



Quality Mark

VISIT FEEDBACK REPORT

School name	Surrey Teaching Centre	Visit date	18/07/2019
Headteacher	Mrs Pam Walden	NOR	22
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A brief context of the School

The school is a medical pupil referral unit (PRU)- cross phase providing education for children admitted to The Children's Trust, Tadworth for rehabilitation programmes following an acquired brain injury (ABI). Some of the pupils may have special educational needs resulting from a degenerative syndrome or condition. The school also provides outreach for pupils with ABI in schools across the South East of England and also for pupils who may be experiencing other difficulties.

Covers 2-18 years age-range. The school has 4 classes. Average stay 3 months.

Last Ofsted inspection 6 October 2016: The school continues to be outstanding.

Visit Type	Initial visit (IAV)

The Assessor spoke to the following people (*delegate as appropriate*):

Headteacher and/or Senior Leaders	English Subject Leader	Mathematics Subject Leader	Assessment Manager
YES	YES	YES	YES

SENCo	Pupil representatives	Governors/Trustees	Parent representative(s)
YES	NO	NO	NO

Does the school meet the requirements of the Quality Mark? YES	'Learning Walk' completed? YES
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The previous development points have been implemented. N/A	List any noteworthy evidence.
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List of development points from the previous visit report and the resulting actions taken, if appropriate: N/A

<p>Suggested areas for development (<i>Maximum of 3 points</i>), in preparation for the next visit based upon the 10 Elements of the Quality Mark, with clear indication to which element(s) the development is referring.</p> <ol style="list-style-type: none"> 1. Develop assessments for the new Teaching Standards 1-4. (Element 1) 2. Re-evaluate speaking and listening across the school. (Element 7) 3. Revisit problem solving in mathematics. (Element 4)

<p>Summary of 'Good practice' identified in relation to the 10 Elements of the Quality Mark: <i>Assessors to complete the boxes below using brief bullet points and delete those elements not relevant to this particular visit.</i></p> <ul style="list-style-type: none"> ▪ <i>For an initial assessment, ALL elements must be reviewed, and evidence recorded.</i>
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Quality Mark Elements**1. A whole school strategy and planning to improve performance in English and mathematics**

- Organisation structures reflect the school's vision, values, equality and inclusion.
- Leaders at all levels provide effective direction, based on an awareness of those approaches and strategies that are most likely to secure sustainable improvement in English and mathematics
- Coherent, clearly set out and accurate accounts of school performance are provided for a range of appropriate audiences e.g. governors, trust board and external evaluators.
- Performance management is clearly linked to improvement priorities in English and mathematics.
- There is an effective partnership for improvement between school leaders and other stakeholders, resulting in a strongly promoted shared vision.
- Plans for improvement and development have well-defined success criteria identified (both process and outcome focused) and there is a clear process for monitoring and evaluation of impact.
- There is action planning for improvement in English and mathematics based on self-evaluation which is part of the main school improvement plan.

2. An analysis of the assessment of pupils' performance in English and mathematics

- A range of assessment strategies, including questioning and monitoring written and oral work, is used to complement other, ongoing forms of teacher assessment.
- Teacher assessments which feed into the progress-tracking system are accurate, consistent and reliable.
- Interim assessment outcomes are used as a diagnostic tool to identify and benchmark pupils' strengths and weaknesses in each area of learning. Assessment grids based on KPIs are updated as part of the on-going assessment – lessons are planned using these grids to focus on gaps and next steps including phonics.
- Baseline assessment informs curriculum grid for Early Recovery and IEP - used to set targets and updated to record progress .
- Continuum of Skills Development incorporating 3 levels of skill - acquisition, fluency and generalisation.
- All relevant staff are aware of each pupil's current progress and which are not making the expected progress.
- Assessments are recorded regularly to inform curriculum development and give insight into the relative strengths of different pupils.
- Information is used effectively by school leaders to ensure staff respond appropriately to knowledge gathered about each pupils' current progress.
- There is a procedure in place to assess the needs of pupils joining the school during the school year.
- A wide range of evidence is reviewed to evaluate the school's performance in English and mathematics, including formative and summative assessment outcomes.
- Progress in learning and skills development is tracked and pupils' next steps are identified.

3. Target setting for improving performance in English and mathematics

- Targets are set for improving performance in English and mathematics at whole school, group and individual levels in collaboration and consultation with senior leaders.
- Individual pupil targets are shared with relevant staff.
- An analysis of cohort progress towards target(s) is produced at least three times a year and actions are taken to close any identified gap in performance.
- Pupils are involved in the process of target setting at an appropriate level and know when they have met them. The targets also inform the improvement of ongoing learning.

4. English and mathematics planning and intervention for all groups of pupils

- A programme of intervention is based upon an analysis of pupils' needs in English and mathematics.
- Subject leaders liaise with targeted staff regarding the delivery of intervention so that pupils have their provision effectively coordinated.
- Pupils who are working below age related expectations and other vulnerable or target pupils are appropriately supported in their learning to make at least expected progress in English and mathematics based on their starting points.
- Appropriate intervention provision is available for all year groups which is matched to the needs of any target groups or individuals.
- Personalised provision is made active and engaging for pupils and integrated with the normal teaching programme to ensure inclusive practice.
- Identification of under-attaining and/ or underachieving pupils includes a comparison of where pupils are underperforming in English and mathematics.

5. Review of the progress made by all groups of students in English and mathematics

- Impact of intervention is evaluated in terms of its success by a review of pupil outcomes.
- There is an accurate end-of-year evaluation which is used to further develop the impact of teaching and inform the next cycle of planning for English and mathematics (including the effectiveness of the CPD plan).
- Evaluation and the outcomes from analysis are used to inform future actions.
- Quantitative and qualitative review takes place regularly and systematically, at least three times a year to inform both current and future action.
- Clear intervention outcomes are defined, and pupil progress is closely monitored and reviewed; progress towards achieving targets is evaluated and contingent actions are taken as necessary.

6. A commitment to improving the skills of all staff in the application of English and mathematics in the school

- Opportunities, based upon an evaluation of personal and professional needs identified through performance management, are provided for staff in aspects of subject knowledge, specific pedagogy and how to embed these in classroom practice through Staff meeting schedules, INSETs, In house support, Multidisciplinary team, and ABI conferences.

- Observation of lessons and/or working with groups is used effectively to stimulate reflection upon teaching and the impact upon learning.
- A development programme includes opportunities for all members of the team to share their teaching strengths.
- Staff keep up to date and share good practice with others. English and mathematics subject leaders are encouraged to actively participate in local or regional networks and associations through SENCO networks, Outreach programme and ABI conferences.
- There is a culture of professional enquiry where staff use action-based research and teacher enquiry to examine, question and reflect on their practice, try out new ideas and inform the teaching and learning process.

7. The use of a range of teaching approaches and learning styles to improve English and mathematics

- Staff devise and deliver rich tasks which provide additional opportunities for the development of pupils' independent learning skills.
- Pupils have the opportunity to apply their skills in English and mathematics to work beyond the classroom and to engage in meaningful enquiry into issues relevant to the local context and beyond.
- Support staff are effectively deployed and involved during lessons and, at an appropriate level, in planning and assessment.
- Staff use knowledge about pupils' prior learning to inform their future planning to deliver appropriate and challenging lessons.
- There is balanced use and effective management of whole class, small group and individual activities that support pupils' learning.
- Opportunities are provided for higher order thinking skills, and staff use teaching approaches that actively involve pupils in lessons, and which create a 'high challenge' learning environment.
- Lesson content is driven by the needs of the pupils and supported by pedagogical understanding and educational research into how pupils learn.
- All staff have opportunities to apply quality first teaching practices.

8. The use of appropriate teaching and learning resources to improve English and mathematics

- The team share resources, ideas and information to enrich the curriculum and share best practice.
- Teaching and learning materials and equipment are of good quality, sufficient in quantity and well maintained.
- The physical environment and displays are used effectively to stimulate, support and reinforce understanding and celebrate learning.
- Technology is seen as a means to actively engage pupils and is used effectively to support the development of skills.

9. The involvement of parents and / or carers in developing their child's English and mathematics

- The school website includes information about opportunities for pupils to engage in out-of-school learning in English and mathematics.
- Parents and carers receive information about their child's progress, current achievements and targets, through a variety of means and in line with the school's policy but at least three times a year through Verbal feedback after sessions (daily basis) , Parent often join sessions in the EYFS, especially at the start of their child's stay, IEPs shared with parents who are invited to contribute, initial reports 3-4 weeks following admission, ongoing reports as requested, EHCP assessment/advice reports as requested by LAs, reports for discharge planning meetings, and discharge reports at 4 months.
- Provision and use of extra-curricular opportunities are encouraged, including provision of supporting information for parents and carers about web-based resources available to pupils.
- Parents and carers are informed when their child has been identified as needing additional support in English and mathematics and they receive information about the nature and duration of the support to be provided and how they might help.
- Parents and carers are offered clear and practical guidance about how they can help and support their child in English and mathematics through ongoing conversations according to a child's individual needs and abilities, shared discussion around IEP and curriculum target setting and sharing home-learning where appropriate, e.g. phonics practice (older, more able children).

10. An effective procedure for monitoring, planning and assessing performance in English and mathematics

- Effective partnerships are in place with other stakeholders, including those representing the locality and the business community, to further develop or enhance provision and motivate learners.
- Stakeholders engage in regular focussed review of progress: this will cover progress on the implementation of the action plan, the progress of pupils and the quality of their learning experience, drawing on sound evidence.
- Outcomes of evaluation are shared in such a way that appropriate stakeholders are well-informed and placed in a better position to contribute to securing improvement.
- Pupils are consulted about the quality of their learning experiences.
- All stakeholders are involved in contributing/monitoring the school Self Improvement Plan (SIP) for English and mathematics.
- There is a headline evaluation of standards and trends, derived from an analysis of performance based on sound evidence which identifies both current strengths and improvement priorities.
- There are systematic procedures for monitoring the curriculum and the use and impact of teaching approaches.
- There is appropriate delegation, with staff encouraged to take on responsibility for an aspect of provision/development that may contribute to the collective work of the school in English and mathematics.

Secondary Quality Mark - Element 11 (*Provision to enable students to gain appropriate national accreditation in English and Mathematics*).

- Pupils are only at the school for short periods of time.
- If appropriate, the school liaises with the pupil's secondary school and they provide work for them if they are studying GCSE English/maths.
- The school uses Functional Skills Level 1 and 2 for maths and English.

A brief summary of the strengths/ developments since the last visit:-

N/A

Additional Comments or action (if applicable) *Assessors can add additional comments or actions e.g. detailing organisation of evidence if appropriate.*

