

Be the best that you can be!



MEDINA HOUSE SCHOOL SELF EVALUATION

January 2018

Contents

Page No	Content
3	Introduction and School Context
4	Key Strengths and Areas for Improvement
7	Areas for Whole School Development
8	Overall Effectiveness
9	Effectiveness of Leadership and Management
12	Quality of Teaching, Learning and Assessment
15	Personal Development, Behaviour and Welfare
17	Outcomes for Pupils
20	Effectiveness of Early Years

Context

Medina House is a community special school for primary-aged pupils (age range 2 to 11 years) with moderate, severe and profound and multiple learning difficulties. All pupils (apart from one who is currently on an assessment place due to re-locating to the IOW from France), have a full SEN statement or EHC plan due to a primary learning difficulty: MLD (18%), SLD (64%), PMLD (18%). In addition, 43% have a diagnosis of ASD, 23% are wheelchair users, 8% have a visual impairment, 5% have a hearing impairment and 20% have additional health needs such as epilepsy/diabetes Many arrive with associated challenging behaviour. Many pupils join Medina House following a failed mainstream placement which often means they arrive with low self-esteem and or more dependent on adults than they need to be.

The school provides an outreach service for mainstream primary schools across the Island as part of the Specialist Outreach Service (SOS) for which Medina House is the lead school. The school is situated on a constrained site in the heart of Newport.

There are currently 77 pupils on roll in the main school -age 4-11 years (10% over the APN of 70). In addition, there are 8 pupils in the nursery class which caters for pupils whose complex needs prevent them from accessing (APN 10). If the outcome of a current consultation is favourable, the APN will be raised to 83 for the main school from September '18. This will be phased in - rising to 81 in April 2018. This is in recognition of the fact that the school is heavily oversubscribed - there are currently 13 children who have met the criteria for a place at Medina House (at SEN panel) but for whom there is no vacancy. They therefore remain in mainstream schools who do not feel they are meeting their needs and in at least one case are being home educated until a place becomes available. The Local Authority acknowledge the lack of capacity at Medina House and the negative impact this is having on children, parents and some mainstream schools and as a result retained the Barton Children's Centre and provided the capital to refurbish it. As a result, Medina Cottage opened in September '17 to accommodate Penguin Class - a structured learning environment for 9 EYFS/KS1 pupils with ASD and or SEMH in the first instance. Numbers will be extended in line with the new APN. It should be noted that whilst the cottage is big enough to hold up to 20 pupils, the existing infrastructure of Medina House will not be able to support that increase, and so the lack of capacity remains a challenge. The only real solution would be a new purpose built school.

Pupils come from across the Isle of Wight. 43% of pupils are entitled to free school meals; 30% are girls and there are currently 6 pupils from minority ethnic families. There are currently 8 LAC pupils with 1 more pupil under special guardianship and 4 who are known to have been adopted. In addition, there are currently (ie in Sept '17), 2 children subject to a child protection plan.

As the only primary special school on the IOW, it caters for a wide range of need from P1 to age related expectations for year 2 within the National Curriculum.

There are currently eleven classes including a nursery class for two/three year olds with complex needs who are not able to access mainstream nursery providers. The remaining 10 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 8 age phased core classes for pupils with moderate and severe learning difficulties - including a new upper KS1 class which opened in September 2017.

The majority of pupils (65%) are transported to and from school by school transport but in spite of this, there is a 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 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. Working parties are also formed to address specific issues as the need arises eg last year as a direct result of parent questionnaires, a parent working party was instrumental in designing our home/school books and this year, parent's views have been sought to address the issue of picking up and dropping off children in the safest way.

Key Strengths and Areas for Improvement

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.

Some of the strengths identified within staff questionnaires in May '17 (see results document for full details)

- *'We all work towards the same goal in making it the best school it can be, for all our pupils giving them a good start preparing them for the outside world'.*
- *'Pupils' needs are met and are happy in school'.*
- *'Children are happy, making progress, parents report good feedback and are happy, children are safe and well looked after. There is a team approach'*
- *'Everyone works extremely hard as a team to constantly improve in all areas; there is no room for complacency. Pupils are evidently thriving and achieving'*
- *'Safeguarding and CPD have the utmost importance. Staff are listened to and valued promoting positivity across the school. This in turn has a knock on affect for pupils to feel safe as they learn'.*
- *'Everyone is working towards a common goal of providing an exceptional school for our pupils and we are being recognized for it'.*
- *Over the last 6 years the headteacher has worked really hard and gone over and above to bring our school and its staff up to the high standard it is today always putting the children first.'*
- *The head teacher makes sure everything is in place and all policies etc up to date ,pupils are happy and have a fun way of learning and staff have high expectations of pupils, most parents are extremely happy with their childs school and the understanding that most people work hard to make it "the best you can be ".*
- *'The staff and LMT really value the effort and progress of the children. Targets and individual needs are well catered for and children have access to a broad range of activities and experiences'.*
- *'The school is constantly improving to high standards and everyone works hard to maintain this'*
- *'The school works hard to achieve personalised pathways ,exciting experiences and success for all pupils. Staff respect each other and teamwork is supportive and professional'.*

Some of the strengths identified within parent questionnaires in May '17

- *'They support my child very well and have a good understanding of her specific needs'*
- *'My Child's IEP is well thought out with targets which are challenging but achievable. The school is a safe and positive place for my child to learn and gives my child a fantastic range of ways to learn new skills including forest school and swimming. The leadership is strong and we as parents feel that the school is in very good hands'.*

- *'I think all of what the schools' effort are for the benefit of all the students and by how my son has progressed after a few months therefore they are doing a brilliant job'*
- *'I do feel that Medina House help the children to be the best that they can be.'*
- *'The school team works hard so every child can realise their potential and be the best they can be'*
- *'It's fantastic'*
- *'This is by far the best school I have been involved with. .My child's progress has improved dramatically! Everyone in the school are hugely committed and I feel this is much more than just a job.'*
- *'Of the love, support and care my child receives. And the wonderful things you all do with our children, enabling them to be the best they can be.'*
- *'It has helped my son to open up around other children and has been a god send!'*
- *'Communication and caring staff'*
- *'I have two children here both with very different needs but they are both catered for in every way possible, it's amazing to watch them learn and grow.'*
- *'Staff are fab! I know my child is safe and cared for. Medina house school is a great school'*
- *'The school is amazing, they go above and beyond to help my son'*
- *'The school is well managed and the child's individual needs are well accommodated and considered.'*
- *'The school feels like a safe place and the staff are always friendly, respectful and supportive to each other and the children.'*
- *'The school have always had my child's wellbeing in the forefront and he has progressed well whilst being at the school'.*
- *'My child has very complex needs and the staff are very well trained in meeting these needs. I feel totally happy with him attending this school and trust them explicitly with him'.*
- *'The school is unique in what it provides and I always describe it to people as like sending my children to a private school for the activities the children partake in, the consistent feedback and close involvement of the families'.*
- *'Staff are dedicated, passionate and committed to providing a safe and secure environment. My child has always made progress and that is what will see her through in life. It's the child centred approach that works'.*

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.

Whole School Development

Priority Areas of Development in SDP for Year 3- 2017/18 - which were endorsed by all staff at a whole school development day on 04/09/17

Effectiveness of Leadership and Management

- To further develop analysis of subject data by ALL subject leaders - using new assessment system - to inform future planning at subject level
- To embed new schemes of work across whole school.
- To continue to raise profile of board of governors - in response to development points raised in parent and staff questionnaires May 2016 and May 2017.
- To achieve national accreditation/recognition for curriculum provision in creative arts and science
- To embed robust systems for self-evaluation across the school.

Quality of Teaching, Learning and Assessment

- Further improve quality of displays and learning environments to enhance independent learning in literacy and numeracy
- 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 Points)- particularly in core subjects (literacy, numeracy and PSHE)
- Develop robust systems including Classroom Monitor WHAT IS CLASSROOM MONITOR to ensure that assessment data is used more effectively to show achievements and identify areas requiring further improvement across all subjects

Personal Development, Behaviour and Welfare

- To further develop emotional wellbeing of the school community
- Explore ways of extending peer support throughout the school
- To further develop understanding of e-safety by parents and pupils alike

Outcomes for Pupils

- To further develop independent learning opportunities across the school particularly in core subjects
- To widen experience and participation for ALL pupils in all aspects of Science
- To further develop attainment in speaking, listening and communication across the whole school

Effectiveness of Early Years Provision

- To improve achievement in relation to starting points against EYFS in Communication and Language for all pupils
- To improve achievement in relation to starting points against EYFS in Physical Development
- To further develop outdoor environments for all EYFS pupils to enhance continuous provision and learning outside the classroom.
- To extend and enhance EYFS provision for pupils who require a structured learning environment - at Medina Cottage

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
- SMSC is embedded within the curriculum and school life - both in school and the local community

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

- Due to unavoidable turbulence in staffing, the quality of teaching is not yet consistently outstanding across the school year.
- There needs to be more precise recording of the effectiveness of interventions used to eliminate underachievement - and whilst this work is underway, new assessment system is not yet embedded.

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 half termly basis. As minutes show governors challenge leaders appropriately regarding outcomes and provision and resources - in particular effective use of pupil and PE premium.
- 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. School staff have spoken about aspects of their work at governor meetings to increase awareness of current initiatives and classroom practice and assessment e.g. Routes for Learning, Artsmark.
- 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. As a result, governors now have a higher profile in school and staff and children know who they are and what they do.
- Leaders at all levels from Governors and senior leaders to non-class-based support staff are committed to improving pupil achievements and have ambitious expectations of them - the impact of which can be evidenced by outcomes for pupils by the time they move on to secondary education.
- Leaders and Governors have been uncompromising in their ambition for ALL SEND pupils who meet MHS criteria to have access to its specialist environment and as a result a strategic review of Primary SEND provision is being undertaken by the LA.
- 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 to address maths underachievement and development of the ELSA (Emotional Literacy Support Assistant) role demonstrate this commitment.
- Monthly health and safety inspections involving a Governor, site manager and SBM/Head teacher ensure that 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 - more children are now able to 'speak' than in previous years using a range of methods. This means that all year 6 children leave MHS with a functional means of communication - which is one of the main aims of the school to prepare children for the next stage of their education.
- 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 and specific activities such as voting for hobby clubs/names of new classes. School mission statement and assembly content reflects and promotes British values.
- The MHS curriculum has now been reviewed to ensure it remains broad, balanced and relevant to the needs of the pupils whilst also taking into account the Rochford Review Recommendations. (It will be further tweaked when the final recommendations are published).
- Provision for the personal development of all pupils is considered as a core subject, alongside communication, literacy and numeracy.
- 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 and assessment - thus improving the quality of middle leadership as well as outcomes for pupils.
- 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.
 - Staff feedback to the school from training is clearly established by CPD evaluations and feedback sessions where all staff are involved e.g. Dec 2017 feedback on Attention Autism, ELSA role, Makaton and Total communication, Ace Centre training, No Ticks no Boxes PMLD conference. Impact of training is followed up by LMT and follow up to training initiatives can be seen in teacher planning.
 - We now have our own CPD trainers for Makaton, Maybo, Manual Handling, Hoist protocols and MIDAS. This means that we can ensure our own staff have all core training and refreshers that they need as well as being able to offer training to mainstream colleagues, social care/Beaulieu as needed.
 - There is a clear structure and progression route for support staff (In Sept '17 2 TA2s gained promotion to TA3, 2 TA1s gained promotion to TA2 and 3 MSAs gained TA1 posts). 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. As a result, in spite of being the only special school on the IOW, all staff are kept updated on new initiatives and statutory requirements regarding the education of pupils with SEND. Outreach lead now attends SENCO circles to network and promote Inclusive practice and to ensure new strategies are cascaded to mainstream colleagues. Subject leaders link with mainland colleagues to share expertise and update practice.
 - LMT members support all staff by following up discussions from Pupil Progress meetings and proving practical hands on resourced support to classes on key areas identified for pupil progress. The impact of this can be seen in subsequent tracking meetings where in most cases the pupils who 'appeared to have been stuck' have made progress.
 - 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 joint development days 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. Training is offered to all schools in response to current need and inclusive principles. Feedback from schools is consistently positive. A recent poll of Head teachers revealed that 100% valued the service and even in budget strapped times are eager to preserve it. The Median House Outreach service supports more than 60 pupils (over any year) in mainstream schools by coaching /mentoring staff/CPD/pupil observations to identify key issues , provision of bespoke resources etc. It also operates a loan service of differentiated resources to all mainstream schools as part of our commitment to positive outcomes to all pupils on the island, not just those in our own school. Evaluations from mainstream schools show the positive impact of this service.
 - 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.
 - Medina House is now part of the Island Teaching Alliance (ITA), further developing the role of Medina House Staff as part of the holistic picture of educational research , including organising an Inclusion conference in March and attending Meet and Magpie sessions with staff from Mainstream and Special schools. Head and
 - Robust Performance management reviews are in place for ALL staff - support staff report that they appreciate having 3 performance management reviews in a year - as this makes them feel 'valued'. All TAs have a generic target set by the LMT which links directly to the SDP ensuring that the whole staff team have ownership of those priorities and feel that they are contributing to whole school improvements.

We are not yet outstanding because...

- We are still developing the analysis of subject data by ALL subject leaders - using new assessment system - to inform future planning at subject level.

QUALITY OF TEACHING, LEARNING AND ASSESSMENT

School Judgement: Good

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

Teaching

- Consistently good and increasingly outstanding teaching - and where it isn't / hasn't been so, use of mentoring / coaching has raised standards. (see quality of teaching data)
- 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.
- Governors and LMT ensure that all staff are empowered via CPD to address school priorities eg in Jan 2018 Communication Training day attended by all staff and some governors ensured increased knowledge of effective practice and how to personalise the total communication environment for the pupils in their class.
- Individualized approaches: Personalised learning model used allows for incorporation of SLT/OT/Physio programmes into daily practice. Evidence for this approach is provided in case studies, data, lesson observation, pupil progress feedback and teachers' planning which clearly shows challenging individualized targets linked to EHCP outcomes as well as topic objectives.
- Teaching and learning has improved as a direct result of whole school priorities (in SDP) eg a pedagogical approach to learning through play in 15/16 and an emphasis on mental health and well-being in 2016/17. In both cases, all class based staff were actively involved- creating and evaluating a play journal in 2015/16 and a friendship journal in 2016/17 for key children. The impact of such projects has been an improved understanding of child development which has had a positive outcome on daily practice and outcomes for pupils.
- 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. Parents receive a half termly curriculum update and we have a programme of workshops for parents around using activities at home to support play and learning for their children.
- Total communication, positive behaviour management and other specialist approaches such as Makaton and PECS form part of core training for new staff and have a direct impact on the ability to plan and teach effectively.

- All classes have access to advice on AAC through our Speech and Communication team and our Literacy lead works with this team to support an integrated approach.
- Teachers use all resources, including support staff, to ensure all pupils receive appropriate support and targeted interventions
- Advice and recommendations from professionals working with the pupils are incorporated into teacher's planning, with support from our Physio Assistant, Speech and Language Assistant and Family Support Worker.
- Regular planning meetings for teaching staff are timetabled in throughout the year. These include moderation groups (EYFS, RFL) and link closely with current EHCP, IEP and curricular progress outcomes. Parent meetings where priorities for pupils are discussed are also used to inform planning.
- High expectations and aspirations are there for all pupils, including the most able (May 2016-17 4 pupils accessed elements of the SATS-with one pupil achieving level 4 Reading).
- 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 that 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 (61% overall in literacy in 2016/17 and 62% in maths. Of those, 24% made outstanding progress in Literacy and 27% in Maths)
- 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 now record ongoing progress against individualized outcomes for each pupil on the new assessment system (Classroom Monitor) which then informs next steps. LMT monitor to ensure next steps are captured in the following half term's planning. Teachers have reported that this system is beginning to ease some of their previous workload and they feel it is aiding the accuracy of their planning.
- Curriculum leads have updated assessments against curriculum for use on classroom monitor leading to a clearer understanding of what we are teaching and how we assess it from all subject leads.
- Termly progress meetings are held for LMT and class teachers to discuss any pupils who are not on track to meet targets in literacy, maths and PSHE and plan appropriate interventions.
- All pupils have an IEP folder -in which both staff and pupils (where appropriate) record achievements. Star switches are used to share achievements with pupils who are not able to access the folders and or who need immediate celebration. The most able pupils in school provide a comment in the review column reflecting their thoughts on their progress against IEP targets.
- The introduction of Classroom Monitor is ensuring that LMT have 'live' access to pupil progress data and are therefore able to pick up and act on nay worrying trends for specific pupils much more quickly than previously - thus enabling appropriate interventions to be implemented in a timely fashion.
- Consistent effective use of assessment better informs teaching across the whole school
- 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.
- Whole school CPD on assessment has been implemented to ensure consistent use of assessment codes and systems across the school.
- 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. Pupils (who are able to) are encouraged to add their own comments about their work too.
- Achievements against IEP targets are reviewed by staff and children in line with pupils' abilities.
- Pupils' achievements are currently shared with parents/carers on a regular basis:
 - Annual Reviews - including progress data
 - Termly parent/teacher meetings to share progress against previous term's IEP targets and to agree new targets
 - Annual Report - including photographic evidence on a DVD
 - Home/School books/telephone

We are not yet outstanding because....

- Classroom Monitor (new assessment system) is not yet embedded.
- Work is still ongoing on ensuring that ALL pupils (not just the most able) are aware of their targets and progress against them - particularly where response marking is not appropriate.
- We are just beginning to develop a learning journal on the new assessment system which can be accessed by parents so that they can track their child's learning.

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.
- The school has an open culture that actively promotes all aspects of pupil's welfare - including supporting families in a range of contexts by the FSW as well as multi agency working (eg housing, therapists, paediatricians, DCT)
- Headteacher facilitates and chairs half termly MDT meetings where challenges for individual pupils are discussed in a holistic way - ensuring a 'joined up approach' which makes a real difference to pupils and their families eg joint working on eating/communication with school, dietician, SLT and OT has resulted in pupils eating a better diet in the best postural position using the most appropriate cutlery. The H/T ensures that relevant actions from these meetings are shared with class teams.
- CIN meeting updates involve class staff on a regular basis and ensure that any issues are dealt with quickly and effectively via a multi - approach
- Friendship journals support pupils to develop social skills and widen their understanding of making and keeping friends.
- 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.
- Positive Behaviour Management is acknowledged by external agencies, parents and staff as an area of strength - all staff demonstrate a good understanding of effective positive behaviour management strategies and use of PI is minimal (4 restraints in 2016/17). Visitors often comment on how calm school is and behaviour risk assessments and data maintained by the behaviour lead show clear progress for pupils on behaviour plans - which then maximises their access to the curriculum. In addition, the behaviour co-ordinator is a MAYBO trainer and leads training for mainstream colleagues - improving outcomes for SEND pupils across the Island.

- Safeguarding – all staff are very aware of safeguarding protocols at all levels and are all committed to ensuring that pupils feel safe. (Evidence of this can be seen in Annual review comments last year ALL pupils stated they felt safe at school. Concern sheets are completed by all grades of staff from MSAs to teachers which shows a universal awareness of protocols). These sheets are then passed to the DSLs (H/T and DH) who record all concerns on CPOMS and take timely appropriate action. They work closely with social care – particularly the DCT (Disabled Children's Team) to ensure all pupils are safe.
- Pupil views captured for Annual Reviews show that children feel safe within school.
- The Be safe programme developed by all staff in 2015 is now embedded throughout the school and continues to have 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. Parents have reported examples of pupils putting Be safe rules into practice in the community.
- British Values are embedded within our curriculum and daily practice. For example, pupils were involved in devising friendship rules which remind everyone of our commitment to respecting each other and property. We also teach democracy – eg pupils vote to assign class jobs, elect school council reps and to influence school decisions (such as the name of a new class). All British festivals are enjoyed via assemblies, class and whole school celebrations / theme days eg Scottish Day and a party for the Queen's Jubilee
- Equality and diversity : all staff have annual E+D training which they then cascade to pupils by modelling tolerance, acceptance and inclusivity. In addition termly theme days such as Celebrations around the world, India day and Europe (to name but a few) bring sensory elements of other countries, religions and customs to our pupils
- Developing Emotional Wellbeing of both staff and pupils is a priority. This can be seen by CPD commitments : e.g. Mindfulness training for all staff in a development day as well as a morning in which all class teams considered ways in which they could enhance emotional wellbeing of their pupils against the mental health standards and NHS definitions.
- Robust systems are in place to ensure the safety of pupils when working online. All pupils are taught about internet safety within their abilities – it is recognised that for our most able pupils further teaching of the dangers and inappropriate use of mobile technology and social networking sites may be required on a needs basis.
- Attendance data for 2016/17 was ??????? which exceeds national average for special schools. In very rare cases where there is Unauthorised Absence, this is followed up by senior leaders and other agencies as appropriate .PUT NEW FIGURE HERE
- Children are happy to attend and very positive relationships with parents support this. In the rare instance of a child being reluctant to attend school, class teams, leaders, parents and EWS work closely together to resolve. Where a child's medical condition necessitates long periods of hospitalization or rehabilitation, appropriate outreach support from class teacher and team is provided.(see case studies)
- 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 2017/18
- The PHSE/SMSC curriculum encourages all children to be thoughtful and caring to others.
- Pupil voice is actively encouraged - and as a result pupils feel able to express opinions to staff. The School Council (which is totally inclusive and includes a rep from every class) 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 a friendship café and wishing well to put money into for *Children in Need*. They are also involved in recruitment of teachers and senior management. In addition, all children are involved in whole school decisions which have included testing and choosing outdoor Music equipment as well as giving ideas on the re-painting of the class playground.
- Staff training in total communication promotes respect for all forms of communication and the importance of modelling effective communication and giving all pupils a voice.
- The creative opportunities offered by our Artsmark journey have increased our pupil's self belief in what they can do and also changed perceptions within our community. The recent Art exhibition in which every pupil produced a canvas which was then sold was an excellent example of this.
- Hobby Clubs were developed as a direct result of our work on emotional wellbeing - in an attempt to teach our children how to use leisure time in a purposeful way - rather than just reverting to use of technologies such as I pads. Hobby clubs are voted for by children and all clubs are open to all children and as a result, children have experienced a range of new hobbies such as gardening and have made new friendships with children who are not in their class. In one case, this friendship has developed out of school too - and both parents are over the moon as in both cases this is the first time their children have had a friend. In addition, we have made links with a mainstream school and some of their SEND pupils come to Medina House to join 2 hobby clubs and a group of our most physically able pupils go to that school to join a PE lesson which challenges them.
- Emotional Literacy is developed via the curriculum and class routines on a daily basis and in addition, we have 2 ELSAs who are released for a day a week each to work with the pupils on their caseload. One of them also runs a therapeutic story group. As a result, pupils are increasingly more able to understand and express their feelings. In recognition of the fact that not all pupils can express themselves using words, a music therapy pilot has been launched for 2017/18. To date, this is already having a positive impact on our most complex pupils.

OUTCOMES FOR PUPILS

School Judgement: Good

Outcomes for Pupils is Good because

- It is recognised at Medina House that pupil progress is not just against P Levels/National Curriculum. We are proud of the fact that ALL of our pupils leave Medina House with a functional means of communication with higher self-esteem than when they joined the school - which gives them better life chances in the future

- 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 2017 81% met or exceeded targets in Reading, 74% in Writing, 71% in expressive, 89% in receptive communication 76% in Number, 74% in Geometry and 78% in Measure.
- 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. For example, In June 2017 100% of LAC pupils met or exceeded targets in reading, 67% in writing, 83% in expressive, 84% in receptive communication and 84% across all strands of maths
- 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 continue to 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 and the fact that all pupils leave MHS with a functional means of communication directly related to their abilities.
- 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.
- 100% of respondents to the parent's questionnaire in May '17 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 has been embedded in Seashell class since Sept 2016 and has now been rolled out to relevant pupils in Starfish and Stingray classes which has improved their ability to access the curriculum whilst developing core skills in a range of contexts.
- 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 2016/17 3 children learned to walk independently (ranging from year R-2 to year 4) and several spoke or learnt to communicate effectively using PECs 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, Wise Workshops and Global Rock and our weekly hobbies clubs.
- 12 year 6 pupils left Medina House and transferred to St Georges School at the end of 2017. Academically, achievement for Year 6 was outstanding with 83% meeting or exceeding their targets in literacy and 87% in maths). 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. **Creativity** has always been a strength of the school but this has been enhanced by our current Artsmark Journey - as a result of focussing on creative arts as a whole school, ALL pupils have experienced a range of live performances ranging from pantomimes to live music (we hosted our own music festival on the school field last year). Every pupil also created a canvas for our whole school art exhibition in July '17 - this event allowed our children to experience an art gallery and raised self -esteem as they were all very proud to show their achievements to their parents, social workers and members of the local community who came to the exhibition and bought their canvases.

- **Celebrating Progress** - we celebrate progress in many ways - at both class and whole school level with rewards, stamps, head teacher stickers, showcasing work, star of the week, term and year awards as well as accreditation for swimming.
- **Transition** - an extensive transition programme and close working with the special high school ensures that pupils are ready to move on to the next stage of their education at the end of year 6. We then hold a prom in which their achievements at Medina House are celebrated. This event also provides them with closure and the chance to say goodbye to staff and friends - very important for those pupils who struggle with change.
- **Forest School** - The school commissions a forest school provider meaning that ALL children from year R to year 6 access forest school - many parents report that this is a favourite part of school life for their child. It has opened up the joy of learning outdoors to all pupils and has enabled them to enjoy outdoor cooking, climbing trees, exploring a tree house and learning to work as a team to name but a few!
- **Multi Agency Working** - we are totally committed to multi agency working which improves outcomes for pupils - ranging from having OT/Physio and Speech Assistants employed at school who work closely with NHS therapists to ensure pupils needs are met by school staff and that specific physio/OT and speech programmes are incorporated into daily practice - to the H/T facilitating half termly multi- disciplinary meetings with all the external agencies working with pupils to ensure a joined up approach and as a result of essential information sharing outcomes for pupils are maximised. In addition, the school works closely with the DCT (Disabled children's team) in children's services and Beaulieu House to ensure consistency for our pupils.
- **Improving outcomes for pupils with medical conditions** - the school commissions a school nurse from the NHS who trains staff in administration of medication, enteral feeding and management of conditions such as epilepsy and diabetes which ensures that ALL children can access the whole curriculum and all extra-curricular activities. In addition, she facilitates a range of clinics including orthoptics, paediatrician, audiologist and dietician which parents really appreciate as they do not then have to cope with the anxiety of taking a child with additional needs to the hospital for every appointment.
- **Partnership with Parents** is a real strength of the school. There is a range of support from emotional to practical such as letters to housing/family fund forms/bus passes/ DLA forms/ - as well as home visits and support to implement strategies at home - and provision of bespoke resources as needed - from the FSW. Many parents (see evaluation forms, FSW case studies and parent questionnaires for evidence)
- **Parent Training** - every year an extensive package of training for parents is facilitated by the FSW and delivered by both school staff and external providers - some examples include first aid, Makaton, PECS and Sensory integration.
- In our Friday hobby club pupils from a local primary school attend our sessions and our pupils go to a mainstream school session These clubs have helped pupil sto form new friendships and parents have commented positively on this..
- Staff are developing more confidence in their understanding of the EHCP/IEP/outcomes cycle and how to create personalised outcomes and opportunities for pupils.
- The transition process to our secondary school is supported by early discussions to support pupils progress, involving pupils with visits , meeting new staff an dcreating communication passports , and an imaginative Odyssey journey to discover new possibilities !!
- Therapeutic story group run by ELSA supports pupil's emotional and literacy development , and enhances understanding of feelings.
- Improving outcomes for pupils with medical conditions. The school has commissioned a school nurse from the NHS who trains staff in administration of medicines, enteral feeding and management of conditions such as epilepsy an diabetes. This endsures all children can access the whole curriculum and extra curricular activities. In addition many clinics are now held in school , which parents really appreciate as they do not then have to cope with the anxiety of taking a child with additional needs to hospital for every appointment .
- Community links support social and PHSE outcomes for all pupils: this includes United Kingdom Sailing Academy experiences for every child from 6+., use of community swimming facilities, Newport Minster celebration opportunities, Global Rock and Fundraising for local charities e.g. Walk the Wight . access to local attractions, shops , farms museums and parks.

• **We are not yet outstanding because**

- We are currently embedding systems to ensure consistent and robust monitoring of long term impact of interventions for specific pupils. With the implementation of Classroom Monitor, more timely identification of gaps will be possible which will in turn improve outcomes for all pupils.

EFFECTIVENESS OF EARLY YEARS PROVISION

School Judgement: Good

Effectiveness of Early Years is Good because

- Staffing has been enhanced in nursery class which has brought the staffing structure in line with rest of school and improved support for class teacher with creation of TA3 post
- EYFS Leader and Head/Deputy continue to 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 which are then disseminated through staff and phase meetings as appropriate and or inform future external/internal CPD.
- EYFS leader has produced 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. All EYFS teachers and TA3s have the opportunity to add to these in half termly phased planning meetings.
- Half termly phased planning meetings ensure that appropriate resources are sourced from loan service/ purchased and distributed between EYFS classes - providing a broad and enriched curriculum
- Extensive CPD on play in 2015/16 has had a positive impact on provision of effective opportunities to learn through play evidenced by the improvement in progress in UW which can be seen in EYFS data and in the play journals completed by all staff for key children.
- Annual feedback is given to governors regarding progress, current developments and future projects.
- EYFS Leader writes an Annual Action plan monitored by EYFS governor and DH (who takes lead on curriculum development). This feeds directly into and is informed from SDP priorities.
- Whole school moderation takes place on a regular basis which then informs future CPD - eg observation training was provided to new EYFS staff in Autumn Term 2016 as a direct result of moderation of EYFS profiles.
- EYFS leader and H/T have close links with SEN Early Years team and Portage workers. Drop in Portage groups are held at MHS when there is appropriate demand. Such groups were very successful in 15/16 but have been suspended by the Early Years Team currently due to lack of interest from 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 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 Leader has produced an individual booklet about Coral class as a supplement to the MHS booklet which can be overwhelming for new parents.
- All EYFS class teams are Level 2 Safeguarding trained and contain at least one paediatric first aider.
- An audit by the Hants Special School EYFS Advisor in May 2015 highlighted some areas for development particularly around outdoor provision. The external moderation visit by the LA in May 2016 validated profile data and praised the changes in EYFS classes/environments/teaching and adult interaction.
- The quality of teaching in EYFS classes is consistently at least 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.
- Assessment data is used to inform future developments eg following analysis of 14/15 attainment for EYFS pupils, an audit of Maths and PD provision was carried out leading to CPD and the purchase of resources which led to improvements- evidenced in 15/16 data. Needs updating
- In Sept 2016 all EYFS teams carried out an audit of children's interests which informed resources purchased from EYFS budget. In addition, a new children's interest pro-forma was put in place to track, observe and plan for individual interests and further enhance learning environments accordingly.
- Moderation of planning by EYFS leader in Jan 2017 shows good evidence of EYFS ethos of adult led and child led activities.
- The positive impact of whole school CPD on Expressive Arts and Creative storytelling is evident from monitoring of practice and planning.
- A very experienced retired EYFS teacher is now the appointed governor for EYFS bringing a wealth of knowledge and experience. This will hopefully increase understanding of EYFS for all governors in time.
- EYFS lead gives detailed feedback on assessment to all classes and provides a consistent framework for topic based provision .
- New proformas for planning designed to reflect pupil interests.

We are not yet outstanding because.....

- The outside environments are improved but not yet exceptionally organised.
- Teaching is not consistently outstanding across all EYFS classes, Ongoing training on observation from EYFS lead is supporting this.
- Governors are not yet as well informed about EYFS provision as they are about other areas of the school.



Medina House School Self Evaluation - January 2018

Overall Effectiveness is judged to be Good		The Effectiveness of Leadership and Management is judged to be Good	
<ul style="list-style-type: none"> 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. This judgement has been verified by the LLP Outcomes for pupils are at least good and often outstanding leading to better life chances. (data/case studies) Early Years provision is good with outstanding features. Safeguarding is effective across all areas of school. SMSC is embedded within the curriculum and school life - incorporating British values -both in school and the local community Safeguarding is effective - verified by LA audit and LLP 	<p>Next Steps</p> <ul style="list-style-type: none"> Ensure that in spite of any turbulence, the quality of teaching is consistently outstanding across the school year. Embed new assessment system to ensure precise tracking of impact of interventions 	<ul style="list-style-type: none"> Through the use of coaching and mentoring teaching and learning has improved over the past five year. (see quality of teaching data) Teaching and learning is reviewed Targeted CPD delivered by the LMT has had a significant impact on teaching and learning and assessment - lesson obs and planning The governing body exceeds its statutory responsibilities - Governors visit file and minutes. Outstanding commitment from governors and LMT to ensure pupils have access to highly trained staff and latest equipment. (CPD reports to governors). In house trainers for all core training ensures value for money. The progress of individual pupils is monitored regularly by senior leaders and planned interventions are employed whenever underachievement is identified. See Maths lead for evidence of success. 	<p>Next Steps</p> <ul style="list-style-type: none"> Continue to develop and embed the analysis of subject data by ALL subject leasers - using new assessment system - to inform future planning at subject level.
Behaviour, personal development and well-being are judged to be outstanding		Outcomes for pupils are judged to be Good	
<ul style="list-style-type: none"> Friendship Journals show that almost all pupils have made progress from their starting points in emotional wellbeing Attendance exceeds national average for special schools. (91.70% in 16/17) Behaviour data and tracking in Autumn 2017 shows an improvement for 82% of the pupils on plans. (22) This is evidence of the impact of CPD (eg Maybo) and the strong ethos of positive behaviour management in its widest sense across the school. 	<p>Next Steps</p> <p>Safeguarding training for parents</p> <p>Further develop scope of hobby afternoons to improve ability of pupils to use leisure time purposefully - improving long term mental wellbeing</p>	<ul style="list-style-type: none"> All pupils leave MHS with a functional means of communication. As a result, almost all pupils make at least good and often outstanding progress from their starting points. In 2016/17, 75% for Literacy and 62% for Maths across school. Reading assessment continue to show progress is outstanding in reading from individual starting points for both words and symbols. Typically 90% or more make progress or maintain levels for their starting points. Where progress was not made intervention had a positive impact on progress. 	<p>Next Steps:</p> <p>Embed systems to ensure consistent and robust monitoring of long term impact of ALL interventions (not just academic)</p> <p>Take lead on Inclusion conference as part of ITA (Island Teaching Alliance)</p>



Medina House School Self Evaluation - January 2018

<ul style="list-style-type: none"> • Excellent parent partnership including family support worker ensure outstanding progress in this area (52% of all referrals are for behavioural support). See evaluations for FSW and case studies. • Pupil views captured at Annual reviews show that 100% of the children feel safe. 		<ul style="list-style-type: none"> • There are no identifiable gaps in outcomes for vulnerable groups eg LAC / FSM - evidence of effective use of pupil premium - see progress data 	
The Quality of Teaching, Learning and Assessment is judged to be Good			
<ul style="list-style-type: none"> • Consistently good and increasingly outstanding teaching over the past five years. <ul style="list-style-type: none"> ◦ Spring term '18 - Good 59%, Outstanding 41% • Personalised learning model incorporating SLT/OT/Physio programmes into daily practice. See case studies, data, lesson observation, pupil progress feedback and teachers' planning to show impact of this. • Teaching and learning has improved as a direct result of whole school priorities High expectations and aspirations for ALL pupils - including the most able. In (May 2016/17 4 pupils accessed elements of the SATs - with one pupil achieving level 4 for reading). • Teachers consistently plan exciting lessons across the curriculum using multi-sensory approaches. (see planning) 	<ul style="list-style-type: none"> • Most pupils are making at least good progress against targets (61% overall in literacy in 2016/17 and 62% in maths. Of those, 24% made outstanding progress in Literacy and 27% in Maths) • All pupils have an IEP folder -in which both staff and pupils (where appropriate) record achievements. Star switches are used to share achievements with pupils who are not able to access the folders. • Consistent use of assessment informs teaching(see planning monitoring) 	<p>Next Steps</p> <ul style="list-style-type: none"> • To ensure that ALL pupils are aware of targets and progress against them • Devise an electronic learning journal that parents can access 	
The Effectiveness of Early Years is judged to be Good			
<ul style="list-style-type: none"> • New provision now open in Medina Cottage - providing an enhanced structured learning environment which has improved access to EYFS and improved outcomes for all pupils placed there (see EYFS profiles and data) • Effective leadership from EYFS lead - including increased monitoring and CPD has improved staff knowledge and outcomes for pupils - see lesson observations, planning, EYFS profiles and data for evidence • Phased planning meetings and bank of ideas produced by EYFS lead have enriched curriculum for ALL pupils • A very experienced retired EYFS teacher (30 years) is the EYFS governor - ensuring effective challenge to the EYFS lead when undertaking monitoring activities 	<ul style="list-style-type: none"> • EYFS data informs future planning - slight drop in achievement in Communication and Language and Physical Development in 16.17 - therefore they are SDP priorities this year - see SDP and EYFS action plan • Effective use of EYFS budget - based on priorities and CPD - eg Development Day on Communication • Safeguarding is effective across EYFS classes 	<p>Next Steps</p> <ul style="list-style-type: none"> • Further improve outside areas • Further CPD to all teams to ensure that teaching is consistently outstanding across all EYFS classes 	