions and adult life. Effective action is taken to enable all students to achieve their full potential. There is no complacency and we have a proactive attitude in moving forward which is reflected by students and staff.

**Overall effectiveness – SMSC**

The school’s thoughtful and wide-ranging promotion of pupils’ spiritual, moral, social and cultural development and their physical well-being enables them to thrive in a supportive, highly cohesive learning community. The school is a harmonious community where our young people grow and increase their ability to interact with the world around them.

* Students enjoy coming to school, learning and the opportunity to be creative and adventurous
* The school fosters enjoyment and fascination in learning by providing a wide range of interesting and exciting experiences in and outside of the classroom
* Students are reflective of their experiences, choices and actions
* Students recognise the difference between right and wrong
* Students participate in a variety of communities and social settings, including by volunteering and fundraising
* The curriculum promotes understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others

**The effectiveness of Leadership and Management**

Governing Body

Governors, stringently hold senior leaders to account for all aspects of the school’s performance. Through highly effective, rigorous planning and controls, governors ensure financial stability, including the effective and efficient management of financial resources such as the pupil premium funding. This leads to the excellent deployment of staff and resources to the benefit of all groups of pupils.

* The governors have a strong and ambitious vision for the school
* Governance is strong they act as critical friend and hold the school leadership to account, ensuring the school complies with statutory requirements and is constantly developing
* Performance management of the executive headteacher is rigorous
* Governors are self-evaluative
* Governors come from a variety of backgrounds, including those with experience of education, and those from a business background.
* There is experience among the governors in the areas of finance and management.
* Governors are fully aware of school development plans and how pupil premium funding is used.
* Governors regularly monitor and question the progress of actions and the outcomes for learners.

Leadership and management

* The senior leadership team and governors have high expectations which is evident in the school improvement plan and through the monitoring of teaching and learning and performance management processes
* There is rigorous and continuous self-evaluation which drives improvement planning in all areas of the school
* The school has a significant and active role within the development of the Manor Hall Trust and local initiatives
* There is a focus on professional development, distributing leadership and succession planning
* Performance management is directed at improving teaching through challenge, support and professional development
* The Executive Headteacher is actively involved in the Local Authority as chair of Special Schools Forum, representing Staffordshire special schools on management committees for several years and is currently seconded by the LA for 20 hours a month to transform SEND provision. The school is part of a prototype to provide support to students with SEND in mainstream schools
* There are high expectations for social behaviour among students and staff which is evident to all visitors
* The school is a founding partner of Grow Moorlands, a Charitable Incorporated Organisation seeking to improve work opportunities for disadvantaged young people in Staffordshire moorlands.
* The school is a member of the Leek Education Partnership consisting of first, middle and high schools in the Staffordshire Moorlands

Curriculum

* The curriculum is broad and balanced; it is flexible and reactive to the needs of the individual and provides exciting, adventurous and memorable experiences.
* The school maps provision for each student to ensure individual needs are met and gaps in development and learning are addressed. Interventions are detailed on these provision maps.
* The curriculum at KS3 and KS4 has a focus on the teaching of English, Reading, Mathematics, Science and Computing as well as Humanities, Art, Languages, R.E, Citizenship, Careers, Physical Development, Technology and Social Development.
* The curriculum at Year 9 and KS4 is designed primarily around Entry Level schemes of work.
* The curriculum for students with complex needs is highly personalised and designed around Asdan, New Horizons, Transition Challenge and Transition Challenge (sensory).
* The curriculum is supplemented by a wide range of small group and individual interventions which are carefully planned and delivered for the greatest impact; in addition, time is given for each student to focus on addressing EHCP outcomes.
* There is a wide range of extra-curricular activities provided through the week.
* The school employs an outdoor education specialist who delivers a range of activities in the local and wider community including, bush-craft, walking, shooting, kayaking, Duke of Edinburgh Award scheme
* There are residential trips throughout the year, including trips abroad, to Belgium in 2016 & 2018 and Germany in 2017. The school is also involved with the National Citizenship Service and students will be staying at Standon Bowers as a part of this scheme.

Professional development

* A range of forums promote the sharing good practice and sharing issues of school improvement
* There is effective performance management ensuring staff accountability to school performance.
* CPD has a focus upon School development priorities, pupil progress, supporting curriculum activities, meeting needs of individual students, however it also promotes and supports personal development:
* A Senior teacher has being supported through MA in Education, another was supported to achieve a Masters Qualification as a SENCO
* Two teachers recently completed the NPQML course, two more are currently enrolled
* One senior leader has recently completed the NPQSL course, two more senior leaders are currently enrolled
* A senior leader is currently enrolled in the NPQH course
* TAs have been supported through degrees, foundation degrees, Level 3 qualification
* TA apprenticeships are successfully supported and achieved at the school

British Values

* British values are promoted through the curriculum
* The rule of law and individual liberty is a part of the personal and social curriculum
* Mutual respect and tolerance underpins all relationships in the school and with the wider community

Pupil Premium

* The use of pupil premium funding is planned carefully, it takes account of individual needs as well as rates of progress
* The effectiveness of interventions and the outcomes for disadvantaged students is monitored carefully and shared with the Governing body
* A teacher has responsibility for monitoring the effective use of Pupil Premium.
* A senior leader monitors the effectiveness of Pupil Premium funding across the partnership schools

Outreach

The school has been an integral part of setting up the Leek SEND Hub which has enabled other Leek schools to access support for a pupil in their school with SEND. This has been a huge success in Leek and is likely to grow this year to include schools in the Staffordshire moorlands.

Literacy

* The teaching of Literacy, reading, writing and communication is given a high priority in the curriculum
* Progress in different areas of Literacy and for different groups are monitored and where appropriate action plans put in place for underperformance
* Reading and writing interventions are delivered by specially trained teaching assistants and teachers
* The school has Dyslexia Friendly status

Parental engagement

The school has highly successful strategies for engaging with parents to the benefit of pupils, including those who find working with the school difficult.

* The school has an open ethos for families
* The school has access to a Family Support Team who provides early intervention, signposting, workshops and training to pupils and families. This will be further utilised by the opening of a Family Support Hub on our partner site
* The Family support team use an innovative approach to enable them to be as accessible as possible to all families
* Alongside annual reviews the school provides termly consultation evenings which are well attended
* End of year reports on individual progress are provided
* The school website and school app provide up-to-date information
* Annual parent questionnaire
* Events such as Christmas productions, Coffee mornings, assemblies
* The school planner has been introduced to support communication with parents

Safeguarding

The school is adept at identifying any student at risk of harm and engaging with partners to respond appropriately as part of a multi-agency approach. Staff model professional standards in all of their work and demonstrate high levels of respect and courtesy for pupils and others. The School maintains an ethos where pupils feel secure, are encouraged to talk, are listened to and feel safe.

* Safeguarding has a high profile across the school with robust and effective procedures
* Effective relationships within school and with other stakeholders result in effective safeguarding procedures ensuring the safety of students.
* Staff have all received PREVENT training
* There is a named and designated safeguarding lead who is empowered to play an effective role in pursuing concerns and protecting children and learners

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| Key area | Judgement |
| Overall effectiveness - standard of education | Outstanding |
| Overall effectiveness – SMSC | Outstanding |
| The effectiveness of Leadership and Management | Outstanding |

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| Development Desired Outcomes |
| To embed the distributed leadership structure ensuring clear roles and responsibilities (CB) |
| To ensure the school remains at the centre of the SEND transformation and local/place based agenda (CB) |
| To embed the leadership structure and systems for safeguarding and family support (SR) |
| To increase the forums in which good practice is shared (YT) |

**The quality of teaching, learning and assessment**

The quality of teaching and learning

* Lesson observations indicate that teaching is consistently good and there is also a significant proportion of outstanding teaching
* Data analysis indicates Teaching and Learning is outstanding
* Strengths of teaching include, the use of time and resources, the level of challenge, the subject knowledge of teachers and the management of behaviour,
* Teachers and teaching assistants have extensive experience of working with students with SEND
* Specialist subject teachers deliver GCSE Mathematics, GCSE Computing and GCSE English
* Specialist trained staff deliver Music therapy, Rebound therapy, Reading interventions, Speech and Language interventions, Outdoor Education programmes
* Assessment information is used to inform teaching and identify students in need of intervention
* Students who are falling behind in their reading, writing and speaking and listening are identified for intervention programmes.
* There is a programme of learning walks, lesson observations and work scrutiny

High expectations

All teachers have consistently high expectations. They plan and teach lessons that enable pupils to learn exceptionally well across the curriculum.

* Teaching and learning is monitored by the Senior Leadership Team and subject leaders and have consistently high expectations
* Targets for progress are set in line with the upper quartile in progression guidance
* Individual areas for improvement in the quality of teaching are reviewed as part of the performance management process.
* The teaching of English, Mathematics and Science is monitored through observation and work scrutiny
* Teachers and Teaching assistants have high expectations and assess pupils learning and progress regularly throughout lessons

Assessment

* Feedback is provided to pupils in a variety of ways dependent upon their ability and communication skills
* Oral feedback is provided in the vast majority of lessons and is of a high quality.
* Written feedback and marking provides praise and where appropriate identifies next steps in learning.
* Assessment for learning is encouraged through self-reflection, discussion with staff and peers.
* The Evidence for Learning (EfL) app is currently being implemented to capture learning as it happens, tying it to relevant assessment frameworks and EHCP outcome areas. Summative assessment against frameworks is in the process of being transferred over to the new system (EfL).

Literacy

* Reading is taught effectively at KS3 and KS4 through reading sessions, this is supplemented by individual reading programmes and interventions
* Speech, Language and Communication interventions are delivered to individuals and groups and are used to support lessons across the curriculum.
* The development of communication skills are a core part of all activities and lessons within the curriculum of those students with complex needs.

Mathematics

* The teaching of Mathematics is given a high priority in the curriculum
* The Mathematics leader is part of the senior leadership team
* Progress in different areas of Mathematics and for different groups are monitored and where appropriate action plans put in place for underperformance

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| Quality of teaching and learning | Outstanding |

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| Development Desired Outcomes |
| To embed holistic assessment of pupils and students providing even more effective information to pupils and parents (AT and CJ) |
| To develop the quality of teaching through implementing the MAT developing Teacher Effectiveness Tool (AT and YT) |

**Personal development, behaviour and welfare**

Attendance and punctuality

* Levels of attendance are excellent
* Attendance spring 2017 Compulsory school age: 95.6% Whole school including sixth form: 94.9%
* Punctuality in arriving at school and at lessons is excellent

Behaviour

* Student attitudes are generally exemplary
* Students are proud of their achievements and of the school
* There is high quality guidance and advice to help students and parents make informed choices, preparing them for the next stage of their life
* Incidences of disruption in lesson are rare and when they occur are managed highly effectively
* For those students with particular needs, there is sustained improvement in their behaviour
* Student relationships are generally good and incidents of bullying are rare

Personal development and welfare

All groups of pupils are safe and feel safe in school and at alternative provision placements at all times. They understand very clearly what constitutes unsafe situations and are highly aware of how to keep themselves and others safe in different situations, including in relation to e-safety.

* The school’s open culture actively promotes confidence, resilience and an awareness of the welfare of others
* Students are empathetic to the needs of the peers and to other young people in the wider community
* Students are confident and self-assured, willing to challenge themselves in unfamiliar situations, understanding how these behaviours and attitudes equip them for the next stage in their education or life
* Students are safe and feel safe
* Recognising safe and unsafe situations is a core element of the curriculum particularly with those approaching transitions.
* Students can explain how to keep themselves healthy and safe, including online
* Assemblies are regularly focused on issues of personal safety

Resilience, Mental Health and Wellbeing

Staff at The Meadows recognise and understand the importance of good mental health and wellbeing and have good knowledge of how to promote these with all our students who need care and support.

* The school now measures Emotional Resilience and Wellbeing through the termly completion of SDQs for each student; the results are tracked throughout the year and inform the compilation of intervention groups for social development.
* Mental Health and Wellbeing form a regular feature of whole staff CPD and has included Emotion Coaching, an overview of attachment;
* Further training about Attachment and Trauma is scheduled for February.
* Staff wellbeing is assessed through regular questionnaires and INSET time has been allocated to support this.
* A member of SLT has attended the Mental Health First Aid course.
* A member of staff is currently developing the provision of a Mental Health Aid training course as a part of out

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| Key area | Judgement |
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| Development Desired Outcomes |
| To build the resilience of students and improve their well-being (JW) |
| Review Attendance policy/procedures to ensure continued excellent levels of attendance (JW) |

**Outcomes for learners**

Attainment

As a result of their learning and complex needs, levels of attainment are below that expected in comparison with national data.

**Analysis from Autumn 2018**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Whole School |  | | | English | Maths | Computing |
|  | Target met or exceeded | |  | 91% | 82% | 96% |
| Exceptional levels of progress | |  | 19% | 9% | 9% |
|  | Below |  |  | 9% | 18% | 4% |
|  |  |  |  |  |  |  |
| Female |  | | |  |  |  |
|  | Target met or exceeded | |  | 88% | 80% | 96% |
|  | Exceptional levels of progress | |  | 22% | 12% | 6% |
|  | Below |  |  | 12% | 20% | 4% |
|  |  |  |  |  |  |  |
| Male |  | | |  |  |  |
|  | Target met or exceeded | |  | 96% | 87% | 96% |
|  | Exceptional levels of progress | |  | 18% | 7% | 11% |
|  | Below |  |  | 4% | 13% | 4% |
|  |  |  |  |  |  |  |
| PP |  | | |  |  |  |
|  | Target met or exceeded | |  | 92% | 90% | 100% |
|  | Exceptional levels of progress | |  | 21% | 16% | 13% |
|  | Below |  |  | 8% | 10% | 0% |
|  |  |  |  |  |  |  |
| Not PP |  | | |  |  |  |
|  | Target met or exceeded | |  | 93% | 83% | 95% |
|  | Exceptional levels of progress | |  | 18% | 6% | 8% |
|  | Below |  |  | 7% | 17% | 5% |

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| Development Desired Outcomes |
| To close the performance gap between females and males in English and maths  To close the performance gap in the proportion of students achieving exceptional levels of progress in maths compared to english |

**The Sixth Form**

**The effectiveness of Leadership and Management**

Leadership and management

* The Assistant Headteacher leads the Sixth Form with the support of the School Leadership Team
* Priority is given to English and Mathematics skills through Functional Skills and GCSE, and work and college placements
* The Assistant Headteacher and the sixth form team work pro-actively with other schools, colleges and local businesses to develop and improve opportunities for all students
* Safeguarding as with the main school is effective

Curriculum

* The curriculum is highly personalised and is reactive to the needs of the individual
* The less able follow the ASDAN Personal Progress curriculum
* The more able are provided for through GCSE Syllabuses in English, mathematics and computing
* Functional Skills accredited programmes are provided at Entry level up to Level 1
* All Sixth Form students attend college link placements at least once a week
* Travel training is provided to groups and individuals according to need
* The sixth form students also have access to a range of other qualifications including the Duke of Edinburgh Award; BTEC Sport and Active Leisure Level 1, BTEC Work Skills, BSC Health and Safety Level 1; Entry level in Horticulture
* The school holds the Careers Quality Mark from 2017
* CEIAG is building on the Quality Mark achievement by auditing using the Gatsby benchmarks, linking with NCS, Entrust to introduce Nu Futures, and other providers
* The school has close links with Morrisons Supermarket and a range of employers used to provide work placements and work related learning opportunities across Staffordshire Moorlands
* Students are provided with regular, impartial and high quality careers education, information, advice and guidance

**The quality of teaching, learning and assessment**

The quality of teaching and learning

* Strengths of teaching include, the use of time and resources and the subject knowledge of teachers
* Teachers and teaching assistants have extensive experience of working with students and young adults with SEND
* Teachers are aware of and plan for a diverse range of needs
* Parents/Carers are involved in planning for students learning and the next stage in their education or life
* Assessment information is used to inform teaching and identify students for particular courses, qualifications, college placements and work placements
* There is a focus on employability and the development of independence
* Students are curious, interested and keen to learn

Assessment

* Students are eager to know how to improve
* Feedback is provided to pupils in a variety of ways dependent upon their ability.
* Oral feedback is provided in the vast majority of lessons and is of a high quality.
* Written feedback and marking provides praise and where appropriate often identifies next steps in learning

**Personal development, behaviour and welfare**

Attendance and punctuality

* Levels of attendance are excellent
* Punctuality in arriving at school and at lessons is excellent

Behaviour

* Student attitudes are generally exemplary.
* Studentsare proud of their achievements and of the Sixth form
* There is high quality guidance and advice to help students and parents make informed choices, preparing them for the next stage of their life
* Incidences of disruption in lesson are rare and when they occur are managed highly effectively
* For those students with particular needs, there is sustained improvement in their behaviour
* Student relationships are generally good and incidents of bullying are rare.

Personal development and welfare

All groups of pupils are safe and feel safe in school and at alternative provision placements at all times. They understand very clearly what constitutes unsafe situations and are highly aware of how to keep themselves and others safe in different situations, including in relation to e-safety. The majority of students benefit from work related learning and work experience. Students are well prepared for the next stage in their education, for employment, for an independent life

* Students develop excellent personal, social and employability skills
* Students are confident and self-assured
* Students display excellent attitudes to learning
* Students achieve a variety of qualifications, including vocational, which increase their future employability
* Students are safe and feel safe
* Students can explain how to keep themselves healthy and safe, including online

**Outcomes for learners**

**Analysis from Autumn 2018**

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| --- | --- |
| Key area | Judgement |
| The Sixth Form | Good |

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| --- |
| Development Desired Outcomes |
| To embed holistic assessment of pupils and students providing even more effective information to pupils and parents (AT and CJ) |
| To develop the quality of teaching through implementing the MAT developing Teacher Effectiveness Tool (AT and YT) |