

# Mayfield School Summary Self Evaluation and SIP 2017 -18

## Mayfield's Unique Strengths

- Staff knowledge of pupils
- High quality teaching and learning
- Excellent differentiation
- Unlocking potential
- Wide range of Communication Strategies including Eyegaze
- Bespoke curriculum - personal pathways to accreditation
- Safeguarding vulnerable pupils
- Physical Development opportunities / therapies
- MOVE - Regional Centre
- Outward facing school - supporting other schools
- Design and build of new school 2018
- Excellent Early Years
- Well supported by parents and the local community.

Date of last Ofsted - October 2012 - **Outstanding**.

Since Ofsted in 2012 the school has responded to and exceeded the recommendations.

**Early Years: Ensure that provision in the Early Years Foundation Stage develops to match the high quality provision in the rest of the school by:**

- Checking rigorously that children's progress in all areas of learning is rapid and sustained.
- Employed staff with specialisms in EYs and SEN (including DH with EYs expertise and CofG - MD of private nursery).
- Enhanced and highly focused CPD for all staff in EYs ensure that teaching, learning and assessment is effectively devolved.
- Increased number of classrooms to provide purposeful learning environments for differentiated group work.
- Enhanced outside environment provides aspects of continuous provision so pupils can build on learning.
- Researched software for assessment after paper based journals and profile file assessments - use To Build a Profile.
- Technology improved with the use of I-pods for observations/assessments.
- Staff/pupil ratio increased to facilitate keyworkers who know pupils well.
- 50% staff have pediatric first aid and additional medication training to support pupils needs.
- Parental involvement increased exponentially with Class Dojo - 100% parents engage and 2 regularly use the translations - System rolled out across school.
- Shared learning and workshops are provided for parents and other schools ensuring consistent approaches for pupils.

**Embedding the new national framework for the Early Years Foundation Stage**

- Targeted support sought from Local Authority in 2015 reduced to universal level in 2016.
- Appointment of DH with EYs experience.
- Staff developed own curriculum following changes in national guidance and identification of own cohorts to meet new expectations.
- Learning resources purchased to enhance curriculum provision to meet needs of a wide range of pupils.
- Sensory processing equipment purchased and embedded in to curriculum to meet needs of cohort, encouraging self-regulation for autistic pupils.
- Innovative Communication aids used to enable pupils to demonstrate understanding.

### **Mayfield School continues to be an outstanding school because:**

- Effectiveness of leadership and management is **Outstanding**
- Quality of teaching, learning and assessment is **Outstanding**
- Personal development, behaviour and welfare is **Outstanding**
- Outcomes for pupils is **Outstanding**

### **Provision in the Sixth Form - Outstanding**

- Leaders pursue excellence through a range of Personalised Pathways
- Pupils access a curriculum which is tailored for all and are challenged to achieve the highest possible Accreditation outcomes.

### **Provision in Early Years - Outstanding**

- Since Ofsted in 2012 the school has responded to and exceeded the recommendations.

### **Why?**

- The school is relentless in the pursuit of excellence.
- The schools vision and values are shared by pupils, staff, governors, parents and the wider community.
- Pupils make outstanding progress as the curriculum is broad and balanced and inspires them to learn.
- Safeguarding is effective. Pupils feel safe and cared for, staff know pupils well and recognise and respond to their needs quickly.
- SMSC and physical well-being is effectively promoted throughout the school.
- Having pupils from 3 - 19 years has a positive impact on all pupils, eg care, empathy, work experience.

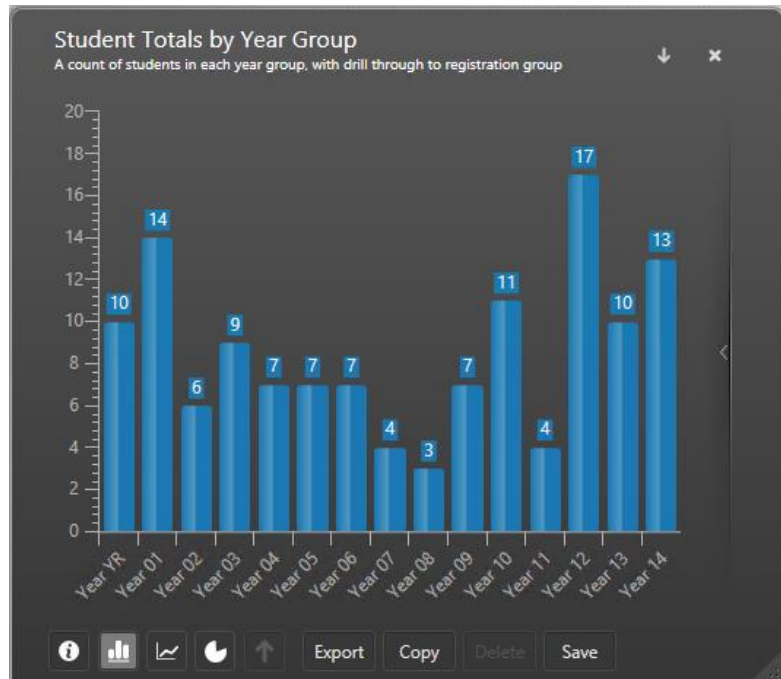
### **How?**

- Leaders and Governors have a deep, accurate understanding of the schools effectiveness, through the School Self Evaluation (SEF) which informs the School Improvement Plan. The Benefits Map demonstrates long and short term targets to expand on community benefits and impact over a longer period.

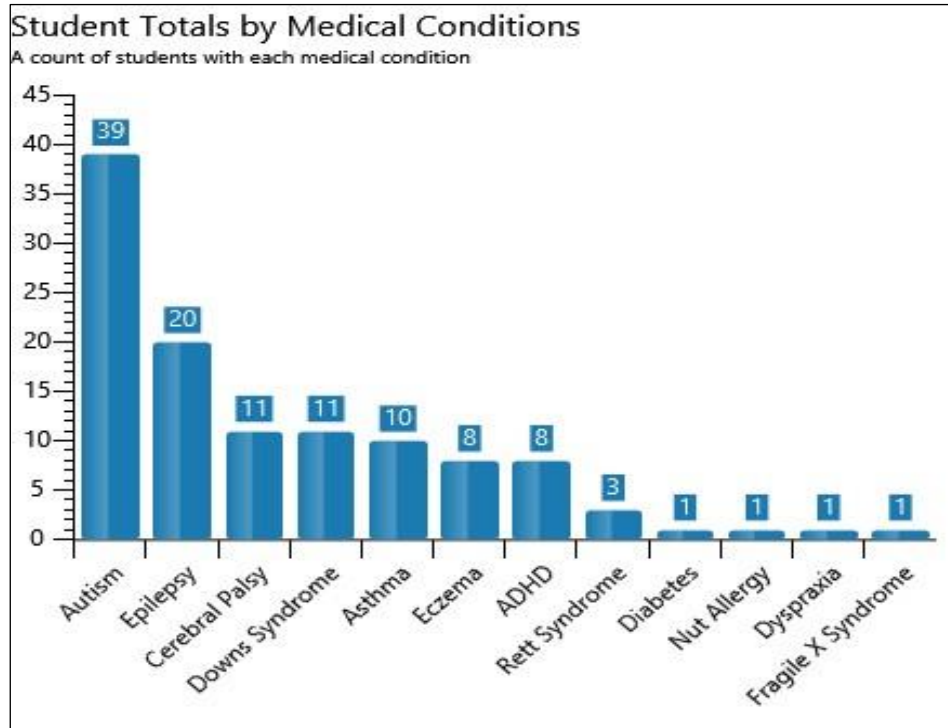
## School Context 2017

- Mayfield School serves West Cumbria including Copeland & Allerdale. Pupils aged 3 - 19 years.
- It is the only special school in the local area therefore pupils have a wide range of Special Educational needs.
- The school is in an area of high deprivation.
- The school population has risen from 87 to 130 in the last 6 years. Currently 128 ( January Census )
- There is a waiting list of pupils requesting a place in school.
- Campus Whitehaven Project will provide a new school for up to 150 pupils in 2018.
- All pupils have an Educational Health Care Plan (EHCP).
- New IEP's and Behaviour Plans were introduced in 2016.

## Organisation and Management



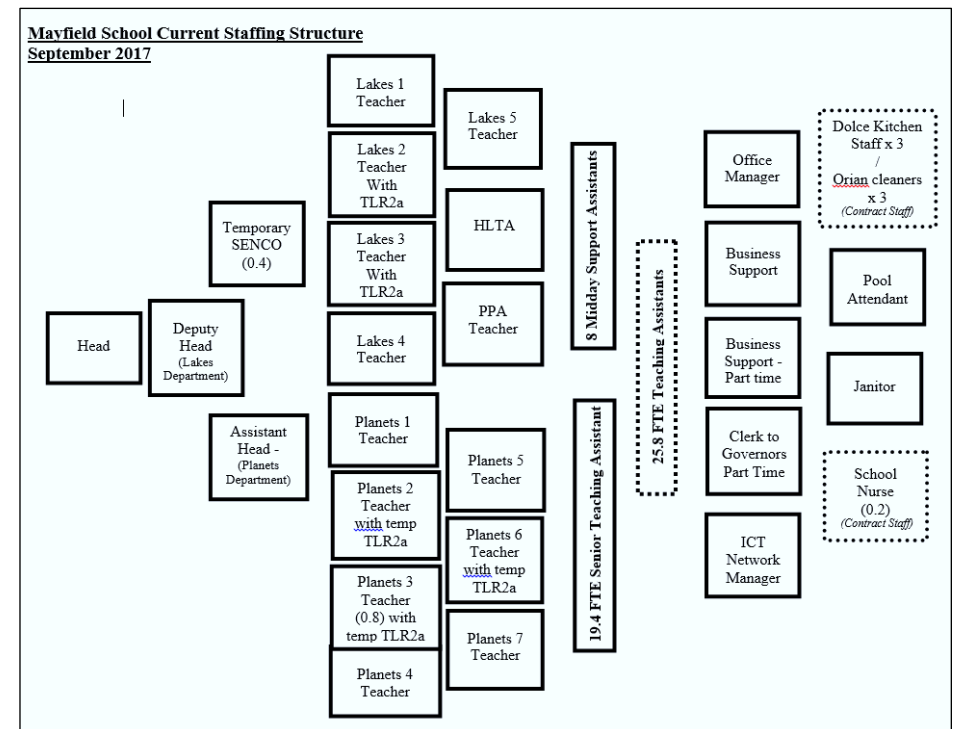
- Lakes Department Early Years to Key Stage 2 (5 classes September 2017).
- Planets Department Key Stage 3, 4 and 5 (7 classes September 2017).
- Classes are grouped according to their age and Key Stage.
- High numbers of pupils in 6<sup>th</sup> form this year.
- Key Stages 3 and 4 combined into 3 classes.
- Class 1 - EYS & KS1 is managed by 1 teacher and HLTA and additional support staff with appropriate training.
- Class teacher and HLTA highly trained in communication techniques and ensure a consistent approach across the school. (Communication Audits evidence range).
- 91 boys and 37 girls.



- 39 pupils are on the Autistic Spectrum Continuum
- 43 pupils are eligible for free school meals - slight increase from 37 last year
- 40 Pupils eligible for Pupil Premium
- Number of pupils from ethnic backgrounds (1 Bangladeshi, 1 Pakistani & 1 Turkish)
- 1 service child
- 3 LAC children
- 77 pupils have specified medical needs

### STAFF CHANGES

- New Head teacher 2014 - previous deputy/data manager
- New Deputy Head teacher 2014 - Mainstream SEN / EYS
- Assistant Head Lakes Department - 2013-2017
- Assistant Head Planets Department 2012
- DH taken role as AH Lakes for 2017- 2018
- SENCO (2 days) from Summer Term 2017
- 4 new temporary TLRs introduced Sept 2017



### Teaching Learning and Assessment

- Quality of teaching and learning - self-reflective culture - Use of IRIS Connect.
- Knowledge of student's needs & learning styles extended and shared - support for NQTs. (2)
- KS3/4 working together
- Home to school communication.
- Input and use Solar (Assessment Package) to enhance the holistic approach.
- Preparation for and implementation of Rochford review.

### Personal Development, Behaviour and Welfare

- Extend Emotional Literacy and Mental Health expertise, ( Including bereavement support )
- Improve/ evaluate school attendance
- Safeguarding Review - enhance capacity
  - Prevent / FGM / LGBT / CSE
  - Peer on peer abuse
  - ICT Safety
  - Lockdown procedures
  - Use CPOMS system
  - Residential visit to Bendrigg Lodge & Urban Centre for KS3/4

### **Mayfield School Improvement Plan Headlines 2017 - 2018**

### Leadership and Management

- Develop leadership roles and succession planning
- Governance, Finance and operating model for new school in place to 150 pupils
- Management of build phase of new school
- Transition planning and preparation
- Lack of Health Authority input - rebound therapy
- Completion date of new school (Mid-August to Mid-October 2018.)
- Parental Engagement and family support.

### Outcomes for Pupils

- Enhance Assessment Systems & Evidence collection - holistic view - SOLAR system
- Increased Accreditation for KS4 & 5
- Reduce gap in progress between girls and boys in number to 20%
- Improve progress and attainment for girls in Mathematics
- Narrow progress gap for pupil premium pupils and maintain high attainment levels