

Context:

Mary Elliot School provides education for 110 pupils (pupils with a range of learning difficulties, including severe learning difficulties, autistic spectrum disorders, and profound and multiple learning difficulties. A small number of pupils have social, emotional and mental health needs. 35% of pupils are taught in specialist ASC provision, 35% in our SLD department and 30% in our Sensory, Engagement and therapeutic department (SET). All pupils have an Education, Health and Care Plan. The school age range is 11yrs to 19yrs.

The majority (68%) of pupils are of White British heritage. The proportions of pupils who are from minority ethnic backgrounds and those who speak English as an additional language are higher than the national average. The largest minority ethnic groups are Pakistani (18%), Bangladeshi (6%) 10% of pupils are declared as "other". Pupils do not work within age-related expectations and attainment on entry is well below national expectations. Pupils' cognitive ability "is such that their attainment is unlikely ever to rise above 'low'..." (Ofsted School Inspection Handbook Sept. 2015 p54).

The proportion of students for whom the school receives pupil premium funding is above average at 39% (43 pupils). 9 students are Looked After Children (LAC). The pupil premium is additional government funding to support pupils known to be eligible for free school meals and those who are looked after by the local authority. 40 students are classified as a "Child In Need" (CIN) and 4 pupils have Child Protection plans.

The school is having additional new, purpose-built accommodation in September 2020, providing four new classrooms and enabling the school to increase its provision. Mary Elliot School is a maintained special school, and has recently joined with Old Hall School to form a Federation of schools.

Leadership and Management:

September 2016 – December 2017

- Local Authority led school self-review (October 2017) identified that: 'based on the evidence seen, the school requires improvement'.
- LA Independent Review (December 2017) confirms that 'the school is making below expected progress in order to be judged good'
- External evaluation from the school improvement partner (SIP 2017) identified evidence of teaching in some lessons that required improvement.

December 2017 – July 2018

- Following the retirement of the Headteacher in December 2017, the school has been led by an Interim Headteacher. The school is seeking a substantive Headteacher to lead the school in the New Year. The Interim Headteacher has led the school in reforming the school leadership following significant leadership change.
- A new senior leadership team has been formed.
- A new safeguarding team established.
- A new staffing structure established.
- Student attendance monitoring systems established.
- Staff attendance monitoring systems established. Focus on 'What Makes Good Teaching?'
- The new Federation of schools resulted in experienced and well-qualified governors joining together to work to develop both Old Hall School and Mary Elliot School in partnership. The

reconstitution and re-population of the new Federation governing body has supported the work of the school since March 2018. Working as part of a Federation of schools has allowed senior leaders to work together to share practise and reports, learning walk activity and allows leaders to build their knowledge, skill and experience.

2018-2019

- Steps have been taken to address weak teaching to provide all students with opportunities to learn and make progress.
- Whole school monitoring systems established to improve teaching and learning.
- A full review of the curriculum has taken place; the school is working with Peter Imray, a nationally recognised SEND curriculum expert, to further develop its curriculum offer. As a result we will be better able to ensure that no pupils is given work that is too challenging or is not matched sufficiently closely to their abilities.
- The Middle Leadership team have newly identified roles in which to support whole school development. The work to build their skills and knowledge is being undertaken with support from SIP, external partner schools and our Federation partner Old Hall School.
- Attendance is improved to 94%.
- External School Improvement evaluations (2018-2019) identify Leadership and Management to continue to require improvement because progress in P-Level assessment is not clear enough to demonstrate small steps of progress.
- Walsall School Categorisation identifies Mary Elliot as 'Red' (Concern: Issues with leadership).
- No Teaching observation outcomes are RI.
- December 2018 – Executive Headteacher appointed to lead Federation (Easter 2019).

Teaching, Learning and Assessment 2018-2019:

Teachers know their students well and plan lessons that interest and challenge them, students respond very well. Evolving assessment and recording systems support teachers to accurately assess the level at which students are working and what they need to do next. Prior evidence (SIP 2017-2018) that some teaching requires improvement has been addressed, though recent SIP visits judges that Teaching Learning and Assessment requires improvement because assessment is not clear enough to demonstrate small steps of progress. Achievement is at least good.

Personal Development, Behaviour and Safety 2018-2019:

The standard of behaviour in the school is good. Students with challenging behaviour respond well to the positive behaviour management strategies employed by staff. Incidents of bullying are rare. Behaviour for learning is good. Students are interested in their work and accessing learning. They have an understanding of how to lead safe, well-rounded lives. Safeguarding of students is good. *94% Parents agree or strongly agree that their child enjoys coming to school (Parent Survey July 2018)*

Outcomes for Students 2018-2019:

P-Level data capture demonstrates that progress for all students across the school, including groups and disadvantaged students, requires improvement. Achievement of students evidenced in accredited courses is at least good and sometimes outstanding. Students achieve quality, meaningful accreditation in their learning journey which stands them in good stead ready for transition to their new college or care settings.

Sixth Form 2018-2019:

Provision for sixth form students is good. All students follow programmes designed to meet their individual needs. Formal qualifications and accreditation are achieved by all students: Achievement is at least good and sometimes outstanding. As a result, they are confident learners. All students move on to appropriate placements and courses.

Challenges facing the school include:-

- Building development work is planned to take place over the coming year building four new classrooms with a resultant increase in capacity from September 2020. This allows opportunity to redesign the internal layout of the school to provide enhanced outdoor access for our most vulnerable and challenging pupils.
- The review of SEND funding in Walsall is a major challenge for the school; this is ongoing and will impact on the school in 2018-19
- We have created an outward facing curriculum at all key stages, with focus on 'Life after Mary Elliot', that takes account of changing assessment focus following the Rochford report and 'Life after Levels'. We implemented the new curriculum in September 2018, work continues to embed the curriculum and ensure that students make at least good progress by our measures.
- We will continue to develop external accreditation as a way to provide students with certified qualifications at entry level. We will continue our work to develop key assessment tools (SOLAR) which also is used to support our safeguarding system.

The Effectiveness of Leadership and Management: RI
Grade at last inspection : Good

- Student achievement is good and sometimes outstanding despite increasingly complex student profiles and high levels of autism. Students at risk of not meeting challenging targets are supported through individual interventions and personalised timetables.
- Progress for all students at Mary Elliot is dependent upon carefully considered and individual plans for learning. Students make good progress by IEP measures. However, External SIP evaluation judged that progress of students using P- level data requires improvement: *'the fragility of leadership, the improvements needed to assessment data, and resulting teaching and learning, which has led us to judge leadership and management as requiring improvement.'*
- Governors are committed, conscientious and passionate about the school and its future. The governing body has been strengthened by recent changes to its make-up following Federation with Old Hall School, and works to support both schools.
- Tracking of Pupil Premium ensures that it is targeted to meet the needs of the vulnerable students for whom it is intended. Students in receipt of Pupil Premium achieve as well as all other students in the school.
- *100 % Parents agree or strongly agree that 'the school is led and managed effectively' (Parent Survey July 2018)*
- Systems for managing staff performance, with clear links to salary progression, are now established throughout the school.
- Lesson planning has improved through adoption of a standard format; as a result students are enjoying more interesting and engaging lessons. Staff have been actively involved and consulted on the development of the new curriculum, introduced in September 2018.
- In response to the Rochford Review, and specific comments made by Diane Rochford and Richard Aird, Mary Elliot School undertook a comprehensive review of all elements of the school curriculum to meet the school mission statement: *"In preparation for adult life, through partnership with the family and community Mary Elliot School provides a happy,*

caring and stimulating environment, meeting individual needs, encouraging independence and developing all students to their fullest potential”.

- Beginning this September (2018) we have developed a curriculum which really does prepare our learners for life. A curriculum which balances communication, cognition and learning with the sensory and therapeutic needs and emotional wellbeing of our students. External evaluation confirms that *‘The work on the curriculum is appropriate and is hoped to meet pupils’ needs more effectively. This is a work in progress, but a good start has been made and staff have a passion to see this implemented effectively.’*
- The school develops students’ understanding of British values throughout the curriculum. RE Theme days have also been used to provide understanding of the British values. All members of the school community treat each other with dignity and respect. The curriculum provides students with opportunities to develop skills and personal qualities needed for working together, respecting feelings and values.
- Behaviour records show no discriminatory behaviour from students.
- Safeguarding is effective. External evaluation confirms that *‘The culture of safeguarding appears strong and the DSL was passionate about her role to ensure pupils are safe and protected as well as possible. The safeguarding policy contains all the required elements and reflects the latest’s statutory guidance’.* Leaders and managers have created a culture of vigilance where students’ welfare is actively promoted. Students are listened to and feel safe. Staff are trained to identify when a student may be at risk of neglect, abuse or exploitation and they report their concerns.
- There are clear policies, strategies and procedures for safeguarding. There is comprehensive staff and governor safeguarding training – 4 staff at level 3. All training, including Safer Recruitment, is up to date The Governing Body gives close attention to safeguarding issues and responsibilities e.g. analysis of annual Safeguarding Audit. Staff have been trained in PREVENT. The school uses Solar for recording incidents and this is monitored and checked by senior staff and referrals are made where appropriate. The new Solar report system which all staff have access to making the process of recording and reporting even more effective.
- *88% Parents agree or strongly agree ‘The school keeps my child safe (Parent Survey July 2018)*
- The school has a very strong track record of multi-agency working to protect vulnerable children. The school keeps an on-going regard to all national and local developments in safeguarding practice: Attendance at Termly Safeguarding Updates, Safeguarding Conference, Wrap/Prevent awareness training, CSE, ‘County Lines’ Awareness Training (2018) delivered to all staff. All staff have had training from the Designated Senior Leader as part of their INSET at the start of September 2018 this has included radicalisation, FGM and PREVENT -full training was undertaken in 2018
- Staff received copies of the 2018 safeguarding /keeping children safe documents - Governors have also seen and agreed the new policy for safeguarding. Safer recruitment training has also been undertaken by the senior leaders and governors. We have a named governor for safeguarding.

Next Steps to Improvement:

- The appointment of a substantive Headteacher to lead the Federation (Easter 2019)
- Ensuring teaching, learning and assessment are of a quality to demonstrate consistently good progress across the school.
- Embed a curriculum which balances communication, cognition and learning with the sensory and therapeutic needs and emotional wellbeing of our students.
- Include extended leaders fully in SEF process to ensure effective links to school development

The Quality of Teaching, Learning and Assessment: RI
Grade at last inspection : Good

- 2017 – 2018: School Improvement Partner evaluations identified teaching that required improvement.
- From January 2018, there has been a whole school focus and monitoring on ‘what makes a good lesson’, resulting in the following impacts:

2017 – 2018: Teaching Observation outcomes (from January 2018)

Outstanding	5	24%
Good	15	72%
RI	1	4%

2018 – 2019: Teaching Observation outcomes

Outstanding	3	16%
Good	15	84%
RI	0	-

- Assessment opportunities are routinely planned into all lessons and used to adapt tasks and explanations as required by students throughout each lesson. TAs are skilled in adjusting tasks dynamically. However, our judgement of Teaching and Learning is that it is not yet good as assessment of progress over time is not clear enough to demonstrate pupils' often small steps of progress. This is being addressed. *97% Parents agree or strongly agree that ‘the teaching is good at this school’ (Parent Survey July 2018).*
- The quality of relationships and the staff’s knowledge of their students are strengths of the school. Staff treat students with dignity and respect. Consequently, students are motivated to engage in learning. Teachers are effective at supporting students’ learning and the targets they set for students are challenging yet achievable. Behaviour for learning is excellent
- Teaching assistants offer appropriate opportunities for independent learning, as well as offering challenge and support as required. The new format for lesson planning includes an accurate identification of the level at which the student is working. This provides a secure platform on which to differentiate aspiration and challenge for every student, including the most able. Staff have knowledge of their students’ prior learning, their capabilities and their understanding, though there needs to be longer analysis of the impact of these improvements over time.
- 89% Parents agree or strongly agree ‘The school informs me about my child’s progress’ (Parent Survey July 2018)
- Lesson observations demonstrate high levels of student engagement, interest and excellent behaviour for learning. The students have access to the wider community through regular visits to college, RDA, community partners and for focused curriculum activity. There are well developed arrangements for annual reports to parents and consultation on students’ progress, annual reviews and person centred planning. Students’ progress and next steps are discussed fully at Student Centred Reviews.
- 97% Parents agree or strongly agree that ‘my child is making enough progress at this school’ (Parent Survey July 2018) *91% Parents agree or strongly agree that ‘the school helps me to support my child’s learning (Parent Survey July 2018)*
- School cohesion is promoted during weekly whole school enrichment sessions where students are encouraged to socialise and interact with others across the school.

Next steps to improvement:

- Peer observations and dissemination of good practice across the Federation. Staff identify and provide at least good or outstanding teaching and learning.
- Work with external curriculum Advisor (Peter Imray) and links to other schools who have developed a similar curriculum.
- Benchmarking activities with other schools will ensure corroboration of good and outstanding teaching and learning.
- Individual case studies to provide further evidence to track the effectiveness of teaching, learning and assessment.
- Monitor pupils' files so that they are more consistent across the school and demonstrate progress over time more clearly.
- Monitor teaching timetable to ensure key learning time is maximised.
- Review WOW boards so that they show pupil progress alongside key achievements.

Personal Development, Behaviour and Safety: Good

Grade at last inspection : Good

- Students are proud of their achievements and of their school. Consistently good teaching since September 2018 and a curriculum designed to meet the needs of our students' leads to high levels of student engagement in class and mitigates against disruptive behaviour.
- Lesson observation records indicate high levels of student engagement with their learning. External evaluation agrees *'In lessons, in the majority of cases pupils have positive attitudes to their learning and enjoy school. Some pupils are reported to have made great strides in their behaviour, to the point where they need less adult support, engage more positively in lessons and learn to self-manage their behaviour more effectively'*.
- *98% Parents agree or strongly agree that 'overall, I am happy with my child's experience at this school' (Parent Survey July 2018)*
- School council meet to discuss a range of issues: e.g. school facilities, fund-raising, and events.
- Students and their parents receive effective independent careers advice and guidance from Year 9 onwards. Consequently, students understand the choices available to them after they leave school and take up appropriate opportunities and training in local colleges.
- All Post 16 students are placed on individual pathways, determined through discussion with parents and the students themselves. Transition is a strength of the school and we work collaboratively with external agencies to ensure that the students are able to move at 19 into appropriate destinations that meet their needs this area is being overseen by the new transition leader.
- Attendance has improved at Mary Elliot School. Attendance for the current year is 94% to the end of November 2018. (National absence for 90.6%, Mary Elliot 92% year end July 2018). Absences are followed up rigorously and the school can demonstrate the impact of this in the improving attendance patterns of individual students. Students who receive Pupil Premium attendance is broadly in line with whole school and no significant variations in attendance are evident amongst other groups of students. The school has no fixed term exclusions. We have taken robust steps to improve attendance.
- The behaviour of students is good, both in lessons and around the school. The school building provides a calm and spacious environment in which to learn. Lesson observations demonstrate that student behaviour in class is good. There is a positive climate for learning. Staff know students exceptionally well and can talk in detail about individual strategies used to support students to behave well and give of their best.
- *100% Parents agree or strongly agree that 'the school deals effectively with unacceptable behaviour' (Parent Survey July 2018)*
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- Behaviour record analysis shows that effective behaviour management, including Team-Teach training for staff and the use of Positive Behaviour Plans, is successful in managing behaviours. There are no significant variations in behaviour among groups, other than in classes that contain students who are receiving specific support for their challenging behaviour. Systematic recording of any incident where restraint or physical intervention has been used, in accordance with school policy and DfE guidance (2011), is regularly analysed and practice modified where necessary in the light of analysis. Placements for students displaying very high levels of complex behaviour are maintained through the development of highly individualised programmes of study and intensive support devised by the school with input from parents and fellow professionals. Staff have been Team Teach trained. Robust risk assessments both in school and for off-site activities.
- Students have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation. Independent Living Skills curriculum helps students to make safe choices, including about food and exercise, and a strong E-safety curriculum reinforces key messages. Some students can explain confidently how to keep themselves healthy. They are supported to make informed choices about healthy eating, fitness and their emotional and mental well-being. They are supported to have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation. The school actively works with families to encourage healthy life choices. *97% Parents agree or strongly agree that 'the school helps my child to have a healthy lifestyle' (Parent Survey July 2018)*
- The school has a robust online safety policy and an acceptable use policy, students have their own log in and we have a firewall and security software to monitor the internet. Staff training in E-safety / safeguarding ensures that all staff are aware of safeguarding issues for vulnerable children.
- Safeguarding messages are reinforced within school, through website and information for parents. Children's personal statements at time of EHC Plan review indicate their happiness at school and that they feel safe. Comments from parents at the review endorse this view. Staff have been trained in keeping students safe online, and in their PREVENT duty. All staff are trained in safeguarding and teaching students to keep themselves safe. Students show good awareness of personal safety in subjects such as Design Technology, Physical Education, Games and Swimming, Science, ICT and PSHCE.

Attendance

- This year we have been monitoring the attendance of the students to identify patterns of absence and this is now followed up by our Attendance Lead in conjunction with the LEA attendance officer. Each key stage and range of need is monitored and we aim to get 94% attendance. Students who fall below this are reviewed and where required letters and visits are arranged so that the parents are aware of the issues.

Leavers destinations

- Year fourteen transition was positive during the summer term. All transition was fully supported by school, external provisions and the music specialist, including all class Teachers, TA's and the minibus drivers. All staff including contact with the provisions were kept informed throughout the whole process. All transitions provided have run smoothly with all involved. *100% Parents agree or strongly agree that 'the school makes sure my child is well prepared for the future' (Parent Survey July 2018)*
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Next Steps for improvement:

- Ensure that inclusive practice including SMSC is embedded within each pupil's individual learning.
- Work with EWO service to improve attendance to beyond 94%
- Analyse positive handling data to check for any trends, for example how many pupils receive interventions and what type

Outcomes for Pupils: RI

Grade at last inspection : Good

- Outcomes for students require improvement. The schools measures show that achievement in accreditation is Good, and often Outstanding, across all groups. Overall progress on IEP targets is Good, though there are some groups slightly below our 80% benchmark. Procedures for monitoring progress have been strengthened to ensure that students who are making below expected progress are more quickly identified and interventions can be put in place to improve progress. Progress meetings are scheduled between individual teachers and the Head of Monitoring and Assessment to encourage teachers to more closely monitor the progress of their own class. SOLAR will be further developed to provide a means of evidencing progress within IEPs. This will allow on-going monitoring of individual student's progress and a solid evidence-base to support teacher's judgements.
- Whilst students have made good progress within IEPs and accreditation outcomes, progress evidenced in P Level analysis has been significantly lower. This is particularly apparent for our PMLD students, whose learning needs are not met by a subject-specific National Curriculum. This reflects the recent review by Rochford which recognises that P levels are "not fit for purpose" and will be removed as a means of assessment from next academic year. These methods will need to support our new Semi-Formal Curriculum (for SLD and ASC) and Engagement Scales (PMLD/CN). External evaluation concluded that 'teaching, learning and assessment require improvement because assessment is not clear enough to demonstrate pupils' often small steps of progress.'

KS3 Asdan New Horizons

- Overall Achievement: 91% achieved or exceeded the target of Good. New Horizons achievement therefore considered Outstanding.

Asdan Personal Progress

- Overall Achievement: 100% achieved the target of at least Good. Year 14 Asdan achievement therefore considered Outstanding.

Key Stage 4: Year 10 & 11

- Overall KS4 Achievement: 96% achieved the target of at least Good. KS4 Asdan achievement therefore considered Outstanding.

Key Stage 5: Year 12 & 13

- Overall KS5 Achievement: 96% achieved the target of at least Good. KS5 Asdan achievement therefore considered Outstanding.

OCR Life and Living Skills

- Whole school target: 80% of students to reach at least Good

Year 14 (School Leavers)

Overall Achievement: 87.5% achieved the target of at least Good. Year 14 OCR achievement therefore considered Outstanding.

Key Stage 5: Year 12 & 13

- Completed OCR units for Year 12 and 13 have been internally moderated and will be submitted for external moderation and certification in May of Year 14, to enable all certificates to be presented during Graduation.
- Year 12 – Target: Award in Life & Living Skills. 100% of students exceeded this, with 33.3% achieving an Extended Award, and 66.7% achieving a Certificate. We consider this Outstanding achievement.

Year 13 – Target: Certificate in Life & Living Skills.

- 40% achieved their target. We consider this Good achievement.
- Remaining 60% of students were only 1 credit away due to their units having different credit values. As they are still on target to achieve an Extended Certificate by Year 14 (2 years of OCR study), this was still considered Good achievement.

Disadvantaged Students

- 18 students were FSM, with 2 of these being LAC. 94% of students achieved or exceeded their target. Only 1 Year 13 SLD student did not achieve a Certificate (1 credit away).
- Overall Achievement: 70% achieved the target of at least Good. Remaining students still on target to achieve an Extended Certificate by Year 14, therefore KS5 OCR achievement considered Good.

IEP Progress

Every student has an Individual Education Plan with targets (usually 3) that are set and reviewed each term. These relate to their Education and Health Care Plan (EHCP). Teachers used their professional judgement and evidence from the term to assess each target as Not Achieved, Making Progress, or Achieved.

- Whole school target: 80% of students to be making at least Good progress, this has been met, with 81% of students making progress towards or achieved their targets

IEP Progress by Gender

- 82% of males have made Good progress. 77% of females made Good progress and therefore have not quite met the whole-school target.

IEP Progress by Department

- Both ASC and PMLD/CN departments exceeded the target with 83% and 86% Good progress.

The SLD Dept made the least progress across the year (74%) and therefore has not met the whole-school target

IEP Progress by Key Stage

- KS3 made the most progress and exceeded the target with 89% making Good progress. Neither KS4 or KS5 quite met this target, with averages of 75% and 78% Good progress respectively.

Disadvantaged Students

- Both LAC and FSM met the progress target and made similar or better progress than the school as a whole (80% and 83% Good progress respectively).
- Overall Progress: 81% achieved the target of at least Good progress. IEP progress across the school therefore rated Good.
- *94% Parents agree or strongly agree that 'the school meets my child's particular needs' (Parent Survey July 2018)*

P-level progress in English

Key Stage 3: The whole-school target has been met in Writing, with 77% of students on target or above. Students are making slightly below expected progress in Reading (72%) and Receptive Communication (62%). Progress in Expressive Communication is particularly low at 36% which reflects the difficulties our students have with expressing themselves.

Key Stage 4: The whole-school target has not been met in Receptive, with 72% of students on target or above. Students are making below expected progress in Reading (60%), Writing (64%). Expressive Communication (64%).

P-level progress in Maths

Key Stage 3: The whole-school target has been met in Shape, Space & Measure with 78% of students on target or above. Students are making slightly below expected progress in Number (67%). Using & Applying is particularly low at 33%.

Key Stage 4: The whole-school target has not been. Students have made the best progress in Using & Applying, with 68% making expected levels of progress.

Next Steps for Improvement:

- Expansion of OCR Life and Living Skills accreditation to ensure a consistent, progressive 14-19 curriculum offer.
- Ensure all staff are skilled in setting aspirational targets linked to EHCP outcomes.
- Produce case studies for individual children to evidence good or outstanding progress.
- Ensure accurate tracking and monitoring of P-level progress. Development of skills based assessment methodologies to replace P levels across the school.

The Effectiveness of Sixth Form (16+) Provision: Good

Grade at last inspection : Good

- The sixth form at Mary Elliot School caters for students aged 16 to 19 in an age appropriate post 16 environment. We provide a wide-range of learning experiences which prepare students for their destinations post-19 and enable them to have the skills and knowledge needed to live happy and fulfilling adult lives and make a positive contribution to society. The sixth form curriculum is designed to match the individual needs and wishes of each student and is based on their Annual Review.
- Lesson observations confirm good teaching. Students follow individualised programmes of learning devised for all students following discussion with parents, carers and as a result of EHC planning meetings.
- There is a clear emphasis on preparation for life after Mary Elliot School, developing students' independence and their ability to apply skills across contexts. A clear focus is maintained on next steps and transition.
- The curriculum for each student comprises not only accredited courses but a wide range of other related opportunities. The independence and resilience of students is both nurtured and challenged on a daily basis as they are prepared for life beyond Mary Elliot. Learners are confident and conduct themselves well.

Asdan Personal Progress

- Asdan Personal Progress units for Year 14 were externally moderated by Asdan in May 2018. 76 units were submitted, worth a total of 236 credits at Entry Level 1. The level of award given depends on the number of credits achieved. All units passed. The external moderator's feedback report was very positive and there were no action points:
"Evidence was clear and valid for all candidates, and fully met the standards on all occasions. There is clearly some very good work going on within the centre and candidates appear to be being well supported." (Full report available).

Year 14 (School Leavers) Whole school target: 80% of students to reach at least Good

Profound and Multiple Learning Difficulties (PMLD) Target: Certificate in Personal Progress (14 to 36 credits). Achieved by all students. We consider this Good achievement.

- Autistic Spectrum Condition (ASC) and Severe Learning Difficulties (SLD)
 Target: Award in Personal Progress (8-13 credits). Achieved by all students. We consider this Good achievement.
(NB The lower credit target reflects the decision taken in 2017 to move these students on to OCR Life & Living accreditation).

Disadvantaged Students. All students have achieved their targets, irrespective of whether they are Looked After Children (LAC) or entitled to Free School Meals (FSM). We consider this to be Good achievement.

- Overall Achievement: 100% achieved the target of at least Good. Year 14 Asdan achievement therefore considered Outstanding.

Key Stage 5: Year 12 & 13

- Year 12 (PMLD only) - Target: Certificate in Personal Progress. Achieved by all students (including 2 FSM/LAC). We consider this Good achievement.

1 student (14.3%) exceeded their target by completing an additional unit and is the first from Mary Elliot to achieve an Asdan Diploma. We consider this Outstanding achievement. Year 13 - Target: Certificate in Personal Progress. Achieved by 75% of students (including 5 FSM/LAC). We consider this Good achievement. 1 PMLD student only completed 2 units. This below target achievement was due to low attendance on health grounds.

OCR Life and Living Skills

- OCR Life and Living Skills units for SLD and ASC Year 14 were externally moderated by OCR in July. 60 units were submitted for 8 students, worth a total of 159 credits at Entry Level 1, 2 or 3. Students in the PMLD department continued with Asdan in KS5 and did not move on to OCR.
- The external moderator feedback report was very positive and there were no action points: *"The learners have worked very hard and it is evident that learning has taken place."* (Full report available.)

Year 14 (School Leavers)

- Target: Certificate in Life and Living Skills (13 to 24 credits). Achieved by 87.5% of students. We consider this Good achievement.
- In addition, 37.5% (3 students) also achieved at Entry 2, and 12.5% (1 SLD/FSM) student also achieved at Entry 3. We consider this Outstanding achievement.
- 12.5% (1 ASC student) did not achieve a certificate. This below target achievement was due to low attendance (41%).
- Overall Achievement: 87.5% achieved the target of at least Good. Year 14 OCR achievement therefore considered Outstanding.

Key Stage 5: Year 12 & 13

- Completed OCR units for Year 12 and 13 have been internally moderated and will be submitted for external moderation and certification in May of Year 14, to enable all certificates to be presented during Graduation.
- Year 12 – Target: Award in Life & Living Skills. 100% of students exceeded this, with 33.3% achieving an Extended Award, and 66.7% achieving a Certificate. We consider this Outstanding achievement.
- Year 13 – Target: Certificate in Life & Living Skills.
- 40% achieved their target. We consider this Good achievement.
- Remaining 60% of students were only 1 credit away due to their units having different credit values. As they are still on target to achieve an Extended Certificate by Year 14 (2 years of OCR study), this was still considered Good achievement.

Learning is focused on being thoughtful, caring and respectful citizens. Students learn how to keep themselves and others safe and how to contribute to life in Britain through learning activities with coursework. At all times, students work towards developing independence skills as they move into adulthood. All leavers were supported to transition to appropriate destinations.

Next steps to improve

- Widen off-site opportunities to include supported work experience and links with social care providers in addition to college links and life skills activities.
- Consolidation and expansion of OCR Life & Living Skills to ensure personalised learning pathways.

