



# Self-Evaluation 2017 – 18

## Introduction

The Greenside School Self Evaluation uses the main headings of the OfSTED framework to reflect and judge the current quality of provision, with additional sections on attendance and Spiritual Moral Social and Cultural Development (SMSC).

Each heading identifies future development priorities to enable improvement; which are addressed in the school's development plan. The self-evaluation also provides contextual information, including a profile of the learner's chronological age, gender and levels of attainment. Members of the school's senior management team, governors and subject advisors contribute to the school's self-evaluation.

## Contextual Information

- Greenside is a Hertfordshire County Council mixed, day, community special school, learners aged 2-19 years who have been assessed as having a severe or profound learning difficulty. All learners experience significant barriers to learning.
- Baseline assessments carried out on entry reveal attainment levels for EYFS in 2015 / 2016 ranges between P2ii and P4.
- The school population has grown from 80 learners in 2001 to 134 on role in January 2017. This increase reflects the growing population in the area, as well as the school's good reputation.
- Most learners use home / school transport. Some live in small rural villages, this can result in long journeys to and from school. Fewer than 10 learners are transported by their parents / carers.
- Greenside has an experienced, settled, motivated staff team. Staff turnover is low.
- The school building was originally designed to cater for 60 pupils, as a result of the increase in number of learners attending the school there are issues relating to accommodation. 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 their mainstream peers at "The Barnwell Bistro."
- Greenside provides specialist provision for learners with Autistic Spectrum Condition (ASC). This was accredited by the National Autistic Society (NAS) in 2012 and re-accredited (with a commendation) in 2015, receiving NAS Professionals In Autism Award 2016.
- In order to develop work related opportunities and self-help skills within the context of the local community; in 2012 a social enterprise was established at The Hyde shopping centre (approximately ½ mile from the school). Known as "The Greenside Studio" this business is open 6 days a week throughout the year and acts as a "living classroom" providing extended work related learning opportunities.

Greenside has gained:

- Healthy School Award (2013)
- BECTA ICT accreditation (2010; 2014)
- Specialist status in Cognition and Learning (2012)
- Change School status through Creative Partnerships (2012)
- Green Flag Eco School Award (2013)
- Gold Arts Mark Award. (2013)
- Crucial Crew Award for Citizenship (2013)
- National Autistic Society (NAS) accreditation. (2012)
- NAS reaccreditation (2015) with commendation – specialist ASC provision was judged as outstanding. Greenside is used by the NAS as an example of “best practice”.
- NAS Professionals Excellence Award (2016)

### **OfSTED Judgements and key issues**

Greenside receive a short visit inspection in July 2016. The school continues to be “good.” Pupils’ behaviour was described as “impeccable.”

The curriculum was described as “well designed” and ensures appropriate learning opportunities to learners to become more independent.

Relationships between learners and staff were regarded as “excellent” all are treated with dignity and respect.

Assessment does not ensure that gaps in development are identified and met.

Next steps are:-

- *“Systems for tracking pupils’ progress are further developed to ensure that all aspects of pupils’ learning and personal; development are incorporated in one place, so provision is rapidly adjusted to meet pupils’ emerging needs”.*
- *“the recording of behaviour includes analysis of triggers for incidents where physical intervention is necessary and this information can then be used by staff to support pupils to manage and overcome challenges that may lead to a deterioration in their behaviour.”*

### **Learner Profile**

- Most learners have a combination of special educational needs. In September 2015 the school had a planned funded number of 116 pupils.
- In 2015 / 16 all learners were working in the range between P1 – NC Level 2.
- In January 2015 the age range of the school was between 2 and 19 years.



# Self-Evaluation (*School judgements are underlined*).

## 1. Outcomes for pupils

Judgements are secured by:

- A robust monitoring system that utilises regular learner progress review meetings;
- Analysis of comparative learner progress data made against the DfE Progression Guidance materials.
- Moderating P levels in school.
- External moderation with other SLD schools.
- Termly learner progress meetings
- Assessment of learner progress that includes the use of the PIVATs assessment tool in Maths; English; Science (Enquiry) and Personal and Social Development
- Assessment of learner progress (for those attaining P1 to P4) using QUEST and Routes to Learning assessment tools.
- Continuous assessment of pupil's progress is undertaken using the "Evidence for Learning" (tablet app).
- Early Years Foundation Stage (EYFS) learning journals are used to document evidence of learning and individual "trackers" are used to record small steps of progress
- Moderation of externally accredited courses gained by students.
- Analysis of learner progress data over time using CASPA, and PIVATs
- Analysis of learner progress over time, data against DfE Progression Guidance
- Analysis of achievement accredited in the Arts award and Creative Award
- Analysis of learning outcomes set in Individual Education Plans (IEPs), Access to Learning Plans (ALPs) and behaviour support plans.
- Progress is shown through the 'Lifeskills Challenge' courses in Post 16 with ASDAN certification, which offers recognition for small steps of achievement.
- Annual review meetings and reports.

<b>Outcomes for pupils</b>	<b>Additional evidence to support evaluation</b>
<p><b>Judgement:</b></p> <ul style="list-style-type: none"> <li>- Achievement is <u>Good</u> / <u>Outstanding</u>.</li> <li>- Achievement in EYFS is <u>Outstanding</u></li> <li>- Achievement at Post 16 is <u>Good</u></li> <li>- Achievement in Personal Social Development (PSD) is <u>Outstanding</u></li> <li>- Achievement in SMSC is <u>Outstanding</u></li> </ul> <p><b>Early Years Foundation Stage (EYFS)</b> Progress and attainment in EYFS is <u>Outstanding</u></p> <p>At the EYFS stage:</p> <ul style="list-style-type: none"> <li>- The vast majority of learners make substantial, sustained progress and Individual learners often exceed predicted learning outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>• Initial baseline assessment information</li> <li>• Review of progress based on priorities set in each pupil's statement of Special Education Needs and Education, Health, Care Plans (EHCP).</li> </ul>

- In-depth, on-going assessment tracking and analysis of progress is accurate and differentiated to the needs of each child.
- The vast majority of parents, therapists and visiting professionals are very pleased with the progress of pupils.

**Key Stages 1 – 4**

The progress of learners at the end of **Key Stage 2** in:

- English - Good
- Mathematics - Outstanding
- Science – Outstanding
- PSD - Outstanding

The progress of learners at the end of **Key Stage 3** in:

- English - Good
- Mathematics - Good
- Science - Good
- PSD - Outstanding

The progress of learners at the end of **Key Stage 4** in:

- English - Good
- Mathematics - Outstanding
- Science - Good
- PSD - Outstanding

**At Key Stages 1 – 4:**

- The majority of learners meet or exceed learning outcomes set in Individual Education Plans Achievement in Personal Social Development is outstanding throughout the school. This is evident from the analysis of learner progress data, IEPs, feedback from parents.
- Challenging targets for the development of key skills are integrated across the curriculum and impact positively on levels of progress. This is demonstrated in the motivation and pleasure that the vast majority of learners show during lessons and recreational activities as well as their learning achievements.
- Co-location with Barnwell School provides exceptional opportunities for inclusive learning including: KS1& 2 learners being supported in their reading, KS 3&4 undertaking inclusive, music, photography, art, dance and science.
- Some KS 3 & 4 students join Barnwell learners at lunch time, using “The Barnwell Bistro.”

- The EYFS profile document is used to support a rigorous progress on on-going assessment, target setting and review.
- PIVATS individual assessment data
- IEP monitoring
- Annual Review Reports and End of Year Reports
- ASDAN Personal Progress and ‘Lifeskills Challenge’ modules.
- Moderation is undertaken within the school as well as in collaboration with other SLD schools this ensures target setting is challenging and based on valid assessment data
- Analysis of learner progress data
- Review of progress recorded in the learning app.
- Analysis of Individual planning and assessment records
- Inter-school moderation – bench-marking
- Parent/carer comments at consultation evenings
- Parents/carers/pupils’ comments and feedback at Annual Reviews.
- Parent / carers questionnaire responses



<ul style="list-style-type: none"> <li>- Community based learning is a strength and has been enhanced by a dedicated teacher for outdoor learning.</li> <li>- Collaboration with a farm, the provision of an allotment as well as a social enterprise extends learning beyond the school and provides new challenges and opportunities which motivate students.</li> <li>- The vast majority of young people leave to access a full time course at one of 3 FE colleges.</li> <li>- The school is proactive in support of students who have experienced difficulties in transition. The school's social enterprise has been a valuable resource to support individual students who have required an extended support</li> <li>- The vast majority of students achieve externally accredited awards. These reflect their learning needs and interests.</li> <li>- Accredited courses include ASDAN Awards and the Arts Awards in Music and Drama.</li> <li>- Greenside has worked in collaboration with Corali to develop 'The Creativity' award.</li> </ul>	<ul style="list-style-type: none"> <li>• Achievement Certificates awarded in Assemblies</li> <li>• Analysis of students achieving ASDAN" accredited courses (Post 16 and some KS 4 students)</li> <li>• The PIVATs assessment tool is used to inform and support teachers set learning targets.</li> <li>• Analysis of data of achievement in a regional school network (SSMAG) with similar demographics.</li> <li>• Analysis of progress towards achieving creative awards.</li> <li>• LA "Keeping in-touch" visits and reports.</li> </ul>
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<p><b>Outcomes for learners will be judged as better when:-</b></p> <p><b>EYFS</b></p> <ul style="list-style-type: none"> <li>- Further develop multi-agency partnership with therapists and nurses</li> </ul> <p><b>KS 1 – 4</b></p> <ul style="list-style-type: none"> <li>- Curriculum planning and assessment develop to enable greater flexibility and differentiation.</li> <li>- Whole school assessment assists lateral and developmental progress.</li> <li>- Better use is made of ICT to support learning and communication for learners with PMLD.</li> <li>- Learners given further opportunities to develop independence.</li> </ul> <p><b>Post 16</b></p> <ul style="list-style-type: none"> <li>- Establish supported internships to enable employment opportunities</li> <li>- Extend community based learning for students who have the most complex needs.</li> <li>- Accommodation is improved.</li> </ul>
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## 2 - Quality of teaching, learning and assessment

Judgements are informed by:

- 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.
- A robust monitoring system that utilises external advice and accreditation.
- The Headteacher has been an OfSTED inspector and advisor for the LA;
- Members of the SLT who have completed training in relation to evaluating the quality of teaching and its impact on learning;

<b>Quality of teaching, learning and assessment</b>	<b>Additional evidence to support evaluation</b>
<p><b>Judgement:</b></p> <ul style="list-style-type: none"> <li>- Quality of teaching is <u>Good</u> / <u>Outstanding</u>.</li> <li>- Quality of teaching in EYFS is <u>Outstanding</u></li> <li>- Quality of teaching at Post 16 is <u>Good</u> / <u>Outstanding</u></li> <li>- Quality of teaching of swimming is <u>Outstanding</u></li> <li>- Quality of teaching of dance is <u>Outstanding</u></li> <li>- Quality of teaching in drama is <u>Outstanding</u></li> </ul> <p><b>Whole School:</b></p> <ul style="list-style-type: none"> <li>• There is a calm atmosphere around the school and learners settle quickly on arrival.</li> <li>• Relationships between staff and learners are warm and purposeful.</li> <li>• Learners enabled to demonstrate independence.</li> <li>• The majority of lessons observed were very purposeful and well-planned lessons with a focus on learning and progress.</li> <li>• Learning objectives are generally clear and planning is usually differentiated effectively.</li> <li>• Good use is made of assessment for learning strategies, this includes the quality of observations, good use of questioning of individuals which promotes their communication and checks their understanding.</li> <li>• Symbols and words are used well to promote pupils' language skills and develop their vocabulary.</li> <li>• Behaviour is calm and well managed, and all learners are engaged effectively in most lessons.</li> <li>• Teachers make their expectations clear to pupils..</li> <li>• A good variety of sensory experiences are provided for PMLD pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson observation</li> <li>• Paired observations</li> <li>• Lesson visits</li> <li>• Learning walks</li> <li>• Parent/Carer Feedback</li> <li>• Governor visits; observations and feedback</li> <li>• Observations undertaken by independent education consultants and inspectors, including paired observations with governors</li> <li>• Feedback from teachers and specialists undertaking paired coaching / improvement activities.</li> <li>• Responses from visiting professionals</li> <li>• NQT mentoring</li> </ul>

## EYFS

- The quality of teaching in EYFS is judged to be outstanding because of the rate of learner progress and their individual achievements.
- Staff work as a team with a focus on achievement.
- Assessment practices track progress and enable parents and other professionals to contribute to planning, review and practice.
- Leadership of EYFS provision is outstanding, ensuring a rigorous review of planning, assessment, progress and achievement.
- The EYFS curriculum is embedded.
- Recording and reporting is used by the LA as a model of good practice.
- 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 practice.
- The learning environment is safe, well organised, bright, colourful and promotes learning.
- Effective collaboration with other EYFS within the LA informs moderation.
- Staff work in partnership with parents and carers enabling them to be involved in learning, ensuring that skills are transferred from school to home.

## Key Stages 1 - 4

- The vast majority of lessons observations and learning walks judge the quality of teaching and learning to be good, many lessons are outstanding.
- Judgements of inadequate practice or teaching that requires improvement are rare and are always fully acted upon through action planning, coaching, additional training and support leading to improvement.
- Successful support strategies including coaching, paired observations, school visits, specific training and feedback from educational consultants, resulted in a significant improvement in the quality of teaching, the vast majority of which is now judged to be good, with many lessons outstanding.
- Observations and learning walks identified that some Learning Support Assistants (LSAs) require support and coaching to develop their practice to allow learners to demonstrate and develop their learning.
- Assessment for Learning is a growing strength. 2 teachers have undertaken a 2 year action research

- Support for teachers new to the school
- Monitoring of individual planning and assessment
- Annual Review Reports
- End of Year reports
- Discussions with pupils
- Evaluating pupils' work
- Unstructured observations of individuals and groups
- Reports from LA officers.
- Reports and feedback from School Improvement Partner (SIP) and independent educational advisors
- Assessment for learning project.

project. Their work is influencing the quality of practice throughout the school as well as being regarded as a model of good practice by the LA

- Learner progress data is used to scrutinise both individual, whole school and group progress and achievement and impacts on teaching.
- Assessment data is moderated both internally and in collaboration with other special schools.
- Structured scrutiny of learners work is moderated in order to validate assessments.
- The expertise of other professionals is used to improve teaching and increase achievement.
- 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.
- Lesson planning is based on individual assessment within a curriculum framework that is relevant, engaging and motivating.
- Teachers have high expectations and set individual targets that are challenging, relevant and appropriate
- Imaginative use of ICT enhances feedback to learners and results in increased awareness and motivation.
- The school's practice in devising and implementing customised behaviour support plans in partnership with other agencies is a feature of our high expectations of teaching and results in more accessing the curriculum appropriately.
- Close partnership with families and carers including respite providers means teaching and learning is generalised in home and community settings.
- Progress against targets is regularly reviewed by class teachers and others and any concerns are collectively addressed.
- Most class staff are involved in noting and assessing progress and parents/carers are encouraged to contribute.
- Learning targets are broken down and incorporated throughout the curriculum and in a range of settings.
- Attention is paid to the individual's ability to transfer and generalise skills and this increases autonomy as adults.
- The skills and expertise of others e.g. therapists, are incorporated into assessment and planning.
- Assessment and observations demonstrate that learners attend and concentrate very well in the vast majority of learning activities both within the

school and when working within the wider community.

- Observations of teaching and learning show the vast majority of the learners are motivated and engaged leading to at least good progress.

### **Post 16**

- The quality of teaching in the Post 16 department is judged to be Good / Outstanding
- Students are offered a 'bespoke' curriculum using the ASDAN 'Lifeskills Challenge' modules.
- Students are enabled to gain skills that support their level of independence.
- Students experience a wide range of challenging, exciting learning activities and exercise choice.
- The vast majority of students enjoy a range of extended activities including residential journeys, visits to the cinema, theatre, sporting events, museums and galleries.
- Students are able to use a wider range of community resources and facilities, including the school's allotment, community based learning resource as well as partnership with a farm and garden centre.
- Learning aims, outcomes and activities reflect the abilities, interests and needs of each young person.
- The learning activities have sufficient level of challenge.
- The vast majority of students are engaged, motivated and enjoy learning
- Work related learning has raised expectations and fostered higher levels of confidence and self-esteem.
- Vocational learning opportunities include extended work experience on a farm, garden centre, allotment and the schools social enterprise.
- Learning based in the wider community is an important focus, as it enables skills and understanding to be reinforced and transferred into different settings.
- Personalised learning plans enable the young person and their family to be engaged in the setting and review their learning targets as well as to celebrate their achievements.
- Specialist provision for students who have complex physical, sensory and emotional needs is effective in enabling learning, progress and achievement.
- The creative arts form an important aspect of the FE curriculum. Outstanding provision in this aspect is provided through engaging specialist dance companies, artists and musicians.

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| <ul style="list-style-type: none"><li>• Collaboration with 3 FE colleges is effective in supporting transition; the vast majority of students leave school to attend a full time course.</li><li>• The school's social enterprise has been of value in extending the transition process.</li><li>• Students are supported to contribute to assess their own progress and achievements</li></ul> |  |
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**The quality of teaching, learning and assessment will be judged as better when:-**

- Coaching, mentoring and CPD enables a higher proportion of lessons to be judged as outstanding.
- Assessment enables progress in aspects such as engagement to be measured, shared, informs individual planning.
- EHC outcomes inform personalised planning and practice.
- Collaborative work with teachers from mainstream schools (including the delivery of Outreach) is developed further.

### 3 Personal development, behaviour and welfare

Judgements are secured by:

- Focused learning walks (by SLT / subject leaders)
- Lesson observations,
- Feed-back from psychologists, therapists and visitors
- Feed-back from LA officers
- Feed-back from educational consultants
- Views of parents,
- The views of pupils.
- An analysis of recorded incidents
- Evaluation of the impact of specific plans to support individual pupils
- Safeguarding audit
- Health and safety audit
- Feedback from governor visits

<b>Personal development, behaviour and welfare</b>	<b>Additional evidence to support evaluation</b>
<p><b>Judgement:</b></p> <ul style="list-style-type: none"> <li>• The behaviour and safety of learners is <u>Outstanding</u> throughout the school.</li> </ul> <p><b>Behaviour:</b></p> <ul style="list-style-type: none"> <li>• Greenside has a positive, reflective ethos.</li> <li>• High quality relationships result in happy and secure young people.</li> <li>• Learners are involved in reflecting on their progress</li> <li>• Achievements are recognised and celebrated.</li> <li>• The behaviour support policy is clear, understood and implemented consistently.</li> <li>• 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.</li> <li>• Effective monitoring and evaluation arrangements ensure that pupil’s emotional and behavioural progress is evaluated objectively.</li> <li>• Support is provided for staff and parents by members of the senior management team.</li> <li>• Teachers work closely with parents to support them in dealing with difficult behaviours at home</li> </ul>	<ul style="list-style-type: none"> <li>• Reports from LA officers.</li> <li>• Reports and feedback from external education consultants</li> <li>• Learning walks</li> <li>• Reports by educational psychologists.</li> <li>• Feedback from visiting professionals.</li> <li>• Lesson observations</li> <li>• Monitoring and evaluating incidents, behaviour support plans.</li> <li>• Evaluating impact of behaviour support plans</li> </ul>

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| <ul style="list-style-type: none"> <li>• Multi-agency collaboration informs planning and enables proactive support for parents / carers.</li> <li>• Greenside has 5 Hertfordshire Steps tutors.</li> <li>• All staff receive training in moving and handling, the school has 2 moving and handling instructors.</li> <li>• The school has played a leading role in the development of the County's behaviour support training programme and de-escalation strategies.</li> <li>• Greenside delivers training for own staff as well as those from other Hertfordshire schools and organisations.</li> <li>• Teachers and assistants work as a team in implementing behaviour support plans.</li> <li>• Staff work as a team to interpret the meaning (purpose) of a pupil's behaviour from the perspective of the young person as helping the person to learn appropriate ways of meeting these needs.</li> <li>• Positive behaviour is recognised, celebrated and rewarded throughout the school day as well as at each assembly.</li> <li>• 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).</li> <li>• The school has successfully included learners from a secondary school for learners with learning difficulties with high level behaviour needs.</li> <li>• Lunch time activities reflect pupil's interests, preferences and wishes as expressed during structured consultations.</li> <li>• A focus on making sessions more motivating and stimulating through creative approaches and use of specialists has influenced learner engagement, positive behaviour and progress.</li> <li>• There have been no racist, homophobic or bullying incidents in the last 5 years.</li> <li>• No learner has been permanently excluded since 2013 (1 fixed term exclusion to enable changes to classroom in order to reduce risk).</li> <li>• The vast majority of parents report in the annual survey that the school deals effectively with behaviour through positive means.</li> <li>• 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.</li> </ul> | <ul style="list-style-type: none"> <li>• Individual case studies of individual learners whose emotional needs have required specific support strategies.</li> <li>• Support provided for learners who have complex medical needs and are unable to attend school.</li> <li>• Support individual learners and their families.</li> <li>• Monitoring of incident books</li> <li>• Monitoring of Restrictive Physical Intervention (RPI) book.</li> <li>• Learner Comments</li> <li>• Parent comments and Questionnaire Responses (96% of parent/carer respondents consider behaviour to be effectively managed).</li> <li>• The school has trainers in RPI (Herts Steps).</li> <li>• The school's lead Herts Steps trainer supports the development of RPI in the LA.</li> <li>• Greenside has played a leading role in the development of positive practice in the support of learners whose practice places themselves and others at risk of harm in the LA and beyond.</li> </ul> |
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| <ul style="list-style-type: none"> <li>• The vast majority of learners value and respect the school and its property.</li> <li>• Policies, procedures, guidelines and risk assessments are in place and are reviewed and updated as part of a regular cycle.</li> <li>• The school works effectively with others to maintain/improve the health, fitness and physical, emotional and psychological state of all pupils.</li> <li>• Learners are seen to have positive attitudes to learning and their behaviour in the majority of lessons are good and often outstanding.</li> <li>• Many visitors to the school remark on the behaviour and attitude of the pupils. They are impressed by the calm, purposeful atmosphere.</li> <li>• 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.</li> <li>• Training is provided for all class staff in assessing risk, preparing support plans and Restrictive Physical Interventions (RPI).</li> <li>• 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.</li> <li>• The school keeps RPI to a minimum and carefully monitors any use of RPI.</li> <li>• The school uses the Herts Steps training</li> <li>• The behaviour support policy incorporates procedures for physical restraint and there is clear guidance on de-escalation.</li> <li>• Positive handling plans and detailed risk assessments are in place for individual pupils.</li> <li>• Risk assessments for educational visits are in place and a member of staff is fully trained in the requirements for these.</li> <li>• Specialist strategies are used to support learners with ASC including: Intensive Interaction; Sensory Integration; Sensory Diets; Communication Passports.</li> <li>• The school provides workshops and support meeting specifically for parents and carers of learners who have ASC.</li> <li>• Member of the SLT undertakes termly review of incidents and prepares a report for the Head</li> <li>• Lead person for Herts Steps undertakes a termly review of the use of RPIs and prepares a report for the Head</li> </ul> | <ul style="list-style-type: none"> <li>• Greenside is often used by LA officers and advisors as a model of good practice in supporting learners whose behaviour increases the risk of harm.</li> <li>• The school has an accredited tutor in Intensive Interaction.</li> <li>• The school has 2 qualified trainers in moving and handling.</li> <li>• Each member of the SLT has undertaken Prevent training.</li> <li>• Partnership work with other professionals.</li> <li>• Children Looked After reviews</li> <li>• Local authority review of safeguarding procedures.</li> <li>• Governor's annual audit of safeguarding policies and practice.</li> <li>• Monitoring of attendance</li> <li>• LA lead safeguarding audit.</li> <li>• LA lead health and safety audit.</li> <li>• Collaboration with occupational therapists informs provision for learners with sensory needs.</li> <li>• Teachers and tutors work in partnership with speech and language</li> </ul> |
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- Lead person for Herts Steps contributes to the development of a new record system for RPIs.

### **Pupil's welfare**

- There are separate safeguarding and child protection policies and these are comprehensive.
- The school has a statement about radicalisation on its website. There is a separate statement on extremism and British values which is a very useful document.
- Extensive records and guidance are in place in relation to health and safety.
- The induction and training of staff and volunteers 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.
- The health and safety log includes a list that involves staff in identifying anything of concern that they may see. The school then addresses and acts upon their concerns. This has been used by the LA as a model of good practice.
- A clear policy is in place setting out how pupils' 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. Pupils' 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 pupils' 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 Single Central Record (SCR) meets requirements and is monitored by the DLP.
- Clear and robust safeguarding policies, strategies and procedures are in place to ensure the safeguarding and well-being of all pupils; this is monitored by a named Governor.

therapists (SaLT) to develop eating plans.

- SaLT lead training for teachers, learning support and mid-day assistants in eating.
- Inter-disciplinary collaboration supports learners who are not well enough to attend school.

- The school has robust Equality, Discrimination policies as well as statements on promoting British values and extremism.
  - One of the assistant Heads is the school's Designated Lead Person (DLP)
  - The other members of the SLT provide 3 deputy DLPs.
  - A prevent strategy is in place, with lead people identified to provide advice and act on extremism.
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- 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.
  - The Child Protection policy is reviewed annually and all staff sign to confirm that they have received a copy and read the document.
  - The DLP prepares an annual report to governors on safeguarding and children looked after.
  - An annual safeguarding audit is undertaken by the Head and DLP
  - 7 members of staff are trained first aiders.
  - First Aiders and lifesaving staff are trained in the use of a defibrillator.
  - The swimming pool manager has received additional training and co-ordinates health and safety and first aid for the whole school.
  - 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 parents 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 pupil.
  - 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.
  - In 2015 the school engaged a senior social worker to lead safeguarding training for the SLT and conduct a safeguarding audit.
  - The headteacher regularly searches the internet and has not found any adverse references to the school.
  - The school records any causes for concern and work preventatively wherever possible, liaising closely with social workers.

- The school ensures that parents / carers are called at once when it is realised that a learner has not arrived on the transport.
- The school works in partnership with The Stevenage Educational Trust (SET) to provide workshops to parents on e-safety.
- A minor accident folder is kept for learners and any larger accident is recorded by the nurses who keep their own separate paperwork. A staff accident book is also in place.
- There is a bound incident book which contains comprehensive records of any incidents that have taken place. Classes also keep a record of minor incidents in a loose-leaf book.
- Senior leaders monitor incidents to identify any patterns.
- 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.
- A named member of staff and a named governor oversee health and safety matters. In 2016 the LA H & S audit judged compliance as outstanding

### **Attendance**

- The school has rigorous and effective policies and practices to monitor and follow up on learner absence.
- In the Autumn term 2016 the overall average attendance figure was 90.8%
- Senior leaders undertake a termly analysis of those learners whose absence rate was over 85% and have identified specific support for parents and carers. In each case this intervention has resulted in a significant improvement in attendance.
- Effective support is provided for learners with complex medical conditions who are unable to attend school for prolonged periods. This is tailored to the specific needs of each learner and includes regular home visits and home tutoring undertaken by teachers, assistants and creative practitioners.
- Effective, collaborative interventions are in place to support persistent non-attendeess.

- Daily attendance is monitored by a named member of the administration team. By 10 o'clock each morning a member of the admin team will have contacted parents / carers of absent learners and record the reason for the absence.
- Overall attendance is monitored by the Head, and SLT who identifies specific trends and patterns.
- Heads of department are proactive in supporting parents and carers who require specific support. and will work with other professionals, to ensure that appropriate support / action is taken.

**Personal development, behaviour and welfare will be even better when:**

- Teachers and tutors fully use the Herts. Steps therapeutic assessment tool.
- Accurate records of incidents inform planning and analysis – through the use of a specific computer based tool
- Attendance reaches the target figure of 92%
- Further support and guidance is provided to parents and carers regarding e-safety.

## 4 - Spiritual Moral Social and Cultural Development (SMSC).

Judgements are secured from:

- 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

<p><b>4. Spiritual Moral Social and Cultural Development (SMSC).</b></p> <p><b>Judgement:</b></p> <ul style="list-style-type: none"><li>- SMSC is <u>Outstanding</u> throughout the school.</li></ul> <p><b>Social</b></p> <ul style="list-style-type: none"><li>• The school’s ethos, aims, curriculum and practice promote self-esteem.</li><li>• Achievement is recognised and celebrated.</li><li>• Plenary sessions assess learners to reward and celebrate achievement.</li><li>• The high quality of relationships between learners and staff are maintained throughout the school.</li><li>• There is a culture of caring for others; respecting the feelings of others, demonstrating tolerance.</li><li>• The vast majority of learners display confidence and independence from a very early age and this continues resulting in high levels of autonomy.</li><li>• The caring culture of the school fosters positive, respectful, trusting relationships and friendships.</li><li>• Partnerships within the wider community enable opportunities for learners to be good citizens.</li><li>• Pupil’s views and opinions are acted upon.</li></ul>	<p><b>Additional evidence to support evaluation</b></p> <ul style="list-style-type: none"><li>• Direct observations of teaching and learning.</li><li>• Observations of teachers and other staff in different aspects of their role e.g. meetings with parents / carers and other professionals provides evidence of the high quality of supportive relationships.</li><li>• Learning walks</li><li>• Evaluation of evidence of achievement in pupils’ personal development.</li><li>• Sampling learnerswork.</li><li>• Pupil’s enthusiasm and knowledge.</li><li>• Feedback from other schools and</li></ul>
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- 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

community groups.

- Links with partner mainstream schools
- Participation in National Charity Events
- Partnership with 4 mainstream schools has enabled a range of inclusive learning opportunities.
- Some learners undertake international residential journeys
- Analysis of feedback from visitor forms
- Celebration of festivals
- Collaboration with community groups.
- Collaboration with different faith groups including: visits to temples, mosques and synagogues.
- Collaboration with the local church to enhance specific assemblies and services such as: Harvest Festival; Christmas Carol Service; Easter and Remembrance.
- Range of extended social and learning opportunities including after school clubs tailored to the needs and interests of individual pupils; Residential journeys; work related learning at the school’s social enterprise

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.

- Students make a contribution to the wider community through fund raising activities; partnership with local residential home for senior citizens
- School acting upon the voice of the pupil.
- Golden book celebrates and shares learner achievements in the school assemblies.
- Post16 Leavers Prom
- Partnership with Barnwell School.

### **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.

## 5 - Leadership and Management

Judgements are secured by:

- 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
- Analysis of performance development progress
- Evaluation of training and professional development activities and their impact on learning and outcomes

<p><b>5. Effectiveness of leadership and management</b></p> <p><b>Judgement:</b> Leadership and Management is <u>Good</u> / <u>Outstanding</u></p> <ul style="list-style-type: none"><li>- Governors, senior leaders, subject and aspect leaders have embedded an ethos of ambition and creativity that enables the best possible outcomes for pupils. A culture of continuous reflection, evaluation and review, structures are in place that enables everyone to contribute to sustained development and improvement.</li><li>- There is a shared drive for improvement throughout the school. This is demonstrated by the rigorous focus achievement and progress for all pupils. 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.</li></ul>	<p><b>Additional evidence to support evaluation</b></p> <ul style="list-style-type: none"><li>• School Improvement Plans and reviews</li><li>• Accurate monitoring and self-evaluation</li><li>• Performance Development processes</li><li>• Attendance monitoring records</li><li>• Governing Body evidence</li><li>• Governing Body minutes of meetings</li></ul>
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- 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 pupils.
- Governors and senior leaders have established effective strategies to secure an objective, accurate understanding of the school's effectiveness. This is informed by the views of parents, pupils, staff as well as professionals from health, social services and other agencies deployed at the school.
- Governors and senior leaders have established performance management strategies that are lined to an ambitious training and professional development programme that challenges, supports and enables improvement. Staff feel involved in their own professional development.
- The school has a culture that encourages ambition and enables achievement. This is reflected in the exceptionally high number of assistants who have achieved teaching qualifications as well as number teachers who have or currently are undertaking post graduate qualifications.
- Senior 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.
- The curriculum is broad, balanced and relevant to learning, emotional, physical and sensory needs. Teaching is creative, innovative and inclusive; it inspires learning and enables progress and achievement. Pupils' 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.

- School Improvement Partner and reports from independent advisors
- Coherent programme of Continuous Professional Development (CPD)
- School policies and risk assessments
- Staff Steering Group
- Curriculum planning
- Learner progress data and analysis
- School records- physical intervention reports, bullying, racist incidents etc.
- Feedback from other professionals
- SLT knowledge of individual students.
- Discussion with parents
- Collaboration with post school service providers.
- Feedback and evaluation conducted by School Improvement Partner and other external consultants.
- Workshops for parents led by community support workers
- Courses led by Greenside staff for parents, family in use

<ul style="list-style-type: none"> <li>- Governors, senior, subject and aspect leaders have ensured that rigorous processes are in place to monitor, review and maintain development of the school's curriculum and enables continuous improvement. The level of ambition as well as the pace of improvement is consistently high. The rigorous analysis of learner progress data and other evidence by senior and subject leaders informs improvement planning.</li> <li>- Leaders have been successful in enabling the development of inclusive practice, particularly with Barnwell Middle school (the 2 schools co-located within 2013). Equality of opportunity and diversity is strength of the school.</li>   <li>- Governors and senior leaders are proactive and effective in gaining the views of parents and carers and acting on this to inform planning, practice as well as the development of provision.</li> <li>- The high quality of safeguarding training provided for all staff ensures that the school has embedded a culture of vigilance in which safeguarding is effective and pupils' welfare actively promoted. Learners are respected, listened to and feel safe. Staff are proactive protecting learners from neglect and abuse. Leaders work effectively with external partners. Teachers protect learners from radicalisation and extremism.</li> <li>- Within the LA the school has been at the forefront of the development of assessment and planning strategies which support learners who have emotional difficulties and whose behaviour can, on occasions, place themselves and others at risk of harm. The quality of specialist provision for learners with Autistic Spectrum Condition (ASC) is used by The National Autistic Society (NAS) as a model of exceptional and innovative practice.</li> </ul>	<p>of sign vocabulary, communication for learners with ASC and positive behaviour support.</p> <ul style="list-style-type: none"> <li>• The school hosts a wide range of parent support groups; talks from visiting speakers which have a specific focus.</li> <li>• NAS accreditation feedback</li> </ul>
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**Leadership and Management will be judged as better when:-**

- Through coaching, monitoring and support SLT and subject leaders enable a higher percentage of teaching and achievement to be outstanding.
- Develop the role of middle leaders.

## 6- 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 parents / carers satisfaction
- Evaluation of staff morale

<p><b>6. Overall effectiveness</b></p> <p><b>Judgement:</b></p> <ul style="list-style-type: none"> <li>- The school's overall effectiveness is <u>Good</u> / <u>Outstanding</u></li> <li>• The vast majority of parents and carers express high levels of satisfaction.</li> <li>• Multi agency practice is effective in supporting parents, carers and pupils.</li> <li>• 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.</li> <li>• The school is proactive in ensuring appropriate post-school placements.</li> <li>• The vast majority of young people leave school to appropriate post school destinations.</li> <li>• The school plays a strategic role supporting other schools and specialist provision.</li> <li>• The lead teacher for ASC works closely with the LA advisory service as well as the NAS.</li> </ul>	<p><b>Additional evidence to support evaluation</b></p> <ul style="list-style-type: none"> <li>• Assessment by external educational consultants and advisors.</li> <li>• Feedback from parents and carers</li> <li>• Feedback from staff steering group</li> <li>• Comparison of performance data with other schools on a local, regional and national basis.</li> <li>• Feedback from other schools, comments provided on the SLD forum, recommending</li> </ul>
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<ul style="list-style-type: none"> <li>• 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.</li> <li>• Greenside provides very good value for money.</li> </ul>	<p>the creative resources and sensory stories that are provided on the website.</p> <ul style="list-style-type: none"> <li>• Financial benchmarking against 14 SLD schools; age range 2 to 19 years in Herts, Beds, Essex. In addition expenditure is compared to national statistics relating to all urban special schools (source DfE).</li> <li>• Analysis of progress over 10 SLD schools</li> </ul>
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**6. Overall effectiveness will be better when:**

- Systems for tracking pupils' progress ensure that all aspects of pupils' learning and personal; development are incorporated in one place, so provision is rapidly adjusted to meet pupils' emerging needs
- The recording of behaviour includes analysis of triggers for incidents where physical intervention is necessary and this information can then be used by staff to support pupils to manage and overcome challenges that may lead to a deterioration in their behaviour.
- Clear, concise and effective policies and practices relating to ENC's are agreed and understood with all stakeholders, are embedded, support learning and inform the development of provision, matched to the needs of each learner.
- Partnership with FE colleges and adult services enables young people with SLD to gain paid employment.