



SELF-EVALUATION FORM - SUMMARY (Spring 2017)

Overall Effectiveness: Good

Leadership & Management: Good

The leadership Team has been strengthened significantly following a serious injury sustained by the substantive Headteacher in Summer 2016. Governors acted quickly and effectively to appoint a well-qualified and experienced Interim Headteacher to lead the work of the school alongside two experienced deputy head teachers with Teaching and Learning and Pastoral Care responsibilities. Strong support from the governing body has ensured that the pace and momentum of school improvement has been sustained.

School leaders have shown determination to bring about improvement across all areas of the school. A reconstitution and substantial repopulation of the governing body has supported this work. School leaders continue to provide all pupils with outstanding opportunities to learn and make progress. Pupils enjoy a rich and challenging curriculum that is tailored to meet their needs. Safety and the wellbeing of pupils is the first priority of school leaders and governors, who have led reform of systems throughout the school. The Senior Leadership Team has been restructured to reflect the growing need for additional leadership capacity so that leaders at all levels can create a culture of high expectation, aspiration and excellence.

- 75% of parents feel that the school is well led and managed (Ofsted Parent View).
- 100% of parents would recommend this school to another parent (Ofsted Parent View).

The school has appointed Extended Leaders with responsibility for Complex Needs (EYFS – KS5), Lower School (KS1, KS2, KS3) and Upper School (KS3, KS4, KS5). The school has appointed Middle Leaders (Maths/EYFS Lead, PSHE, Art & Creative Lead).

The School has led the Teaching Assistant team through a significant staffing restructure, including aligning proportion of Grade C and Grade D TAs to the needs of the school. A Teaching Assistant Mentoring and Induction Programme has been introduced, alongside a guide for new staff, updated annually.

There has been significant strengthening of governing body under a new chair, with creation of sub committees and areas of responsibility assigned. There are improved working relationships between governors and school, with increased levels of trust, oversight, challenge and support for school leaders.

The school has introduced a new criteria based assessment system for improving consultation on new admissions.

The school website has been redeveloped to create effective communication between school, parents and other stakeholders.

The school has created a Parent Support Group for parents.

Head teacher newsletters are produced each month with timely news and information for all stakeholders.

The school has developed strong practice in providing Person Centred Reviews and has increased facilitator capacity to enhance PCP expertise across the school.

There have been robust improvements to the Appraisal / Performance Management Cycle for all teachers, TAs and other school staff, with an increased focus on ensuring that pupil outcomes are central to all staff development activity.

- 90% parents agree or strongly agree that 'the school is well led and managed' (Parent Voice Survey January 2017).

Teaching, Learning & Assessment: Good+

Teachers know their pupils well and plan lessons that interest and challenge them. Staff have high expectations and pupils respond very well. Assessment and recording systems support teachers to accurately assess the level at which pupils are working and what they need to do next.

- 95% parents feel that their child is taught well at this school (Ofsted Parent View)

Enhanced study programmes for Pupils in KS4 and KS5 now following broad range of accredited courses (Edexcel Functional Skills, BTEC courses), the 'Equals' Curriculum is delivered to pupils in KS3 which results in positive outcomes for children leaving Mill Water.

The school has made quality appointments to its teaching staff: an experienced SEN teacher has joined the KS4 team. The appointment of 1 new teacher to EYFS, with significant SEN experience has strengthened the teaching team. The school has appointed an experienced teacher to lead the EYFS provision.

CPD has focussed on building skills and knowledge of staff: the Head of Upper School has undertaken NPQML.

The school is supporting Multi-Sensory Impairment training at Level 7 currently being undertaken by the Complex Needs Lead, alongside training for two facilitators for pupils with MSI.

There have been focussed curriculum development activities for Maths, PSHE, and Sensory Evidence.

The school has made rapid and sustained improvements in its use of pupil data to evaluate the accuracy and impact of assessment with introduction of Specific Targets for all pupils across the school. Mill Water has five different ways of monitoring pupil progress which are all linked to the curricula being delivered to our pupils:

1. Specific Target pupil progress data for the whole school
2. EYFS data based on Development Matters
3. Academic data - P-Scale and National Curriculum Data through SOLAR for pupils in Key Stage 1-3
4. EQUALS curriculum data for pupils in Key Stage 3 and 4
5. Qualification data for EdExcel, BTEC courses and Personal Progress for Key Stage 4 and 5

The school uses SOLAR assessments to give the most robust indication of pupil progress. We have 3 years of pupil progress data in this area. The academic pupil progress data will therefore analyse pupil progress for the years 2013-14, 2014-15 and 2015-16.

Pupil progress data collected for Specific Targets in addition to academic targets.

There has been further refinement of pupil progress tracking systems, including progress of children in receipt of Pupil Premium, Yr7 transition and Sports funding as well as detailed analysis of vulnerable groups across the school.

We undertake moderation with outstanding special schools in Devon, Dorset and Surrey, ensuring the consistency and quality of our internal judgements on progress.

The school has developed higher level teaching assistants across the school so that they are trained to carry out assessment (Grade E), and lead significant responsibility areas across the school (Medical needs, Communication, Behaviour, Assessment and Outdoor Learning).

Extended Leaders have developed to take on roles within whole school monitoring - analysis of progress data, interventions, target setting, subject action plans, marking and assessment, cross school moderation, lesson observations leading to a strong and developed understanding of school self-evaluation. The school has introduced Coaching and Peer Mentoring systems for teaching staff.

- 97% parents agree or strongly agree that 'My child gets help and support to do their best' (Parent Voice Survey January 2017)

Personal Development, Behaviour & Welfare: Good+

The standard of behaviour in the school is very good. Pupils with challenging behaviour respond well to the positive behaviour management strategies employed by staff. Incidents of bullying are rare. Behaviour for learning is good. Pupils are interested in their work and keen to learn. They have a good understanding of how to lead safe, well-rounded lives. Attendance is monitored closely and unauthorised absences are rare. Leaders ensure closer monitoring of attendance with 94% being the threshold; pupils value their education and rarely miss a day at school.

- 100% of parents agree or strongly agree that their child is happy at this school (Ofsted Parent View)

We have revised Upper School Assemblies Programme to include greater focus on British values and links with a partner school in India.

The school has developed strong practice in providing Person Centred Reviews and has increased facilitator capacity to enhance PCR expertise across the school – this has direct and positive impacts on planning outcomes for children.

Training for staff at (Grade E) in Mentoring for Children in Care ensures that children are listened to and feel safe.

A review of playground arrangements to install gates across the site and netting across vulnerable terrace zones ensures that different outside spaces can be used for different purposes meeting pupil needs for play, recreation and relaxing. This also ensures greater security and safety for all children.

The school has produced a robust response to health and safety issues in summer 2016 and has provided additional leadership support from an experienced leader to give the school capacity resulting in safer working practise across the school.

The school has reviewed and improved transition arrangements for young people at end of KS4 and KS5, and has improved working ties with stakeholder providers: Careers South West and colleges.

We have enhanced behaviour plans, intimate care plans and medical protocols for pupils; pupil information is reorganised through the creation of G drive to enable all pupil information to be kept centrally.

The school has introduced individual pupil risk assessments alongside other documents which results in focussed awareness of risk from all staff in school.

Moving and Handling Plans and PEEPS have been reformulated and reissued so that all staff ensure pupils' safety.

Enhanced permission has been sought for digital photos to enhance security and safety of all children at Mill Water.

The school takes an active role in the community: Mill Water Parents and Friends Association is very active in community fund raising.

- 97% parents agree or strongly agree that 'The school provides a safe environment for my child' (Parent Voice Survey January 2017)
- 97% parents agree or strongly agree that 'My child is safe in school (Parent Voice Survey January 2017)

Outcomes for pupils: Good+

Accurate and robust data capture over a significant three year period demonstrates that progress for all pupils across the school, including groups and disadvantaged pupils, is almost always at least good and often outstanding. Preparation for life after school is thorough and effective. Pupils achieve quality, nationally recognised accreditation which results in positive future outcomes (outcome data 2017).

Pupils at Mill Water school make at least good progress and in many cases outstanding progress in academic subjects. All subjects (except writing at 87%) are now showing that over 90% of pupils are achieving or exceeding academic targets based on Upper Quartile progress targets from progression guidance. The school can now demonstrate that standards of achievement are consistently good and often outstanding. The school has subsequently increased the number of pupils making outstanding progress.

There is particular strength in Number with 44% of pupils making outstanding progress, exceeding Upper Quartile progress targets.

The school has very successfully developed its own system of assessment to run across the whole school in answer to 'life after levels' and is now working in partnership with schools to develop this further.

Scrutiny of targets and learning journals demonstrates how teachers are using this system well. Pupil progress towards these targets is clearly evident in pupil individual target grids and Learning Journals.

The system for capturing data in targets has been trialled over the past year. It has enabled us to learn how we can improve the system to ensure that the data is both meaningful and accurate across the school.

The most significant of these changes is the move from having a yearly target to work towards to a finite termly target. Termly targets enable teachers, parents and other professionals to create more accurate targets.

The introduction of Specific Targets has had a positive impact on pupil progress. This can be identified as follows:

Pupil progress data for SOLAR, EQUALS and EdExcel have improved; pupils make at least good or outstanding progress.

Evidence gained through work scrutiny clearly shows an improvement in the evidencing of pupil progress.

TAs, parents and wider professionals have common targets to work towards, enabling learning opportunities to be maximised and greater collaboration.

Teachers plan effectively for opportunities to master skills in a variety of contexts and settings, which results in deeper learning and understanding.

Desired outcomes from PCRs of EHCPs are being met more effectively as they are able to be addressed through the specific target process.

- 95% parents report that their child is taught well at this school. (Ofsted Parent View).
- 85% parents feel that their child makes good progress at this school. (Ofsted Parent View).
- 100% of parents would recommend this school to another parent. (Ofsted Parent View).

Early years: Good

There have been significant changes in the approach to teaching pupils in EYFS which is now embedded in practise. Pupil progress data for EY pupils is collected and analysed. The systems for assessment and observation are now embedded across EYFS. An EYFS lead has been appointed resulting in a high level of focus on learning and achievement.

There has been a high level of scrutiny within Early Years leading to the improvement of teaching, learning and assessment in both EYFS classes. The school has appointed a well-qualified and experienced teacher to lead the EYFS team.

The school has an appropriate approach to teaching children with complex needs. Structured activities are combined with child directed activities. (E-Visit Report, April 2016)

The EYFS team leader has undertaken development work focussed on the role of the Middle leader led by the National Leader of Education resulting in strong leadership of EYFS class.

Sixth form: Good

Provision for sixth form students is now at least good and often outstanding. All students follow programmes designed to meet their individual needs based on future destinations. Formal BTEC personal progress qualifications and EQUALS accreditation are achieved by all students. As a result, they are confident learners, they feel safe and well supported and attendance is high. Progress from starting points is good and often outstanding and all students move on to appropriate placements and courses. There are no students regarded as NEETs.

Provision in the sixth form is securely good as a result of analysis of reliable information on how well students are doing in their learning over time. The school has initiated a rapid programme of development and improvement since inspection under a well-qualified and experienced leader. Lesson Observations conducted by senior leaders confirm good and often outstanding teaching.

Older students benefit from a purpose built area of the school that helps to develop their independence and life skills. (Ofsted Monitoring Inspection, May 2015)

Considerable progress has been made in developing the sixth form since the last inspection. Appropriate pathways are in place which involve accredited courses matched to students' levels of ability. There is a strong emphasis on developing independence and applying skills in the local community.

The leadership of the sixth form is now clear with the head of 14-19 provision monitoring teaching and learning. (E-Visit Report, April 2016)

The sixth form is well led and managed by the head of upper school. She has a clear view of how she wants the provision to develop and she has moved towards it well in the short time that she has been at the school. (Ofsted 2015)