

Market Field School

School Road, Elmstead Market, Colchester, CO7 7ET

Inspection dates 12–13 February 2015

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Outstanding	1
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Achievement of pupils		Outstanding	1
Early years provision		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- This is an outstanding school which goes from strength to strength.
- Outstanding leadership and management, including very effective support from governors, provide exceptionally well-targeted training for teachers that benefits pupils. Consequently, pupils experience a rich range of subjects and therapies matched to their individual stages of development.
- The leadership and management of pupils with autistic spectrum disorder are outstanding. The assessments on these pupils are used very effectively to plan activities that enable them to make outstanding progress.
- In this school, democracy is promoted exceptionally well. Through the elected school council pupils have a say in how they want to learn.
- Pupils learn tolerance of a range of faiths. Their spiritual, moral, social and cultural development is excellent.
- Behaviour is outstanding. Pupils' understanding of how to keep safe is excellent.
- Teaching is outstanding across all key stages and subjects. It is flexible and aimed at the individual pupil.
- Children's progress in the early years is outstanding in all areas of learning.
- Pupils make outstanding progress in English (particularly communication) and mathematics.
- By Year 11, pupils are exceptionally well prepared for their next stage of education or training. They leave this school with qualifications and skills that make them ready for sixth-forms in other settings.

Information about this inspection

- Inspectors visited 17 lessons taught by 17 different teachers. Eight of these lessons were observed jointly with a member of the senior leadership team.
- Inspectors examined pupils’ work across the school. They also listened to pupils read and looked at their reading records.
- Meetings were held with the headteacher, deputy headteachers, subject leaders, the middle leader for autistic spectrum disorder and the school’s business manager. A discussion was held with the Chair of Governors. Informal and programmed discussions were held with pupils. In addition, a meeting was held with a local authority representative.
- Inspectors reviewed many documents, including those relating to pupils’ academic and social progress, school self-evaluation, the school development plan, curriculum and assessment, statements of special educational needs and safeguarding policies.
- Inspectors took account of 92 responses to the online questionnaire, Parent View. Inspectors also looked at 59 Ofsted questionnaires returned by staff.

Inspection team

Jeffery Plumb, Lead inspector	Additional Inspector
Janet Tomkins	Additional Inspector
Kate Robertson	Additional Inspector

Full report

Information about this school

- Market Field School provides for pupils aged four to 16 years with autistic spectrum disorder. This is severe for a minority of pupils, accompanied by complex learning difficulties and challenging behaviour. The majority of pupils have moderate learning difficulties, while others have severe learning difficulties. A very few pupils have disabilities such as visual impairment, hearing impairment, physical disabilities and additional medical conditions, including mental health difficulties.
- All pupils have statements of special educational needs.
- The school has significantly more boys on roll than girls.
- The school is organised into four discrete sections: Key Stage 1, (which includes children who attend full time in Reception and Years 1 and 2 pupils) where there is a focus on the early years curriculum; Key Stage 2 with a topic programme; Key Stage 3 with secondary subjects; and Key Stage 4 with a wide range of secondary-based examination subjects, alongside a life-skills programme and work experience. Each key stage has enhanced provision for pupils with autistic spectrum disorder.
- An above average proportion of pupils receive the pupil premium, the additional government funding for those eligible for free school meals or those who are looked after by their local authority.
- Most pupils are from White British backgrounds and none are from families who speak English as an additional language.
- The school does not make use of alternative provision.
- The school is in a temporary building while it waits for the completion of a new building. A new purpose built special school is due to open in September 2015.

What does the school need to do to improve further?

- Continue to implement the school's approach to training and developing staff by:
 - ensuring that all staff take personal responsibility for their own professional development and improve their practice so as to develop pupils' achievement and life chances even further.

Inspection judgements

The leadership and management are outstanding

- Governors and senior leaders have created a challenging and nurturing learning culture where each pupil has an equal chance to do as well as they can.
- The headteacher's vision to enable pupils with disabilities to overcome obstacles to learning and gain qualifications and skills that will make them employable is shared by all staff.
- Senior leaders monitor the impact of teaching effectively. Based on these checks, teachers and teaching assistants receive training. They respond enthusiastically and improve their practice. This has a positive impact on pupils' outstanding achievement. The school's approach to developing staff is to work with each individual to take responsibility for their own development. While most have done so, a few are still working towards this.
- Leaders understand their school. Analysis of the school's work is very effectively used to set targets for improvement. For example, following a recent investigation of why a few pupils with autistic spectrum disorder were not doing as well as they ought in mathematics, new resources were purchased and a training programme launched. These pupils now make the same rapid progress as their peers.
- A new assessment tool recently implemented for pupils with autistic spectrum disorder is enabling teachers to set work much more precisely for these pupils. This has resulted in pupils making rapid gains in learning.
- Based on an examination of statements of special educational needs it is clear that parents are fully involved in the reviews and that the plans that emerge are focused on the development of the pupil. The reviews clearly informed plans to improve the personal development and achievement of pupils.
- Work by middle leaders, including subject leadership and the leadership of the early years, is outstanding. Recent changes to the National Curriculum have been modified to meet the needs of the pupils. The curriculum is relevant, broad and balanced. Clubs, outdoor adventure activities and residential experiences enhance pupils' development of social skills, alongside promoting their enjoyment of learning. The curriculum in Key Stage 4 prepares pupils very well for the next stage in their education or training. They leave this school with qualifications and skills required for sixth-form study. In addition, they have developed skills particularly needed in the work place.
- The arrangements for pupils moving on to sixth-form provisions are outstanding. The transitional reviews give strong, well-informed guidance based on the ambitions of the pupils. In addition, follow-up with those sixth-form placements away from this school shows that pupils are helped to find jobs. There is planning going on with the local authority to provide sixth form provision in this school.
- Pupils' spiritual, moral, social and cultural development is outstanding. Pupils' awareness of spirituality is achieved by teaching pupils to distinguish between a sad and happy face (in drama) and through experiencing calmness. Many strategies are used to promote calmness and remove anxiety. Pupils are seated away from distractions and noise. Through experience of tasting foods from different cultures, pupils' awareness of cultural diversity is developed. Pupils in this school have great respect for each other. Given their needs, their awareness of the disabilities of others is profound.
- Pupils' awareness of British values of tolerance and liberty is encouraged by sensitively enabling pupils to come out of themselves and participate in a group activity. Pupils' understanding of democracy is heightened by participating in a school council where they have a say in how they should learn. Visits to the magistrates' court enable pupils to learn about the judicial system. In these ways, pupils are very well prepared for life in modern Britain.
- Leaders are aware of pupils' vulnerability. Therapists, as required, provide specific programmes for pupils who are potentially at risk because of their disability. The headteacher has recently received training on sexual exploitation and is in discussion with the subject leaders for personal, social and health education

about how to best programme this into the curriculum.

- The school spends its additional pupil premium funding to good effect. Those pupils who benefit from this reap the rewards of very effective support, enabling them to do particularly well.
- The primary physical education and sport funding is used wisely, with pupils and staff alike benefitting from the resources and support it provides.
- Partnership with parents is outstanding. The school delivers much valued workshops for parents on how to support their children's development of communication and how to manage their behaviour.
- The local authority supports the school very well. It supports the school with the new school building. Also it challenges the senior leadership and asks tough questions about individual pupils.
- The school's arrangements to ensure that pupils are safe and secure are extremely rigorous and meet nationally expected requirements in full.
- **The governance of the school:**
 - Governance is highly effective.
 - Governors support senior leaders with the preparation for moving into a new school building. They keep a close eye on the budget. Governors contribute to checking the school's accuracy about how well it is doing. They receive regular reports about pupils' progress and ask the senior leaders challenging questions about how pupils' progress can be even better than it is. Governors regularly review the impact of their work.
 - They keep abreast of National Curriculum changes and understand why the school has launched a new assessment tool for pupils with autistic spectrum disorder. Governors know about the quality of teaching and understand that only effective teachers can be rewarded. There is an agreed approach to checking how well the headteacher performs and governors set him targets aimed at improving pupils' achievements. All legal requirements for safeguarding are met.
 - Governors hold leaders to account for spending on pupil premium funding, Year 7 catch-up funding and primary sport funding. They are working hard to create a clear policy for promoting tolerance and liberty in the context of disability.

The behaviour and safety of pupils are outstanding

Behaviour

- The behaviour of pupils is outstanding. Pupils have highly positive attitudes to learning. Concentration in lessons is excellent, because pupils are keen to succeed.
- Teachers are clear on what to do to help pupils with autistic spectrum disorder overcome anxiety and focus on learning. When these pupils lose concentration, they are swiftly brought back and re-engaged with learning.
- Specially adapted furniture enables pupils with physical difficulties to sit comfortably and reach equipment required to learn. As a result, these pupils engage enthusiastically in interesting and relevant activities in lessons.
- Speech therapists support pupils in communicating their needs. As pupils communicate their frustration dissipates and they go on to demonstrate outstanding behaviour and a thirst for learning.
- Corridors and the playground are orderly and calm during break and lunchtime. There is no litter. Displays are looked after. The school receives positive feedback about its pupils' behaviour on work experience.
- Pupils value rewards for behaving well. Rarely do they receive sanctions for challenging behaviour. There have been no racist incidents to record and no exclusions.

Safety

- The school's work to keep pupils safe and secure is outstanding. Child protection procedures are robust. Assessment of risky behaviours is rigorous and there are highly personalised plans to keep pupils safe.
- Visitors to school are exceptionally carefully vetted to keep pupils safe. Trips out of school are scrupulously checked for safety.
- Pupils are greeted off buses in the morning and escorted into school to keep them safe. As they are driven away at the end of school, they are securely belted up.
- Pupils say with confidence that they feel safe at school. Bullying seldom happens and when it does it is dealt with swiftly. Pupils have a trusted adult in school to go to and share any concerns.
- Pupils learn how to assess risks for themselves. Their understanding of how to keep safe when using a computer is outstanding. Key Stage 4 pupils prepare electronic presentations on this topic to teach younger pupils in the school. Their knowledge of how to protect against harm on work experience is exceptional.
- Attendance is above average, reflecting pupils' enjoyment of school.

The quality of teaching

is outstanding

- The impact of teaching on pupils' learning over time is outstanding. Samples of pupils' work, photographic evidence, the school's progress data (including reading records) and visits to observe learning in lessons contribute to this judgement.
- Throughout the school the teaching of English and mathematics is outstanding. Teaching is also outstanding in the early years.
- The teaching of life skills is inspirational and prepares Key Stage 4 pupils for their next stage of development. Literacy, primarily communication, and numeracy pervade the teaching in life skills lessons. This successfully enables pupils to learn skills such as shopping on a tight budget to purchase ingredients for a meal, and develops their practical skills of reading a recipe and weighing ingredients when cooking.
- Teachers' understanding of a wide range of special educational needs within their classes is excellent. Relationships between teachers and pupils are exceptionally strong and contribute to magical moments of learning, such as pupils in a comfortable learning environment expressing what they want for the first time.
- Assessment, based on pupils' prior learning, is used to set specific learning outcomes for pupils to help them make outstanding progress. In the same class, pupils engage with different activities linked to their next step of development.
- Marking helps pupils improve their work. Pupils respond to the points for improvement and their learning improves rapidly.
- In Key Stage 3 and 4 teachers' subject knowledge and planning are outstanding. This contributes to pupils' outstanding learning across a wide range of subjects. For example, in art pupils make outstanding progress in creating drawings of still life using a variety of materials.
- Learning support assistants make a valuable contribution to pupils' learning. They have excellent subject knowledge and use challenging questions which support pupils in making new discoveries in their learning.

The achievement of pupils is outstanding

- Children in the early years make outstanding progress from their differing starting points, particularly in communication and personal, social and emotional development.
- Throughout the school, pupils make outstanding progress in English and mathematics. Attainment is different for each pupil reflecting their individual special educational needs.
- Progress in reading is outstanding. For some this means learning to break up unfamiliar words when reading, while others develop reading fluently with excellent understanding of the text. Similarly, progress in writing is outstanding. Some pupils use pictures to learn to write a story or label an object, while others build up sounds and letters to write with reasonably accurate spellings.
- Mathematics progress is outstanding. For example, in Key Stage 2 some pupils begin to use a ruler to measure accurately, while others are supported to use blocks for measuring. Similarly, at Key Stage 4 some pupils produce work at a grade B GCSE standard, while others work at Entry Level 2.
- The most-able pupils make outstanding progress. Some gain confidence in learning and go on to achieve excellent GCSE results in Year 11 measured from their starting points. The 2014 summer examination data show the most-able achieving grade C GCSE passes in mathematics, science and art. They also achieved Entry Level 3 qualifications in English. Scrutiny of pupils' progress data in recent years shows achievements beyond outstanding for the most-able pupils, like a GCSE A* in mathematics. The most-able current Year 11 pupils are predicted to receive good GCSE grades in the summer of 2015. Their rates of progress and the levels they work at are rigorously checked.
- By Year 11, pupils also gain important life skills. Those with the most complex special educational needs gain an ASDAN (Award Scheme Development and Accreditation Network) Transition Challenge. Others gain a Gateway Award in sport leadership and practical skills like cooking.
- All groups of pupils make outstanding progress, including those eligible for the pupil premium funding and the few minority ethnic pupils. Year 7 pupils supported by catch-up funding make the same rapid progress as their peers. This is because all these groups of pupils receive outstanding support from their teachers and from teaching assistants.
- Supported by the primary physical education and sport premium, pupils make outstanding progress in developing agility and balancing skills in gymnastics. Key Stage 2 pupils also make rapid gains in learning to swim.
- Therapy programmes support parents in establishing bedtime and feeding routines with their children. This helps to calm children for a good night's rest. This means that they are ready to learn when they arrive at school the next day.

The early years provision is outstanding

- The leadership and management of the early years are outstanding. On entry to the early years, children's skills and abilities are below those typical for children of their age, in all areas of their learning.
- Supported by speech and language therapy, children make rapid gains in communication. As they do so, they become less frustrated and their behaviour improves significantly. They go on to make outstanding progress in all areas of learning. The early years curriculum continues in Year 1 and 2 because children benefit greatly from this approach to planning. Although children make outstanding progress from their starting points they are mostly below expected levels when they start in Year 1.
- Teaching and assessment are outstanding. The assessment scheme being pioneered is successfully increasing children's learning. Suitably structured sessions support children's speaking and recognition of number and counting. Through organised play children discover the world and develop personal and

social skills. Excellent outdoor play equipment makes a valuable contribution to their physical development.

- Staff work exceptionally well with parents. They support parents by giving them helpful advice on how to manage their children's behaviour at home. Staff also support parents in helping their children to communicate at home.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	115473
Local authority	Essex
Inspection number	448141

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Special
School category	Community special
Age range of pupils	4–16
Gender of pupils	Mixed
Number of pupils on the school roll	199
Appropriate authority	The governing body
Chair	Michael Andrews
Headteacher	Gary Smith
Date of previous school inspection	19 November 2009
Telephone number	01206 825195
Email address	admin@marketfield.essex.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2015

