



# Mill Water School

Preparation for *their* best future

## Priorities for whole school development

1. To finalise an ambitious, broad, and balanced curriculum to prepare all pupils for *their best future*
2. To move to a fully embedded relational attachment aware approach across the school
3. Continue to enhance parental engagement to ensure an integrated approach to pupil outcomes and well-being
4. To develop more purposeful training through the EALC/SENTient/SWALSS and SLE networks

From Ofsted Report May 2017

## What does the school need to do to improve further:

Improve leadership and management by ensuring that:

- development plans indicate precisely when and how leaders, including governors, will check that actions taken are improving outcomes, and who will do the checking
- the monitoring and recording of the range and individuality of assessed areas of pupils' learning is securely embedded to enable them to make the very best possible progress
- governors' records show more precisely the impact of their challenge to leaders in raising pupils' achievement and progress
- communication is improved quickly, especially for parents, so that everyone has a good understanding of what is happening within the school, the rationale behind proposed changes, and the impact it has on the quality of education pupils receive.

# Self-Evaluation Form

## 2019 - 2022

### Context:

Mill Water School is a maintained special school. It is part of the SENTient Trust and is a member of the first South West Special School Alliance (SWSSTA). The school relocated to new, purpose-built accommodation in January 2015. The school was built to accommodate 100 pupils with 10 class bases and additional specialist spaces. Due to the growing demand for SEND places in Devon, the school now has 114 pupils on roll with 13 class bases. This means that we have had to adapt the building to provide more teaching spaces, including the loss of all specialist spaces.

- All of our 114 pupils, ranging in age from 3 – 19, have Education, Health and Care Plans
- 78% are boys and 26% are girls
- Pupils have a range of learning difficulties, including severe learning difficulties, autistic spectrum disorders, and profound and multiple learning difficulties. A small number of pupils have social, emotional and mental health needs. 54% of pupils have a diagnosis of ASD. 22% have a visual impairment, 3% have multisensory impairments.
- Pupils do not work within age-related expectations and attainment on entry is well below national expectations.
- 99% of pupils are of White British heritage which is considerably higher than the national average (66% in 2021).
- 36% pupils receive Pupil Premium. This is well above the national average (21%).
- When pupils leave Mill Water School, they generally move on to a Further Education placement, or access Community Resources. We publish our Leaver Destinations on the school website.

### Progress since last inspection:

Mill Water School was judged by OfSTED to be Good with Outstanding behaviour in the last inspection (April 2017). The report stated:

*Leaders are united in their ambition, determination and energy to ensure that the pupils who attend Mill Water School receive the best possible learning experiences. They have a comprehensive understanding of the complexity of need for each pupil and strive to ensure the needs are fully met.*

*The school's work to promote pupils' personal development and welfare is outstanding. Pupils feel safe and secure.*

Mill Water School continues with this same ambition and is determined to retain and improve on this 2017 judgement. We will continue to provide outstanding education for all our pupils by providing personalised education, with approaches and strategies founded on research and evidence-based best practice, delivered by highly skilled and committed staff.

We know that best outcomes for children can only be achieved through collaboration with parents and other professionals and we remain committed to working with family to provide the very best education for pupils. Comments from parents include:

*'an excellent school, can't knock it'; 'the school is almost like another family, home from home and so we have a bigger and brighter future' and 'Mill Water is a fantastic school' Ofsted 2017*

The school has continued to develop links and partnerships with other special and mainstream schools in the local area.

Extensive outreach provision and parenting support is provided by our Outreach team. Specialist staff are able to advise on provision, teaching and learning and strategies to support pupils with additional needs in mainstream settings. Ongoing support may include producing resources, training for key staff and/or 'Inreach' for the young person to attend Mill Water.

## **Significant changes since the last inspection**

### **Quality of Education**

- The Senior Leadership Team has been restructured to provide a Head, Deputy and Assistant Head. The Assistant Head has responsibility for Teaching and Learning. Curriculum/Area teams have been created to support the Assistant Head. Extended Leaders have been appointed to lead on core learning, PSHE, communication and complex needs. This means that leadership is distributed further across the school, and provides greater resource to help develop and embed our new curriculum, and to ensure that assessment is closely linked to what is being taught.
- Evidence for Learning is now being used to record pupil progress and provide performance data – staff have been trained in its use. This means that progress for each child can be recorded dynamically, observations can be linked to photographic evidence, progress can be assessed against a variety of frameworks, progress towards EHCP Outcomes and Personal Learning Goals can be measured more effectively, and workload on teachers and teaching assistants reduced.
- We have redeveloped our library to ensure that it is accessible to all children, regardless of their reading ability. We want to ensure that all children develop a love of reading, listening to stories and looking at books.
- We have recruited a Hydrotherapy Pool Assistant. This means that we can use our pool for the benefit of pupils with physio and sensory needs, for the whole week, because we are able to staff sessions appropriately. Children are deriving more benefit from hydrotherapy sessions and more physically able children are enjoying the therapeutic exercise that aqua aerobics delivers.
- The school has continued to develop its provision primarily utilising the school budget, but also through significant fundraising by the newly appointed Fundraiser and marketing lead. Improvements have included new fencing, leading to greater site security; the purchase of new playground equipment; additional devices to improve access to the curriculum for our pupils with VI; and the purchase of two new vehicles to facilitate work experience opportunities.
- As a result of a case study following the Covid-19 pandemic, we have established an Outdoor Learning Team who focus on delivering learning in the environment. This includes sessions on horticulture, being safe in the outdoors, physical development through walking groups and accessing the local community. The outdoor learning team provide learning that broadens and enriches the curriculum at Mill Water, and has a positive impact on pupils physical and mental health and wellbeing.

### **Behaviour and Attitudes**

- Mill Water moved to Devon PIPS instead of Team teach from Sep 2017. Staff receive training in preventative approaches to behaviour management and have this at the forefront of their minds. We have reviewed our behaviour policy and will be moving to a Relational based policy from January 2022. This aligns more closely with our school values and ethos. We are prioritising attachment based mentoring training and five staff have attended so far.

- The head undertook 28 hours DDP training with Dr Dan Hughes (November 2021) and continues to train other schools in attachment theory and relational working.
- Safeguarding underpins everything we do at Mill Water. We have created a Safeguarding Team consisting of a DSL + 2 deputies. Team meetings happen every week when concerns and current issues can be shared. Babcock carried out a full Safeguarding Audit – January 2020. All recommendations have been implemented in full (All Staff to read Code of Conduct, Personnel Files containing RAs instead of references checked, Safer Recruitment Refresher Training booked and attended, information on how to raise concerns about colleagues posted on the back of toilet doors, confirmation sought that the Chair of Governors knows how to deal with concerns about colleagues, safeguarding questions incorporated in TA Appraisal.)
- The Headteacher continues to work with Devon LA DCFP. Headteacher and Deputy Head have had Operation Encompass training. CPOMS has been introduced, trialled and is now embedded across the whole school community. This means that information which needs to be shared with staff can happen more efficiently. Five staff have been safer recruitment trained.
- The head and DSL have undertaken NSPCC training in managing HSB in primary schools and secondary schools.
- Our PSHE/RSHE curriculum has been reviewed to meet new guidelines and to ensure that pupils are getting the right information that they need at the right stage in their development. Assemblies are focussed on the mental health and well-being of the whole school community. Two mental health first aiders have been appointed to provide support to both pupils and staff.
- Attendance is good at (evidenced by the percentage being higher than national average pre, during and post Covid) and continues to be monitored closely. There are a number of pupils who have medical conditions that impact on their overall attendance. All measures are taken to improve attendance by the school working with the EWO and with families.
- When pupils have medical conditions or anxieties, we have visited them at home, met out in the community, delivered equipment for EHCP physio/physical communication/play targets, contacted them via zoom etc
- We establish positive relationships with parents prior to the child starting at school and recognise that families may require varied levels of support throughout their child's learning journey. This is provided through Annual Reviews, meetings with parents, and with school making the necessary referrals to other agencies for additional support.

## **Leadership and Management**

- In 2018 Governors carried out a Skills Audit that was used to inform the recruitment of new governors and to highlight training needs. The Governing body was subsequently strengthened by the appointment of additional members. We now have governors with a background in special education, social work, finance and international business, plus a parent governor with extensive civil service experience. In January 2021 the board was strengthened again by the recruitment of an ex-SEND head and HMI. Governors have attended bespoke training for SEND schools giving them greater insight into the needs and challenges of a special school. Governors continue to work closely with the Senior Leadership Team as a 'critical friend' in all aspects of the school and its development.
- Through Covid, a committee of SLT and governors met weekly to ensure documentation was thoroughly digested and adhered to. Governors stayed connected to ensure senior leaders were supported. This was a strength of the school and meant standards did not slip whilst managing the Covid crisis
- The school is currently financially secure and has ensured through stringent management of the budget that all monies go into impacting on outcomes for pupils; such as improving outdoor spaces, increasing the therapy team and adding a sensory integration room.

- CPD is valued and offered as extensively as possible. Extended leaders have been awarded SLE status in communication, core learning, ICT and ASC; Assistant Head awarded NPQSL; two extended leaders awarded SWALSS leadership qualification; the safeguarding team has been increased to three, all trained to Level 3; the school has built on the restructure outcomes (2016) by introducing a clear career progression programme that offers opportunities for training at the appropriate level for apprentices, Grade Bs, Cs, Ds and Es; the school has supported TAs onto teacher training courses, both PGCE and school based; an apprentice mentoring system is in place; the Assistant Head leads a New Teacher programme; non pupil days offer consolidated CPD and training for all staff;
- Ongoing CPD for all staff is now offered on Friday afternoons following a parent and staff consultation. A full training programme can be provided on request.
- SLT have reflected on the changing pupil intake and the need to provide all pupils with a relevant, broad and meaningful education and curriculum. This has led to the review of the curriculum and assessment, which in turn has led to the publication of bespoke curricular pathways and assessments
- The school website has been redeveloped again to create improved communication between school, parents and other stakeholders
- Rigorous Safeguarding of all pupils continues to be a strength and is ensured through meticulous systems that are constantly reviewed and monitored internally and externally. All staff and governors have regular training on Safeguarding.
- New Pay Policy is rigorous, evidence based, focused on the Teaching Standards and rewards outstanding performance. UPS teachers are held to account to provide evidence of wider school contribution.
- Leaders and governors know what needs to be done to improve the curriculum.
- Health and Safety has been judged as high quality during two mandatory audits.
- A monitoring inspection took place in November 2020.
- *Teachers have assessed pupils against their individual targets. You found that pupils had not lost any ground and that some had made progress.*
- *Initially, your curriculum focused on pupils' communication and language, physical development and personal and social education, to support pupils returning to school. After two weeks, pupils returned to studying the full range of subjects.*
- *Reading is a priority for pupils in the early years and Years 1 to 6. Your staff teach phonics by encouraging pupils to overlearn individual sounds. Bespoke lessons are delivered to help those pupils who need to catch up.*
- *Pupils are learning the full mathematics curriculum. Teachers regularly check pupils' mathematical knowledge to support pupils to work towards their individual targets.*
- *You have added more outdoor learning opportunities to your wider curriculum. You did this to prioritise pupils' well-being. You have found that many of your pupils respond better when learning outside.*
- *You have adapted the curriculum for pupils in Years 7 to 9. For example, you have changed when and where you take pupils outside of school. This is so pupils can continue to learn key skills within their communities, while accessing all subjects in your school's curriculum.*
- *Pupils in Years 10 and 11 continue to work towards their entry level qualifications. You believe that the Year 11 are on track to achieve their potential by the end of this academic year.*
- *Your post-16 provision has been reorganised for this year. You want to ensure that your students still access work experience as normal. However, you plan to do this in the summer term, when you hope current restrictions may be lifted.*

- *Due to the varying needs of your pupils, you have delivered a varied package of remote learning. You have supported parents to work on pupils' individual targets when learning at home. Teachers have delivered online lessons for pupils who respond well to this approach.*

**Matthew Barnes HMI**

## **Personal Development**

- All staff prepare our pupils so that they are ready to learn and ready for life after school; all staff place the learner at the centre. We have created three curriculum pathways which best serves our pupils needs, ensuring learning is relevant and meaningful for everyone
- Teachers' plans are based on advice from internal and external professionals, such as therapists, Educational Psychologists, Learning Disability Nurses, and respond to the Outcomes in pupils' EHC Plans
- The training staff have received continues to impact on their practice, their teaching skills and therefore pupil outcomes
- Staff are encouraged and supported to develop their own professional knowledge and skills e.g., research, SWALSS Leadership Programme, Foundation Degrees and conferences
- Many pupils are engaged with activities and initiatives such as planning the Leavers Prom, raising money for national and local charities, or taking part in interviewing prospective staff via the School Council

## **Sixth Form provision**

- Accreditation has been reviewed and redesigned to meet the needs of our cohorts in a meaningful way
- Further work experience placements have been introduced and an additional member of staff appointed to improve links and support placements.
- Pupils are placed in the most appropriate class group with their specific post 16 needs met via other means such as work experience, community inclusion and purposeful leisure

## **EYFS provision**

- The new Development Matters is being used for (non-statutory) curriculum guidance which supports the delivery of the revised early years foundation stage (EYFS) statutory framework.
- Characteristics of Effective Learning has an additional strand of 'Emotional Wellbeing' and is now being effectively used by all the EYFS team
- Evidence for Learning is the assessment tool being used for observations with observations linked to PLG's, the new Development Matters and CoEL
- A Communication specialist TA is in EYFS 4 days a week leading communication, delivering training and supporting SaLT programmes.
- Planning has been adapted to enable curriculum leads to monitor
- Continuous Provision in the outside area has been enhanced with a greater emphasis on access to outdoor learning (playground due to be renovated Summer 2022)

# Quality of Education

## 2 Good

“Knowing a tomato is a fruit is knowledge, wisdom is knowing not to put it in a fruit salad”

**For Outstanding to be awarded** the school meets **all** of the criteria for ‘good’ **securely** and **consistently** and the quality of education provided is **exceptional**

In addition:

The curriculum **intent** and **implementation** are embedded **securely** and **consistently** across the school. Across the school staff have a **firm** and **mutual understanding** of the school’s curriculum intent and what it means **in their practice**. Across all parts of the school, **series of lessons** contribute well to delivering curriculum intent.

The work given to pupils, **over time** and **across the school**, consistently **match the aims of the curriculum** and are **well planned** and **sequenced** towards **cumulatively sufficient knowledge** and **skills** for **future learning** and **employment**. Pupils’ work is of consistently **high quality**. Pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND **achieve exceptionally well**.

### Key words/Notes from ‘good’ criteria to support judgements

### Evaluative Statements based on practice and impact

#### Intent:

- Curriculum **ambitious**
- Curriculum designed so that **all pupils succeed** including **disadvantaged** and **SEND** (or clear action plans that will enable this to happen)
- Curriculum **coherently planned** and **sequenced** to enable **cumulative sufficient knowledge** and **skills**
- Meets needs of **SEND**
- Pupils study the **full** curriculum

SLT and ELT, with core and area teams, have developed three distinct but overlapping curriculum pathways – Nurture and Engagement; Practical Learning and Life Skills; Independent Learning and Living. Pupils follow the pathway which best suits their individual needs and learning profile. This means that pupils are following the curriculum which will enable them to achieve and learn what they need to know and be able to do when they move on to their next placement. It also means that pupils are able to experience success within their own pathway. Each pathway is designed to offer a sequenced and balanced mix of skills and knowledge, with coverage across all key stages.

There has been an emphasis on reading or communication, and maths.

Extended leaders have devised an interesting curriculum that is enriched with a wide variety of experiences and activities. In Mill Water’s core subjects of English, mathematics and PSHE, leaders have carefully considered the knowledge and skills that they want pupils to learn to increase their opportunities when the leave.

Subject leaders have planned in detail the order in which this important content will be taught and what Mill Water classes as important.

Leaders make learning to read a priority along with encouraging the enjoyment of books and stories for those that are prevented by their specific disability.

Through the wider curriculum, extended leaders plan opportunities that prepare pupils for “**their best future**”.

<p><b>Implementation:</b></p> <ul style="list-style-type: none"> <li>Teachers have <b>good knowledge of subjects</b> they teach</li> <li><b>Leaders</b> provide <b>support</b> for those teaching outside their subject</li> <li>Teachers <b>present subject matter clearly</b> and <b>promote discussion</b></li> <li>Teachers <b>check pupils understanding</b> and <b>address misconceptions</b></li> <li>Teachers help pupils <b>remember long term</b> and <b>integrate new knowledge into larger ideas</b></li> <li>Leaders ensure that <b>assessment</b> is used <b>well</b> and <b>does not increase workload</b></li> <li><b>Environment</b> and <b>resources</b> support learning</li> <li>Pupils' work is <b>demanding</b> and <b>planned</b> and <b>sequenced</b> to enable <b>sufficient knowledge</b></li> <li><b>Reading</b> is prioritised; there is a <b>rigorous</b> and <b>sequential</b> approach developing <b>fluency, confidence</b> and <b>enjoyment</b>. Pupils read <b>widely</b> and <b>often</b>. <b>Attainment in reading</b> is <b>regularly assessed</b> and <b>addressed</b>. <b>Reading books</b></li> </ul>	<p>All staff have been involved in strengthening the existing broad curriculum. They have ensured that it is well sequenced so that pupils build on and revisit knowledge in subjects over their time in school.</p> <p>Literacy – all children who are able follow a multisensory, cumulative and structured phonics programme which maximises learning by using all sensory channels – see Reading Rationale</p> <p>Teachers read a wide range of exciting books to pupils that capture their interest. Pupils enjoy books. Children get off to a good start learning phonics when they are ready because the programme is bespoke and well matched to the pupils.</p> <p>Pupils read books that contain only the sounds they know and staff understand the importance of this technique. Staff have been trained in early literacy skills, phonics, memory, and multisensory teaching strategies.</p> <p><b>Communication</b> - The Communication Team has been developed and now consists of specialist practitioners including a Lead Teacher who is an SLE for communication, two Communication Assistants and a Resources Assistant. We have developed our skills through specific and targeted training enabling us to offer the highest quality total communication environment. Each pupil is offered a personalised communication system from choice of a range of AAC. We are also able to offer bespoke training enabling ongoing CPD for staff, this ensures we offer the best environment for communication to all of our pupils.</p> <p>We support our pupils through a 'Total Communication' approach where all forms of communication are valued and encouraged. We consider how we communicate with each of our pupils on an individual basis and ensure we adapt how we communicate to support understanding. Verbal communication will often be supported through sign, gesture, written and pictorial means. Every pupil has access to the use of symbol-based apps such as Proloquo2Go, as well as PODD books and PECs within their class, where appropriate classes also use 'objects of reference'. Specific approaches such as 'Intensive Interaction', Storysharing, Lego Therapy, Narrative Therapy, Colourful Semantics and 'SmiLE' Therapy (social communication skills) are also used.</p> <p><b>Maths</b> – all children who are able follow a programme based on Numicon which offers progression through each year group. Pupils are given opportunities to solve problems and practice skills before moving on.</p> <p>In maths, reading and writing, pupils understand the important concepts. This is because teachers are clear about what pupils need to learn to improve outcomes in adult lives.</p> <p>In mathematics, pupils acquire the knowledge and skills they need to become confident mathematicians. Children learn their numbers and how to count through a range of practical activities. This prepares them well for future learning. Teachers explain important mathematical concepts clearly. They swiftly identify gaps in pupils' understanding through the checks they make.</p> <p>Intervention strategies and new approaches to learning are considered as we constantly strive to maintain high quality, effective provision for all our learners.</p> <p>Life and Independent Skills are now regarded as a core assessment area to highlight the importance of these valuable skills. A group of KS4 pupils are undergoing regular travel training, including travel on trains, buses, ordering in cafes, using money and getting change.</p>
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<p>connect closely to <b>phonics knowledge</b> taught</p> <ul style="list-style-type: none"> <li>• The focus on <b>reading</b> and <b>skills to communicate</b> give them foundations for future learning</li> <li>• Teachers have effective speaking, listening, writing and reading skills.</li> </ul>	<p>The curriculum and pupils' learning is regularly extended through enrichment activities provided by outdoor learning, visits into the local community and beyond, inter-school sports competitions, the schools swimming programme, activity sessions and training provided by visiting professionals.</p> <p>The school is committed to developing pupils' learning at home. We have delivered Parent Workshops which were well attended by parents/carers/family members (Makaton, Autism, Managing Challenging Behaviour, Direct Payments, new Ofsted framework, EFL, phonics and transitions)</p> <p>Sensory Processing (Deep Pressure, Sensory Diets, swing therapy etc) is delivered throughout the curriculum supporting resilience for learning for our pupils with complex ASC and SPD.</p> <p>The Head Teacher, SLT, teachers and teaching assistants work in partnership with our Communication and physiotherapy team to develop, implement and monitor the effectiveness of our provision.</p> <p>The following observations have been made during SLT monitoring sessions:</p> <ul style="list-style-type: none"> <li>• Over time, the overwhelming majority of pupils have made good or better progress</li> <li>• There is clear planning with clear individual learning outcomes to meet the diverse needs of pupils</li> <li>• Lessons were highly motivating and relevant learning opportunities planned for pupils based on individual needs including targets from EHCPs</li> <li>• Excellent differentiation and a clear understanding of each's pupils prior learning to ensure challenge and progress.</li> <li>• Creative approach which successfully removed barriers to learning</li> <li>• Passion, enthusiasm and commitment to improving outcomes for our pupils was tangible</li> <li>• Overall, a very good pace to lessons allowing time to process information for sensory learners and challenge more able.</li> <li>• Teacher demonstrated excellent subject knowledge</li> <li>• Evidence of good questioning from some TAs during lessons from all staff impacting positively on pupil progress.</li> <li>• High levels of engagement from the vast majority of pupils</li> <li>• Outstanding and exemplary behaviour from all pupils</li> <li>• Staff managed the behaviour of pupils very well following Positive Behaviour Plans closely when appropriate</li> <li>• Evidence of positive reinforcement – working for lego piece etc. used very effectively</li> <li>• Pupils demonstrated a mutual respect for their peers and staff</li> <li>• Calm and purposeful atmosphere to facilitate high quality learning</li> <li>• Pupils clearly enjoy the planned lessons and are highly motivated by the content and delivery</li> <li>• Lesson observed was highly interactive and practical</li> <li>• High quality questioning to further develop learning and assess pupils' depth of learning relating to the subject taught by the teacher</li> <li>• Grade D TA extremely effective in their role in supporting teaching and learning</li> <li>• Most TAs were aware of the learning objective for the lesson.</li> <li>• Staff demonstrated an in-depth knowledge of pupils and their individual needs, therefore highly effective in their support</li> <li>• Staff and pupils have excellent relationships</li> <li>• Staff act as positive role models for our pupils.</li> <li>• Behaviour is managed speedily and effectively with minimal disruption to learning</li> </ul>
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	<ul style="list-style-type: none"> <li>• Staff have high expectations of our pupils; independent learning is actively promoted</li> <li>• There were activities that provided challenge for all pupils</li> <li>• Behaviour for Learning is promoted, pupils were observed as confident learners who were willing to take risks</li> <li>• Total communication environments to promote engagement and learning</li> <li>• Some excellent use of Makaton and visual prompts to aid understanding</li> <li>• High quality resources that were appropriate to the lessons</li> <li>• Staff demonstrated an awareness of phonic phases and used phonological terms appropriately</li> <li>• Internal scrutiny is successful including regular moderation of pupil work with other schools (on hold due to Covid)</li> </ul> <p><i>Pupils are learning the full mathematics curriculum. Teachers regularly check pupils' mathematical knowledge to support pupils to work towards their individual targets.</i></p> <p><i>Reading is a priority for pupils in the early years and Years 1 to 6. Your staff teach phonics by encouraging pupils to overlearn individual sounds. Bespoke lessons are delivered to help those pupils who need to catch up.</i></p> <p><b>(Ofsted Monitoring inspection Dec 2020)</b></p>
<p><b>Impact:</b></p> <ul style="list-style-type: none"> <li>• Pupils <b>achieve well</b> reflected in <b>results</b> from <b>national tests</b> and <b>examinations</b></li> <li>• Pupils are <b>ready</b> for the <b>next stage of education, employment or training</b>; they have <b>knowledge</b> and <b>skills</b> they need to allow them to go on to destinations that meet their <b>interests</b> and <b>aspirations</b>. Pupils with <b>SEND achieve best possible outcomes</b>.</li> <li>• Pupils work <b>across the curriculum</b> is of <b>good quality</b></li> <li>• Apply <b>mathematical knowledge, concepts</b> and <b>procedures</b> appropriately</li> </ul>	<p>The school uses Evidence for Learning to record observations. Appropriate Assessment frameworks have been added so that progress against EHC Outcomes and Personal Learning Goals can be demonstrated. All pupils are baselined in each subject area so that progress from their individual starting points can be accurately assessed.</p> <p>This means that pupils who are in need of further support, intervention or development in order to achieve their full potential are quickly identified.</p> <p>Teaching is monitored three times annually through observation weeks and any issues are addressed through coaching and team teaching. The school is confident that teaching is good and better because observations are moderated by the Senior Leadership Team. OFTSED further supported this in their most recent inspection as stated in the January 2017 report: <i>The quality of teaching is good. This enables pupils to achieve well and make good progress in their learning from extremely low starting points. Ofsted April 2017</i></p> <p>Parents are invited in to school three times per year to meet with teachers. One of these meetings is the Annual Review. Parents review and set new targets with the teaching staff, based on EHCP objectives and Personal Learning Goals. Parents can also request a telephone conversation if they are unable to attend in person.</p> <p>Some pupils understand what they are learning and are encouraged to make judgements on this and consider what they could do next to make it better.</p> <ul style="list-style-type: none"> <li>• <i>Teachers have assessed pupils against their individual targets. You found that pupils had not lost any ground and that some had made progress. (Ofsted Monitoring inspection Dec 2020)</i></li> </ul>

<ul style="list-style-type: none"> <li>• The provider has the same academic, technical or vocational ambitions for almost all learners.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Initially, your curriculum focused on pupils' communication and language, physical development and personal and social education, to support pupils returning to school. After two weeks, pupils returned to studying the full range of subjects. (Ofsted monitoring inspection Dec 2020)</i></li> </ul>
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<p><b>Quality of Education Next Steps:</b></p> <ul style="list-style-type: none"> <li>• Further develop personalised curricula and assessment for all pupils</li> <li>• Ensure all subject coverage is based on sequential learning and previously learnt knowledge</li> <li>• Ensure the school curriculum is relevant and challenging resulting in excellent learning and progress</li> <li>• Ensure pupils develop the ICT skills they need, together with an understanding of how to stay safe</li> <li>• To extend the assessment system which links to the curriculum to ensure progress for all pupils is captured</li> <li>• Teachers to work collaboratively and share excellent practice through shared lesson planning</li> <li>• To ensure that that all provision is determined by high quality EHCP outcomes</li> </ul>
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# Behaviour and Attitudes

## Judgement 1-Outstanding

“A person’s ability to communicate is not dependent on their being able to master certain skills, it is dependent on our ability to listen and communicate responsively”

- High expectations for learners’ behaviour and conduct
- Applied consistently and fairly
- Reflected in learners’ behaviour and conduct

We promote positive and strong staff-pupil relationships because we know that the strength of relationships can frequently prevent behavioural difficulties. Staff couple their knowledge of each pupil with a range of skills, in particular an awareness of attachment, to defuse potentially difficult situations and ensure that learning is not disrupted.

Behaviour incidents are recorded in detail on CPOMS and Positive Behaviour Plans (PBP) are written or amended as necessary. The plan details the agreed strategies that will be implemented to diffuse/manage any challenging behaviour. Strategies for pupils to regulate their own behaviour are promoted. This successfully encourages pupils to take responsibility for managing their own behaviour and reduces incidents.

Pupils are happy and look forward to their school experiences. Teachers have high expectations and feel proud of the progress all children make they make.

There is work currently underway to rewrite our behaviour policy to match the school’s attachment/relational based approach to behaviour.

We provide a calm and nurturing environment with high expectations of behaviour.

A continuous analysis of behavioural incidents identifies any future actions, including monitoring of physical intervention.

Staff training includes Emotional Logic, mental health, Well-being, attachment, trauma, Lego therapy, attachment-based mentoring, DDP, advanced coaching.

Key staff are PIPS/Thrive/attachment trained so preventative measures across all areas of the school are exemplary.

Pupils report that they feel safe and well cared for at school; that school “asks for my ideas and listens to what I have to say”.

Incidents of bullying and discrimination are extremely rare.

One pupil with complex needs was unable to attend school for more than a year due to high levels of anxiety. (See Case Study)

Staff see behaviour as communication and work holistically to modify behaviour that poses a risk. Staff work with the therapists and key professionals to devise creative solutions and approaches to challenging situations.

<ul style="list-style-type: none"> <li>• learners' attitudes to their education or training are positive.</li> <li>• they are committed to their learning, know how to study effectively and do so,</li> <li>• are resilient to setbacks and take pride in their achievements</li> </ul>	<p>Pupils took time and care to write applications for librarian roles. They were excited about taking on the responsibility for the library.</p> <p>Pupils act as ambassadors for the school during open mornings, parent support groups and celebration days.</p> <p>See Covid Response</p>
<ul style="list-style-type: none"> <li>• learners have high attendance and are punctual</li> </ul>	<p>Persistent absenteeism is lower than the national average for special schools.</p> <p>Absence concerns are recorded on CPOMS and actioned by letter or visit from the Head teacher or DSL.</p> <p>DSL has regular discussions with the school's EWO to share the wider issues our families face in regards to attendance.</p> <p>There have been no fixed or permanent exclusions since 2014.</p> <p>Pupils are motivated to learn, develop a love for learning and want to be in school.</p> <p>Weekly letters during Covid lay out expectations about attendance and individual conversations are held by all members of SLT, school nurse and paediatrician.</p> <p>Overwhelmingly families communicate positively about the school's response to the pandemic (<b>parent survey July 2021</b>)</p> <p>There are no worrying patterns in attendance for any particular group. There is no difference between attendance of pupil premium children and the rest of the school.</p>
<ul style="list-style-type: none"> <li>• relationships among learners and staff reflect a positive and respectful culture.</li> <li>• leaders, teachers and learners create an environment where bullying, peer-on-peer abuse or discrimination are not tolerated. If they do occur, staff deal with issues quickly and effectively, and do not allow them to spread.</li> </ul>	<p>Behaviour around the school site is exemplary. Pupils are polite, friendly, courteous and kind. They are very welcoming to people coming in from outside and especially to new pupils who come for inclusion. They are keen to interact with each other and visitors and staff. There is always a pupil representative to welcome visitors at prospective parents' open mornings, interviews and school events.</p> <p>Parents comment favourably on the pupils who welcome them to the school for parent/pupil events.</p> <p>Head teacher FGB report raises pertinent issues such as of peer-on-peer sexual abuse and reminds all governors it could happen here (FGB report Sep 29th 2021)</p>
<p><b>Behaviour and Attitudes Next Steps:</b></p> <ul style="list-style-type: none"> <li>• Staff will be trained and skilled in delivering mental health and wellbeing support to all pupils</li> <li>• Safeguarding governor to deliver training in regards to peer on peer and sexual abuse and what that could look like at Mill Water</li> </ul>	

# Personal Development

## Judgement 1 Outstanding

*“once we accept our limits, we go beyond them”*

- the curriculum extends beyond the academic, technical or vocational. It provides for learners’ broader development, enabling them to develop and discover their interests and talents

Pupils are particularly successful in gaining functional communication skills. This helps them to succeed in tasks and grow in independence.

All pupils engage in coordinated outdoor learning throughout the year. They take part in national events such as Bird Week, Bat Week etc.

Our rural setting allows pupils to experience the outdoors through activities such as tending our allotment, growing and selling flowers, Apple Week.

Teaching and learning is all encompassing, with an equal emphasis on academic and personal development.

Pupils have a variety of opportunities available to them to master new skills and knowledge and build upon existing skills and knowledge. There is no discrimination, just equal opportunities and high aspirations for all.

*You have added more outdoor learning opportunities to your wider curriculum. You did this to prioritise pupils’ well-being. You have found that many of your pupils respond better when learning outside.*

**(Ofsted Monitoring Inspection Dec 2020)**

- the curriculum and the school’s wider work support learners to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy

Pupils enjoy working with pupils from nearby schools. Pupils visit other schools to share, for example, their signing skills, and welcome visits from other pupils for inclusion.

Pupil Premium is utilised carefully to ensure greatest impact – this has included paying for theatre visits, residential and Riding for the Disabled.

Sports Premium funding is utilised to increase physical activity across the school throughout the school year to improve health and wellbeing. We are extremely proud of our pupils’ achievements in relation to their physical development and sports. Pupils in KS2/3 go to a local pool for swimming lessons. The school plays an active role as a member of the local Special Schools Sport Partnership. We have taken part in a range of competitive sports events organised in Devon, including cricket, football, swimming and Boccia.

We have organised a number of sponsored charity events based on walking/running activities. Our Miles for Mill Water initiative was supported by every pupil and family.

*You have adapted the curriculum for pupils in Years 7 to 9. For example, you have changed when and where you take pupils outside of school. This is so pupils can continue to learn key skills within their communities, while accessing all subjects in your school’s curriculum.*

	<p><b>(Ofsted Monitoring Inspection 2020)</b></p> <p><b>Parent survey 2021</b>  Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation.</p> <p>Overwhelmingly parents say that their children feel safe in school. Pupils say that bullying does not happen.</p> <p><b>Enrichment</b>  Pupils regularly have access to enrichment opportunities that provide a breadth of experiences to support their learning. This has included arts week in which there were a variety of visiting artists, theatre companies, musicians, and sensory experiences both on and off site.</p>
<ul style="list-style-type: none"> <li>at each stage of education, the school prepares learners for future success in their next steps</li> </ul>	<p>All staff maintain a focus on the goals set out in pupils' EHC plans and focus on the things that matter in order to help pupils gain independence.</p> <p>Pupils' achievement is good and outstanding because they spend an increasing amount of time using and applying the skills which will prepare them for adulthood.</p> <p>Communication is a key strength. It is embedded into everything that pupils do. Where appropriate, they use AAC devices, symbols or signing, eye pointing and gesture to communicate feelings, choices and requests.</p> <p>Pupils' early reading development is prioritised so, where appropriate, teachers help pupils gain good phonics knowledge so they can read independently. However, when pupils are unable to learn to read teachers and staff promote a love of stories and books in different ways.</p> <p>Staff work in close partnership with local colleges to ensure that opportunities for pupils to progress are wide and varied. Year on year, we have increased the number of post-16 providers who have an offer appropriate to the skills and needs of Mill Water pupils. At a recent careers evening feedback was positive.</p> <p><i>Most of the parents were happy and felt well prepared for the event - Happy with the level of information and advice they were given. Happy to have everyone in one place at the same time. Being able to speak to 'real people'. Gave the opportunity to speak to providers they hadn't considered or known about before and received a huge amount of information about each. Changed parent's mind about chosen destination because of information received at event. Motivated to go and look around destinations. Motivated to consider more destinations than before the event. Would like to have more of these events in future. Well thought out event and plenty of options. To be given an idea of the chances of getting a place if parents applied to specific destinations.</i></p> <p><b>Parent/carer feedback</b></p>

- the school prepares learners for life in modern Britain by:
- equipping them to be responsible, respectful, active citizens who contribute positively to society
- developing their understanding of fundamental British values
- developing their understanding and appreciation of diversity
- celebrating what we have in common and promoting respect for the different protected characteristics as defined in law.

#### **SMSC** (from inspection handbook)

##### Spiritual

sense of enjoyment and fascination in learning about themselves, others and the world around them  
use of imagination and creativity in their learning

##### Moral

ability to recognise the difference between right and wrong

understanding of the consequences of their behaviour and actions

##### Social

use of a range of social skills in different contexts,  
willingness to participate in a variety of communities and social settings

##### Cultural

willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities  
interest in exploring respect for different faiths and cultural diversity

#### **PSHE**

##### Personal development

The curriculum extends beyond the academic, vocational or technical and provides for pupils' broader development.

At Mill Water, personal development has a very high profile with all pupils provided with opportunities to develop themselves as individuals and members of society.

KS4 & Post -16, pupils are provided with opportunities to make good progress and to access the world around them through visits to the wider community, and work experience placements.

Pupil voice is a central part of what we do at Mill Water. We follow the ethos of "nothing for me without me". We have a representative group of pupils acting as a school council who look at particular areas and seek to gain opinion and views from pupils and act on them. Pupils are involved in the recruitment process and, where appropriate, form pupil panels for teacher interviews. (On hold due to covid but needs relaunching)

Pupils' social, spiritual, moral and cultural development is well promoted through a wide range of highly positive and memorable experiences which are planned for in a coherent way to support learning and promote achievement across the curriculum. Through SMSC, we actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of difference at a level appropriate to each individual pupil.

Pupils raise money for other charities including cancer research, NSPCC and comic relief. They plan the activities and raise funds knowing that it will be handed over to others.

#### **SMSC**

Pupils demonstrate confidence within school, have high self-esteem and different groups of pupils get on very well with each other. SMSC is well promoted in lessons and as a result, pupils are equipped to be thoughtful, caring and active citizens.

The curriculum plans, design and implementation give pupils the knowledge, self-belief and cultural capital they need to succeed in life, whatever their needs and their ability, preparing them for what comes next in their lives. This might look different depending on pupil's individual needs and which curriculum pathway the pupils follow. Pupils experience 'awe and wonder' throughout the curriculum, for example by participating in exciting sensory experiences, by watching a visiting theatre group or from visiting musicians and/or artists. All pupils have regular opportunities to visit local areas and places of interest, such as local parks, woods, the seaside, local cafes and shops.

#### **PSHE**

The new PSHE curriculum was introduced September 2020 and has been adapted and embedded over the past year. It fully aligns with the DFE statutory guidance for relationships education, RSE and health education.

The curriculum is split into 3 learning pathways Nurture and engagement, Practical learning and life skills, independent learning and living with the topics pupils need to learn in 2 or 3 year rolling program.



<p>The curriculum and the school's effective wider work support pupils to be confident, resilient and independent</p> <p>Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships.</p> <p>The school promotes equality of opportunity and diversity effectively.</p> <p>Pupils engage with views, beliefs and opinions that are different from their own in considered ways.</p> <p>Secondary schools prepare pupils for future success in education, employment or training.</p>	<p>The Spiral curriculum revisit same topics with prioritisation of key elements and learning chunked into manageable learning segments. The foundations of this laid in KS1 and built on year on year.</p> <p>RSE is introduced in Primary.</p> <p>EfL used for ipsative assessment, pupils on Practical learning and life skills and independent learning and living pathways baselined at the start of each topic with assessment repeated at the end of the module.</p> <p>There is ongoing CPD through attendance of conferences and training specific to PSHE. This is fed back to teachers during teachers' meetings. A skills audit has also been carried out and training offered where appropriate.</p> <p>Governor and lead teacher have carried out learning walks around the school as well as planning scrutiny the result of which is fed back to teachers and used to plan and guide training.</p> <p>PSHE contributes to safeguarding and will supports to fulfil our statutory duty to keep children safe.</p>
<ul style="list-style-type: none"> <li>at each stage of education, the provider prepares learners for future success in their next steps</li> </ul>	<p><i>Your post-16 provision has been reorganised for this year. You want to ensure that your students still access work experience as normal. However, you plan to do this in the summer term, when you hope current restrictions may be lifted.</i></p> <p><b>(Ofsted 2020 monitoring inspection)</b></p>
<p><b>Personal Development Next Steps:</b></p> <ul style="list-style-type: none"> <li>To introduce lunchtime physical activity clubs to promote physical and mental wellbeing</li> <li>Embed Preparation for Adulthood across all learners from KS3 upwards.</li> <li>Ensure all pupils receive appropriate Relationships and Sex Education, integrated into their provision, aiming towards good psychological wellbeing, with access to specialist input as relevant to maintain wellness.</li> <li>Embed changes to online safety curriculum</li> <li>To ensure all work experience opportunities are meaningful, taking into account pupil interest, aspirations and local availability</li> </ul>	

# Leadership and Management

## Judgement 2

*Leadership is action not position*

- the arrangements for safeguarding learners are effective.

Mill Water's caring ethos means that pupils' safety is important to everyone. We have ensured that staff are well trained in all safeguarding processes and procedures. Staff are aware of the signs when a pupil may be at risk of harm. They are vigilant and report all concerns via CPOMS.

We carry out the necessary pre-employment checks on all adults who work at the school.

The school works in partnership with a range of other professionals and services. This helps to provide children and families with the support they need.

The Designated Safeguarding Leads are highly knowledgeable, in relation to both safeguarding practice and the needs of the pupils and families. The governor with responsibility for safeguarding has vast experience in this field, providing effective challenge to leaders and undertaking checks of school systems and procedures.

She has undertaken well-being forums with TAs and teachers.

There are ongoing opportunities for pupils to learn how to keep themselves safe. Through the wider curriculum, assemblies, displays and targeted intervention work, pupils are encouraged and supported to keep themselves safe, both in the real world and online. Parents are also encouraged and supported to ensure that they have all the information necessary to support their child to stay safe.

There is whole school safeguarding training every year, as well as regular emails and items of news or One Minute Guides, sent out to staff. Following the release of the revised Keeping Children Safe in Education 2021 and an updated safeguarding policy, a safeguarding training session was delivered at the beginning of September 2021 to all staff. This also covered our school Code of Conduct. All staff have signed to say they have read KCSiE and the Code of Conduct. As well as covering the changes to KCSiE, the session also included information that is specific to our school community.

Lynne Hasell is the DSL (Designated Safeguarding Lead) and we have 2 Deputy DSLs, including The Head teacher and the complex needs lead HLTA. The safeguarding team meet weekly to discuss all children on roll who have safeguarding/attendance/behavioural or medical issues.

The safeguarding governor is a highly skilled and experienced social worker who provides robust challenge to the safeguarding team.

We have a designated Prevent Lead to provide advice and support to other members of staff on protecting children from the risk of radicalisation and extremism.

	<p>We have a teacher who is responsible for the Online Safety Curriculum.</p> <p>We have a comprehensive Induction package for all new staff. This covers Safeguarding and Online Safety, PIPS, Manual Handling, Health and Safety, GDPR, behaviour/attachment ASC, communication, EFL.</p> <p>The school holds detailed records of safeguarding training for staff. This includes when training needs to be renewed. Regular updates for staff give them information about signs and symptoms to watch out for. Staff with designated responsibility for safeguarding know pupils and their families well. The school recently completed an in-depth safeguarding audit from the local authority.</p> <p>The Single Central Record is up to date and includes vetting checks on all staff, volunteers, and governors.</p> <p>The safeguarding lead governor checks this regularly, as do various members of the SLT and admin.</p> <p>The SCR is checked whenever new staff are appointed, or supply/volunteers/other professionals begin work at Mill Water.</p> <p>Governors are rigorous in ensuring that policies and procedures are in place to ensure all pupils and staff are safe. There is a lead governor for Safeguarding and for Health and Safety. (Evidenced by the Policy Review Cycle, minutes of committee meetings, health and safety walk rounds).</p> <p>Effective communication with external professionals ensures that measures are put in place to safeguard pupils both in and out of school.</p> <p><i>Leaders are recording conversations about how decisions are being made on CPOMS. Initially, they used a spreadsheet to view factors at a glance, but now have record on CPOMS and are holding weekly reviews for every child to review provision and any other matters. Home visits by senior staff ensure that every child is seen and regular contact is made with all children at risk.</i></p> <p><b>QA visit from LA/Education officer put us at Green (no concerns)</b></p>
<ul style="list-style-type: none"> <li>• leaders have a clear and ambitious vision for providing high-quality, inclusive education and training to all. This is realised through strong, shared values, policies and practice</li> </ul>	<p>The schools Pay Policy is rigorous, evidence based, focused on the teaching standards and rewards outstanding performance. UPS teachers held to account to provide evidence of wider school contribution KP is trained in supporting ECT.</p> <p>Currently we have an in-house trainee completing a straight to teaching course.</p> <p>2 members of ELT are attending NPQ courses in leading teaching and teacher development.</p> <p>12 teaching assistants underwent MSI Intervenor training so that they can provide the best possible support to our children with VI and MSI.</p> <p>Support staff impact on learning not just behaviour.</p> <p>All staff expect to be asked about their impact on learning in their appraisals.</p>

	<p>Despite Covid, leadership remains good and better. The drive for continual improvement hasn't faltered throughout the pandemic. Following lockdown, there was little need for a recovery curriculum as pupils did not miss out significantly because the offer from the school community was outstanding.</p> <p>In the monitoring inspection Dec 2020 HMI Matthew Barnes said it seemed Mill Water was providing provision he hadn't come across before during his Covid inspections.</p>
<ul style="list-style-type: none"> <li>• leaders focus on improving staff's subject, pedagogical and pedagogical content knowledge to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff are built up and improve over time</li> </ul>	<p>Staff are valued and receive a comprehensive CPD program to further strengthen their skills and expertise to meet the needs of all SEND pupils.</p> <p>Friday afternoon training has included memory, early literacy skills, phonics, multi-sensory teaching approaches, phonics champions, nature friendly schools, communication, moving and handling, PIPS, Deaf awareness, PDD book, NSPCC DV, paediatric first aid, Relational practice and policy, CME podcast and more. The impact of the training sessions has been better communication across the school and the opportunity for teams to discuss the specifics of behaviour and learning.</p> <p>Leaders carry out progress meetings and ensure teachers can assess robustly which then leads to personalised planning and targeted intervention.</p> <p>Leaders visit other SEND provision in and out of county for QA on plans and assessments. There are strong links between Westfield Arts College in Dorset and Lampard Community School, Barnstaple. Middle and extended leaders work with schools with similar designations to QA our provision.</p> <p>Underperformance is tackled effectively and Covid was not seen as a reason to lower the expectations of staff.</p>
<ul style="list-style-type: none"> <li>• leaders aim to ensure that all learners complete their programmes of study. They provide the support for staff to make this possible and do not allow gaming or off-rolling</li> </ul>	<p>There have been no exclusions since 2014.</p> <p>There are currently no off-site education providers being used.</p>
<ul style="list-style-type: none"> <li>• leaders engage effectively with learners and others in their community, including – where relevant – parents, carers, employers and local services</li> <li>• Stakeholder voice is held in high regard.</li> </ul>	<p>We regularly provide successful school to school support to other settings within the local area. We are striving for our school to be a 'hub of outstanding practice' supporting pupils with SEND across the local area in other mainstream and specialist settings.</p> <p>Leaders deliver elements of SEND teacher training to South West University students.</p> <p><i>The Head teacher is a very experienced senior leader in SEND and receives positive feedback from visiting professionals.</i></p> <p><i>She is an Associate of the Babcock LDP and delivers training in attachment across the South West.</i></p>

	<p>Every member of the SLT and extended learning teams are outstanding teachers. They can model outstanding teaching on a daily basis and effectively support colleagues in improving outcomes for all pupils.</p> <p>Dedicated Leadership and Management time has been increased, to ensure leadership capacity for curriculum leads to achieve aims detailed within the School Improvement Plan (2019 – 2022).</p> <p>Members of SLT and ELT meet on a weekly basis to discuss both operational and strategic issues.</p> <p>Parents and carers have an exceptionally wide range of opportunities to express their views via questionnaires, meetings, focus groups, working parties and the EHCP process.</p> <p>Leaders ensure that pupils learn about and experience life beyond Mill Water. Pupils' wider development is promoted through a variety of additional activities and opportunities. For example, pupils have enjoyed meeting and listening to a range of visitors who explained their work and careers. Tesco fishmongers, pilots and a children's author have visited to talk about their roles.</p> <p>The Deputy HT is responsible for monitoring, assessing and reporting on how well the pupil premium, and sports premium is utilised. She reports on progress on a regular basis to the Governing body. Recent pupil progression data clearly demonstrates that our pupils on Pupil Premium achieve at a similar rate to their peers.</p> <p>Appraisal/Performance Management systems and procedures are well embedded and underpinned by national professional standards to maintain the highest of standards in teaching and learning. The impact of increased accountability via the appraisal process is well supported by a strong programme of challenge, support and professional development and has created highly effective teams in all areas of the school.</p> <p>School leaders are actively and physically involved across all areas of the school to ensure they are aware of issues facing staff at all levels. The SLT effectively monitor progress of groups of children and individuals.</p> <p>Staff wellbeing is given a high priority. In 2021 the Safeguarding Governor conducted a series of audits with all staff and reported back to SLT on her findings.</p> <p>All SLT lead by a can-do attitude that kept the school progressing and pupils thriving through the lockdowns.</p>
<ul style="list-style-type: none"> <li>• leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way that they manage staff, including their workload</li> </ul>	<p>The leadership team at Mill Water School is broad and has a wide range of skills. The leadership is well delegated and this allows for the team to lead on many aspects of the school development. The extended leadership team consists of:</p> <p>Head Teacher Deputy Head Teacher Assistant Head Teacher (SLE) School Business Manager</p>

	<p>Premises Manager  1 Reviews Coordinator  1 x Complex Needs HLTA  1 x Core Learning Lead (SLE)  1 x EYFS/PSHE/Communication Lead (SLE)  1 x IT Specialist</p> <p>The team know the school well and can identify areas of strength and areas for development. Line Management Structure provides clear routes for supporting staff.</p> <p>Changes in curriculum, assessment systems and data collection have resulted in a reduction in teacher workload and reduced paperwork. A '48 hr response time" on external emails has also been effective in addressing work / life balance issues.</p>
<ul style="list-style-type: none"> <li>• leaders protect their staff from bullying and harassment</li> </ul>	<p>Well-being review undertaken in September 2021 by safeguarding governor and included all staff. Feedback from these sessions will be reviewed and themes requiring development acted upon.</p> <p>The head teacher is always on hand to manage cases of harassment and has stepped in to incidences of parental bullying (evidenced in teacher emails on request).</p>
<ul style="list-style-type: none"> <li>• Governors understand their role and carry this out effectively. They ensure that the provider has a clear vision and strategy and that resources are managed well. They hold leaders to account for the quality of education or training</li> </ul>	<p>Governors demonstrate excellent skills, knowledge and understanding of the school development process and at the monthly full governor's meeting leaders may report on progress within their area of responsibility.</p> <p>Governors robustly monitor and evaluate aspects of school life, such as achievement, finance, safeguarding, standards and curriculum. They are confident to challenge with knowledge and authority; issues are very well addressed and statutory responsibilities are expertly fulfilled.</p> <p>The Governors and SLT have a clear vision and are aware of what is required to maintain standards and move the school forward. The leadership team lead by example and there is clear evidence that standards have not only been maintained but that standards have continued to develop and improve in all areas.</p> <p>Governors know the school well and are aware of strengths and areas of development – Information is fed to governors in several ways including: regular meetings between the Head teacher and Chair, governor visits to school, lead governor meetings, governor meetings and budget setting meetings.</p> <p>Governors help to improve the school by providing effective challenge and guidance to leaders. They know the school well and have an informed understanding of its strengths and priorities. They ask well-informed questions to determine whether leaders' actions are having the intended impact.</p> <p>Governors are closely involved in all aspects of the school and offer strong challenge and support. Governors attend staff training where appropriate and there has been specific bespoke training for governors including on progress/the SCR/safeguarding and the new Ofsted framework.</p>

	<p>Governors are passionate about positive outcomes and have extremely high expectations of the Leadership Team and the staff creating an elevated level of challenge. Governors are involved in the Head Teacher's Performance Management Review and are clear about the targets set for all staff, based on the current SDP. The review is assisted by an external NLE School Improvement Advisor. The governors have two review meetings with the Head teacher throughout the year to check on progress against the objectives. The governing body has a robust approach to monitoring the school's finances resulting in very effective management of the school budget enabling the school to develop and grow and staff all classes appropriately. The Lead finance governor meets with the School Business Manager and head teacher to ensure all spending is linked to improving outcomes for pupils.</p> <p>Pupil Premium spend is closely monitored by the governing body and through the HT Performance Review Panel. This is carried out by governors analysing and challenging committee reports from the Leadership Team.</p> <p><i>Governance</i></p> <p><i>Mill Water has strong and proactive governing body that is knowledgeable and deeply committed to the pupils and school community. Governors are kept fully informed on a regular basis but particularly so during the pandemic, through weekly and now fortnightly meetings, whereby the designated Covid-19 focus sub-committee meets to monitor all aspects of learning, Safeguarding and pupil and staff well-being.</i></p> <p><i>LA monitoring 2020</i></p> <p><i>Governance is now at full capacity after the proactive recruitment of three new governors last term. The Chair of Governors reports all new governors have accessed the governor training, including the Safeguarding session. This was delivered by the school's Safeguarding lead, who is an experienced Social Care manager and Safeguarding trainer for schools. All governors have recently refreshed their safeguarding awareness training to ensure Safeguarding remains a key priority for the school.</i></p> <p><i>Fortnightly meetings are held with the Safeguarding Governor and the Covid-19 committee to update the governors. The Covid-19 Committee receive updates from the SLT. These meetings are minuted and Governors are able to challenge and scrutinise risk assessments, action taken, and what changes, if any, need implementing. Governors have every confidence in the Headteacher and SLT, and that throughout this lock-down, SLT have demonstrated their expertise and confidence in leading and managing the school. Therefore, governors have now taken on a more strategic approach.</i></p> <p><b>QA Visit LA/Education Officer (Jan 2021)</b></p>
<ul style="list-style-type: none"> <li>• Strong emphasis and a genuine willing to share good practice and support colleagues in schools locally and nationally, in acquiring good outcomes for SEND pupils.</li> </ul>	<p>A successful non charging outreach service is provided to our learning community schools. Training, outreach, in reach and mentoring are offered to schools.</p> <p>Members of the governing body have supported other schools in PX, absence and school improvement.</p>

<ul style="list-style-type: none"> <li>Governors ensure that the provider fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' strategy and safeguarding, and promoting the welfare of learners</li> </ul>	
<ul style="list-style-type: none"> <li>the school has a culture of safeguarding that supports effective arrangements to:</li> <li>identify learners who may need early help or who are at risk of neglect, abuse, grooming or exploitation</li> <li>help learners reduce their risk of harm by securing the support they need, or referring in a timely way to those who have the expertise to help</li> <li>manage safe recruitment and allegations about adults who may be a risk to learners and vulnerable adults.</li> </ul>	<p>Cases have been reported to LADO and dealt with through the managing allegations policy.</p> <p>Governor training January 2021 covered the links between exploitation and neglect.</p>
<p><b>Leadership and Management Next Steps:</b></p> <ul style="list-style-type: none"> <li>Ensure succession planning of key roles</li> <li>Develop links with other governing bodies to offer appropriate training focused on special school settings.</li> <li>To provide opportunities for Teachers and Teaching Assistants to work collaboratively with other specialist settings focusing on specific curriculum areas</li> <li>Development of Middle Leaders</li> </ul>	



# EYFS

## Judgement 1-Outstanding

“Children need the time to play. Play is not a freedom it is a necessity.”

### Intent

It is evident from what practitioners do that they have a firm and common understanding of the provider’s curriculum intent and what it means for their practice. Across all parts of the provision, practitioners’ interactions with children are of a high quality and contribute well to delivering the curriculum intent. Children’s experiences over time are consistently and coherently arranged to build cumulatively sufficient knowledge and skills for their future learning.

### Implementation

Children benefit from meaningful learning across the EYFS curriculum. Staff use assessment well to check what children know and can do to inform teaching. This includes planning suitably challenging activities and responding to specific needs. Practitioners and leaders create an environment that supports the intent of an ambitious and coherently planned and sequenced curriculum. The available resources meet the children’s needs and promote their focus on learning.

### Impact

Children develop detailed knowledge and skills across the 7 areas of learning and use these in an age-appropriate way. Children are ready for the next stage of education.

### EYFS Evaluative Statements based on practice and impact

The enriching curriculum has been designed to make maximum use of the school’s facilities and resources to develop learning in the prime and specific areas. The classroom and outside area provide continuous provision that includes open ended activities linked to learning intentions and skills progression and is planned around the current cohort’s interests. This develops motivation to take part and explore, leading to increased engagement and sustained concentration.

Developing communication and social skills alongside attention and engagement lay the foundations of our curriculum intent. This supports the children to be ready to access learning in the specific areas.

A rigorous baseline assessment is gained through liaising with professionals who have worked with each child as well as parents. We carry out our own observations on the child to ensure we have the right starting point. This enables us to set aspirational targets linked to the pupils individual needs and barriers to learning.

We are using the new Development Matters which is the new non-statutory curriculum guidance which supports the delivery of the revised early years foundation stage (EYFS) statutory framework.

With communication a high priority we have a HLTA who is dedicated to supporting development of pupil’s communication, ensuring a top-quality total communication environment. They liaise with the families and SaLT team to ensure Communication systems and targets are in place on entry into school. This has had a significant impact on the development of communication within the first year in school. They also deliver CPD to the team.

The highly skilled, enthusiastic team quickly build positive trusting relationships with the children and their families. This begins with meeting the parents in the summer term before their child starts school moving onto stay and play experiences to settle each child into the new school environment alongside their parents. We work with the families to ensure transition into full time school is personalised for their child’s needs.

We assess children constantly, in our daily observations and team discussions so that we know the next steps for each child. Learning is individualised through a high focus on individual personal learning goals linked to our own baseline assessment and EHCP outcomes alongside Characteristics of Effective Learning and the New Development Matters.

We deliver ongoing CPD through attended conference, local EYFS training meetings and EYFS special school moderation meetings. This information is fed back to teacher/TAs.

We have carried out an audit of training needs within EYFS team and as result of this we have offered training which has included early communication skills and CoEL.

We also use learning walks with a governor and classroom observation and planning scrutiny to ensure we have best practice in place.

## 6<sup>th</sup> form

Good

*“Education is the passport to the future: for tomorrow belongs to those who prepare for it today”*

- The school meets all the criteria for good in the effectiveness of sixth-form provision securely and consistently.
- The quality of sixth-form provision provided is exceptional. In addition, the following apply:
- The work that sixth-form students do over time embodies consistently demanding curriculum goals. It matches the aims of the curriculum in being coherently planned and sequenced towards building sufficient knowledge and skills for future learning and destinations.
- The impact of the taught curriculum is strong. Students acquire and develop high-quality skills and produce work of a consistently high standard.
- Sixth-form students demonstrate consistently highly positive attitudes and commitment to their education. They have consistently high levels of respect for others.
- The sixth form consistently and extensively promotes learners’ personal development. The sixth form goes beyond the expected, so that learners have access to a wide, rich set of experiences that teach learners why it is important to contribute actively to society. This is achieved through activities that strengthen considerably the sixth form’s offer.
- Leaders adopt or construct study programmes that are ambitious, appropriately relevant to local and regional employment and training priorities and designed to give sixth-form students, particularly those with high needs and the most disadvantaged, the knowledge and skills they need to succeed in life. [If this is not yet fully the case, it is clear from leaders’ actions that they are in the process of bringing this about, and are making any necessary amendments in response to the pandemic.]
- The curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. [If this is not yet fully the case, it is clear from leaders’ actions that they are in the process of bringing this about, and are making any necessary amendments in response to the pandemic.]
- The school is ambitious for all its sixth-form students, including those with SEND and those who have high needs. This is reflected in the curriculum. The curriculum remains ambitious and is tailored, where necessary, to meet individual needs. [If this is not yet fully the case, it is clear from leaders’ actions that they are in the process of bringing this about.]
- Sixth-form students study the intended curriculum. The school ensures this by teaching all components of the full programmes of study. Any remote education is integrated into course(s) of study, and is well designed to support the wider implementation of the school’s curriculum.
- Teachers have expert knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise. When relevant, teachers have extensive and up-to-date vocational expertise.
- Teachers present information and/or demonstrate skills clearly, promoting appropriate consideration of the subject matter being taught. They check students’ understanding systematically, identify misconceptions and provide clear,

Pupils in the 6<sup>th</sup> form use relevant and personalised BTEC units to form their learning and assessment, as well as an emphasis being placed on their Personal Learning Goals in order to ensure that they are fully prepared for their next destination. The pupils are assessed constantly through observations recorded on Evidence for Learning by the whole team.

Learning for 6<sup>th</sup> Form pupils is offered in 2 classes in the main body of school. Pupils are placed depending on their needs and which core provision will be the most appropriate for them. For their specialist 6th form provision, including work experience, accessing the community, transitions and specific BTEC learning, there is a Sixth Form Lead Teaching Assistant who ensures that all of the Post 16 young people are best prepared for their future. She will also support pupils and parents research, visit and choose an appropriate placement for adulthood.

A significant emphasis is placed developing communication skills and independence. Knowledge and skills learnt are practical and are able to be applied to ‘real life’ in a variety of contexts. Pupils are given meaningful options to encourage making positive choices in a variety of circumstances such as being able to choose where they would like to go in the

<p>direct feedback. In doing this, they respond and adapt their teaching as necessary without recourse to unnecessary, time-consuming, individualised approaches to subject matter.</p> <ul style="list-style-type: none"> <li>• The work that teachers give to sixth-form students is demanding. It ensures that students build knowledge and acquire skills, improving and extending what they already know and can do.</li> <li>• Teachers encourage students to use subject-specific, professional and technical vocabulary well.</li> <li>• Over the course of study, teachers design and use activities to help students to remember long term the content they have been taught, to integrate new knowledge into larger concepts and to apply skills fluently and independently.</li> <li>• Teachers and leaders use assessment well. For example, they use it to help students embed and use knowledge fluently and flexibly, to evaluate the application of skills, or to check understanding and inform teaching or to understand different starting points and gaps as a result of the pandemic. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or students.</li> <li>• Teachers create an environment that allows sixth-form students to focus on learning. The resources and materials that teachers select and produce – in a way that does not create unnecessary workload for staff – reflect the school’s ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning, independent living and employment.</li> <li>• Students develop detailed knowledge across the curriculum and, as a result, achieve well in their study programmes. Students make substantial and sustained progress from their identified and recorded starting points in their study programmes. Where appropriate, this is reflected in results in national examinations that meet government expectations, or in the qualifications obtained.</li> <li>• Students are ready for the next stage of education, employment or training. They have gained qualifications or met the standards that allow them to go on to destinations that meet their interests, aspirations and intended course of study. Students with high needs have greater independence in making decisions about their lives.</li> <li>• Students have high attendance and are punctual. Their attitudes to their education are positive. Where relevant, attitudes improve over time.</li> <li>• The sixth form prepares its students for future success in education, employment or training. It does this through providing: unbiased information to all about potential next steps; high-quality, up-to-date and locally relevant careers guidance, and opportunities for good quality, meaningful encounters with the world of work.</li> <li>• Leaders and staff create an environment in which students feel safe because staff and learners do not accept bullying, harassment or discrimination or peer-on-peer abuse – online or offline. Staff deal with any issues quickly, consistently and effectively.</li> <li>• Students develop an age-appropriate understanding of healthy relationships through appropriate relationship and sex education.</li> </ul> <p>How well pupils with SEND are prepared for their next steps in education, employment and training, and their adult lives, including: further/higher education and employment, independent living, participating in society and being as healthy as possible in adult life<sup>1</sup></p>	<p>community, and what they would like to order in a café.</p> <p>Sixth Form is a sociable provision where pupils are actively encouraged to interact and communicate with their peers, adults and members of their local community. PSHE continues to be a key subject and focuses on being healthy, appropriate relationships and being safe.</p>
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