

SELF EVALUATION SUMMARY:



FEDERATION OF MANOR MEAD & WALTON LEIGH SCHOOLS



Autumn 2018

To be read in conjunction with the Schools Development Plan 2018-19

The Strapline, Mission Statement, Vision and Values were refreshed through collaborative working between Staff and Governors in Autumn 2016 in order to exemplify the drive for provision of the highest quality.

Strapline

Making every day count

Mission Statement

As a centre of excellence we will:

- Engage the whole learning community
- Provide an enriching, nurturing and safe environment with personalised and challenging learning opportunities
- Inspire all learners to be resilient and confident for life

Vision

Everyone in our learning community will be supported to achieve, contribute and live life to the full

Values

To reinforce the ethos of the schools and to support the personal and social development of our pupils we focus on a different value each half term. Pupils are supported to progress their understanding of the value. Staff model the values in their actions and advocate for pupils demonstrating them.

Our Values are:

Respect – Love – Happiness – Belonging – Friendship – Caring - Patience – Thoughtfulness – Honesty – Co-operation – Responsibility – Confidence

The Federation of Manor Mead and Walton Leigh Schools



The schools formed a Federation in October 2014 and the Leadership structure was adjusted in April 2015 on the retirement of the Manor Mead Headteacher and now consists of an Executive Headteacher, Head of Primary, Head of Secondary, Schools Business Manager and Schools Assistant Business Manager. The Federation is Governed by one Governing Body (and has one combined budget, but retains 2 DfE numbers).

Strengths of the Federation:

- Shared, strong ethos (with refreshed strapline, vision, mission & values in September 2016) alongside discrete primary /secondary 'style'.
- Strong leadership from the EHT who has provided strong strategic leadership
- Development of the Joint Leadership Team working together, including new team members from September 16, leaders have a range of strengths and qualities which complement each other
- Leadership skills of the Heads of Schools in delivering the strategy in each school
- 4 x AHTs providing excellent support through their defined roles
- Enormous pool of expertise within the staff and Governing Body e.g. trained trainers for Makaton, PDD and Intensive Interaction.
- Business and Assistant Business Managers in role and operating well across both schools
- Focussed Governance with strong strategic view and key expertise e.g. safeguarding and confidence to make key decisions e.g. consideration of MAT status.
- Governing Body structure evolving to reflect the leadership structure with 2 Vice Chairs linked to each Head of School. A strong strategic leadership sub-group.
- Index for Inclusion Pilot school
- The SDP priorities have evolved and include cross referencing with the relevant Index indicators
- Index questions being used to support reflections and development of stakeholder voice
- Rigorous peer review from Portesbery and Oaklands partners. Sharing practice with The Ridgeway school
- Quality of teaching and learning is consistently strong with 52% (across both schools) consistently outstanding
- Opportunities for TAs to work across the Federation
- Shared Data Analysis
- Good transitions between schools and confidence for Yr 6,7,8 parents re: Transition
- Efficiencies e.g. policies, SBM role
- Expertise in supporting development in partner school e.g. offsite learning, Intensive Interaction
- Sharing resources (minibus)
- Speech & Language Therapist across both schools
- Learning in one school, transferred to other e.g. Safeguarding Audit 18.1.17, shared training
- Joint INSET training/sharing expertise annually



Strengths of Manor Mead:

Manor Mead is a school where staff forge strong relationships with children; finding and developing their skills and interests in a vibrant learning environment.

Children have fun whilst they learn!

Staff are excellent practitioners who share their expertise and work in collaboration with parents, families and other professionals. They are positive, resilient, energetic and go the 'extra mile'.

Small steps of progress are celebrated and every child 'shines'.



Strengths of Walton Leigh:

Walton Leigh is a school where there is a focus on meeting individual student needs and on promoting communication skills and independence. There is support for the whole family in a context of preparing students for their next stage.

Staff offer a range of school and community based experiences and provide support to students' emotional health and wellbeing. They ensure that that they feel safe and cared for whilst being challenged to succeed.

Students' progress in all aspects of their learning is recognised and celebrated.

CONTEXT AND CHARACTERISTICS OF THE SCHOOLS		
	Manor Mead	Walton Leigh
Size, type and nature of the school	Manor Mead is a Primary School, designated for pupils with 'Severe & Profound Learning Difficulties' and includes provision for pupils with ASD. There are 92 (87 FTE) pupils on roll (83 planned places); 38 girls and 54 boys	Walton Leigh is a Secondary School designated for pupils with 'Severe & Profound Learning Difficulties'. There are 68 pupils on roll (69 planned places); 17 girls, 51 boys.
Background and circumstances of pupils, including FSM, ethnicity, special educational needs and disability	All pupils have an Education, Health and Care Plan. Ethnicity: White British 66%, White European 1%, White Other 3%, Indian 5%, Pakistani 3%, White & Black African 2%, White & Black Caribbean 1%, Black African 2%, Any Other Mixed Background 7%, Any Other Asian Background 6%, Any Other Ethnic Background – Burnese 1% Religions: 37% Christian, 3% Hindu, 14% Muslim, 32% 'no religion', 4% 'other religion', 5% Roman Catholic, 1% Sikh, 2% Anglican, 1% Buddhist. 22 pupils (24%) are eligible to have free school meals 21 (23%) pupils have English as their second language. 19 pupils are in receipt of Pupil Premium funding - total = £25,080 Primary Sports Grant = £16,800 No permanent exclusions. Fixed term exclusions: June 2014 – 1 day, July 2014 – ½ day, September 2014 – 1 day 2 pupils are 'Looked After Child' The Designated Teacher for Children in Care is the Head of Primary. 43 pupils are CIN There are no pupils subject to a Child Protection Plan	All pupils have an Education, Health and Care Plan. Ethnicity: White British 65%, White European 4%, White Irish 3%, White Other 4%, Indian 6%, Pakistani 3%, White & Black African 2%, White & Black Caribbean 2%, Black African 7%, Any Other Mixed Background 3%, Any Other Asian Background 2% Religion: Christian 49%, Roman Catholic 21%, Hindu 3%, Muslim 3%, Islam 2%, Buddhist 2%, Greek Orthodox 2%, Sikh 2%, No Religion 19% 18 students (26%) are eligible to have free school meals. 8pupils (12%) have English as their second language. 11 pupils are in receipt of Pupil Premium funding - total = £10,285 7 pupils are in receipt of Year 7 Catch Up funding (£2,450 est). No permanent exclusions. Fixed term exclusions: December 2014 – 4 days, October 2015 – 3 days, June 2016 – 1 day 3 pupils are 'Looked After Children' The Designated Teacher for Children in Care is the Head of Secondary. 31 pupils are CIN 7 pupils are open to the Transition Team There are no pupils subject to a Child Protection Plan
Features which have changed since last inspection, including staffing	2 Governing Bodies reconstituted to form one Governing Body of Federation. Headteacher of Walton Leigh promoted to Executive Headteacher. Assistant Headteacher of Manor Mead and Deputy Headteacher of Walton Leigh promoted to Head of School: Primary/Secondary. Assistant Headteacher at Walton Leigh promoted to Acting Head of School when the previous Head of School left Manor Mead School Business Manager promoted to Federation Business Manager. Manor Mead Leadership Team PA promoted to Assistant Business Manager for the Federation. Promotions/Recruitment of Senior Leaders to Assistant Headteacher posts (2 in each school).	

	<p>Executive Teacher retirement: December 2018, new Headteacher in post from January 2019.</p> <p>Amalgamation of the 2 schools (remaining on current 2 sites) effective January 2019 under 'new' name. Increase of PAN to 160.</p> <p>Surrey County Council funded Building Project (to support increase in pupil numbers) on the Walton Leigh/Secondary site.</p> <p>Strapline, Mission Statement, Vision and Values refreshed (Autumn 2016).</p>	
	<p>Home School Link Worker role extended to full-time from 2 days per week.</p> <p>Additional member of senior staff on senior leadership team</p> <p>Teacher with additional responsibility for PODD development</p>	<p>3 UPS teachers identified as Senior Leaders with specific responsibilities.</p> <p>Fortnightly SMT attended by middle leaders and senior leaders.</p> <p>Creation of Enhanced Provision role.</p> <p>Head of School weekly meetings with HSLW.</p>
Features which distinguish school from other similar schools	<p>1 of 2 Primary SLD/PMLD schools in Surrey.</p> <p>Active member of 'SPAN' Network of 10 Surrey SLD/ASD schools supporting collaborative working, sharing good practice, moderation etc.</p> <p>Active member of local Spelthorne Confederation (27 local Primary and Secondary schools) supporting shared CPD, collaborative projects</p> <p>Peer Review Network with schools in Surrey, Hounslow and Ealing</p>	<p>1 of 2 secondary SLD/PMLD schools in Surrey. Pupils in the 6th Form are taught within groups that cover the 14 to 19 age range.</p> <p>Active member of 'SPAN' Network of 10 Surrey SLD/ASD schools supporting collaborative working, sharing good practice, moderation etc.</p> <p>Active member of Walton & Hersham Cluster of School (Mainstream Schools in Elmbridge) and Values Group (Mainstream Schools following Values Education approach).</p> <p>Peer Review Network with schools in Surrey, Hounslow and Ealing</p>
Attainment on entry	EYFS Profile: birth to 20 months in Development Matters on entry to Nursery	Pupils attain at between P2(i) and P9-11 (NC Level 1, occasionally Level 2) on entry.
Ofsted	<p>Section 5 Inspection: Nov 2006 – Outstanding</p> <p>Section 5 Inspection: Jan 2010 – Outstanding</p> <p>Section 5 Inspection: February 2015 – Outstanding</p>	<p>Section 5 Inspection: June 2006 – Outstanding</p> <p>Section 5 Inspection: June 2009 – Outstanding</p> <p>Subject Inspection (PSHE): February 2011 – Outstanding</p> <p>Section 5 Inspection: February 2014 – Outstanding.</p> <p>Short Inspection: July 2018 - Outstanding</p>
Involvement in Quality Initiatives	<p>Healthy Schools 2010 (updated 2013)</p> <p>Gold status maintained (updated July 2017)</p>	<p>Working in Partnership with Parents: May 2010</p> <p>Healthy Schools 2010 (updated 2013)</p> <p>Sainsbury's School Games Bronze 2012/13</p> <p>Specialist School in Cognition and Learning: September 2008.</p>
Staffing structure	The Leadership Team consists of the Headteacher, the Head of Primary, 2 Assistant Headteachers and the School Business Manager.	The Leadership Team consists of the Headteacher, the Head of Secondary, 1 Assistant Headteacher and the School Business Manager.

	<p>3 Teachers are on Upper Pay Spine, 3 hold TLR3s (and form part of the SMT) and 5 more are on Upper Pay Spine. 7 Full-time Class Teachers and 4 Part-time teachers 8 full time Senior Teaching Assistants, 4 part-time (+1 for Resources) + 1 bank staff 25 Teaching Assistants, 3 Part-time, 2 apprentices 1 part-time swimming teacher 3 School Meals Supervisory Assistant 1 Home-School Link Worker 1 Assistant Schools Business Manager/ Clerk to Governors, 2 Office staff, 1 Handyman.</p>	<p>3 Teachers are on Upper Pay Spine and form part of the SMT.3 Teachers hold TLR3s. 9 Full-time Class Teachers and 1 Part-time teacher 1 HLTA 10 full time Senior Teaching Assistants 13 Teaching Assistants, 7 part-time TAs, 2 apprentices – 3 vacancies 2 part-time swimming teachers 2 full-time Midday Supervisors 1 Home-School Liaison Worker 1 Assistant Schools Business Manager/ Clerk to Governors, 2 Office staff, 1 Caretaker.</p>
<p>OFSTED</p>	<p>2015 Key Issue: Refine the way in which leaders communicate pupils’ achievement to the staff and governing body by:</p> <ul style="list-style-type: none"> ● explaining in more detail the way in which they use teachers’ accurate judgements about individual pupils’ progress to determine the overall excellent achievement of pupils compared with those of the same age and starting points nationally ● presenting graphs and tables in a consistent way that makes it easier to compare them. <p>➤ Actions:</p> <ul style="list-style-type: none"> ○ Handover and discussion to new Assessment Leader ○ Discussion with Overview Partner ○ Discussion with colleagues at Walton Leigh ○ Updated Data Summary – revised format: Autumn 2015, 2016, 2017 & 2018 	<p>2018 Next steps for the school: Leaders and those responsible for governance should ensure that:</p> <ul style="list-style-type: none"> ● they continue to develop middle and senior leaders so that changes in leadership have minimal impact on pupils’ outcomes and on the school’s outstanding provision. <p>➤ Actions:</p> <ul style="list-style-type: none"> ○ Extensive handover between retiring & incoming Headteachers – Autumn 2018 ○ Promotion of existing/experienced AHT to Acting Head of School role from Sept 2018 ○ Refinement of roles/responsibilities for all teachers ○ Regular meetings of SMT with clear roles for supporting the monitoring of Teaching & Learning ○ Allocation of 3 TLR3 roles for key responsibility areas ○ Allocation of a named Governor for liaison re: Building Project

LEADERSHIP AND MANAGEMENT:

Self evaluation:	
Manor Mead	Walton Leigh
Outstanding	Outstanding

Culture, expectations and relationships	
<p>Experienced Leaders and Governors drive a culture of monitoring, reflection and improvement in which pupils and staff can excel.</p> <p>The strap line, mission statement, vision and values were re-visited / updated in Autumn 2016 and exemplify this ethos of high expectation and achievement rooted in strong relationships between staff and pupils.</p> <p>The Chair of Governors supported by 2 Vice Chairs support the Full Governing Body in the very effective discharge of their duties by having a strong strategic focus and energy for improvement.</p>	
Manor Mead	Walton Leigh
Staff questionnaire – May 2018 Parent questionnaire – May 2018 Visitor comments School Improvement & Inclusion Partner feedback	Staff questionnaire – March 2018 Parent questionnaire – March 2018 Visitor comments; Happy Days Book Facebook School Improvement & Inclusion Partner feedback Probation meetings

Uncompromising focus on improving outcomes	
<p>The Executive Headteacher, 2 Heads of School, 4 Assistant Headteachers and School Business Manager together with the Governors lead a relentless focus on improving outcomes for all learners including those from disadvantaged backgrounds.</p> <p>The schools take every opportunity to collaborate with others and to seek review by others in order to evaluate and develop practice. This is exemplified by: Peer Review work: 2015/16 and 2016/17 (with Portesbery and Oaklands Schools), collaborative work with The Ridgeway School (2016/17), active participation in SPAN (SLD, PMLD, ASD Network)</p>	
Manor Mead	Walton Leigh
Data Summary and mid-year progress review Personalised provision Leadership structure Pupil Premium Learning 3s Learning Walks Shared INSET Transition visits to Walton Leigh in Summer Term	Data Summary and mid-year progress review Personalised provision Leadership structure Pupil Premium Learning Walks Learning 3s TA visits to other schools Shared INSET

Progress for Disadvantaged pupils	
<p>The schools' strong focus on effectively differentiated and personalised provision ensures outstanding progress for all pupils (including those from disadvantaged backgrounds) and across the curriculum, including in English and mathematics.</p>	
Manor Mead	Walton Leigh
Class groupings rationale Assessment trail (see Govs' presentation May)	Class groupings rationale Assessment trail (see Govs' presentation May)

2016) Curriculum development/review (INSET May 2016) Individual Education Plans Key skills Data summary re: groups of pupils Training in communication and writing (balanced literacy) Additional support teachers: Reading programme, Drama therapist, OT extra support Lunch clubs program	2016) Curriculum development/review Individual Learning Plans Cross Curricular Skills Data summary re: groups of pupils
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Challenge from Governors re: outcomes	
Governors have become more and more rigorous and effective in challenging leaders with regards to staffing structures / deployment, use of funding (including Pupil Premium). They have a greater understanding of assessment process / outcomes due to presentations by staff (Summer & Autumn 2016)	
Manor Mead	Walton Leigh
Pupil Premium evaluation Primary PE & Sports premium Data summary Governor attendance at teachers and Leadership Team meetings	Pupil Premium evaluation Year 7 catch up Data summary Governor attendance at teachers and Leadership Team meetings

Leaders' and Governors' evaluation of the schools' effectiveness	
Leaders and Governors listen to the views of pupils, parents and staff through structured approaches such as Questionnaires and through School Councils and through less formal feedback including carefully observing pupil responses/engagement (including non-verbal) Self-evaluation and reflection is very strong and is supported by effective Joint Leadership Team, Leadership Team, Senior Management Team, Teacher, Staff and Governors meeting structures each with a focus on monitoring effectiveness and driving schools' improvement.	
Manor Mead	Walton Leigh
SDP & SEF Governor on Special Schools Forum School Council Parent feedback Staff feedback Regular JLT, LT, SMT, Teachers meetings, Staff meetings, Team meetings	SDP & SEF Governor on Special Schools Forum School Council Parent feedback Staff feedback Regular JLT, SLT, SMT, Teachers meetings, , Team meetings

Performance Management and the Quality of Teaching
Performance Management procedures provide a challenging but supportive context in which Teachers improve their professional practice. Performance Management focuses on supporting individual performance, supporting School Improvement and best outcomes for pupils and ensuring that key CPD needs are identified and supported. A culture of reflective practice and action research approaches are encouraged. There is also a focus on approaches which support staff wellbeing. Staff expertise across the Federation is utilised for staff training.

<p>Governors carry out effective Executive Headteacher Appraisal with the support of the School Inclusion and Improvement Partner.</p> <p>Teaching is very effective across both schools with 46% judged as 'mostly or always outstanding' across the Federation. 82% of lessons are 'good and sometimes outstanding' or better. 100% of teaching is 'good with occasional aspects requiring improvement' or better.</p>	
Manor Mead	Walton Leigh
<p>Teacher appraisal Support staff appraisal Structured programme of lesson observations/ learning walks and other monitoring systems e.g. monitoring of planning Learning 3s Induction and CPD programme & impact evaluations Team meetings SMT monitoring / supporting specific teachers Communication workshops for staff- including across school Extra support for new teachers and also inclusion in SPAN support programme</p> <p>2017-18 Quality of Teaching (12 teachers): Mostly/always outstanding = 42% Good, sometimes outstanding = 42% Good, occasionally aspects require improvement = 16% Sometimes good, overall requires improvement = 0 Requires significant improvement = 0</p>	<p>Teacher appraisal Assistants' professional development meetings Structured programme of lesson observations/ learning walks and other monitoring systems e.g. audit of T&L files Learning 3s Induction and CPD programme including CPD record Team meetings Weekly training (Thursday pm & Fri pm)</p> <p>2017-18 Quality of Teaching (10 teachers): Mostly/always outstanding = 50% Good, sometimes outstanding = 30% Good, occasionally aspects require improvement = 20% Sometimes good, overall requires improvement = 10% Requires significant improvement = 0</p>

Staff reflection and inquiry	
<p>The 'Learning 3s' approach encourages all Teachers to reflect on their practice with colleagues, to research and implement different approaches and to take part in professional dialogue with each other and with those in other schools. Teachers are encouraged to further their professional development for the benefit of themselves, their colleagues and for all pupils. Leaders advocate an Inquiry Based attitude to furthering innovative practice. Peer Review with Surrey/Hounslow/Ealing schools and collaborative work with the other SPAN schools support this ethos.</p>	
Manor Mead	Walton Leigh
<p>Learning 3s Teacher appraisal CPD Federation opps SPAN SST Teachers' meetings New initiatives: junk play (2016/17), static exercise equipment (2017/18) Staff meetings & 'before school' training e.g.</p>	<p>Learning 3s Teacher appraisal CPD Federation opps SPAN Walton & Hersham Cluster, Values Group Teachers' meetings New initiatives: Youth Centre and Leacroft Café TA professional development meetings Probation meetings</p>

levels of consciousness, Sensory Circuits Support staff professional development	
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Curriculum	
The curriculum provides a rich context for learning and supports pupils in developing their thinking skills. The range of learning opportunities helps pupils acquire knowledge, understanding and skills in all aspects of their education.	
Manor Mead	Walton Leigh
Curriculum overview Feeling Good Week Scouts (Cubs and Beavers) Educational visits Visiting artists / educators – Music in Hospitals, Sunbury Gallery Lunchtime Clubs: football, sports ability, yoga, arts & craft, signing choir, care for the environment Dance workshops Curriculum planning review/topic planning development World Book day Integration opportunities with mainstream for individual pupils Balanced Literacy work	Curriculum overview Personal Progress and Personal Social Development Qualifications Educational visits Residential College links Work experience opportunities with Employability Visiting artists / educators – Music in Hospitals, SATRO, DJ Chad Options afternoons Feeling Good Week Choir

SMSC and British Values	
Pupils' spiritual, moral, social and cultural development and, within this, the promotion of the Values Led Education focus and fundamental British values, are at the heart of the school's work. School and/or Class Rules further enhance development opportunities.	
Manor Mead	Walton Leigh
Spiritual: PSHE & RE, Ed visits Moral: Assemblies, Values Ed Social: PSHE & RE, Behaviour management plans, Independence, Play, Lunchtime Clubs Cultural: Curriculum including arts, sports, cultural opps, Lesson obs: curiosity & enjoyment British Values: Pupil Voice, School Council, Class / School Rules, Choice making, PSHE & RE	Spiritual: PSHE & RE, Collective Worship / Reflection, Ed visits, Values Ed Moral: Assemblies, Values Ed, Class / School Rules, Fund raising, voting opportunities Social: PSHE & RE, Behaviour support plans, ILPs, Independence, Options Cultural: Curriculum including arts, sports, cultural opps, Lesson obs: curiosity & enjoyment British Values: Pupil Voice, School Council, Class / School Rules, Choice making, PSHE & RE, Values Ed

Equal Opportunity and Diversity	
An ethos of respect and inclusivity where diversity is celebrated is promoted. Prejudiced behaviour by anyone in the school community is not tolerated.	
Manor Mead	Walton Leigh
Assemblies and curriculum Values Ed	Assemblies and curriculum Values Ed

Behaviour records Equal opps policy School Rules Whistle blowing policy	Class rules Behaviour records Equal opps policy Whistle blowing policy
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Safeguarding	
<p>Safeguarding is effective. Leaders and managers have created a culture of vigilance where pupils' welfare is actively promoted. Pupils are listened to and feel safe. Staff are trained to identify when a pupil may be at risk of neglect, abuse or exploitation and they report their concerns. Leaders and staff work effectively with external partners to support pupils who are at risk or who are the subject of a multi-agency plan.</p> <p>Linda M – DSL update: 27.9.17 Mark – DSL Refresher: 14.9.18 KCSIE (Pt 2) signed by Govs – Autumn 2018 KCSIE (Pt 1) signed by all Staff – Autumn 2018 (and by new staff during induction)</p> <p>Policies Governors' minutes Risk assessments Safeguarding standing agenda item on LT Agenda Safeguarding Audit (Babcock) – 18.1.17 including Staff Audit + annual return to SSCB Safer Recruitment Training for Govs/Leaders/Admin: Summer 2017 Prevent training part of induction 'package' Code of conduct including Staff behaviour conduct policy signed annually along with ICT Code of Conduct</p>	
Manor Mead	Walton Leigh
<p>Tracey – DSL update: 27.9.17 Alice – New DSL: 28.6.17 Becki – New DSL: 28.6.17 Whole Staff Safeguarding update session: 29.10.18 Home school link worker DSL training (October 18)</p>	<p>Annie – New DSL: 12.1.17 & DSL Refresher 14.9.18 Neil – New DSL: 28.6.17 Whole Staff Safeguarding update session: 17.10.18 CPOMS recording system from Summer 2018</p>

Protection from Radicalisation and Extremism	
<p>Leaders maintain Safeguarding as a high priority in the school. Staff training in Safeguarding is updated annually and includes discussion re: the protection of pupils from radicalisation and extremism. Safeguarding & Child Protection policy – to be updated Autumn 2018</p>	
Manor Mead	Walton Leigh
<p>DSL network Whole staff update: 29.10.18 All staff completed Prevent training, now part of induction training</p>	<p>DSL network Whole staff update: 17.10.18 Staff have completed Channel General Awareness Training (Summer 2017)</p>

SDP Priorities: 2018-19	
Federation	
<p>Governor self-evaluation Review of Appraisal process</p>	

QUALITY OF TEACHING, LEARNING AND ASSESSMENT:

Self evaluation:	
Manor Mead	Walton Leigh
Outstanding	Outstanding

Teachers' knowledge and understanding, questioning and adjustment of teaching	
Teachers demonstrate excellent knowledge of subjects and of how to engage learners and mitigate their barriers to learning. Teaching is adjusted in the light of misconceptions and/or lack of engagement and motivating resources and approaches are used to interest learners.	
Manor Mead	Walton Leigh
OFSTED Inspection: February 2015 – Outstanding in all areas Overview Partner notes of visit Monitoring of Teaching and Learning Curriculum and lesson planning Assessment approaches Provision for pupils with ASD, PMLD, VI etc Lesson Observations/Learning Walks Support own development through learning 3s & SMT monitoring	OFSTED Inspection: July 2018 – Outstanding Overview Partner notes of visit Monitoring of Teaching and Learning Curriculum and lesson planning Assessment approaches Provision for pupils with ASD, PMLD, VI etc Lesson Observations/Learning Walks

Planning, pace, organisation and management of behaviour	
Teachers plan lessons very effectively with lessons progressing at an appropriate pace and excellent use of a wide range of resources. Positive, pro-active approaches are used to support pupils in managing their own behaviour as successfully as possible.	
Manor Mead	Walton Leigh
Behaviour management plans Working for cards Stickers, certificates, well done slips Monitoring of Teaching and Learning records Lesson observations/Learning walks Half termly Values focus Training as part of induction Policy updates Zippys Friends Golden circle planning to include well-being strategies such as mindfulness and Zones of regulation Drama Therapy Good role models (staff)	Behaviour support plans Star of the day, achiever of the week Working for and 'now & next' charts Star of the Day and Achiever of the Week Monitoring of Teaching and Learning records Lesson observations/Learning walks Class rules Half termly Values focus Headteacher awards, stickers 'Bubbles Ethos': positive behaviour training (March 2017)

Embedding and scaffolding learning
Teachers balance opportunity to practise and embed learning with the introduction of new knowledge, skills and understanding which build on previous learning. Securely differentiated and personalised learning opportunities mean that almost all pupils make good and outstanding progress.

Manor Mead	Walton Leigh
Lesson observations, medium term planning, lesson plans, IEP progress monitoring CPD Data analysis/Classroom Monitor informing teaching	Lesson observations, medium term planning, lesson plans, ILP progress monitoring CPD Data analysis/SOLAR informing teaching Annotated Schemes of Work

Checking and supporting learning	
Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support in terms of meaningful feedback and/or adjusted teaching.	
Manor Mead	Walton Leigh
Lesson observations /Learning Walks Planning Work scrutiny/annotated work	Lesson observations/ Learning Walks Planning Work scrutiny/annotated work

Feedback	
According to their cognitive ability pupils are provided with focussed feedback regarding their learning and/or are encouraged to identify / are provided with next steps.	
Manor Mead	Walton Leigh
Lesson observations Assessment policy SPAN moderation Use of Aided Language Display for pupils to comment on lesson	Lesson observations Assessment policy SPAN moderation Use of reflection to evaluate favourite aspect/lesson (and for some; success during lesson and points for improvement/development)

Home learning	
Teachers provide parents with suggestions for homeworking which is related to curriculum to be covered and/or individual targets. Where appropriate pupils are provided with reading and/or library books to take home and some pupils/families request worksheet activities.	
Manor Mead	Walton Leigh
Homeworking guidance on termly class Newsletters Parent workshops/training e.g. Intensive Interaction Discussion at review meetings about home learning	Homeworking ideas from ILP discussion

Literacy (including phonics) and Maths	
Reading, writing and communication and, where appropriate, mathematics are embedded across the curriculum; equipping all pupils with the skills to make progress. Phonics teaching is effective.	
Manor Mead	Walton Leigh
Data Summary EYFS Key Skills	Data Summary Cross Curricular Dimensions Routes/Quest for Learning

Quest for Learning Classroom Monitor IEP progress LCP 1 st to current Lesson Observations, Learning Walks Lesson Plans Curriculum Plans Reading Assessments Balanced Literacy initiative 'Beanstalk' reading volunteer Maths/Literacy on all Medium term Plans	Solar MAPP/ILP progress Behaviour Support Plan 1 st to current Personal Progress/PSD Lesson Observations, Learning Walks Lesson Plans Curriculum Plans Reading Assessments
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Expectations and attitudes to learning	
Teachers have high expectations regarding all aspects of pupil learning including their behaviour for learning (which is exemplary). Pupils work hard and try their best.	
Manor Mead	Walton Leigh
Lesson Observations/ Learning Walks Work samples	Lesson Observations/ Learning Walks Work samples

Challenge, resilience and opportunities for learning	
Pupils develop a 'have a go' attitude and are encouraged, through creative opportunities, (including extra-curricular activities) to develop awareness, interest and curiosity. Every opportunity is taken to link and build on learning in order to consolidate and deepen understanding.	
Manor Mead	Walton Leigh
Lesson obs Creative Arts week Lunchtime Clubs: Scouts, Signing Choir, Football, Yoga Educational visits EYFS Characteristics of Learning School Council Days Participation in Surrey school choirs singing picnic day	Lesson obs Residential visits Educational visits After school clubs: Art, Cookery, Swimming, Sports Choir PE days Values Conference School Council Days

Pupils' evaluation of learning	
Pupils are encouraged to give feedback about their lesson/learning. Where their cognitive ability allows they are encouraged to evaluate their learning and/or identify next steps.	
Manor Mead	Walton Leigh
ALDs/PODD for lesson feedback Lesson obs etc Communication work throughout day	Symbolised choices for lesson feedback and next steps Lesson obs etc

Partnership with Parents
Parents have opportunity to discuss their child's progress in detail at bi-annual Parents' Evenings or ILP Meetings (30 mins) and/or at Annual Review Meetings (60-90 mins). At Annual Review progress against P Levels as well as Individual Targets are shared. Discussion involves a coherent and consistent approach at home and at school (and at respite care where relevant). Curriculum Reports

(shared annually) also give detailed information regarding progress across the curriculum. More frequent feedback to parents occurs via the home-school diary, via awards/certificates/Facebook (WL).

Manor Mead	Walton Leigh
Annual Review and IEP Annual Reports (curriculum) Home/school diaries Parents' evenings (beginning and end of academic year) Workshops Parent Network Coffee Mornings	Annual Review and ILP Annual Reports (curriculum) Home/school diaries Student participation in AR meeting ILP meeting (6 monthly) Coffee morning (17.10.18) Parent Participation in MacMillan, Harvest festival, Church Service, Sports Day

Respecting diversity	
Resources reflect and value diversity and pupil experience. Stereotypes are challenged and prejudiced behaviour is not tolerated.	
Manor Mead	Walton Leigh
'Well done' awards PSHE & RE planning (focus n festivals in assemblies) Shared texts include stories from different cultures Zippy's Friends Lesson obs etc Behaviour records	Values Ed Rights of the Child Class rules PSHE & RE planning Lesson obs etc Behaviour records Diversity movie (Values Group link)

SDP Priorities: 2018-19
Federation
Curriculum audit Audit of Assessment & recording systems

PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE:

Self evaluation:	
Manor Mead	Walton Leigh
Outstanding	Outstanding

Attitudes to Learning	
<p>Observations and visits by a range of stakeholders indicate that pupils are confident and happy learners with very positive attitudes to learning and to school in general. Almost all pupils arrive at school enthusiastically and maintain their motivation throughout the day. Pupils respond very positively to a range of reward/award systems and these impact further on attitudes and progress.</p>	
Manor Mead	Walton Leigh
Lesson observations/learning walk feedback School Council Parent questionnaire/feedback Well done book Headteacher Awards/Sticker Charts Special certificates e.g. scouts, horse-riding, swimming	Lesson observations/learning walk feedback School Council Parent questionnaire/feedback 'Happy Days' file Achiever of the Week Headteacher Awards, stickers

Communicating ideas and needs/wishes	
<p>A key priority in the schools is to support pupils in developing their communication skills in order that they can indicate a need or wish, comment, make choices, contribute to a conversation, give their opinion. This takes place throughout every day and is supported by the Values Led approach and structures such as School Council where views are sought and 'discussed'.</p>	
Manor Mead	Walton Leigh
School Council Pupil Voice/Independence Staff training Updated communication guidelines	School Council (including staff interviews) Values Ed

Advice and preparation for next steps (6 th Form)
<p>The 14-19 Curriculum at Walton Leigh enables students to develop a strong foundation of both academic and vocational skills. The breadth of course content which includes practical and work experience elements prepares students very well for their next stages.</p>
Walton Leigh
Work Related Learning aspects within curriculum Life Skills sessions within curriculum College links Work experience Visits to provisions with HSLW

Positive behaviour and attitudes
<p>The strong focus on personalised learning in the context of a broad and balanced curriculum offers extremely well within an ethos of positive behaviour and attitudes and pupils are therefore very well prepared for their next stages.</p>

Manor Mead	Walton Leigh
Focus on communication and independence PSHE emphasis: Zippy's Friends etc Expanding Golden Circle planning	Focus on communication and independence Values Ed Focus Bubbles Ethos (promoting positive behaviour)

Attendance	
Attendance rates are very high overall other than for a small group of pupils who have had serious illness and/or hospital admissions. There are no groups of pupils whose progress has been hindered by low attendance. The schools explore causes carefully if a pupil's attendance falls below 90%.	
Manor Mead	Walton Leigh
2017-18 Whole School = 88.9% Whole School excluding Nursery = 89.5% (2016-17 attendance = 91.9) (SPAN school average = 91%) Data Summary	2017-18 Whole school = 91.8% (2016-17 attendance = 91.6) (SPAN school average = 91%) Data Summary

Promotion of high standards of behaviour	
The schools have a strong drive to support pupils to manage their own behaviour effectively and this is affected through a positive, pro-active approach based on very strong professional relationships between staff and pupils. Staff are well trained in both pro-active approaches and in the use of Physical Interventions as a last resort if required. Behaviour Management / Support Plans are carefully written to support pupils to remain in a positive state of equilibrium.	
Manor Mead	Walton Leigh
Lesson observations Behavioural incident reports Comments re: positive pupil behaviour - staff Use of movement breaks/circuits	Lesson observations Behavioural incident reports Comments re: positive pupil behaviour – Happy Days File, staff Learning Walks

Progress in positive behaviour	
Progress in pupil behaviour can be seen by considering individual's learning and behaviour plans and by analysing progress data. Where a pupil's behaviour impacts on their ability to engage in learning then strategies are put in place to mitigate these factors.	
Manor Mead	Walton Leigh
Progress shown on LCP Progress shown through Behaviour Management Plans/evaluations Behaviour Watch analysis Mid-year progress data discussions	Personalised provision /time-table Progress shown through Behaviour Support Plan

Anti-bullying
Staff have opportunity to discuss what bullying 'looks like' in our schools (Autumn 2016 / Spring 2017 INSET) and can differentiate between 'rude', 'mean' and 'bullying' behaviours.

Manor Mead	Walton Leigh
E-safety Policy Behaviour incident records Incidents of bullying Whistle blowing culture	E-safety Policy Behaviour incident records Incidents of bullying

Response to bullying	
If staff perceive an incident of bullying to have occurred then strategies will be put in place to address this with reference to the 'perpetrator' and the 'victim'.	
Manor Mead	Walton Leigh
Incident report PSHE curriculum Training on mediation	Incident report PSHE curriculum Values Ed

Pupil welfare	
The schools' culture is one of honesty, openness and trust where pupils and staff build very strong professional relationships and where safety and wellbeing are paramount. Pupils are taught to communicate needs, wishes, choices and to express their feelings and concerns as effectively and appropriately as possible. Leaders collaborate with families and other professionals to address any concerns raised.	
Manor Mead	Walton Leigh
PSHE curriculum Tracking re: raising concerns with other professionals Communication strategies Pupil Voice & Independence Induction training	Parent questionnaire PSHE curriculum Tracking re: raising concerns with other professionals Communication strategies

Health and wellbeing	
The very carefully constructed curriculum and individual targets support pupils in engaging in a range of activities which promote health and wellbeing and in developing healthy and safe choices. Outdoor activities/equipment supplemented by the schools' pools and off-site opportunities mean that physical activity has a high profile. Impact on emotional wellbeing has been explored and a range of approaches including enhanced play resources, drama therapist, liaison with Specialist Mental Health Nurse and the full time roles of the HSLWs support pupil development in this regard.	
Manor Mead	Walton Leigh
PSHE curriculum Science Curriculum Dance teacher Drama Therapist PE curriculum Sensory circuits / movement breaks embedded Clubs	PSHE / RSE curriculum Science Curriculum PE curriculum Music Therapist ARTiculate Trained Teacher

Online safety
Staff supervise pupils' access to online materials and appropriate filters are in place. Whilst encouraging independence staff are also mindful to teach pupils key messages regarding e.g. not

sharing personal information on social networking sites.	
Manor Mead	Walton Leigh
E-safety Posters in classrooms with advice including pupil 'contract' for safe use at home where appropriate to raise parent awareness	E-safety (staff & pupil workshop) Safeguarding Audit (Babcock) – 18.1.17

SMSC	
The teaching of SMSC aspects is fundamental in the schools along with the Values Education approach, class/school rules etc.	
Manor Mead	Walton Leigh
SMSC policy Lesson observations / learning walk feedback PSHE curriculum RE Curriculum	SMSC policy Lesson observations / learning walk feedback PSHE curriculum RE Curriculum Values Ed

SDP Priority: 2018-19
Federation
Audit of Emotional Wellbeing approaches (pupils & staff)

OUTCOMES FOR PUPILS:

Self evaluation:	
Manor Mead	Walton Leigh
Outstanding	Outstanding

Progress overall across year groups and the curriculum Progress for 'groups' of pupils including disadvantaged	
<p>Pupils make good and outstanding progress across year groups and across the curriculum, including in English and mathematics, considering their different starting points and specific learning challenges.</p> <p>No group of learner makes significantly less progress than others.</p> <p>2017-18 Progress: Federation (111 pupils) 23% of pupils made Above Expected Progress 61% of pupils made Expected Progress 16% of pupils made Below Expected Progress</p>	
Manor Mead	Walton Leigh
<p>Data Summary Data summary in relation to Progression Guidance and CASPA Data summary in relation to English, Maths and those in receipt of Pupil Premium.</p> <p>2017-18 Progress: <u>Overall Average (all pupils, all subjects)</u> <u>Outstanding Progress</u> 17% (11/66) of children made Above Expected Progress 61% (40/66) of children made Expected Progress 22% (15/66) of children made Below Expected Progress</p>	<p>Data Summary Data summary in relation to Progression Guidance and CASPA Data summary in relation to English, Maths and those in receipt of Pupil Premium. Personal Progress summary Personal Social Development Summary Entry Level summary</p> <p>2017-18 Progress: <u>All subjects, all students</u> <u>Outstanding Progress</u> 29% (13/45) of students achieved above the expected level of progress 60% (27/45) made expected progress 11% of students (5/45) made Below Expected Progress</p>

Progress of all pupils including disadvantaged pupils	
There are no groups of learners who make significantly less progress than their peers.	
Manor Mead	Walton Leigh
Data Summary Pupil Premium Statement	Data Summary Pupil Premium Statement

Communicating knowledge and understanding	
Most pupils are able to communicate their knowledge and understanding using speech, symbols, photos, gesture.	
Manor Mead	Walton Leigh
Lesson observations / learning walk feedback	Lesson observations / learning walk feedback

Reading	
Some pupils can read conventional text, others read using visual supports such as symbols. The teaching of phonics is effective.	
Manor Mead	Walton Leigh
Data for reading Reading records Lesson observations / learning walk feedback World Book Day Library Literacy courses Beanstalk reading volunteer	Data for reading Reading records Lesson observations / learning walk feedback World Book Day Library Literacy courses

Preparation for next stage	
Pupils are extremely well prepared for their next stage due to the very personalised provision they receive combined with the broad and balanced curriculum offer.	
Manor Mead	Walton Leigh
Progress data Progress within school/transition info	Progress data Leavers' destinations

SDP Priorities: 2018-19
Federation
Review of the monitoring of Teaching & Learning

EFFECTIVENESS OF THE EARLY YEARS PROVISION:

Self evaluation:
Manor Mead
Outstanding

Drive for improved outcomes
Excellent leadership and management have been instrumental in establishing this outstanding provision. As a result, children in the Nursery transfer smoothly into Reception, where they are prepared very well for moving into Key Stage 1.
OFSTED Report Feb 2015 Learning Walks/Lesson Obs

Performance Management and CPD
The school operates a rigorous Appraisal system which together with careful monitoring of the quality of Teaching and the identification of CPD opportunities leads to very effective teaching. professional development improves the quality of teaching.
Teachers' Appraisal Support staff professional development Probation meetings

Safeguarding
Safeguarding is effective.
Surrey Safeguarding audit

Statutory welfare requirements
There are no breaches of statutory welfare requirements.
OFSTED Report Feb 2015

Health, safety and wellbeing
Staff in the early years provision take every precaution to ensure that children play and learn safely.
OFSTED Report Feb 2015

Engagement with parents and carers
Communication between school and parents and carers is strong and varied enabling effective partnership working for the benefit of children.
Learning Communication Passport meetings 6 monthly Reviews Home-school books Home School Link Worker (increased from 2 to 5 days weekly in Summer 2016) Induction meetings for new children New report format for EYFS (piloted in Nursery Summer 2017) - positive feedback, used in more complex classes Summer 18

Environment and curriculum
The stimulating environment and excellent curriculum provides rich, varied and imaginative experiences for children through a very personalised offer.
Lesson obs, learning walks Creating a learning environment work - audit and interventions (Elizabeth Jarman)

Quality of teaching
Children make such excellent progress because outstanding teaching ensures that they are given every opportunity to learn throughout the day. Adult-led activities are very carefully chosen with each child in mind and so every one of them has tasks that provide just the right level of challenge.
OFSTED Report Feb 2015 Lesson obs, learning walks Planning Recording- green files, 2 build a profile

Assessment and planning
A very good mixture of activities and opportunities for children to learn and express themselves through free play stimulate children's curiosity and encourage their enjoyment of learning. Staff make very good use of outdoor learning space to extend these experiences. Staff check children's learning in every activity and they record carefully all small steps of progress. Consequently, they quickly change activities in response to how well children are achieving and they build a very comprehensive picture of how much progress each one makes over time. Children are assessed very quickly when they enter the provision. Their needs are identified and individual plans are produced that identify precisely how all aspects of their development are to be encouraged. Children enter the early years provision with starting points that are significantly below what is typical for their age. They make outstanding progress from these starting points in all areas, especially in relation to their communication skills, social awareness and, in many cases, their physical development.
OFSTED Report Feb 2015 Recording- green files, 2 build a profile Lesson obs, learning walks Learning Communication Passports Induction meetings, liaison with professionals from other provisions, visits to see children

Behaviour and qualities of learning
Children's behaviour is excellent. They learn to follow classroom routines and make excellent progress in their ability to interact with adults and to relate to other children.
OFSTED Report Feb 2015 Curriculum planning Learning Communication passports set up and discussed with parents – Behaviour/Social section Behaviour plans where needed

Safety, positive behaviour and respect for others
Children are encouraged to learn safely and to manage their own behaviour positively. They are encouraged to become aware of, and respectful to each other.
Lesson obs, learning walks

Progress and preparation for next stage

No groups make significantly less progress than another

Children make good and outstanding progress and are extremely well prepared for Key Stage 1.
No groups of pupils make less progress than others.

Data summary

Annual Review reports

Individual pupils' paperwork

- In the Early Years Foundation Stage evidence of progress is gathered on a School Learning Journey based on 'EYFS Development matters (2014)', using a system of observations, post it notes (stored onto 2 Build a Profile and used as Annual report) and recording sheets. Progress is then tracked against these points 6 monthly.
- In addition children are base lined on the Schools Key Skills records which are then updated 6 monthly.
- For some children who have very complex needs and are working at the very earliest stages of development the children are base lined and progress is recorded and tracked through Quest.
- When the children first join Manor Mead a Learning and Communication Passport (LCP) is written in consultation with parents, this is then updated a least annually or when there are significant changes. A comparison of their first and most recent LCP gives good evidence of progress.
- As required the EYFS Profile is completed for all the children at the end of reception. In July 2016 all the children were 'emerging' in all areas.
- For all children in the EYFS progress can be demonstrated from their initial base line assessment to the end of reception

EFFECTIVENESS OF THE 16 TO 19 STUDY PROGRAMMES:

Self evaluation:
Walton Leigh
Outstanding

Leaders' expectations
Leaders maintain very high expectations and the monitoring of the quality of teaching, learning and assessment is very robust.
Lesson observations / learning walk feedback Monitoring of T, L & A Data Summary Personal & Social Development, Personal Progress, Entry 1/2

Personalised study programmes
The 14-19 Curriculum is designed in such a way as to build on the learning in Key Stage 3 whilst providing further breadth as well as personalised learning which increasingly takes place in the community as well as in the school.
Curriculum overview Independence (ILP focus) Cross Curricular Dimensions embedded in planning Work related learning / work experience

Planning and preparation for the future
Where appropriate students are offered work experience placements as well as study programmes designed to support their progress in the key areas of learning (ILPs and cross-curricular skills).
Transition Social Worker and SEND 16+ support Links with Employability Post19 transition support 14-19 curriculum content Merrist Wood College Link Post19 placement transition links ILPs

Teaching, learning and assessment
Teaching, learning and assessment support and challenge learners to make good and outstanding progress in all aspects of their learning. Where a pupil or group are identified as making less than expected progress then interventions are implemented to address this and to remove 'barriers' to progress.
Assessment system identifies students who are not 'on track' to meet expectations. Data summary Lesson observations, learning walks

Qualities and preparation for future settings
Learners build confidence, independence, communication and social skills and, where they can, build skills for the workplace/employability. Attendance rates are high.

Lesson observation and learning walk feedback. ILP progress (& MAPP) PSHE progress Attendance figures Work experience opportunities

Safe and healthy lifestyles

Learners build trusting relationships with staff and all are encouraged to 'live the values' of the school. The personalised ethos together with the broad curriculum offer equips them to live a safe and healthy lifestyle.

Student Council activities Values Ed Class/School Rules Curriculum

Progress of learners

All students stay at school to the end of Year 14 (other than when a family has relocated or a student has made an early Transition to their Post19 placement).

Data summary List of accreditation

Post19 provision

All students move on to some form of education or day care placement (and some move on to residential provision).

Destinations – last 3 years
