



School Self-Evaluation - June 2018

Introduction & Contextual Information

Greenside School is located in Stevenage, Herts, it serves the needs of learners from Stevenage and North Herts districts. However, in the academic year 2018 / 19 the number of learners attending Greenside from outside of this catchment area has significantly increased. This is the result of the pressure of places on other Herts special schools, but also that it appears that Greenside is seen by the LA to be better placed to meeting the needs of learners who present complex emotional issues than other settings.

Greenside is a maintained school for learners with severe learning difficulties and profound & multiple learning difficulties. Many learners have additional complex needs including those with autistic spectrum condition, medical needs, physical and sensory impairments. The school is allocated spaces for 140 learners. In June 2018 there are 140 learners on roll aged 3 -19. All learners have EHCPs.

Stevenage is roughly 32.9 miles (50 km) north of central London. Its population has increased significantly over the last century: the population was 1,430 in 1801, 4,049 in 1901, 79,724 in 2001 and 84,000 in 2011. The largest increase occurred in the 1950s and 1960s, after Stevenage was designated a new town under the New Towns Act of 1946. The population is now estimated to rise to 93,000 by 2035. 2011 Census states Stevenage is majority White British 83.1% (higher than average in Herts and England), however the BME is increasing 2001 – 8.5% to 2011 16.9% (source Wikipedia). Most learners use home/school transport provided by HCC. Fewer than 10 learners are transported by parents/ carers.

Greenside has a settled & stable staff and turnover of those with QTS is very low. Greenside employs over 50 teaching assistants, this work force tends to stay with school once receiving a permanent contract.

In 2014, following the closure of a neighbouring school, the senior department of Greenside School co-located with Barnwell Middle School. This has addressed many of the accommodation difficulties that had been identified in previous OFSTED reports as well as enabling exceptional opportunities for inclusive learning and social activities. Greenside shares the science laboratories as well as the gym with Barnwell School. Some learners from Greenside have their lunch with mainstream peers at “The Barnwell Bistro.”

Many learners at Greenside also have a diagnosis of autism. The National Autistic Society accredited Greenside in 2012 & 2015 (commendation) and in 2016 received an NAS Professionals in Autism Award. In 2018 Greenside was recommended for “Advanced Accreditation” status.

In 2012 a social enterprise was established at The Hyde shopping centre (½ mile from Greenside). “The Greenside Studio” is working business and acts as a “living classroom” providing extended work related learning opportunities.

Learner profile 2016 / 18

	2016/17	2017/18
PMLD Profound and Multiple Learning Difficulties	54.9% (41 learners)	28.3% (39 learners)
SLD Severe Learning Difficulties	58.2% (78 learners)	71.7% (99 learners)
EAL English as an Additional Language	7.5% (10 learners)	5.8% (8 learners)
FSM Free School Meals	17.2% (23 learners)	16.6% (23 learners)
ASC Autistic Spectrum Conditions	29.9% (40 learners)	60.0% (82 learners)
CLA Children Looked After	7.7% (5learners)	4.3% (6 learners)
GENDER Male	65.7% (88 learners)	65.2% (90learners)
GENDER Female	34.3% (46 learners)	34.8% (48 learners)

Ethnicity

Any other Asian background	3.7% (5 learners)	3.6% (5 learners)
Any other Black background	1.5% (2 learner)	1.4% (2 learner)
Bangladeshi	2.2% (3 learners)	0.7% (1 learners)
Black - African	6.7% (9 learners)	8% (11 learners)
Pakistani	2.2% (3 learners)	2.2% (3 learners)
White – British	69% (93 learners)	74.6% (103 learners)
White and Black African	2.2% (3 learner)	2.2% (3 learner)
White Other	3.7% (5 learners)	3.6% (5 learners)
Chinese	0.75% (1 learners)	0.0% (0 learners)
Indian	3.7% (5 learners)	2.9% (4 learners)

FSM

Grouping	England average 2014 (Date of last update by DfE)	June 2017	June 2018
All Schools	18.3%		
Greenside		17%	19%

Numbers on roll

03/07/10 = 107

31/07/14 = 115

31/07/15 = 130

30/11/17 = 138

15/01/18 = 141

7/06/18 = 140

In June 2018 Greenside had 6 children looked after, 5 learners from out of county placements and 2 home schooled learners.

Organisation

The school is organised into 3 departments – Primary, Seniors, Post 16. Learners are taught in classes based on key stages, with an average class size 8 learners.

There are 20 class groups across the school. 10 classes in the primary age band, 6 classes in the secondary department 4 classes in the Post 16 age band.

There are 7 classes across the school with smaller numbers (3-6) who are specifically for learners with ASC as there are many barriers for learning for these young people. Whilst 4 specialist classes across the school are for learners with PMLD.

Lessons are differentiated accordingly in order to meet the needs of each individual learner. Amount of staff support each class group vary (1-5), and there are some learners who have additional 1:1 or 2:1 support for all or part of the week.

1. Outcomes for learners

	1	2	3	4
Grade:		✓		

Introduction:

There have been changes to how schools assess progress in the past 3 years reflecting wider developments including: The 'life without levels report' (DfE 2015), the recent 'Rochford Review' (Standards and Testing Agency 2015) and the introduction of EHC plans (2013) has led to Greenside being a position to explore what real progress is to our learners.

At Greenside 'Real progress' is progress that sees lifelong learning, increased opportunities and the development of functional skills throughout the waking day. We are in a process of changing our assessment approaches to support the tracking of real progress and are confident these new tools will track progress daily and in a way that informs teaching instantly.

Please see Greenside's Assessment Policy for details of our assessment system. Currently our judgements are based on:

1 Attainment:

Greenside is a SLD/PMLD school with all of its cohort working within P1-NC2. On entry all learners fit into this attainment bracket. They are assessed on their suitability for our provision based on fitting into the SLD/PMLD bracket.

A large percentage of learners have a diagnosis of Autism and other complex needs. The outcomes seen for the long term future of our cohort have been through successful placements to college courses, supported living and residential homes.

Local authority guidelines for admission to SLD provision indicate that Education Psychologists tests will show that the child is likely to result in having severe developmental delay and a continuous need for support throughout their life course (Department of Health 2001)

All learners have an EHCP which is often seen as the main driver of progress seen and wanted by parents (Greenside EHCP Questionnaire 2017)

2 Data:

PIVATS Results:

PIVATS results are captured and analysed in May 2018. A summary of the results are:

PIVAT Judgement	EYFS	KS1	KS2	KS3	KS4	Post 16
Above Expected						
Expected						
Below Expected						

(See PIVATS Progress report 2018' for greater detail)

The above averages are for each Key Stage – further detail can be found in the 'PIVATS Progress report 2018'. From reflection it was felt that with 28% of learners presenting with PMLD and 25% presenting with ASD as a primary need. PIVATS focus areas are not relevant and challenging to show progress within.

3 EHCP Outcomes Progress:

2018 has seen the start of a new focus on tracking the progress made of learning progressing towards meeting their EHCP outcomes. Judgements are made 3 times a year, although for this summer, only two judgements were used (the system was introduced in the Autumn term). The summary below is taken relating to progress in the Key Stages, to allow comparisons to be made:

EHCP Judgement	EYFS	KS1	KS2	KS3	KS4	Post 16
Above Expected						
Expected						
Below Expected						

(See individual data found in the app and dashboard for more detail)

Also it should be noted, 30% of the school were judged as Above Expected in the last judgement, and this is not including summer judgements, which take account of over 30% of our learners have their review in this term. Further detail can be found in our termly dashboard.

Summary:

Our EHCP progress data is showing a positive trend and will improve as regular judgements are captured. PIVATS data highlights that either not enough progress has been made in most cases or the tool is not fit for purpose. Our termly Learner Progress meetings will explore this on an individualised basis.

Alongside the judgements inputted into the 'Evidence for Learning' app, each has a rich and varied learning journey that shows the small and detailed steps to gaining progress for our learners.

Other Evidence:

- EHCP outcomes and PIVATS/other frameworks are reviewed termly and interventions are developed and put into place if a learner is struggling to meet their targets.
- The use of an online app 'Evidence has for Learning' to capture evidence of learning has been used to inform parents of the progress made by their young person.
- Analysis of learner performance data shows that there is no difference in levels of achievement (statistically) between the following groups: Gender, FSM, EAL and CLA (PIVATS analysis 2018)
- The continued use of a specialist provision for learners with severe ASC (since 2013) has led to learners making further progress in both their abilities and in the reduction of behaviours that present risk

- Learners are grouped by ability rather than age as their first priority this has allowed a more focused approach to having a curriculum that supports personal progress
- Learners make outstanding progress in swimming; both within our own warm water pool and through a partnership with a public pool in Biggleswade. All learners have the opportunity to swim within the year and many have regular weekly sessions.
- PMLD learners have benefited from a tailored approach to assessment, the use of Route for Learning has helped to track the small steps of progress made.
- Learners have regular opportunities to reflect on their learning during lessons, assemblies, EHC Reviews, weekly celebration certificates and completing externally accredited courses

The development of assessment at Greenside:

From reflection of the data over the past years and through professional discussions, both internally and externally (SSMAG, meetings with colleges) it has been felt that PIVATS has value in showing progress in some areas (such as literacy and numeracy) but is limited in reflecting and measuring progress in areas that are of particular value to the vast majority of learners at Greenside (e.g quality of interaction, sensory integration, emotional development, confidence, self-esteem and independence). Also as a school we want to see assessment as a tool that informs planning and captures the often 'rollercoaster' way that learners with SLDs progress. Moving away from summative assessment to a more formative system.

The use of "Evidence for Learning" app has shown us that technology can help us to capture real evidence of learning in all contexts and to be able to tie these together to show a real picture of a learner's progress. To show truly outstanding progress for our young people this needs to be developed further. The Rochford review and SEND Code of Conduct 0-25 (2014) reflects a focus on four key areas; 'cognition and learning', 'communication and interaction', 'social, emotional and mental health' and 'sensory and/or physical'. Which at Greenside has led to development of our 4 areas of our curriculum (My thinking, My body, My wellbeing and My communication)

These fit with the EHCP outcomes of the learners at Greenside. As a school we will develop an approach that tracks progress made in these areas which are agreed in the professional environment of the EHC review each year. This way outcomes that are agreed, by all those working with the learner (parents, teachers, OT, SALT etc), can be owned and worked in the whole curriculum.

Our assessment system will:

- Track personalised outcomes set during EHCP meetings. These outcomes will be quality assured and assessed to be aspirational for the learner via a robust review process.

- Outcomes decided in EHC reviews will focus on the level of engagement of each learner in the whole curriculum (lessons, play and recreation, off – site)
- These outcomes will be evidenced throughout the waking day, with further emphasis put on parents and carers being able to contribute evidence and see the progress made by the learners in real time.
- Frameworks for English, Maths, PSD and self-regulation will be used to track academic progress seen by each learner. Appropriate frameworks will be selected to ensure a manageable amount of outcomes are selected, that can be worked on realistically in class and at home.
- Professional judgements using Routes for Learning will be used to recognise, celebrate and monitor the small steps our learners with PMLD make.
- EYFS will continue to record high quality evidence of progress through the framework while simultaneously tracking the learners EHCP outcomes.
- We will continue to develop our relationship with our two main feeder colleges (Oaklands and North Herts), and to develop an assessment system for our post 16 learners that builds to having a continued approach that works together to develop our 16-19, to a having one, 16-21 curriculum. This will include using the same assessment schema, joint moderation and an improved, fluid, transition process.
- All staff working with the learners will know where the learner is trying to progress to and they will be able to contribute evidence offsite, in class and during lunch.
- Analysis of progress will be frequent and accessible for all that work with the learner, regular progress meetings will help to recognise barriers to learning quickly and be able to put in timely strategies to support change.
- Each learners progress will be a carefully managed case study, easily accessible and complex in nature. This real picture of the ‘rollercoaster’ patterns of progress that SLD learners have will ensure that the best provision is provided and that all learners strive towards reaching, and going beyond, their potential.

Outcomes for learners will be judged better when: -

- Judgements made by staff will be quality assured to ensure a robust system is used in their progress. Our formative system will ensure barriers to learning are addressed quickly and that progress is consistent with their tracked welfare state (CPOMS).
- Working with Bamboozle our PMLD teaching quality will improve the outcomes seen with our more complex learners. Focusing on Engagement seen and tracking these in reference to cognitive frameworks will help to ensure real progress is tracked.
- More of our cohort making above expected progress

2. Quality of teaching learning & Learning

	1	2	3	4
Grade:		✓		
<p>Evidence base:</p> <ul style="list-style-type: none"> ➤ Formal lesson observations and analysis of impact of feedback ➤ Informal observation of learners and interaction with them around school ➤ Paired observations and learning walks (subject / aspect leaders and SLT members or external education advisers / inspectors). ➤ Governor visits and paired observations with external education advisers / inspectors. ➤ Learning walks ➤ Analyses of progress data including the use the Evidence for Learning assessment tool. ➤ Parent's comments - at annual reviews, parent's evenings, daily diary, parent questionnaires. ➤ Comments from visitors and specialists, ➤ Moderation sessions, ➤ Staff feedback – staff meetings/steering group meetings / learner progress meetings / individual performance meetings, questionnaire ➤ Feedback from visiting professionals, including Margaret Goodchild (Herts Improvement Partner (HIP). Mary Rayner (HMI of 2016 OfSTED inspection) since engaged as an education consultant. <p>Overall Judgements:</p> <ul style="list-style-type: none"> ➤ Quality of teaching is Good ➤ Quality of teaching in EYFS is Good ➤ Quality of teaching at Post 16 is Good <p>The vast majority of teaching (in excess of 80%) is good; many lessons are outstanding, with many good lessons having outstanding features.</p> <p>The majority of learning activities have sufficient level of challenge.</p> <p>Judgements of inadequate practice are very rare (none since June 2017).</p> <p>Aspects of teaching that require improvement are always fully acted upon through action planning, coaching, additional training and support leading to improvement.</p> <p>Judgements:</p> <ul style="list-style-type: none"> ➤ The majority of lessons are well-planned, resources are of a high quality and well organised. ➤ Relationships between staff and learners are a strength of the school, which enables high levels of engagement, with a focus on learning, progress and achievement. ➤ There is evidence that the impact of specific developments and training has led to learners demonstrating relatively high levels of independence. 				

- Effective differentiation and a personalised curriculum, together with the vast majority of staff displaying a very good understanding of the learning styles of each young person as well as their emotional, communication, and sensory needs, enables good and often outstanding levels progress and achievement.
- Creative teaching approaches are used by staff to enable high levels of engagement and motivation.
- Assessment for Learning (AfL) strategies used throughout lessons means that teaching strategies are adapted, learning opportunities identified and the quality of practice enhanced. Staff have received training in using AfL, which has resulted in improved use of AfL techniques in lessons across the school. Participation in the Herts AfL project has enabled examples of good practice from other schools to inform and develop practice.
- Outstanding use is made of the opportunities provided by Greenside's co-location with a mainstream secondary school (Barnwell). The quality of teaching is enhanced through the use of specialist facilities including: science, food tech, drama, dance and gym. Many KS 3 and 4 learners gain vital opportunities to develop their social skills by eating their lunch with their mainstream peers at The "Barnwell Bistro." Inclusive learning includes: lunch time clubs for learners from both schools, joint assemblies (in both schools); and shared events such as fun days, Children in Need and Red Nose day.
- Since September 2017, part of Greenside's Post 16 provision was located in a former caretaker's bungalow on the Barnwell site. This offers a valuable transition for these young people in their progression from Greenside to college or other post school opportunities.
- A strong focus on learning in the community promotes independence, confidence and self-esteem, for example horse-riding, use of a public pool, accessing local shops to purchase items for cooking, day and residential trips. The school provides a range of vocational learning opportunities such as the use of a forest school, a farm, as well as the school's social enterprise "The Greenside Studio."
- Post 16 learners access college links and work experience placements which enable learners to have 'real life' experiences which prepares them for opportunities of their adult life.
- Learners' spiritual, moral, social and cultural development is effectively promoted throughout the school day. The school has fostered an atmosphere of calm, fulfilment and enjoyment school and an environment conducive to effective learning.
- Learners have access to appropriate communication methods (such as BSL, PECs, communication books, symbolic timetables and other augmented systems). Speech and Language therapist work alongside class staff teams, leading to improved outcomes for learners in relation to their communication targets.
- PPA is covered by experienced staff who are familiar with the learners which ensures greater consistency in lessons.
- Staff with a specialist in teaching: PE, music, drama, dance and swimming leads to improved learning outcomes for all learners.
- The lead teacher for learners with Autistic Spectrum Condition (ASC) supports all members of staff, providing a range of training, matched to the specific needs

of staff members and their class. Specialist classes for learners with ASC ensures that the needs of learners who have sensory processing difficulties, higher levels of anxiety and complex communication difficulties are met in a highly individual and effective way. Particular progress has been made in learners gaining self-regularly skills.

- The effective use of appropriate technology in lessons such as height adjustable tables, eye-gaze, touch-operated screens / interactive whiteboards / iPads and use of a wide range of software and resources to meet individual needs helps to promote learning.
- The vast majority of staff demonstrate high levels of empathy with learners. The use of de-escalation strategies means that learners are helped to deal effectively with their emotional needs.
- Relationships between staff and learners are warm and purposeful. Excellent behaviour support across the school ensures minimum disruption to learning. The use of a computer based recording system (CPOMS) enables senior leaders and behaviour specialist, to be aware of specific issues and ensure that appropriate and effective support is provided. The quality of relationships between staff and learners is excellent and enables proactive, emphatic support which is effective in reducing anxiety and promoting self-regulation.
- Staff work in partnership with parents and carers enabling them to be involved in learning, ensuring that skills are transferred from school to home.
- Teachers respond effectively to the views and aspirations of parents/carers setting and amending priority targets and giving advice and guidance to parents/carers in order to maximise learning. Attention is paid to the individual's ability to transfer and generalise skills and this increases autonomy as adults.
- Skilled and experienced Teaching Assistants (TAs) operate as a part of a team with the teachers in each class team to enable the achievement of the outstanding outcomes for the learners. All TAs receive regular in-house training during the school day which is relevant to the needs/teaching of learners and therefore enables individual learner needs to be met.
- Good working relationships with therapy staff and other professionals working on site supports learners' development effectively.
- Teaching and high expectations of staff in EYFS, which has been judged favourably by the LA as part of the Herts Quality Standard, supports the early development of skills and progress in all areas of learning and provides an excellent foundation for continued progress throughout the school. The vast majority of learners demonstrate a sense of fun and enjoyment. Particular care is taken in ensuring that the individual medical, physical and sensory needs of each child is planned for and addressed in differentiated practise.
- EHC outcomes inform personalised planning and practice.

Judgements in the quality of teaching and learning will improve when:

- Coaching, mentoring enables a higher proportion of lessons to be judged as outstanding.
- The learning environment is further developed and improved
- Greater use is made of switches and electronic communication aids.

- Assessment enables progress in aspects such as engagement to be measured, shared, informs individual planning.

Leadership and Management

	1	2	3	4
Grade		✓		

Evidence base:

- Evaluation of progress made against targets in the school development plan.
- Feedback from staff questionnaire
- Feedback from parent questionnaire
- Analysis of the quality of teaching and learning
- Analysis of learner progress
- Evaluation of how governors hold the school to account
- Reports from HIP; OfSTED; Educational consultants
- Analysis of performance development progress
- Evaluation of training and professional development activities and their impact on learning and outcomes
- Benchmarking use of resources / financial planning
- Minutes of staff steering group
- Minutes of governor's meetings
- Training records for staff and governors
- NAS accreditation feedback

Judgements

- Governors and school leaders have embedded an ethos of ambition and creativity that enables the best possible outcomes for learners.
- A culture of continuous reflection, evaluation and review, structures are in place that enables everyone to contribute to sustained development and improvement.
- There is a shared drive for improvement throughout the school. This is demonstrated by the rigorous focus achievement and progress for all learners. Evidence demonstrates that the quality of teaching is improving and that the majority of practice is highly effective across the school. In as a result learner progress is rising across the curriculum.
- School leaders and governors are focused and proactive in achieving learner progress and achievement.
- Safeguarding is effective and robust and well led by school leaders and named governors
- Leadership enables the provision of high quality training and professional development opportunities for all staff which enables improvement and learner progress.
- The development of specialist facilities and resources that enable our learners to progress and achieve over a sustained over a period of time.
- Strong and continuous focus on raising standards in key areas addressed in the school's development plan.

- There is a strong focus from all leaders, classroom teachers and support staff, to continuously improve the quality of teaching and learning and learner outcomes. The impact of this is that staff have a growth mind-set and are reflective practitioners sharing outstanding practice which results in improved learner outcomes. This is assessed through the annual review process, progress meetings and lesson observations.
- School leaders have enabled the development of a whole school curriculum that is broad and relevant for all learners.
- Distributed leadership is a priority for development
- Appraisal procedures are linked to the commitment to ensure high quality teaching and learning, learner progress and school improvement priorities.
- Procedures for monitoring and evaluation are in place. This leads to an appropriate set of priorities for the school which in turn aims to improve teaching, learning and progress.
- Governors are knowledgeable and committed. They have a diverse and mixed range of skills and experiences. Governors work strategically, overseeing the development of the school. Governors are very effective challenging senior leaders about provision and progress. Governors ensure the effective use of resources to enable outstanding progress and achievement for the majority of learners.
- The Governing Body provides both support and challenge for the school to improve on its previous best. The leadership provided by the Chair of Governors encourages all Governors to play a full and meaningful role within the Governing Body.
- Governors and school leaders have established effective strategies to secure an objective, accurate understanding of the school's effectiveness. This is informed by the views of parents, learners, staff as well as professionals from health, social services and other agencies deployed at the school.
- The Governing Body has 2 main sub – committees (Resources; Curriculum). Each committee has a clear remit and is effective in taking responsibility for monitoring their aspect of the school and contributing to the school development plan.
- In 2017 /18 Governors received training in “holding leaders to account” and deploy effective strategies in order to make, informed judgements and decisions.
- Governors visit school on a regular basis to develop their understanding of the day to day life of the school.
- Governors have a good knowledge base on which to evaluate the work of the school.
- The curriculum provided is personalised to ensure that the needs of all learners are met through delivery of a diverse range of experiences which prepares learners well for the future
- Parent partnership work has developed to ensure parents are more included in the life of the school and are supported appropriately. Parents' views are sought regularly.
- Communication with parents and carers is effective and is achieved through a variety of channels including parent workshops, coffee morning, newsletters and the school website.
- School leaders are responsive in addressing needs of learners and concerns of parents / carers.

- School, leaders make good use of the network of contacts and knowledge of provision available in the local authority, established over many years.
- The school works effectively with a range of other professionals to support learner achievement and progress.
- A high level of provision of CPD for staff develops their specialist skills and knowledge which results in improved quality of provision and outcomes for the learners.
- SLT provide support and training for school staff, other schools, parents and professionals through outreach, coffee mornings and advice sessions each week, to enable others to develop a greater knowledge and understanding of working with SEND.
- Following work on staff well-being the SLT have developed a range of strategies to support staff and are in the process of forming a wellbeing team to further develop support in this area.
- School leaders continuously strive to reduce teacher workload, for example reducing requirements for written planning, putting systems in place for passing on resourcing tasks
- Support for learners whose behaviour can cause a risk of harm is effectively supported through a structured training programme, as well as de-brief team ensure that all members of staff are supported well in dealing with young people whose behaviour can, on occasions, present high levels of risk of harm to themselves and others
- There is good financial planning and management which has ensured high staff learner ratios and the development of high quality specialist facilities.
- School leaders encourage and enable innovation. This is reflected in the exceptional opportunities that have been developed for inclusive practice with our mainstream partner schools, as well as the social enterprise that has been established that has ensured that teaching can be delivered in the heart of the local community.
- Leadership of teaching and learning has developed a broad and relevant curriculum related to the learning, emotional, physical and sensory needs for each learner.
- Teaching is creative, innovative and inclusive; it inspires learning and enables progress and achievement. Learners' spiritual, moral, social and cultural development and the promotion of British Values are outstanding and are embedded throughout the school.
- Aspects of the school's provision and practice is used by LA advisors as well as Universities and national organisations as an example of excellence.

Leadership and Management will be judged as better when: -

- Roles of TLR and Assistant Heads (to be introduced from September 2018) are fully embedded – leading to greater distribution of responsibilities
- Leaders enable further improvement in the quality of teaching through coaching, mentoring and support.

Personal development, behaviour and welfare

Grade	1	2	3	4
	✓			

Judgements evidence base:

- Focused learning walks
- Lesson observations,
- Informal lesson visits
- Feed-back from psychologists, therapists and visitors
- Feed-back / reports from LA officers
- Feed-back / reports from educational consultants
- Views of parents,
- The views of learners.
- An analysis of recorded incidents (COMPS)
- Evaluation of the impact of specific plans to support individual learners
- Safeguarding audit
- Health and safety audit
- Feedback from governor visits
- Support individual learners and their families.
- Monitoring of Restrictive Physical Intervention (RPI) book.
- Parent comments and Questionnaire Responses
- Children Looked After reviews
- Governor's annual audit of safeguarding polices and practice.
- Virtual School Self Evaluation
- Monitoring of attendance
- Monitoring of exclusions
- Monitoring of incidents of bullying
- Monitoring of racial incidents

Judgements – behaviour

- Greenside has a positive, reflective ethos.
- High quality relationships result in happy and secure young people.
- Learners are involved in reflecting on their progress
- Achievements are recognised and celebrated.
- The behaviour support policy is clear, understood and implemented consistently.
- Specific arrangements are put in place for those young people whose behaviour places them and others at risk on a daily basis including support for parents / carers.
- Effective monitoring and evaluation arrangements ensure that learner's emotional and behavioural progress is evaluated objectively.
- Support is provided for staff and parents by members of the senior management team.
- Teachers work closely with parents to support them in dealing with difficult behaviours at home
- Multi-agency collaboration informs planning and enables proactive support for parents / carers.
- Greenside has 5 Hertfordshire Steps tutors.

- All staff receive training in moving and handling, the school has 2 moving and handling instructors.
- The school has played a leading role in the development of the County's behaviour support training programme and de-escalation strategies.
- Greenside delivers training for own staff as well as those from other Hertfordshire schools and organisations.
- Teachers and assistants work as a team in implementing behaviour support plans.
- Staff work as a team to interpret the meaning (purpose) of a learner's behaviour from the perspective of the young person as helping the person to learn appropriate ways of meeting these needs.
- Positive behaviour is recognised, celebrated and rewarded throughout the school day as well as at each assembly.
- The school has rigorous and effective policies relating to bullying. As result incidences are extremely rare and are always acted upon (there have been no incidents since the last inspection).
- The school has successfully included learners from a secondary school for learners with learning difficulties with high level behaviour needs.
- Lunch time activities reflect learner's interests, preferences and wishes as expressed during structured consultations.
- A focus on making sessions more motivating and stimulating through creative approaches and use of specialists has influenced learner engagement, positive behaviour and progress.
- There have been no racist, homophobic or bullying incidents in the last 5 years.

- No learner has been permanently excluded since 2013 (1 fixed term exclusion to enable changes to classroom in order to reduce risk).
- There have been no incidents of bullying or racial abuse since 2013.
- The vast majority of parents report in the annual survey that the school deals effectively with behaviour through positive means.
- Through assessment, planning and review, highly effective arrangements are made for those learners who have complex emotional needs including: adaptations to the learning environment; changes to the timetable and individualised curriculum, appropriate levels of adult support, specialist advice and provision of specific training.
- The vast majority of learners value and respect the school and its property.
- Policies, procedures, guidelines and risk assessments are in place and are reviewed and updated as part of a regular cycle.
- The school works effectively with others to maintain/improve the health, fitness and physical, emotional and psychological state of all learners.
- Learners are seen to have positive attitudes to learning and their behaviour in the majority of lessons are good and often outstanding.
- Many visitors to the school remark on the behaviour and attitude of the learners. They are impressed by the calm, purposeful atmosphere.
- Collaboration with parent support groups including Angels has enabled a range of training, workshops and conferences for staff, parents / carers as well as members of the wider community.
- Training is provided for all class staff in assessing risk, preparing support plans and Restrictive Physical Interventions (RPI).
- The school has robust Anti-bullying policy in place which ensures that learners and staff are aware of and seek to reduce / eliminate bullying, harmful comments and exclusive behaviours.
- The school keeps RPI to a minimum and carefully monitors any use of RPI.
- The school uses the Herts Steps training
- The behaviour support policy incorporates procedures for physical restraint and there is clear guidance on de-escalation.
- Positive handling plans and detailed risk assessments are in place for individual learners.
- Risk assessments for educational visits are in place and a member of staff is fully trained in the requirements for these.
- Specialist strategies are used to support learners with ASC including: Intensive Interaction; Sensory Integration; Sensory Diets; Communication Passports.
- The school provides workshops and support meeting specifically for parents and carers of learners who have ASC.
- Member of the SLT undertakes termly review of incidents and prepares a report for the Head
- Lead person for Herts Steps undertakes a termly review of the use of RPIs and prepares a report for the Head
- Lead person for Herts Steps contributes to the development of a new record system for RPIs.
- CPOMs is effectively used to record incidents and inform school leaders.
- Debrief team supports colleagues following an incident

Judgement Learner's welfare

- Greenside is a safeguarding community.
- Clear and robust safeguarding policies, strategies and procedures are in place to ensure the safeguarding and well-being of all learners; this is monitored by a named Governor.
- Extensive records and guidance are in place in relation to health and safety.
- Safeguarding and health and safety are a core part of induction and training for staff and volunteers and is very thorough.
- All records are in place in relation to fire risks, electrical, gas and water safety checks. There are regular fire practices and checks on alarms.
- A clear policy is in place setting out how learners' medical needs will be met and the school nurses play a key role in meeting these needs.
- There is an appropriate first aid policy and there are two paediatric first aiders. Records are kept mainly by the nurses.
- School security is very tight. Learners' liberty is not restricted, except through security devices on some doors to keep learners safe. E.g. where ASC learners might otherwise 'escape.' The school only activates electronic locks where there is a perceived safeguarding need.
- Learners have a good understanding of how to keep safe, for instance, through travel training and they learn about how to keep safe when working at the 'studio' and in the community. These experiences are carefully planned for to promote learners' increasing independence.
- The e-safety policy is clear and e-safety training is done on an individual basis.
- Governors' training was up to date at the time of the visit, including training in safer recruitment.
- The school has robust Equality, Discrimination policies as well as statements on promoting British values and extremism.
- One of the Deputy Heads is the school's Designated Senior Person (DSP)
- The other members of the SLT provide 3 deputy DSPs.
- The Single Central Record (SCR) meets requirements and is monitored by the DSP
- A prevent strategy is in place, with lead people identified to provide advice and act on extremism.
- The named governor with responsibility for safeguarding is a qualified social worker in the Children with Disabilities team.
- Safeguarding training and updates are provided for all staff; volunteers and governors.
- Relevant checks were in place at the time of the visit, including Disqualification by Association.
- The LA Safeguarding Children Annual checklist confirmed that nearly all necessary checks were in place.
- Senior staff and the Chair of Governors have undertaken the "Prevent" training and used this to inform colleagues, policy and practice.
- An annual safeguarding audit is undertaken by the Head and DSP
- 7 members of staff are trained first aiders.
- First Aiders and lifesaving staff are trained in the use of a defibrillator.
- The school receives support of 2 nurses for the majority of the academic year.
- In a parent survey (2015) 100% of parents reported that the school keeps their child safe.
- The vast majority of parent's report that their child is happy and enjoys school.
- An e-safety policy is in place and is taught through differentiated use of ICT, commensurate with the age and ability of each learner.
- The Personal, Social Development curriculum offers learners a variety of learning opportunities related to being safe in and out of school.
- There has been no complaint about the school.

Personal development Welfare and Behaviour will be better when: -

- Behaviour support team is fully in place support risk assessments, behaviour support plans and monitoring and providing an analysis of COMPs data.

Spiritual Moral Social and Cultural Development (SMSC)

	1	2	3	4
Grade	✓			

Judgements evidence base:

- learning walks,
- lesson observations,
- evaluation of focused whole school activities
- feedback from visiting professionals
- governor visits
- feedback from visitors of community groups
- feedback from visitors representing different faiths, denominations

Judgement Social

- The school has a positive ethos, shared aims, creative curriculum and practice promote self-esteem.
- Achievement is recognised and celebrated.
- Plenary sessions assess learners to reward and celebrate achievement.
- The high quality of relationships between learners and staff are maintained throughout the school.
- There is a culture of caring for others; respecting the feelings of others, demonstrating tolerance.
- The vast majority of learners display confidence and independence from a very early age and this continues resulting in high levels of autonomy.
- The caring culture of the school fosters positive, respectful, trusting relationships and friendships.
- Partnerships within the wider community enable opportunities for learners to be good citizens.
- Pupil's views and opinions are acted upon.
- A wide range of extended activities include residential journeys and after school clubs
- We are highly effective in bringing about Personal Development – building self-esteem, independence and confidence.
- Partnership with Guide Dogs has enabled the school to have a "Buddy Dog." Gibson provides opportunities for learners to learn about animal welfare, to share responsibility for his care.
- Greenside works in partnership with 2 primary schools to provide opportunities for inclusive learning as well as staff development.
- Co-location with Barnwell School provides exceptional opportunities to develop inclusive learning opportunities.
- A well-established partnership with Broom Barnes provides opportunities for inclusive learning for primary aged learners.
- Many learners from Greenside and Barnwell schools come together at lunch time, sharing the dining hall of the secondary school as well as participating in a range of creative activities.
- A range of lunch-time and after school clubs are offered which extend learning and promote friendships beyond pupil's class group.

Moral

- Learners experience how respect and appreciation for diversity can be demonstrated.
- Learners are given opportunities to help others and make a positive impact on their local community.
- Higher attaining learners can regularly be seen to be helping their less able peers.
- The majority of learners demonstrate very positive attitudes towards one another, staff and visitors.
- Structured opportunities are provided to enable learners to help others, through fund raising events, community action activities and our partnership with a residential home for senior citizens.

Spiritual

- Excellent relationships with faith groups, Churches and associations, enrich the content and delivery of RE and assemblies.
- The vision, aims and values of the school are embedded and reinforced on a daily basis.
- Teachers and learners from Greenside lead assemblies at Barnwell School which place emphasis on the importance of understanding and celebrating differences and recognising the value of everyone.
- The school has a special prayer which has been said at every assembly in the past 10 years. The vast majority of learners recognise the school prayer and most have learnt to say or sign part or all of the prayer.

Cultural

- British values are taught and celebrated across the whole curriculum.
- Work by creative practitioners focuses on the development of pupil's own ideas
- Greenside has a long established international partnership with a school in Zimbabwe (One teacher visited in October 2016)
- Teaching resources and displays are monitored to ensure that they reflect and celebrate the diversity of the whole community.
- Dance and drama, is led by specialists and provides opportunities to access and appreciate a range of different cultures.
- The school engage people who have learning difficulties and who provide a positive role model and support outstanding practice in dance.
- Knowledge and understanding of the world about us is embedded within RE, Humanities and EYFS.
- Awareness and appreciation of the wider world and different cultures is reinforced throughout the whole school curriculum as well as celebration events and anniversaries.
- Collaboration with national theatre groups to teach Shakespeare.
- Partnership with the Gordon Craig theatre to provide opportunities to enjoy and participate in the arts.
- Collaboration with the Laban dance company, Tate Britain, The National Portrait Gallery and The Globe theatre has promoted learning and understanding.

What would make SMSC better?

- Further community based learning for students with profound learning difficulties and complex medical needs

- Develop learner voice including collaboration with learners from Barnwell School, to further involve learners in planning and school evaluation.
- Raise further awareness of the world (including British values) through celebration events and anniversaries.

Overall effectiveness

Judgements are secured by:

- Bench marking against other SLD schools
- Evaluation of the quality of teaching and learning
- Evaluation of learner progress
- Evaluation of parent's / carers satisfaction

Overall effectiveness

Judgement:

- The school's overall effectiveness is Good
- The vast majority of parents and carers express high levels of satisfaction.
- Multi agency practice is effective in supporting parents, carers and pupils.
- The school works effectively with parents / carers and other professional agencies to ensure that the vast majority of young people have an appropriate college placement or access to other opportunities when they leave school.
- The school is proactive in ensuring appropriate post-school placements.
- The vast majority of young people leave school to appropriate post school destinations.
- The school plays a strategic role supporting other schools and specialist provision.
- The lead teacher for ASC works closely with the LA advisory service as well as the NAS.
- Senior leaders are active members of multi-professional groups seeking to further develop opportunities for young people aged 19 to 25 who have profound and severe learning difficulties in North Hertfordshire.
- Greenside provides very good value for money.