

*Be the best that you can be!*



# **MEDINA HOUSE SCHOOL SELF EVALUATION**

**April 2016**

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## Context

Medina House is a community special school for primary-aged pupils (age range 2 to 11 years), across the Isle of Wight. The school occupies a constrained site in the heart of Newport.

All pupils have a full SEN statement or EHC plan with varying primary needs: MLD (19%), SLD 68%), PMLD (13%). and ASD (19%). In addition, 29% have a diagnosis of ASD, 20% are wheelchair users, 6% have a visual impairment, 1% have a hearing impairment and 11% have a physical disability. Many pupils have associated challenging behaviour and many join Medina House following a failed mainstream placement. Attainment ranges from P1 to National Curriculum Level 2.

There are currently 79 pupils on roll (from January 2016). 40% of pupils are entitled to free school meals; 32% are girls and 2 pupils are from minority ethnic families. There are 6 LAC pupils (4 from IOW and 2 from other counties on the mainland), with 2 additional pupils under special guardianship. 3 children are subject to a child protection plan.

There are ten classes including a nursery class for two/three year olds with the most complex needs who are not able to access mainstream nursery provision. The remaining 9 classes include 3 specialist classes - Seashell Class for PMLD pupils (mixed age) and 2 age-phased structured learning environments (Penguin and Turtle) including TEACCH approaches and 7 age-phased classes for pupils with moderate and severe learning difficulties.

The majority of pupils (69%) are transported to and from school by school transport but this places great importance on maintaining its strong partnership with parents - led by the school's family support worker who works alongside parents both in school and in their homes to ensure that parents are aware of the strategies that work for their children and feel able to implement them at home. There is a strong parents' group and many workshops are run throughout the year to ensure that parents/carers are able to learn new skills and are aware of current developments/approaches in school to help their children to make progress.

The school provides an outreach service for mainstream primary schools across the Island.

### **Strengths identified in last Ofsted inspection - April '14**

- All groups of pupils make good progress during their time at Medina House School. Achievement in English, mathematics and personal development is good.
- The most-able pupils make excellent progress in reading because of the high-quality visual approaches used and the effective teaching of phonics.
- Pupils in the Early Years Foundation Stage achieve well and quickly make friends.
- Teaching is good and the teaching of reading is outstanding.
- Communication aids for pupils with a diagnosis of autism and those with profound and multiple learning difficulties are used well to promote speaking, ensuring that these pupils can make choices about their learning.
- Parents and carers are pleased with the care and support that the school provides for their children.

- Pupils behave well and enjoy school. This is evident in their rising attendance. Pupils feel safe and secure at school.
- The good range of subjects promotes pupils' spiritual, moral, social and cultural development well. This is further enriched through local visits, links with other schools and regular productions.
- The headteacher and other leaders have improved the achievement of pupils by providing high-quality training for all staff.
- Regular monitoring has been effective in identifying what is working well and what still needs to be improved.
- The governing body works effectively with leaders. Members manage the budget well and have an accurate view of the school's work. Governors make sure that pupils who receive additional funding fully benefit from it.

#### **Strengths identified within staff in May '15**

- Staff enjoy working at the school.
- Successful leadership improves the quality of teaching.
- Continuing development of CPD, schemes of work and phase meetings has made planning much easier and learning more successful in class
- The school has a very supportive ethos which goes throughout all teams and the team structure works well.
- 'Improving all the time, striving for excellence'
- 'Medina House is a well-managed school and has clear learning goals for all children.
- Senior staff understanding and supportive.

#### **Strengths identified within parent questionnaires in May '15**

- 'I am very pleased with how the school has encouraged my child to become more confident and helped my child to improve in all aspects of learning since my child started at school '(Yr R)
- 'I am extremely happy with the school and everything you do to support my son'. Thank you '(Yr R)
- 'The school is the only place I can leave my child and know that she will be well looked after and understood and her medical needs met, she is growing into a well educated and caring young lady ' (Yr 3)
- 'Medina House is a very important part of our lives - would be very limited on all his needs including education, social interaction and may I just add that however big or small a part he has watching him in the plays is one of the proudest moments of all! And I know they are hard work to produce so thank you for being there '(Yr 3)
- 'I have found Medina House school excellent, the staff work tirelessly to improve my child's communication and understanding of the world, if I have any concerns or worries the staff are polite and helpful. I would recommend this school to any parent with a special needs child. Every one of the staff are fantastic for both me and my son and my family, the improvements made by my son are mainly thanks to hard working staff at Medina House School '(Year 3)
- 'Always a warm welcome from both staff parents and pupils! By far the best school for ..... 's needs' (Year R)
- 'My child enjoys every aspect of being at Medina House School from all the staff to the friends she has made and the ways in which she is taught. She is progressing really well, better than we could have expected if she had not moved to the school. I also enjoy the way in which myself, as a parent have been welcomed to the school and involved in how the school teaches my child and I have received a lot of help from the school too. It is fantastic!' (Year 5)

- 'I am very satisfied with everything - the staff, teaching, opportunities available, resources and level of commitment and care given by all the staff and everyone. Medina House is an amazing school and I shall be quite sad when my son leaves in July' (Year 6)
- 'Wonderful teachers and assistants. The school is amazing' (Year 5)
- 'I really like the meetings with my daughter's teacher to discuss how she has got on that term. It is also lovely when pictures are sent home of what she has been up to as it is sometimes hard to imagine her doing some of the activities mentioned in her home book. Home book is a great way to communicate with staff and I cant wait to read what she has been up to in class that day' (year 5)
- 'My son loves school, thrives on it and has so many wonderful opportunities. He loved doing Global Rock, horse riding, swimming and all those 'extra exciting activities' His main 1:1 teacher excels in every way she is an incredible staff member!' (year 3)
- 'Since starting Medina House our son has come on in leaps and bounds and has made friends as before he was not comfortable blending in with other children his age! We are very proud of him and the school for making our little boy the bright little star he is becoming so again thanks to all at the school for supporting us and our son with such respect' (Year 1)
- 'We think the school is amazing. All the staff are so good with our child. We are grateful that he is there and are more than happy with his progress' (Year R)
- 'We are very, very happy with Medina House School' (Year R)
- 'Both myself and my family love the school. It is an extremely valuable resource not only as a school and place of learning but as a community resource for parents. I value the staff and head teacher very highly' (Year 4)
- 'Very happy with the school and feel it is the best place for her to be. We are well supported and feel part of school life' (Year 3)
- 'Medina House is a brilliant school and my child has made amazing progress whilst being there' (Year 6)

#### **Areas for Improvement - From Last Ofsted Inspection - April '14**

To improve further the school must:

- Make sure that all pupils always make the best possible progress in every lesson so that their achievement improves even further by:
  - ensuring teachers plan tasks that are always set at the right level for each pupil
  - limiting the amount of time pupils' spend waiting for their turn so that they are able to complete more activities in the time allocated
- Monitoring the impact of these improvements.

Since the Ofsted inspection, these areas have been addressed but continue to be at the forefront of all improvement planning.

## Summary of Developments from School Development Plan 2015/18

### Effectiveness of Leadership and Management

- Further develop systems to ensure consistent good subject leadership across the school
- Monitor and evaluate effectiveness of MHS curriculum
- Further develop systems to ensure all governors are aware of the progress made by all pupils including vulnerable groups
- Implement robust systems for self-evaluation across the school
- Further raise the profile of the school within the local and wider community
- To achieve national accreditation/recognition for curriculum provision

### Quality of Teaching, Learning and Assessment

- Improve the quality of feedback to pupils to ensure they are aware of their targets and progress against them
- Raise attainment in literacy and numeracy for all pupils
- Increased opportunities for all pupils to transfer skills and knowledge gained in the classroom to outdoor learning including forest school and the local community
- Further improve use of assessment tools, moderation and data to inform teaching
- Further improve quality of displays and learning environments to enhance independent learning
- Make sure that all pupils always make the best possible progress in every lesson so that their achievement improves even further by:
  - ensuring teachers plan tasks that are always set at the right level for each pupil
  - limiting the amount of time pupils' spend waiting for their turn so that they are able to complete more activities in the time allocated
  - monitoring the impact of these improvements (Ofsted development points)

### Personal Development, behaviour and welfare

- Further improve analysis and use of behaviour tracking and data to inform positive behaviour management strategies and measure impact of behaviour plans

- Continue to develop partnerships with parents and external agencies to address attendance issues for persistent absentees
- Further develop systems for pupils to express their views and impact on school development
- Continue to develop Be Safe Programme to ensure all pupils are empowered to keep themselves safe
- Explore ways of extending peer support throughout the school

### **Outcomes for Pupils**

- Ensure that all pupils make substantial and sustained progress across all subjects in relation to their starting points
- Increased range of extra-curricular opportunities to develop SMSC and an awareness of British values
- Increased understanding of other cultures for our pupils
- Increased opportunities for pupils to mix with mainstream peers in a range of events
- Increased opportunities for learning through play throughout the school
- In partnership with LA improve outreach provision on IOW

### **Effectiveness of Early Years Provision**

- Ensure all EYFS learning environments enhance learning through play for ALL pupils in EYFS
- Provision of appropriate CPD for all staff new to EYFS
- Quality of teaching is at least good in all EYFS classes
- Expansion of nursery class to meet growing demand for specialist places for complex pupils

## OVERALL EFFECTIVENESS

School Judgement: Good

### Current Position and Impact

- The quality of teaching, learning and assessment is good across the whole school, including EYFS.
- The effectiveness of leadership and management across the school, including the effectiveness of governance is good.
- Pupils' personal development, behaviour and welfare is outstanding.
- Outcomes for pupils are at least good and often outstanding.
- Early Years provision is still developing and is currently good with outstanding features.
- Safeguarding is effective across all areas of school

The overall effectiveness of the school is not yet outstanding, principally because....

- Due to changes in staffing and the specialist nature of the pupil cohort, the quality of teaching is not yet consistently outstanding across the school year.
- There needs to be more effective monitoring of the effectiveness of interventions used to eliminate underachievement.

## EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

School Judgement: Good

Effectiveness of Leadership and Management is Good because .....

- The governing body fully meets its statutory responsibilities
- Governors are involved in many aspects of the school's work, working with senior leaders to provide a culture of supportive challenge, which enables all members of the school community to "be the best that they can be,"

- The H/T shares the analysis of the outcomes of the school, plans for dealing with any issues that may arise and progress against the development plan with governors on a termly basis. As minutes show governors ask appropriate questions about this information and raise any issues of concern.
- Governors are committed to their own CPD to raise their awareness of statutory requirements eg Prevent Training as well as striving to attend as many school development days as possible to give them a local insight
- All governors have a class link and the structure of the governing body, whereby individual governors take lead responsibilities, ensures that they have an accurate and comprehensive understanding of the quality of education in the school.
- Leaders at all levels from Governors and senior leaders to non-class-based support staff are committed to improving pupil achievements.
- Governors expect all sources of income and staff resources to be focused on achieving the best outcomes for all pupils, in particular when any pupil is identified as having above average disadvantage. Developments such as the small specialist teaching groups demonstrate this commitment.
- Monthly health and safety inspections involving a Governor, site manager and Head teacher ensure the site is safely maintained. Close effective working relationships with health, social and educational welfare colleagues to keep all children safe.
- Safeguarding is effective because all staff and governors are trained appropriately and committed in daily practice to following statutory requirements and local protocols and policies, including child protection, administration of medication and health and safety. Children's welfare and safety is paramount for all staff and they understand the important role each has to play.
- The leadership team are very aware of their prevent duty and all staff are receiving appropriate CPD.
- Teaching is highly effective across the school. New staff are appropriately inducted into the life of the school and encouraged and supported to live up to the high expectations of senior leaders.
- Medina House is a total communication environment - with a whole staff commitment to improving communication skills for ALL pupils. This is reflected in the amount of resources and CPD dedicated by leaders and governors to ensure that pupils have access to highly trained staff and the latest equipment eg eye gaze and personal AACs eg grid pad go devices. The close partnership with the NHS Speech and language therapist is also instrumental in this aim - the impact is clear from formal and informal observations and feedback from parents.
- Pupils' spiritual, moral, social and cultural development, including a focus on fundamental British Values is central to all the school's work. These are specifically taught in a variety of ways including theme days, assemblies.
- The curriculum is broad, balanced and relevant to the needs of the pupils.
- Provision for the personal development of all pupils is considered as a core subject, alongside communication, literacy and numeracy.
- All schemes of work have been reviewed to reflect the new national curriculum whilst taking into account the needs of all the pupils at MHS.
- All subject leaders have action plans which are monitored termly by the curriculum co-ordinator who is also the Deputy Head. Subject leaders are taking a clearer lead on their subjects including more active monitoring of teaching and learning
- The leadership team and governors are committed to promoting equality of opportunity:
  - there is an extensive programme of CPD co-ordinated by the Deputy Head which is linked to SDP priorities and performance management objectives for teachers.

- there is a clear structure and progression route for support staff (2014/15 3 TA1s gained promotion to TA2). There is an ambition amongst support staff to move up the career ladder with several TA1s and MSAs are undertaking a Level 2 qualification in their own time. (facilitated by the school in partnership with IOW college).
- The governors are flexible and creative in supporting personal development - eg agreeing part time hours for 3 staff to study for degrees and subsidising the cost for a Specialist Diploma for a member of the Senior Team - recognising the positive impact such CPD has for pupils as well as the members of staff in question
- all pupils are enabled to access learning activities away from school and parents are supported and encouraged to play an active part in their child's education and development.
- the progress of individual pupils is monitored regularly by senior leaders and planned interventions are employed whenever possible underachievement is identified. As a result, almost all pupils make outstanding progress from their various starting points.
- The H/T and Deputy ensure they keep abreast of local and national developments by attending relevant CPD and briefings both on the IOW and the mainland including Heads Briefings, Special and Mainstream Conferences.
- The H/T sits on the LCSB education sub group and the Schools' Forum as well as attending Primary Heads' meetings on the IOW and Special Heads' in Hants. The Deputy attends Senior Leaders groups on IOW and in Hants to ensure that MHS does not become isolated and unaware of relevant developments. Where possible, such opportunities are extended to all staff (eg a joint development day in March 2016 with Hants Special Schools)
- Since Sept '15 Medina House has been the lead school for the new Specialist Outreach Service (SOS) which empowers mainstream schools to meet the needs and drive up standards for pupils with SEND across both primary and secondary phases.
- Class teams are constructed with their skills, experience and strengths in mind to ensure an appropriate balance; skills are kept updated through CPD.
- ALL staff are regularly involved in school development and self-review activities such as reviewing and amending school aims and Mission statement annually and contributing to the SEF. This ensures that they have a full understanding of the ethos and vision of the Leadership Team and have ownership of the way that is delivered.

### **We are not yet outstanding because...**

- We are still developing effective subject leaders across all subjects via CPD and peer observations to ensure a greater sense of ownership for whole school achievements rather than just at class level

## QUALITY OF TEACHING, LEARNING AND ASSESSMENT

### School Judgement: Good

#### Quality of Teaching, Learning and Assessment is good because.....

##### Teaching

- At the end of Spring Term of 2015/16, 90% of teaching was at least good with 40% outstanding.
- Across the whole school teachers set challenging but achievable targets with appropriate levels of support, objectives and outcomes tailored to individual needs, within a total communication environment.
- Teachers consistently plan exciting lessons across the curriculum using multi-sensory and practical approaches. Feedback from pupils in Annual Reviews/in School Council Meetings is positive about curriculum activities.
- Total communication, positive behaviour management and other specialist approaches such as TEACCH form part of core training for new staff and have a direct impact on the ability to plan and teach effectively.
- Teachers use all resources, including support staff, to ensure all pupils receive appropriate support and targeted interventions.
- The quality of teaching and learning is enhanced by shared attention and sensory integration techniques.
- The teaching of independence skills is a strength recognised by parents and other professionals often comment on. It is a daily focus across the school. By Year 6 when pupils leave Medina House, they are confident and as independent as their individual abilities allow.

##### Learning

- Most pupils are making at least good progress across all areas.
- Pupils' attitude to learning consistently reflect the school motto to: 'be the best that you can be'. Pupils use the school motto to reflect on their achievements.
- All staff have high expectations for all pupils particularly in communication, self-help, physical skills and independence - this is often commented on by parents whose children have transferred from mainstream schools.
- Formal and informal monitoring shows the consistent approach to positive behaviour management across the school having a positive impact on learning.
- Parents are encouraged to support their child's learning at home in a variety of ways:
  - Half termly curriculum newsletters containing topic related ideas they can implement at home
  - Reading packs and reading logs
  - Maths Games Loan Scheme
  - Identiplay packs (where appropriate)
  - Spellings to learn (where appropriate)

- Therapy targets and relevant resources (where appropriate)
- Since Sept '15 all subject leaders have offered curriculum workshops to parents - feedback forms indicate that these have helped those parents who attended to better support learning at home.

#### Assessment

- Teachers record ongoing progress using the current planning formats which identify individualized outcomes for each pupil to inform next steps. LMT monitor to ensure next steps are captured in the following half term's planning
- Termly progress meetings are held for LMT and class teachers to discuss any pupils who are not on track to meet targets and plan appropriate interventions.
- A cycle of internal moderation for all strands of literacy, maths and PSHE has been established using well annotated evidence.
- All pupils have long term objectives/outcomes set at Annual Review meetings in collaboration with parents and therapists. These are reflected in termly IEP targets which are included on planning where appropriate and monitored and scrutinised by LMT.
- Observations show that teachers regularly give appropriate verbal feedback to pupils during activities.
- Scrutiny of pupils' work shows that response marking is having a positive impact over time where appropriate.
- Achievements against IEP targets are reviewed by staff and children in line with pupils' abilities.
- Pupils' achievements are shared with parents/carers on a regular basis:
  - Annual Reviews - including CASPA data
  - Termly parent/teacher meetings
  - Annual Report - including photographic evidence on a DVD
  - Home/School books/telephone

#### We are not yet outstanding because...

- Due to Internal changes Quality of teaching is not yet consistently outstanding across the whole academic year.
- We have identified the need for further CPD on assessment for support staff
- The school cannot yet measure the impact of the current SDP focus on increased opportunities to lead own learning /play

We also need to:

- Improve quality of feedback to pupils to ensure that they are ALL aware of their targets and progress against them
- Further raise attainment in literacy and numeracy for all pupils
- Ensure consistent, effective use of assessments to inform teaching across the whole school
- Make sure that all pupils always make the best possible progress in every lesson so that their achievement improves even further by:

- ensuring teachers plan tasks that are always set at the right level for each pupil and monitoring the impact of these improvements (Ofsted Development Point April '14)

## PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

### School Judgement: Outstanding

#### Personal Development, Behaviour and Welfare is outstanding because ....

- The school is a fully inclusive environment in which there is a consistently high expectation of all pupils regardless of age, ability, gender, race, religion.
- Behaviour is outstanding taking individual challenges into account. Where appropriate, individual behaviour plans for children are tracked and show outstanding progress. All staff consistently use MAYBO approaches to managing behaviour and are supported in this by the Behaviour coordinator and assistant.
- Although attendance data for 2014/15 falls below the national benchmark for special schools, this is due to medical conditions and severe illness. In very rare cases where there is Unauthorised Absence, this is followed up by senior leaders and other agencies as appropriate.
- Children are happy to attend and very positive relationships with parents support this.
- When / if pupils are late, this is almost always related to transport issues and these are followed up with the relevant authorities.
- Pupils at Medina House treat each other with respect and staff model well established routines. Children are encouraged to contribute to create their class rules.
- Pupils are confident learners, who know they will succeed with help from the adults around them.
- There have been no reported incidents of bullying to date in 2015/16.
- Whole school friendship rules have been written by a fully inclusive school council in May 2015.
- The PHSE/SMSC curriculum encourages all children to be thoughtful and caring to others. Assembly themes focus on British values. Equality and Diversity Days and RE Days promote these values for all children.
- The School Council discuss fundraising events such as Genes for Jeans Day, Comic relief, Walk the Wight, Shoebox appeal and Children in Need. and have come up with ideas such as the café and wishing well to put money into for Children in Need.
- Pupil questionnaires and pupil reviews in Annual Reviews show that children feel safe within school. The Be Safe programme introduced to pupils and parents in 2015 is already having a positive impact on pupils' understanding of appropriate relationships with a range of different groups of people. The training for "Be Safe" was also delivered to parents and other agencies connected to the school, which has had a very positive impact on children's awareness of how to keep safe.

- All children have been involved in testing and choosing outdoor Music equipment as well as giving ideas on the re-painting of the class playground.

## OUTCOMES FOR PUPILS

### School Judgement: Good

#### Outcomes for Pupils is Good because .....

- Outcomes for all pupils at Medina House are at least good and there are no identifiable gaps related to specific types of SEN or deprivation.
- All pupils are set challenging targets and in June 2015 92% met or exceeded targets in Reading, 78% in Writing, 84% in Number, 92% in Geometry and 28% in Measure.
- There are robust tracking systems in place to ensure that any pupils who are not making at least good progress are identified and appropriate interventions are implemented.
- The need to ensure individualized outcomes are appropriate is recognised. Since the last Ofsted inspection, planning formats have been revised to ensure that all pupils are appropriately challenged. Monitoring of planning and lesson observations show that individual needs are now being met more effectively.
- Reading is recognised as being very important to all our pupils. Reading assessments for 2014/15 show that the majority of pupils have made good progress from their own starting points.
- Pupils make good and often outstanding progress in communication, due to the emphasis placed on the total communication environment - with a whole staff commitment to improving communication skills for ALL pupils. The close partnership with the NHS Speech and language therapist is also instrumental in this progress - the impact is clear from formal and informal observations and feedback from parents.
- The majority of pupils at Medina House are vulnerable due to their learning difficulty which often makes them much less aware of danger than typical chronological peers. This is something we have tried to tackle rather than accept via the Be Safe programme which has had a very positive impact on pupils' awareness of appropriate contact and understanding of how to keep themselves safe both in school and the wider community.
- 98% of respondents to the parent's questionnaire in May '15 felt that their child was making good progress
- All Teachers are involved in target setting for their pupils every September and teachers work in pairs to improve accuracy.
- Subject leaders increasingly use attainment data to identify gaps in their subjects and offer advice, resources and support as needed to ensure best progress for all pupils. This is particularly effective in Maths, Literacy and PSHE.
- In recognition of the small steps of progress made by PMLD pupils, Routes for Learning is being trialled in Seashell class for 2015/16
- Non-class based roles, ie FSW, OT/Physio and Speech Assistant, support class teams effectively and so have a very positive impact on pupil outcomes. In 2014/15, four children learned to walk independently (ranging from year R to year 4) and several spoke for the first time.
- Pupils are well prepared for the next stage of their education by developing their social skills such as team work, resilience and practical problem solving via activities such as Forest School and Global Rock

- 9 year 6 pupils left Medina House and transferred to St Georges School at the end of 2015. Academically, achievement for Year 6 was outstanding in Reading and all strands of maths with the majority of pupils achieving UQ or UQ+ (in relation to NPG). Most importantly, they all left with a functional means of communication, - ranging from improved conversational skills to eye gaze computers / PECs books. All of these skills had been gained whilst at Medina House.
- **We are not yet outstanding because .....**
- We are currently developing systems to ensure consistent and robust monitoring of long term impact of interventions for specific pupils.

## EFFECTIVENESS OF EARLY YEARS PROVISION

### School Judgement: Good

#### Effectiveness of Early Years is Good because .....

EYFS Class has been restructured since November 2015, to include afternoon provision three afternoons a week and also now takes on two year olds.

- EYFS Subject co-ordinator and Head/Deputy regularly attend Head's EYFS termly briefings, local authority network and moderation meetings and also receive the minutes of Hants Special School Network meetings ensuring they are up-to-date with current local and national issues that are then disseminated through staff and phase meetings as appropriate.
- In Summer Term of 2015, EYFS Coordinator and an EYFS teacher went to visit an outstanding EYFS nursery at Shepherd Lane Special School, Winchester which reinforced need to include all children by considering the use of the classroom environment. This was then further developed by many of the EYFS team attending a Communication friendly spaces course to further consider the best use of their classrooms to enable their children to play and learn. In 2015/16, EYFS staff are regularly reviewing their classroom environment and making ongoing adjustments. The Spring term focus for Lesson Observations was "an engaging environment"
- EYFS leader writes half termly Bank of Ideas which includes meeting children's interests and their individual schemas. Verbal evaluation of the effectiveness of this has shown that all staff are using it and now contributing ideas thus providing consistency across EYFS classes.
- In line with the SDP focus on play, training has been delivered to all EYFS staff on schemas and rolled out to all staff (2015/16). Stages of play training has been delivered by EYFS co-ordinator to all staff.
- Annual feedback is given to governors regarding progress, current developments and future projects.
- EYFS Coordinator did an audit in October 2015 to create an Action plan. Termly meetings are held with the curriculum co-ordinator to reflect on progress, analyse data to inform future actions and drive forward the subject.
- Whole school moderation has taken place in January 2016 to ensure all staff have an understanding of EYFS and also validate the assessment of EYFS. EYFS co-ordinator used this information to inform on additional training needs - for example one class needed extra support around characteristics of Effective Learning which was delivered during a team meeting.

- A Portage group meets weekly at MHS to give an initial contact with parents and children who may come to MHS and helps to break down barriers. The EYFS co-ordinator attends these sessions and does shared home visits with the portage worker to prospective parents.
- A multi - agency approach to transition for EYFS children which is highly individualised involves paired home visits, completion of an "All About me" booklet, taster days including an opportunity to meet the community nurse, FSW and other agencies. During the transition phase, parents are encouraged to attend coffee mornings and get to know other families
- Ongoing engagement and support for parents includes: Parent workshop introducing what EYFS is and how we learn, weekly play tips in the Newsletter, regular Coral class updates on the website and profile sheets at the front of EYFS folders include a "Wow!!" sheet for parents to fill in. There is also regular contact with parents through home/school contact books, parents meetings and IEP meetings.
- EYFS coordinator has produced an individual booklet about Coral class as a supplement to the MHS booklet which can be overwhelming for new parents.
- A portfolio compiled by the EYFS coordinator in July 2015 showing what the children did at school, received very positive comments from parents about the wellbeing of their child and how their individual needs were being met.
- All Coral class team are Level 2 Safeguarding trained.
- An audit by the Hants Special School EYFS Advisor in May 2015 highlighted some areas for development particularly around outdoor provision. A visit by the SIP in December 2015 showed that many of these areas had improved. Learning walks and lesson observations have also shown that more real life natural resources were being used in line with recommendations from the advisor's visit. So for example one class had a real market shop with fresh veg for children to explore and use.
- Lesson observations take place a minimum of termly as well as pop in visits. By Summer 2015 75% (3) of lessons were outstanding and 25% (1) good.
- Where necessary, the EYFS coordinator works in liaison with the Behaviour co-ordinator to put in strategies and then liaise with parents to ensure a consistent approach at home.
- EYFS Coordinator has analysed data from 2014/15 which showed that children were doing less well in Maths and PD (Physical Development). As a result of this, it has been a focus with action on the School development Plan. The EYFS coordinator has attended a course on Maths and will attend one in PD (May 2016). Information from the Maths course has been disseminated through Phase meetings.
- The challenge of one or two children reaching an ELG goal has been identified and plans to carefully monitor observations and support staff have been put in place in the Spring term.

**We are not yet outstanding because.....**

- Maths and PD data show that children are not making outstanding progress
- The outside environments are improved but not yet exceptionally organised.
- Teaching is not consistently outstanding across all EYFS classes,
- Governors are not yet as well informed about EYFS provision as they are about other areas of the school.