

# Meadowfield School Summary School Self Evaluation February '19

## SUMMARY EVALUATION

### INTRODUCTION

#### School context:

Meadowfield School is a school for 298 pupils aged 3 to 19 with diverse learning needs. All pupils must have an Education, Health and Care Plan, which identifies learning difficulties due to a wide range of special educational needs. The primary needs of the school population are:

ASD 46%	SLD 35%	PMLD 10%	PD 3%	Gender	
				Boys	Girls
SLCN 5%	SEMH 0.3%	MLD 0.7%	Current number of pupils on roll (FTE): 287	64%	36%

The attainment of pupils on admittance to the school is well below the national average and ranges from P scale levels to the lower National Curriculum Year group expectations. Meadowfield is the District Special School for the Swale area of Kent. Swale is made up of Sittingbourne and Faversham Towns, surrounding villages and the Isle of Sheppey and is a mixture of urban and rural communities. Swale Borough contains some of the most deprived areas in the South East of England, some of the rural areas being the most isolated in Kent.

The school deprivation indicator on IDSR is 0.2 which is in line with the national average.

Meadowfield School's ethnic profile reflects Swale's Ethnic Profile. 90% of pupils are White British, 10% from other ethnic backgrounds. The school has 11 of the 17 ethnic groups represented – IDSR 2017

At September 2018 35% of pupils are in receipt of free school meals, Ever 6 pupils entitled to FSM is at 46% significantly above the national average of 28% - IDSR 2017.

10% of pupils are Children in Care. There is currently one Service family.

Meadowfield School supports the local community in a number of ways including delivering training to staff in local schools, parents and other professionals at Meadowfield Inclusion Development and Support (MIDAS). The school provides outreach support to 62 local schools and 70 settings from Meadowfield teachers with specific skills in SEN.

The Swale Specialist Teaching and Learning Service is managed by and located within Meadowfield School.

Honey Bees is an Observation and Assessment provision which is located on-site providing early years support.

The Sixth Form at Meadowfield School has 47 students between the ages of 16 and 19 years, the majority of pupils enter from Year 11 at Meadowfield but some pupils join the Sixth Form from other provisions. Students stay in the Sixth Form for 1 to 3 years, the time-frame is mapped out at the individual pathway plans on entry but this is reviewed annually.

### PROGRESS IN PREVIOUS INSPECTION KEY ISSUES

#### Key Issues

- Ensure that pupils consistently have the opportunity to improve their work when teachers give them feedback in lessons or in books.

#### Progress

- External consultants recognise outstanding practice in marking and feedback.
- Revised policies and practice for each department.
- Embedded marking and feedback across the whole school differentiated to pupil needs including verbal feedback, pink and green marking, next steps.
- Introduction of EHCP trackers

### EFFECTIVENESS OF LEADERSHIP & MANAGEMENT

How well leaders demonstrate ambition for pupils, improve teaching and learning, develop staff, sustain improvement. Accuracy of SSE, appropriate curriculum, governance, equal opportunities, safeguarding, and partnerships

#### Strengths and Judgement

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- Safeguarding and child protection processes and procedures are outstanding. This has been verified by 3 external verifiers.
- Our highly regarded specialist teacher and inclusion team support school across the district in meeting needs of the counties SEN pupils and have been instrumental in a major turn-around in exclusions resulting in zero permanent exclusions across the county in 2017-18.
- Establishment of a nurture provision to meet the needs of pupils with complex mental health and behavioural needs.
- Improved Teaching & Learning in Science KS3 & 4 to bring Science in line with English & Maths.
- Improved teaching and learning in English in KS4 has closed the gap between English and maths outcomes.
- Embedded Person Centred Reviews resulting in greater collaboration with parents, professionals & meaningful Pupil Voice.
- Embedded technology & developed frameworks for IMPACTS, Functional Skills & PSHE
- Operational Lead of the data group driving the continued development of the KSENT assessment tool, Pupil Asset and providing on-going support to

#### Areas for Development

- Monitor the impact of the range of interventions to support well-being.
- Manage the planned expansion and ensure minimal disruption to pupil learning.
- Develop the 6<sup>th</sup> form provision in respect of the new off site location.
- Embed values based education.
- Consult with stakeholders with regards to self-management of school transport.
- Work with local CCG to ensure appropriate nursing provision is in place to maintain pupil safety and wellbeing.

	<p>schools.</p> <ul style="list-style-type: none"> <li>• Distributive leadership resulting in a range of innovative developments by Middle Leaders &amp; other staff across the school which has led to inventive practice across the school, strong internal promotions &amp; external secondments.</li> <li>• Greatly improved governance who are highly engaged with the school, who robustly monitor on a regular basis and who deploy PP and PE Sports Grants very well.</li> <li>• Take a key role in developing KSENT within the Leadership forum.</li> <li>• Take a lead role in the Proact network, training instructors to further develop the KSENT instructor network.</li> <li>• Worked with LA to agree increased pupil numbers &amp; secure funding for a phased building expansion.</li> <li>• Revised the leadership and management structure to adapt to and meet the needs of our growing school population.</li> </ul>	
<p><b>TEACHING, LEARNING AND ASSESSMENT</b> Expectations, engagement, motivation, challenge, independence, reading and literacy skills, assessment and next steps in learning.</p>	<p><b>Strengths and Judgement</b></p> <ul style="list-style-type: none"> <li>• Teachers planning, marking &amp; feedback consistently matches individual needs which is stimulating, exciting &amp; aids progress.</li> <li>• Class team-work consistently promotes learning &amp; pupils given opportunities to work independently &amp; collaboratively.</li> <li>• Pupil tracking &amp; assessment is rigorous.</li> <li>• Rigorous lesson monitoring which triangulates lesson observation, work scrutiny, pupil voice and pupil data outcomes has ensured teaching is consistently good and outstanding.</li> </ul>	<p><b>1</b></p> <p><b>Areas for Development</b></p> <ul style="list-style-type: none"> <li>• To revise summative assessment processes for pupils in IMPACTS classes so that all aspects of progress are recorded as text not as P levels in line with the Rochford review.</li> <li>• To review the process for monitoring teaching and learning to ensure that outstanding teaching and learning is maintained as the school expands</li> <li>• To expand the use of Pupil Asset through uploading evidence for moderation.</li> <li>• To implement the revised secondary and 6<sup>th</sup> form curriculum.</li> <li>• To continue to use 'Lessons learned' to strengthen our analysis of lesson observation through the use of data.</li> </ul>
<p><b>PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE</b> Including behaviour in lessons &amp; around the school, attendance &amp; punctuality, attitudes towards others, how well protected from bullying, views of pupils/parents</p>	<p><b>Strengths and Judgement</b></p> <ul style="list-style-type: none"> <li>• Greatly improved behaviour for learning through improved behaviour support plans, staff training &amp; implementation of Sleuth &amp; Proact.</li> <li>• Expansion of Proact instructor team to represent all departments and faculties.</li> <li>• Improved engagement through Pupil Voice including school council and Meadowfield Marvels.</li> <li>• Well-being strategy led by the well-being manager who leads our participation in the Swale Headstart programme.</li> <li>• Attendance is good &amp; improving.</li> <li>• Comprehensive Safeguarding procedures, recording &amp; action via My Concern.</li> <li>• Implementation on Wildflower nurture group to meet the needs of a small cohort of pupils recognised as having significant social and emotional difficulties.</li> <li>• New systems for recognising and addressing issues relating to attendance.</li> <li>• A range of innovative well-being interventions such as SEN yoga, lego therapy, gong therapy, forest school,</li> </ul>	<p><b>1</b></p> <p><b>Areas for Development</b></p> <ul style="list-style-type: none"> <li>• To review the well-being strategy based on impact data.</li> <li>• To validate our wellbeing strategy by achieving Well-Being Award, Learning Outside the Classroom Award, Values Based Education Award and renew Leading Parent Partnership Award.</li> <li>• To further enhance the forest school offer through the development of a Meadowfield Forest School team.</li> </ul>

	<p>challenger troop.</p> <ul style="list-style-type: none"> <li>We coach pupils through incidents of conflict with restorative practices.</li> <li>We have raised the profile of our values through values based education.</li> <li>Lessons learned data shows that in all lessons observed behaviours for learning welfare and safety are good and outstanding.</li> </ul>																																																																					
<p><b>OUTCOMES FOR PUPILS</b> Attainment, progress and the quality of learning, for individuals and different groups</p>	<p><b>Strengths and Judgement</b></p> <p><b>1</b></p> <p><b>Areas for development</b></p> <ul style="list-style-type: none"> <li>To further improve outcomes for pupils in IMPACTS classes through weekly focused well-being interventions.</li> <li>To develop a nurture group to support pupils whose SEMH needs are impacting on their learning in a class environment.</li> <li>To run a pilot to assess if outcomes for an identified cohort of pupils with sleep difficulties can be improved through Gong Therapy.</li> </ul> <table border="1"> <thead> <tr> <th colspan="4">KS1</th> </tr> <tr> <th>KS1</th> <th>Exp</th> <th>Above Exp</th> <th>Exp &amp; Above</th> </tr> </thead> <tbody> <tr> <td>READING</td> <td>6%</td> <td>83%</td> <td>89%</td> </tr> <tr> <td>WRITING</td> <td>27%</td> <td>55%</td> <td>82%</td> </tr> <tr> <td>MATHS</td> <td>27%</td> <td>59%</td> <td>86%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="4">KS2</th> </tr> <tr> <th>KS2</th> <th>Exp</th> <th>Above Exp</th> <th>Exp &amp; Above</th> </tr> </thead> <tbody> <tr> <td>READING</td> <td>19%</td> <td>81%</td> <td>100%</td> </tr> <tr> <td>WRITING</td> <td>17%</td> <td>83%</td> <td>100%</td> </tr> <tr> <td>MATHS</td> <td>17%</td> <td>83%</td> <td>100%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="4">KS2-4</th> </tr> <tr> <th>KS2-4</th> <th>Exp</th> <th>Above Exp</th> <th>Exp &amp; Above</th> </tr> </thead> <tbody> <tr> <td>ENGLISH</td> <td>10%</td> <td>80%</td> <td>90%</td> </tr> <tr> <td>MATHS</td> <td>10%</td> <td>80%</td> <td>90%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="3">Accreditation outcomes from KS2 outcomes</th> </tr> <tr> <th></th> <th>Exp</th> <th>Above Exp</th> </tr> </thead> <tbody> <tr> <td>ENGLISH</td> <td>10%</td> <td>90%</td> </tr> <tr> <td>MATHS</td> <td>10%</td> <td>90%</td> </tr> </tbody> </table> <p><b>Vulnerable Groups:</b> Data analysis is carried out for gender, primary need type, Pupil Premium (FSM and CiC), ethnicity, EAL. There are no significant differences between any vulnerable group.</p> <p><b>Early Years:</b> Our outcomes for EYFS pupils are outstanding because the vast majority of pupils achieve more than expected progress calculated from expected outcomes from the KSENT algorithm and Meadowfield's analysis of expected progress developed from historic data. Focus to improve transition from Reception to KS1.</p> <p><b>Lower School:</b> Revised curriculum model to focus on core learning has resulted in improved outcomes for pupils particularly at the end of KS1.. Increased range of well-being interventions to meet sensory and mental health needs. Implement Nurture specialist provision, extended Forest school. Improved outcomes in writing.</p> <p><b>Secondary School:</b> Expanded opportunities for learning outside of the classroom including Challenger Troop, Forest School and White Rock Farm has had a positive impact on well-being and mental health as well as on English/Maths, communication &amp; confidence in self &amp; leadership skills.</p> <p><b>Sixth Form:</b> Outcomes data for Sixth Form Students continues to be outstanding in all areas. The next step is to implement the move to an off-site provision with an associated review of the curriculum.</p> <p><b>SMSC &amp; FBV:</b> Introduction of Values Based Education with an emphasis on a different value each term. Continued support of Jeans for Genes, Children in Need, Operation Christmas Child and Comic Relief. Continue to expand D of E opportunities including the Gold award. Further work with the Sports Leaders programme, increased residential opportunities and extend well-being interventions to meet mental health needs.</p>	KS1				KS1	Exp	Above Exp	Exp & Above	READING	6%	83%	89%	WRITING	27%	55%	82%	MATHS	27%	59%	86%	KS2				KS2	Exp	Above Exp	Exp & Above	READING	19%	81%	100%	WRITING	17%	83%	100%	MATHS	17%	83%	100%	KS2-4				KS2-4	Exp	Above Exp	Exp & Above	ENGLISH	10%	80%	90%	MATHS	10%	80%	90%	Accreditation outcomes from KS2 outcomes				Exp	Above Exp	ENGLISH	10%	90%	MATHS	10%	90%	
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