

Quality Mark Accreditation Summary

School/Setting Name:	The Surrey Teaching Centre
Member of staff leading accreditation:	Becky Heaton
Type of visit	ISAR
Date of virtual visit:	19.4.21
Assessor:	K Simpson

Development Points	
1.	<p>Aspects of Element 1</p> <p>As the new Headteacher to the school and alongside the Management Committee, explore the possible duplication of paperwork undertaken by staff in order to support the streamlining of good practice and support the deployment of staff to those activities linked to core purpose. This would ensure the school can continue to focus on those documents and processes that have the greatest impact and that all documentation truly supports the vision of the school going forward.</p>
2.	<p>Aspects of Element 6</p> <p>The school has a wealth of knowledge, particularly regarding strategies that improve metacognition. The school currently undertakes outreach work to support schools and could consider expanding this work to develop more links with the wider community, including supporting the CPD of mainstream teaching staff (e.g. Initial teacher training, experienced teachers, SENDCo's etc.) including through developing links with Teaching School Hubs</p>
Key Strengths	
1.	<p>Elements 2 and 3.</p> <p>The school provides a range of assessment processes, undertaken at depth and in detail, resulting in carefully considered individual reports, pupil development plans, effective staff deployment and these impacting positively on pupil progress. The school works extremely closely with the range of medical and other support to ensure the pupil's needs are clearly identified and the steps in learning are both relevant and completely bespoke. An initial assessment process of up to at least 3 weeks supports their analysis of the pupil's needs and ensures the right focus on developing the core skills of English and mathematics are balanced alongside the pupils personal needs. The pupil's own opinions on their curriculum are taken into account at every step of planning and delivery. The information gathered supports the school but the growing information base is also used to support all aspects of transition and any required outreach work. This process ensures a bespoke and personal curriculum is delivered, - reassuring parents and pupils and impacting positively on progress.</p>
2.	<p>Elements 7 and 8</p> <p>Based on a detailed knowledge of each individual pupil, the school deliver a rich range of tasks to support the core skills of English and mathematics, whilst ensuring the process and environment do not over stimulate the learner. A deep pedagogical understanding, and use of the Trusts research in how pupils learn, is evident and is actively deployed by staff to support teaching and learning. Where relevant, the school aims to support the pupils in one to one work but also to develop and embed learning alongside their peers. The school works hard to support the pupil with a familiar educational environment whilst ensuring that the school can still incorporate the medical requirements and expectations. i.e. an environment that has those key</p>

	aspects of a classroom (Displays and relevant resourcing) whilst maintaining clean lines and a lack of clutter.
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Comments

The school is a medical referral unit, working with pupils who have been admitted to The Children's Trust following an acquired brain injury. As such the school takes pupils from across the country, providing individual, bespoke curriculum to meet the child/young persons' bespoke needs. The school staff are extremely dedicated and work hard to ensure they remain both up to date with educational research and with any specific knowledge on the pupil's individual medical needs and any barriers presented. Using this information they ensuring that standards and expectations for learning for these pupils remains high. The website evidences a rich range of opportunities for the pupils to engage in and enjoy their learning.

